

Jose M Garcia-Fernandez

List of Publications by Year in descending order

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133
papers

1,764
citations

304368

22
h-index

414034

32
g-index

147
all docs

147
docs citations

147
times ranked

1168
citing authors

#	ARTICLE	IF	CITATIONS
1	Current status of research on school refusal. <i>European Journal of Education and Psychology</i> , 2015, 8, 37-52.	1.5	84
2	Trait emotional intelligence profiles, burnout, anxiety, depression, and stress in secondary education teachers. <i>Personality and Individual Differences</i> , 2019, 142, 53-61.	1.6	71
3	Relationship between suicidal thinking, anxiety, depression and stress in university students who are victims of cyberbullying. <i>Psychiatry Research</i> , 2020, 286, 112856.	1.7	63
4	Conducta agresiva e inteligencia emocional en la adolescencia. <i>European Journal of Education and Psychology</i> , 2014, 7, 29.	1.5	58
5	Profiles of Burnout, Coping Strategies and Depressive Symptomatology. <i>Frontiers in Psychology</i> , 2020, 11, 591.	1.1	55
6	Functional profiles of school refusal behavior and their relationship with depression, anxiety, and stress. <i>Psychiatry Research</i> , 2018, 269, 140-144.	1.7	51
7	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.	1.1	48
8	Cyberbullying in the university setting: Relationship with family environment and emotional intelligence. <i>Computers in Human Behavior</i> , 2019, 91, 220-225.	5.1	46
9	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.	0.4	42
10	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.	1.5	38
11	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.	1.2	33
12	Latent Profiles of Burnout, Self-Esteem and Depressive Symptomatology among Teachers. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 6760.	1.2	30
13	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.	0.5	29
14	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.	1.5	28
15	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
16	Propiedades psicomÃ©tricas de la Escala de Autoeficacia Percibida EspecÃ­fica de Situaciones AcadÃ©micas en una muestra de estudiantes espaÃ±oles de EducaciÃ³n Secundaria Obligatoria. <i>European Journal of Education and Psychology</i> , 2010, 3, 61.	1.5	28
17	Sociometric Types and Social Interaction Styles in a Sample of Spanish Adolescents. <i>Spanish Journal of Psychology</i> , 2010, 13, 730-740.	1.1	27
18	Perfectionism and aggression: Identifying risk profiles in children. <i>Personality and Individual Differences</i> , 2017, 112, 106-112.	1.6	27

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19	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.	1.1	27
20	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.	0.7	26
21	Cyberbullying, Aggressiveness, and Emotional Intelligence in Adolescence. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 5079.	1.2	26
22	Psychometric properties and diagnostic ability of the separation anxiety scale for children (SASC). <i>European Child and Adolescent Psychiatry</i> , 2008, 17, 365-372.	2.8	24
23	Cyberbullying in the University Setting. Relationship With Emotional Problems and Adaptation to the University. <i>Frontiers in Psychology</i> , 2019, 10, 3074.	1.1	24
24	Conducta prosocial y estrategias de aprendizaje en una muestra de estudiantes espaÃ±oles de EducaciÃ³n Secundaria Obligatoria. <i>European Journal of Education and Psychology</i> , 2013, 6, 33.	1.5	24
25	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.	0.3	23
26	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.	1.5	22
27	Profiles of Perfectionism and School Anxiety: A Review of the 2 Ã— 2 Model of Dispositional Perfectionism in Child Population. <i>Frontiers in Psychology</i> , 2016, 7, 1403.	1.1	22
28	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.	1.1	21
29	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.	1.1	19
30	School Refusal Assessment Scaleâ€“Revised Chilean Version: Factorial Invariance and Latent Means Differences Across Gender and Age. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 835-843.	0.9	19
31	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.	1.1	18
32	Emotional intelligence profiles and learning strategies in secondary school students. <i>Educational Psychology</i> , 2017, 37, 237-248.	1.2	17
33	Efficacy of Sex Education Programs for People with Intellectual Disabilities: A Meta-Analysis. <i>Sexuality and Disability</i> , 2018, 36, 331-347.	0.4	17
34	Positive and negative affect as predictors of social functioning in Spanish children. <i>PLoS ONE</i> , 2018, 13, e0201698.	1.1	16
35	Factorial Invariance, Latent Mean Differences of the Panas and Affective Profiles and Its Relation to Social Anxiety in Ecuadorian Sample. <i>Sustainability</i> , 2020, 12, 2976.	1.6	16
36	RevisiÃ³n bibliomÃ©trica del rechazo escolar: perspectivas de investigaciÃ³n y su anÃ¡lisis. <i>Educatio Siglo XXI</i> , 2016, 34, 71.	0.4	15

