

Georgios D Sideridis

List of Publications by Year in descending order

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Version: 2024-02-01

128
papers

2,731
citations

218677

26
h-index

233421

45
g-index

130
all docs

130
docs citations

130
times ranked

3113
citing authors

#	ARTICLE	IF	CITATIONS
1	Using Structural Equation Modeling to Assess Functional Connectivity in the Brain. <i>Educational and Psychological Measurement</i> , 2014, 74, 733-758.	2.4	185
2	Attachment, Social Support and Well-being in Young and Older Adults. <i>Journal of Health Psychology</i> , 2006, 11, 863-875.	2.3	160
3	Goal Orientation, Academic Achievement, and Depression: Evidence in Favor of a Revised Goal Theory Framework.. <i>Journal of Educational Psychology</i> , 2005, 97, 366-375.	2.9	152
4	Vitality and interestâ€“enjoyment as a function of class-to-class variation in need-supportive teaching and pupils' autonomous motivation.. <i>Journal of Educational Psychology</i> , 2011, 103, 353-366.	2.9	128
5	Timing of the Diagnosis of Attention-Deficit/Hyperactivity Disorder and Autism Spectrum Disorder. <i>Pediatrics</i> , 2015, 136, e830-e837.	2.1	97
6	Development of Lexical Mediation in the Relation Between Reading Comprehension and Word Reading Skills in Greek. <i>Scientific Studies of Reading</i> , 2007, 11, 165-197.	2.0	96
7	The Components of the Simple View of Reading: A Confirmatory Factor Analysis. <i>Reading Psychology</i> , 2012, 33, 217-240.	1.4	72
8	Longitudinal stability of preâ€“reading skill profiles of kindergarten children: implications for early screening and theories of reading. <i>Developmental Science</i> , 2017, 20, e12471.	2.4	70
9	On Social Achievement Goals: Their Relations With Peer Acceptance, Classroom Belongingness, and Perceptions of Loneliness. <i>Journal of Experimental Education</i> , 2009, 77, 285-308.	2.6	65
10	Language Differences at 12 Months in Infants Who Develop Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 899-909.	2.7	65
11	Contrasting the Effectiveness of Fluency Interventions for Students with or At Risk for Learning Disabilities: A Multilevel Random Coefficient Modeling Meta-Analysis. <i>Learning Disabilities Research and Practice</i> , 2006, 21, 191-210.	1.1	63
12	Attention-Deficit/Hyperactivity Disorder in Young Children: Predictors of Diagnostic Stability. <i>Pediatrics</i> , 2014, 133, 659-667.	2.1	57
13	Sex differences in effects of maternal risk and protective factors in childhood and pregnancy on newborn telomere length. <i>Psychoneuroendocrinology</i> , 2018, 95, 74-85.	2.7	55
14	A crossâ€“cultural examination of typically developing children's attitudes toward individuals with special needs. <i>International Journal of Disability Development and Education</i> , 2005, 52, 101-119.	1.1	52
15	Examining the relationship between home literacy environment and neural correlates of phonological processing in beginning readers with and without a familial risk for dyslexia: an fMRI study. <i>Annals of Dyslexia</i> , 2016, 66, 337-360.	1.7	51
16	Knowledge of Autism and Attitudes of Children Towards Their Partially Integrated Peers with Autism Spectrum Disorders. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 1867-1885.	2.7	49
17	Classification of Students with Reading Comprehension Difficulties: The Roles of Motivation, affect, and Psychopathology. <i>Learning Disability Quarterly</i> , 2006, 29, 159-180.	1.3	47
18	Achievement Goals and Persistence Across Tasks: The Roles of Failure and Success. <i>Journal of Experimental Education</i> , 2011, 79, 429-451.	2.6	44

