



The most cited **Psicothema** papers in the last 5 years (2018 – 2022)

1. Muñiz, J., & Fonseca-Pedrero, E. (2019). Ten steps for test development. *Psicothema*, 31(1), 7-16.
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2. Suárez-Álvarez, J., Pedrosa, I., Lozano, L. M., García-Cueto, E., Cuesta, M., & Muñiz, J. (2018). Using reversed items in Likert scales: A questionable practice. *Psicothema*, 30(2), 149-158. <https://doi.org/10.7334/psicothema2018.33>
3. Extremera-Pacheco, N., Rey, L., & Sánchez-Álvarez, N. (2019). Validation of the Spanish version of the Wong Law Emotional Intelligence Scale (WLEIS-S). *Psicothema*, 31(1), 94-100.
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4. Estévez, E., Jiménez, T. I., & Moreno, D. (2018). Aggressive behavior in adolescence as a predictor of personal, family, and school adjustment problems. *Psicothema*, 30(1), 66-73.
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5. Hernández, A., Hidalgo, M. D., Hambleton, R. K., & Gómez-Benito, J. (2020). International Test Commission guidelines for test adaptation: A criterion checklist. *Psicothema*, 32(3), 390-398. <https://doi.org/10.7334/psicothema2019.306>
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<https://doi.org/10.7334/psicothema2020.168>
9. Vigil-Colet, A., Navarro-González, D., & Morales-Vives, F. (2020). To reverse or to not reverse Likert-type items: That is the question. *Psicothema*, 32(1), 108-114.
<https://doi.org/10.7334/psicothema2019.286>
10. Casanova, J. R., Cervero, A., Núñez, J. C., Almeida, L. S., & Bernardo, A. (2018). Factors that determine the persistence and dropout of university students. *Psicothema*, 30(4), 408-414.
<https://doi.org/10.7334/psicothema2018.155>

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