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	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
2	Defining and evaluating stability in early years assessment. International Journal of Research and Method in Education, 2021, 44, 151-163.	1.9	1
3	Construct validity of the Actiwatchâ€2 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
4	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
5	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
6	Inclusion moments for students with profound intellectual and multiple disabilities in mainstream schools: The teacher assistantâ€™s role in supporting peer interactions. European Journal of Special Needs Education, 2021, 36, 231-247.	3.0	6
7	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
8	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
9	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
10	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
11	Preschool/Kindergarten teachersâ€™ conceptions of standardised testing. Assessment in Education, 2020, 27, 87-108.	1.2	7
12	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
13	Task-Specific and Latent Relationships Between Motor Skills and Executive Functions in Preschool Children. Frontiers in Psychology, 2020, 11, 2208.	2.1	9
14	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
15	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
16	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
17	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
18	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

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19	Multiparty Conversations With People With Congenital Deafblindness: Operationalization, Significance, and Requirements. Frontiers in Education, 2020, 5, .	2.1	0
20	Young children's perspectives on resolving social exclusion within inclusive classrooms. International Journal of Educational Research, 2019, 98, 324-335.	2.2	9
21	Mind wandering and reading comprehension in secondary school children. Learning and Individual Differences, 2019, 75, 101778.	2.7	23
22	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
23	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
24	Student voices on social exclusion in general primary schools. European Journal of Special Needs Education, 2018, 33, 166-186.	3.0	27
25	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
26	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
27	Non-cognitive Characteristics of Gifted Students With Learning Disabilities: An In-depth Systematic Review. Frontiers in Psychology, 2018, 9, 504.	2.1	40
28	Need Support in Students with Visual Impairments: Comparing Teacher and Student Perspectives. Frontiers in Education, 2018, 2, .	2.1	0
29	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
30	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
31	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
32	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
33	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
34	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
35	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
36	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

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37	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
38	A Literature Review on the Psychological Needs of Students with Sensory Loss. Volta Review, 2017, 116, 29-58.	0.5	1
39	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
40	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
41	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
42	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
43	A review scrutinising the consequential validity of dynamic assessment. Educational Psychology, 2016, 36, 112-137.	2.7	14
44	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
45	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
46	The attentional blink in typically developing and reading-disabled children. Journal of Experimental Child Psychology, 2015, 139, 51-70.	1.4	4
47	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
48	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
49	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
50	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
51	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
52	Characteristics of primary teacher training programmes on inclusion: a literature focus. Educational Research, 2014, 56, 310-326.	1.8	31
53	'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
54	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

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55	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
56	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
57	Learning Environment Experiences in Primary Education. , 2014, , 183-194.		5
58	Leerproblemen en leerstoornissen. , 2014, , 349-371.		0
59	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
60	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
61	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
62	Emotions, self-regulated learning, and achievement in mathematics: A growth curve analysis.. Journal of Educational Psychology, 2013, 105, 150-161.	2.9	221
63	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
64	Gifted Education in the Netherlands. Journal for the Education of the Gifted, 2013, 36, 133-150.	1.0	24
65	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
66	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
67	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
68	Reciprocal relationships between math self-concept and math anxiety. Learning and Individual Differences, 2012, 22, 385-389.	2.7	153
69	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
70	Regular primary schoolteachers' attitudes towards inclusive education: a review of the literature. International Journal of Inclusive Education, 2011, 15, 331-353.	2.6	658
71	The co-occurrence of intellectual giftedness and Autism Spectrum Disorders. Educational Research Review, 2011, 6, 67-88.	7.8	15
72	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

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73	Relationship between Learning Environment Characteristics and Academic Engagement. Psychological Reports, 2011, 109, 259-284.	1.7	50
74	Students' daily emotions in the classroom: Intra‐individual variability and appraisal correlates. British Journal of Educational Psychology, 2010, 80, 583-597.	2.9	49
75	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
76	Attitudes of parents towards inclusive education: a review of the literature. European Journal of Special Needs Education, 2010, 25, 165-181.	3.0	160
77	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
78	Emotional Experiences of Students in the Classroom. European Psychologist, 2010, 15, 142-151.	3.1	16
79	Autonomy, Competence, and Social Relatedness in Task Interest within Project-Based Education. Psychological Reports, 2007, 101, 574-586.	1.7	33
80	AUTONOMY, COMPETENCE, AND SOCIAL RELATEDNESS IN TASK INTEREST WITHIN PROJECT-BASED EDUCATION. Psychological Reports, 2007, 101, 574.	1.7	9
81	Affective and Motivational Outcomes of Working in Collaborative Groups. Educational Psychology, 2006, 26, 187-208.	2.7	43
82	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
83	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
84	Dissonance in Student Learning Patterns: When to revise theory?. Studies in Higher Education, 2003, 28, 49-61.	4.5	47
85	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
86	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
87	Self-regulation with respect to informal learning. International Journal of Educational Research, 1999, 31, 533-544.	2.2	71
88	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
89	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
90	How General are the Effects of Domain-Specific Prior Knowledge on Study Expertise as Compared to General Thinking Skills ?. , 1996, , 265-281.		6

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91	SUCCESS AND PROGRESS IN HIGHER EDUCATION: A STRUCTURAL MODEL OF STUDYING. British Journal of Educational Psychology, 1992, 62, 184-192.	2.9	37
92	Meeting ontologies: actor-network theory as part of a methodologically heterogeneous research project. Studies in Continuing Education, 0, , 1-16.	1.9	1