

# Timothy Konold

## List of Publications by Year in descending order

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Version: 2024-02-01

71  
papers

2,980  
citations

186209

28  
h-index

175177

52  
g-index

74  
all docs

74  
docs citations

74  
times ranked

2328  
citing authors

#	ARTICLE	IF	CITATIONS
1	Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. <i>Early Childhood Research Quarterly</i> , 2007, 22, 3-17.	1.6	285
2	The Relations of Observed Pre-K Classroom Quality Profiles to Children's Achievement and Social Competence. <i>Early Education and Development</i> , 2009, 20, 346-372.	1.6	191
3	Validity of Three School Climate Scales to Assess Bullying, Aggressive Attitudes, and Help Seeking. <i>School Psychology Review</i> , 2009, 38, 338-355.	1.8	137
4	Relationships between bullying, school climate, and student risk behaviors.. <i>School Psychology Quarterly</i> , 2012, 27, 154-169.	2.4	134
5	Profiles of emergent literacy skills among preschool children who are at risk for academic difficulties. <i>Early Childhood Research Quarterly</i> , 2011, 26, 1-14.	1.6	121
6	Does learning behavior augment cognitive ability as an indicator of academic achievement?. <i>Journal of School Psychology</i> , 2004, 42, 157-169.	1.5	102
7	Distinctions Without a Difference. <i>Journal of Special Education</i> , 2006, 40, 103-114.	1.2	102
8	Peer victimization and authoritative school climate: A multilevel approach.. <i>Journal of Educational Psychology</i> , 2015, 107, 1186-1201.	2.1	101
9	Empirically-Derived, Person-Oriented Patterns of School Readiness in Typically-Developing Children: Description and Prediction to First-Grade Achievement. <i>Applied Developmental Science</i> , 2005, 9, 174-187.	1.0	99
10	Effects of validity screening items on adolescent survey data.. <i>Psychological Assessment</i> , 2012, 24, 21-35.	1.2	93
11	Construct validity of the Wechsler Abbreviated Scale of Intelligence and Wide Range Intelligence Test: Convergent and structural validity.. <i>School Psychology Quarterly</i> , 2009, 24, 252-265.	2.4	91
12	Multilevel multi-informant structure of the Authoritative School Climate Survey.. <i>School Psychology Quarterly</i> , 2014, 29, 238-255.	2.4	90
13	Racial/Ethnic Differences in Perceptions of School Climate and Its Association with Student Engagement and Peer Aggression. <i>Journal of Youth and Adolescence</i> , 2017, 46, 1289-1303.	1.9	85
14	Authoritative School Climate and Student Academic Engagement, Grades, and Aspirations in Middle and High Schools. <i>AERA Open</i> , 2016, 2, 233285841663318.	1.3	84
15	Parenting Alliance: A Multifactor Perspective. <i>Assessment</i> , 2001, 8, 47-65.	1.9	72
16	Reading Component Skills of Learners in Adult Basic Education. <i>Journal of Learning Disabilities</i> , 2010, 43, 108-121.	1.5	62
17	Measurement and structural relations of an authoritative school climate model: A multi-level latent variable investigation. <i>Journal of School Psychology</i> , 2015, 53, 447-461.	1.5	62
18	The Influence of Informants on Ratings of Children's Behavioral Functioning. <i>Journal of Psychoeducational Assessment</i> , 2007, 25, 222-236.	0.9	61

