

Writing About Testing Worries Boosts Exam Performance

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Citation Report

#	ARTICLE	IF	CITATIONS
1	â€œTackling Test Anxietyâ€: A Group for College Students. <i>Journal for Specialists in Group Work</i> , 2011, 36, 163-177.	0.7	33
2	Social-Psychological Interventions in Education. <i>Review of Educational Research</i> , 2011, 81, 267-301.	4.3	1,027
3	La version franÃ§aise du dictionnaire pour le LIWCÂ: modalitÃ©s de construction et exemples dâ€™utilisation. <i>Psychologie Francaise</i> , 2011, 56, 145-159.	0.2	43
4	On the Interplay of Emotion and Cognitive Control: Implications for Enhancing Academic Achievement. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 2011, 55, 137-169.	0.5	29
5	Evidence-based treatment research: Advances, limitations, and next steps.. <i>American Psychologist</i> , 2011, 66, 685-698.	3.8	121
7	Les effets de lâ€™Ã©criture expressive sur la santÃ© physique et psychologique des rÃ©dacteursÂ: un bilan, des perspectives de recherches. <i>Revue Europeenne De Psychologie Appliquee</i> , 2011, 61, 101-113.	0.4	9
8	Subjective responses to emotional stimuli during labeling, reappraisal, and distraction.. <i>Emotion</i> , 2011, 11, 468-480.	1.5	210
9	Might the Survey Be the Intervention? Participating in Ethnicity-Related Research as a Consciousness-Raising Experience. <i>Identity</i> , 2011, 11, 289-310.	1.2	53
10	Adaptive reward pursuit: How effort requirements affect unconscious reward responses and conscious reward decisions.. <i>Journal of Experimental Psychology: General</i> , 2012, 141, 728-742.	1.5	57
11	Choking under Pressure: Degrading Flashforwards Related to Performance Anxiety. <i>Journal of Experimental Psychopathology</i> , 2012, 3, 158-167.	0.4	19
12	The effectiveness of test-enhanced learning depends on trait test anxiety and working-memory capacity.. <i>Journal of Experimental Psychology: Applied</i> , 2012, 18, 253-264.	0.9	50
13	Rest Is Not Idleness. <i>Perspectives on Psychological Science</i> , 2012, 7, 352-364.	5.2	183
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15	Expressing Emotions in Stressful Contexts. <i>Current Directions in Psychological Science</i> , 2012, 21, 124-128.	2.8	54
16	Math anxiety: who has it, why it develops, and how to guard against it. <i>Trends in Cognitive Sciences</i> , 2012, 16, 404-406.	4.0	267
17	Students with Anxiety: Implications for Professional School Counselors. <i>Professional School Counseling</i> , 2012, 16, 2156759X1201600.	0.7	2
18	The Sporting Life: Exploring Organizations through the Lens of Sport. <i>Academy of Management Annals</i> , 2012, 6, 397-433.	5.8	85
19	New Directions for Research on the Role of Parents and Teachers in the Development of Gender-Related Math Attitudes: Response to Commentaries. <i>Sex Roles</i> , 2012, 66, 191-196.	1.4	10

