Alexander Emg Minnaert

List of Publications by Year
in descending order

92 papers	3,315 citations	201674 27 h-index	168389 53 g-index
97 all docs	97 docs citations	97 times ranked	2566 citing authors

#	Article	IF	Citations
1	Regular primary schoolteachers' attitudes towards inclusive education: a review of the literature. International Journal of Inclusive Education, 2011, 15, 331-353.	2.6	658
2	Effects of need supportive teaching on early adolescents' motivation and engagement: A review of the literature. Educational Research Review, 2013, 9, 65-87.	7.8	251
3	Emotions, self-regulated learning, and achievement in mathematics: A growth curve analysis.. Journal of Educational Psychology, 2013, 105, 150-161.	2.9	221
4	Perceived Social Support and Early Adolescents' Achievement: The Mediational Roles of Motivational Beliefs and Emotions. Journal of Youth and Adolescence, 2010, 39, 36-46.	3.5	192
5	Attitudes of parents towards inclusive education: a review of the literature. European Journal of Special Needs Education, 2010, 25, 165-181.	3.0	160
6	Reciprocal relationships between math self-concept and math anxiety. Learning and Individual Differences, 2012, 22, 385-389.	2.7	153
7	Students' Attitudes towards Peers with Disabilities: A review of the literature. International Journal of Disability Development and Education, 2012, 59, 379-392.	1.1	144
8	Self-regulation with respect to informal learning. International Journal of Educational Research, 1999, 31, 533-544.	2.2	71
9	Motivation and self-regulated learning in secondary vocational education: information-processing type and gender differences. Learning and Individual Differences, 2003, 13, 273-289.	2.7	59
10	The influence of teacher perceived administration of self-regulated learning on students' motivation and information-processing. Learning and Instruction, 2005, 15, 141-160.	3.2	57
11	Evaluating the Effectiveness of an Intervention Program to Influence Attitudes of Students Towards Peers with Disabilities. Journal of Autism and Developmental Disorders, 2014, 44, 572-583.	2.7	56
12	What motivates early adolescents for school? A longitudinal analysis of associations between observed teaching and motivation. Contemporary Educational Psychology, 2015, 42, 129-140.	2.9	56
13	The psychometric evaluation of a questionnaire to measure attitudes towards inclusive education. European Journal of Psychology of Education, 2012, 27, 573-589.	2.6	55
14	Which variables relate to the attitudes of teachers, parents and peers towards students with special educational needs in regular education?. Educational Studies, 2012, 38, 433-448.	2.4	51
15	Relationship between Learning Environment Characteristics and Academic Engagement. Psychological Reports, 2011, 109, 259-284.	1.7	50
16	Students' daily emotions in the classroom: Intra‐individual variability and appraisal correlates. British Journal of Educational Psychology, 2010, 80, 583-597.	2.9	49
17	Evaluating the effect of a teacher training programme on the primary teachers' attitudes, knowledge and teaching strategies regarding special educational needs. Educational Psychology, 2017, 37, 287-297.	2.7	48
18	Dissonance in Student Learning Patterns: When to revise theory?. Studies in Higher Education, 2003, 28, 49-61.	4.5	47

