Kaili Rimfeld

List of Publications by Year
in descending order

57 papers	2,599 citations	279798 23 h-index	233421 45 g-index
86 all docs	86 docs citations	86 times ranked	3217 citing authors

#	Article	IF	Citations
1	True grit and genetics: Predicting academic achievement from personality.. Journal of Personality and Social Psychology, 2016, 111, 780-789.	2.8	275
2	The high heritability of educational achievement reflects many genetically influenced traits, not just intelligence. Proceedings of the National Academy of Sciences of the United States of America, 2014, 111, 15273-15278.	7.1	246
3	Genetic influence on family socioeconomic status and children's intelligence. Intelligence, 2014, 42, 83-88.	3.0	155
4	Phenome-wide analysis of genome-wide polygenic scores. Molecular Psychiatry, 2016, 21, 1188-1193.	7.9	154
5	Predicting educational achievement from DNA. Molecular Psychiatry, 2017, 22, 267-272.	7.9	137
6	The p factor: genetic analyses support a general dimension of psychopathology in childhood and adolescence. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2020, 61, 30-39.	5.2	125
7	Genomic prediction of cognitive traits in childhood and adolescence. Molecular Psychiatry, 2019, 24, 819-827.	7.9	121
8	Twins Early Development Study: A Genetically Sensitive Investigation into Behavioral and Cognitive Development from Infancy to Emerging Adulthood. Twin Research and Human Genetics, 2019, 22, 508-513.	0.6	102
9	Evaluation of polygenic prediction methodology within a reference-standardized framework. PLoS Genetics, 2021, 17, e1009021.	3.5	99
10	Strong Genetic Influence on a UK Nationwide Test of Educational Achievement at the End of Compulsory Education at Age 16. PLoS ONE, 2013, 8, e80341.	2.5	79
11	Genetic influence on social outcomes during and after the Soviet era in Estonia. Nature Human Behaviour, 2018, 2, 269-275.	12.0	74
12	Predicting educational achievement from genomic measures and socioeconomic status. Developmental Science, 2020, 23, e12925.	2.4	74
13	The stability of educational achievement across school years is largely explained by genetic factors. Npj Science of Learning, 2018, 3, 16.	2.8	62
14	Genetic Associations Between Childhood Psychopathology and Adult Depression and Associated Traits in 42â€¯998 Individuals. JAMA Psychiatry, 2020, 77, 715.	11.0	56
15	Differences in exam performance between pupils attending selective and non-selective schools mirror the genetic differences between them. Npj Science of Learning, 2018, 3, 3.	2.8	48
16	Pleiotropy across academic subjects at the end of compulsory education. Scientific Reports, 2015, 5, 11713.	3.3	46
17	The genetic and environmental aetiology of spatial, mathematics and general anxiety. Scientific Reports, 2017, 7, 42218.	3.3	46
18	Cognitive ability and education: How behavioural genetic research has advanced our knowledge and understanding of their association. Neuroscience and Biobehavioral Reviews, 2020, 111, 229-245.	6.1	44

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19	Phenotypic and genetic evidence for a unifactorial structure of spatial abilities. Proceedings of the National Academy of Sciences of the United States of America, 2017, 114, 2777-2782.	7.1	32
20	The longitudinal role of mathematics anxiety in mathematics development: Issues of gender differences and domainâ€specificity. Journal of Adolescence, 2020, 80, 220-232.	2.4	31
21	Genetic association study of childhood aggression across raters, instruments, and age. Translational Psychiatry, 2021, 11, 413.	4.8	31
22	Multivariable G-E interplay in the prediction of educational achievement. PLoS Genetics, 2020, 16, e1009153.	3.5	30
23	Teacher assessments during compulsory education are as reliable, stable and heritable as standardized test scores. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2019, 60, 1278-1288.	5.2	28
24	Higher aggression is related to poorer academic performance in compulsory education. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2021, 62, 327-338.	5.2	28
25	Preschool Verbal and Nonverbal Ability Mediate the Association Between Socioeconomic Status and School Performance. Child Development, 2020, 91, 705-714.	3.0	27
26	Evidence for a unitary structure of spatial cognition beyond general intelligence. Npj Science of Learning, 2020, 5, 9.	2.8	27
27	Genome-wide Association Meta-analysis of Childhood and Adolescent Internalizing Symptoms. Journal of the American Academy of Child and Adolescent Psychiatry, 2022, 61, 934-945.	0.5	26
28	Genetics affects choice of academic subjects as well as achievement. Scientific Reports, 2016, 6, 26373.	3.3	24
29	Genetic factors underlie the association between anxiety, attitudes and performance in mathematics. Translational Psychiatry, 2020, 10, 12.	4.8	20
30	Genetic Correlates of Psychological Responses to the COVID-19 Crisis in Young Adult Twins in Great Britain. Behavior Genetics, 2021, 51, 110-124.	2.1	20
31	Weak associations between pubertal development and psychiatric and behavioral problems. Translational Psychiatry, 2017, 7, e1098-e1098.	4.8	16
32	Aggressive behaviour in childhood and adolescence: the role of smoking during pregnancy, evidence from four twin cohorts in the EU-ACTION consortium. Psychological Medicine, 2019, 49, 646-654.	4.5	15
33	Continuity of Genetic Risk for Aggressive Behavior Across the Life-Course. Behavior Genetics, 2021, 51, 592-606.	2.1	13
34	The Factorial Structure of Spatial Abilities in Russian and Chinese Students. Psychology in Russia: State of the Art, 2018, 11, 96-114.	0.6	13
35	Polygenic risk for mental disorder reveals distinct association profiles across social behaviour in the general population. Molecular Psychiatry, 2022, 27, 1588-1598.	7.9	13
36	Prenatal testosterone does not explain sex differences in spatial ability. Scientific Reports, 2018, 8, 13653.	3.3	11

