

# JosÃ© Carlos NÃºñez

## List of Publications by Year in descending order

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Version: 2024-02-01

141  
papers

3,387  
citations

159585

30  
h-index

223800

46  
g-index

148  
all docs

148  
docs citations

148  
times ranked

2374  
citing authors

#	ARTICLE	IF	CITATIONS
1	Predictors of school bullying perpetration in adolescence: A systematic review. <i>Aggression and Violent Behavior</i> , 2015, 23, 126-136.	2.1	141
2	Multiple goals, motivation and academic learning. <i>British Journal of Educational Psychology</i> , 2003, 73, 71-87.	2.9	122
3	Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: differences among elementary, junior high, and high school students. <i>Metacognition and Learning</i> , 2015, 10, 375-406.	2.7	108
4	A Structural Equation Model of Parental Involvement, Motivational and Aptitudinal Characteristics, and Academic Achievement. <i>Journal of Experimental Education</i> , 2002, 70, 257-287.	2.6	104
5	Risk factors associated with cybervictimization in adolescence. <i>International Journal of Clinical and Health Psychology</i> , 2015, 15, 226-235.	5.1	103
6	Teachersâ€™ Feedback on Homework, Homework-Related Behaviors, and Academic Achievement. <i>Journal of Educational Research</i> , 2015, 108, 204-216.	1.6	94
7	Coping Strategies and Self-Efficacy in University Students: A Person-Centered Approach. <i>Frontiers in Psychology</i> , 2020, 11, 841.	2.1	90
8	Profiles of Psychological Well-being and Coping Strategies among University Students. <i>Frontiers in Psychology</i> , 2016, 7, 1554.	2.1	83
9	A longitudinal assessment of the effectiveness of a school-based mentoring program in middle school. <i>Contemporary Educational Psychology</i> , 2013, 38, 11-21.	2.9	76
10	Academic Procrastination: Associations with Personal, School, and Family Variables. <i>Spanish Journal of Psychology</i> , 2009, 12, 118-127.	2.1	70
11	Title is missing!. <i>Research in Higher Education</i> , 2003, 44, 557-580.	1.7	67
12	Homework and academic achievement across Spanish Compulsory Education. <i>Educational Psychology</i> , 2015, 35, 726-746.	2.7	66
13	Procrastinating Behavior in Computer-Based Learning Environments to Predict Performance: A Case Study in Moodle. <i>Frontiers in Psychology</i> , 2017, 8, 1403.	2.1	58
14	Enhancing self-regulation and approaches to learning in first-year college students: a narrative-based programme assessed in the Iberian Peninsula. <i>European Journal of Psychology of Education</i> , 2010, 25, 411-428.	2.6	56
15	Grade level, study time, and grade retention and their effects on motivation, self-regulated learning strategies, and mathematics achievement: a structural equation model. <i>European Journal of Psychology of Education</i> , 2013, 28, 1311-1331.	2.6	54
16	Implementation of training programs in self-regulated learning strategies in Moodle format: results of a experience in higher education. <i>Psicothema</i> , 2011, 23, 274-81.	0.9	52
17	Validity and reliability of the Cyber-aggression Questionnaire for Adolescents (CYBA). <i>European Journal of Psychology Applied To Legal Context</i> , 2016, 8, 69-77.	4.6	49
18	Subgroups of Attributional Profiles in Students with Learning Difficulties and Their Relation to Self-Concept and Academic Goals. <i>Learning Disabilities Research and Practice</i> , 2005, 20, 86-97.	1.1	47

