

Jan N Hughes

List of Publications by Year in descending order

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Version: 2024-02-01

124
papers

7,149
citations

71102

41
h-index

62596

80
g-index

125
all docs

125
docs citations

125
times ranked

3739
citing authors

#	ARTICLE	IF	CITATIONS
1	Motivation for Educational Attainment in Grade 9 Predicts High School Completion. <i>Educational Measurement: Issues and Practice</i> , 2019, 38, 27-40.	1.4	3
2	Academic Resilience Despite Early Academic Adversity: A Three-Wave Longitudinal Study on Regulation-Related Resiliency, Interpersonal Relationships, and Achievement in First to Third Grade. <i>Early Education and Development</i> , 2018, 29, 762-779.	2.6	21
3	Mentor Support Provisions Scale: Measure dimensionality, measurement invariance, and associations with adolescent school functioning. <i>Journal of School Psychology</i> , 2018, 67, 69-87.	2.9	5
4	Using Schwartz Center Rounds to promote compassionate care in a children's hospital. <i>Archives of Disease in Childhood</i> , 2018, 103, 11-12.	1.9	15
5	Trajectories of teacher-student warmth and conflict at the transition to middle school: Effects on academic engagement and achievement. <i>Journal of School Psychology</i> , 2018, 67, 148-162.	2.9	76
6	Effect of early grade retention on school completion: A prospective study.. <i>Journal of Educational Psychology</i> , 2018, 110, 974-991.	2.9	33
7	Effect of retention in elementary grades on dropping out of school early. <i>Journal of School Psychology</i> , 2017, 65, 11-27.	2.9	23
8	Effect of Trajectories of Friends' and Parents' School Involvement on Adolescents' Engagement and Achievement. <i>Journal of Research on Adolescence</i> , 2016, 26, 963-978.	3.7	22
9	Teacher's Student Relationship and Peer Disliking and Liking Across Grades 1-4. <i>Child Development</i> , 2016, 87, 593-611.	3.0	78
10	Effects of Extracurricular Participation During Middle School on Academic Motivation and Achievement at Grade 9. <i>American Educational Research Journal</i> , 2016, 53, 1343-1375.	2.7	35
11	Using Marginal Structural Modeling for Grade Retention Effects. <i>Multivariate Behavioral Research</i> , 2016, 51, 1-6.	3.1	1
12	Indirect Effects of Extracurricular Participation on Academic Adjustment Via Perceived Friends' Prosocial Norms. <i>Journal of Youth and Adolescence</i> , 2016, 45, 2260-2277.	3.5	15
13	Effect of school belonging trajectories in grades 6-8 on achievement: Gender and ethnic differences. <i>Journal of School Psychology</i> , 2015, 53, 493-507.	2.9	56
14	Latino Students' Transition to Middle School: Role of Bilingual Education and School Ethnic Context. <i>Journal of Research on Adolescence</i> , 2015, 25, 443-458.	3.7	13
15	Integrating Theory and Empirical Science in School Psychology: Progress and Remaining Challenges. <i>School Psychology Review</i> , 2015, 44, 262-270.	3.0	5
16	African American Children at Risk of Increasingly Conflicted Teacher's Student Relationships in Elementary School. <i>School Psychology Review</i> , 2015, 44, 306-314.	3.0	23
17	Teacher Network of Relationships Inventory: Measurement invariance of academically at-risk students across ages 6 to 15.. <i>School Psychology Quarterly</i> , 2015, 30, 23-36.	2.0	26
18	Effect of retention in elementary grades on grade 9 motivation for educational attainment. <i>Journal of School Psychology</i> , 2015, 53, 7-24.	2.9	23

