Gabriele Wulf

List of Publications by Citations

152 papers	13,054 citations	63 h-index	112 g-index
153 ext. papers	14,483 ext. citations	2.4 avg, IF	6.97 L-index

#	Paper	IF	Citations
152	The automaticity of complex motor skill learning as a function of attentional focus. *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, **2001**, 54, 1143-54		545
151	Attentional focus and motor learning: a review of 15 years. *International Review of Sport and Exercise Psychology*, **2013**, 6, 77-104	4.8	540
150	Motor skill learning and performance: a review of influential factors. *Medical Education*, **2010**, 44, 75-84	3.7	482
149	Principles derived from the study of simple skills do not generalize to complex skill learning. *Psychonomic Bulletin and Review*, **2002**, 9, 185-211	4.1	477
148	Directing attention to movement effects enhances learning: a review. *Psychonomic Bulletin and Review*, **2001**, 8, 648-60	4.1	438
147	Optimizing performance through intrinsic motivation and attention for learning: The OPTIMAL theory of motor learning. *Psychonomic Bulletin and Review*, **2016**, 23, 1382-1414	4.1	413
146	Instructions for motor learning: differential effects of internal versus external focus of attention. *Journal of Motor Behavior*, **1998**, 30, 169-79	1.4	406
145	Increasing the distance of an external focus of attention enhances learning. *Psychological Research*, **2003**, 67, 22-9	2.5	365
144	Principles of motor learning in treatment of motor speech disorders. *American Journal of Speech-Language Pathology*, **2008**, 17, 277-98	3.1	348
143	Increased movement accuracy and reduced EMG activity as the result of adopting an external focus of attention. *Brain Research Bulletin*, **2005**, 67, 304-9	3.9	301
142	Enhancing the learning of sport skills through external-focus feedback. *Journal of Motor Behavior*, **2002**, 34, 171-82	1.4	254
141	The learning advantages of an external focus of attention in golf. *Research Quarterly for Exercise and Sport*, **1999**, 70, 120-6	1.9	241
140	Extrinsic feedback for motor learning after stroke: what is the evidence?. *Disability and Rehabilitation*, **2006**, 28, 831-40	2.4	237
139	An external focus of attention enhances golf shot accuracy in beginners and experts. *Research Quarterly for Exercise and Sport*, **2007**, 78, 384-9	1.9	227
138	Attention and motor performance: preferences for and advantages of an external focus. *Research Quarterly for Exercise and Sport*, **2001**, 72, 335-44	1.9	212
137	Self-controlled feedback: does it enhance learning because performers get feedback when they need it?. *Research Quarterly for Exercise and Sport*, **2002**, 73, 408-15	1.9	203
136	EMG activity as a function of the performer's focus of attention. *Journal of Motor Behavior*, **2004**, 36, 450-9	1.4	196

135	Enhancing motor learning through external-focus instructions and feedback. *Human Movement Science*, **1999**, 18, 553-571	2.4	188
134	Attentional focus on supra-postural tasks affects postural control. *Human Movement Science*, **2002**, 21, 187-202	2.4	172
133	Continuous concurrent feedback degrades skill learning: implications for training and simulation. *Human Factors*, **1997**, 39, 509-25	3.8	163
132	Feedback after good trials enhances learning. *Research Quarterly for Exercise and Sport*, **2007**, 78, 40-7	1.9	163
131	Effects of attentional focus, self-control, and dyad training on motor learning: implications for physical rehabilitation. *Physical Therapy*, **2000**, 80, 373-85	3.3	161
130	Attention and Motor Skill Learning **2007**,		159
129	Increased jump height and reduced EMG activity with an external focus. *Human Movement Science*, **2010**, 29, 440-8	2.4	157
128	Self-controlled feedback is effective if it is based on the learner's performance. *Research Quarterly for Exercise and Sport*, **2005**, 76, 42-8	1.9	148
127	External focus instructions reduce postural instability in individuals with Parkinson disease. *Physical Therapy*, **2009**, 89, 162-8	3.3	141
126	Frequent feedback enhances complex motor skill learning. *Journal of Motor Behavior*, **1998**, 30, 180-92	1.4	136
125	Attentional focus in complex skill learning. *Research Quarterly for Exercise and Sport*, **2000**, 71, 229-39	1.9	129
124	Variability of practice and implicit motor learning.. *Journal of Experimental Psychology: Learning Memory and Cognition*, **1997**, 23, 987-1006	2.2	128
123	Attentional focus on suprapostural tasks affects balance learning. *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, **2003**, 56, 1191-211		125
122	Instructions about physical principles in learning a complex motor skill: to tell or not to tell. *Research Quarterly for Exercise and Sport*, **1997**, 68, 362-7	1.9	124
121	Physical and observational practice afford unique learning opportunities. *Journal of Motor Behavior*, **2000**, 32, 27-36	1.4	120
120	Self-controlled practice enhances motor learning: implications for physiotherapy. *Physiotherapy*, **2007**, 93, 96-101	3	116
119	Reciprocal influences of attentional focus on postural and suprapostural task performance. *Journal of Motor Behavior*, **2004**, 36, 189-99	1.4	116
118	An external focus of attention attenuates balance impairment in patients with Parkinson's disease who have a fall history. *Physiotherapy*, **2005**, 91, 152-158	3	116

