

Identifying the Classics: An Examination of Articles Published in the *Journal of  
Pediatric Psychology* from 1976-2006

By

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## ABSTRACT

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The purpose of the present investigation was to identify the top 100 most highly cited articles in the *Journal of Pediatric Psychology*, from 1976-2006, which yielded a total of 104 articles that ranged in citations from 46 to 192 ( $M = 71.66$ ,  $SD = 31.15$ ). These articles were found to focus predominantly on children with chronic illness and included children spanning several specified age categories. Furthermore, the classics in *JPP* were found to be predominantly applied research. Additionally, citation trends among the classics revealed an inverted-u shape relationship between year since publication and citations per year, with the number of citations per year for a given article peaking around seven years after publication. Although only a piece of the puzzle, the current findings highlight some of the influential works in the field which have contributed to important advances not only the field of pediatric psychology but other fields as well.

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Identifying the Classics: An Examination of Articles Published in the *Journal of Pediatric Psychology* from 1976-2006

Development in the field of pediatric psychology has been remarkable, with rapid and complex growth (Roberts, 1993). The early definition of pediatric psychology centered on the work of psychologists primarily in medical (pediatric) settings such as children's hospitals, developmental clinics, and pediatric or medical group practices, and guided much of the development of the field in its early existence (Roberts, 1993). Over time, however, the field has evolved, and although a relatively new subspecialty, pediatric psychology has achieved a clear identity and recognition both within the broad discipline of psychology, and also across various health care environments (Kazak, 2000).

The beginnings of pediatric psychology can be traced back to the late 19<sup>th</sup> century to Lightner Witmer, who interacted with schools and pediatricians to help children with general and pediatric-related problems (Routh, 1975). In 1930, John Anderson addressed the American Medical Association, stating the benefits of collaboration between child psychologists and pediatricians, particularly with regards to intelligence testing and parent training. Despite the early recognition, the progress towards more collaboration did not occur until 1965, when Jerome Kagan called for a "new marriage" between psychology and pediatrics, envisioning the potential benefits in prevention, early detection, and treatment of childhood problems. Pediatricians were being faced with a large number of problems in development, behavior,

education and child management in treating clients (McClelland, Staples, Weisberg, & Berger, 1973), while at the same time, psychologists discovered that clients and their families who had medically-related problems were not having their needs met by the traditional office or outpatient clinic (Roberts, Mitchell, & McNeal, 2003). Thus, both groups of professionals found that they were not able to meet the challenges of critical childhood problems within the traditional frameworks, and the growing need for collaboration between psychology and medicine was becoming apparent (Roberts, 1986).

In 1967, the term pediatric psychology was first coined by Logan Wright in his article titled, "The Pediatric Psychologist: A Role Model," in which he defined the pediatric psychologist as "dealing primarily with children in a medical setting which is nonpsychiatric in nature" (p. 323). Wright also outlined the perceived needs for pediatric psychologists, which Roberts (1993) stated were pivotal in the field's conceptualization and led to concrete developments in the field.

Moreover, in this article, Wright (1967) asserted that an accumulation of research was crucial to the development of the field. Although there was no specific outlet for research in pediatric psychology in the late 1960s and early 1970s, various medical and psychological journals published early research in the field centered on examining the psychological impact of medical disorders and the outcomes of effective intervention (e.g., Cassell & Paul, 1967; Friedman, 1972; Salk, Hilgartner, & Granich, 1972; Wright & Jimmerson, 1971; Wright, Woodcock, & Scott, 1970;

Wright, Nunnery, Eichel, & Scott, 1968) and these two types of research are still present in the current literature.

Today, scientific research in the field is integrated with applied clinical activities and can be found in book chapters, professional texts, and in a number of specialty and sub-specialty journals (e.g., *Pediatrics*, *Journal of Clinical Child and Adolescent Psychology*, *Children's Health Care*, and the *Journal of Developmental and Behavioral Pediatrics*); however, as suggested by Roberts et al. (2003), the *Journal of Pediatric Psychology (JPP)*, which in 2005 marked its 30<sup>th</sup> anniversary, constitutes the most concentrated scientific representation in pediatric psychology, and its contents reflect the breadth and depth of research in the field. With publication, formally beginning in 1976, the journal was an essential element in solidifying the foundation of the Society of Pediatric Psychology (SPP), and provided a publication outlet that “clearly established the field as a truly scientific and professional enterprise” (Roberts, Maddux, Wurtele, & Wright, 1982, p. 198). Further, in his *vale dictum* as editor of the journal, Roberts (1992) referenced *JPP* as the flagship publication for SPP and the field in general, and stated that the journal is “a reflection of progress in the field” (p. 802).

To date, there have been several analyses conducted examining the contents of the field's primary journal, *JPP*, in order to provide a historical perspective of the nature of research in the field. In the first content analysis, Routh and Mesibov (1979) examined articles in the first three volumes of *JPP* (1976-1978), and noted that the publications were mostly literature reviews and descriptions of clinical practice, and

further that *Pediatrics* and *Child Development* were the most highly cited journals by articles in *JPP*. Similarly, Routh (1980) examined authors most frequently cited in the first four and a half years of *JPP* and found these individuals to be in the fields of psychology, child psychiatry, and pediatrics.

In a further examination, Elkins and Roberts (1988) conducted a comprehensive analysis of the articles published in *JPP* during the first ten years (1976-1985) as an official journal. These researchers categorized the articles according to participant population age groups, population types, article types, theoretical orientations, senior authors' affiliations, and gender of senior authors and editors. The results indicated that, over time, the number of literature reviews and professional practice articles decreased, while the number of applied and basic research articles correspondingly increased. Furthermore, the ages targeted in the research spanned two or more age groups and were primarily focused on medically ill or children with developmental delays.

In a similar study, Roberts (1992) examined articles published during his editorship of the journal from 1988 to 1992. Again, the results demonstrated that in terms of populations under study, there was a relatively equal distribution of ages targeted in the research, with adolescents being the most underrepresented age group. Additionally, the results indicated that the articles were predominantly focused on populations with medical concerns, followed proportionately by articles on children with developmental/learning disabilities, children with behavioral/emotional disorders, and children with no developmental, behavioral, or medical conditions (i.e.,

“normal”). In terms of article type, very few of the articles were literature reviews or focused on professional practice, with many of the articles involving applied research and others more basic research. Similar article analyses were completed by La Greca (1997) and Kazak (2002) at the conclusion of their editorships and illustrated many of the same trends.

#### *Rationale of the Current Study*

Journal articles are often considered the *sine qua non* of scientific information exchange (Roberts, Kamps, & Betan, 2003), and *JPP* is most clearly and uniquely identified within the field of pediatric psychology. As a primary archive of the field, *JPP*, according to Roberts (1993), is isomorphic with the history of research in pediatric psychology. In looking at the developmental course of the journal, Kazak (2000) reviewed the history of *JPP* from 1969-1999 and reported that *JPP* has had consistent linear growth in the number of submissions, number of papers published, numbers of issues/pages published annually, and the quantity of individual and institutional subscriptions. With evidence of the journal’s maturity and achievements, an examination of the defining the “classics” of the journal (and correspondingly, somewhat, for the field itself) is now warranted.

