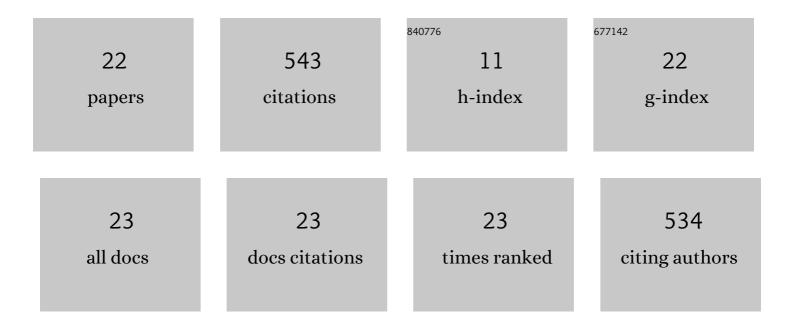
## Meghan P Mccormick

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/11401630/publications.pdf Version: 2024-02-01



#	Article	IF	CITATIONS
1	Different settings, different patterns of impacts: Effects of a Pre-K math intervention in a mixed-delivery system. Early Childhood Research Quarterly, 2022, 58, 136-154.	2.7	3
2	Content-rich instruction and cognitive demand in prek: using systematic observations to predict child gains. Early Childhood Research Quarterly, 2022, 60, 96-109.	2.7	6
3	Long-Term Effects of Social-Emotional Learning on Academic Skills: Evidence from a Randomized Trial of <i>INSIGHTS</i> . Journal of Research on Educational Effectiveness, 2021, 14, 1-27.	1.6	4
4	Can Center-Based Care Reduce Summer Slowdown Prior to Kindergarten? Exploring Variation by Family Income, Race/Ethnicity, and Dual Language Learner Status. American Educational Research Journal, 2021, 58, 420-455.	2.7	4
5	Trajectories of teacher–child relationships across kindergarten and first grade: The influence of gender and disruptive behavior. Early Childhood Research Quarterly, 2021, 55, 107-118.	2.7	8
6	Promoting content-enriched alignment across the early grades: A study of policies & practices in the Boston Public Schools. Early Childhood Research Quarterly, 2020, 52, 57-73.	2.7	21
7	Long-Term Effects of Social–Emotional Learning on Receipt of Special Education and Grade Retention: Evidence From a Randomized Trial of <i>INSIGHTS</i> . AERA Open, 2019, 5, 233285841986729.	2.1	8
8	Can teacher-child relationships alter the effects of early socioeconomic status on achievement in middle childhood?. Journal of School Psychology, 2017, 64, 76-92.	2.9	16
9	Child Temperament and Home-Based Parent Involvement at Kindergarten Entry: Evidence From a Low-Income, Urban Sample. Early Education and Development, 2017, 28, 590-606.	2.6	6
10	Do Effects of Social-Emotional Learning Programs Vary by Level of Parent Participation? Evidence From the Randomized Trial of INSIGHTS. Journal of Research on Educational Effectiveness, 2016, 9, 364-394.	1.6	13
11	Mother–child attachment styles and math and reading skills in middle childhood: The mediating role of children's exploration and engagement. Early Childhood Research Quarterly, 2016, 36, 295-306.	2.7	13
12	Social-Emotional Learning and Academic Achievement. AERA Open, 2015, 1, 233285841560395.	2.1	41
13	Classwide Efficacy of INSIGHTS. Elementary School Journal, 2015, 116, 217-241.	1.4	9
14	Teacher–child relationship quality and academic achievement in elementary school: Does gender matter?. Journal of Educational Psychology, 2015, 107, 502-516.	2.9	82
15	Context Matters for Socialâ€Emotional Learning: Examining Variation in Program Impact by Dimensions of School Climate. American Journal of Community Psychology, 2015, 56, 101-119.	2.5	35
16	Getting a good start in school: Effects of INSIGHTS on children with high maintenance temperaments. Early Childhood Research Quarterly, 2015, 30, 128-139.	2.7	23
17	Enhancing the Academic Development of Shy Children: A Test of the Efficacy of INSIGHTS. School Psychology Review, 2014, 43, 239-259.	3.0	27
18	An examination of the efficacy of INSIGHTS in enhancing the academic and behavioral development of children in early grades Journal of Educational Psychology, 2014, 106, 1156-1169.	2.9	58

#	Article	IF	CITATIONS
19	Challenging Temperament, Teacher–Child Relationships, and Behavior Problems in Urban Low-Income Children: A Longitudinal Examination. Early Education and Development, 2014, 25, 1198-1218.	2.6	11
20	Early mother–child attachment and behavior problems in middle childhood: the role of the subsequent caregiving environment. Attachment and Human Development, 2014, 16, 590-612.	2.1	15
21	Teacher–child relationships and academic achievement: A multilevel propensity score model approach. Journal of School Psychology, 2013, 51, 611-624.	2.9	114
22	Parent Involvement, Emotional Support, and Behavior Problems. Elementary School Journal, 2013, 114, 277-300.	1.4	23