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19	Maternal cortisol output in pregnancy and newborn telomere length: Evidence for sex-specific effects. <i>Psychoneuroendocrinology</i> , 2019, 102, 225-235.	2.7	44
20	Pediatric Mental Health Presentations and Boarding: First Year of the COVID-19 Pandemic. <i>Hospital Pediatrics</i> , 2022, 12, 751-760.	1.3	44
21	The role of goal orientations and goal structures in explaining classroom social and affective characteristics. <i>Learning and Individual Differences</i> , 2012, 22, 207-217.	2.7	39
22	Comparing Diagnostic Outcomes of Autism Spectrum Disorder Using DSM-IV-TR and DSM-5 Criteria. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 1437-1450.	2.7	34
23	Perceived parental bonding, fear of failure and stress during class presentations. <i>International Journal of Behavioral Development</i> , 2008, 32, 119-130.	2.4	32
24	Measuring Individual Differences in Cognitive, Affective, and Spontaneous Theory of Mind Among School-Aged Children with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2018, 48, 3945-3957.	2.7	31
25	Title is missing!. <i>Journal of Behavioral Education</i> , 1997, 7, 435-462.	1.3	30
26	Comparison of the theories of reasoned action and planned behaviour. <i>British Journal of Educational Psychology</i> , 1998, 68, 563-580.	2.9	30
27	Performance Approach-Avoidance Motivation and Planned Behavior Theory: Model Stability with Greek Students with and without Learning Disabilities. <i>Reading and Writing Quarterly</i> , 2005, 21, 331-359.	1.4	30
28	Achievement Goal Orientations, "Oughts," and Self-Regulation in Students with and without Learning Disabilities. <i>Learning Disability Quarterly</i> , 2006, 29, 3-18.	1.3	28
29	International Approaches to Learning Disabilities: More Alike or More Different?. <i>Learning Disabilities Research and Practice</i> , 2007, 22, 210-215.	1.1	28
30	Reading Fluency Estimates of Current Intellectual Function: Demographic Factors and Effects of Type of Stimuli. <i>Journal of the International Neuropsychological Society</i> , 2013, 19, 355-361.	1.8	28
31	Infant circulating MicroRNAs as biomarkers of effect in fetal alcohol spectrum disorders. <i>Scientific Reports</i> , 2021, 11, 1429.	3.3	28
32	Comparison of Attitudes of Teachers of Physical and Musical Education toward Inclusion of Children with Disabilities. <i>Psychological Reports</i> , 1996, 78, 768-770.	1.7	27
33	Initial and Over-Time Effects of Fluency Interventions for Students With or At Risk for Disabilities. <i>Journal of Special Education</i> , 2012, 46, 94-116.	1.7	27
34	Dimensions of Emerging Adulthood, Criteria for Adulthood, and Identity Development in Greek Studying Youth: A Person-Centered Approach. <i>Emerging Adulthood</i> , 2019, 7, 411-431.	2.4	25
35	Teacher Biases in the Identification of Learning Disabilities: An Application of the Logistic Multilevel Model. <i>Learning Disability Quarterly</i> , 2008, 31, 199-209.	1.3	20
36	Associations among maternal socioeconomic status in childhood and pregnancy and hair cortisol in pregnancy. <i>Psychoneuroendocrinology</i> , 2019, 99, 216-224.	2.7	20