#	ARTICLE	IF	CITATIONS
19	Authoritative school climate and high school dropout rates.. <i>School Psychology Quarterly</i> , 2016, 31, 289-303.	2.4	61
20	Emergent literacy profiles among prekindergarten children from low-SES backgrounds: Longitudinal considerations. <i>Early Childhood Research Quarterly</i> , 2013, 28, 608-620.	1.6	58
21	The Behavior of Child Behavior Ratings: Measurement Structure of the Child Behavior Checklist across Time, Informants, and Child Gender. <i>Behavioral Disorders</i> , 2004, 29, 372-383.	0.8	56
22	Profiles of Student Perceptions of School Climate: Relations with Risk Behaviors and Academic Outcomes. <i>American Journal of Community Psychology</i> , 2016, 57, 291-307.	1.2	56
23	Contributions of Children's Temperament to Teachers' Judgments of Social Competence From Kindergarten Through Second Grade. <i>Early Education and Development</i> , 2008, 19, 643-666.	1.6	44
24	Relationships Among Informant Based Measures of Social Skills and Student Achievement: A Longitudinal Examination of Differential Effects by Sex. <i>Applied Developmental Science</i> , 2010, 14, 18-34.	1.0	40
25	Multilevel Factor Structure and Concurrent Validity of the Teacher Version of the Authoritative School Climate Survey. <i>Journal of School Health</i> , 2015, 85, 843-851.	0.8	35
26	Authoritative school climate and suspension rates in middle schools: Implications for reducing the racial disparity in school discipline. <i>Journal of School Violence</i> , 2018, 17, 324-338.	1.1	35
27	Factor Structure of the Social Skills Rating System Across Child Gender and Ethnicity. <i>Journal of Psychoeducational Assessment</i> , 2005, 23, 201-215.	0.9	32
28	Student threat assessment as a standard school safety practice: Results from a statewide implementation study.. <i>School Psychology Quarterly</i> , 2018, 33, 213-222.	2.4	32
29	Measuring Problem Behaviors in Young Children. <i>Behavioral Disorders</i> , 2003, 28, 111-123.	0.8	31
30	Criterion-related bias with the guide to the assessment of test-session behavior for the WISC-III and WIAT: Possible race/ethnicity, gender, and SES effects. <i>Journal of School Psychology</i> , 1994, 32, 355-369.	1.5	29
31	The Base Rate Problem and Its Consequences for Interpreting Children's Ability Profiles. <i>School Psychology Review</i> , 1997, 26, 176-188.	1.8	28
32	More Ups and Downs of Subtest Analysis: Criterion Validity of the DAS with an Unselected Cohort. <i>School Psychology Review</i> , 1998, 27, 599-612.	1.8	27
33	Longitudinal Multitrait-Multimethod Models for Developmental Research. <i>Multivariate Behavioral Research</i> , 2009, 44, 233-258.	1.8	25
34	Multilevel multitrait-multimethod latent analysis of structurally different and interchangeable raters of school climate.. <i>Psychological Assessment</i> , 2015, 27, 1097-1109.	1.2	25
35	Patterns of memory: A normative taxonomy of the Wide Range Assessment of Memory and Learning - Second Edition (WRAML-2). <i>Journal of the International Neuropsychological Society</i> , 2008, 14, 869-877.	1.2	24
36	The role of social competence in predicting gifted enrollment. <i>Psychology in the Schools</i> , 2008, 45, 729-744.	1.1	22

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37	ADHD and Method Variance. <i>Journal of Learning Disabilities</i> , 2008, 41, 405-416.	1.5	22
38	Identifying Essential Instructional Components of Literacy Tutoring for Struggling Beginning Readers. <i>Literacy Research and Instruction</i> , 2009, 48, 277-297.	0.6	22
39	The Impact of Validity Screening on Associations Between Self-Reports of Bullying Victimization and Student Outcomes. <i>Educational and Psychological Measurement</i> , 2018, 78, 80-102.	1.2	22
40	Subgroups of adult basic education learners with different profiles of reading skills. <i>Reading and Writing</i> , 2012, 25, 587-609.	1.0	21
41	Diversity among Spanish-speaking English language learners: profiles of early literacy skills in kindergarten. <i>Reading and Writing</i> , 2013, 26, 889-912.	1.0	20
42	The Relations Between Teasing and Bullying and Middle School Standardized Exam Performance. <i>Journal of Early Adolescence</i> , 2017, 37, 192-221.	1.1	20
43	Measuring Early Literacy Skills: A Latent Variable Investigation of the Phonological Awareness Literacy Screening for Preschool. <i>Journal of Psychoeducational Assessment</i> , 2010, 28, 115-128.	0.9	19
44	THE DEVELOPMENT AND APPLIED UTILITY OF A NORMATIVE APTITUDE“ACHIEVEMENT TAXONOMY FOR THE WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY-REVISED. <i>Journal of Special Education</i> , 1997, 31, 212-232.	1.2	18
45	Congruence of Test-Behavior Dimensions among Child Groups that Vary in Gender, Race-Ethnicity, and Ses. <i>Journal of Psychoeducational Assessment</i> , 1995, 13, 111-119.	0.9	14
46	Evaluating Discrepancy Analyses With the Wisc-iii and Wiat. <i>Journal of Psychoeducational Assessment</i> , 1999, 17, 24-35.	0.9	14
47	A multivariate model of early reading acquisition. <i>Applied Psycholinguistics</i> , 2003, 24, 89-112.	0.8	13
48	A latent variable investigation of the Phonological Awareness Literacy Screening-Kindergarten assessment: Construct identification and multigroup comparisons between Spanish-speaking English-language learners (ELLs) and non-ELL students. <i>Language Testing</i> , 2014, 31, 205-221.	1.7	11
49	Adding Value to Public Schools. <i>Journal of Teacher Education</i> , 2008, 59, 300-312.	2.0	10
50	A Multilevel MTMM Approach to Estimating the Influences of Contextual Factors on Trait and Informant-Based Method Effects in Assessments of School Climate. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 464-476.	0.9	10
51	Moving to the Next Level: Doubly Latent Multilevel Mediation Models with a School Climate Illustration. <i>Journal of Experimental Education</i> , 2021, 89, 422-440.	1.6	9
52	Aggressive Attitudes in Middle Schools. <i>Assessment</i> , 2015, 22, 497-512.	1.9	8
53	WISC-III Factor Invariance Across Samples of Children Exhibiting Appropriate and Inappropriate Test-Session Behaviors. <i>Educational and Psychological Measurement</i> , 1998, 58, 467-474.	1.2	7
54	Developing and Evaluating a Measure of Young Children's Attitudes Toward School and Learning. <i>Journal of Psychoeducational Assessment</i> , 2007, 25, 271-284.	0.9	7

