

Jose M Garcia-Fernandez

List of Publications by Year in descending order

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Version: 2024-02-01

133
papers

1,764
citations

304743

22
h-index

414414

32
g-index

147
all docs

147
docs citations

147
times ranked

1168
citing authors

#	ARTICLE	IF	CITATIONS
1	Profiles of Perfectionistic Automatic Thoughts and Aggression. <i>Psychological Reports</i> , 2023, 126, 1871-1890.	1.7	0
2	School refusal behavior: Latent class analysis approach and its relationship with psychopathological symptoms. <i>Current Psychology</i> , 2022, 41, 2078-2088.	2.8	14
3	Validation, factorial invariance, and latent mean differences across sex of the Depression, Anxiety, and Stress Scales (DASS-21) in Ecuadorian university sample.. <i>Professional Psychology: Research and Practice</i> , 2022, 53, 398-406.	1.0	3
4	School anxiety profiles in Spanish adolescents and their differences in psychopathological symptoms. <i>PLoS ONE</i> , 2022, 17, e0262280.	2.5	11
5	Validation of the Children's Separation Anxiety Scale - Parent Version (CSAS-P). <i>Frontiers in Psychology</i> , 2022, 13, 783943.	2.1	0
6	Versi3n portuguesa del Cuestionario de Evaluaci3n de Dificultades Interpersonales en la Adolescencia: fiabilidad y validez. <i>Revista De Estudios E Investigaci3n En PsicologÍa Y Educaci3n</i> , 2022, 9, 39-57.	0.4	2
7	Dispositional Empathy and Emotional Intelligence in terms of Perfectionistic Automatic Thoughts. <i>Spanish Journal of Psychology</i> , 2021, 24, e10.	2.1	4
8	Relaci3n entre ansiedad escolar y perfeccionismo en una muestra de alumnado ecuatoriano. , 2021, 42, 49-62.		0
9	School Refusal Behaviour Profiles and Academic Self-Attributions in Language and Literature. <i>Sustainability</i> , 2021, 13, 7512.	3.2	8
10	Perfectionism, Motives, and Barriers to Exercise from a Person-Oriented Approach. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 8125.	2.6	1
11	Exploring different types of school refusers through latent profile analysis and school-related stress associations. <i>Science Progress</i> , 2021, 104, 003685042110294.	1.9	3
12	School Refusal Behavior Profiles, Optimism/Pessimism, and Personality Traits in Spanish Children. <i>Education Sciences</i> , 2021, 11, 524.	2.6	6
13	Classifying Students With School Refusal Behavior and Their Relationship to Learning Strategies. <i>Frontiers in Education</i> , 2021, 6, .	2.1	4
14	Profiles derived from the School Refusal Assessment Scale-Revised and its relationship to anxiety. <i>Educational Psychology</i> , 2020, 40, 767-780.	2.7	14
15	Factor Invariance of the Trait Meta-Mood Scale-24 in a Sample of Chilean Adolescents. <i>Journal of Personality Assessment</i> , 2020, 102, 231-237.	2.1	9
16	Testing factorial invariance and latent means differences of the school refusal assessment scale-revised in Ecuadorian adolescents. <i>Current Psychology</i> , 2020, 39, 1715-1724.	2.8	9
17	Profiles of Problematic Internet Use in Bullying and Cyberbullying among Adolescents. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 7041.	2.6	7
18	Latent Profiles of Burnout, Self-Esteem and Depressive Symptomatology among Teachers. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 6760.	2.6	30