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37	Exploring students' affect and achievement goals in the context of an intervention to improve web searching skills. <i>Computers in Human Behavior</i> , 2015, 49, 156-170.	8.5	19
38	White matter in infancy is prospectively associated with language outcomes in kindergarten. <i>Developmental Cognitive Neuroscience</i> , 2021, 50, 100973.	4.0	18
39	Discriminant Validation of the Test of Reading Performance (TORP) for Identifying Children at Risk of Reading Difficulties. <i>European Journal of Psychological Assessment</i> , 2000, 16, 139-146.	3.0	18
40	Assessment of Teacher Attitudes Toward Inclusion of Students with Disabilities: A Confirmatory Factor Analysis. <i>Adapted Physical Activity Quarterly</i> , 1997, 14, 51-64.	0.8	17
41	Rasch analysis of the Pediatric Evaluation of Disability Inventory's computer adaptive test (PEDI-CAT) item bank for children and young adults with spinal muscular atrophy. <i>Muscle and Nerve</i> , 2016, 54, 1097-1107.	2.2	17
42	Development and Evaluation of an Educational Initiative to Improve Hospital Personnel Preparedness to Care for Children with Autism Spectrum Disorder. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2018, 39, 358-364.	1.1	17
43	Is Human Behavior Autocorrelated? An Empirical Analysis. <i>Journal of Behavioral Education</i> , 1997, 7, 273-293.	1.3	16
44	The Motivational Determinants of Students at Risk of Having Reading Difficulties. <i>Remedial and Special Education</i> , 2001, 22, 268-279.	2.3	16
45	Goal importance within planned behaviour theory as the predictor of study behaviour in college. <i>British Journal of Educational Psychology</i> , 2001, 71, 595-618.	2.9	15
46	The Role of Goal Orientations in Explaining Academic Cheating in Students With Learning Disabilities: An Application of the Cusp Catastrophe. <i>Ethics and Behavior</i> , 2014, 24, 444-466.	1.8	14
47	Residential mobility, mental health, and community violence exposure among Somali refugees and immigrants in North America. <i>Health and Place</i> , 2020, 65, 102419.	3.3	14
48	An Examination of the Psychometric Properties of the Test of Reading Performance Using Structural Equation Modeling. <i>Psychological Reports</i> , 2000, 86, 789-802.	1.7	13
49	The Causal Role of Goal Importance for the Explanation of Student Study Behaviour: Cross-validation with multiple samples. <i>Educational Psychology</i> , 2001, 21, 277-298.	2.7	13
50	The Effectiveness of Compliance Techniques: Foot in the Door Versus Door in the Face. <i>Journal of Social Psychology</i> , 2005, 145, 237-240.	1.5	13
51	Goal orientations and strong oughts: Adaptive or maladaptive forms of motivation for students with and without suspected learning disabilities?. <i>Learning and Individual Differences</i> , 2006, 16, 61-77.	2.7	13
52	Assessing Cognitive Failures. <i>European Journal of Psychological Assessment</i> , 2009, 25, 69-72.	3.0	13
53	The Impact of the Perspectives of Teachers and Parents on the Literacy Media Selections for Independent Study of Students who are Visually Impaired. <i>Journal of Visual Impairment and Blindness</i> , 2008, 102, 221-231.	0.7	12
54	The Effects of a Clinical Prevention Program on Bullying, Victimization, and Attitudes toward School of Elementary School Students. <i>Behavioral Disorders</i> , 2013, 38, 243-257.	1.2	12

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55	Validation of a bowel dysfunction instrument for adolescents with spina bifida. <i>Journal of Pediatric Urology</i> , 2015, 11, 199.e1-199.e7.	1.1	12
56	Cognitive and academic abilities associated with symptoms of attention-deficit/hyperactivity disorder: a comparison between subtypes in a Greek non-clinical sample. <i>Educational Psychology</i> , 2016, 36, 138-158.	2.7	12
57	Reading Achievement, Mastery, and Performance Goal Structures Among Students With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2016, 49, 631-643.	2.2	12
58	Vocabulary growth in second language among immigrant school-aged children in Greece. <i>Applied Psycholinguistics</i> , 2014, 35, 621-647.	1.1	11
59	Multi-Population Invariance With Dichotomous Measures. <i>Journal of Psychoeducational Assessment</i> , 2015, 33, 568-584.	1.5	11
60	Instrumental help-seeking as a function of normative performance goal orientations: A "catastrophe". <i>Motivation and Emotion</i> , 2016, 40, 82-100.	1.3	11
61	Predicting Academic Dishonesty on National Examinations: The Roles of Gender, Previous Performance, Examination Center Change, City Change, and Region Change. <i>Ethics and Behavior</i> , 2016, 26, 215-237.	1.8	11
62	Attitudes and Characteristics of General Music Teachers toward Integrating Children with Developmental Disabilities. <i>UPDATE: Applications of Research in Music Education</i> , 1995, 14, 11-15.	0.7	10
63	How do classroom goal structures matter? The impact on grammar achievement, perceived autonomy support, flow, and affect. <i>International Journal of School and Educational Psychology</i> , 2021, 9, 172-188.	1.6	10
64	Identifying Subgroups of Toddlers with DSM-5 Autism Spectrum Disorder Based on Core Symptoms. <i>Journal of Autism and Developmental Disorders</i> , 2021, 51, 4471-4485.	2.7	10
65	Title is missing!. <i>Journal of Behavioral Education</i> , 1997, 7, 191-203.	1.3	9
66	Motivational Issues in Learning Disabilities. <i>Learning Disability Quarterly</i> , 2006, 29, 131-135.	1.3	9
67	Health-related Information Processing and Recent Health Problems. <i>Journal of Health Psychology</i> , 2008, 13, 28-38.	2.3	9
68	Trauma, Trust in Government, and Social Connection: How Social Context Shapes Attitudes Related to the Use of Ideologically or Politically Motivated Violence. <i>Studies in Conflict and Terrorism</i> , 2019, , 1-18.	1.3	9
69	Ought-approach versus ought-avoidance: nonlinear effects on arousal under achievement situations. <i>Nonlinear Dynamics, Psychology, and Life Sciences</i> , 2014, 18, 67-90.	0.2	9
70	Procedural Facilitation of Propositional Knowledge in the Content Areas. <i>Reading and Writing Quarterly</i> , 2009, 25, 290-310.	1.4	8
71	The affective experience of normative-performance and outcome goal pursuit: Physiological, observed, and self-report indicators. <i>Learning and Individual Differences</i> , 2014, 32, 114-123.	2.7	8
72	Differential Distractor Functioning as a Method for Explaining DIF: The Case of a National Admissions Test in Saudi Arabia. <i>International Journal of Testing</i> , 2018, 18, 1-26.	0.3	8

