

Stefan C Dombrowski

List of Publications by Year in descending order

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68
papers

1,707
citations

257357

24
h-index

302012

39
g-index

79
all docs

79
docs citations

79
times ranked

897
citing authors

#	ARTICLE	IF	CITATIONS
1	After the Demise of the Discrepancy: Proposed Learning Disabilities Diagnostic Criteria.. Professional Psychology: Research and Practice, 2004, 35, 364-372.	0.6	96
2	Exploratory bifactor analysis of the Wechsler Intelligence Scale for Childrenâ€”Fifth Edition with the 16 primary and secondary subtests. Intelligence, 2015, 53, 194-201.	1.6	86
3	Protecting Children From Online Sexual Predators: Technological, Psychoeducational, and Legal Considerations.. Professional Psychology: Research and Practice, 2004, 35, 65-73.	0.6	80
4	Factor structure of the Wechsler Intelligence Scale for Childrenâ€”Fifth Edition: Exploratory factor analyses with the 16 primary and secondary subtests.. Psychological Assessment, 2016, 28, 975-986.	1.2	79
5	Structural validity of the Wechsler Intelligence Scale for Childrenâ€”Fifth Edition: Confirmatory factor analyses with the 16 primary and secondary subtests.. Psychological Assessment, 2017, 29, 458-472.	1.2	77
6	Investigating the Theoretical Structure of the Stanford-Binet-Fifth Edition. Journal of Psychoeducational Assessment, 2006, 24, 123-136.	0.9	64
7	Safeguarding young people from cyber pornography and cyber sexual predation: a major dilemma of the internet. Child Abuse Review, 2007, 16, 153-170.	0.4	64
8	An Exploratory Investigation of the Factor Structure of the Reynolds Intellectual Assessment Scales (RIAS). Journal of Psychoeducational Assessment, 2009, 27, 494-507.	0.9	59
9	Cognitive profile analysis in school psychology: History, issues, and continued concerns. Journal of School Psychology, 2018, 71, 108-121.	1.5	59
10	Exploratory and higher order factor analysis of the WJ-III full test battery: A school-aged analysis.. Psychological Assessment, 2013, 25, 442-455.	1.2	57
11	Investigating the structure of the WJ-III Cognitive at school age.. School Psychology Quarterly, 2013, 28, 154-169.	2.4	50
12	Smoking During Pregnancy: Association with Childhood Temperament, Behavior, and Academic Performance. Journal of Pediatric Psychology, 2006, 31, 490-500.	1.1	48
13	Exploratory and hierarchical factor analysis of the WJ-IV Cognitive at school age.. Psychological Assessment, 2017, 29, 394-407.	1.2	47
14	Assessing children's homework performance: Development of multi-dimensional, multi-informant rating scales. Journal of School Psychology, 2007, 45, 333-348.	1.5	46
15	Factor Structure of the 10 WISC-V Primary Subtests Across Four Standardization Age Groups. Contemporary School Psychology, 2018, 22, 90-104.	0.9	46
16	The Neurobiological Foundations of Giftedness. Roeper Review, 2010, 32, 224-234.	0.6	44
17	Association between maternal fever and psychological/behavior outcomes: A hypothesis. Birth Defects Research Part A: Clinical and Molecular Teratology, 2003, 67, 905-910.	1.6	41
18	A positive behavioural intervention for toddlers: parent-child attunement therapy. Child Abuse Review, 2005, 14, 132-151.	0.4	40