Defining the classics in a particular field can be accomplished in several ways, such as examining the most frequently cited articles, surveying professionals in the field, or examining web server logs (e.g., requests for reports, webpage “hits”). However, as Swanson, Hughes, and Nicholes (1988) suggested, the former method may be a more reliable and objective means in defining the classics. Compared to the

other two means of defining classics, Flores, Rooney, Heppner, Browne, and Wei (1999) presented that using citation analysis is less influenced by subjective biases and as indicated by other researchers, this analysis is a direct measure of the recognition and impact any particular publication has had in a particular field (Baltussen & Kindler, 2004; Terajima & Aneman, 2003). Similarly, White and White (1977) stated, “an article’s influence can be measured in terms of the frequency with which it is cited in subsequently published articles and books, citations per article is clearly an appropriate index of the impact of a journal article” (p. 301). Although there is debate about and criticism of using citation statistics, the analysis of citation rates is important and might identify advances in a particular field and provide an historical perspective on its scientific progress (Baltussen & Kindler, 2004).

Using citation analyses of journals in a particular field to define classics in that area has been performed numerous times, including recently, for example, in the areas of general surgery (Paladugu, Schein, Gardezi, & Wise, 2002), clinical dermatology (Dubin, Hafner, & Arndt, 1993), otolaryngology-head and neck surgery (Fenton, Roy, Hughes, & Jones, 2002), and critical care (Baltussen & Kindler, 2004; Wentz, 2003). More specifically, in the field of psychology, examination of classic articles and books in the field have been published in a variety of areas, including general psychology (McCollum, 1973), abnormal psychology (LeUnes, 1978), child psychology (LeUnes, 1974), and counseling psychology (Heesacker, Heppner, & Rogers, 1982; Flores et al., 1999).

To date, however, there have been no studies conducted looking specifically at the field of pediatric psychology, thus the current exploratory investigation examined the most highly cited articles in the *JPP*, the representative publication in the field. Creating an empirically derived list of the classics and analyzing the article contents will provide objective information about the scientific progress in the field of pediatric psychology, as opposed to the method used in *Readings in Pediatric Psychology*, in which past editors used a Delphic procedure to identify “classics” up to 1992 (Roberts, Koocher, Routh, & Willis, 1993). Specifically, empirically defining the classics in *JPP* is important because the process can serve several important functions such as (a) identifying central issues from the classics within the field, (b) identifying individuals who have made significant contributions to the journal and development of the field (Heesacker et al., 1982), and (c) identifying trends in citations among the “classics.”

Recent investigations attempting to analyze the classics have typically examined the “top 100” best-cited articles in a journal or discipline (Dublin et al., 1993; Garfield, 1987; Paladugu et al., 2002; Picknett & Davis, 1999), and thus the “top 100” was used as the benchmark for this investigation. Specifically, in the current exploratory investigation, the top 100 most highly cited articles in the *Journal of Pediatric Psychology* from 1976-2006 were identified, and the contents (i.e., populations studied, age groups, etc.) of these classics were examined for descriptive purposes. In addition, trends in citations among these most highly cited articles were also examined.

## Methods

### *Identification of Most Highly Cited Articles*

To identify classic articles, the Institute for Scientific Information's (ISI) Social Sciences Citation Index (SSCI; 1980-2006) was used. The SSCI is a multidisciplinary database powered by ISI, formerly known as the Institute for Scientific Information and now owned by the Thomson Corporation of Toronto, and includes full reference information on the citation article and information on how many times an article has been cited.

A preliminary investigation was conducted using the General Search option of the Web of Science<sup>®</sup>, which allows for direct exporting of specified articles (i.e., by author, journal, topic, etc.) in the database into a tab delimited (title, author, year publication, times cited, volume, issue, etc.) format in a spreadsheet program (e.g., Microsoft Excel<sup>®</sup>). For *JPP*, this database covered articles beginning with 1984 and yielded 1,530 articles from 1984-2005. Using the May 20, 2006 update, articles were exported in a spreadsheet program and sorted by total number of citations. The top 100 most frequently cited articles (105 articles due to more than one article having lowest citation) ranged in citations from 38 to 184.

For the present investigation, the Cited Reference Search option of the Web of Science<sup>®</sup> was used, which enables the researcher to find articles that have cited a previously published work. Articles were examined in one year segments and compared to a table of contents of the respective year from *JPP*. Tables of contents of each issue of *JPP* beginning with Issue 1, Volume 1 in 1976 to Issue 9, Volume 31, in

2006 were examined to ensure reliability of the search option. A cited reference may have variations in the Web of Science<sup>®</sup>, and using this search option allowed for identification of variations in citations (i.e., name variations: e.g., Aylward, BS; Aylward, B) and ensured maximum and accurate capture of the total number of citations.

### *Examining the Content*

Similar to the content analyses of articles published in *JPP* by Elkins and Roberts (1988) and Roberts (1992), the current investigation made a comprehensive examination of the classics in *JPP*. Each article was read and categorized following preliminary guidelines for each of the six variables: (a) population age group (inclusive ages of subjects), (b) population type (characteristics of research population), (c) article type (focus of paper), (d) research purpose, (e) gender of senior author, and (f) senior author affiliation (types of department and institutions). A description of the guidelines for categorizing each variable can be found in Appendix A (adapted from Elkins & Roberts, 1988; Roberts, 1992).

In order to establish reliability, a random sample of 25% of the most highly cited articles was categorized independently by a research assistant, followed by kappa coefficients being calculated for each variable to assess inter-rater reliability.

### *Citation Trends*

Citations for each article were examined to identify the publication year in which they cite the “classic.” The “shelf-life” of each classic article was then divided into one year segments, and the total number of citations the article received in each

segment was calculated and entered into the database. Next, regression modeling techniques were utilized to examine overall trends in citations of the classics as well as individual trends among groups of articles. Cluster analyses were then conducted to examine patterns of citation trends based on individual linear, quadratic, and cubic standardized beta weights. As described by Taylor and colleagues (2001), cluster analysis is an exploratory data analytic method that can be used to identify natural groups or patterns among a given set of measured data. Following the recommendations by both Taylor and colleagues (2001) and Henry and colleagues (2005), citation trends were examined using a hierarchical cluster analysis method (i.e., Ward's method and squared Euclidean distance) to identify the nature and number of clusters, followed by a non-hierarchical cluster analysis (k-means) to confirm the number of clusters identified by Ward's method.

Additionally, a listing of the journals in which the citing articles appeared was created and descriptive statistics were computed.

## Results

### *Identification of Most Highly Cited Articles*

The Cited Reference Search option of the Web of Science<sup>®</sup> was used to identify total citation numbers of articles that appeared in *JPP* from 1976 to 2006. Using the October 27, 2006 update, a total of 634 variation citations were identified in the database from the years 1975 to 2006, and an article from each variation citation group was retrieved electronically or via interlibrary loan. The reference section of the citing article retrieved was then analyzed and compared to listings of

tables of contents from *JPP* issues. Citation variations were matched to the appropriate article and proper credit was given for citation numbers. Total citation numbers including variations were then calculated for all cited *JPP* articles. Given that, in the preliminary investigation, the least cited article within the top 100 most highly cited articles had thirty-eight citations, articles with this number of citations or more were retained and manually entered into a spreadsheet program. These articles were sorted into the database by number of times cited, and the top 100 most frequently cited articles in *JPP* articles were then identified, yielding a total of 104 “classic” articles that ranged in citations from 46 to 192 ( $M = 71.66$ ,  $SD = 31.15$ ). A calculation of the number of citations per month since publication was computed for each article by subtracting the published month and year from October 2006. A detailed listing of the articles in alphabetical order with total number of citations and citations per month listed and rank order for each respective category listed in parentheses can be found in Table 1.

#### *Descriptive Statistics of the Classics*

From 1976-2006, there was a total of 1,312 cited articles in *JPP* identified in the Web of Science® database, which had a total of 22,523 citations. Overall, the 104 mostly highly cited articles (7.9% of all cited articles) had a total of 7,453 citations, accounting for 33.1% of all citations in the journal identified in the Web of Science® database. Out of the 7,453 citations among the classics, only 7,450 of the citing articles were able to be identified and used in subsequent analyses.