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73	Social bonds in the diaspora: The application of social control theory to somali refugee young adults in resettlement.. <i>Psychology of Violence</i> , 2020, 10, 18-29.	1.5	8
74	Estimates of Reliabilities for the Teacher Integration Attitudes Questionnaire. <i>Perceptual and Motor Skills</i> , 1995, 80, 1214-1214.	1.3	7
75	Evaluating treatment effects in single-subject behavioral experiments using quality-control charts. <i>Journal of Behavioral Education</i> , 1996, 6, 203-211.	1.3	7
76	On establishing non-significance. <i>Dyslexia</i> , 1999, 5, 47-52.	1.5	7
77	Attitudes and Motivation of Poor and Good Spellers: Broadening Planned Behavior Theory. <i>Reading and Writing Quarterly</i> , 2005, 21, 87-103.	1.4	7
78	Feeling obliged to "Do Well" or "Not to Fail"? The distinction between approach and avoidance dimensions of oughts. <i>Learning and Individual Differences</i> , 2008, 18, 176-186.	2.7	7
79	On the differentiation of achievement goal orientations in physical education: a Rasch analysis approach. <i>Educational Psychology</i> , 2010, 30, 671-697.	2.7	7
80	Academic and Behavioral Difficulties at School: Introduction to the Special Issue. <i>Behavioral Disorders</i> , 2013, 38, 193-200.	1.2	7
81	The Relationship between Victimization at School and Achievement: The Cusp Catastrophe Model for Reading Performance. <i>Behavioral Disorders</i> , 2013, 38, 228-242.	1.2	7
82	Hand preference of individuals with blindness in everyday activities: The effects of age of sight loss, age, and gender. <i>Research in Developmental Disabilities</i> , 2014, 35, 1885-1898.	2.2	7
83	Behavior and Sensory Interests Questionnaire: Validation in a sample of children with autism spectrum disorder and other developmental disability. <i>Research in Developmental Disabilities</i> , 2016, 48, 160-175.	2.2	7
84	Development and validation of a quality of life instrument for patients with laryngeal cleft. <i>International Journal of Pediatric Otorhinolaryngology</i> , 2018, 108, 143-150.	1.0	7
85	P300 amplitude attenuation in high risk and early onset psychosis youth. <i>Schizophrenia Research</i> , 2019, 210, 228-238.	2.0	7
86	Incorporating Cleft Lip Simulation Into a "Bootcamp-Style" Curriculum. <i>Annals of Plastic Surgery</i> , 2021, 86, 210-216.	0.9	7
87	Development and Validation of the Pediatric Hypersomnolence Survey. <i>Neurology</i> , 2022, 98, .	1.1	7
88	A pediatric epilepsy diagnostic tool for use in resource-limited settings: A pilot study. <i>Epilepsy and Behavior</i> , 2016, 59, 57-61.	1.7	6
89	Efficient word reading: Automaticity of print-related skills indexed by rapid automatized naming through cusp-catastrophe modeling. <i>Scientific Studies of Reading</i> , 2016, 20, 6-19.	2.0	6
90	Can the Relationship Between Rapid Automatized Naming and Word Reading Be Explained by a Catastrophe? Empirical Evidence From Students With and Without Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2019, 52, 59-70.	2.2	6