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37	Perfeccionismo durante la infancia y la adolescencia. Análisis bibliométrico y temático (2004-2014). Revista Iberoamericana De Psicología Y Salud, 2016, 7, 79-88.	0.9	15
38	Factorial Invariance of the Questionnaire About Interpersonal Difficulties for Adolescents Across Spanish and Chinese Adolescent Samples. Measurement and Evaluation in Counseling and Development, 2008, 41, 89-103.	1.6	14
39	Profiles of emotional intelligence and learning strategies in a sample of Chilean students. European Journal of Psychology of Education, 2015, 30, 437-455.	1.3	14
40	A cluster analysis of school refusal behavior: Identification of profiles and risk for school anxiety. International Journal of Educational Research, 2018, 90, 43-49.	1.2	14
41	Profiles derived from the School Refusal Assessment Scale-Revised and its relationship to anxiety. Educational Psychology, 2020, 40, 767-780.	1.2	14
42	School refusal behavior: Latent class analysis approach and its relationship with psychopathological symptoms. Current Psychology, 2022, 41, 2078-2088.	1.7	14
43	Stress, burnout and health in a sample of Spanish teachers. Advances in Higher Education, 2019, 3, .	0.1	14
44	Psychometric properties of the School Anxiety Inventory-Short Version in Spanish secondary education students. Psicothema, 2014, 26, 286-92.	0.7	14
45	Psychometric Properties and Clinical Cut-Off Scores of the Spanish Version of the Social Anxiety Scale for Adolescents. Journal of Personality Assessment, 2011, 93, 474-482.	1.3	13
46	Academic self-attributions for success and failure in mathematics and school refusal. Psychology in the Schools, 2018, 55, 366-376.	1.1	13
47	Aggression Profiles in the Spanish Child Population: Differences in Perfectionism, School Refusal and Affect. Frontiers in Behavioral Neuroscience, 2018, 12, 12.	1.0	13
48	Subtyping of Adolescents with School Refusal Behavior: Exploring Differences Across Profiles in Self-Concept. International Journal of Environmental Research and Public Health, 2019, 16, 4780.	1.2	12
49	Children's Separation Anxiety Scale (CSAS): Psychometric Properties. PLoS ONE, 2014, 9, e103212.	1.1	12
50	Testing the Functional Profiles of School Refusal Behavior and Clarifying Their Relationship With School Anxiety. Frontiers in Public Health, 2020, 8, 598915.	1.3	11
51	School anxiety profiles in Spanish adolescents and their differences in psychopathological symptoms. PLoS ONE, 2022, 17, e0262280.	1.1	11
52	Emotional intelligence profiles and self-concept in Chilean adolescents. Current Psychology, 2019, 40, 3860.	1.7	10
53	Influencia del rechazo escolar sobre la alta ansiedad ante el castigo escolar en educación primaria. European Journal of Education and Psychology, 2017, 10, 68-74.	1.5	9
54	Factor Invariance of the Trait Meta-Mood Scale-24 in a Sample of Chilean Adolescents. Journal of Personality Assessment, 2020, 102, 231-237.	1.3	9