Next, the author listings of both the classics and citing articles of the classics were reviewed and descriptive statistics were completed. The classic articles in *JPP* had, on average, 3.74 authors per article ( $SD = 1.93$ ). In order to examine the influence of senior author self-citation rates on an article's total number of citations, the author listings of the citing articles for each "classic" article were examined and self-citations by the senior author were identified. Overall, the mean senior author self-citation rate was 5.26 self-citations per article ( $SD = 5.29$ , range 0 to 26), accounting for, on average, only 8.1% of an articles' total citations ( $SD = .084$ ).

#### *Preliminary Analyses*

First, in order to examine differences in total number of citations between citation numbers with variations included versus citation numbers without variations included (raw citations), a paired samples t-test was conducted. The results indicated that, on average, an article had significantly more total citations ( $M = 2.16$ ) when the variations were included in the total citation numbers than when just raw citation numbers were used,  $t(103) = 6.678, p < .001$ .

Next, to examine the relationship between year of publication and total number of citations, including variations, a Pearson correlation was conducted. The year of publication of the classic articles ranged from 1977-2002, with all years represented in that span with the exception of 2001. The results indicated that there was no significant relationship between year of publication and total number of citations ( $p = .811$ ).

Table 1. Alphabetical listing of “classic” articles in *JPP* with total citations and citations/month.

Article	Total Citations (rank)	Citations/ Month (rank)
Ambuel et al. (1992)	103 (t-13 <sup>th</sup> )	0.58 (t-15 <sup>th</sup> )
Anderson et al. (1990)	112 (12 <sup>th</sup> )	0.57 (t-17 <sup>th</sup> )
Asarnow et al. (1991)	61 (t-48 <sup>th</sup> )	0.34 (t-46 <sup>th</sup> )
Baltaxe (1977)	64 (t-64 <sup>th</sup> )	0.18 (t-95 <sup>th</sup> )
Barakat et al. (1997)	76 (t-28 <sup>th</sup> )	0.71 (t-6 <sup>th</sup> )
Bennett (1994)	95 (15 <sup>th</sup> )	0.63 (t-12 <sup>th</sup> )
Black et al. (1993)	46 (t-97 <sup>th</sup> )	0.29 (66 <sup>th</sup> )
Blouin et al. (1978)	83 (23 <sup>rd</sup> )	0.25 (t-77 <sup>th</sup> )
Braet et al. (1997)	61 (t-48 <sup>th</sup> )	0.52 (t-23 <sup>rd</sup> )
Breen & Barkley (1988)	67 (t-35 <sup>th</sup> )	0.30 (t-62 <sup>nd</sup> )
Brown et al. (1986)	92 (16 <sup>th</sup> )	0.38 (t-34 <sup>th</sup> )
Cantwell & Satterfield (1978)	59 (t-55 <sup>th</sup> )	0.18 (t-95 <sup>th</sup> )
Cohen et al. (1997)	50 (t-85 <sup>th</sup> )	0.44 (28 <sup>th</sup> )
Cousens et al. (1991)	47 (t-91 <sup>st</sup> )	0.26 (t-71 <sup>st</sup> )
Dahl et al. (1991)	72 (32 <sup>nd</sup> )	0.39 (t-32 <sup>nd</sup> )
DeMaso et al. (1991)	59 (t-55 <sup>th</sup> )	0.32 (t-53 <sup>rd</sup> )
Drotar (1981)	74 (31 <sup>st</sup> )	0.25 (t-77 <sup>th</sup> )
Drotar (1997)	58 (t-62 <sup>nd</sup> )	0.50 (25 <sup>th</sup> )
Drotar & Sturm (1988)	46 (t-97 <sup>th</sup> )	0.21 (t-87 <sup>th</sup> )

Elliott et al. (1987)	79 (26 <sup>th</sup> )	0.35 (t-41 <sup>st</sup> )
Epstein et al. (1980)	63 (t-43 <sup>rd</sup> )	0.20 (t-90 <sup>th</sup> )
Ewing-Cobbs et al. (1989)	76 (t-28 <sup>th</sup> )	0.37 (t-38 <sup>th</sup> )
Feagans et al. (1987)	57 (t-65 <sup>th</sup> )	0.25 (t-77 <sup>th</sup> )
Finney et al. (1991)	47 (t-91 <sup>st</sup> )	0.26 (t-71 <sup>st</sup> )
Firestone & Witt (1982)	47 (t-91 <sup>st</sup> )	0.16 (t-102 <sup>nd</sup> )
Friedrich et al. (1986)	188 (2 <sup>nd</sup> )	0.76 (4 <sup>th</sup> )
Fullard et al. (1984)	177 (3 <sup>rd</sup> )	0.66 (t-9 <sup>th</sup> )
Gil, Thompson, et al. (1993)	60 (t-51 <sup>st</sup> )	0.38 (t-34 <sup>th</sup> )
Gil, Williams, et al. (1991)	114 (11 <sup>th</sup> )	0.63 (t-12 <sup>th</sup> )
Goldberg et al. (1990)	68 (34 <sup>th</sup> )	0.35 (t-41 <sup>st</sup> )
Hamlett et al. (1992)	60 (t-51 <sup>st</sup> )	0.34 (t-46 <sup>th</sup> )
Hauser et al. (1990)	103 (t-13 <sup>th</sup> )	0.53 (t-21 <sup>st</sup> )
Holmbeck (2002)	125 (9 <sup>th</sup> )	2.16 (1 <sup>st</sup> )
Hurtig, Koepke, et al. (1989)	75 (30 <sup>th</sup> )	0.35 (t-41 <sup>st</sup> )
Hurtig & White (1986)	59 (t-55 <sup>th</sup> )	0.24 (t-82 <sup>nd</sup> )
Jacobson et al. (1990)	67 (t-35 <sup>th</sup> )	0.34 (t-46 <sup>th</sup> )
Jelalian & Saelens (1999)	46 (t-97 <sup>th</sup> )	0.52 (t-23 <sup>rd</sup> )
Kashani et al. (1988)	59 (t-55 <sup>th</sup> )	0.27 (t-69 <sup>th</sup> )
Kazak & Meadows (1989)	81 (t-24 <sup>th</sup> )	0.39 (t-32 <sup>nd</sup> )
Kovacs et al. (1990)	58 (t-62 <sup>nd</sup> )	0.30 (t-62 <sup>nd</sup> )
Kupst, Natta, et al. (1995)	62 (47 <sup>th</sup> )	0.47 (26 <sup>th</sup> )

