Mark T Greenberg

List of Publications by Year
in descending order

122 papers	20,384 citations	28190 55 h-index	20307 116 g-index
124 all docs	124 docs citations	124 times ranked	12481 citing authors

#	Article	IF	Citations
1	The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. Journal of Youth and Adolescence, 1987, 16, 427-454.	1.9	2,888
2	The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. Review of Educational Research, 2009, 79, 491-525.	4.3	1,785
3	Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning.. American Psychologist, 2003, 58, 466-474.	3.8	1,376
4	Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. Development and Psychopathology, 1995, 7, 117-136.	1.4	673
5	Promoting Academic and Social–Emotional School Readiness: The Head Start REDI Program. Child Development, 2008, 79, 1802-1817.	1.7	632
6	Executive functions and school readiness intervention: Impact, moderation, and mediation in the Head Start REDI program. Development and Psychopathology, 2008, 20, 821-843.	1.4	620
7	A Model of Mindful Parenting: Implications for Parent–Child Relationships and Prevention Research. Clinical Child and Family Psychology Review, 2009, 12, 255-270.	2.3	582
8	Worldwide application of prevention science in adolescent health. Lancet, The, 2012, 379, 1653-1664.	6.3	551
9	Maximizing the Implementation Quality of Evidence-Based Preventive Interventions in Schools: A Conceptual Framework. Advances in School Mental Health Promotion, 2008, 1, 6-28.	0.9	491
10	Salivary Cortisol Mediates Effects of Poverty and Parenting on Executive Functions in Early Childhood. Child Development, 2011, 82, 1970-1984.	1.7	453
11	The nature and importance of attachment relationships to parents and peers during adolescence. Journal of Youth and Adolescence, 1983, 12, 373-386.	1.9	417
12	The Mediational Role of Neurocognition in the Behavioral Outcomes of a Social-Emotional Prevention Program in Elementary School Students: Effects of the PATHS Curriculum. Prevention Science, 2006, 7, 91-102.	1.5	410
13	Examining the role of implementation quality in school-based prevention using the PATHS curriculum. Promoting Alternative THinking Skills Curriculum. Prevention Science, 2003, 4, 55-63.	1.5	404
14	The role of attachment in the early development of disruptive behavior problems. Development and Psychopathology, 1993, 5, 191-213.	1.4	384
15	Feasibility and Preliminary Outcomes of a School-Based Mindfulness Intervention for Urban Youth. Journal of Abnormal Child Psychology, 2010, 38, 985-994.	3.5	370
16	Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): Results of a randomized controlled trial.. School Psychology Quarterly, 2013, 28, 374-390.	2.4	360
17	The Study of Implementation: Current Findings From Effective Programs that Prevent Mental Disorders in School-Aged Children. Journal of Educational and Psychological Consultation, 2000, 11, 193-221.	1.0	333
18	Testing an Idealized Dynamic Cascade Model of the Development of Serious Violence in Adolescence. Child Development, 2008, 79, 1907-1927.	1.7	316