117	Physical assistance devices in complex motor skill learning: benefits of a self-controlled practice schedule. *Research Quarterly for Exercise and Sport*, **1999**, 70, 265-72	1.9	114
116	Social-comparative feedback affects motor skill learning. *Quarterly Journal of Experimental Psychology*, **2010**, 63, 738-49	1.8	113
115	Self-controlled observational practice enhances learning. *Research Quarterly for Exercise and Sport*, **2005**, 76, 107-11	1.9	110
114	An external focus of attention enhances balance learning in older adults. *Gait and Posture*, **2010**, 32, 572-56	2.6	107
113	Schema theory: a critical appraisal and reevaluation. *Journal of Motor Behavior*, **2005**, 37, 85-101	1.4	107
112	Increased jump height with an external focus due to enhanced lower extremity joint kinetics. *Journal of Motor Behavior*, **2009**, 41, 401-9	1.4	99
111	Enhancing Training Efficiency and Effectiveness Through the Use of Dyad Training. *Journal of Motor Behavior*, **1999**, 31, 119-125	1.4	94
110	Reduced feedback frequency enhances generalized motor program learning but not parameterization learning.. *Journal of Experimental Psychology: Learning Memory and Cognition*, **1993**, 19, 1134-1150	2.2	94
109	The learning of generalized motor programs: Reducing the relative frequency of knowledge of results enhances memory.. *Journal of Experimental Psychology: Learning Memory and Cognition*, **1989**, 15, 748-757	2.2	94
108	Optimizing generalized motor program and parameter learning. *Research Quarterly for Exercise and Sport*, **2000**, 71, 10-24	1.9	86
107	Additive benefits of autonomy support and enhanced expectancies for motor learning. *Human Movement Science*, **2014**, 37, 12-20	2.4	85
106	The influence of external and internal foci of attention on transfer to novel situations and skills. *Research Quarterly for Exercise and Sport*, **2003**, 74, 220-5	1.9	85
105	Self-controlled learning: the importance of protecting perceptions of competence. *Frontiers in Psychology*, **2012**, 3, 458	3.4	83
104	Altering mindset can enhance motor learning in older adults. *Psychology and Aging*, **2012**, 27, 14-21	3.6	82
103	Frequent external-focus feedback enhances motor learning. *Frontiers in Psychology*, **2010**, 1, 190	3.4	80
102	Attentional focus effects as a function of task difficulty. *Research Quarterly for Exercise and Sport*, **2007**, 78, 257-64	1.9	78
101	Increases in Jump-and-Reach Height through an External Focus of Attention. *International Journal of Sports Science and Coaching*, **2007**, 2, 275-284	1.8	78
100	Choose to move: The motivational impact of autonomy support on motor learning. *Psychonomic Bulletin and Review*, **2015**, 22, 1383-8	4.1	76