Kupst & Schulman (1988)	127 (8 <sup>th</sup> )	0.57 (t-17 <sup>th</sup> )
Kupst, Schulman, et al. (1982)	53 (t-79 <sup>th</sup> )	0.18 (t-95 <sup>th</sup> )
La Greca (1990)	69 (33 <sup>rd</sup> )	0.35 (t-41 <sup>st</sup> )
La Greca et al. (1995)	87 (t-18 <sup>th</sup> )	0.64 (11 <sup>th</sup> )
Landry et al. (1984)	47 (t-91 <sup>st</sup> )	0.18 (t-95 <sup>th</sup> )
Langley et al. (1983)	59 (t-55 <sup>th</sup> )	0.21 (t-87 <sup>th</sup> )
Lavigne & Faier-Routman (1992)	192 (1 <sup>st</sup> )	1.10 (2 <sup>nd</sup> )
Levin & Eisenberg (1979)	63 (t-43 <sup>rd</sup> )	0.20 (t-90 <sup>th</sup> )
Levy-Shiff et al. (1994)	47 (t-91 <sup>st</sup> )	0.31 (t-57 <sup>th</sup> )
Lobovits & Handal (1985)	81 (t-24 <sup>th</sup> )	0.31 (t-57 <sup>th</sup> )
Loyd & Abidin (1985)	87 (t-18 <sup>th</sup> )	0.34 (t-46 <sup>th</sup> )
MacLean et al. (1992)	55 (t-70 <sup>th</sup> )	0.31 (t-57 <sup>th</sup> )
Manne et al. (1998)	55 (t-70 <sup>th</sup> )	0.58 (t-15 <sup>th</sup> )
McKinney & Peterson (1987)	57 (t-65 <sup>th</sup> )	0.24 (t-82 <sup>nd</sup> )
Milich & Loney (1979)	65 (40 <sup>th</sup> )	0.20 (t-90 <sup>th</sup> )
Miller et al. (1992)	47 (t-91 <sup>st</sup> )	0.28 (t-67 <sup>th</sup> )
Money & Russo (1979)	46 (t-97 <sup>th</sup> )	0.14 (104 <sup>th</sup> )
Morgan & Jackson (1986)	63 (t-43 <sup>rd</sup> )	0.26 (t-71 <sup>st</sup> )
Mulhern et al. (1992)	46 (t-97 <sup>th</sup> )	0.27 (t-69 <sup>th</sup> )
Noll et al. (1991)	48 (t-61 <sup>st</sup> )	0.26 (t-71 <sup>st</sup> )
Osborne et al. (1989)	53 (t-79 <sup>th</sup> )	0.25 (t-77 <sup>th</sup> )
Perrin et al. (1991)	140 (7 <sup>th</sup> )	0.77 (3 <sup>rd</sup> )

Powers (1999)	52 (82 <sup>nd</sup> )	0.57 (t-17 <sup>th</sup> )
Powers et al. (1993)	54 (t-75 <sup>th</sup> )	0.35 (t-41 <sup>st</sup> )
Quittner et al. (1992)	54 (t-75 <sup>th</sup> )	0.32 (t-53 <sup>rd</sup> )
Rando (1983)	88 (17 <sup>th</sup> )	0.31 (t-57 <sup>th</sup> )
Rourke & Strang (1978)	67 (t-35 <sup>th</sup> )	0.20 (t-90 <sup>th</sup> )
Rovet et al. (1992)	60 (t-51 <sup>st</sup> )	0.34 (t-46 <sup>th</sup> )
Satin et al. (1989)	51 (t-83 <sup>rd</sup> )	0.24 (t-82 <sup>nd</sup> )
Shaffer et al. (1985)	46 (t-97 <sup>th</sup> )	0.18 (t-95 <sup>th</sup> )
Shaw & Routh (1982)	61 (t-48 <sup>th</sup> )	0.21 (t-87 <sup>th</sup> )
Siegel et al. (1982)	50 (t-85 <sup>th</sup> )	0.17 (101 <sup>st</sup> )
Snyder et al. (1997)	60 (t-51 <sup>st</sup> )	0.53 (t-21 <sup>st</sup> )
Speechley & Noh (1992)	66 (39 <sup>th</sup> )	0.37 (t-38 <sup>th</sup> )
Spieth & Harris (1996)	86 (21 <sup>st</sup> )	0.68 (8 <sup>th</sup> )
Spinetta et al. (1981)	59 (t-55 <sup>th</sup> )	0.20 (t-90 <sup>th</sup> )
Spirito et al. (1988)	141 (6 <sup>th</sup> )	0.66 (t-9 <sup>th</sup> )
Strauss et al. (1985)	57 (t-65 <sup>th</sup> )	0.22 (t-85 <sup>th</sup> )
Taylor et al. (1987)	57 (t-65 <sup>th</sup> )	0.25 (t-77 <sup>th</sup> )
Thompson, K. L., et al. (1987)	51 (t-83 <sup>rd</sup> )	0.22 (t-85 <sup>th</sup> )
Thompson, R. J., Gil, Burbach, et al. (1993)	63 (t-43 <sup>rd</sup> )	0.40 (31 <sup>st</sup> )
Thompson, R. J., Gil, Gustafson, et al. (1994)	49 (t-87 <sup>th</sup> )	0.32 (t-53 <sup>rd</sup> )
Thompson, R. J., Gustafson, et al. (1992a)	55 (t-70 <sup>th</sup> )	0.33 (t-51 <sup>st</sup> )
Thompson, R. J., Gustafson, et al. (1992b)	54 (t-75 <sup>th</sup> )	0.32 (t-53 <sup>rd</sup> )

Timko et al. (1992)	64 (t-41 <sup>st</sup> )	0.38 (t-34 <sup>th</sup> )
Trites et al. (1979)	54 (t-75 <sup>th</sup> )	0.16 (t-102 <sup>nd</sup> )
Van Dongen-Melman et al. (1995)	55 (t-70 <sup>th</sup> )	0.41 (30 <sup>th</sup> )
Varni et al. (1993)	46 (t-97 <sup>th</sup> )	0.30 (t-62 <sup>nd</sup> )
Walker, Garber, et al. (1995)	46 (t-97 <sup>th</sup> )	0.33 (t-51 <sup>st</sup> )
Walker & Greene (1989)	118 (10 <sup>th</sup> )	0.56 (20 <sup>th</sup> )
Walker & Greene (1991)	85 (22 <sup>nd</sup> )	0.45 (27 <sup>th</sup> )
Walker, Ortiz-Valdes, et al. (1989)	53 (t-79 <sup>th</sup> )	0.26 (t-71 <sup>st</sup> )
Walker & Zeman (1992)	67 (t-35 <sup>th</sup> )	0.38 (t-34 <sup>th</sup> )
Wallander, Varni, Babani, Banis, DeHaan, & Wilcox (1989)	78 (27 <sup>th</sup> )	0.37 (t-38 <sup>th</sup> )
Wallander, Varni, Babani, DeHaan, Wilcox, & Banis (1989)	87 (t-18 <sup>th</sup> )	0.42 (29 <sup>th</sup> )
Wallander, Varni, Babani, Banis, & Wilcox (1988)	158 (4 <sup>th</sup> )	0.71 (t-6 <sup>th</sup> )
Wallander, Varni, Babani, Banis, & Wilcox (1989)	152 (5 <sup>th</sup> )	0.73 (5 <sup>th</sup> )
Walsh & Bibace (1991)	56 (69 <sup>th</sup> )	0.30 (t-62 <sup>nd</sup> )
Whalen et al. (1978)	59 (t-55 <sup>th</sup> )	0.18 (t-95 <sup>th</sup> )
Wills et al. (1990)	55 (t-70 <sup>th</sup> )	0.28 (t-67 <sup>th</sup> )
Worchel et al. (1988)	58 (t-62 <sup>nd</sup> )	0.26 (t-71 <sup>st</sup> )
Wysocki (1993)	49 (t-87 <sup>th</sup> )	0.31 (t-57 <sup>th</sup> )
Wysocki et al. (2000)	49 (t-87 <sup>th</sup> )	0.60 (14 <sup>th</sup> )

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Note: t = tied rank

Third, given that the top 100 most frequently cited articles ranged in publication year from 1977-2002, the number of classic articles appearing under five former editorship terms was also assessed (Donald Routh, 1976-1982; Gerald Koocher 1983-1987; Michael Roberts, 1988-1992; Annette La Greca 1993-1997; and Anne Kazak 1998-2002). Given that over a period of time, the journal has increased the number of issues per year and pages per issue, it is likely that there were differences in the number of articles published under each editorship term. As a result, the total number of articles (excluding book reviews, *SPP* meeting minutes, etc.) for each year was calculated and then summed for each editorship term. Next, the number of classic articles under one's editorship was divided by the total number of articles appearing in that editorship term, yielding a percentage of articles that were classified as classics under one's editorship term. A total of 47 (21.2% of articles under term) classic articles appeared under the editorship of Michael Roberts (i.e., 1988-1992), 17 (10% of articles under term) articles under Gerald Koocher's term, 19 (6.8% of articles under term) articles under Annette La Greca's term (i.e., 1993-1997), 16 (5.4% of articles under term) articles under Donald Routh's term, and 5 (1.7% articles under term) articles under Anne Kazak's term (most recent editor among the classics).