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19	African American Children At-Risk of Increasingly Conflicted Teacher-Student Relationships in Elementary School. <i>School Psychology Review</i> , 2015, 44, 246-261.	3.0	3
20	Assessment of adolescents'™ motivation for educational attainment.. <i>Psychological Assessment</i> , 2014, 26, 642-659.	1.5	14
21	Effect of peer nominations of teacher's™ student support at individual and classroom levels on social and academic outcomes. <i>Journal of School Psychology</i> , 2014, 52, 309-322.	2.9	62
22	Learning-related skills and academic achievement in academically at-risk first graders. <i>Journal of Applied Developmental Psychology</i> , 2014, 35, 433-443.	1.7	16
23	Differential Growth Trajectories for Achievement among Children Retained in First Grade. <i>Elementary School Journal</i> , 2014, 114, 327-353.	1.4	13
24	Effect of retention in elementary grades on transition to middle school. <i>Journal of School Psychology</i> , 2013, 51, 349-365.	2.9	35
25	Effect of Retention in First Grade on Parents'™ Educational Expectations and Children's™ Academic Outcomes. <i>American Educational Research Journal</i> , 2013, 50, 1336-1359.	2.7	18
26	Indirect effects of child reports of teacher's™ student relationship on achievement.. <i>Journal of Educational Psychology</i> , 2012, 104, 350-365.	2.9	109
27	Evidence of convergent and discriminant validity of child, teacher, and peer reports of teacher's™ student support.. <i>Psychological Assessment</i> , 2012, 24, 54-65.	1.5	39
28	Trajectories of math and reading achievement in low-achieving children in elementary school: Effects of early and later retention in grade.. <i>Journal of Educational Psychology</i> , 2012, 104, 603-621.	2.9	45
29	Teacher's™ student relationships and school adjustment: progress and remaining challenges. <i>Attachment and Human Development</i> , 2012, 14, 319-327.	2.1	119
30	Dynamics of Teacher's™ Student Relationships: Stability and Change Across Elementary School and the Influence on Children's™ Academic Success. <i>Child Development</i> , 2012, 83, 1180-1195.	3.0	216
31	Reciprocal effects of student's™ teacher and student's™ peer relatedness: Effects on academic self efficacy. <i>Journal of Applied Developmental Psychology</i> , 2011, 32, 278-287.	1.7	160
32	Mentoring Highly Aggressive Children: Pre's™ Post Changes in Mentors'™ Attitudes, Personality, and Attachment Tendencies. <i>Journal of Primary Prevention</i> , 2011, 32, 253-270.	1.6	26
33	The differences between retained and promoted children in educational services received. <i>Psychology in the Schools</i> , 2011, 48, 156-165.	1.8	11
34	Teacher performance goal practices and elementary students' behavioral engagement: A developmental perspective. <i>Journal of School Psychology</i> , 2011, 49, 1-23.	2.9	19
35	Longitudinal Effects of Teacher and Student Perceptions of Teacher-Student Relationship Qualities on Academic Adjustment. <i>Elementary School Journal</i> , 2011, 112, 38-60.	1.4	213
36	Effect of grade retention in first grade on psychosocial outcomes.. <i>Journal of Educational Psychology</i> , 2010, 102, 135-152.	2.9	65

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37	Joint contributions of peer acceptance and peer academic reputation to achievement in academically at-risk children: Mediating processes. <i>Journal of Applied Developmental Psychology</i> , 2010, 31, 448-459.	1.7	40
38	Teacher-student relationship quality type in elementary grades: Effects on trajectories for achievement and engagement. <i>Journal of School Psychology</i> , 2010, 48, 357-387.	2.9	123
39	Identifying Quality in Preschool Education: Progress and Challenge. <i>School Psychology Review</i> , 2010, 39, 48-53.	3.0	5
40	An Investigation of the Relationship Between Retention in First Grade and Performance on High Stakes Tests in Third Grade. <i>Educational Evaluation and Policy Analysis</i> , 2010, 32, 166-182.	2.5	36
41	Child effortful control, teacher-student relationships, and achievement in academically at-risk children: Additive and interactive effects. <i>Early Childhood Research Quarterly</i> , 2010, 25, 51-64.	2.7	175
42	Relationship Quality and the Mentoring of Aggressive, High-Risk Children. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2009, 38, 185-198.	3.4	67
43	Who Is Retained in First Grade? A Psychosocial Perspective. <i>Elementary School Journal</i> , 2009, 109, 251-266.	1.4	29
44	Quality of Research Design Moderates Effects of Grade Retention on Achievement: A Meta-Analytic, Multilevel Analysis. <i>Educational Evaluation and Policy Analysis</i> , 2009, 31, 480-499.	2.5	123
45	Effects of peer academic reputation on achievement in academically at-risk elementary students. <i>Journal of Applied Developmental Psychology</i> , 2009, 30, 182-194.	1.7	25
46	Classifying Academically At-Risk First Graders into Engagement Types: Association with Long-Term Achievement Trajectories. <i>Elementary School Journal</i> , 2009, 109, 380-405.	1.4	44
47	Short-term effects of grade retention on the growth rate of Woodcock-Johnson III broad math and reading scores. <i>Journal of School Psychology</i> , 2008, 46, 85-105.	2.9	38
48	Adaptive and effortful control and academic self-efficacy beliefs on achievement: A longitudinal study of 1st through 3rd graders. <i>Early Childhood Research Quarterly</i> , 2008, 23, 515-526.	2.7	149
49	Teacher-student support, effortful engagement, and achievement: A 3-year longitudinal study.. <i>Journal of Educational Psychology</i> , 2008, 100, 1-14.	2.9	465
50	Effect of retention in first grade on children's achievement trajectories over 4 years: A piecewise growth analysis using propensity score matching.. <i>Journal of Educational Psychology</i> , 2008, 100, 727-740.	2.9	69
51	The Short-Term Effect of Grade Retention on Peer Relations and Academic Performance of At-Risk First Graders. <i>Elementary School Journal</i> , 2007, 107, 327-340.	1.4	22
52	An examination of the convergent and discriminant validity of the Strengths and Difficulties Questionnaire.. <i>School Psychology Quarterly</i> , 2007, 22, 380-406.	2.0	129
53	Influence of student-teacher and parent-teacher relationships on lower achieving readers' engagement and achievement in the primary grades.. <i>Journal of Educational Psychology</i> , 2007, 99, 39-51.	2.9	465
54	Effects of the structure of classmates' perceptions of peers' academic abilities on children's perceived cognitive competence, peer acceptance, and engagement. <i>Contemporary Educational Psychology</i> , 2007, 32, 400-419.	2.9	37