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55	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.	1.7	9
56	Detection of Executive Performance Profiles Using the ENFEN Battery in Children Diagnosed With Attention-Deficit Hyperactivity Disorder. <i>Frontiers in Psychology</i> , 2020, 11, 552322.	1.1	9
57	Attributional Style in Mathematics across Anxiety Profiles in Spanish Children. <i>Sustainability</i> , 2020, 12, 1173.	1.6	9
58	Conducta prosocial y autoatribuciones académicas en Educación Secundaria Obligatoria. <i>Anales De Psicología</i> , 2014, 30, .	0.3	8
59	Perfectionism Profiles and Motivation to Exercise Based on Self-Determination Theory. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 3206.	1.2	8
60	School Refusal Behaviour Profiles and Academic Self-Attributions in Language and Literature. <i>Sustainability</i> , 2021, 13, 7512.	1.6	8
61	Validation of Spanish version of the Perfectionism Cognitions Inventory: Profiles of automatic perfectionism thoughts and their associations with social anxiety.. <i>Professional Psychology: Research and Practice</i> , 2020, 51, 268-277.	0.6	8
62	SCHOOL ANXIETY INVENTORY: RELIABILITY AND VALIDITY EVIDENCE IN A SAMPLE OF SLOVENIAN ADOLESCENTS. <i>Psychology in the Schools</i> , 2015, 52, 860-873.	1.1	7
63	Relationship between sociometric types and academic achievement in a sample of compulsory secondary education students / Relación entre tipos sociométricos y rendimiento académico en una muestra de estudiantes de Educación Secundaria Obligatoria. <i>Cultura Y Educación</i> , 2015, 27, 93-124.	0.2	7
64	School Anxiety Inventory—Short Version. <i>Measurement and Evaluation in Counseling and Development</i> , 2015, 48, 247-265.	1.6	7
65	Social Anxiety Scale for Adolescents and School Anxiety Inventory: Psychometric properties in French adolescents. <i>Child Psychiatry and Human Development</i> , 2019, 50, 13-26.	1.1	7
66	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.	1.1	7
67	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.	1.1	7
68	Profiles of Problematic Internet Use in Bullying and Cyberbullying among Adolescents. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 7041.	1.2	7
69	Buss and Perry Aggression Questionnaire-Short Form in Spanish Children. <i>Journal of Psychopathology and Behavioral Assessment</i> , 2020, 42, 677-692.	0.7	7
70	Uso de alcohol y tabaco y variables cognitivo-motivacionales en el ámbito escolar: Efectos sobre el rendimiento académico en adolescentes españoles. <i>Revista De Psicología De La Salud</i> , 2013, 25, 63.	0.2	7
71	Relación entre autoeficacia y autoatribuciones académicas en estudiantes chilenos. <i>Universitas Psychologica</i> , 2016, 15, .	0.6	6
72	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.	1.1	6

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73	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.	0.3	6
74	School Refusal Behavior Profiles, Optimism/Pessimism, and Personality Traits in Spanish Children. <i>Education Sciences</i> , 2021, 11, 524.	1.4	6
75	Socially prescribed perfectionism and affectivity in Spanish child population. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2017, 7, 17-29.	1.1	6
76	Diferencias de género y edad en rechazo escolar en una muestra de adolescentes chilenos. <i>Estudios Pedagógicos</i> , 2016, 42, 127-137.	0.1	6
77	Sociometric types and academic self-concept in adolescents. <i>Psicothema</i> , 2017, 29, 496-501.	0.7	6
78	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.	0.1	5
79	Subclinical social anxiety and academic performance in adolescence: analysis of theoretical and practical implications / Ansiedad social subclínica y rendimiento académico en la adolescencia: análisis de sus implicaciones teórico-prácticas. <i>Estudios De Psicología</i> , 2014, 35, 58-79.	0.1	5
80	Profiles of emotional intelligence and demotivation to attend school in Chilean adolescents. <i>Motivation and Emotion</i> , 2018, 42, 947-959.	0.8	5
81	Profiles of Mobile Phone Use, Cyberbullying, and Emotional Intelligence in Adolescents. <i>Sustainability</i> , 2020, 12, 9404.	1.6	5
82	Relationship between Emotional Intelligence, Generativity and Self-Efficacy in Secondary School Teachers. <i>Sustainability</i> , 2020, 12, 3950.	1.6	5
83	Testing the 2x2 model of perfectionism in Ecuadorian adolescent population. <i>Journal of Health Psychology</i> , 2020, 25, 791-797.	1.3	5
84	Diferencias en conducta agresiva entre adolescentes españoles, chinos y mexicanos. <i>European Journal of Education and Psychology</i> , 2010, 3, 167.	1.5	5
85	Perfeccionismo socialmente prescrito y los cinco grandes rasgos de la personalidad en niños españoles. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2016, 6, 107.	1.1	5
86	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
87	Latent Profiles of Anxious Children and Their Differences in Aggressive Behavior. <i>Sustainability</i> , 2020, 12, 6199.	1.6	4
88	Dispositional Empathy and Emotional Intelligence in terms of Perfectionistic Automatic Thoughts. <i>Spanish Journal of Psychology</i> , 2021, 24, e10.	1.1	4
89	Classifying Students With School Refusal Behavior and Their Relationship to Learning Strategies. <i>Frontiers in Education</i> , 2021, 6, .	1.2	4
90	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