Chi-square analyses were then conducted to examine whether there were significant differences in the percentage of classic articles appearing across the five editorship terms. Given that there was no significant relationship between year of publication and total number of citations, it was assumed that the number of articles

in each editorship term would be equally represented and that no single term would be more prominent than the others. The results indicated a significant difference in the percentage of classic articles across editorship terms:  $X^2(4, n = 1258) = 69.807, p < .001$ . Follow up (i.e., posthoc) Chi-square analyses were then conducted to examine differences in percentage classic articles between editorship terms. Given the number of possible pairwise comparisons, a Bonferroni correction was utilized to control for Type-I error ( $p = .05/10 = .005$ ). The results indicated that the percentage of classic articles under the editorship of Anne Kazak was significantly lower than the percentage of classics under Gerald Koocher:  $X^2(1, n = 459) = 16.042, p < .001$ , Michael Roberts:  $X^2(1, n = 459) = 51.915, p < .001$ , and Annette La Greca:  $X^2(1, n = 543) = 9.108, p = .003$ . Furthermore, the percentage of classic articles appearing under the editorship term of Michael Roberts was found to be significantly higher than the percentage of classics under all other editors, in addition to Anne Kazak: Donald Routh:  $X^2(1, n = 521) = 29.996, p < .001$ , Gerald Koocher:  $X^2(1, n = 392) = 8.795, p = .003$ , and Annette La Greca:  $X^2(1, n = 543) = 9.108, p = .003$ . None of the other pairwise comparisons were found to be significant.

Finally, descriptive statistics were performed to highlight significant contributors to the classics in *JPP*. The author listings of all the classics were divided into first author, second author, and so forth and then analyzed. Three-hundred and seven authors contributed to the top 100 citation classics in *JPP* (average 3.74 authors per article) and nineteen persons authored three or more of the citation classics in

*JPP*. A listing of those individuals who authored three or more of the classics can be found in Table 2.

Table 2. Frequent authors of the classics in *JPP*

Author	Number of articles	Placement in authorship list
Thompson, R. J.	6	First author: 4; second author: 1; third author: 1
Varni, J. W.	6	First author: 1; second author: 5
Walker, L. S.	5	First author: 5
Babani, L.	4	Third author: 4
Banis, H. T.	4	Fourth author: 3; sixth author: 1
Drotar, D.	4	First author: 3; third author: 1
Gil, K. M.	4	First author: 2; second author: 2
Hamlett, K. W.	4	First author: 1; second author: 1; third author: 2
Kinney, T. R.	4	Fourth author: 1; Fifth author: 1; sixth author: 1; seventh author: 1
Wallander, J. L.	4	First author: 4
Wilcox, K. T.	4	Fifth author: 3; sixth author: 1
Greene, J. W.	3	Second author: 2; fourth author: 1
Gustafson, K. E.	3	Second author: 2; third author: 1
Keith, B. R.	3	Third author: 1, Fourth author: 1; Fifth author: 1
Kupst, M. J.	3	First author: 3
La Greca, A. M.	3	First author: 2; second author: 1
Schulman, J. L.	3	Second author: 2; fourth author: 1
Spock, A.	3	Fourth author: 2; sixth author: 1
Williams, S.	3	Second author: 1; third author: 1; fourth author: 1

### *Content Analysis*

The following analyses were conducted based on the methodology of Elkins and Roberts (1988) and Roberts (1992).

*Gender of senior author.* Among the classics in *JPP*, the distribution of male to female authors was equal (52 articles for males and females). In his *vale dictum*,

Roberts (1992) indicated that there was an overall increasing representation of female authors with increasing time in *JPP*. To examine whether similar trends existed in the classics, descriptive statistics were completed, examining the total number of classic articles per year from 1977-2002 for males and female senior authors. Across all classic articles, an independent samples *t*-test revealed that there was no significant relationship between senior author gender and year of publication among the classics,  $t(102) = -.880, p = .381$ .

*Senior author affiliation.* At the time of publication, the authors of the classics in *JPP* were affiliated with medical settings for 63.5% of the articles and with settings in colleges and universities for 36.5%, which are similar to the results of Elkins and Roberts (1988) (59% medical; 34% college), as well as Roberts (1992; 56.1% medical, 42% college).

*Population type.* This variable presents the population characteristics of the research and practice in the classic articles. Chronic medical problems were the highest single type of population (46.2%), followed by studies including more than one type of population or non-specific to a population (i.e., “other”; 16.3%), behavioral/emotionally disturbed (10.6%), physical disability and developmental/learning disabled (both 7.7%), and general and acute medical conditions (both 5.8%). Combining acute and chronic medical conditions with the physical disability category revealed that 59.7% of the classic articles were on medical complications. Among the chronic medical condition category, articles on

cancer, diabetes, and sickle cell disease were found at the highest number, which is similar to the results of Roberts (1992).

*Population age.* Based on the guidelines adapted from Roberts (1992), this variable categorized the age characteristics reported in the articles, which were labeled for interpretation. Similar to previous findings (i.e., Elkins & Roberts, 1988; Roberts, 1992), the combinations of ages category (44.2% of the classic articles) was the most prominent category represented. This category was followed by middle childhood (17.3% of articles), and parents (15.4% of articles), not applicable (8.7% of articles), adolescence (5.8% of articles), infancy (3.8% of articles), preschool (2.9% of articles), and other (1.9% of articles).

*Article type.* In examining the primary emphasis of each classic article published, 63.5% (N = 66) were Applied Research, 26.0% (N = 27) were Basic Research, 8.7% (N = 9) were literature reviews, and 1.9% (N = 2) were on aspects of Professional Practice. Previous studies (i.e., Elkins & Roberts, 1988; Roberts, 1992) revealed similar results with regards to percentage of articles of Applied and Basic Research, which highlights the applied nature of pediatric psychology.

*Research purpose.* This category examined the main orientation or purpose of those articles that were categorized as Research (i.e., Basic or Applied; N = 93) (adapted from Roberts, 1992): (a) *Assessment* articles (12.9% of articles, N = 12) had the purpose of developing clinical diagnoses via testing, interviewing, surveys, or instrument development and validation, (b) *Intervention* articles described the efforts to improve the status or functioning of the child, parent, or family (8.6%, N = 8), (c)

*Explicative* research articles described the relationship between two or more phenomena or variables (e.g., connections and associations between physical and psychological phenomena; 78.5%, N = 73). None of the classic Research articles were categorized as (d) *Prevention* articles describing an intervention or program designed to avoid the development of a psychological or physical problem prior to the problem emerging.

To examine reliability between raters, a random sample of 25% of the articles were independently coded by a research assistant, and kappa coefficients were calculated with the assumption that no single category would be more prominent than the others. The results yielded fair ( $\kappa = .297$ ) to excellent ( $\kappa = .834$ ) agreement across raters on the six content variables. Overall, agreement between raters on all the variables was found to be moderate (mean  $\kappa = .586$ ).

