

Helen Patrick

List of Publications by Year in descending order

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Version: 2024-02-01

55
papers

5,423
citations

126858

33
h-index

182361

51
g-index

57
all docs

57
docs citations

57
times ranked

3217
citing authors

#	ARTICLE	IF	CITATIONS
1	The Classroom Social Environment and Changes in Adolescents'™ Motivation and Engagement During Middle School. <i>American Educational Research Journal</i> , 2001, 38, 437-460.	1.6	784
2	Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement.. <i>Journal of Educational Psychology</i> , 2007, 99, 83-98.	2.1	663
3	The classroom environment and students' reports of avoidance strategies in mathematics: A multimethod study.. <i>Journal of Educational Psychology</i> , 2002, 94, 88-106.	2.1	432
4	Sex differences in math performance: The role of children's approach to schoolwork.. <i>Developmental Psychology</i> , 2006, 42, 11-26.	1.2	243
5	Teachers' Communication of Goal Orientations in Four Fifth-Grade Classrooms. <i>Elementary School Journal</i> , 2001, 102, 35-58.	0.9	219
6	Positive classroom motivational environments: Convergence between mastery goal structure and classroom social climate.. <i>Journal of Educational Psychology</i> , 2011, 103, 367-382.	2.1	214
7	A Qualitative Exploration of Adolescents'™ Commitment to Athletics and the Arts. <i>Journal of Adolescent Research</i> , 2002, 17, 68-97.	1.3	160
8	Adolescents' Commitment to Developing Talent: The Role of Peers in Continuing Motivation for Sports and the Arts. <i>Journal of Youth and Adolescence</i> , 1999, 28, 741-763.	1.9	145
9	Differential Profiles of Students Identified by Their Teacher as Having Avoidant, Appropriate, or Dependent Help-Seeking Tendencies in the Classroom.. <i>Journal of Educational Psychology</i> , 2005, 97, 275-285.	2.1	145
10	How Teachers Establish Psychological Environments During the First Days of School: Associations With Avoidance in Mathematics. <i>Teachers College Record</i> , 2003, 105, 1521-1558.	0.4	138
11	Motivational Influences on Student Participation in Classroom Learning Activities. <i>Teachers College Record</i> , 2004, 106, 1759-1785.	0.4	129
12	Motivation for learning science in kindergarten: Is there a gender gap and does integrated inquiry and literacy instruction make a difference. <i>Journal of Research in Science Teaching</i> , 2009, 46, 166-191.	2.0	125
13	The differential impact of extrinsic and mastery goal orientations on males' and females' self-regulated learning. <i>Learning and Individual Differences</i> , 1999, 11, 153-171.	1.5	113
14	How Does Motivation Develop and Why Does It Change? Reframing Motivation Research. <i>Educational Psychologist</i> , 2008, 43, 119-131.	4.7	109
15	Teacher Discourse and Sixth Graders' Reported Affect and Achievement Behaviors in Two High-Mastery/High-Performance Mathematics Classrooms. <i>Elementary School Journal</i> , 2003, 103, 357-382.	0.9	108
16	Young children's motivational beliefs about learning science. <i>Early Childhood Research Quarterly</i> , 2008, 23, 378-394.	1.6	108
17	The Teachers' Sense of Efficacy Scale: Confirming the factor structure with beginning pre-service teachers. <i>Teaching and Teacher Education</i> , 2012, 28, 827-834.	1.6	108
18	Relations of Perceived Social Efficacy and Social Goal Pursuit to Self-Efficacy for Academic Work. <i>Journal of Early Adolescence</i> , 1997, 17, 109-128.	1.1	107

