

Stefan C Dombrowski

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

71
papers

1,301
citations

21
h-index

34
g-index

79
ext. papers

1,464
ext. citations

2
avg, IF

5.26
L-index

#	Paper	IF	Citations
71	After the Demise of the Discrepancy: Proposed Learning Disabilities Diagnostic Criteria.. <i>Professional Psychology: Research and Practice</i> , 2004 , 35, 364-372	2.2	83
70	Exploratory bifactor analysis of the Wechsler Intelligence Scale for Children-Fifth Edition with the 16 primary and secondary subtests. <i>Intelligence</i> , 2015 , 53, 194-201	3	75
69	Structural validity of the Wechsler Intelligence Scale for Children-Fifth Edition: Confirmatory factor analyses with the 16 primary and secondary subtests. <i>Psychological Assessment</i> , 2017 , 29, 458-472	5.3	63
68	Factor structure of the Wechsler Intelligence Scale for Children-Fifth Edition: Exploratory factor analyses with the 16 primary and secondary subtests. <i>Psychological Assessment</i> , 2016 , 28, 975-86	5.3	63
67	Protecting Children From Online Sexual Predators: Technological, Psychoeducational, and Legal Considerations.. <i>Professional Psychology: Research and Practice</i> , 2004 , 35, 65-73	2.2	60
66	Safeguarding young people from cyber pornography and cyber sexual predation: a major dilemma of the internet. <i>Child Abuse Review</i> , 2007 , 16, 153-170	1.2	52
65	An Exploratory Investigation of the Factor Structure of the Reynolds Intellectual Assessment Scales (RIAS). <i>Journal of Psychoeducational Assessment</i> , 2009 , 27, 494-507	1.3	49
64	Exploratory and higher order factor analysis of the WJ-III full test battery: a school-aged analysis. <i>Psychological Assessment</i> , 2013 , 25, 442-55	5.3	46
63	Investigating the structure of the WJ-III Cognitive at school age. <i>School Psychology Quarterly</i> , 2013 , 28, 154-169	0	44
62	Investigating the Theoretical Structure of the Stanford-Binet-Fifth Edition. <i>Journal of Psychoeducational Assessment</i> , 2006 , 24, 123-136	1.3	43
61	Smoking during pregnancy: association with childhood temperament, behavior, and academic performance. <i>Journal of Pediatric Psychology</i> , 2006 , 31, 490-500	3.2	43
60	Cognitive profile analysis in school psychology: History, issues, and continued concerns. <i>Journal of School Psychology</i> , 2018 , 71, 108-121	4.5	37
59	Exploratory and hierarchical factor analysis of the WJ-IV Cognitive at school age. <i>Psychological Assessment</i> , 2017 , 29, 394-407	5.3	36
58	Assessing Children's Homework Performance: Development of Multi-Dimensional, Multi-Informant Rating Scales. <i>Journal of School Psychology</i> , 2007 , 45, 333-348	4.5	36
57	Factor Structure of the 10 WISC-V Primary Subtests Across Four Standardization Age Groups. <i>Contemporary School Psychology</i> , 2018 , 22, 90-104	0.9	36
56	A positive behavioural intervention for toddlers: parent-child attunement therapy. <i>Child Abuse Review</i> , 2005 , 14, 132-151	1.2	33
55	The Neurobiological Foundations of Giftedness. <i>Roepers Review</i> , 2010 , 32, 224-234	1.4	32

54	Association between maternal fever and psychological/behavior outcomes: a hypothesis. <i>Birth Defects Research Part A: Clinical and Molecular Teratology</i> , 2003 , 67, 905-10		31
53	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	1.3	30
52	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	1.3	29
51	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	4.3	27
50	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	0	21
49	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	2.7	21
48	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	1.2	21
47	An impairment model of learning disability diagnosis.. <i>Professional Psychology: Research and Practice</i> , 2008 , 39, 424-430	2.2	20
46	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	3.7	19
45	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	1.5	17
44	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	0	17
43	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, 100-4	1	14
42	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	1.5	14
41	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	1.3	13
40	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	1.5	12
39	Protecting Children through Mandated Child-Abuse Reporting. <i>Educational Forum</i> , 2003 , 67, 119-128	0.7	12
38	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, 170-6		11
37	Revisiting Carroll's survey of factor-analytic studies: Implications for the clinical assessment of intelligence. <i>Psychological Assessment</i> , 2018 , 30, 1028-1038	5.3	11