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19	Parent and peer attachment in early adolescent depression. Journal of Abnormal Child Psychology, 1990, 18, 683-697.	3.5	315
20	Nurturing Mindfulness in Children and Youth: Current State of Research. Child Development Perspectives, 2012, 6, 161-166.	2.1	299
21	The effects of a multiyear universal social–emotional learning program: The role of student and school characteristics.. Journal of Consulting and Clinical Psychology, 2010, 78, 156-168.	1.6	285
22	Changing Parent's Mindfulness, Child Management Skills and Relationship Quality With Their Youth: Results From a Randomized Pilot Intervention Trial. Journal of Child and Family Studies, 2010, 19, 203-217.	0.7	263
23	Integrated models of school–based prevention: Logic and theory. Psychology in the Schools, 2010, 47, 71-88.	1.1	249
24	Children's Relationship with Teachers and Bonds with School An Investigation of Patterns and Correlates in Middle Childhood. Journal of School Psychology, 2000, 38, 423-445.	1.5	234
25	Promoting Resilience in Children and Youth: Preventive Interventions and Their Interface with Neuroscience. Annals of the New York Academy of Sciences, 2006, 1094, 139-150.	1.8	232
26	Social and Emotional Learning as a Public Health Approach to Education. Future of Children, 2017, 27, 13-32.	0.9	228
27	Concurrent and 2-Year Longitudinal Relations Between Executive Function and the Behavior of 1st and 2nd Grade Children. Child Neuropsychology, 2004, 9, 267-276.	0.8	199
28	Sustained Effects of the PATHS Curriculum on the Social and Psychological Adjustment of Children in Special Education. Journal of Emotional and Behavioral Disorders, 2004, 12, 66-78.	1.1	187
29	Integrating mindfulness with parent training: Effects of the mindfulness-enhanced strengthening families program.. Developmental Psychology, 2015, 51, 26-35.	1.2	169
30	School–based prevention: current status and future challenges. Effective Education, 2010, 2, 27-52.	0.3	163
31	Relationships with teachers and bonds with school: Social emotional adjustment correlates for children with and without disabilities. Psychology in the Schools, 2001, 38, 25-41.	1.1	162
32	Current and Future Challenges in School-Based Prevention: The Researcher Perspective. Prevention Science, 2004, 5, 5-13.	1.5	157
33	Universal Interventions: Fully Exploring Their Impacts and Potential to Produce Population-Level Impacts. Journal of Research on Educational Effectiveness, 2017, 10, 40-67.	0.9	149
34	Modeling the interplay of multilevel risk factors for future academic and behavior problems: A person-centered approach. Development and Psychopathology, 2010, 22, 313-335.	1.4	147
35	Correlates of clinic referral for early conduct problems: Variable- and person-oriented approaches. Development and Psychopathology, 2001, 13, 255-276.	1.4	139
36	Promoting Stress Management and Wellbeing in Educators: Feasibility and Efficacy of a School-Based Yoga and Mindfulness Intervention. Mindfulness, 2016, 7, 143-154.	1.6	136

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37	Promoting healthy transition to college through mindfulness training with first-year college students: Pilot randomized controlled trial. Journal of American College Health, 2017, 65, 259-267.	0.8	132
38	Readiness, Functioning, and Perceived Effectiveness in Community Prevention Coalitions: A Study of Communities That Care. American Journal of Community Psychology, 2004, 33, 163-176.	1.2	127
39	Toward a Comprehensive Strategy for Effective Practitioner-Scientist Partnerships and Larger-Scale Community Health and Well-Being. American Journal of Community Psychology, 2005, 35, 107-126.	1.2	124
40	A two-year longitudinal study of neuropsychological and cognitive performance in relation to behavioral problems and competencies in elementary school children. Journal of Abnormal Child Psychology, 1999, 27, 51-63.	3.5	123
41	Environmental influences on early language development: The context of social risk. Development and Psychopathology, 1990, 2, 127-149.	1.4	110
42	Evidence for a Multi-Dimensional Latent Structural Model of Externalizing Disorders. Journal of Abnormal Child Psychology, 2013, 41, 223-237.	3.5	100
43	Systemic social and emotional learning: Promoting educational success for all preschool to high school students.. American Psychologist, 2021, 76, 1128-1142.	3.8	94
44	Understanding How Mindful Parenting May Be Linked to Mother–Adolescent Communication. Journal of Youth and Adolescence, 2015, 44, 1663-1673.	1.9	93
45	Structure and validity of people in my life: A self-report measure of attachment in late childhood. Journal of Youth and Adolescence, 2006, 35, 1037-1053.	1.9	91
46	Predicting developmental outcomes at school entry using a multiple-risk model: four American communities. The Conduct Problems Prevention Research Group. Developmental Psychology, 1999, 35, 403-17.	1.2	86
47	Long-Term Protective Factor Outcomes of Evidence-based Interventions Implemented by Community Teams Through a Community–University Partnership. Journal of Primary Prevention, 2009, 30, 513-530.	0.8	82
48	Community readiness as a multidimensional construct. Journal of Community Psychology, 2007, 35, 347-365.	1.0	81
49	Predictors and Level of Sustainability of Community Prevention Coalitions. American Journal of Preventive Medicine, 2008, 34, 495-501.	1.6	81
50	Effects of the Communities That Care Model in Pennsylvania on Youth Risk and Problem Behaviors. Prevention Science, 2007, 8, 261-270.	1.5	77
51	Promoting Healthy Outcomes Among Youth with Multiple Risks: Innovative Approaches. Annual Review of Public Health, 2013, 34, 253-270.	7.6	68
52	Unpacking the Effect of Parental Monitoring on Early Adolescent Problem Behavior. Journal of Family Issues, 2014, 35, 1800-1823.	1.0	65
53	How do implementation efforts relate to program adherence? examining the role of organizational, implementer, and program factors. Journal of Community Psychology, 2008, 36, 744-760.	1.0	63
54	After-School Youth Development Programs: A Developmental-Ecological Model of Current Research. Clinical Child and Family Psychology Review, 2004, 7, 177-190.	2.3	62

