

Melissa Stormont

List of Publications by Year in descending order

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46
papers

2,313
citations

279798

23
h-index

223800

46
g-index

47
all docs

47
docs citations

47
times ranked

1611
citing authors

#	ARTICLE	IF	CITATIONS
1	Effects of a Universal Classroom Management Intervention on Middle School Students With or At Risk of Behavior Problems. Remedial and Special Education, 2021, 42, 18-30.	2.3	3
2	A Daily Check-In/Check-Out Intervention for Students with Internalizing Concerns. Journal of Behavioral Education, 2021, 30, 178-201.	1.3	4
3	The Incredible Years Teacher Classroom Management Program: Effects for Students Receiving Special Education Services. Remedial and Special Education, 2021, 42, 7-17.	2.3	5
4	Reducing the Societal Prevalence and Burden of Youth Mental Health Problems: Lessons Learned and Next Steps. School Psychology Review, 2021, 50, 122-130.	3.0	1
5	Early Childhood Teachersâ€™ Ratings of Metacognitive Knowledge and Behavioral Support Strategy Use in Classrooms. Early Childhood Education Journal, 2020, 48, 181-188.	2.7	4
6	Enhancing the Outcomes of Tier 2 Interventions through Planful Adaptations. Journal of Applied School Psychology, 2020, 36, 227-234.	0.9	2
7	Changes in Disruptive Behavior Mediated by Social Competency: Testing the STARS Theory of Change in a Randomized Sample of Elementary Students. Journal of the Society for Social Work and Research, 2020, 11, 591-614.	1.3	2
8	Creating Culturally Responsive and Evidence-Based Lessons for Diverse Learners With Disabilities. Intervention in School and Clinic, 2018, 53, 138-145.	1.0	12
9	Supporting professional development needs for early childhood teachers: an exploratory analysis of teacher perceptions of stress and challenging behavior. International Journal on Disability and Human Development, 2017, 16, 99-104.	0.2	13
10	Self-Directed Learning to Improve Science Content Knowledge for Teachers. Intervention in School and Clinic, 2017, 52, 236-242.	1.0	2
11	The Overlooked Children: How Teachers Can Support Children with Internalizing Behaviors. Beyond Behavior, 2015, 24, 39-45.	0.5	16
12	The Brief Classroom Interaction Observationâ€™ Revised. Journal of Positive Behavior Interventions, 2015, 17, 159-169.	1.7	36
13	Coaching Teachersâ€™ Use of Social Behavior Interventions to Improve Childrenâ€™s Outcomes. Journal of Positive Behavior Interventions, 2015, 17, 69-82.	1.7	77
14	The Kindergarten Academic and Behavior Readiness Screener: The utility of single-item teacher ratings of kindergarten readiness.. School Psychology Quarterly, 2015, 30, 212-228.	2.0	31
15	Use of Coaching and Behavior Support Planning for Students With Disruptive Behavior Within a Universal Classroom Management Program. Journal of Emotional and Behavioral Disorders, 2014, 22, 74-82.	1.7	105
16	School practitioners' perspectives on planning, implementing, and evaluating evidence-based practices. Children and Youth Services Review, 2014, 47, 314-322.	1.9	15
17	Providing Performance Feedback for Teachers to Increase Treatment Fidelity. Intervention in School and Clinic, 2014, 49, 219-224.	1.0	67
18	Using Coaching to Support Teacher Implementation of Classroom-based Interventions. Journal of Behavioral Education, 2014, 23, 150-167.	1.3	135