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19	Profiles of Mobile Phone Use, Cyberbullying, and Emotional Intelligence in Adolescents. Sustainability, 2020, 12, 9404.	3.2	5
20	Psychometric Properties of the Perfectionism Cognitions Inventory in Ecuador. International Journal of Environmental Research and Public Health, 2020, 17, 5834.	2.6	3
21	Latent Profiles of Anxious Children and Their Differences in Aggressive Behavior. Sustainability, 2020, 12, 6199.	3.2	4
22	Testing the Functional Profiles of School Refusal Behavior and Clarifying Their Relationship With School Anxiety. Frontiers in Public Health, 2020, 8, 598915.	2.7	11
23	Detection of Executive Performance Profiles Using the ENFEN Battery in Children Diagnosed With Attention-Deficit Hyperactivity Disorder. Frontiers in Psychology, 2020, 11, 552322.	2.1	9
24	Psychometric properties of the child and adolescent perfectionism scale in ecuadorian adolescents. Journal of Affective Disorders, 2020, 272, 176-182.	4.1	2
25	Perfectionism Profiles and Motivation to Exercise Based on Self-Determination Theory. International Journal of Environmental Research and Public Health, 2020, 17, 3206.	2.6	8
26	Buss and Perry Aggression Questionnaire-Short Form in Spanish Children. Journal of Psychopathology and Behavioral Assessment, 2020, 42, 677-692.	1.2	7
27	Relationship between Emotional Intelligence, Generativity and Self-Efficacy in Secondary School Teachers. Sustainability, 2020, 12, 3950.	3.2	5
28	Relationship between suicidal thinking, anxiety, depression and stress in university students who are victims of cyberbullying. Psychiatry Research, 2020, 286, 112856.	3.3	63
29	Attributional Style in Mathematics across Anxiety Profiles in Spanish Children. Sustainability, 2020, 12, 1173.	3.2	9
30	Factorial Invariance, Latent Mean Differences of the Panas and Affective Profiles and Its Relation to Social Anxiety in Ecuadorian Sample. Sustainability, 2020, 12, 2976.	3.2	16
31	Profiles of Burnout, Coping Strategies and Depressive Symptomatology. Frontiers in Psychology, 2020, 11, 591.	2.1	55
32	Validation of Spanish version of the Perfectionism Cognitions Inventory: Profiles of automatic perfectionism thoughts and their associations with social anxiety.. Professional Psychology: Research and Practice, 2020, 51, 268-277.	1.0	8
33	Testing the 2-factor model of perfectionism in Ecuadorian adolescent population. Journal of Health Psychology, 2020, 25, 791-797.	2.3	5
34	Early detection of learning difficulties using the BADyG-E2r Battery during primary education. Psicología: Reflexao E Critica, 2020, 33, 4.	0.9	2
35	Social Anxiety Scale for Adolescents and School Anxiety Inventory: Psychometric properties in French adolescents. Child Psychiatry and Human Development, 2019, 50, 13-26.	1.9	7
36	Emotional intelligence profiles and self-concept in Chilean adolescents. Current Psychology, 2019, 40, 3860.	2.8	10

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37	Perfectionism and school anxiety: More evidence about the 2-factor model of perfectionism in an Ecuadorian population. <i>School Psychology International</i> , 2019, 40, 474-492.	1.9	7
38	Identifying Risk Profiles of School Refusal Behavior: Differences in Social Anxiety and Family Functioning Among Spanish Adolescents. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 3731.	2.6	33
39	Child and Adolescent Social Adaptive Functioning Scale: Factorial Invariance, Latent Mean Differences, and Its Impact on School Refusal Behavior in Spanish Children. <i>Frontiers in Psychology</i> , 2019, 10, 1894.	2.1	7
40	Trait emotional intelligence profiles, burnout, anxiety, depression, and stress in secondary education teachers. <i>Personality and Individual Differences</i> , 2019, 142, 53-61.	2.9	71
41	Self-criticism, Strivings and Aggressive Behavior in Spanish Children: The Two Sides of Self-Oriented Perfectionism. <i>Spanish Journal of Psychology</i> , 2019, 22, E29.	2.1	3
42	Perfectionism Profiles and Academic Causal Self-attributions in Spanish Primary Education Students. <i>Revista De Psicodidáctica (English Ed)</i> , 2019, 24, 103-110.	1.1	3
43	Separation Anxiety Assessment Scale—Parent Version: Spanish Validation (SAAS-P: Spanish Validation). <i>Child Psychiatry and Human Development</i> , 2019, 50, 826-834.	1.9	3
44	Spanish Validation of the Child and Adolescent Perfectionism Scale: Factorial Invariance and Latent Means Differences across Sex and Age. <i>Brain Sciences</i> , 2019, 9, 310.	2.3	6
45	Cyberbullying, Aggressiveness, and Emotional Intelligence in Adolescence. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 5079.	2.6	26
46	Clarifying the two facets of Self-Oriented Perfectionism: influences on affect and the Big Five traits of personality in children. <i>Anales De Psicología</i> , 2019, 35, 280-289.	0.7	6
47	Subtyping of Adolescents with School Refusal Behavior: Exploring Differences Across Profiles in Self-Concept. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 4780.	2.6	12
48	Cyberbullying in the university setting. Relationship with family environment and emotional intelligence. <i>Computers in Human Behavior</i> , 2019, 91, 220-225.	8.5	46
49	Cyberbullying in the University Setting. Relationship With Emotional Problems and Adaptation to the University. <i>Frontiers in Psychology</i> , 2019, 10, 3074.	2.1	24
50	Predictive capacity of the Spanish Neuropsychological Assessment of Executive Functions battery when diagnosing child ADHD. <i>Revista Latinoamericana De Psicología</i> , 2019, 51, .	0.3	3
51	Stress, burnout and health in a sample of Spanish teachers. <i>Advances in Higher Education</i> , 2019, 3, .	0.1	14
52	Relationship between school refusal behavior and social functioning: a cluster analysis approach. <i>European Journal of Education and Psychology</i> , 2019, 12, 17.	1.5	28
53	Neuroeducación: aportaciones de la neurociencia a las competencias curriculares. <i>Publicaciones De La Facultad De Educacion Y Humanidades Del Campus De Melilla</i> , 2019, 48, 23-34.	0.4	5
54	Differences in school anxiety according to sex and academic year in elementary school students. <i>Psicología Desde El Caribe</i> , 2019, 35, 242-251.	0.2	0

