

# James P Byrnes

## List of Publications by Year in descending order

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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	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
2	Children as mediators of their own cognitive development in kindergarten. <i>Cognitive Development</i> , 2019, 50, 80-97.	0.7	9
3	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
4	Making Connections to Realize Learning Potential in Early Childhood Mathematics. <i>Early Mathematics Learning and Development</i> , 2018, , 213-238.	0.3	0
5	Risk-Taking. , 2018, , 3175-3179.		0
6	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
7	Ethnic/racial identity and academic achievement: A meta-analytic review. <i>Developmental Review</i> , 2016, 41, 51-70.	2.6	70
8	Understanding the Program Effectiveness of Early Mathematics Interventions for Prekindergarten and Kindergarten Environments: A Meta-Analytic Review. <i>Early Education and Development</i> , 2016, 27, 692-713.	1.6	44
9	Risk-Taking. , 2016, , 1-5.		2
10	Educational neuroscience: definitional, methodological, and interpretive issues. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2015, 6, 221-234.	1.4	8
11	The Nature and Development of Critical-Analytic Thinking. <i>Educational Psychology Review</i> , 2014, 26, 477-493.	5.1	59
12	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
13	The effects of achievement goals and self-regulated learning behaviors on reading comprehension in technology-enhanced learning environments. <i>Contemporary Educational Psychology</i> , 2012, 37, 148-161.	1.6	81
14	Instruction and cognition. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2012, 3, 545-553.	1.4	6
15	How neuroscience contributes to our understanding of learning and development in typically developing and special-needs students.. , 2012, , 561-595.		1
16	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
17	Factors predictive of mathematics achievement in kindergarten, first and third grades: An opportunityâ€“propensity analysis. <i>Contemporary Educational Psychology</i> , 2009, 34, 167-183.	1.6	105
18	The relative importance of predictors of math and science achievement: An opportunityâ€“propensity analysis. <i>Contemporary Educational Psychology</i> , 2007, 32, 599-629.	1.6	104

#	ARTICLE	IF	CITATIONS
19	Publishing Trends of Psychology Faculty During Their Pretenure Years. <i>Psychological Science</i> , 2007, 18, 283-286.	1.8	11
20	Characteristics of students who benefit from high-quality mathematics instruction. <i>Contemporary Educational Psychology</i> , 2006, 31, 328-343.	1.6	24
21	Gender Differences in Math: Cognitive Processes in an Expanded Framework. , 2004, , 73-98.		3
22	Factors predictive of mathematics achievement in White, Black, and Hispanic 12th graders.. <i>Journal of Educational Psychology</i> , 2003, 95, 316-326.	2.1	54
23	The development of decision-making. <i>Journal of Adolescent Health</i> , 2002, 31, 208-215.	1.2	90
24	Evaluating Doctoral Programs in the Developmental Sciences. <i>Developmental Review</i> , 2001, 21, 326-354.	2.6	9
25	Adolescents' decision making in social situations. <i>Journal of Applied Developmental Psychology</i> , 2001, 22, 237-256.	0.8	70
26	To achieve or not to achieve: A self-regulation perspective on adolescents' academic decision making.. <i>Journal of Educational Psychology</i> , 2001, 93, 677-685.	2.1	46
27	Learning to Make Good Decisions: A Self-Regulation Perspective. <i>Child Development</i> , 1999, 70, 1121-1140.	1.7	65
28	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
29	Gender differences in risk taking: A meta-analysis.. <i>Psychological Bulletin</i> , 1999, 125, 367-383.	5.5	2,446
30	The Educational Relevance of Research in Cognitive Neuroscience. <i>Educational Psychology Review</i> , 1998, 10, 297-342.	5.1	77
31	Minds, Brains, and Education: Part II. Responding to the Commentaries. <i>Educational Psychology Review</i> , 1998, 10, 431-439.	5.1	7
32	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
33	The role of contextual and personal factors in children's risk taking.. <i>Developmental Psychology</i> , 1997, 33, 814-823.	1.2	71
34	Explaining Citation Counts of Senior Developmental Psychologists. <i>Developmental Review</i> , 1997, 17, 62-77.	2.6	4
35	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
36	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

#	ARTICLE	IF	CITATIONS
37	Decision-Making in Young Adolescents and Adults. <i>Journal of Experimental Child Psychology</i> , 1994, 58, 359-388.	0.7	21
38	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
39	Explaining gender differences on SAT-math items.. <i>Developmental Psychology</i> , 1993, 29, 805-810.	1.2	36
40	The conceptual basis of procedural learning. <i>Cognitive Development</i> , 1992, 7, 235-257.	0.7	41
41	Prior conceptual knowledge and textbook search. <i>Contemporary Educational Psychology</i> , 1992, 17, 8-29.	1.6	34
42	Categorizing and combining theories of cognitive development and learning. <i>Educational Psychology Review</i> , 1992, 4, 309-343.	5.1	8
43	The Cognitive Basis of Uncertainty. <i>Human Development</i> , 1991, 34, 189-203.	1.2	39
44	Role of conceptual knowledge in mathematical procedural learning.. <i>Developmental Psychology</i> , 1991, 27, 777-786.	1.2	152
45	Language and categorization: The acquisition of natural kind terms. , 1991, , 146-196.		84
46	Organization of knowledge and conditional reasoning.. <i>Journal of Educational Psychology</i> , 1990, 82, 832-837.	2.1	35
47	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
48	Young children's comprehension of modal expressions. <i>Cognitive Development</i> , 1989, 4, 369-387.	0.7	79
49	Formal operations: A systematic reformulation. <i>Developmental Review</i> , 1988, 8, 66-87.	2.6	34
50	What's left is closer to right. <i>Developmental Review</i> , 1988, 8, 385-392.	2.6	2
51	Reasoning about logical connectives: A developmental analysis. <i>Journal of Experimental Child Psychology</i> , 1988, 46, 194-218.	0.7	26
52	Reasoning about certainty and uncertainty in concrete, causal, and propositional contexts.. <i>Developmental Psychology</i> , 1986, 22, 793-799.	1.2	184
53	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
54	Self-Regulated Learning and Technology-Enhanced Learning Environments. , 0, , 1-26.		36