

# Elise T Pas

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/219/publications.pdf>

Version: 2024-02-01

58  
papers

2,202  
citations

236612

25  
h-index

253896

43  
g-index

58  
all docs

58  
docs citations

58  
times ranked

1667  
citing authors

#	ARTICLE	IF	CITATIONS
1	Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. <i>Journal of School Psychology</i> , 2019, 77, 36-51.	1.5	200
2	Teacher- and school-level predictors of teacher efficacy and burnout: Identifying potential areas for support. <i>Journal of School Psychology</i> , 2012, 50, 129-145.	1.5	194
3	A Multilevel Perspective on the Climate of Bullying: Discrepancies Among Students, School Staff, and Parents. <i>Journal of School Violence</i> , 2011, 10, 115-132.	1.1	146
4	Promoting Cultural Responsivity and Student Engagement Through Double Check Coaching of Classroom Teachers: An Efficacy Study. <i>School Psychology Review</i> , 2018, 47, 118-134.	1.8	106
5	How Do School-Based Prevention Programs Impact Teachers? Findings from a Randomized Trial of an Integrated Classroom Management and Social-Emotional Program. <i>Prevention Science</i> , 2016, 17, 325-337.	1.5	86
6	Individual and School Organizational Factors that Influence Implementation of the PAX Good Behavior Game Intervention. <i>Prevention Science</i> , 2015, 16, 1064-1074.	1.5	85
7	Examining Contextual Influences on Classroom-Based Implementation of Positive Behavior Support Strategies: Findings from a Randomized Controlled Effectiveness Trial. <i>Prevention Science</i> , 2015, 16, 1096-1106.	1.5	81
8	A multilevel exploration of the influence of teacher efficacy and burnout on response to student problem behavior and school-based service use.. <i>School Psychology Quarterly</i> , 2010, 25, 13-27.	2.4	80
9	Profiles of classroom behavior in high schools: Associations with teacher behavior management strategies and classroom composition. <i>Journal of School Psychology</i> , 2015, 53, 137-148.	1.5	79
10	Examining the Association Between Implementation and Outcomes. <i>Journal of Behavioral Health Services and Research</i> , 2012, 39, 417-433.	0.6	69
11	Ten-Year Trends in Bullying and Related Attitudes Among 4th- to 12th-Graders. <i>Pediatrics</i> , 2017, 139, e20162615.	1.0	65
12	Examining the validity of office discipline referrals as an indicator of student behavior problems. <i>Psychology in the Schools</i> , 2011, 48, 541-555.	1.1	61
13	Examining How Proactive Management and Culturally Responsive Teaching Relate to Student Behavior: Implications for Measurement and Practice. <i>School Psychology Review</i> , 2018, 47, 153-166.	1.8	61
14	A Statewide Scale Up of Positive Behavioral Interventions and Supports: A Description of the Development of Systems of Support and Analysis of Adoption and Implementation. <i>School Psychology Review</i> , 2011, 40, 530-548.	1.8	55
15	AN EXAMINATION OF THE ASSOCIATION BETWEEN OBSERVED AND SELF-REPORTED CULTURALLY PROFICIENT TEACHING PRACTICES. <i>Psychology in the Schools</i> , 2015, 52, 533-548.	1.1	49
16	Reducing Behavior Problems Among Students with Autism Spectrum Disorder: Coaching Teachers in a Mixed-Reality Setting. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 3640-3652.	1.7	49
17	Integrating school-wide Positive Behavioral Interventions and Supports with tier 2 coaching to student support teams: The PBIS<i>plus</i> model. <i>Advances in School Mental Health Promotion</i> , 2012, 5, 177-193.	0.9	48
18	Multilevel Examination of Burnout Among High School Staff: Importance of Staff and School Factors. <i>School Psychology Review</i> , 2017, 46, 165-176.	1.8	47