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55	Impact Challenges in Community Science–with–Practice: Lessons from PROSPER on Transformative Practitioner–Scientist Partnerships and Prevention Infrastructure Development. American Journal of Community Psychology, 2011, 48, 106-119.	1.2	62
56	Effectiveness and cost-effectiveness of universal school-based mindfulness training compared with normal school provision in reducing risk of mental health problems and promoting well-being in adolescence: the MYRIAD cluster randomised controlled trial. Evidence-Based Mental Health, 2022, 25, 99-109.	2.2	62
57	Modeling multiple risks during infancy to predict quality of the caregiving environment: Contributions of a person-centered approach. , 2011, 34, 390-406.		60
58	Pilot Study to Gauge Acceptability of a Mindfulness-Based, Family-Focused Preventive Intervention. Journal of Primary Prevention, 2009, 30, 605-618.	0.8	58
59	Social Networks and Community Prevention Coalitions. Journal of Primary Prevention, 2005, 26, 279-298.	0.8	56
60	Children's experience of life stress: The role of family social support and social problem-solving skills as protective factors. Journal of Clinical Child and Adolescent Psychology, 1994, 23, 295-305.	2.1	55
61	The effectiveness and cost-effectiveness of a mindfulness training programme in schools compared with normal school provision (MYRIAD): study protocol for a randomised controlled trial. Trials, 2017, 18, 194.	0.7	54
62	Factors Influencing the Development of School Bonding Among Middle School Students. Journal of Early Adolescence, 2011, 31, 463-487.	1.1	53
63	Patterns of Early Reading and Social Skills Associated With Academic Success in Elementary School. Early Education and Development, 2014, 25, 1248-1264.	1.6	52
64	From Mindfulness to Right Mindfulness: the Intersection of Awareness and Ethics. Mindfulness, 2015, 6, 74-78.	1.6	52
65	The effects of training community leaders in prevention science: Communities That Care in Pennsylvania. Evaluation and Program Planning, 2002, 25, 245-259.	0.9	49
66	A QUALITATIVE EXPLORATION OF IMPLEMENTATION FACTORS IN A SCHOOL–BASED MINDFULNESS AND YOGA PROGRAM: LESSONS LEARNED FROM STUDENTS AND TEACHERS. Psychology in the Schools, 2017, 54, 53-69.	1.1	49
67	Sustainability of Community Coalitions: An Evaluation of Communities That Care. Prevention Science, 2005, 6, 199-202.	1.5	48
68	Determinants of Community Coalition Ability to Support Evidence-Based Programs. Prevention Science, 2010, 11, 287-297.	1.5	48
69	A Dyadic Approach to Understanding the Relationship of Maternal Knowledge of Youths' Activities to Youths' Problem Behavior Among Rural Adolescents. Journal of Youth and Adolescence, 2011, 40, 1178-1191.	1.9	47
70	Parental Knowledge and Youth Risky Behavior: A Person Oriented Approach. Journal of Youth and Adolescence, 2013, 42, 1732-1744.	1.9	47
71	On the role of mindfulness and compassion skills in students' coping, well–being, and development across the transition to college: A conceptual analysis. Stress and Health, 2019, 35, 146-156.	1.4	47
72	School-based mindfulness training in early adolescence: what works, for whom and how in the MYRIAD trial?. Evidence-Based Mental Health, 2022, 25, 117-124.	2.2	45