99	Positive social-comparative feedback enhances motor learning in children. *Psychology of Sport and Exercise*, **2012**, 13, 849-853	4.2	76
98	Learning benefits of self-controlled knowledge of results in 10-year-old children. *Research Quarterly for Exercise and Sport*, **2008**, 79, 405-10	1.9	75
97	Contextual interference in movements of the same class: differential effects on program and parameter learning. *Journal of Motor Behavior*, **1993**, 25, 254-63	1.4	75
96	Feedback after good versus poor trials affects intrinsic motivation. *Research Quarterly for Exercise and Sport*, **2011**, 82, 360-4	1.9	73
95	Attentional focus effects in balance acrobats. *Research Quarterly for Exercise and Sport*, **2008**, 79, 319-25	1.9	73
94	The automaticity of complex motor skill learning as a function of attentional focus		73
93	Reducing Knowledge of Results About Relative Versus Absolute Timing: Differential Effects on Learning. *Journal of Motor Behavior*, **1994**, 26, 362-369	1.4	70
92	Normative feedback effects on learning a timing task. *Research Quarterly for Exercise and Sport*, **2010**, 81, 425-31	1.9	66
91	Additive benefits of external focus and enhanced performance expectancy for motor learning. *Journal of Sports Sciences*, **2015**, 33, 58-66	3.6	64
90	Motor learning benefits of self-controlled practice in persons with Parkinson's disease. *Gait and Posture*, **2012**, 35, 601-5	2.6	63
89	Directing attention externally enhances agility performance: a qualitative and quantitative analysis of the efficacy of using verbal instructions to focus attention. *Frontiers in Psychology*, **2010**, 1, 216	3.4	63
88	Impacts of autonomy-supportive versus controlling instructional language on motor learning. *Human Movement Science*, **2014**, 36, 190-8	2.4	59
87	Knowledge of results after good trials enhances learning in older adults. *Research Quarterly for Exercise and Sport*, **2009**, 80, 663-8	1.9	56
86	Performance of gymnastics skill benefits from an external focus of attention. *Journal of Sports Sciences*, **2015**, 33, 1807-13	3.6	55
85	Surfing the implicit wave. *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, **2001**, 54, 841-62		53
84	Physical-guidance benefits in learning a complex motor skill. *Journal of Motor Behavior*, **1998**, 30, 367-80	1.4	53
83	Effortless Motor Learning?: An External Focus of Attention Enhances Movement Effectiveness and Efficiency **2010**, 75-102		52
82	Variability in practice: facilitation in retention and transfer through schema formation or context effects?. *Journal of Motor Behavior*, **1988**, 20, 133-49	1.4	51

81	Enhanced expectancies improve movement efficiency in runners. *Journal of Sports Sciences*, **2012**, 30, 815-23	3.6	50
80	Self-controlled feedback in 10-year-old children: higher feedback frequencies enhance learning. *Research Quarterly for Exercise and Sport*, **2008**, 79, 122-7	1.9	50
79	Simply distracting learners is not enough: More evidence for the learning benefits of an external focus of attention. *European Journal of Sport Science*, **2003**, 3, 1-13	3.9	50
78	Triple play: Additive contributions of enhanced expectancies, autonomy support, and external attentional focus to motor learning. *Quarterly Journal of Experimental Psychology*, **2018**, 71, 824-831	1.8	49
77	Does the Attentional Focus Adopted by Swimmers Affect Their Performance?. *International Journal of Sports Science and Coaching*, **2011**, 6, 99-108	1.8	49
76	Benefits of self-control in dyad practice. *Research Quarterly for Exercise and Sport*, **2001**, 72, 299-303	1.9	49
75	Feedback-Induced Variability and the Learning of Generalized Motor Programs. *Journal of Motor Behavior*, **1994**, 26, 348-361	1.4	49
74	Enhanced expectancies facilitate golf putting. *Psychology of Sport and Exercise*, **2016**, 22, 229-232	4.2	47
73	Effects of an auditory model on the learning of relative and absolute timing. *Journal of Motor Behavior*, **2001**, 33, 127-38	1.4	47
72	External focus and autonomy support: two important factors in motor learning have additive benefits. *Human Movement Science*, **2015**, 40, 176-84	2.4	46
71	A distal external focus enhances novice dart throwing performance. *International Journal of Sport and Exercise Psychology*, **2012**, 10, 149-156	2.5	46
70	An External Focus of Attention Results in Greater Swimming Speed. *International Journal of Sports Science and Coaching*, **2010**, 5, 533-542	1.8	45
69	Conceptions of ability affect motor learning. *Journal of Motor Behavior*, **2009**, 41, 461-7	1.4	44
68	Feedback about more accurate versus less accurate trials: differential effects on self-confidence and activation. *Research Quarterly for Exercise and Sport*, **2012**, 83, 196-203	1.9	43
67	Contextual Interference in Motor Learning: Dissociated Effects Due to the Nature of Task Variations. *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, **1992**, 44, 627-644		42
66	Optimizing motivation and attention for motor performance and learning. *Current Opinion in Psychology*, **2017**, 16, 38-42	6.2	40
65	Autonomy support enhances performance expectancies, positive affect, and motor learning. *Psychology of Sport and Exercise*, **2017**, 31, 28-34	4.2	40
64	Visual illusions can facilitate sport skill learning. *Psychonomic Bulletin and Review*, **2015**, 22, 717-21	4.1	40