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19	The additive effect of regulatory activities on top of intelligence in relation to academic performance in higher education. Learning and Instruction, 1998, 9, 77-91.	3.2	46
20	Affective and Motivational Outcomes of Working in Collaborative Groups. Educational Psychology, 2006, 26, 187-208.	2.7	43
21	Peer Acceptance and Friendships of Students with Disabilities in General Education: The Role of Child, Peer, and Classroom Variables. Social Development, 2013, 22, 831-844.	1.3	42
22	Non-cognitive Characteristics of Gifted Students With Learning Disabilities: An In-depth Systematic Review. Frontiers in Psychology, 2018, 9, 504.	2.1	40
23	Students' Experiences of Autonomy, Competence, Social Relatedness and Interest Within a CSCL Environment in Vocational Education: The Case of Commerce and Business Administration. Vocations and Learning, 2011, 4, 175-190.	1.9	39
24	SUCCESS AND PROGRESS IN HIGHER EDUCATION: A STRUCTURAL MODEL OF STUDYING. British Journal of Educational Psychology, 1992, 62, 184-192.	2.9	37
25	Need supportive teaching in practice: a narrative analysis in schools with contrasting educational approaches. Social Psychology of Education, 2015, 18, 585-613.	2.5	35
26	Autonomy, Competence, and Social Relatedness in Task Interest within Project-Based Education. Psychological Reports, 2007, 101, 574-586.	1.7	33
27	Empirical Study on Primary School Teachers' Attitudes Towards Inclusive Education in Jakarta, Indonesia. Procedia, Social and Behavioral Sciences, 2012, 69, 1430-1436.	0.5	32
28	Characteristics of primary teacher training programmes on inclusion: a literature focus. Educational Research, 2014, 56, 310-326.	1.8	31
29	Building vocational skills for marginalised youth in Uganda: A SWOT analysis of four training programmes. International Journal of Educational Development, 2015, 40, 134-144.	2.7	29
30	Student voices on social exclusion in general primary schools. European Journal of Special Needs Education, 2018, 33, 166-186.	3.0	27
31	Teacher practice in secondary vocational education: Between teacher-regulated activities of student learning and student self-regulation. Teaching and Teacher Education, 2014, 40, 1-9.	3.2	25
32	Gifted Education in the Netherlands. Journal for the Education of the Gifted, 2013, 36, 133-150.	1.0	24
33	Rapid Naming and Phonemic Awareness in Children With Reading Disabilities and/or Specific Language Impairment: Differentiating Processes?. Journal of Speech, Language, and Hearing Research, 2015, 58, 1538-1548.	1.6	24
34	Mind wandering and reading comprehension in secondary school children. Learning and Individual Differences, 2019, 75, 101778.	2.7	23
35	Fostering early adolescents' motivation: a longitudinal study into the effectiveness of social constructivist, traditional and combined schools for prevocational education. Educational Psychology, 2016, 36, 1-25.	2.7	16
36	Emotional Experiences of Students in the Classroom. European Psychologist, 2010, 15, 142-151.	3.1	16

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37	The role of competence and value beliefs in students' daily emotional experiences: A multilevel test of a transactional model. Learning and Individual Differences, 2010, 20, 507-511.	2.7	15
38	The co-occurrence of intellectual giftedness and Autism Spectrum Disorders. Educational Research Review, 2011, 6, 67-88.	7.8	15
39	Motivational and emotional components affecting male's and female's self-regulated learning. European Journal of Psychology of Education, 1999, 14, 525-540.	2.6	14
40	A review scrutinising the consequential validity of dynamic assessment. Educational Psychology, 2016, 36, 112-137.	2.7	14
41	Aiming for agency. The effects of teacher education on the development of the expertise of early childhood teachers. Teaching and Teacher Education, 2020, 96, 103176.	3.2	14
42	The Application of Dynamic Assessment in People Communicating at a Prelinguistic Level: A descriptive review of the literature. International Journal of Disability Development and Education, 2013, 60, 119-145.	1.1	13
43	'I felt very bad, I had self-rejection': narratives of exclusion and marginalisation among early school leavers in Uganda. Journal of Youth Studies, 2014, 17, 475-491.	2.3	13
44	Rapid Naming and Phonemic Awareness in Children With or Without Reading Disabilities and/or ADHD. Journal of Learning Disabilities, 2017, 50, 168-179.	2.2	13
45	Applying the Contact Theory in Inclusive Education: A Systematic Review on the Impact of Contact and Information on the Social Participation of Students With Disabilities. Frontiers in Education, 2020, 5, .	2.1	12
46	Bias in the Assessment of Regulation Activities in Studying at the Level of Higher Education. European Journal of Psychological Assessment, 1997, 13, 99-108.	3.0	11
47	Measuring teacher regulating activities concerning student learning in secondary education classrooms: Reliability and validity of student perceptions. Studies in Educational Evaluation, 2014, 43, 206-213.	2.3	10
48	Understanding the Relationship Between Teacher Behavior and Motivation in Students with Acquired Deafblindness. American Annals of the Deaf, 2016, 161, 314-326.	0.2	10
49	What do Dutch general education teachers do to facilitate the social participation of students with SEBD?. International Journal of Inclusive Education, 2020, 24, 1194-1217.	2.6	10
50	Assessment of Students' Feelings of Autonomy, Competence, and Social Relatedness: A New Approach to Measuring the Quality of the Learning Process through Self- and Peer Assessment. , 2003, , 225-246.		10
51	Goals are motivational researchers' best friend, but to what extent are achievement goals and achievement goal orientations also the best friend of educational outcomes?. International Journal of Educational Research, 2013, 61, 85-89.	2.2	9
52	Phonological Processing and Word Reading in Typically Developing and Reading Disabled Children: Severity Matters. Scientific Studies of Reading, 2015, 19, 166-181.	2.0	9
53	A review of enabling factors in support intervention programmes for early school leavers: What are the implications for Sub-Saharan Africa?. Children and Youth Services Review, 2015, 52, 54-62.	1.9	9
54	The Influence of Need-Supportive Teacher Behavior on the Motivation of Students with Congenital Deafblindness. Journal of Visual Impairment and Blindness, 2017, 111, 247-260.	0.7	9