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20	A lesson not to be learned? Understanding stereotype threat does not protect women from stereotype threat. <i>Social Psychology of Education</i> , 2013, 16, 199-213.	1.2	14
21	Metacognition, OSCE performance anxiety and <scp>OSCE</scp> performance. <i>Medical Education</i> , 2013, 47, 540-542.	1.1	8
22	Role of self-control strength in the relation between anxiety and cognitive performance.. <i>Emotion</i> , 2013, 13, 668-680.	1.5	70
23	A reflective practice intervention for professional development, reduced stress and improved patient careâ€”A qualitative developmental evaluation. <i>Patient Education and Counseling</i> , 2013, 92, 337-345.	1.0	57
24	Learning to relax: Evaluating four brief interventions for overcoming the negative emotions accompanying math anxiety. <i>Learning and Individual Differences</i> , 2013, 27, 1-7.	1.5	83
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30	Mathematics anxiety and stereotype threat: shared mechanisms, negative consequences and promising interventions. <i>Research in Mathematics Education</i> , 2013, 15, 115-128.	1.0	119
31	On the relationship between anxiety and error monitoring: a meta-analysis and conceptual framework. <i>Frontiers in Human Neuroscience</i> , 2013, 7, 466.	1.0	322
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33	Cognitive Test Anxiety and Cognitive Enhancement: The Influence of Studentsâ€™ Worries on Their Use of Performance-Enhancing Drugs. <i>Substance Use and Misuse</i> , 2013, 48, 220-232.	0.7	59
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37	Students with Anxiety: Implications for Professional School Counselors. <i>Professional School Counseling</i> , 2013, 16, 2156759X1501604.	0.7	11
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40	Recognizing Student Fear: The Elephant in the Classroom. <i>College Teaching</i> , 2014, 62, 32-41.	0.3	47
41	Get excited: Reappraising pre-performance anxiety as excitement.. <i>Journal of Experimental Psychology: General</i> , 2014, 143, 1144-1158.	1.5	235
42	The role of anxiety and working memory in gender differences in mathematics.. <i>Journal of Educational Psychology</i> , 2014, 106, 105-120.	2.1	45
43	Retrieval (Sometimes) Enhances Learning: Performance Pressure Reduces the Benefits of Retrieval Practice. <i>Applied Cognitive Psychology</i> , 2014, 28, 597-606.	0.9	43
44	When does anxiety help or hinder cognitive test performance? The role of working memory capacity. <i>British Journal of Psychology</i> , 2014, 105, 92-101.	1.2	138
45	Youngâ€™s gender differences in mathematics mediated by independent control or uncontrollability. <i>Developmental Science</i> , 2014, 17, 366-375.	1.3	7
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55	Cognitive Load Theory: A Broader View on the Role of Memory in Learning and Education. <i>Educational Psychology Review</i> , 2014, 26, 191-195.	5.1	85
56	The role of expressive writing in math anxiety.. <i>Journal of Experimental Psychology: Applied</i> , 2014, 20, 103-111.	0.9	144

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70	Math Anxiety. Policy Insights From the Behavioral and Brain Sciences, 2015, 2, 4-12.	1.4	114
71	Remediation of Childhood Math Anxiety and Associated Neural Circuits through Cognitive Tutoring. Journal of Neuroscience, 2015, 35, 12574-12583.	1.7	130
72	Mathematics Anxiety: What Have We Learned in 60 Years?. Frontiers in Psychology, 2016, 7, 508.	1.1	397
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77	A closer look at who "chokes under pressure". <i>Journal of Applied Research in Memory and Cognition</i> , 2016, 5, 470-477.	0.7	11
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82	Negative Aging Stereotypes Impair Performance on Brief Cognitive Tests Used to Screen for Predementia. <i>Journals of Gerontology - Series B Psychological Sciences and Social Sciences</i> , 2017, 72, gbw083.	2.4	24
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92	Acute stress and episodic memory retrieval: neurobiological mechanisms and behavioral consequences. <i>Annals of the New York Academy of Sciences</i> , 2016, 1369, 55-75.	1.8	151
93	Anxiety in the classroom: Implications for middle school teachers. <i>Middle School Journal</i> , 2016, 47, 27-32.	0.4	3

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95	Taming Test Anxiety: The Activation of Failure-Related Concepts Enhances Cognitive Test Performance of Test-Anxious Students. Journal of Experimental Education, 2016, 84, 702-722.	1.6	3
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113	The Self-Generative Mind in Education: Review and Future Directions. <i>Mind, Brain, and Education</i> , 2017, 11, 213-226.	0.9	5
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133	Protocol for a systematic review: Interventions to improve mathematics achievement in primary schoolâ€aged children: a systematic review. Campbell Systematic Reviews, 2018, 14, 1-26.	1.2	1
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147	Objective and subjective factors associated with Spanish studentsâ€™ performance in science in PISA 2015 / Factores objetivos y subjetivos asociados al rendimiento del alumnado espaÃ±ol en ciencias en PISA 2015. Cultura Y EducaciÃ³n, 2019, 31, 671-715.	0.2	2

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169	State and Trait Rumination Effects on Overt Attention to Reminders of Errors in a Challenging General Knowledge Retrieval Task. <i>Frontiers in Psychology</i> , 2020, 11, 2094.	1.1	3
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