63	Increased Carry Distance and X-Factor Stretch in Golf Through an External Focus of Attention. *Journal of Motor Learning and Development*, **2013**, 1, 2-11	1.4	38
62	Small choices can enhance balance learning. *Human Movement Science*, **2014**, 38, 235-40	2.4	37
61	External focus of attention and autonomy support have additive benefits for motor performance in children. *Psychology of Sport and Exercise*, **2017**, 32, 17-24	4.2	36
60	Attentional Focus in Classical Ballet: A Survey Of Professional Dancers. *Journal of Dance Medicine and Science*, **2016**, 20, 23-9	0.7	35
59	The self: Your own worst enemy? A test of the self-invoking trigger hypothesis. *Quarterly Journal of Experimental Psychology*, **2015**, 68, 1910-9	1.8	33
58	Dual-task practice enhances motor learning: a preliminary investigation. *Experimental Brain Research*, **2012**, 222, 201-10	2.3	33
57	Internal versus external: oral-motor performance as a function of attentional focus. *Journal of Speech, Language, and Hearing Research*, **2007**, 50, 131-6	2.8	32
56	The effect of type of practice on motor learning in children. *Applied Cognitive Psychology*, **1991**, 5, 123-134	2.1	30
55	Choices enhance punching performance of competitive kickboxers. *Psychological Research*, **2017**, 81, 1051-1058	2.5	29
54	Coaching cues in amateur boxing: An analysis of ringside feedback provided between rounds of competition. *Psychology of Sport and Exercise*, **2016**, 25, 44-50	4.2	27
53	Enhancing motor learning through dyad practice: contributions of observation and dialogue. *Research Quarterly for Exercise and Sport*, **2007**, 78, 197-203	1.9	26
52	Choosing to exercise more: Small choices increase exercise engagement. *Psychology of Sport and Exercise*, **2014**, 15, 268-271	4.2	25
51	Lassoing Skill Through Learner Choice. *Journal of Motor Behavior*, **2018**, 50, 285-292	1.4	24
50	Grand challenge for movement science and sport psychology: embracing the social-cognitive-affective-motor nature of motor behavior. *Frontiers in Psychology*, **2010**, 1, 42	3.4	24
49	Diminishing the effects of reduced frequency of knowledge of results on generalized motor program learning. *Journal of Motor Behavior*, **1997**, 29, 17-26	1.4	24
48	Benefits of Blocked Over Serial Feedback on Complex Motor Skill Learning. *Journal of Motor Behavior*, **1999**, 31, 95-103	1.4	24
47	Average KR degrades parameter learning. *Journal of Motor Behavior*, **1996**, 28, 371-81	1.4	24
46	Feedback About More Accurate Versus Less Accurate Trials: Differential Effects on Self-Confidence and Activation. *Research Quarterly for Exercise and Sport*, **2012**, 83, 196-203	1.9	24

45	Onward and upward: Optimizing motor performance. *Human Movement Science*, **2018**, 60, 107-114	2.4	24
44	Self-Controlled Feedback in 10-Year-Old Children: Higher Feedback Frequencies Enhance Learning. *Research Quarterly for Exercise and Sport*, **2008**, 79, 122-127	1.9	22
43	"Feedback" após boas versus más tentativas melhora a aprendizagem motora em crianças. *Revista Brasileira De Educação Física E Esporte: RBEFE*, **2011**, 25, 673-681	0.8	21
42	Autonomy facilitates repeated maximum force productions. *Human Movement Science*, **2017**, 55, 264-268	2.4	20
41	Children's learning of tennis skills is facilitated by external focus instructions. *Motriz Revista De Educacao Fisica*, **2014**, 20, 418-422	0.9	20
40	Attentional Focus in Motor Skill Learning: Do Females Benefit from an External Focus?. *Women in Sport and Physical Activity Journal*, **2003**, 12, 37-52	1.3	19
39	Enhanced expectancies improve performance under pressure. *Frontiers in Psychology*, **2012**, 3, 8	3.4	18
38	Adopting an External Focus of Attention Enhances Musical Performance. *Journal of Research in Music Education*, **2019**, 66, 375-391	1.3	18
37	Enhancing performance expectancies through visual illusions facilitates motor learning in children. *Human Movement Science*, **2017**, 55, 1-7	2.4	17
36	Self-Controlled Feedback Is Effective if It Is Based on the Learner's Performance		17
35	The distance effect and level of expertise: Is the optimal external focus different for low-skilled and high-skilled performers?. *Human Movement Science*, **2020**, 73, 102663	2.4	17
34	Autonomy: A Missing Ingredient of a Successful Program?. *Strength and Conditioning Journal*, **2018**, 40, 18-25	2	16
33	Children's Motor Skill Learning is Influenced by Their Conceptions of Ability. *Journal of Motor Learning and Development*, **2013**, 1, 38-44	1.4	16
32	Practice variability promotes an external focus of attention and enhances motor skill learning. *Human Movement Science*, **2019**, 64, 307-319	2.4	16
31	Can Ability Conceptualizations Alter the Impact of Social Comparison in Motor Learning?. *Journal of Motor Learning and Development*, **2013**, 1, 20-30	1.4	15
30	Why did Tiger Woods shoot 82? A commentary on Toner and Moran (2015). *Psychology of Sport and Exercise*, **2016**, 22, 337-338	4.2	13
29	Self-controlled feedback enhances learning in adults with Down syndrome. *Brazilian Journal of Physical Therapy*, **2012**, 16, 191-6	3.7	13
28	An external focus of attention is a conditio sine qua non for athletes: a response to Carson, Collins, and Toner (2015). *Journal of Sports Sciences*, **2016**, 34, 1293-5	3.6	12

