

James P Byrnes

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7831616/publications.pdf>

Version: 2024-02-01

54
papers

4,615
citations

201575

27
h-index

214721

47
g-index

60
all docs

60
docs citations

60
times ranked

4389
citing authors

#	ARTICLE	IF	CITATIONS
1	Gender differences in risk taking: A meta-analysis.. Psychological Bulletin, 1999, 125, 367-383.	5.5	2,446
2	Reasoning about certainty and uncertainty in concrete, causal, and propositional contexts.. Developmental Psychology, 1986, 22, 793-799.	1.2	184
3	Role of conceptual knowledge in mathematical procedural learning.. Developmental Psychology, 1991, 27, 777-786.	1.2	152
4	Factors predictive of mathematics achievement in kindergarten, first and third grades: An opportunityâ€propensity analysis. Contemporary Educational Psychology, 2009, 34, 167-183.	1.6	105
5	The relative importance of predictors of math and science achievement: An opportunityâ€propensity analysis. Contemporary Educational Psychology, 2007, 32, 599-629.	1.6	104
6	The development of decision-making. Journal of Adolescent Health, 2002, 31, 208-215.	1.2	90
7	Language and categorization: The acquisition of natural kind terms. , 1991, , 146-196.		84
8	The effects of achievement goals and self-regulated learning behaviors on reading comprehension in technology-enhanced learning environments. Contemporary Educational Psychology, 2012, 37, 148-161.	1.6	81
9	Young children's comprehension of modal expressions. Cognitive Development, 1989, 4, 369-387.	0.7	79
10	The Educational Relevance of Research in Cognitive Neuroscience. Educational Psychology Review, 1998, 10, 297-342.	5.1	77
11	The role of contextual and personal factors in children's risk taking.. Developmental Psychology, 1997, 33, 814-823.	1.2	71
12	Adolescents' decision making in social situations. Journal of Applied Developmental Psychology, 2001, 22, 237-256.	0.8	70
13	Ethnic/racial identity and academic achievement: A meta-analytic review. Developmental Review, 2016, 41, 51-70.	2.6	70
14	Learning to Make Good Decisions: A Self-Regulation Perspective. Child Development, 1999, 70, 1121-1140.	1.7	65
15	The Nature and Development of Critical-Analytic Thinking. Educational Psychology Review, 2014, 26, 477-493.	5.1	59
16	Factors predictive of mathematics achievement in White, Black, and Hispanic 12th graders.. Journal of Educational Psychology, 2003, 95, 316-326.	2.1	54
17	To achieve or not to achieve: A self-regulation perspective on adolescents' academic decision making.. Journal of Educational Psychology, 2001, 93, 677-685.	2.1	46
18	Understanding the Program Effectiveness of Early Mathematics Interventions for Prekindergarten and Kindergarten Environments: A Meta-Analytic Review. Early Education and Development, 2016, 27, 692-713.	1.6	44