#	ARTICLE	IF	CITATIONS
19	Investigating the Structure of the WJ-III Cognitive in Early School Age Through Two Exploratory Bifactor Analysis Procedures. <i>Journal of Psychoeducational Assessment</i> , 2014, 32, 483-494.	0.9	35
20	Exploratory Bifactor Analysis of the WJ-III Cognitive in Adulthood via the Schmid-Leiman Procedure. <i>Journal of Psychoeducational Assessment</i> , 2014, 32, 330-341.	0.9	32
21	An alternative conceptualization of the theoretical structure of the Woodcock-Johnson IV Tests of Cognitive Abilities at school age: A confirmatory factor analytic investigation.. <i>Archives of Scientific Psychology</i> , 2018, 6, 1-13.	0.8	31
22	Construct Validity of the WISC-V in Clinical Cases: Exploratory and Confirmatory Factor Analyses of the 10 Primary Subtests. <i>Assessment</i> , 2020, 27, 274-296.	1.9	30
23	Teleassessment with children and adolescents during the coronavirus (COVID-19) pandemic and beyond: Practice and policy implications.. <i>Professional Psychology: Research and Practice</i> , 2020, 51, 477-487.	0.6	30
24	Reliability and factorial validity of the Canadian Wechsler Intelligence Scale for Children—Fifth Edition. <i>International Journal of School and Educational Psychology</i> , 2018, 6, 252-265.	1.0	28
25	Low birth weight and cognitive outcomes: Evidence for a gradient relationship in an urban, poor, African American birth cohort.. <i>School Psychology Quarterly</i> , 2007, 22, 26-43.	2.4	25
26	Hierarchical exploratory factor analyses of the Woodcock-Johnson IV Full Test Battery: Implications for CHC application in school psychology.. <i>School Psychology Quarterly</i> , 2018, 33, 235-250.	2.4	25
27	An impairment model of learning disability diagnosis.. <i>Professional Psychology: Research and Practice</i> , 2008, 39, 424-430.	0.6	21
28	Investigating the theoretical structure of the DAS-II core battery at school age using Bayesian structural equation modeling. <i>Psychology in the Schools</i> , 2018, 55, 190-207.	1.1	20
29	Factor structure of the WISC-V in four standardization age groups: Exploratory and hierarchical factor analyses with the 16 primary and secondary subtests. <i>Psychology in the Schools</i> , 2018, 55, 741-769.	1.1	19
30	Gestational exposure to cigarette smoke imperils the long-term physical and mental health of offspring. <i>Birth Defects Research Part A: Clinical and Molecular Teratology</i> , 2005, 73, 170-176.	1.6	18
31	Revisiting Carroll's survey of factor-analytic studies: Implications for the clinical assessment of intelligence.. <i>Psychological Assessment</i> , 2018, 30, 1028-1038.	1.2	18
32	Administration and Scoring Errors of Graduate Students Learning the WISC-IV. <i>Canadian Journal of School Psychology</i> , 2012, 27, 279-290.	1.6	17
33	Survival analysis of critically ill dogs with hypotension with or without hyperlactatemia: 67 cases (2006–2011). <i>Journal of the American Veterinary Medical Association</i> , 2015, 246, 100-104.	0.2	17
34	A Misuse of IQ Scores: Using the Dual Discrepancy/Consistency Model for Identifying Specific Learning Disabilities. <i>Journal of Intelligence</i> , 2018, 6, 36.	1.3	17
35	Exploratory Bifactor Analysis of the WJ-III Achievement at School Age via the Schmid-Leiman Orthogonalization Procedure. <i>Canadian Journal of School Psychology</i> , 2015, 30, 34-50.	1.6	15
36	Monte Carlo Modeling of Contemporary Intelligence Test (IQ) Factor Structure: Implications for IQ Assessment, Interpretation, and Theory. <i>Assessment</i> , 2021, 28, 977-993.	1.9	15

