

Timothy W Curby

List of Publications by Year in descending order

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54
papers

2,220
citations

304368

22
h-index

233125

45
g-index

54
all docs

54
docs citations

54
times ranked

1842
citing authors

#	ARTICLE	IF	CITATIONS
1	Teacher-child interactions and children's achievement trajectories across kindergarten and first grade.. Journal of Educational Psychology, 2009, 101, 912-925.	2.1	218
2	The Relations of Observed Pre-K Classroom Quality Profiles to Children's Achievement and Social Competence. Early Education and Development, 2009, 20, 346-372.	1.6	191
3	Teachers' Emotional Support Consistency Predicts Children's Achievement Gains and Social Skills. Early Education and Development, 2013, 24, 292-309.	1.6	153
4	Kindergarten Classroom Quality, Behavioral Engagement, and Reading Achievement. School Psychology Review, 2009, 38, 102-120.	1.8	149
5	Disentangling Fine Motor Skills' Relations to Academic Achievement: The Relative Contributions of Visual-Spatial Integration and Visual-Motor Coordination. Journal of Genetic Psychology, 2013, 174, 514-533.	0.6	141
6	Efficacy of the Responsive Classroom Approach. American Educational Research Journal, 2014, 51, 567-603.	1.6	140
7	To what extent do teacher-student interaction quality and student gender contribute to fifth graders' engagement in mathematics learning?. Journal of Educational Psychology, 2015, 107, 170-185.	2.1	130
8	Relations Among Teachers' Emotion Socialization Beliefs and Practices and Preschoolers' Emotional Competence. Early Education and Development, 2013, 24, 979-999.	1.6	73
9	Stability and change in early childhood classroom interactions during the first two hours of a day. Early Childhood Research Quarterly, 2010, 25, 373-384.	1.6	68
10	Relations among motor, social, and cognitive skills in pre-kindergarten children with developmental disabilities. Research in Developmental Disabilities, 2016, 53-54, 43-60.	1.2	67
11	Associations Between Preschoolers' Social-Emotional Competence and Preliteracy Skills. Infant and Child Development, 2015, 24, 549-570.	0.9	65
12	The role of classroom quality in ameliorating the academic and social risks associated with difficult temperament.. School Psychology Quarterly, 2011, 26, 175-188.	2.4	60
13	Within-Day Variability in the Quality of Classroom Interactions during Third and Fifth Grade. Elementary School Journal, 2011, 112, 16-37.	0.9	57
14	Emotional Support Consistency and Teacher-Child Relationships Forecast Social Competence and Problem Behaviors in Prekindergarten and Kindergarten. Early Education and Development, 2014, 25, 661-680.	1.6	49
15	Transition Practices into Kindergarten and the Barriers Teachers Encounter. , 2018, , 249-264.		47
16	Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction?. Journal of School Psychology, 2013, 51, 557-569.	1.5	46
17	Difficulties in Emotion Regulation Predict Depressive Symptom Trajectory from Early to Middle Adolescence. Child Psychiatry and Human Development, 2019, 50, 618-630.	1.1	45
18	Child, family, and school characteristics related to English proficiency development among low-income, dual language learners.. Developmental Psychology, 2014, 50, 2600-2613.	1.2	36