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55	Teacher strategies to support the social participation of students with SEBD in the regular classroom. European Journal of Special Needs Education, 2018, 33, 412-426.	3.0	9
56	Young children's perspectives on resolving social exclusion within inclusive classrooms. International Journal of Educational Research, 2019, 98, 324-335.	2.2	9
57	Task-Specific and Latent Relationships Between Motor Skills and Executive Functions in Preschool Children. Frontiers in Psychology, 2020, 11, 2208.	2.1	9
58	AUTONOMY, COMPETENCE, AND SOCIAL RELATEDNESS IN TASK INTEREST WITHIN PROJECT-BASED EDUCATION. Psychological Reports, 2007, 101, 574.	1.7	9
59	The proof of the intervention is in the implementation; a systematic review about implementation fidelity of classroom-based interventions facilitating social participation of students with social-emotional problems or behavioural difficulties. International Journal of Educational Research Open, 2020, 1, 100002.	2.0	8
60	Intervening to Improve Teachers' Need-supportive Behaviour Using Self-Determination Theory: Its Effects on Teachers and on the Motivation of Students with Deafblindness. International Journal of Disability Development and Education, 2017, 64, 310-327.	1.1	7
61	Preschool/Kindergarten teachers' conceptions of standardised testing. Assessment in Education, 2020, 27, 87-108.	1.2	7
62	Constrained or sustained by demands? Perceptions of professional autonomy in early childhood education. Contemporary Issues in Early Childhood, 2020, 21, 138-152.	1.3	7
63	Construct validity of the Actiwatch2 for assessing movement in people with profound intellectual and multiple disabilities. Journal of Applied Research in Intellectual Disabilities, 2021, 34, 99-110.	2.0	7
64	Early identification of children at risk for academic difficulties using standardized assessment: stability and predictive validity of preschool math and language scores. European Early Childhood Education Research Journal, 2017, 25, 698-716.	1.9	6
65	Inclusion moments for students with profound intellectual and multiple disabilities in mainstream schools: The teacher assistant's role in supporting peer interactions. European Journal of Special Needs Education, 2021, 36, 231-247.	3.0	6
66	How General are the Effects of Domain-Specific Prior Knowledge on Study Expertise as Compared to General Thinking Skills ?. , 1996, , 265-281.		6
67	Intellectually gifted students with possible characteristics of ASD: a multiple case study of psycho-educational assessment practices. European Journal of Special Needs Education, 2016, 31, 76-95.	3.0	5
68	Content and Quality of Motor Initiatives in the Support of People With Profound Intellectual and Multiple Disabilities. Journal of Policy and Practice in Intellectual Disabilities, 2019, 16, 325-341.	2.7	5
69	Learning Environment Experiences in Primary Education. , 2014, , 183-194.		5
70	The attentional blink in typically developing and reading-disabled children. Journal of Experimental Child Psychology, 2015, 139, 51-70.	1.4	4
71	A literature review on how need-supportive behavior influences motivation in students with sensory loss. Teaching and Teacher Education, 2016, 57, 1-13.	3.2	4
72	Communication development from an intersubjective perspective: Exploring the use of a layered communication model to describe communication development in students with congenital deafblindness. Journal of Communication Disorders, 2019, 80, 35-51.	1.5	4