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37	Ethical and Empirical Considerations in the Identification of Learning Disabilities. <i>Journal of Applied School Psychology</i> , 2014, 30, 68-82.	0.4	14
38	Investigating the Theoretical Structure of the Differential Ability Scales® Second Edition Through Hierarchical Exploratory Factor Analysis. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 91-104.	0.9	14
39	Factor Analysis and Variance Partitioning in Intelligence Test Research: Clarifying Misconceptions. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 28-38.	0.9	14
40	Protecting Children through Mandated Child-Abuse Reporting. <i>Educational Forum</i> , 2003, 67, 119-128.	0.9	12
41	The Solomon effect in learning disabilities diagnosis: Can we learn from history?. <i>School Psychology Quarterly</i> , 2006, 21, 359-374.	2.4	12
42	Survival analysis of hypotensive cats admitted to an intensive care unit with or without hyperlactatemia: 39 cases (2005-2011). <i>Journal of the American Veterinary Medical Association</i> , 2017, 250, 887-893.	0.2	12
43	Using Exploratory Bifactor Analysis to Understand the Latent Structure of Multidimensional Psychological Measures: An Example Featuring the WISC-V. <i>Structural Equation Modeling</i> , 2019, 26, 847-860.	2.4	12
44	Test Review: Reynolds, C. R., & Kamphaus, R. W. (2003). <i>RIAS: Reynolds Intellectual Assessment Scales</i> . Lutz, FL: Psychological Assessment Resources, Inc. <i>Canadian Journal of School Psychology</i> , 2008, 23, 223-230.	1.6	11
45	Factor Structure of the CHC Model for the KABC-II: Exploratory Factor Analyses with the 16 Core and Supplementary Subtests. <i>Contemporary School Psychology</i> , 2018, 22, 279-293.	0.9	11
46	Beyond the Rhetoric of Evidence-Based Assessment: A Framework for Critical Thinking in Clinical Practice. <i>School Psychology Review</i> , 2022, 51, 771-784.	1.8	10
47	Critically Reflecting on the Origins, Evolution, and Impact of the Cattell-Horn-Carroll (CHC) Model. <i>Applied Measurement in Education</i> , 2019, 32, 216-231.	0.5	9
48	Why Questionable Assessment Practices Remain Popular in School Psychology: Instructional Materials as Pedagogic Vehicles. <i>Canadian Journal of School Psychology</i> , 2021, 36, 98-114.	1.6	9
49	A Review of Instruments that Measure LGBTQ Affirmation and Discrimination Constructs in Adults. <i>Journal of LGBT Issues in Counseling</i> , 2017, 11, 230-246.	1.1	8
50	Long-term stability of Wechsler Intelligence Scale for Children® fifth edition scores in a clinical sample. <i>Applied Neuropsychology: Child</i> , 2022, 11, 422-428.	0.7	8
51	Will the Real Theoretical Structure of the WISC-V Please Stand Up? Implications for Clinical Interpretation. <i>Contemporary School Psychology</i> , 2022, 26, 492-503.	0.9	8
52	Perinatal exposure in later psychological and behavioral disabilities.. <i>School Psychology Quarterly</i> , 2007, 22, 1-7.	2.4	6
53	The Woodcock-Johnson IV Tests of Achievement Provides Too Many Scores for Clinical Interpretation. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 819-836.	0.9	6
54	Measurement Invariance of the Wechsler Intelligence Scale for Children, Fifth Edition 10-Subtest Primary Battery: Can Index Scores be Compared across Age, Sex, and Diagnostic Groups?. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 89-99.	0.9	6

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55	Factor Structure of the Differential Ability Scales® Second Edition Core Subtests: Standardization Sample Confirmatory Factor Analyses. <i>Journal of Psychoeducational Assessment</i> , 2020, 38, 791-815.	0.9	3
56	A Newly Proposed Framework and a Clarion Call to Improve Practice. , 2020, , 9-59.		3
57	What Does the WRAML2 Core Battery Measure? Utilizing Exploratory and Confirmatory Techniques to Disclose Higher Order Structure. <i>Assessment</i> , 2018, 25, 729-743.	1.9	1
58	Test Review: MEZURE. <i>Journal of Psychoeducational Assessment</i> , 2022, 40, 559-565.	0.9	1
59	Low Birth Weight and Psychoeducational Outcomes: Investigation of an African American Birth Cohort. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 346-353.	0.9	0
60	Juvenile Firesetters. , 2011, , 5-25.		0
61	Juvenile Sex Offender. , 2011, , 181-197.		0
62	Childhood Onset Schizophrenia. , 2011, , 199-221.		0
63	Special Issues in Psychoeducational Assessment and Report Writing. , 2015, , 339-352.		0
64	The Psychoeducational Assessment Process. , 2015, , 7-15.		0
65	Special Issues in Psychoeducational Assessment and Report Writing. , 2020, , 555-570.		0
66	The Psychoeducational Assessment and Report Writing Process: A General Overview. , 2020, , 61-70.		0
67	Assessment Methods and Background Information. , 2020, , 151-157.		0
68	Intellectual Disabilities. , 2020, , 389-412.		0