#	ARTICLE	IF	CITATIONS
19	Behavioral exchanges between teachers and children over the course of a typical preschool day: Testing bidirectional associations. <i>Early Childhood Research Quarterly</i> , 2014, 29, 193-204.	1.6	33
20	“Practice What You Preach”: Teachers’ Perceptions of Emotional Competence and Emotionally Supportive Classroom Practices. <i>Early Education and Development</i> , 2015, 26, 899-919.	1.6	30
21	The Link Between Responsive Classroom Training and Student-Teacher Relationship Quality in the Fifth Grade: A Study of Fidelity of Implementation. <i>School Psychology Review</i> , 2014, 43, 69-85.	1.8	28
22	Temperament in the classroom. <i>International Journal of Behavioral Development</i> , 2017, 41, 4-14.	1.3	26
23	Questioning as a component of scaffolding in predicting emotion knowledge in preschoolers. <i>Early Child Development and Care</i> , 2013, 183, 265-279.	0.7	25
24	Emotional and organizational supports for preschoolers’ emotion regulation: Relations with school adjustment. <i>Emotion</i> , 2016, 16, 263-279.	1.5	25
25	Outcomes of the BEST in CLASS Intervention on Teachers’ Use of Effective Practices, Self-Efficacy, and Classroom Quality. <i>School Psychology Review</i> , 2019, 48, 31-45.	1.8	24
26	The role of social competence in predicting gifted enrollment. <i>Psychology in the Schools</i> , 2008, 45, 729-744.	1.1	22
27	Are All Program Elements Created Equal? Relations Between Specific Social and Emotional Learning Components and Teacher-Student Classroom Interaction Quality. <i>Prevention Science</i> , 2017, 18, 193-203.	1.5	22
28	Understanding Preschool Teachers’ Emotional Support as a Function of Center Climate. <i>SAGE Open</i> , 2014, 4, 215824401456072.	0.8	21
29	Teacher-child interaction quality, attitudes toward reading, and literacy achievement of Chinese preschool children: Mediation and moderation analysis. <i>Learning and Individual Differences</i> , 2018, 68, 1-11.	1.5	21
30	Early childhood directors as socializers of emotional climate. <i>Learning Environments Research</i> , 2016, 19, 267-290.	1.8	20
31	Assistant Teachers in Head Start Classrooms: Comparing to and Working With Lead Teachers. <i>Early Education and Development</i> , 2012, 23, 640-653.	1.6	17
32	The Role of Children’s Adaptability in Classrooms Characterized by Low or High Teacher Emotional Support Consistency. <i>School Psychology Review</i> , 2016, 45, 209-225.	1.8	15
33	Longitudinal associations of friend-based social support and PTSD symptomatology during a cannabis cessation attempt. <i>Journal of Anxiety Disorders</i> , 2016, 38, 62-67.	1.5	15
34	The early academic resilience of children from low-income, immigrant families. <i>Early Childhood Research Quarterly</i> , 2020, 51, 446-461.	1.6	15
35	Randomized pilot trial of a cognitive-behavioral alcohol, self-harm, and HIV prevention program for teens in mental health treatment. <i>Behaviour Research and Therapy</i> , 2017, 89, 49-56.	1.6	14
36	Concurrent Trajectories of Change in Adolescent and Maternal Depressive Symptoms in the TORDIA Study. <i>Journal of Youth and Adolescence</i> , 2014, 43, 612-628.	1.9	13

#	ARTICLE	IF	CITATIONS
37	Emotion-focused teaching practices and preschool children's social and learning behaviors.. Emotion, 2022, 22, 1869-1885.	1.5	10
38	Protective Buffering by Service Members During Military Deployments: Associations with Psychological Distress and Relationship Functioning. Family Process, 2020, 59, 525-536.	1.4	9
39	An introduction to the many-facet Rasch model as a method to improve observational quality measures with an application to measuring the teaching of emotion skills. Early Childhood Research Quarterly, 2021, 55, 149-164.	1.6	9
40	Sources of variance in end-of-course student evaluations. Assessment and Evaluation in Higher Education, 2020, 45, 44-53.	3.9	8
41	Examining the nature of teacher support during different iterations and modalities of lesson study implementation. Professional Development in Education, 2020, 46, 97-111.	1.7	7
42	Early Visual-Spatial Integration Skills Predict Elementary School Achievement Among Low-Income, Ethnically Diverse Children. Early Education and Development, 2020, 31, 304-322.	1.6	7
43	Effects of A Parenting-Focused Mindfulness Intervention on Adolescent Substance Use and Psychopathology: A Randomized Controlled Trial. Research on Child and Adolescent Psychopathology, 2021, 49, 861-875.	1.4	7
44	Using bivariate latent basis growth curve analysis to better understand treatment outcome in youth with anorexia nervosa. European Eating Disorders Review, 2018, 26, 483-488.	2.3	6
45	Chinese teachers' perceptions of early childhood school readiness. School Psychology International, 2018, 39, 454-469.	1.1	6
46	Multiple Approaches for Assessing Within-Day Stability in Teacher-Child Interactions. Early Education and Development, 2021, 32, 553-571.	1.6	6
47	Benefits of an Intervention Focused on Oddity and Seriation. Early Education and Development, 2012, 23, 900-918.	1.6	5
48	Is the Child Really What's Being Rated? Sources of Variance in Teacher Ratings of Socioemotional Skills. Journal of Psychoeducational Assessment, 2019, 37, 899-910.	0.9	5
49	Teachers' consistency of emotional support moderates the association between young children's regulation capacities and their preschool adjustment. Psychology in the Schools, 2022, 59, 1051-1074.	1.1	5
50	Teachers' perceptions of children's Kindergarten readiness in Slovakia. International Journal of School and Educational Psychology, 2021, 9, 148-157.	1.0	4
51	Transcranial Doppler sonography reveals sustained attention deficits in young adults diagnosed with ADHD. Experimental Brain Research, 2019, 237, 511-520.	0.7	3
52	Consistency in Children's Classroom Experiences and Implications for Early Childhood Development. , 2018, , 59-83.		2
53	How Should Fifth-Grade Mathematics Teachers Start the School Year? Relations between Teacher-Student Interactions and Mathematics Instruction over One Year. Teachers College Record, 2018, 120, 1-36.	0.4	0
54	Teacher Perceptions as an Entry Point for Talent Spotting and Development. Journal for the Education of the Gifted, 0, , 016235322211053.	0.5	0