

Elise T Pas

List of Publications by Year in descending order

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

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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	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
2	Exploring profiles of coaches' fidelity to Double Check's Motivational Interviewing-embedded coaching: Outcomes associated with fidelity. <i>Journal of School Psychology</i> , 2022, 92, 285-298.	1.5	7
3	Is it more effective or efficient to coach teachers in pairs or individually? A comparison of teacher and student outcomes and coaching costs. <i>Journal of School Psychology</i> , 2022, 92, 346-359.	1.5	4
4	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
5	A Multidimensional and Multilevel Examination of Student Engagement and Secondary School Teachers'™ Use of Classroom Management Practices. <i>Journal of Positive Behavior Interventions</i> , 2021, 23, 149-162.	1.2	9
6	Scaling Up Behavioral Health Promotion Efforts in Maryland: The Economic Benefit of Positive Behavioral Interventions and Supports. <i>School Psychology Review</i> , 2021, 50, 99-109.	1.8	3
7	A Randomized Controlled Trial of MTSS-B in High Schools: Improving Classroom Management to Prevent EBDs. <i>Remedial and Special Education</i> , 2021, 42, 44-59.	1.7	8
8	Leveraging Motivational Interviewing to Coach Teachers in the Implementation of Preventive Evidence-Based Practices: A Sequential Analysis of the Motivational Interviewing Process. <i>Prevention Science</i> , 2021, 22, 786-798.	1.5	5
9	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
10	Introduction to the Special Issue on Optimizing the Implementation and Effectiveness of Preventive Interventions Through Motivational Interviewing. <i>Prevention Science</i> , 2021, 22, 683-688.	1.5	5
11	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
12	A Cost Analysis of the Innovation'™ Decision Process of an Evidence-Based Practice in Schools. <i>School Mental Health</i> , 2020, 12, 638-649.	1.1	4
13	A Cost Analysis of Traditional Professional Development and Coaching Structures in Schools. <i>Prevention Science</i> , 2020, 21, 604-614.	1.5	6
14	Identifying Factors Associated with Patterns of Student Attendance and Participation in a Group Tier 2 Preventive Intervention: Implications for Adaptation. <i>Journal of Applied School Psychology</i> , 2020, 36, 198-226.	0.4	5
15	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
16	Using Complier Average Causal Effect Estimation to Examine Student Outcomes of the PAX Good Behavior Game When Integrated with the PATHS Curriculum. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2020, 47, 972-986.	1.2	6
17	Scaling Up Positive Behavioral Interventions and Supports: Costs and Their Distribution Across State, Districts, and Schools. <i>School Psychology Review</i> , 2020, 49, 399-414.	1.8	9
18	How do collective student behavior and other classroom contextual factors relate to teachers'™ implementation of an evidence-based intervention? A multilevel structural equation model. <i>Development and Psychopathology</i> , 2019, 31, 1827-1835.	1.4	9

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19	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
20	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
21	A multilevel analysis of racial discipline disproportionality: A focus on student perceptions of academic engagement and disciplinary environment. <i>Journal of School Psychology</i> , 2019, 77, 152-167.	1.5	10
22	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
23	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
24	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
25	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
26	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
27	Coaching Teachers in Bullying Detection and Intervention. , 2018, , 53-72.		11
28	Ten-Year Trends in Bullying and Related Attitudes Among 4th- to 12th-Graders. , 2018, , 7-14.		1
29	Ten-Year Trends in Bullying and Related Attitudes Among 4th- to 12th-Graders. <i>Pediatrics</i> , 2017, 139, e20162615.	1.0	65
30	High School Teachers' Openness to Adopting New Practices: The Role of Personal Resources and Organizational Climate. <i>School Mental Health</i> , 2017, 9, 16-27.	1.1	10
31	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
32	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
33	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
34	Understanding and Measuring Coach-Teacher Alliance: A Glimpse Inside the "Black Box". <i>Prevention Science</i> , 2016, 17, 439-449.	1.5	31
35	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
36	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

#	ARTICLE	IF	CITATIONS
37	Understanding the Association Between School Climate and Future Orientation. <i>Journal of Youth and Adolescence</i> , 2016, 45, 1575-1586.	1.9	29
38	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
39	Peer Victimization and Social-Emotional Functioning. <i>Remedial and Special Education</i> , 2015, 36, 275-285.	1.7	10
40	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
41	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
42	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
43	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
44	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
45	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
46	Coaching Classroom-Based Preventive Interventions. <i>Issues in Clinical Child Psychology</i> , 2014, , 255-267.	0.2	25
47	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
48	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
49	Integrating school-wide Positive Behavioral Interventions and Supports with tier 2 coaching to student support teams: The PBIS+ model. <i>Advances in School Mental Health Promotion</i> , 2012, 5, 177-193.	0.9	48
50	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
51	Examining the Association Between Implementation and Outcomes. <i>Journal of Behavioral Health Services and Research</i> , 2012, 39, 417-433.	0.6	69
52	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
53	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
54	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

#	ARTICLE	IF	CITATIONS
55	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
56	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
57	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
58	The New Frontier: Leveraging Innovative Technologies to Prevent Bullying. , 0, , 724-735.		5