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55	Prevalencia del rechazo escolar según sexo y curso en adolescentes ecuatorianos. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2019, 1, 383-392.	0.1	1
56	Alta y baja presencia en la búsqueda de refuerzos tangibles fuera del ámbito escolar: diferencias de perfeccionismo en población ecuatoriana. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2019, 1, 451-460.	0.1	0
57	Diferencias de perfeccionismo en función del grado de rechazo escolar por evitar la afectividad negativa que provocan los estímulos escolares. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2019, 1, 421-430.	0.1	0
58	Estrategias de aprendizaje y nominación sociométrica en estudiantes españoles. <i>European Journal of Education and Psychology</i> , 2019, 13, 269.	1.5	0
59	Adolescentes ecuatorianos con altos y bajos niveles de rechazo escolar por la búsqueda de la atención de otras personas significativas y sus diferencias con perfeccionismo. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2019, 1, 401-410.	0.1	0
60	Diferencias de perfeccionismo en función del grado de rechazo escolar por escapar de la aversión social o situaciones de evaluación: análisis en población juvenil de Ecuador. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2019, 1, 431-440.	0.1	0
61	Rechazo escolar y optimismo y pesimismo en una muestra de adolescentes ecuatorianos. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2019, 1, 373-382.	0.1	1
62	Academic goals and learning strategies in secondary education Spanish students with social anxiety / Metas académicas y estrategias de aprendizaje en estudiantes españoles de Educación Secundaria Obligatoria con ansiedad social. <i>Estudios De Psicología</i> , 2018, 39, 58-80.	0.3	2
63	Academic self-attributions for success and failure in mathematics and school refusal. <i>Psychology in the Schools</i> , 2018, 55, 366-376.	1.8	13
64	School Refusal Assessment Scale—Revised Chilean Version: Factorial Invariance and Latent Means Differences Across Gender and Age. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 835-843.	1.5	19
65	Impact of Affective Profiles on School Refusal in a Spanish Sample of Primary Education. <i>Journal of Child and Family Studies</i> , 2018, 27, 1349-1357.	1.3	26
66	Positive and negative affect as predictors of social functioning in Spanish children. <i>PLoS ONE</i> , 2018, 13, e0201698.	2.5	16
67	Efficacy of Sex Education Programs for People with Intellectual Disabilities: A Meta-Analysis. <i>Sexuality and Disability</i> , 2018, 36, 331-347.	1.0	17
68	Academic Goal Profiles and Learning Strategies in Adolescence. <i>Frontiers in Psychology</i> , 2018, 9, 1892.	2.1	3
69	A cluster analysis of school refusal behavior: Identification of profiles and risk for school anxiety. <i>International Journal of Educational Research</i> , 2018, 90, 43-49.	2.2	14
70	Positive and Negative Affect Schedule-Short Form: Factorial Invariance and Optimistic and Pessimistic Affective Profiles in Spanish Children. <i>Frontiers in Psychology</i> , 2018, 9, 392.	2.1	27
71	Profiles of emotional intelligence and demotivation to attend school in Chilean adolescents. <i>Motivation and Emotion</i> , 2018, 42, 947-959.	1.3	5
72	Aggression Profiles in the Spanish Child Population: Differences in Perfectionism, School Refusal and Affect. <i>Frontiers in Behavioral Neuroscience</i> , 2018, 12, 12.	2.0	13