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19	What Affects Teacher Ratings of Student Behaviors? The Potential Influence of Teachers'™ Perceptions of the School Environment and Experiences. <i>Prevention Science</i> , 2014, 15, 940-950.	1.5	45
20	A State-Wide Partnership to Promote Safe and Supportive Schools: The PBIS Maryland Initiative. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2012, 39, 225-237.	1.2	43
21	A state-wide quasi-experimental effectiveness study of the scale-up of school-wide Positive Behavioral Interventions and Supports. <i>Journal of School Psychology</i> , 2019, 73, 41-55.	1.5	42
22	Implementation and Acceptability of an Adapted Classroom Check-Up Coaching Model to Promote Culturally Responsive Classroom Management. <i>Education and Treatment of Children</i> , 2016, 39, 467-491.	0.6	37
23	Exploring the Link Between Alcohol and Marijuana Use and Teen Dating Violence Victimization Among High School Students. <i>Health Education and Behavior</i> , 2016, 43, 528-536.	1.3	37
24	Understanding and Measuring Coach-Teacher Alliance: A Glimpse Inside the "Black Box". <i>Prevention Science</i> , 2016, 17, 439-449.	1.5	31
25	Maryland's Evolving System of Social, Emotional, and Behavioral Interventions in Public Schools: The Maryland Safe and Supportive Schools Project. <i>Adolescent Psychiatry (Hilversum, Netherlands)</i> , 2014, 4, 194-206.	0.1	31
26	Understanding the Association Between School Climate and Future Orientation. <i>Journal of Youth and Adolescence</i> , 2016, 45, 1575-1586.	1.9	29
27	A Focus on Implementation of Positive Behavioral Interventions and Supports (PBIS) in High Schools: Associations With Bullying and Other Indicators of School Disorder. <i>School Psychology Review</i> , 2015, 44, 480-498.	1.8	28
28	Identifying Patterns of Coaching to Support the Implementation of the Good Behavior Game: The Role of Teacher Characteristics. <i>School Mental Health</i> , 2015, 7, 61-73.	1.1	26
29	Coaching Classroom-Based Preventive Interventions. <i>Issues in Clinical Child Psychology</i> , 2014, , 255-267.	0.2	25
30	Coaching Teachers to Detect, Prevent, and Respond to Bullying Using Mixed Reality Simulation: an Efficacy Study in Middle Schools. <i>International Journal of Bullying Prevention</i> , 2019, 1, 58-69.	1.3	23
31	Promoting Teachers'™ Implementation of Classroom-Based Prevention Programming Through Coaching: The Mediating Role of the Coach-Teacher Relationship. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2018, 45, 404-416.	1.2	22
32	Secondary and Tertiary Support Systems in Schools Implementing School-Wide Positive Behavioral Interventions and Supports. <i>Journal of Positive Behavior Interventions</i> , 2012, 14, 142-152.	1.2	20
33	Tracking Time and Resources Associated with Systems Change and the Adoption of Evidence-Based Programs: The "Hidden Costs" of School-Based Coaching. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2020, 47, 720-734.	1.2	20
34	Informant Discrepancies in Internalizing and Externalizing Symptoms in an At-Risk Sample: The Role of Parenting and School Engagement. <i>Journal of Youth and Adolescence</i> , 2020, 49, 311-322.	1.9	18
35	Factors Influencing Staff Perceptions of Administrator Support for Tier 2 and 3 Interventions. <i>Journal of Emotional and Behavioral Disorders</i> , 2013, 21, 116-126.	1.1	15
36	Examining the Relative Utility of PBIS Implementation Fidelity Scores in Relation to Student Outcomes. <i>Remedial and Special Education</i> , 2019, 40, 6-15.	1.7	15