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73	Assessing Motor Performance in Preschool Children: The Zurich Neuromotor Assessment-2 and the Movement Assessment Battery for Children-2. Perceptual and Motor Skills, 2021, 128, 2014-2032.	1.3	4
74	The I of students with ID or SEBD: A systematic literature review of the self-concept of students with ID or SEBD. Educational Research Review, 2022, 36, 100449.	7.8	4
75	Development of the language proficiency of five- to seven-year-olds in rural areas. Early Child Development and Care, 2017, 187, 756-777.	1.3	3
76	It also takes teachers to tango: Using social validity assessment to refine an intervention design. International Journal of Educational Research, 2021, 107, 101749.	2.2	3
77	Needs-based Assessment of Students with (suspicion of) Intellectual Giftedness and/or an Autism Spectrum Disorder: Design of a Heuristic. Electronic Journal of Research in Educational Psychology, 2017, 12, .	0.6	3
78	Studeervaardigheid, Vooropleiding En Nadien Behaalde Studieresultaten in Een Eerste Kandidatuur Psychologie: Een Peiling Naar Hun Nomologische Validiteit Binnen Een Structureel Model Van Studeren. Psychologica Belgica, 2020, 30, 105.	1.9	3
79	Assessments of intellectually gifted students with(out) characteristic(s) of ASD: An explorative evaluation among diagnosticians in various psycho-educational organisations.. Electronic Journal of Research in Educational Psychology, 2015, 13, 5-26.	0.6	3
80	At-Risk Students and the Role of Implicit Theories of Intelligence in Educational Professionals' Actions. Journal of Cognitive Education and Psychology, 2017, 16, 193-204.	0.2	3
81	Emerging School Readiness Profiles: Motor Skills Matter for Cognitive- and Non-cognitive First Grade School Outcomes. Frontiers in Psychology, 2021, 12, 759480.	2.1	3
82	The Effect of Self-regulated Strategy Instruction and Behavioral Consultation on Motivation: A Longitudinal Study on the Effect of School-Based Interventions in Secondary Education. Frontiers in Education, 2017, 2, .	2.1	2
83	Development and process evaluation of a motor activity program for people with profound intellectual and multiple disabilities. BMC Health Services Research, 2021, 21, 259.	2.2	2
84	The amount of instruction provided by teachers versus the amount of instruction actually received by their students in special education. European Journal of Special Needs Education, 2018, 33, 541-554.	3.0	1
85	Monitoring Communication Development Between Teachers and Their Students With Congenital Deafblindness: An Application of the Layered Communication Model. Frontiers in Education, 2020, 5, .	2.1	1
86	Defining and evaluating stability in early years assessment. International Journal of Research and Method in Education, 2021, 44, 151-163.	1.9	1
87	Meeting ontologies: actor-network theory as part of a methodologically heterogeneous research project. Studies in Continuing Education, 0, , 1-16.	1.9	1
88	A Literature Review on the Psychological Needs of Students with Sensory Loss. Volta Review, 2017, 116, 29-58.	0.5	1
89	Need Support in Students with Visual Impairments: Comparing Teacher and Student Perspectives. Frontiers in Education, 2018, 2, .	2.1	0
90	Leerproblemen en leerstoornissen. , 2014, , 349-371.		0

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91	Multiparty Conversations With People With Congenital Deafblindness: Operationalization, Significance, and Requirements. Frontiers in Education, 2020, 5, .	2.1	0
92	Analysis of the Relationship Between the Content and Effectiveness of an Intervention based on the Layered Communication Model to Improve Communication. Journal of Deafblind Studies on Communication, 2021, 7, .	0.3	0