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19	Eudaimonic Well-Being and Coping with Stress in University Students: The Mediating/Moderating Role of Self-Efficacy. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 48.	2.6	46
20	Does homework design matter? The role of homework's purpose in student mathematics achievement. <i>Contemporary Educational Psychology</i> , 2015, 43, 10-24.	2.9	45
21	Homework purposes, homework behaviors, and academic achievement. Examining the mediating role of students' perceived homework quality. <i>Contemporary Educational Psychology</i> , 2018, 53, 168-180.	2.9	44
22	Academic Goals and Learning Quality in Higher Education Students. <i>Spanish Journal of Psychology</i> , 2009, 12, 96-105.	2.1	42
23	Serious Games and Their Effect Improving Attention in Students with Learning Disabilities. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 2480.	2.6	42
24	Promoting Gypsy children school engagement: A story-tool project to enhance self-regulated learning. <i>Contemporary Educational Psychology</i> , 2016, 47, 84-94.	2.9	39
25	Individual, Family, and Community Predictors of Cyber-aggression among Adolescents. <i>European Journal of Psychology Applied To Legal Context</i> , 2018, 2018, 1-10.	4.6	38
26	The relationship between approaches to teaching and approaches to studying: a two-level structural equation model for biology achievement in high school. <i>Metacognition and Learning</i> , 2013, 8, 47-77.	2.7	37
27	Perfiles motivacionales y diferencias en variables afectivas, motivacionales y de logro. <i>Universitas Psychologica</i> , 2010, 9, 109-121.	0.6	37
28	Factors that determine the persistence and dropout of university students. <i>Psicothema</i> , 2018, 30, 408-414.	0.9	36
29	Validation of the Cybervictimization Questionnaire (CYVIC) for adolescents. <i>Computers in Human Behavior</i> , 2017, 70, 270-281.	8.5	35
30	Teacher Profiles of Psychological Capital and Their Relationship with Burnout. <i>Sustainability</i> , 2019, 11, 5096.	3.2	33
31	How Do Student Prior Achievement and Homework Behaviors Relate to Perceived Parental Involvement in Homework?. <i>Frontiers in Psychology</i> , 2017, 8, 1217.	2.1	31
32	The Effect of Parental Control on Cyber-Victimization in Adolescence: The Mediating Role of Impulsivity and High-Risk Behaviors. <i>Frontiers in Psychology</i> , 2019, 10, 1159.	2.1	31
33	Homework Motivation and Engagement throughout Compulsory Education // La motivación e implicación en los deberes escolares a lo largo de la escolaridad obligatoria. <i>Revista De Psicodidactica</i> , 2014, 20, 47-63.	1.3	31
34	Transcultural analysis of the effectiveness of a program to promote self-regulated learning in Mozambique, Chile, Portugal, and Spain. <i>Higher Education Research and Development</i> , 2015, 34, 173-187.	2.9	30
35	Deberes escolares y rendimiento académico en Educación Primaria. <i>Anales De Psicología</i> , 2015, 31, 562.	0.7	29
36	Predicción del uso de estrategias de autorregulación en la educación superior: Un análisis a nivel individual y de contexto. <i>Anales De Psicología</i> , 2013, 29, .	0.7	28

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37	Understanding gypsy children's conceptions of learning: A phenomenographic study. <i>School Psychology International</i> , 2014, 35, 152-166.	1.9	26
38	The effects of teachers' homework follow-up practices on students' EFL performance: a randomized-group design. <i>Frontiers in Psychology</i> , 2015, 6, 1528.	2.1	26
39	Academic Goals, Student Homework Engagement, and Academic Achievement in Elementary School. <i>Frontiers in Psychology</i> , 2016, 7, 463.	2.1	26
40	El papel mediador de la autoeficacia y la utilidad entre el conocimiento y el uso de estrategias de autorregulación del aprendizaje. <i>Revista De Psicodidactica</i> , 2019, 24, 1-8.	1.3	25
41	Self-regulated profiles and academic achievement. <i>Psicothema</i> , 2008, 20, 724-31.	0.9	25
42	Psychological Capital and Burnout in Teachers: The Mediating Role of Flourishing. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 8403.	2.6	24
43	Implicación familiar, autoconcepto del adolescente y rendimiento académico. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 293.	1.9	24
44	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.	2.7	22
45	Motivational profiles as a combination of academic goals in higher education. <i>Educational Psychology</i> , 2015, 35, 634-650.	2.7	22
46	A latent profile analysis of first-year university students' academic expectations. <i>Anales De Psicología</i> , 2018, 35, 58-67.	0.7	22
47	Student Perception of Teacher and Parent Involvement in Homework and Student Engagement: The Mediating Role of Motivation. <i>Frontiers in Psychology</i> , 2019, 10, 1384.	2.1	22
48	Student, Teacher, and School Context Variables Predicting Academic Achievement in Biology: Analysis from a Multilevel Perspective // Variables del estudiante, del profesor y del contexto en la predicción del rendimiento académico en Biología: Análisis .... <i>Revista De Psicodidactica</i> , 2013, 19, 145-172.	1.3	22
49	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.	2.1	21
50	Performance evaluation of recent information criteria for selecting multilevel models in Behavioral and Social Sciences. <i>International Journal of Clinical and Health Psychology</i> , 2014, 14, 48-57.	5.1	21
51	First-Year Students Background and Academic Achievement: The Mediating Role of Student Engagement. <i>Frontiers in Psychology</i> , 2019, 10, 2669.	2.1	21
52	Planning, execution, and revision in mathematics problem solving: Does the order of the phases matter?. <i>Studies in Educational Evaluation</i> , 2019, 61, 83-93.	2.3	21
53	Peer Victimization in Overweight Adolescents and Its Effect on Their Self-Esteem and Peer Difficulties. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 16.	2.6	21
54	Dimensionality and reliability of a screening instrument for students at-risk of dropping out from Higher Education. <i>Studies in Educational Evaluation</i> , 2021, 68, 100957.	2.3	21