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73	Can we build an efficient response to the prescription drug abuse epidemic? Assessing the cost effectiveness of universal prevention in the PROSPER trial. Preventive Medicine, 2014, 62, 71-77.	1.6	40
74	Changes in Mindful Parenting: Associations With Changes in Parenting, Parent–Youth Relationship Quality, and Youth Behavior. Journal of the Society for Social Work and Research, 2018, 9, 511-529.	0.9	40
75	Team factors that predict to sustainability indicators for community-based prevention teams. Evaluation and Program Planning, 2011, 34, 283-291.	0.9	39
76	Infusing Developmental Neuroscience Into School-based Preventive Interventions: Implications and Future Directions. Journal of Adolescent Health, 2012, 51, S41-S47.	1.2	39
77	Youths' Substance Use and Changes in Parental Knowledge-Related Behaviors During Middle School: A Person-Oriented Approach. Journal of Youth and Adolescence, 2014, 43, 729-744.	1.9	37
78	Effects of Mindfulness Training on Daily Stress Response in College Students: Ecological Momentary Assessment of a Randomized Controlled Trial. Mindfulness, 2020, 11, 1433-1445.	1.6	37
79	Community and Team Member Factors that Influence the Early Phase Functioning of Community Prevention Teams: The PROSPER Project. Journal of Primary Prevention, 2007, 28, 485-504.	0.8	36
80	Individual and organizational factors associated with teacher self-reported implementation of the PATHS curriculum. Journal of School Psychology, 2019, 76, 168-185.	1.5	36
81	Community and Team Member Factors that Influence the Operations Phase of Local Prevention Teams: The PROSPER Project. Prevention Science, 2007, 8, 214-226.	1.5	35
82	The Mindfulness–enhanced Strengthening Families Program: Integrating brief mindfulness activities and parent training within an evidence–based prevention program. New Directions for Youth Development, 2014, 2014, 45-58.	0.6	35
83	The Role of Schools in Early Adolescents' Mental Health: Findings From the MYRIAD Study. Journal of the American Academy of Child and Adolescent Psychiatry, 2021, 60, 1467-1478.	0.3	31
84	Aggression as an equifinal outcome of distinct neurocognitive and neuroaffective processes. Development and Psychopathology, 2012, 24, 985-1002.	1.4	30
85	Developmental Differences in Early Adolescent Aggression: A Gene×Environment×Intervention Analysis. Journal of Youth and Adolescence, 2015, 44, 581-597.	1.9	30
86	The Understanding of Emotional and Social Attributions in Deaf Adolescents. Journal of Clinical Child and Adolescent Psychology, 1983, 12, 153-160.	2.1	29
87	Investigating the Potential Causal Relationship Between Parental Knowledge and Youth Risky Behavior: a Propensity Score Analysis. Prevention Science, 2014, 15, 869-878.	1.5	29
88	Supporting systemic social and emotional learning with a schoolwide implementation model. Evaluation and Program Planning, 2019, 73, 53-61.	0.9	29
89	Understanding and Watering the Seeds of Compassion. Research in Human Development, 2015, 12, 280-287.	0.8	28
90	Factors That Predict Financial Sustainability of Community Coalitions: Five Years of Findings from the PROSPER Partnership Project. Prevention Science, 2015, 16, 158-167.	1.5	25

