Jennifer L Frank

List of Publications by Year
in descending order

37 papers	2,649 citations	279701 23 h-index	330025 37 g-index
39 all docs	39 docs citations	39 times ranked	2197 citing authors

#	Article	IF	Citations
1	Shifting to Embodiment: a Longitudinal Qualitative Investigation into the Experiences of High School Teachers Teaching Mindfulness. Mindfulness, 2022, 13, 509-525.	1.6	3
2	Stress and Well-Being: A Systematic Case Study of Adolescents' Experiences in a Mindfulness-Based Program. Journal of Child and Family Studies, 2021, 30, 431-446.	0.7	9
3	The Effectiveness of a Teacher-Delivered Mindfulness-Based Curriculum on Adolescent Social-Emotional and Executive Functioning. Mindfulness, 2021, 12, 1234-1251.	1.6	20
4	School-Based Practices for the 21st Century: Noncognitive Factors in Student Learning and Psychosocial Outcomes. Policy Insights From the Behavioral and Brain Sciences, 2020, 7, 44-51.	1.4	3
5	Long-term impacts of the CARE program on teachers' self-reported social and emotional competence and well-being. Journal of School Psychology, 2019, 76, 186-202.	1.5	71
6	Establishing Empirical Benchmarks for Disciplinary Infractions in Alternative School Settings: Findings From a National Sample. Preventing School Failure, 2019, 63, 242-253.	0.4	3
7	Public Health Benefits 16 Years After a Statewide Policy Change: Communities That Care in Pennsylvania. Prevention Science, 2019, 20, 947-958.	1.5	19
8	Cumulative years of classroom quality from kindergarten to third grade: Prediction to children's third grade literacy skills. Early Childhood Research Quarterly, 2019, 47, 531-540.	1.6	27
9	Exploring Relationships Between CARE Program Fidelity, Quality, Participant Responsiveness, and Uptake of Mindful Practices. Mindfulness, 2019, 10, 841-853.	1.6	9
10	Evaluating the Quality of Mindfulness Instruction Delivered in School Settings: Development and Validation of a Teacher Quality Observational Rating Scale. Mindfulness, 2019, 10, 36-45.	1.6	11
11	Parenting and Cortisol in Infancy Interactively Predict Conduct Problems and Callous–Unemotional Behaviors in Childhood. Child Development, 2019, 90, 279-297.	1.7	29
12	Maternal depressive symptoms, mother-child interactions, and children's executive function.. Developmental Psychology, 2018, 54, 71-82.	1.2	54
13	Impacts of the CARE for Teachers program on teachers' social and emotional competence and classroom interactions.. Journal of Educational Psychology, 2017, 109, 1010-1028.	2.1	309
14	Child Conduct Problems Across Home and School Contexts: a Person-Centered Approach. Journal of Psychopathology and Behavioral Assessment, 2017, 39, 46-57.	0.7	22
15	Effectiveness of a School-Based Yoga Program on Adolescent Mental Health and School Performance: Findings from a Randomized Controlled Trial. Mindfulness, 2017, 8, 544-553.	1.6	42
16	Improving Teacher Awareness and Well-Being Through CARE: a Qualitative Analysis of the Underlying Mechanisms. Mindfulness, 2016, 7, 130-142.	1.6	83
17	Validation of the Mindfulness in Teaching Scale. Mindfulness, 2016, 7, 155-163.	1.6	87
18	Early Parenting and the Development of Externalizing Behavior Problems: Longitudinal Mediation Through Children's Executive Function. Child Development, 2015, 86, 1588-1603.	1.7	143

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19	The Effectiveness of Mindfulness-Based Stress Reduction on Educator Stress and Well-Being: Results from a Pilot Study. Mindfulness, 2015, 6, 208-216.	1.6	126
20	Effectiveness of a School-Based Yoga Program on Adolescent Mental Health, Stress Coping Strategies, and Attitudes Toward Violence: Findings From a High-Risk Sample. Journal of Applied School Psychology, 2014, 30, 29-49.	0.4	52
21	Learning to BREATHE: An intervention to foster mindfulness in adolescence. New Directions for Youth Development, 2014, 2014, 31-44.	0.6	43
22	Critical Features Predicting Sustained Implementation of School-Wide Positive Behavioral Interventions and Supports. Journal of Positive Behavior Interventions, 2014, 16, 168-178.	1.2	56
23	Effectiveness, Acceptability, and Feasibility of the Soles of the Feet Mindfulness-Based Intervention with Elementary School Students. Mindfulness, 2014, 5, 589-597.	1.6	57
24	Utility of Number and Type of Office Discipline Referrals in Predicting Chronic Problem Behavior in Middle Schools. School Psychology Review, 2014, 43, 472-489.	1.8	12
25	Opening the â€œBlack Boxâ€‹ Family Check-Up intervention effects on self-regulation that prevents growth in problem behavior and substance use. Journal of School Psychology, 2013, 51, 455-468.	1.5	68
26	Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): Results of a randomized controlled trial.. School Psychology Quarterly, 2013, 28, 374-390.	2.4	360
27	Mindfulness-Based Interventions in School Settings: An Introduction to the Special Issue. Research in Human Development, 2013, 10, 205-210.	0.8	38
28	The Effectiveness of the Learning to BREATHE Program on Adolescent Emotion Regulation. Research in Human Development, 2013, 10, 252-272.	0.8	196
29	Implementing Schoolwide Positive Behavior Support in High School Settings: Analysis of Eight High Schools. The High School Journal, 2013, 96, 267-282.	0.3	34
30	Integrating Mindfulness Training into K-12 Education: Fostering the Resilience of Teachers and Students. Mindfulness, 2012, 3, 291-307.	1.6	457
31	School Disciplinary Responses to Truancy: Current Practice and Future Directions. Journal of School Violence, 2012, 11, 118-137.	1.1	33
32	Discipline Referrals and Access to Secondary Level Support in Elementary and Middle Schools: Patterns Across African-American, Hispanic-American, and White Students. Education and Treatment of Children, 2012, 35, 431-458.	0.6	20
33	Effects of Team-Initiated Problem Solving on Decision Making by Schoolwide Behavior Support Teams. Journal of Applied School Psychology, 2011, 27, 42-59.	0.4	35
34	Establishing Research-Based Trajectories of Office Discipline Referrals for Individual Students. School Psychology Review, 2010, 39, 380-394.	1.8	60
35	School-Based Consultants as Change Facilitators: Adaptation of the Concerns-Based Adoption Model (CBAM) to Support the Implementation of Research-Based Practices. Journal of Educational and Psychological Consultation, 2009, 19, 300-320.	1.0	23
36	Intervention Validity of Social Behavior Rating Scales. Assessment for Effective Intervention, 2008, 34, 15-24.	0.6	28

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37	Large-Scale Assessment, Rationality, and Scientific Management. Journal of Applied School Psychology, 2007, 23, 7-25.	0.4	5