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55	The impact of three types of writing intervention on students' writing quality. PLoS ONE, 2019, 14, e0218099.	2.5	20
56	Predicting Mathematics Achievement in Secondary Education: The Role of Cognitive, Motivational, and Emotional Variables. Frontiers in Psychology, 2020, 11, 876.	2.1	19
57	Trabalho de casa, tarefas escolares, auto-regulaÃ§Ã£o e envolvimento parental. Psicologia Em Estudo, 2005, 10, 343-351.	0.2	18
58	Promoting Gypsy children's behavioural engagement and school success: Evidence from a four-wave longitudinal study. British Educational Research Journal, 2017, 43, 554-571.	2.5	18
59	Approaches to Teaching in High School when Considering Contextual Variables and Teacher Variables // Enfoques de enseÃ±anza en Bachillerato en funciÃ³n de variables contextuales y del docente. Revista De Psicodidactica, 2013, 18, 25-45.	1.3	18
60	New media for the promotion of self-regulated learning in higher education. Psicothema, 2010, 22, 306-15.	0.9	18
61	La violencia escolar en los centros de educaciÃ³n secundaria de Asturias desde la perspectiva del alumnado. EducaciÃ³n XXI, 2014, 17, .	0.8	17
62	â€œDid you do your homework?â€ Mathematics teachers' homework follow-up practices at middle school level. Psychology in the Schools, 2019, 56, 92-108.	1.8	17
63	Bullying and cyberbullying: research and intervention at school and social contexts. Psicothema, 2012, 24, 603-7.	0.9	17
64	Assessment of a Self-regulated Learning Intervention. Spanish Journal of Psychology, 2014, 17, E12.	2.1	16
65	Motivational profiles in university students. Its relationship with self-handicapping and defensive pessimism strategies. Learning and Individual Differences, 2017, 56, 128-135.	2.7	16
66	Impact of Family and Friends on Antisocial Adolescent Behavior: The Mediating Role of Impulsivity and Empathy. Frontiers in Psychology, 2019, 10, 2071.	2.1	16
67	El consenso de normas de aula y su relaciÃ³n con bajos niveles de violencia escolar. Infancia Y Aprendizaje, 2013, 36, 199-217.	0.9	15
68	Escala de EvaluaciÃ³n de la AutorregulaciÃ³n del Aprendizaje a partir de Textos (ARATEX-R). European Journal of Education and Psychology, 2015, 8, 9-22.	1.5	15
69	DisposiciÃ³n y enfoques de aprendizaje en estudiantes universitarios de primer aÃ±o. Universitas Psychologica, 2011, 10, 441-449.	0.6	14
70	Coping flexibility and eudaimonic well-being in university students. Scandinavian Journal of Psychology, 2018, 59, 433-442.	1.5	14
71	Attentional functions and trait anxiety in children with ADHD. Learning and Individual Differences, 2014, 35, 147-152.	2.7	13
72	Are teachers' approaches to teaching responsive to individual student variation? A two-level structural equation modeling. European Journal of Psychology of Education, 2014, 29, 577-601.	2.6	13