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91	The Impact of a Prevention Delivery System on Perceived Social Capital: the PROSPER Project. Prevention Science, 2014, 15, 125-137.	1.5	24
92	Mindful Parenting, Parenting Cognitions, and Parent-Youth Communication: Bidirectional Linkages and Mediational Processes. Mindfulness, 2021, 12, 381-391.	1.6	24
93	Educators' emotion regulation strategies and their physiological indicators of chronic stress over 1Âyear. Stress and Health, 2018, 34, 278-285.	1.4	23
94	Testing a Community Prevention Focused Model of Coalition Functioning and Sustainability: A Comprehensive Study of Communities That Care in Pennsylvania. , 0, , 129-142.		22
95	Reciprocal Relations between Coalition Functioning and the Provision of Implementation Support. Prevention Science, 2015, 16, 101-109.	1.5	22
96	Child Conduct Problems Across Home and School Contexts: a Person-Centered Approach. Journal of Psychopathology and Behavioral Assessment, 2017, 39, 46-57.	0.7	22
97	Teachers â€œfinding peace in a frantic worldâ€ An experimental study of self-taught and instructor-led mindfulness program formats on acceptability, effectiveness, and mechanisms.. Journal of Educational Psychology, 2021, 113, 1689-1708.	2.1	21
98	Evaluating the Impact of Implementation Factors on Family-Based Prevention Programming: Methods for Strengthening Causal Inference. Prevention Science, 2014, 15, 246-255.	1.5	20
99	The Effectiveness of a Teacher-Delivered Mindfulness-Based Curriculum on Adolescent Social-Emotional and Executive Functioning. Mindfulness, 2021, 12, 1234-1251.	1.6	20
100	Effectiveness of universal school-based mindfulness training compared with normal school provision on teacher mental health and school climate: results of the MYRIAD cluster randomised controlled trial. Evidence-Based Mental Health, 2022, 25, 125-134.	2.2	18
101	PROSPER partnership delivery system: Effects on adolescent conduct problem behavior outcomes through 6.5 years past baseline. Journal of Adolescence, 2015, 45, 44-55.	1.2	17
102	The Relationship Between Adopting Mindfulness Practice and Reperceiving: a Qualitative Investigation of CARE for Teachers. Mindfulness, 2019, 10, 2567-2582.	1.6	17
103	An Adolescent Substance Prevention Model Blocks the Effect of *CHRNA5* Genotype on Smoking During High School. Nicotine and Tobacco Research, 2016, 18, 212-220.	1.4	16
104	The effects of Promoting Alternative Thinking Strategies Preschool Program on teacherâ€"children relationships and children's social competence in Turkey. International Journal of Psychology, 2019, 54, 61-69.	1.7	16
105	Unfolding Relations among Mindful Parenting, Recurrent Conflict, and Adolescentsâ€™ Externalizing and Internalizing Problems. Family Process, 2020, 59, 1690-1705.	1.4	16
106	The multiple determinants of symbolic development: Evidence from preterm children. New Directions for Child and Adolescent Development, 1987, 1987, 69-86.	1.3	15
107	Pathways to Sustainability: 8-Year Follow-Up From the PROSPER Project. Journal of Primary Prevention, 2016, 37, 263-286.	0.8	12
108	Update to the effectiveness and cost-effectiveness of a mindfulness training programme in schools compared with normal school provision (MYRIAD): study protocol for a randomised controlled trial. Trials, 2021, 22, 254.	0.7	12

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109	Preschoolers' changing conceptions of their mothers: A social-cognitive study of mother–child attachment. New Directions for Child and Adolescent Development, 1982, 1982, 47-60.	1.3	11
110	Parent support for learning at school entry: Benefits for aggressive children in high-risk urban contexts. Early Childhood Research Quarterly, 2015, 31, 9-18.	1.6	10
111	Exploring Relationships Between CARE Program Fidelity, Quality, Participant Responsiveness, and Uptake of Mindful Practices. Mindfulness, 2019, 10, 841-853.	1.6	9
112	The Role of Preventive Interventions in Enhancing Neurocognitive Functioning and Promoting Competence in Adolescence. , 2007, , 441-462.		9
113	Early Risk for Problem Behavior and Substance Use: Targeted Interventions for the Promotion of Inhibitory Control. , 2011, , 249-262.		8
114	A qualitative investigation of a mindfulness‐based yoga program for educators: How program attendance relates to outcomes. Psychology in the Schools, 2020, 57, 1077-1096.	1.1	7
115	Commentary on "The role of emotion theory and research in child therapy development".. Clinical Psychology: Science and Practice, 2007, 14, 372-376.	0.6	4
116	Applying the PROSPER prevention delivery system with middle schools: Emerging adulthood effects on substance misuse and conduct problem behaviors through 14 years past baseline. Child Development, 2022, , .	1.7	4
117	A Role for Mindfulness and Mindfulness Training in Substance Use Prevention. Advances in Prevention Science, 2019, , 335-346.	0.3	3
118	Development of individuals' own and perceptions of peers' substance use from early adolescence to adulthood. Addictive Behaviors, 2021, 120, 106958.	1.7	3
119	Personality and community prevention teams: Dimensions of team leader and member personality predicting team functioning. Evaluation and Program Planning, 2008, 31, 403-409.	0.9	2
120	Does variability across three universities in the implementation of a college course on human flourishing affect student outcomes?. Journal of American College Health, 2023, 71, 1111-1124.	0.8	2
121	Promoting Social and Emotional Learning in Middle School: Intervention Effects of Facing History and Ourselves. Journal of Youth and Adolescence, 2022, 51, 1426-1441.	1.9	2
122	A Science-Driven Model of Community Collaboration to Improve Youth Outcomes. American Journal of Public Health, 2018, 108, 592-593.	1.5	0