### *Citation Trends*

As mentioned previously, the classic articles in *JPP* combined for a total of 7,453 citations. The citing journals of the 7,450 citations that could be identified were entered into a database and descriptive statistics on these journals were then calculated. The *Journal of Pediatric Psychology* was found to be the highest citing journal (N = 1,031, 13.8%) of the “classics.” A complete listing of the top 20 citing journals can be found in Table 3.

Next, to examine trends in citations, the starting year (publication year) for each article was defined as zero, and every year after that was increased by one. The number of citations occurring in each year was then recorded for each article. To

examine overall trends in citations, a regression model based on all the articles was generated, with linear, quadratic, and cubic components of the number of years in publication (YRS) as the predictor variables and number of citations per year as the dependent variable.

The results indicated that the linear, quadratic, and cubic components of number of years in publication all significantly predicted number of citations (all  $p$ -values  $< .001$ ), yielding the following significant prediction model: Citations =  $0.937 + (1.36) \text{ YRS} + (-0.116) \text{ YRS}^2 + (0.002) \text{ YRS}^3$ . In an effort to determine whether these results were the product of a few articles or an artifact of longevity, the predictive value of the linear, quadratic, and cubic components was examined when the number of years since publication was restricted to both 20 and 15 years. This analysis yielded similar results (all components  $p$ -values  $< .001$ ). Given these findings, all three components were included in subsequent analyses. Figure 1 provides a graphical illustration of the citation trends for the first nineteen years in publication based on the overall data. As can be seen in this figure, overall it appears that there is an inverted u-shaped relationship between years since publication and number of citations per year, with the number of citations per year for a given article peaking around seven years after publication.

Figure 1. Citation trends of the classics based on overall data over time.

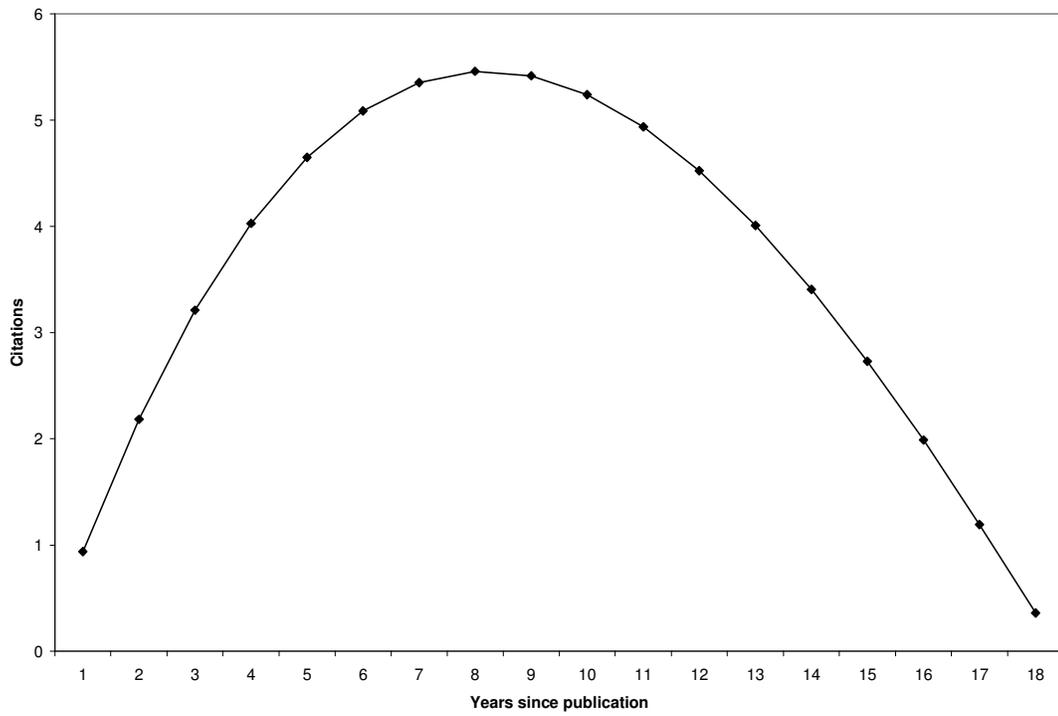


Table 3. Top 20 citing journals of the classics in *JPP*.

Rank	Journal	Frequency	% of total citations
1.	<i>Journal of Pediatric Psychology</i>	1,031	13.8
2.	<i>Journal of Developmental and Behavioral Pediatrics</i>	248	3.3
3.	<i>Journal of the American Academy of Child and Adolescent Psychiatry</i>	206	2.8
4.	<i>Children's Health Care</i>	199	2.7
5.	<i>Pediatrics</i>	186	2.5
6.	<i>Journal of Clinical Psychology in Medical Settings</i>	134	1.8
7.	<i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i>	127	1.7
8.	<i>Journal of Consulting and Clinical Psychology</i>	113	1.5
9.	<i>Journal of Clinical Child Psychology</i>	85	1.1
10.	<i>Child Care Health and Development</i>	81	1.1
11.	<i>Psycho-Oncology</i>	78	1.0
12.	<i>Diabetes Care</i>	75	1.0
13.	<i>Archives of Pediatrics and Adolescent Medicine</i>	71	1.0
14-t.	<i>Clinical Psychology Review</i>	70	0.9
	<i>Journal of Abnormal Child Psychology</i>		
16.	<i>Developmental Medicine and Child Neurology</i>	59	0.8
17.	<i>Health Psychology</i>	58	0.8
18.	<i>Child Abuse &amp; Neglect</i>	51	0.7
19.	<i>Pain</i>	50	0.7
20-t	<i>Child Development</i>	48	0.6
	<i>Journal of Pediatrics</i>		

Note. t = tied rank

In addition, to examine individual trends in citations, a regression model for each article was generated, again with linear, quadratic, and cubic components of the number of years in publication (YRS) as the predictor variables and number of citations per year as the dependent variable. Standardized linear, quadratic, and cubic beta weights were saved and used in subsequent analyses.

### *Cluster Analysis*

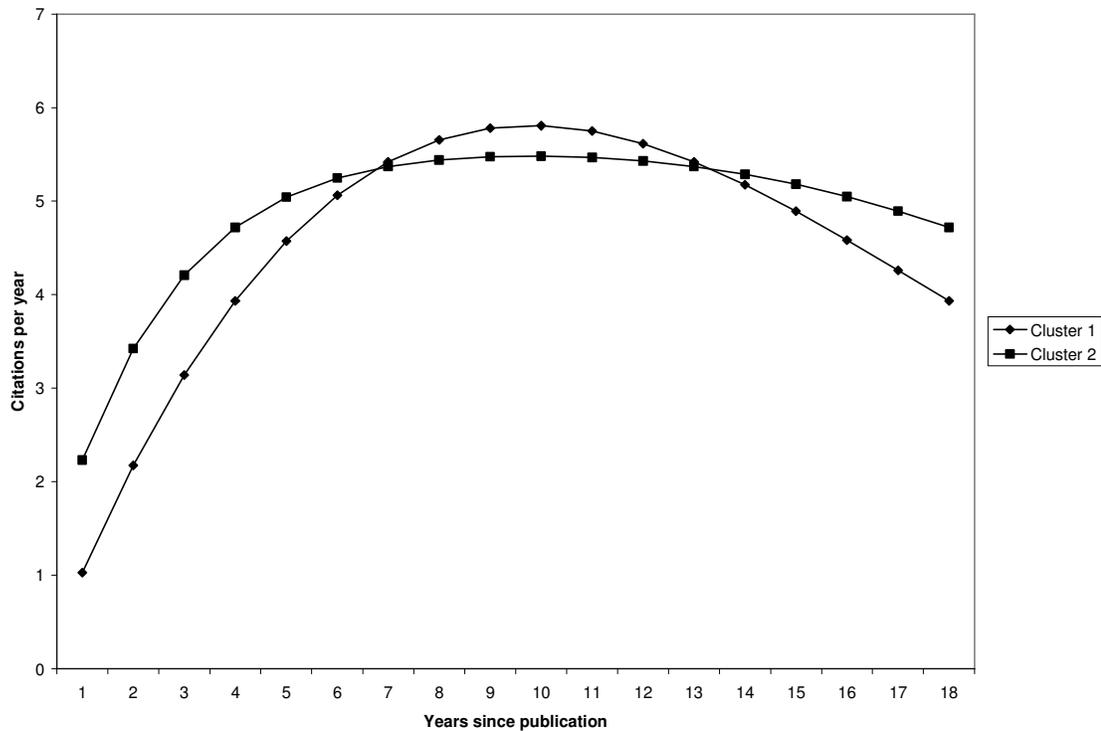
To examine patterns of citations among the classics, individual standardized linear, quadratic, and cubic beta weights were subjected to hierarchical cluster analyses (Ward's method), using squared Euclidian distances to derive cluster centers. Percentage of change in the agglomeration coefficient was examined to determine the most appropriate cluster solution. As mentioned by Hair et al. (1998), small incremental changes in the agglomeration coefficient suggest that relatively homogeneous clusters were combined in the previous step, while larger changes suggest that relatively heterogeneous clusters were combined. In the current investigation, trivial changes in the agglomeration coefficient were observed until the stage in which two clusters were combined to one and the large increase (245.1%) in the agglomeration at that point suggested that two very distinct clusters had been combined.