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19	RE-EXAMINING CLASSROOM MASTERY GOAL STRUCTURE. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2004, , 233-263.	0.3	106
20	Learning science through inquiry in kindergarten. <i>Science Education</i> , 2008, 92, 868-908.	1.8	105
21	Turning the Kaleidoscope: What We See When Self-Regulated Learning is Viewed With a Qualitative Lens. <i>Educational Psychologist</i> , 2002, 37, 27-39.	4.7	98
22	Achievement Goal Theory, Conceptualization of Ability/Intelligence, and Classroom Climate. , 2012, , 173-191.		82
23	Early Adolescents' Achievement Goals, Social Status, and Attitudes Towards Cooperation with Peers. <i>Social Psychology of Education</i> , 2004, 7, 127-159.	1.2	78
24	Patterns of Young Children's Motivation for Science and Teacher-Child Relationships. <i>Journal of Experimental Education</i> , 2008, 76, 121-144.	1.6	69
25	What Kindergarten Students Learn in Inquiry-Based Science Classrooms. <i>Cognition and Instruction</i> , 2011, 29, 416-470.	1.9	69
26	Measuring Teacher Practices That Support Student Motivation: Examining the Factor Structure of the Teacher as Social Context Questionnaire Using Multilevel Factor Analyses. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 743-756.	0.9	63
27	Social self-regulation: Exploring the relations between children' social relationships, academic self-regulation, and school performance. <i>Educational Psychologist</i> , 1997, 32, 209-220.	4.7	62
28	The Role of Educational Psychology in Teacher Education: Three Challenges for Educational Psychologists. <i>Educational Psychologist</i> , 2011, 46, 71-83.	4.7	57
29	Reading Picture Books and Learning Science: Engaging Young Children With Informational Text. <i>Theory Into Practice</i> , 2011, 50, 269-276.	0.9	56
30	Science Literacy in School and Home Contexts: Kindergarteners' Science Achievement and Motivation. <i>Cognition and Instruction</i> , 2013, 31, 62-119.	1.9	46
31	“We Learn How to Predict and be a Scientist”: Early Science Experiences and Kindergarten Children's Social Meanings About Science. <i>Cognition and Instruction</i> , 2009, 27, 312-369.	1.9	44
32	Early Adolescents' Motivation During Science Investigation. <i>Journal of Educational Research</i> , 2004, 97, 319-328.	0.8	41
33	What Do Students Think About When Evaluating Their Classroom's Mastery Goal Structure? An Examination of Young Adolescents' Explanations. <i>Journal of Experimental Education</i> , 2008, 77, 99-124.	1.6	41
34	Teaching for Understanding. <i>Springer International Handbooks of Education</i> , 1997, , 819-878.	0.1	38
35	“The Seesaw Is a Machine That Goes Up and Down”: Young Children's Narrative Responses to Science-Related Informational Text. <i>Early Education and Development</i> , 2010, 21, 412-444.	1.6	37
36	Connecting teacher and student motivation: Student-perceived teacher need-supportive practices and student need satisfaction. <i>Contemporary Educational Psychology</i> , 2021, 64, 101950.	1.6	37

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37	The Development and Validation of the Science Learning Assessment (SLA): A Measure of Kindergarten Science Learning. <i>Journal of Advanced Academics</i> , 2009, 20, 502-535.	0.5	33
38	The stability of kindergarten teachers' effectiveness: A generalizability study comparing the Framework For Teaching and the Classroom Assessment Scoring System. <i>Educational Assessment</i> , 2018, 23, 24-46.	0.6	31
39	Identifying Adaptive Classrooms: Dimensions of the Classroom Social Environment. , 2005, , 271-287.		27
40	Is Effective Teaching Stable?. <i>Journal of Experimental Education</i> , 2016, 84, 23-47.	1.6	25
41	Predicting Kindergarteners' Achievement and Motivation From Observational Measures of Teaching Effectiveness. <i>Journal of Experimental Education</i> , 2018, 86, 214-232.	1.6	22
42	Young Children's Motivation for Learning Science. , 2015, , 7-34.		21
43	Reconsidering the Issue of Cooperative Learning with Gifted Students. <i>Journal for the Education of the Gifted</i> , 2005, 29, 90-108.	0.5	17
44	"Math Gives Me a Tummy Ache!" Mathematics Anxiety in Kindergarten. <i>Journal of Experimental Education</i> , 2021, 89, 362-378.	1.6	16
45	Effective classrooms.. , 2012, , 443-469.		12
46	Creating Adaptive Motivational Environments in the Middle Grades. <i>Middle School Journal</i> , 2004, 35, 33-39.	0.4	7
47	The Quality of Mathematics Instruction in Kindergarten: Associations with Students' Achievement and Motivation. <i>Elementary School Journal</i> , 2019, 119, 651-676.	0.9	6
48	The Mathematical Quality of Instruction (MQI) in Kindergarten: An Evaluation of the Stability of the MQI Using Generalizability Theory. <i>Early Education and Development</i> , 2018, 29, 893-908.	1.6	5
49	"I Tell Them I Know How to Do My ABCs!" <i>Elementary School Journal</i> , 2011, 112, 383-405.	0.9	4
50	The Predictive Validity of Classroom Observations: Do Teachers' Framework for Teaching Scores Predict Kindergarteners' Achievement and Motivation?. <i>American Educational Research Journal</i> , 2020, 57, 2021-2058.	1.6	4
51	How Teachers Establish Psychological Environments during the First Days of School: Associations with Avoidance in Mathematics. <i>Teachers College Record</i> , 2003, 105, 1521-1558.	0.4	4
52	Motivational Influences on Student Participation in Classroom Learning Activities. <i>Teachers College Record</i> , 2004, 106, 1759-1785.	0.4	3
53	The effects of reducing teacher questions and increasing pauses on child talk during morning news. <i>Journal of Behavioral Education</i> , 1995, 5, 347-357.	0.9	1
54	Toward Inclusion Across Disciplines: Understanding Motivation of Exceptional Students. <i>International Review of Research in Mental Retardation</i> , 2004, 28, 191-224.	0.7	1

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55	The Reliability of Framework for Teaching Scores in Kindergarten. Journal of Psychoeducational Assessment, 2020, 38, 831-845.	0.9	1