

# Scott D Gest

## List of Publications by Year in descending order

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Version: 2024-02-01

52  
papers

5,820  
citations

109321

35  
h-index

197818

49  
g-index

52  
all docs

52  
docs citations

52  
times ranked

4013  
citing authors

#	ARTICLE	IF	CITATIONS
1	Competence in the context of adversity: Pathways to resilience and maladaptation from childhood to late adolescence. <i>Development and Psychopathology</i> , 1999, 11, 143-169.	2.3	810
2	Social networks and aggressive behavior: Peer support or peer rejection?. <i>Developmental Psychology</i> , 1988, 24, 815-823.	1.6	670
3	Promoting Academic and Social-Emotional School Readiness: The Head Start REDI Program. <i>Child Development</i> , 2008, 79, 1802-1817.	3.0	632
4	The Structure and Coherence of Competence from Childhood through Adolescence. <i>Child Development</i> , 1995, 66, 1635-1659.	3.0	291
5	The Structure and Coherence of Competence from Childhood Through Adolescence. <i>Child Development</i> , 1995, 66, 1635.	3.0	275
6	Peer Experience: Common and Unique Features of Number of Friendships, Social Network Centrality, and Sociometric Status. <i>Social Development</i> , 2001, 10, 23-40.	1.3	263
7	Teaching practices and elementary classroom peer ecologies. <i>Journal of Applied Developmental Psychology</i> , 2011, 32, 288-296.	1.7	199
8	Peers and the Emergence of Alcohol Use: Influence and Selection Processes in Adolescent Friendship Networks. <i>Journal of Research on Adolescence</i> , 2013, 23, 500-512.	3.7	183
9	A brief method for assessing social development: Structure, reliability, stability, and developmental validity of the Interpersonal Competence Scale. <i>Behaviour Research and Therapy</i> , 1995, 33, 725-736.	3.1	161
10	Fostering High-Quality Teaching With an Enriched Curriculum and Professional Development Support: The Head Start REDI Program. <i>American Educational Research Journal</i> , 2009, 46, 567-597.	2.7	157
11	Effects of Head Start <sc>REDI</sc> on Children's Outcomes 1 Year Later in Different Kindergarten Contexts. <i>Child Development</i> , 2014, 85, 140-159.	3.0	135
12	Language Development Subcontexts in Head Start Classrooms: Distinctive Patterns of Teacher Talk During Free Play, Mealtime, and Book Reading. <i>Early Education and Development</i> , 2006, 17, 293-315.	2.6	132
13	Behavioral and Cognitive Readiness for School: Cross-domain Associations for Children Attending Head Start. <i>Social Development</i> , 2009, 18, 305-323.	1.3	131
14	Identifying Children's Peer Social Networks in School Classrooms: Links Between Peer Reports and Observed Interactions. <i>Social Development</i> , 2003, 12, 513-529.	1.3	124
15	Implementation quality: Lessons learned in the context of the Head Start REDI trial. <i>Early Childhood Research Quarterly</i> , 2010, 25, 284-298.	2.7	114
16	Behavioral predictors of changes in social relatedness and liking school in elementary school. <i>Journal of School Psychology</i> , 2005, 43, 281-301.	2.9	91
17	The randomized controlled trial of Head Start REDI: Sustained effects on developmental trajectories of social-emotional functioning.. <i>Journal of Consulting and Clinical Psychology</i> , 2016, 84, 310-322.	2.0	88
18	Teacher Management of Elementary Classroom Social Dynamics. <i>Journal of Emotional and Behavioral Disorders</i> , 2014, 22, 107-118.	1.7	86