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73	Youth Life Orientation Test-Spanish Version: Factorial Invariance, Latent Mean Differences and Effects on School Refusal. <i>School Mental Health</i> , 2018, 10, 477-487.	2.1	2
74	Functional profiles of school refusal behavior and their relationship with depression, anxiety, and stress. <i>Psychiatry Research</i> , 2018, 269, 140-144.	3.3	51
75	RELACIÓN ENTRE LA ANSIEDAD SOCIAL Y LAS DIMENSIONES DE LA PERSONALIDAD EN ADOLESCENTES ESPAÑOLES. <i>Revista Iberoamericana De Diagnostico Y Evaluacion Psicologica</i> , 2018, 46, 81-92.	0.1	2
76	Estado actual de la investigación sobre rechazo escolar. <i>European Journal of Education and Psychology</i> , 2018, 8, 37.	1.5	1
77	Herramientas tecnológicas para la medición y registro de movimiento objetivo de la hiperactividad. <i>Revista Discapacidad Clínica Neurociencias</i> , 2018, 5, 82.	0.0	0
78	Influencia del rechazo escolar sobre la alta ansiedad ante el castigo escolar en educación primaria. <i>European Journal of Education and Psychology</i> , 2018, 10, 68.	1.5	0
79	Relación entre el perfeccionismo socialmente prescrito y la conducta agresiva durante la infancia tardía. <i>European Journal of Education and Psychology</i> , 2018, 10, 15.	1.5	0
80	Estilos atribucionales en estudiantes españoles de Educación Secundaria Obligatoria con alta ansiedad social autoinformada. <i>Revista Latinoamericana De Psicología</i> , 2018, 50, .	0.3	1
81	Emotional intelligence profiles and learning strategies in secondary school students. <i>Educational Psychology</i> , 2017, 37, 237-248.	2.7	17
82	Perfectionism and aggression: Identifying risk profiles in children. <i>Personality and Individual Differences</i> , 2017, 112, 106-112.	2.9	27
83	Influencia del rechazo escolar sobre la alta ansiedad ante el castigo escolar en educación primaria. <i>European Journal of Education and Psychology</i> , 2017, 10, 68-74.	1.5	9
84	Spanish Validation of the Separation Anxiety Assessment Scale. <i>Child Psychiatry and Human Development</i> , 2017, 48, 468-477.	1.9	3
85	Socially prescribed perfectionism and affectivity in Spanish child population. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2017, 7, 17-29.	1.9	6
86	Perfeccionismo socialmente prescrito y afectividad en población infantil española. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2017, 7, 17.	1.9	2
87	Sociometric types and academic self-concept in adolescents. <i>Psicothema</i> , 2017, 29, 496-501.	0.9	6
88	Relationship between sociometric type and self-attributions for academic failure in a Spanish sample from secondary education.. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 15, 398-421.	0.6	1
89	Relación entre tipos sociométricos y metas académicas en una muestra de estudiantes españoles de Educación Secundaria. <i>Universitas Psychologica</i> , 2016, 15, .	0.6	2
90	Relación entre autoeficacia y autoatribuciones académicas en estudiantes chilenos. <i>Universitas Psychologica</i> , 2016, 15, .	0.6	6