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73	â€œHomework Feedback Isâ€ â€ Elementary and Middle School Teachersâ€™ Conceptions of Homework Feedback. <i>Frontiers in Psychology</i> , 2018, 9, 32.	2.1	13
74	Relationship Between Studentsâ€™ Prior Academic Achievement and Homework Behavioral Engagement: The Mediating/Moderating Role of Learning Motivation. <i>Frontiers in Psychology</i> , 2019, 10, 1047.	2.1	13
75	Dificultades de aprendizaje en estudiantes universitarios de primer aÃ±o. <i>Atenea</i> , 2013, , 135-150.	0.0	12
76	Does teacher homework feedback matter to 6th gradersâ€™ school engagement?: a mixed methods study. <i>Metacognition and Learning</i> , 2019, 14, 89-129.	2.7	12
77	TDAH y Dificultades de Aprendizaje en escritura: comorbilidad en base a la AtenciÃ³n y Memoria Operativa. <i>European Journal of Education and Psychology</i> , 2009, 2, 181.	1.5	12
78	Family involvement, adolescent self-concept and academic achievement. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 293-311.	1.9	12
79	A Path Model of University Dropout Predictors: The Role of Satisfaction, the Use of Self-Regulation Learning Strategies and Studentsâ€™ Engagement. <i>Sustainability</i> , 2022, 14, 1057.	3.2	12
80	Mozambican adolescents' perspectives on the academic procrastination process. <i>School Psychology International</i> , 2018, 39, 196-213.	1.9	11
81	The Mediator and/or Moderator Role of Complexity of Knowledge about Healthy Eating and Self-Regulated Behavior on the Relation between Familyâ€™s Income and Childrenâ€™s Obesity. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 4207.	2.6	11
82	Promoting School Engagement in Children with Cerebral Palsy: A Narrative Based Program. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 3634.	2.6	11
83	â€œHomework Should Beâ€  but We Do Not Live in an Ideal Worldâ€ Mathematics Teachersâ€™ Perspectives on Quality Homework and on Homework Assigned in Elementary and Middle Schools. <i>Frontiers in Psychology</i> , 2019, 10, 224.	2.1	11
84	The Mediator Role of Routines on the Relationship between General Procrastination, Academic Procrastination and Perceived Importance of Sleep and Bedtime Procrastination. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 7796.	2.6	11
85	Online Homework Distraction Scale: A Validation Study. <i>Psicothema</i> , 2020, 32, 469-475.	0.9	11
86	Hipatia: a hypermedia learning environment in mathematics. <i>Anales De Psicologia</i> , 2015, 32, 98.	0.7	10
87	An explanatory model of the intention to continue studying among non-traditional university students. <i>Psicothema</i> , 2014, 26, 84-90.	0.9	10
88	Multiple Goals Perspective in Adolescent Students With Learning Difficulties. <i>Learning Disability Quarterly</i> , 2011, 34, 273-286.	1.3	9
89	Academic Goals and Self-Handicapping Strategies in University Students. <i>Spanish Journal of Psychology</i> , 2016, 19, E24.	2.1	9
90	The relationship between self-esteem and self-worth protection strategies in university students. <i>Personality and Individual Differences</i> , 2016, 88, 236-241.	2.9	9