27	Autonomy enhances running efficiency. *Journal of Sports Sciences*, **2019**, 37, 685-691	3.6	12
26	Maximal aerobic capacity can be increased by enhancing performers' expectancies. *Journal of Sports Medicine and Physical Fitness*, **2018**, 58, 744-749	1.4	11
25	The effect of acute exercise on pistol shooting performance of police officers. *Motor Control*, **2013**, 17, 273-82	1.3	11
24	Self-Controlled Observational Practice Enhances Learning		9
23	Does mental practice work like physical practice without information feedback?. *Research Quarterly for Exercise and Sport*, **1995**, 66, 262-7	1.9	8
22	Brief Hypnotic Intervention Increases Throwing Accuracy. *International Journal of Sports Science and Coaching*, **2014**, 9, 199-206	1.8	7
21	Superiority of external attentional focus for motor performance and learning: Systematic reviews and meta-analyses. *Psychological Bulletin*, **2021**, 147, 618-645	19.1	7
20	Knowledge of Results After Good Trials Enhances Learning in Older Adults		6
19	Choose your words wisely: Optimizing impacts on standardized performance testing. *Gait and Posture*, **2020**, 79, 210-216	2.6	6
18	More bang for the buck: autonomy support increases muscular efficiency. *Psychological Research*, **2021**, 85, 439-445	2.5	6
17	Optimizing Bowling Performance. *Journal of Motor Learning and Development*, **2020**, 8, 233-244	1.4	5
16	Learning Benefits of Self-Controlled Knowledge of Results in 10-Year-Old Children		5
15	Forward thinking: When a distal external focus makes you faster. *Human Movement Science*, **2020**, 74, 102708	2.4	4
14	How Elite Coaches' Experiential Knowledge Might Enhance Empirical Research on Sport Performance: A Commentary. *International Journal of Sports Science and Coaching*, **2012**, 7, 423-426	1.8	4
13	Translating Thoughts Into Action: Optimizing Motor Performance and Learning Through Brief Motivational and Attentional Influences. *Current Directions in Psychological Science*,096372142110461	6.5	4
12	Normative Feedback Effects on Learning a Timing Task		4
11	Choice of practice-task order enhances golf skill learning. *Psychology of Sport and Exercise*, **2020**, 50, 101737	4.2	3
10	Bewegungen erlernen und automatisieren: Worauf ist die Aufmerksamkeit zu richten?. *Neuroreha*, **2011**, 3, 18-23	0.2	3

9	Increases in Jump-and-Reach Height through an External Focus of Attention: A Response to the Commentary by Keith Davids. *International Journal of Sports Science and Coaching*, **2007**, 2, 289-292	1.8	3
8	Maximal force production requires OPTIMAL conditions. *Human Movement Science*, **2020**, 73, 102661	2.4	2
7	Optimising golf putting. *International Journal of Sport and Exercise Psychology*, **2020**, 1-13	2.5	2
6	Mind over body: Creating an external focus for sport skills. *European Journal of Sport Science*, **2021**, 1-7	3.9	2
5	Training for Performance: Principles of Applied Human Learning. *American Journal of Psychology*, **1993**, 106, 609	0.5	1
4	Bullseye: Effects of autonomy support and enhanced expectancies on dart throwing. *International Journal of Sports Science and Coaching*, **2021**, 16, 317-323	1.8	1
3	Author response to invited commentary by Morris. *Physical Therapy*, **2009**, 89, 170-2	3.3	0
2	Optimizing Attentional Focus **2020**, 651-665		
1	Verbesserung motorischen Lernens in der Neurorehabilitation. *Neuroreha*, **2019**, 11, 101-106	0.2	