#	ARTICLE	IF	CITATIONS
55	Estimating School Climate Traits Across Multiple Informants: An Illustration of a Multitraitâ€“Multimethod Validation Through Latent Variable Modeling. <i>Educational Assessment</i> , 2017, 22, 54-69.	0.6	7
56	Developmental Memory Performance: Inter-Task Consistency and Base-Rate Variability on the WRAML. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2001, 23, 253-264.	0.8	6
57	Validity of the Wide Range Intelligence Test: Differential Effects across Race/Ethnicity, Gender, and Education Level. <i>Journal of Psychoeducational Assessment</i> , 2004, 22, 287-303.	0.9	6
58	A Two-Step Latent Profile Method for Identifying Invalid Respondents in Self-Reported Survey Data. <i>Journal of Experimental Education</i> , 2018, 86, 473-488.	1.6	6
59	Grade-Level Distinctions in Student Threats of Violence. <i>Journal of School Violence</i> , 2020, 19, 323-335.	1.1	5
60	School Climate Moderates the Association Between Sexual Harassment and Student Well-Being. <i>School Mental Health</i> , 2021, 13, 695-706.	1.1	5
61	Measurement and Non-Measurement Influences of Test-Session Behavior on Individually Administered Measures of Intelligence. <i>Journal of School Psychology</i> , 1998, 36, 417-432.	1.5	4
62	Assessing Differential Prediction Bias in the Developing Cognitive Abilities Test across Gender, Race/Ethnicity, and Socioeconomic Groups. <i>Educational and Psychological Measurement</i> , 2001, 61, 159-171.	1.2	4
63	Effects of Latent Variable Nonnormality and Model Misspecification on Testing Structural Equation Modeling Interactions. <i>Journal of Experimental Education</i> , 2011, 79, 231-256.	1.6	4
64	INFORMANT EFFECTS ON BEHAVIORAL AND ACADEMIC ASSOCIATIONS: A LATENT VARIABLE LONGITUDINAL EXAMINATION. <i>Psychology in the Schools</i> , 2014, 51, 554-566.	1.1	4
65	Evaluating the structure of the Mathematics Teacher Questionnaire: A measure of exposure to mathematics instructional practices and content. <i>Learning Environments Research</i> , 2014, 17, 127-138.	1.8	4
66	Longitudinal Measurement Invariance of the Authoritative School Climate Survey. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 651-664.	0.9	3
67	Family Inventory of Resources and Stressors: Further Examination of the Psychometric Properties. <i>Marriage and Family Review</i> , 2013, 49, 191-211.	0.7	2
68	The Sampling Ratio in Multilevel Structural Equation Models: Considerations to Inform Study Design. <i>Educational and Psychological Measurement</i> , 2022, 82, 409-443.	1.2	2
69	The Nature of Rater Effects and Differences in Multilevel MTMM Latent Variable Models. <i>Measurement</i> , 2020, 18, 177-195.	0.1	1
70	Statistical Power for Randomized Controlled Trials with Clusters of Varying Size. <i>Journal of Experimental Education</i> , 0, , 1-17.	1.6	0
71	Bayesian Multilevel Mediation: Evaluation of Inaccurate Priors in Latent 1-1-1 Designs. <i>Structural Equation Modeling</i> , 0, , 1-16.	2.4	0