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37	Coaching Teachers in Bullying Detection and Intervention. , 2018, , 53-72.		11
38	Peer Victimization and Social-Emotional Functioning. Remedial and Special Education, 2015, 36, 275-285.	1.7	10
39	High School Teachersâ€™ Openness to Adopting New Practices: The Role of Personal Resources and Organizational Climate. School Mental Health, 2017, 9, 16-27.	1.1	10
40	A multilevel analysis of racial discipline disproportionality: A focus on student perceptions of academic engagement and disciplinary environment. Journal of School Psychology, 2019, 77, 152-167.	1.5	10
41	How do collective student behavior and other classroom contextual factors relate to teachersâ€™ implementation of an evidence-based intervention? A multilevel structural equation model. Development and Psychopathology, 2019, 31, 1827-1835.	1.4	9
42	A Multidimensional and Multilevel Examination of Student Engagement and Secondary School Teachersâ€™ Use of Classroom Management Practices. Journal of Positive Behavior Interventions, 2021, 23, 149-162.	1.2	9
43	Scaling Up Positive Behavioral Interventions and Supports: Costs and Their Distribution Across State, Districts, and Schools. School Psychology Review, 2020, 49, 399-414.	1.8	9
44	A Randomized Controlled Trial of MTSS-B in High Schools: Improving Classroom Management to Prevent EBDs. Remedial and Special Education, 2021, 42, 44-59.	1.7	8
45	Exploring profiles of coaches' fidelity to Double Check's Motivational Interviewing-embedded coaching: Outcomes associated with fidelity. Journal of School Psychology, 2022, 92, 285-298.	1.5	7
46	A Cost Analysis of Traditional Professional Development and Coaching Structures in Schools. Prevention Science, 2020, 21, 604-614.	1.5	6
47	Using Complier Average Causal Effect Estimation to Examine Student Outcomes of the PAX Good Behavior Game When Integrated with the PATHS Curriculum. Administration and Policy in Mental Health and Mental Health Services Research, 2020, 47, 972-986.	1.2	6
48	The New Frontier: Leveraging Innovative Technologies to Prevent Bullying. , 0, , 724-735.		5
49	Identifying Factors Associated with Patterns of Student Attendance and Participation in a Group Tier 2 Preventive Intervention: Implications for Adaptation. Journal of Applied School Psychology, 2020, 36, 198-226.	0.4	5
50	Leveraging Motivational Interviewing to Coach Teachers in the Implementation of Preventive Evidence-Based Practices: A Sequential Analysis of the Motivational Interviewing Process. Prevention Science, 2021, 22, 786-798.	1.5	5
51	Introduction to the Special Issue on Optimizing the Implementation and Effectiveness of Preventive Interventions Through Motivational Interviewing. Prevention Science, 2021, 22, 683-688.	1.5	5
52	A Cost Analysis of the Innovationâ€™ Decision Process of an Evidence-Based Practice in Schools. School Mental Health, 2020, 12, 638-649.	1.1	4
53	Is it more effective or efficient to coach teachers in pairs or individually? A comparison of teacher and student outcomes and coaching costs. Journal of School Psychology, 2022, 92, 346-359.	1.5	4
54	Scaling Up Behavioral Health Promotion Efforts in Maryland: The Economic Benefit of Positive Behavioral Interventions and Supports. School Psychology Review, 2021, 50, 99-109.	1.8	3

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55	Interactional quality in middle schools: Latent profiles and their associations with teacher, classroom, and school compositional factors. <i>Journal of School Psychology</i> , 2022, 93, 79-97.	1.5	3
56	Can Policy Promote Adoption or Outcomes of Evidence-based Prevention Programming?: a Case Illustration of Positive Behavioral Interventions and Supports. <i>Prevention Science</i> , 2021, 22, 986-1000.	1.5	2
57	Sitting on the Sidelines: Disparities in Social, Recreational, and Community Participation Among Adolescents with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2022, 52, 3399-3412.	1.7	2
58	Ten-Year Trends in Bullying and Related Attitudes Among 4th- to 12th-Graders. , 2018, , 7-14.		1