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91	An R Function to Correct Fit Indices and Omnibus Tests in Confirmatory Factor Analysis. <i>Measurement and Evaluation in Counseling and Development</i> , 2022, 55, 48-70.	2.3	6
92	Urinary incontinence in spina bifida: Initial instrument validation. <i>Research in Developmental Disabilities</i> , 2015, 40, 42-50.	2.2	5
93	Improvement of Word Problem Solving and Basic Mathematics Competencies in Students with Attention Deficit/Hyperactivity Disorder and Mathematical Learning Difficulties. <i>Learning Disabilities Research and Practice</i> , 2016, 31, 142-155.	1.1	5
94	The Relationships of Socioeconomic Factors and Special Education with Reading Outcomes across PISA Countries. <i>Exceptionality</i> , 2020, 28, 279-293.	1.5	5
95	A Competency Assessment Tool for Unilateral Cleft Lip Repair. <i>Plastic and Reconstructive Surgery - Global Open</i> , 2020, 8, e2954.	0.6	5
96	Examination of the Biasing Properties of Cronbach Coefficient Alpha under Conditions of Varying Shapes of Data Distribution: A Monte Carlo Simulation. <i>Perceptual and Motor Skills</i> , 1999, 89, 899-902.	1.3	4
97	Improving Measures via Examining the Behavior of Distractors in Multiple-Choice Tests. <i>Educational and Psychological Measurement</i> , 2017, 77, 82-103.	2.4	4
98	Accounting for Differential Item Functioning Using Bayesian Approximate Measurement Invariance. <i>Educational and Psychological Measurement</i> , 2020, 80, 638-664.	2.4	4
99	Children With ADHD Are at Risk for a Broad Array of Adverse Adult Outcomes That Cross Functional Domains: Results From a Population-Based Birth Cohort Study. <i>Journal of Attention Disorders</i> , 2022, 26, 3-14.	2.6	4
100	Measurement Invariance and Differential Item Functioning Across Gender Within a Latent Class Analysis Framework: Evidence From a High-Stakes Test for University Admission in Saudi Arabia. <i>Frontiers in Psychology</i> , 2020, 11, 622.	2.1	4
101	Assessing Cognitive Interference Using the Emotional Stroop Task in Students with and Without Attention Problems. <i>European Journal of Psychological Assessment</i> , 2009, 25, 99-106.	3.0	4
102	Discrimination and mental health of Somali immigrants in North America: a longitudinal study from 2013 to 2019. <i>Social Psychiatry and Psychiatric Epidemiology</i> , 2022, 57, 1049-1059.	3.1	4
103	An Intervention Strategy to Enhance Spelling Performance and Social Interaction and to Decrease Inappropriate Behaviours of Students with Mild Disabilities and Typical Peers in an Inclusive Instructional Setting. <i>Research in Education</i> , 1998, 59, 109-124.	1.1	3
104	Persistence of Performanceâ€‘Approach Individuals in Achievement Situations: An application of the Rasch model. <i>Educational Psychology</i> , 2007, 27, 753-770.	2.7	3
105	Introduction to Approaching Reading Comprehension From Multiple Theoretical Perspectives. <i>Reading and Writing Quarterly</i> , 2013, 29, 121-123.	1.4	3
106	Assessing Validity of Measurement in Learning Disabilities Using Hierarchical Generalized Linear Modeling. <i>Educational and Psychological Measurement</i> , 2016, 76, 638-661.	2.4	3
107	An IRTâ€‘Multiple Indicators Multiple Causes (MIMIC) Approach as a Method of Examining Item Response Latency. <i>Frontiers in Psychology</i> , 2018, 9, 2177.	2.1	3
108	Identifying Student Subgroups as a Function of School Level Attributes: A Multilevel Latent Class Analysis. <i>Frontiers in Psychology</i> , 2021, 12, 624221.	2.1	3