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91	Revisi3n bibliom3trica del rechazo escolar: perspectivas de investigaci3n y su an3lisis. <i>Educatio Siglo XXI</i> , 2016, 34, 71.	0.4	15
92	Profiles of Perfectionism and School Anxiety: A Review of the 2-2 Model of Dispositional Perfectionism in Child Population. <i>Frontiers in Psychology</i> , 2016, 7, 1403.	2.1	22
93	School Refusal Assessment Scale-Revised: Factorial Invariance and Latent Means Differences across Gender and Age in Spanish Children. <i>Frontiers in Psychology</i> , 2016, 7, 2011.	2.1	48
94	Social Anxiety and Sociometric Nomination in Spanish Students of Compulsory Secondary Education. <i>Spanish Journal of Psychology</i> , 2016, 19, E41.	2.1	2
95	Self-Description Questionnaire II (versi3n breve): evidencia de fiabilidad y validez en una muestra de adolescentes chilenos. <i>Revista Latinoamericana De Psicología</i> , 2016, 48, 69-79.	0.3	3
96	Perfeccionismo durante la infancia y la adolescencia. An3lisis bibliom3trico y tem3tico (2004-2014). <i>Revista Iberoamericana De Psicología Y Salud</i> , 2016, 7, 79-88.	0.9	15
97	¿EXISTEN DIFERENCIAS EN RECHAZO ESCOLAR SEG3N LOS NIVELES DE ANSIEDAD ESCOLAR?. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 4, 501.	0.1	2
98	CAPACIDAD PREDICTIVA DE LA IRA SOBRE LA ANSIEDAD ESCOLAR EN ESTUDIANTES CHILENOS DE EDUCACI3N SECUNDARIA. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicología</i> , 2016, 1, 389.	0.1	1
99	Perfeccionismo socialmente prescrito y los cinco grandes rasgos de la personalidad en ni3os espa3oles. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2016, 6, 107.	1.9	5
100	Diferencias de g3nero y edad en rechazo escolar en una muestra de adolescentes chilenos. <i>Estudios Pedagogicos</i> , 2016, 42, 127-137.	0.3	6
101	SCHOOL ANXIETY INVENTORY: RELIABILITY AND VALIDITY EVIDENCE IN A SAMPLE OF SLOVENIAN ADOLESCENTS. <i>Psychology in the Schools</i> , 2015, 52, 860-873.	1.8	7
102	Perfiles motivacionales en estudiantes espa3oles de Educaci3n Secundaria Obligatoria: An3lisis diferencial en autoatribuciones acad3micas. <i>Anales De Psicología</i> , 2015, 31, 579.	0.7	3
103	Current status of research on school refusal. <i>European Journal of Education and Psychology</i> , 2015, 8, 37-52.	1.5	84
104	Relationship between sociometric types and academic achievement in a sample of compulsory secondary education students / Relaci3n entre tipos sociom3tricos y rendimiento acad3mico en una muestra de estudiantes de Educaci3n Secundaria Obligatoria. <i>Cultura Y Educaci3n</i> , 2015, 27, 93-124.	0.6	7
105	Profiles of emotional intelligence and learning strategies in a sample of Chilean students. <i>European Journal of Psychology of Education</i> , 2015, 30, 437-455.	2.6	14
106	School Anxiety Inventoryâ€“Short Version. <i>Measurement and Evaluation in Counseling and Development</i> , 2015, 48, 247-265.	2.3	7
107	Reliability and Validity Evidence of Scores on the French Version of the Questionnaire about Interpersonal Difficulties for Adolescents. <i>Psychologica Belgica</i> , 2015, 55, 159-174.	1.9	1
108	Conducta prosocial y autoatribuciones acad3micas en Educaci3n Secundaria Obligatoria. <i>Anales De Psicología</i> , 2014, 30, .	0.7	8