#	ARTICLE	IF	CITATIONS
19	The conceptual basis of procedural learning. <i>Cognitive Development</i> , 1992, 7, 235-257.	0.7	41
20	The Cognitive Basis of Uncertainty. <i>Human Development</i> , 1991, 34, 189-203.	1.2	39
21	Developmental and individual differences in conditional reasoning: The role of contradiction training and cognitive style.. <i>Developmental Psychology</i> , 1985, 21, 692-701.	1.2	38
22	Explaining gender differences on SAT-math items.. <i>Developmental Psychology</i> , 1993, 29, 805-810.	1.2	36
23	Does the Opportunityâ€Propensity Framework predict the early mathematics skills of low-income pre-kindergarten children?. <i>Contemporary Educational Psychology</i> , 2013, 38, 259-270.	1.6	36
24	Self-Regulated Learning and Technology-Enhanced Learning Environments. , 0, , 1-26.		36
25	Organization of knowledge and conditional reasoning.. <i>Journal of Educational Psychology</i> , 1990, 82, 832-837.	2.1	35
26	Formal operations: A systematic reformulation. <i>Developmental Review</i> , 1988, 8, 66-87.	2.6	34
27	Prior conceptual knowledge and textbook search. <i>Contemporary Educational Psychology</i> , 1992, 17, 8-29.	1.6	34
28	Adolescent risk-taking: Integrating personal, cognitive, and social aspects of judgment. <i>Journal of Applied Developmental Psychology</i> , 2009, 30, 23-33.	0.8	31
29	Retention and Performance of Male and Female Engineering Students: An Examination of Academic and Environmental Variables. <i>Journal of Engineering Education</i> , 1998, 87, 297-304.	1.9	30
30	The growth of mathematics and reading skills in segregated and diverse schools: An opportunity-propensity analysis of a national database. <i>Contemporary Educational Psychology</i> , 2016, 46, 34-51.	1.6	28
31	Reasoning about logical connectives: A developmental analysis. <i>Journal of Experimental Child Psychology</i> , 1988, 46, 194-218.	0.7	26
32	Characteristics of students who benefit from high-quality mathematics instruction. <i>Contemporary Educational Psychology</i> , 2006, 31, 328-343.	1.6	24
33	Decision-Making in Young Adolescents and Adults. <i>Journal of Experimental Child Psychology</i> , 1994, 58, 359-388.	0.7	21
34	Gender Differences on the Math Subtest of the Scholastic Aptitude Test may be Culture-Specific. <i>Educational Studies in Mathematics</i> , 1997, 34, 49-66.	1.8	19
35	Naive Theories and Decision Making as Part of Higher Order Thinking in Social Studies. <i>Theory and Research in Social Education</i> , 1995, 23, 260-277.	1.4	14
36	Children as mediators of their own cognitive development: The case of learning science in kindergarten and first grade. <i>Journal of Cognition and Development</i> , 2018, 19, 248-277.	0.6	12

#	ARTICLE	IF	CITATIONS
37	The potential utility of an opportunity-propensity framework for understanding individual and group differences in developmental outcomes: A retrospective progress report. <i>Developmental Review</i> , 2020, 56, 100911.	2.6	12
38	Publishing Trends of Psychology Faculty During Their Pretenure Years. <i>Psychological Science</i> , 2007, 18, 283-286.	1.8	11
39	Why Some Students Perform Well and Others Perform Poorly on SAT Math Items. <i>Contemporary Educational Psychology</i> , 1994, 19, 63-78.	1.6	10
40	Evaluating Doctoral Programs in the Developmental Sciences. <i>Developmental Review</i> , 2001, 21, 326-354.	2.6	9
41	Children as mediators of their own cognitive development in kindergarten. <i>Cognitive Development</i> , 2019, 50, 80-97.	0.7	9
42	Categorizing and combining theories of cognitive development and learning. <i>Educational Psychology Review</i> , 1992, 4, 309-343.	5.1	8
43	Educational neuroscience: definitional, methodological, and interpretive issues. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2015, 6, 221-234.	1.4	8
44	Minds, Brains, and Education: Part II. Responding to the Commentaries. <i>Educational Psychology Review</i> , 1998, 10, 431-439.	5.1	7
45	Instruction and cognition. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2012, 3, 545-553.	1.4	6
46	Explaining Citation Counts of Senior Developmental Psychologists. <i>Developmental Review</i> , 1997, 17, 62-77.	2.6	4
47	Gender Differences in Math: Cognitive Processes in an Expanded Framework. , 2004, , 73-98.		3
48	What's left is closer to right. <i>Developmental Review</i> , 1988, 8, 385-392.	2.6	2
49	Does Math-Fact Retrieval Explain Sex Differences in Mathematical Test Performance? A Commentary. <i>Contemporary Educational Psychology</i> , 1999, 24, 275-285.	1.6	2
50	Risk-Taking. , 2016, , 1-5.		2
51	How neuroscience contributes to our understanding of learning and development in typically developing and special-needs students.. , 2012, , 561-595.		1
52	Conceptual and Linguistic Factors in Children's Memory for Causal Expressions. <i>International Journal of Behavioral Development</i> , 1990, 13, 95-117.	1.3	0
53	Making Connections to Realize Learning Potential in Early Childhood Mathematics. <i>Early Mathematics Learning and Development</i> , 2018, , 213-238.	0.3	0
54	Risk-Taking. , 2018, , 3175-3179.		0