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109	Special Education Services and School-Related Quality of Life in Children With Learning Disorders and Their Families: A One-Year Follow-Up Study. <i>Journal of Learning Disabilities</i> , 2022, 55, 351-358.	2.2	3
110	The relationship between class-wide peer tutoring, spelling and the social interaction of students with and students without mild disabilities. <i>Research in Education</i> , 1997, 58, 77-79.	1.1	2
111	Identification and validation of effective instructional practices for children from impoverished backgrounds and those with learning and developmental disabilities using ecobehavioural analysis. <i>European Journal of Special Needs Education</i> , 1998, 13, 145-154.	3.0	2
112	The Impact of Non-attempted and Dually-Attempted Items on Person Abilities Using Item Response Theory. <i>Frontiers in Psychology</i> , 2016, 7, 1572.	2.1	2
113	Concurrent Validity of Caffeine Problems and Diagnostic Criteria for Substance Use Disorders. <i>Journal of Caffeine Research</i> , 2016, 6, 141-147.	0.9	2
114	Changes in Scope of Procedures Performed by Pediatric Otolaryngologists in the Past Decade. <i>JAMA Otolaryngology - Head and Neck Surgery</i> , 2018, 144, 322.	2.2	2
115	Assessing Construct Validity in Math Achievement: An Application of Multilevel Structural Equation Modeling (MSEM). <i>Frontiers in Psychology</i> , 2018, 9, 1451.	2.1	2
116	An Application of Reliability Estimation in Longitudinal Designs Through Modeling Item-Specific Error Variance. <i>Educational and Psychological Measurement</i> , 2019, 79, 1038-1063.	2.4	2
117	A physiological analysis of achievement goal orientations under pressure: An experimental analysis. <i>International Journal of School and Educational Psychology</i> , 2020, 8, 227-238.	1.6	2
118	Parental Perceptions About Alcohol Use for Their Adolescent with Attention-Deficit/Hyperactivity Disorder. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2020, 41, 366-372.	1.1	2
119	Civic development and antisocial attitudes/behaviors among Somali immigrants: Change over one year.. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 2021, 27, 157-168.	2.0	2
120	Applying a Multidimensional Item Response Theory Approach in Validating the Dimensionality of the Positive Youth Development Scale. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 861-873.	1.5	1
121	Identifying Ability and Nonability Groups: Incorporating Response Times Using Mixture Modeling. <i>Educational and Psychological Measurement</i> , 2022, 82, 1087-1106.	2.4	1
122	Description of Clinician-Diagnosed Regression at Time of Autism Spectrum Disorder Diagnosis in Toddlers. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2022, 43, 377-385.	1.1	1
123	Using the Omnibus Maximum Likelihood F-Test in Confirmatory Factor Analysis Using R. <i>Measurement and Evaluation in Counseling and Development</i> , 0, , 1-28.	2.3	0
124	Evaluating a Computerized Adaptive Testing Version of a Cognitive Ability Test Using a Simulation Study. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 954-968.	1.5	0
125	Validation of Response Similarity Analysis for the Detection of Academic Cheating: An Experimental Study. <i>Journal of Applied Measurement</i> , 2018, 19, 59-75.	0.3	0
126	Using Confidence Intervals of the Item and Test Information Functions to Test Differential Item and Test Functioning: Visual and Statistical Analyses. <i>Journal of Applied Measurement</i> , 2019, 20, 293-309.	0.3	0

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127	Alignment of a Language Instrument Scores to CEFR Levels: Methodological and Empirical Considerations. <i>Journal of Applied Measurement</i> , 2020, 21, 68-90.	0.3	0
128	The pediatric dermatology psychosocial screen: Promoting psychosocial coping and early identification of mental illness in pediatric dermatology patients. <i>Pediatric Dermatology</i> , 2022, , .	0.9	0