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91	The Role of Anxiety in the Relationship between Self-efficacy and Math Achievement. <i>Psicologia Educativa</i> , 2020, 26, 137-143.	0.9	9
92	Motivational profiles in high school students: Differences in behavioural and emotional homework engagement and academic achievement. <i>International Journal of Psychology</i> , 2018, 53, 449-457.	2.8	8
93	Associations between Profiles of Self-Esteem and Achievement Goals and the Protection of Self-Worth in University Students. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 2218.	2.6	8
94	From the Hospital Bed to the Laptop at Home: Effects of a Blended Self-Regulated Learning Intervention. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 4802.	2.6	8
95	Mediating Role of Self-efficacy and Usefulness Between Self-regulated Learning Strategy Knowledge and its Use. <i>Revista De Psicodidáctica (English Ed )</i> , 2019, 24, 1-8.	1.1	8
96	The Relationship between Self-Esteem and Achievement Goals in University Students: The Mediating and Moderating Role of Defensive Pessimism. <i>Sustainability</i> , 2020, 12, 7531.	3.2	8
97	Writing intervention with elementary students struggling with writing: examining approach profiles to the teacher feedback on writing quality and motivational variables. <i>Reading and Writing</i> , 2021, 34, 1681.	1.7	8
98	La formación inicial de los futuros maestros en recursos para la convivencia escolar y el manejo del aula. <i>European Journal of Education and Psychology</i> , 2010, 3, 187.	1.5	8
99	Profiles of student-perceived teacher homework involvement, and their associations with homework behavior and mathematics achievement: A person-centered approach. <i>Learning and Individual Differences</i> , 2022, 96, 102159.	2.7	8
100	Family involvement, adolescent self-concept and academic achievement. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2015, 5, 293-311.	1.9	7
101	Changes in involvement in homework throughout compulsory secondary education / Cambios en la implicación en los deberes escolares a lo largo de la Educación Secundaria Obligatoria. <i>Cultura Y Educación</i> , 2017, 29, 254-278.	0.6	7
102	A brief school-based intervention on Gypsy culture: A longitudinal cluster randomized trial. <i>Journal of Educational Research</i> , 2020, 113, 462-474.	1.6	7
103	Rationale and Applicability of Exploratory Structural Equation Modeling (ESEM) in psychoeducational contexts. <i>Psicothema</i> , 2017, 29, 396-401.	0.9	7
104	PROPIEDADES PSICOMÉTRICAS DEL INVENTARIO DE PROCESOS DE AUTORREGULACIÓN DEL APRENDIZAJE EN ESTUDIANTES UNIVERSITARIOS CHILENOS. <i>Revista Iberoamericana De Diagnostico Y Evaluacion Psicologica</i> , 2017, 44, 77-91.	0.1	7
105	Discursos de pais e alunos sobre o aprender: um estudo no 5º ano de escolaridade. <i>Psicologia Em Estudo</i> , 2006, 11, 463-471.	0.2	6
106	Levels of Visual Stress in Proficient Readers: Effects of Spectral Filtering of Fluorescent Lighting on Reading Discomfort. <i>Spanish Journal of Psychology</i> , 2015, 18, E58.	2.1	6
107	Multiple Goals and Homework Involvement in Elementary School Students. <i>Spanish Journal of Psychology</i> , 2015, 18, E81.	2.1	6
108	Writing week-journals to improve the writing quality of fourth-graders' compositions. <i>Reading and Writing</i> , 2017, 30, 1009-1032.	1.7	6



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109	“More Than Buying Extra Fruits and Veggies, Please Hide the Fats and Sugars” Children’s Diet Latent Profiles and Family-Related Factors. <i>Nutrients</i> , 2021, 13, 2403.	4.1	6
110	Niveles de rendimiento académico e implicación en los deberes escolares en estudiantes españoles de Educación Secundaria. <i>European Journal of Education and Psychology</i> , 2018, 11, 19.	1.5	6
111	Effect of an intervention in self-regulation strategies on academic achievement in elementary school: A study of the mediating effect of self-regulatory activity. <i>Revista De Psicodidáctica (English Ed)</i> , 2022, 27, 9-20.	1.1	6
112	Abordagem dos alunos à aprendizagem: análise do construto. <i>Psico-USF</i> , 2004, 9, 117-127.	0.2	5
113	Olhares de gênero face à matemática: uma investigação no ensino obrigatório espanhol. <i>Estudos De Psicologia (Natal)</i> , 2006, 11, 135-141.	0.0	5
114	Studying while doing time: understanding inmates’ conceptions of learning. <i>British Educational Research Journal</i> , 2016, 42, 151-167.	2.5	5
115	Self-Concept and Inattention or Hyperactivity/Impulsivity Symptomatology: The Role of Anxiety. <i>Brain Sciences</i> , 2020, 10, 250.	2.3	5
116	Perceived parental involvement and student engagement with homework in secondary school: The mediating role of self-handicapping. <i>Current Psychology</i> , 2023, 42, 4350-4361.	2.8	5
117	Validity and reliability of the Parental Homework Management Scale. <i>Psicothema</i> , 2018, 30, 337-343.	0.9	5
118	Assessment of Public Special Education Teachers Training Needs on Evidence-Based Practice for Students with Autism Spectrum Disorders in Spain. <i>Children</i> , 2022, 9, 83.	1.5	5
119	“My Child has Cerebral Palsy” Parental Involvement and Children’s School Engagement. <i>Frontiers in Psychology</i> , 2016, 7, 1765.	2.1	4
120	As the twig is bent, so is the tree inclined: Lack of prior knowledge as a driver of academic procrastination. <i>International Journal of School and Educational Psychology</i> , 2020, , 1-13.	1.6	4
121	Nuevas técnicas de evaluación en el Trastorno por Déficit de Atención e Hiperactividad (TDAH). <i>European Journal of Education and Psychology</i> , 2011, 4, 63.	1.5	4
122	Bienestar emocional de los estudiantes universitarios: el papel de la orientación a metas y las percepciones de control. <i>Publicaciones De La Facultad De Educacion Y Humanidades Del Campus De Melilla</i> , 2018, 48, .	0.4	4
123	Short and Long-Term Effects on Academic Performance of a School-Based Training in Self-Regulation Learning: A Three-Level Experimental Study. <i>Frontiers in Psychology</i> , 2022, 13, .	2.1	4
124	Metas académicas y estrategias de aprendizaje en estudiantes universitarios. <i>Psicología Escolar E Educativa</i> , 2007, 11, 31-40.	0.3	3
125	Perfiles motivacionales en estudiantes españoles de Educación Secundaria Obligatoria: Análisis diferencial en autoatribuciones académicas. <i>Anales De Psicología</i> , 2015, 31, 579.	0.7	3
126	Self-protection profiles of worth and academic goals in university students. <i>European Journal of Psychology of Education</i> , 2017, 32, 669-686.	2.6	3