To confirm cluster groupings, standardized beta weights for all regression components (i.e., linear, quadratic, cubic) were submitted to *k*-means cluster analysis, with two clusters specified. Overall, 103 out of 104 cases (99%) were classified into the same clusters by the Ward's and *k*-means methods, with individual cluster agreement as follows: 100% (Cluster 1) and 98.4% (Cluster 2). Cluster group membership using the Ward's two group solution was retained as an independent variable for subsequent analyses.

First, in order to model the citation trends based on cluster membership, a split file by cluster group membership was conducted, followed by regression models

being tested. Specifically, a regression model was generated, with linear, quadratic, and cubic components of the number of years in publication (YRS) for each article as the predictor variables and number of citations per year as the dependent variable, yielding the following significant prediction models: Citations =  $1.028 + (1.242) \text{ YRS} + (-0.097) \text{ YRS}^2 + (0.002) \text{ YRS}^3$  for cluster 1,  $F(3,713) = 35.391, p < .001$ , and Citations =  $.903 + (1.419) \text{ YRS} + (-0.126) \text{ YRS}^2 + (0.003) \text{ YRS}^3$  for cluster 2,  $F(3,1144) = 117.467, p < .001$ . As seen in Figure 2, cluster groups were identified as articles whose citations per year increased until about nine years after publication and then decreased in citations per year thereafter ( $n = 43, 41.3\%$ ) and those articles whose citations per year increased steadily before reaching a plateau around six years after publication and then eventually gradually decreasing in the number of citations per year around ten years after publication ( $n = 61, 58.7\%$ ).

Figure 2. Citation trends of the classics based on cluster membership.



Next, exploratory analyses were conducted to determine whether cluster membership differed as a function of any of the article content variables, article publication year, or the total number of citations for the articles. Because of the number of multiple comparisons, a Bonferroni correction was applied to these analyses ( $p = .05/8 = .00625$ ). First, independent samples t-tests indicated that cluster membership did not differ as a function of publication year or total number of citations (both  $p > .01$ ). Second, chi-square analyses indicated that cluster membership did not significantly differ as a function of any of the content variable categories (i.e., age, population type, article type, senior author affiliation, senior author gender, and research purpose, all  $p$ -values  $> .05$ ).

## Discussion

The purpose of the present investigation was to empirically derive a listing of the top 100 most highly cited articles in the *Journal of Pediatric Psychology* from 1976-2006. This yielded a total of 104 articles as the classics in *JPP*, which accounted for nearly one-third of all *JPP* citations identified in the Web of Science<sup>®</sup> database. Overall, the classics in *JPP* were found to focus predominantly on chronic medical problems, namely cancer, diabetes, and sickle cell disease, and children included in these articles spanned several age categories defined for the present study. In more recent years, the *Journal of Pediatric Psychology* has honed its focus on chronic health conditions, and other topics in its history have been less represented, despite attempts to broaden the pediatric psychology definition and perspective. In the current investigation, however, it is possible that esoteric/idiosyncratic publication topics were not found among the classics, because these topics may have a limited number of researchers in the specific area, which in turn affects the citation rates of these articles.

Moreover, some topics reflected in the classics had a presence early in the field and relatively disappeared (e.g., ADHD, autism), and were presumably absorbed by other specialty journals. For example, although Autistic Disorder (AD) is not a major presence in the journal due to the Plenum Publishing contract in 1979, the current investigation identified one study that focused on autism (i.e., Baltaxe, 1977). However, today, few people likely associate autism as a major part of the field of pediatric psychology, even though it was viewed as a fundamental topic in the early

years. Ultimately, this classic article became a classic by being highly cited by journals other than *JPP* (zero citations by *JPP*).

Second, the majority of the classic articles were found to be categorized as applied research followed by basic research. Given previous findings on article distribution type (see Elkins & Roberts, 1988; Roberts, 1992), as well as the applied nature of pediatric psychology, it is not surprising that the results of the current study are consistent. Of those articles categorized as applied or basic research, a majority of these articles were explicative research, and often examined the relationship between physical and psychological phenomena. Based on the rate of explicative research identified by Roberts (1992), one would expect more explicative studies to be classics due to the fact that there are more explicative studies in the journal in general. Although explicative research has enhanced our knowledge and understanding of factors related to medical and psychological conditions (Roberts, McNeal, Randall, & Roberts, 1996), as Roberts (1992) stated, one would hope that explicative research eventually translates into methods and approaches for clinical interventions. However, as several researchers have stated, overall there have been fewer studies on clinical interventions within the field (see La Greca, 1997; La Greca & Varni, 1993; Roberts, 1992), as well as a lack of substantive discussion of clinical applications within explicative articles (Roberts et al., 1996). Moreover, in the Delphic survey conducted by Brown and Roberts (2000), panelists identified increased investigations providing support for treatment interventions as a significant issue within the field of pediatric psychology. Although intervention projects are

rather difficult to conduct and the reports resulting from these studies are often easy to criticize on methodology grounds, they should be encouraged (Roberts, 1992). In the present investigation, there were very few intervention studies among the classics, and although pediatric psychology is a clinical application field, this is not reflected in the classics. Thus, these results may indicate the science of the classics is not providing the support needed to inform interventions.

Finally, the senior authors of these articles identified as classics were equally distributed among males and females, who were both predominantly affiliated with medical settings at the time of their respective articles' publication. Additionally, overall, there was a large number of contributors to the classics, thus indicating a depth to the "bench" of authors, and furthermore that not just one single research team was highly influential among *JPP* pages. There were, however, a few repeat citation classic authors (e.g., Drotar, La Greca, Kupst, Walker, Wallander) who typically conduct programmatic research that continues to be in a long-standing zeitgeist of pediatric psychology (cancer, diabetes, and chronic conditions).