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91	Perfiles motivacionales en estudiantes espa±oles de Ecuaci³n Secundaria Obligatoria: Análisis diferencial en autoatribuciones acadmicas. <i>Anales De Psicología</i> , 2015, 31, 579.	0.3	3
92	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.	0.2	3
93	Spanish Validation of the Separation Anxiety Assessment Scale. <i>Child Psychiatry and Human Development</i> , 2017, 48, 468-477.	1.1	3
94	Academic Goal Profiles and Learning Strategies in Adolescence. <i>Frontiers in Psychology</i> , 2018, 9, 1892.	1.1	3
95	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.	1.1	3
96	Perfectionism Profiles and Academic Causal Self-attributions in Spanish Primary Education Students. <i>Revista De Psicodidctica (English Ed)</i> , 2019, 24, 103-110.	0.5	3
97	Separation Anxiety Assessment ScaleParent Version: Spanish Validation (SAAS-P: Spanish Validation). <i>Child Psychiatry and Human Development</i> , 2019, 50, 826-834.	1.1	3
98	Psychometric Properties of the Perfectionism Cognitions Inventory in Ecuador. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 5834.	1.2	3
99	Exploring different types of school refusers through latent profile analysis and school-related stress associations. <i>Science Progress</i> , 2021, 104, 003685042110294.	1.0	3
100	Predictive capacity of the Spanish Neuropsychological Assessment of Executive Functions battery when diagnosing child ADHD. <i>Revista Latinoamericana De Psicología</i> , 2019, 51, .	0.2	3
101	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.	0.6	3
102	Relaci³n entre tipos sociomtricos y metas acadmicas en una muestra de estudiantes espa±oles de Educaci³n Secundaria. <i>Universitas Psychologica</i> , 2016, 15, .	0.6	2
103	Social Anxiety and Sociometric Nomination in Spanish Students of Compulsory Secondary Education. <i>Spanish Journal of Psychology</i> , 2016, 19, E41.	1.1	2
104	Academic goals and learning strategies in secondary education Spanish students with social anxiety / Metas acadmicas y estrategias de aprendizaje en estudiantes espa±oles de Educaci³n Secundaria Obligatoria con ansiedad social. <i>Estudios De Psicología</i> , 2018, 39, 58-80.	0.1	2
105	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.	1.1	2
106	Psychometric properties of the child and adolescent perfectionism scale in ecuadorian adolescents. <i>Journal of Affective Disorders</i> , 2020, 272, 176-182.	2.0	2
107	Early detection of learning difficulties using the BADyG-E2r Battery during primary education. <i>Psicología: Reflexao E Crítica</i> , 2020, 33, 4.	0.4	2
108	¿EXISTEN DIFERENCIAS EN RECHAZO ESCOLAR SEGN LOS NIVELES DE ANSIEDAD ESCOLAR?. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicologa</i> , 2016, 4, 501.	0.0	2

