Timothy W Curby

List of Publications by Year
in descending order

54	2,220	304368	233125
papers	**citations**	22	45
		h-index	**g-index**

54	54	54	1842
all docs	**docs citations**	**times ranked**	**citing authors**

#	Article	IF	Citations
1	Emotion-focused teaching practices and preschool children's social and learning behaviors.. Emotion, 2022, 22, 1869-1885.	1.5	10
2	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
3	Multiple Approaches for Assessing Within-Day Stability in Teacher-Child Interactions. Early Education and Development, 2021, 32, 553-571.	1.6	6
4	Teachers' perceptions of children's Kindergarten readiness in Slovakia. International Journal of School and Educational Psychology, 2021, 9, 148-157.	1.0	4
5	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
6	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
7	Protective Buffering by Service Members During Military Deployments: Associations with Psychological Distress and Relationship Functioning. Family Process, 2020, 59, 525-536.	1.4	9
8	Sources of variance in end-of-course student evaluations. Assessment and Evaluation in Higher Education, 2020, 45, 44-53.	3.9	8
9	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
10	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
11	The early academic resilience of children from low-income, immigrant families. Early Childhood Research Quarterly, 2020, 51, 446-461.	1.6	15
12	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
13	Outcomes of the BEST in CLASS Intervention on Teachers' Use of Effective Practices, Self-Efficacy, and Classroom Quality. School Psychology Review, 2019, 48, 31-45.	1.8	24
14	Transcranial Doppler sonography reveals sustained attention deficits in young adults diagnosed with ADHD. Experimental Brain Research, 2019, 237, 511-520.	0.7	3
15	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
16	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
17	Teacher–child interaction quality, attitudes toward reading, and literacy achievement of Chinese preschool children: Mediation and moderation analysis. Learning and Individual Differences, 2018, 68, 1-11.	1.5	21
18	Chinese teachers' perceptions of early childhood school readiness. School Psychology International, 2018, 39, 454-469.	1.1	6

#	Article	IF	Citations
19	Transition Practices into Kindergarten and the Barriers Teachers Encounter. , 2018, , 249-264.		47
20	Consistency in Children's Classroom Experiences and Implications for Early Childhood Development. , 2018, , 59-83.		2
21	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
22	Temperament in the classroom. International Journal of Behavioral Development, 2017, 41, 4-14.	1.3	26
23	Are All Program Elements Created Equal? Relations Between Specific Social and Emotional Learning Components and Teacher–Student Classroom Interaction Quality. Prevention Science, 2017, 18, 193-203.	1.5	22
24	Randomized pilot trial of a cognitive-behavioral alcohol, self-harm, and HIV prevention program for teens in mental health treatment. Behaviour Research and Therapy, 2017, 89, 49-56.	1.6	14
25	The Role of Children's Adaptability in Classrooms Characterized by Low or High Teacher Emotional Support Consistency. School Psychology Review, 2016, 45, 209-225.	1.8	15
26	Longitudinal associations of friend-based social support and PTSD symptomatology during a cannabis cessation attempt. Journal of Anxiety Disorders, 2016, 38, 62-67.	1.5	15
27	Early childhood directors as socializers of emotional climate. Learning Environments Research, 2016, 19, 267-290.	1.8	20
28	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
29	Emotional and organizational supports for preschoolers' emotion regulation: Relations with school adjustment.. Emotion, 2016, 16, 263-279.	1.5	25
30	Associations Between Preschoolers' Social-Emotional Competence and Preliteracy Skills. Infant and Child Development, 2015, 24, 549-570.	0.9	65
31	"Practice What You Preach" Teachers' Perceptions of Emotional Competence and Emotionally Supportive Classroom Practices. Early Education and Development, 2015, 26, 899-919.	1.6	30
32	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
33	The Link Between Responsive Classroom Training and Student–Teacher Relationship Quality in the Fifth Grade: A Study of Fidelity of Implementation. School Psychology Review, 2014, 43, 69-85.	1.8	28
34	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
35	Efficacy of the *Responsive Classroom* Approach. American Educational Research Journal, 2014, 51, 567-603.	1.6	140
36	Concurrent Trajectories of Change in Adolescent and Maternal Depressive Symptoms in the TORDIA Study. Journal of Youth and Adolescence, 2014, 43, 612-628.	1.9	13

#	ARTICLE	IF	CITATIONS
37	Behavioral exchanges between teachers and children over the course of a typical preschool day: Testing bidirectional associations. Early Childhood Research Quarterly, 2014, 29, 193-204.	1.6	33
38	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
39	Understanding Preschool Teachersâ€™ Emotional Support as a Function of Center Climate. SAGE Open, 2014, 4, 215824401456072.	0.8	21
40	Questioning as a component of scaffolding in predicting emotion knowledge in preschoolers. Early Child Development and Care, 2013, 183, 265-279.	0.7	25
41	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
42	Teachers' Emotional Support Consistency Predicts Children's Achievement Gains and Social Skills. Early Education and Development, 2013, 24, 292-309.	1.6	153
43	Relations Among Teachersâ€™ Emotion Socialization Beliefs and Practices and Preschoolersâ€™ Emotional Competence. Early Education and Development, 2013, 24, 979-999.	1.6	73
44	Disentangling Fine Motor Skillsâ€™ 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
45	Benefits of an Intervention Focused on Oddity and Seriation. Early Education and Development, 2012, 23, 900-918.	1.6	5
46	Assistant Teachers in Head Start Classrooms: Comparing to and Working With Lead Teachers. Early Education and Development, 2012, 23, 640-653.	1.6	17
47	Within-Day Variability in the Quality of Classroom Interactions during Third and Fifth Grade. Elementary School Journal, 2011, 112, 16-37.	0.9	57
48	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
49	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
50	Kindergarten Classroom Quality, Behavioral Engagement, and Reading Achievement. School Psychology Review, 2009, 38, 102-120.	1.8	149
51	Teacherâ€"child interactions and childrenâ€™s achievement trajectories across kindergarten and first grade.. Journal of Educational Psychology, 2009, 101, 912-925.	2.1	218
52	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
53	The role of social competence in predicting gifted enrollment. Psychology in the Schools, 2008, 45, 729-744.	1.1	22
54	Teacher Perceptions as an Entry Point for Talent Spotting and Development. Journal for the Education of the Gifted, 0, , 016235322211053.	0.5	0