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37	Imputed gene expression risk scores: a functionally informed component of polygenic risk. Human Molecular Genetics, 2021, 30, 727-738.	2.9	11
38	Pathfinder: a gamified measure to integrate general cognitive ability into the biological, medical, and behavioural sciences. Molecular Psychiatry, 2021, 26, 7823-7837.	7.9	11
39	Decline in attention-deficit hyperactivity disorder traits over the life course in the general population: trajectories across five population birth cohorts spanning ages 3 to 45 years. International Journal of Epidemiology, 2022, 51, 919-930.	1.9	11
40	How specific is second language-learning ability? A twin study exploring the contributions of first language achievement and intelligence to second language achievement. Translational Psychiatry, 2015, 5, e638-e638.	4.8	10
41	Grammar Clinical Marker Yields Substantial Heritability for Language Impairments in 16-Year-Old Twins. Journal of Speech, Language, and Hearing Research, 2018, 61, 66-78.	1.6	10
42	Using DNA to predict behaviour problems from preschool to adulthood. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2022, 63, 781-792.	5.2	10
43	Investigating the genetic and environmental aetiologies of non-suicidal and suicidal self-harm: a twin study. Psychological Medicine, 2022, 52, 3391-3401.	4.5	7
44	Teacher-rated aggression and co-occurring behaviors and emotional problems among schoolchildren in four population-based European cohorts. PLoS ONE, 2021, 16, e0238667.	2.5	7
45	Comparing Spatial Ability of Male and Female Students Completing Humanities vs. Technical Degrees. Psychology in Russia: State of the Art, 2018, 11, 37-49.	0.6	6
46	The winding roads to adulthood: A twin study. JCPP Advances, 2021, 1, .	2.4	6
47	Rotation is visualisation, 3D is 2D: using a novel measure to investigate the genetics of spatial ability. Scientific Reports, 2016, 6, 30545.	3.3	5
48	Can (and Should) We Personalize Education Along Genetic Lines? Lessons from Behavioral Genetics. , 0, , 63-85.		2
49	Overview of CAPICEâ€"Childhood and Adolescence Psychopathology: unravelling the complex etiology by a large Interdisciplinary Collaboration in Europeâ€"an EU Marie SkÅ‚odowska-Curie International Training Network. European Child and Adolescent Psychiatry, 2021, , 1.	4.7	2
50	Prospective associations between internalising symptoms and educational achievement in youth: A monozygotic twin differences study. Journal of Affective Disorders, 2022, 307, 199-205.	4.1	2
51	Studying Rare Genetic Syndromes as a Method of Investigating Aetiology of Normal Variation in Educationally Relevant Traits. , 2016, , 77-95.		1
52	Developing SENSES: Student experience of non-shared environment scales. PLoS ONE, 2018, 13, e0202543.	2.5	0
53	From Rare Mutations to Normal Variation: Genetic Association Study of Mathematical, Spatial, and General Cognitive Abilities. Psychology in Russia: State of the Art, 2018, 11, 144-165.	0.6	0
54	Multivariable G-E interplay in the prediction of educational achievement. , 2020, 16, e1009153.		0

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55	Multivariable G-E interplay in the prediction of educational achievement. , 2020, 16, e1009153.		0
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