Recently, in examining research citing articles appearing in *JPP* between 2000 and 2004, Steele, Graves, Roberts, and Steele (2007) found that articles in the journal are being cited both within and outside the field of pediatric psychology, thus providing evidence of interdisciplinary dissemination of pediatric psychology research, a stated goal of the journal. Specifically, the authors found that more of the citations (39.7%) appeared in medical and medical subspecialties, followed by psychological journals (30.82%), multidisciplinary journals (21.92%), and journals

from other disciplines (7.5%). Parallel to these findings, in the current investigation, evidence of interdisciplinary dissemination was also found among the classics. The classic articles in *JPP* have been recognized in developmental and behavioral pediatrics, child and adolescent psychiatry, general clinical psychology, child development, and specialty medicine (e.g., diabetes, cancer).

Although the present study offers an empirical approach to identifying the classics in *JPP*, some limitations should be noted. First, citation analyses, while potentially useful in identifying articles with a large number of citations in a given journal, are not perfect indicators of any article's complete influence on a given field. For example, citation analyses do not provide information regarding how or why a specific work was cited (Everett & Pecotich, 1993; Hoffman & Holbrook, 1993). Furthermore, the clinical impact of a given article cannot be measured in this manner. Although the pediatric practitioner could be using the information from the study in practice, this would not necessarily result in a citation of the article. Second, citation analyses can be limited by their "snapshot" approach in examining the citation impact of a given article. Although there did not appear any citation classics from the editorship term of Ronald Brown (2003-2006), this could be due to the limited time in publication of articles under his term. Thus, given a more suitable lag time since publication, it is more possible that classic articles would appear under his editorship term.

Despite these limitations, citation analyses provide a direct, objective, and reliable means of defining the classics in a field (Baltussen & Kindler, 2004;

Swanson, Hughes, & Nicholes, 1988; Terajima & Aneman, 2003). Although only a piece of the puzzle, the current findings highlight some of the influential works in the field of pediatric psychology, as reflected in the field's flagship publication. These articles have contributed to important advances not only in the field of pediatric psychology but other fields as well. As mentioned by La Greca (1997), the advances in the field of pediatric psychology, as well as within *JPP*, are due to the quality works of both scientists and practitioners. With continued scholarly submissions to the *Journal of Pediatric Psychology*, new classics in the field will likely emerge and continue to impact the expanding field itself as well as other fields.

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Appendix A  
Categorization Guidelines

## Population Age

*Infancy:* prenatal period to 2 yrs  $\pm$  1 month

*Preschool:* 2 yrs  $\pm$  1 month to 6 yrs  $\pm$  6 months

*Middle Childhood:* 6 yrs  $\pm$  6 months to 13 years  $\pm$  1 year

*Adolescence/Young Adulthood:* 13 years  $\pm$  1 year to 21 yrs  $\pm$  1 year

*Parents:* age of children is not the primary issue; parents' attitudes or psychological state is of concern; code for the children's age category if parents are reporting on their children's status.

*Age Combinations:* if age range spans more than one of the five age groups specified above

*Inapplicable:* article deals with professional training or other issue that does not pertain to a specific population of children or adolescents.

*Other:* article includes both parents and children as the focus, or "children" are older than 21 years of age.

Rules: Age ranges specified in the article will be used or  $\pm$  2 SD from the mean. If the information is not available, code according to the mean or median age, or make judgment based on other information (e. g., school grade, author's description of target population). Code as "inapplicable" if the article topic is professional training or other issue that does not pertain specifically to a population

## Population Type

*General:* Article considers children who are not referred for evaluation and/or treatment of any psychiatric, medical, or developmental/learning disorder. This category includes topics such as perceptions, attitudes, temperament, personality, prevention, health promotion, and other areas of normal psychological functioning and development.

*Behaviorally/Emotionally Disturbed:* Article considers children referred for evaluation and/or treatment of problems such as hyperactivity, attention deficit, anxiety, fears, conduct problems, noncompliance, depression, habit disorders, autism, and other behavioral/emotional problems. Category does not include articles about children with any of the above problems when they are associated with a medical condition or developmental/ learning disability (e.g. noncompliance with diabetes management program, depression in children with cancer).

*Acute Medical:* Article considers children with acute physical conditions (symptoms or disorders) referred for evaluation and/or treatment either directly related to management of the physical condition or to psychological factors secondary to the physical condition. “Acute” refers to the problems which are time limited or ameliorate with treatment. Acute medical conditions include, for example, obesity, burns, headaches, enuresis, and eating disorders. This category also includes articles about hospitalized children, pain control, and other topics related to work with children who have remediable medical problems.

*Chronic Medical:* Article considers children with chronic physical conditions (symptoms or disorders) referred for evaluation and/or treatment either directly related to management of the physical condition or to psychological factors secondary to the physical condition. “Chronic” refers to a long-term or nonremediable medical problem. Medical treatment controls symptoms or progression of the disease, but does not cure disease (within 1 year). This category includes, for example, sickle cell anemia, cystic fibrosis, cancer/leukemia, asthma, and diabetes. Do not score physical disabilities (spinal cord injuries, head trauma, spina bifida) in this category, do so in Physical Disorders.

*Physical Disability:* Article considers physical handicap or motoric impairment from whatever cause, including, for example, spinal cord injuries, head trauma, or spina bifida. Spinal meningitis or encephalitis may be scored in this category when article focus is on physical outcome; otherwise, score in Acute Medical Condition (e.g., if article considers psychological outcome of disease). Article may refer to physical handicaps.

*Developmental/Learning Disabled:* Article considers children referred for evaluation and/or treatment of problems such as mental retardation; learning disabilities, visual, auditory, or motor impairment; language disorders; and genetic anomalies associated with any of the above problems. Articles may be specific to one of the above areas or may refer to heterogeneous groups of handicapped, delayed, or at-risk children.

*Other:* Articles not fitting into one of the criteria listed above, article considers more than one of the above population problem areas, or article considers a topic not specific to any population problem.

Rules: If article reports reliability or validity data for an instrument to screen for particular problem/ disorder, code under the appropriate category (i.e., use of Bayley-III to screen for developmental/learning problems would be coded under *Developmental/Learning Disabled*.) Control groups in research experiments are not to be included in this categorization process.

### Article Type

*Literature Review:* Article emphasizes a critical review or summary of literature. The scope may be narrow or broad but reference citations must be included.

*Professional Practice:* Article emphasizes case examples, program descriptions, ethical concerns, training, or other professional practice issues.

*Basic Research:* Article reports results obtained from a group or single-case, experimental or quasi-experimental design and results are not expected to be immediately valuable for any specific use.

*Applied Research:* Article reports results obtained from a group or single-case, experimental or quasi-experimental design, and results of research provide information that is immediately useful.

### Research Purpose

*Clinical Assessment:* Article focuses on testing, interviews, surveys, data-gathering or evaluation of psychological phenomena. Category includes instrument development and validation. Goal is to develop clinical diagnosis.

*Intervention or Therapy:* Article describes active effort to remedy, ameliorate, or improve status and functioning of child, parent, or family.

*Explicative:* Article describes relationships between two or more phenomena or variables (some of which may not be under active or manipulative control by investigator); details connections and associations between/among physical and/or psychological phenomena.

*Prevention:* Article describes an intervention or program designed to avoid the development of a psychological or physical problem before the problem emerges. Prevention articles may report an intervention to enhance the development or physical welfare of a child/family in physical and/or psychological functioning. The program may deal with normal population or at-risk population.

Senior Author Affiliation

*Medical/Health Sciences Center*

*College/University*

*Nonmedical/Nonacademic:* (e.g., agency, public or private clinic, non profit organization).

Rules: For authors listing more than one affiliation, code for the first affiliation only. Code as Not Ascertainable if the article does not specify author affiliation.

Senior Author Gender

*Male*

*Female*

Rules: Code as Not Ascertainable if the name has initials only and cannot be ascertained via other means (internet search engine, etc).