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109	RELACION ENTRE LA ANSIEDAD SOCIAL Y LAS DIMENSIONES DE LA PERSONALIDAD EN ADOLESCENTES ESPAÑÓLES. Revista Iberoamericana De Diagnostico Y Evaluacion Psicologica, 2018, 46, 81-92.	0.1	2
110	Perfeccionismo socialmente prescrito y afectividad en poblaci3n infantil espa±ola. European Journal of Investigation in Health, Psychology and Education, 2017, 7, 17.	1.1	2
111	Versi3n portuguesa del Cuestionario de Evaluaci3n de Dificultades Interpersonales en la Adolescencia: fiabilidad y validez. Revista De Estudios E Investigaci3n En PsicologÁa Y Educaci3n, 2022, 9, 39-57.	0.1	2
112	The Questionnaire about Interpersonal Difficulties for Adolescents: Reliability and validity evidence in Colombian adolescents. Universitas Psychologica, 2014, 13, .	0.6	1
113	Interpersonal difficulties in heterosexual relationships and perfectionist automatic thoughts in Ecuadorian university students. European Journal of Health Research, 0, , 1-12.	0.2	1
114	Perfectionism, Motives, and Barriers to Exercise from a Person-Oriented Approach. International Journal of Environmental Research and Public Health, 2021, 18, 8125.	1.2	1
115	CAPACIDAD PREDICTIVA DE LA IRA SOBRE LA ANSIEDAD ESCOLAR EN ESTUDIANTES CHILENOS DE EDUCACI3N SECUNDARIA. International Journal of Developmental and Educational Psychology Revista INFAD De PsicologÁa, 2016, 1, 389.	0.0	1
116	Reliability and Validity Evidence of Scores on the French Version of the Questionnaire about Interpersonal Difficulties for Adolescents. Psychologica Belgica, 2015, 55, 159-174.	1.0	1
117	Relationship between sociometric type and self-attributions for academic failure in a Spanish sample from secondary education.. Electronic Journal of Research in Educational Psychology, 2017, 15, 398-421.	0.2	1
118	Estado actual de la investigaci3n sobre rechazo escolar. European Journal of Education and Psychology, 2018, 8, 37.	1.5	1
119	Estilos atribucionales en estudiantes espa±oles de Educaci3n Secundaria Obligatoria con alta ansiedad social autoinformada. Revista Latinoamericana De Psicología, 2018, 50, .	0.2	1
120	Prevalencia del rechazo escolar seg3n sexo y curso en adolescentes ecuatorianos. International Journal of Developmental and Educational Psychology Revista INFAD De PsicologÁa, 2019, 1, 383-392.	0.0	1
121	Rechazo escolar y optimismo y pesimismo en una muestra de adolescentes ecuatorianos. International Journal of Developmental and Educational Psychology Revista INFAD De PsicologÁa, 2019, 1, 373-382.	0.0	1
122	Relaci3n entre ansiedad escolar y perfeccionismo en una muestra de alumnado ecuatoriano. , 2021, 42, 49-62.		0
123	Herramientas tecnol3gicas para la medici3n y registro de movimiento objetivo de la hiperactividad. Revista Discapacidad ClÁnica Neurociencias, 2018, 5, 82.	0.0	0
124	Influencia del rechazo escolar sobre la alta ansiedad ante el castigo escolar en educaci3n primaria. European Journal of Education and Psychology, 2018, 10, 68.	1.5	0
125	Relaci3n entre el perfeccionismo socialmente prescrito y la conducta agresiva durante la infancia tardÁa. European Journal of Education and Psychology, 2018, 10, 15.	1.5	0
126	Differences in school anxiety according to sex and academic year in elementary school students. PsicologÁa Desde El Caribe, 2019, 35, 242-251.	0.1	0

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127	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.	0.0	0
128	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.	0.0	0
129	Estrategias de aprendizaje y nominación sociométrica en estudiantes españoles. <i>European Journal of Education and Psychology</i> , 2019, 13, 269.	1.5	0
130	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.	0.0	0
131	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.	0.0	0
132	Profiles of Perfectionistic Automatic Thoughts and Aggression. <i>Psychological Reports</i> , 2023, 126, 1871-1890.	0.9	0
133	Validation of the Children's Separation Anxiety Scale - Parent Version (CSAS-P). <i>Frontiers in Psychology</i> , 2022, 13, 783943.	1.1	0