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	3.7	11
35	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	10
34	Psychoeducational Assessment and Report Writing 2015 ,		10
33	Administration and Scoring Errors of Graduate Students Learning the WISC-IV: Issues and Controversies. <i>Canadian Journal of School Psychology</i> , 2012 , 27, 279-290	1.5	10
32	Test Review: Reynolds, C. R., & Kamphaus, R. W. (2003). RIAS: Reynolds Intellectual Assessment Scales. Lutz, FL: Psychological Assessment Resources, Inc. <i>Canadian Journal of School Psychology</i> , 2008 , 23, 223-230	1.5	9
31	Ethical and Empirical Considerations in the Identification of Learning Disabilities. <i>Journal of Applied School Psychology</i> , 2014 , 30, 68-82	1.1	8
30	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	1	7
29	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	3.7	7
28	A Misuse of IQ Scores: Using the Dual Discrepancy/Consistency Model for Identifying Specific Learning Disabilities. <i>Journal of Intelligence</i> , 2018 , 6,	2.4	6
27	The Solomon effect in learning disabilities diagnosis: Can we learn from history?. <i>School Psychology Quarterly</i> , 2006 , 21, 359-374	0	6
26	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	1.5	6
25	Factor Analysis and Variance Partitioning in Intelligence Test Research: Clarifying Misconceptions. <i>Journal of Psychoeducational Assessment</i> , 2021 , 39, 28-38	1.3	6
24	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	1.3	5
23	Perinatal exposure in later psychological and behavioral disabilities.. <i>School Psychology Quarterly</i> , 2007 , 22, 1-7	0	5
22	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	1.3	3
21	The Woodcock-Johnson IV Tests of Achievement Provides Too Many Scores for Clinical Interpretation. <i>Journal of Psychoeducational Assessment</i> , 2019 , 37, 819-836	1.3	3
20	Long-term stability of Wechsler Intelligence Scale for Children-fifth edition scores in a clinical sample. <i>Applied Neuropsychology: Child</i> , 2021 , 1-7	1.4	3
19	Beyond the Rhetoric of Evidence-Based Assessment: A Framework for Critical Thinking in Clinical Practice. <i>School Psychology Review</i> , 1-14	1.6	3

18	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	1.2	2
17	A Newly Proposed Framework and a Clarion Call to Improve Practice 2020 , 9-59		2
16	Will the Real Theoretical Structure of the WISC-V Please Stand Up? Implications for Clinical Interpretation. <i>Contemporary School Psychology</i> ,1	0.9	2
15	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	1.3	2
14	What Does the WRAML2 Core Battery Measure? Utilizing Exploratory and Confirmatory Techniques to Disclose Higher Order Structure. <i>Assessment</i> , 2018 , 25, 729-743	3.7	1
13	Assessment Results 2015 , 89-98		1
12	Test Review: MEZURE. <i>Journal of Psychoeducational Assessment</i> ,073428292110723	1.3	
11	Assessment Methods and Background Information 2020 , 151-157		
10	Intellectual Disabilities 2020 , 389-412		
9	Assessment Results 2020 , 159-172		
8	Special Issues in Psychoeducational Assessment and Report Writing 2020 , 555-570		
7	The Psychoeducational Assessment and Report Writing Process: A General Overview 2020 , 61-70		
6	Special Issues in Psychoeducational Assessment and Report Writing 2015 , 339-352		
5	The Psychoeducational Assessment Process 2015 , 7-15		
4	Juvenile Firesetters 2011 , 5-25		
3	Juvenile Sex Offender 2011 , 181-197		
2	Childhood Onset Schizophrenia 2011 , 199-221		
1	Low Birth Weight and Psychoeducational Outcomes: Investigation of an African American Birth Cohort. <i>Journal of Psychoeducational Assessment</i> , 2021 , 39, 346-353	1.3	