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127	Differential Efficacy of an Intelligent Tutoring System for University Students: A Case Study with Learning Disabilities. Sustainability, 2020, 12, 9184.	3.2	3
128	Engagement SPIRALS in Elementary Students: A School-Based Self-Regulated Learning Approach. Sustainability, 2020, 12, 3894.	3.2	3
129	Living on a double-edged sword: Intergenerational perspectives of women from Gypsy groups about the influence of education on cultural identity. International Journal of Educational Research, 2022, 111, 101915.	2.2	3
130	“COVID-19 in Trials and Tribulations” Project: A Self-Regulation-Based Support Response for Confined Families through Social Networks. International Journal of Environmental Research and Public Health, 2022, 19, 1910.	2.6	3
131	Food Availability, Motivational-Related Factors, and Food Consumption: A Path Model Study with Children. International Journal of Environmental Research and Public Health, 2021, 18, 12897.	2.6	3
132	Trabalho de casa, auto-eficácia e rendimento em matemática. Psicologia Escolar E Educacional, 2008, 12, 23-35.	0.3	2
133	Learning and Emotional Outcomes after the Application of Invention Activities in a Sample of University Students. Sustainability, 2020, 12, 7306.	3.2	2
134	Elementary school students’ attitudes towards cerebral palsy: a raising awareness brief intervention. International Journal of Inclusive Education, 0, , 1-16.	2.6	2
135	Inventario de procesos de estudio (IPE-ES) para estudiantes universitarios: estudio de su fiabilidad y validez. Publicaciones De La Facultad De Educacion Y Humanidades Del Campus De Melilla, 2018, 48, .	0.4	2
136	Personal and Instructional Variables Related to the Learning Process in Postgraduate Courses. Psicothema, 2020, 32, 525-532.	0.9	2
137	Efecto de una intervención en estrategias de autorregulación en el rendimiento académico en Primaria: Estudio del efecto mediador de la actividad autorregulatoria. Revista De Psicodidactica, 2022, 27, 9-9.	1.3	2
138	Dificultades de aprendizaje en Educación Superior: un reto para la comunidad universitaria. Publicaciones De La Facultad De Educacion Y Humanidades Del Campus De Melilla, 2018, 48, .	0.4	1
139	School Psychology in Spain. , 0, , 381-390.		1
140	Prior Academic Achievement as a Predictor of Non-Cognitive Variables and Teacher and Parent Expectations in Students With Learning Disabilities. Learning Disability Quarterly, 2020, , 073194872092540.	1.3	0
141	Problem-Solving Before Instruction (PS-I): A Protocol for Assessment and Intervention in Students with Different Abilities. Journal of Visualized Experiments, 2021, , .	0.3	0