#	ARTICLE	IF	CITATIONS
19	Children with co-occurring academic and behavior problems in first grade: Distal outcomes in twelfth grade. <i>Journal of School Psychology</i> , 2013, 51, 117-128.	2.9	134
20	Implementing Tier 2 Social Behavioral Interventions: Current Issues, Challenges, and Promising Approaches. <i>Journal of Applied School Psychology</i> , 2013, 29, 121-125.	0.9	60
21	Illustrating the Multiple Facets and Levels of Fidelity of Implementation to a Teacher Classroom Management Intervention. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2013, 40, 494-506.	2.1	39
22	Latent profile analysis of teacher perceptions of parent contact and comfort.. <i>School Psychology Quarterly</i> , 2013, 28, 195-209.	2.0	30
23	Differentiating Tier 2 Social Behavioral Interventions According to Function of Behavior. <i>Journal of Applied School Psychology</i> , 2013, 29, 148-166.	0.9	17
24	Classroom-Level Positive Behavior Supports in Schools Implementing SW-PBIS. <i>Journal of Positive Behavior Interventions</i> , 2013, 15, 39-50.	1.7	209
25	Factors Associated With South Korean Early Childhood Educators' Observed Behavior Support Strategies. <i>Journal of Positive Behavior Interventions</i> , 2012, 14, 78-86.	1.7	15
26	Introduction to the special issue: Building capacity to improve student outcomes through collaboration: Current issues and innovative approaches. <i>Psychology in the Schools</i> , 2012, 49, 399-401.	1.8	1
27	The incredible years teacher classroom management program: Using coaching to support generalization to real-world classroom settings. <i>Psychology in the Schools</i> , 2012, 49, 416-428.	1.8	54
28	Teachers' Characteristics and Ratings for Evidence-Based Behavioral Interventions. <i>Behavioral Disorders</i> , 2011, 37, 19-29.	1.2	26
29	Tier Two Interventions Implemented within the Context of a Tiered Prevention Framework. <i>Behavioral Disorders</i> , 2011, 36, 241-261.	1.2	78
30	Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers.. <i>School Psychology Quarterly</i> , 2011, 26, 1-13.	2.0	521
31	Teachers' Knowledge of Evidence-Based Interventions and Available School Resources for Children with Emotional and Behavioral Problems. <i>Journal of Behavioral Education</i> , 2011, 20, 138-147.	1.3	88
32	The Effectiveness of Two Universal Behavioral Supports for Children With Externalizing Behavior in Head Start Classrooms. <i>Journal of Positive Behavior Interventions</i> , 2011, 13, 133-143.	1.7	52
33	Contributing Factors to South Korean Early Childhood Educators' Strategies for Addressing Children's Challenging Behaviors. <i>Journal of Early Intervention</i> , 2009, 31, 227-249.	1.6	22
34	Preventing and ameliorating young children's chronic problem behaviors: An ecological classroom-based approach. <i>Psychology in the Schools</i> , 2009, 46, 3-17.	1.8	35
35	Program-Wide Positive Behavior Supports: Essential Features and Implications for Head Start. <i>NHS A Dialog: A Research-to-practice Journal for the Early Intervention Field</i> , 2009, 12, 75-87.	0.3	6
36	Positive Behavior Support Systems: Applying Key Features in Preschool Settings. <i>Teaching Exceptional Children</i> , 2005, 37, 42-49.	1.0	59

#	ARTICLE	IF	CITATIONS
37	Using Research-Based Practices to Support Students With Diverse Needs in General Education Settings. <i>Psychology in the Schools</i> , 2005, 42, 761-763.	1.8	4
38	Supporting Successful Transition to Kindergarten: General Challenges and Specific Implications for Students with Problem Behavior. <i>Psychology in the Schools</i> , 2005, 42, 765-778.	1.8	42
39	Preschool Teachers' Knowledge, Opinions, and Educational Experiences with Attention Deficit/Hyperactivity Disorder. <i>Teacher Education and Special Education</i> , 2005, 28, 52-61.	2.6	21
40	Behavior Support Strategies in Early Childhood Settings. <i>Journal of Positive Behavior Interventions</i> , 2005, 7, 131-139.	1.7	38
41	Externalizing behavior problems in young children: Contributing factors and early intervention. <i>Psychology in the Schools</i> , 2002, 39, 127-138.	1.8	63
42	Teachers' comfort and importance ratings for interventions for preschoolers with AD/HD. <i>Psychology in the Schools</i> , 2001, 38, 259-267.	1.8	9
43	Social outcomes of children with AD/HD: Contributing factors and implications for practice. <i>Psychology in the Schools</i> , 2001, 38, 521-531.	1.8	57
44	Emotional and Social Characteristics of Boys with AD/HD and Giftedness: A Comparative Case Study. <i>Journal for the Education of the Gifted</i> , 2001, 24, 207-247.	1.0	47
45	Early Child Risk Factors for Externalizing and Internalizing Behaviors: A 5-Year Follow-Forward Assessment. <i>Journal of Early Intervention</i> , 2000, 23, 180-190.	1.6	21
46	Family Factors Associated with Externalizing Disorders in Preschoolers. <i>Journal of Early Intervention</i> , 1998, 21, 232-251.	1.6	16