

Meghan P McCormick

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11401630/publications.pdf>

Version: 2024-02-01

22
papers

543
citations

840776

11
h-index

677142

22
g-index

23
all docs

23
docs citations

23
times ranked

534
citing authors

#	ARTICLE	IF	CITATIONS
1	Teacher-child relationships and academic achievement: A multilevel propensity score model approach. <i>Journal of School Psychology</i> , 2013, 51, 611-624.	2.9	114
2	Teacher-child relationship quality and academic achievement in elementary school: Does gender matter?. <i>Journal of Educational Psychology</i> , 2015, 107, 502-516.	2.9	82
3	An examination of the efficacy of INSIGHTS in enhancing the academic and behavioral development of children in early grades.. <i>Journal of Educational Psychology</i> , 2014, 106, 1156-1169.	2.9	58
4	Social-Emotional Learning and Academic Achievement. <i>AERA Open</i> , 2015, 1, 233285841560395.	2.1	41
5	Context Matters for Social-Emotional Learning: Examining Variation in Program Impact by Dimensions of School Climate. <i>American Journal of Community Psychology</i> , 2015, 56, 101-119.	2.5	35
6	Enhancing the Academic Development of Shy Children: A Test of the Efficacy of INSIGHTS. <i>School Psychology Review</i> , 2014, 43, 239-259.	3.0	27
7	Parent Involvement, Emotional Support, and Behavior Problems. <i>Elementary School Journal</i> , 2013, 114, 277-300.	1.4	23
8	Getting a good start in school: Effects of INSIGHTS on children with high maintenance temperaments. <i>Early Childhood Research Quarterly</i> , 2015, 30, 128-139.	2.7	23
9	Promoting content-enriched alignment across the early grades: A study of policies & practices in the Boston Public Schools. <i>Early Childhood Research Quarterly</i> , 2020, 52, 57-73.	2.7	21
10	Can teacher-child relationships alter the effects of early socioeconomic status on achievement in middle childhood?. <i>Journal of School Psychology</i> , 2017, 64, 76-92.	2.9	16
11	Early mother-child attachment and behavior problems in middle childhood: the role of the subsequent caregiving environment. <i>Attachment and Human Development</i> , 2014, 16, 590-612.	2.1	15
12	Do Effects of Social-Emotional Learning Programs Vary by Level of Parent Participation? Evidence From the Randomized Trial of INSIGHTS. <i>Journal of Research on Educational Effectiveness</i> , 2016, 9, 364-394.	1.6	13
13	Mother-child attachment styles and math and reading skills in middle childhood: The mediating role of children's exploration and engagement. <i>Early Childhood Research Quarterly</i> , 2016, 36, 295-306.	2.7	13
14	Challenging Temperament, Teacher-Child Relationships, and Behavior Problems in Urban Low-Income Children: A Longitudinal Examination. <i>Early Education and Development</i> , 2014, 25, 1198-1218.	2.6	11
15	Classwide Efficacy of INSIGHTS. <i>Elementary School Journal</i> , 2015, 116, 217-241.	1.4	9
16	Long-Term Effects of Social-Emotional Learning on Receipt of Special Education and Grade Retention: Evidence From a Randomized Trial of INSIGHTS. <i>AERA Open</i> , 2019, 5, 233285841986729.	2.1	8
17	Trajectories of teacher-child relationships across kindergarten and first grade: The influence of gender and disruptive behavior. <i>Early Childhood Research Quarterly</i> , 2021, 55, 107-118.	2.7	8
18	Child Temperament and Home-Based Parent Involvement at Kindergarten Entry: Evidence From a Low-Income, Urban Sample. <i>Early Education and Development</i> , 2017, 28, 590-606.	2.6	6

#	ARTICLE	IF	CITATIONS
19	Content-rich instruction and cognitive demand in prek: using systematic observations to predict child gains. <i>Early Childhood Research Quarterly</i> , 2022, 60, 96-109.	2.7	6
20	Long-Term Effects of Social-Emotional Learning on Academic Skills: Evidence from a Randomized Trial of <i>INSIGHTS</i> . <i>Journal of Research on Educational Effectiveness</i> , 2021, 14, 1-27.	1.6	4
21	Can Center-Based Care Reduce Summer Slowdown Prior to Kindergarten? Exploring Variation by Family Income, Race/Ethnicity, and Dual Language Learner Status. <i>American Educational Research Journal</i> , 2021, 58, 420-455.	2.7	4
22	Different settings, different patterns of impacts: Effects of a Pre-K math intervention in a mixed-delivery system. <i>Early Childhood Research Quarterly</i> , 2022, 58, 136-154.	2.7	3