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109	The Questionnaire about Interpersonal Difficulties for Adolescents: Reliability and validity evidence in Colombian adolescents. <i>Universitas Psychologica</i> , 2014, 13, .	0.6	1
110	Subclinical social anxiety and academic performance in adolescence: analysis of theoretical and practical implications / Ansiedad social subcl�nica y rendimiento acad�mico en la adolescencia: an�lisis de sus implicaciones te�rico-pr�cticas. <i>Estudios De Psicologia</i> , 2014, 35, 58-79.	0.3	5
111	Children's Separation Anxiety Scale (CSAS): Psychometric Properties. <i>PLoS ONE</i> , 2014, 9, e103212.	2.5	12
112	Conducta agresiva e inteligencia emocional en la adolescencia. <i>European Journal of Education and Psychology</i> , 2014, 7, 29.	1.5	58
113	Psychometric properties of the School Anxiety Inventory-Short Version in Spanish secondary education students. <i>Psicothema</i> , 2014, 26, 286-92.	0.9	14
114	Public Commitment, Resistance to Advertising, and Leisure Promotion in a School-Based Drug Abuse Prevention Program: A Component Dismantling Study. <i>Journal of Drug Education</i> , 2013, 43, 331-351.	0.8	5
115	Social Anxiety and Self-Concept in Adolescence // La ansiedad social y el autoconcepto en la adolescencia. <i>Revista De Psicodidactica</i> , 2013, 18, 179-194.	1.3	42
116	Uso de alcohol y tabaco y variables cognitivo-motivacionales en el �mbito escolar: Efectos sobre el rendimiento acad�mico en adolescentes espa�oles. <i>Revista De Psicologia De La Salud</i> , 2013, 25, 63.	0.5	7
117	Conducta prosocial y estrategias de aprendizaje en una muestra de estudiantes espa�oles de Educaci�n Secundaria Obligatoria. <i>European Journal of Education and Psychology</i> , 2013, 6, 33.	1.5	24
118	Validity Evidence based on Internal Structure of Scores on the Spanish Version of the Self-Description Questionnaire-II. <i>Spanish Journal of Psychology</i> , 2012, 15, 388-398.	2.1	21
119	Component Analysis of a School-Based Substance Use Prevention Program in Spain: Contributions of Problem Solving and Social Skills Training Content. <i>Prevention Science</i> , 2012, 13, 86-95.	2.6	28
120	Psychometric Properties and Clinical Cut-Off Scores of the Spanish Version of the Social Anxiety Scale for Adolescents. <i>Journal of Personality Assessment</i> , 2011, 93, 474-482.	2.1	13
121	Aggressive Behavior as a Predictor of Self-Concept: A Study with a Sample of Spanish Compulsory Secondary Education Students. <i>Psychosocial Intervention</i> , 2011, 20, 201-212.	2.2	18
122	Factorial invariance and latent mean differences of scores on the achievement goal tendencies questionnaire across gender and age in a sample of Spanish students. <i>Learning and Individual Differences</i> , 2011, 21, 138-143.	2.7	22
123	Sociometric Types and Social Interaction Styles in a Sample of Spanish Adolescents. <i>Spanish Journal of Psychology</i> , 2010, 13, 730-740.	2.1	27
124	Social Anxiety Scale for Adolescents: Factorial invariance and latent mean differences across gender and age in Spanish adolescents. <i>Journal of Anxiety Disorders</i> , 2010, 24, 847-855.	3.2	38
125	Propiedades psicom�tricas de la Escala de Autoeficacia Percibida Espec�fica de Situaciones Acad�micas en una muestra de estudiantes espa�oles de Educaci�n Secundaria Obligatoria. <i>European Journal of Education and Psychology</i> , 2010, 3, 61.	1.5	28
126	Diferencias en conducta agresiva entre adolescentes espa�oles, chinos y mexicanos. <i>European Journal of Education and Psychology</i> , 2010, 3, 167.	1.5	5

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127	Reliability and validity evidence of scores on the Achievement Goal Tendencies Questionnaire in a sample of Spanish students of compulsory secondary education. <i>Psychology in the Schools</i> , 2009, 46, 1048-1060.	1.8	19
128	Psychometric properties and diagnostic ability of the separation anxiety scale for children (SASC). <i>European Child and Adolescent Psychiatry</i> , 2008, 17, 365-372.	4.7	24
129	EXPLORING THE RELEVANCE OF GENDER AND AGE DIFFERENCES IN THE ASSESSMENT OF SOCIAL FEARS IN ADOLESCENCE. <i>Social Behavior and Personality</i> , 2008, 36, 385-390.	0.6	23
130	Prevalencia de la conducta agresiva, conducta prosocial y ansiedad social en una muestra de adolescentes espaÃ±oles: un estudio comparativo. <i>Infancia Y Aprendizaje</i> , 2008, 31, 449-461.	0.9	29
131	Factorial Invariance of the Questionnaire About Interpersonal Difficulties for Adolescents Across Spanish and Chinese Adolescent Samples. <i>Measurement and Evaluation in Counseling and Development</i> , 2008, 41, 89-103.	2.3	14
132	Interpersonal difficulties in heterosexual relationships and perfectionist automatic thoughts in Ecuadorian university students. <i>European Journal of Health Research</i> , 0, , 1-12.	0.2	1
133	Predictive Ability of Academic Self-efficacy on Self-concept Dimensions in a Sample of Chilean Adolescents. <i>Estudios Sobre Educacion</i> , 0, 30, 31-50.	0.2	4