#	ARTICLE	IF	CITATIONS
19	Peer Norm Salience for Academic Achievement, Prosocial Behavior, and Bullying. <i>Journal of Early Adolescence</i> , 2015, 35, 79-96.	1.9	84
20	Popularity as an Organizing Factor of Preadolescent Friendship Networks: Beyond Prosocial and Aggressive Behavior. <i>Journal of Research on Adolescence</i> , 2013, 23, 413-423.	3.7	80
21	A reputation for success (or failure): The association of peer academic reputations with academic self-concept, effort, and performance across the upper elementary grades.. <i>Developmental Psychology</i> , 2008, 44, 625-636.	1.6	77
22	Childhood Peer Reputation as a Predictor of Competence and Symptoms 10 Years Later. <i>Journal of Abnormal Child Psychology</i> , 2006, 34, 509-26.	3.5	73
23	Peer Influences on Academic Motivation: Exploring Multiple Methods of Assessing Youthsâ€™ Most â€œInfluentialâ€ Peer Relationships. <i>Journal of Early Adolescence</i> , 2011, 31, 13-40.	1.9	73
24	Strengthening Prevention Program Theories and Evaluations: Contributions from Social Network Analysis. <i>Prevention Science</i> , 2011, 12, 349-360.	2.6	71
25	Peer Academic Reputation in Elementary School: Associations With Changes in Self-Concept and Academic Skills.. <i>Journal of Educational Psychology</i> , 2005, 97, 337-346.	2.9	69
26	Teacher Reports of Children's Friendships and Social Groups: Agreement with Peer Reports and Implications for Studying Peer Similarity. <i>Social Development</i> , 2006, 15, 248-259.	1.3	67
27	Effects of PROSPER on the Influence Potential of Prosocial Versus Antisocial Youth in Adolescent Friendship Networks. <i>Journal of Adolescent Health</i> , 2013, 53, 174-179.	2.5	58
28	Enriching preschool classrooms and home visits with evidenceâ€based programming: sustained benefits for lowâ€income children. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2017, 58, 129-137.	5.2	56
29	Individual Factors Associated With Professional Development Training Outcomes of the Head Start REDI Program. <i>Early Education and Development</i> , 2009, 20, 402-430.	2.6	54
30	Relatedness with teachers and peers during early adolescence: An integrated variable-oriented and person-oriented approach. <i>Journal of School Psychology</i> , 2010, 48, 483-510.	2.9	53
31	A Developmental Approach to Prevention Research: Configural Antecedents of Early Parenthood. <i>American Journal of Community Psychology</i> , 1999, 27, 543-565.	2.5	51
32	Features of groups and status hierarchies in girls' and boys' early adolescent peer networks. <i>New Directions for Child and Adolescent Development</i> , 2007, 2007, 43-60.	2.2	49
33	Testing Three Explanations of the Emergence of Weapon Carrying in Peer Context: The Roles of Aggression, Victimization, and the Social Network. <i>Journal of Adolescent Health</i> , 2012, 50, 371-376.	2.5	48
34	The storm and stress (or calm) of early adolescent self-concepts: Within- and between-subjects variability.. <i>Developmental Psychology</i> , 2011, 47, 1589-1607.	1.6	42
35	Students' Perceptions of Relatedness in the Classroom: The Roles of Emotionally Supportive Teacherâ€Child Interactions, Children's Aggressiveâ€Disruptive Behaviors, and Peer Social Preference. <i>School Psychology Review</i> , 2014, 43, 86-105.	3.0	41
36	Dynamic Social Networks and Physical Aggression: The Moderating Role of Gender and Social Status Among Peers. <i>Journal of Research on Adolescence</i> , 2013, 23, 437-449.	3.7	32

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37	Diffusion of Intervention Effects: The Impact of a Family-Based Substance Use Prevention Program on Friends of Participants. <i>Journal of Adolescent Health</i> , 2015, 57, 433-440.	2.5	32
38	Emergence of mixed-sex friendship groups during adolescence: Developmental associations with substance use and delinquency.. <i>Developmental Psychology</i> , 2014, 50, 2449-2461.	1.6	21
39	Teacher-child relationships and friendships and peer victimization across the school year. <i>Journal of Applied Developmental Psychology</i> , 2016, 46, 63-72.	1.7	21
40	Rejection, feeling bad, and being hurt: Using multilevel modeling to clarify the link between peer group aggression and adjustment. <i>Journal of Adolescence</i> , 2010, 33, 787-800.	2.4	20
41	Social Network Implications of Normative School Transitions in Non-Urban School Districts. <i>Youth and Society</i> , 2018, 50, 462-484.	2.3	20
42	A Comparison of Peer Influence Estimates from SIENA Stochastic Actor-based Models and from Conventional Regression Approaches. <i>Sociological Methods and Research</i> , 2019, , 004912411985236.	6.8	17
43	Adolescent Peer Networks and the Potential for the Diffusion of Intervention Effects. <i>Prevention Science</i> , 2015, 16, 133-144.	2.6	15
44	Mining the Network: Peers and Adolescent Health. <i>Journal of Adolescent Health</i> , 2010, 47, 324-326.	2.5	12
45	Understanding Process in Group-Based Intervention Delivery: Social Network Analysis and Intra-entity Variability Methods as Windows into the "Black Box". <i>Prevention Science</i> , 2016, 17, 925-936.	2.6	12
46	The Effect of Having Aggressive Friends on Aggressive Behavior in Childhood: Using Propensity Scores to Strengthen Causal Inference. <i>Social Development</i> , 2017, 26, 295-309.	1.3	9
47	Preventing Adolescent Substance Use: A Content Analysis of Peer Processes Targeted Within Universal School-Based Programs. <i>Journal of Primary Prevention</i> , 2019, 40, 213-230.	1.6	8
48	Predicting elementary teachers' efforts to manage social dynamics from classroom composition, teacher characteristics, and the early year peer ecology. <i>Social Psychology of Education</i> , 2019, 22, 795-817.	2.5	7
49	The role of teacher emotional support in children's cross-ethnic friendship preferences. <i>Journal of Applied Developmental Psychology</i> , 2019, 60, 35-46.	1.7	4
50	The Head Start REDI Project and school readiness. , 0, , 208-233.		2
51	Response to Gorman et al., "Comment on Rulison et al. (2015). Diffusion of Intervention Effects". <i>Journal of Adolescent Health</i> , 2016, 58, 693.	2.5	0
52	Impact of School-Based Prevention Programs on Friendship Networks and the Diffusion of Substance Use and Delinquency. <i>Frontiers in Sociology and Social Research</i> , 2018, , 453-475.	2.6	0