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55	Role of resilient personality on lower achieving first grade students' current and future achievement. <i>Journal of School Psychology</i> , 2007, 45, 61-82.	2.9	48
56	Ethnicity and Language Contributions to Dimensions of Parent Involvement. <i>School Psychology Review</i> , 2006, 35, 645-662.	3.0	118
57	Classroom engagement mediates the effect of teacher's student support on elementary students' peer acceptance: A prospective analysis. <i>Journal of School Psychology</i> , 2006, 43, 465-480.	2.9	187
58	Peer assessments of normative and individual teacher's student support predict social acceptance and engagement among low-achieving children. <i>Journal of School Psychology</i> , 2006, 43, 447-463.	2.9	76
59	Retention of Hispanic/Latino students in first grade: Child, parent, teacher, school, and peer predictors. <i>Journal of School Psychology</i> , 2006, 44, 31-49.	2.9	44
60	Community contexts for mentoring. <i>Journal of Community Psychology</i> , 2006, 34, 727-746.	1.8	29
61	Ethnicity and Language Contributions to Dimensions of Parent Involvement. <i>School Psychology Review</i> , 2006, 35, 645-662.	3.0	58
62	Adverse School Context Moderates the Outcomes of Selective Interventions for Aggressive Children.. <i>Journal of Consulting and Clinical Psychology</i> , 2005, 73, 731-736.	2.0	54
63	Relationship influences on teachers' perceptions of academic competence in academically at-risk minority and majority first grade students. <i>Journal of School Psychology</i> , 2005, 43, 303-320.	2.9	247
64	Development and Validation of a Gender-Balanced Measure of Aggression-Relevant Social Cognition. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2004, 33, 292-302.	3.4	37
65	Direct and Indirect Effects of Parenting and Children's Goals on Child Aggression. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2004, 33, 684-693.	3.4	38
66	Teacher-Student Relationships as Compensatory Resources for Aggressive Children. <i>Child Development</i> , 2003, 74, 1145-1157.	3.0	326
67	A sense of containment: Potential moderator of the relation between parenting practices and children's externalizing behaviors. <i>Development and Psychopathology</i> , 2003, 15, 95-117.	2.3	36
68	Commentary: Participatory Action Research Leads to Sustainable School and Community Improvement. <i>School Psychology Review</i> , 2003, 32, 38-43.	3.0	35
69	Differential Benefits of Skills Training With Antisocial Youth Based On Group Composition: A Meta-Analytic Investigation. <i>School Psychology Review</i> , 2002, 31, 164-185.	3.0	129
70	Authoritative Teaching: Tipping the Balance in Favor of School Versus Peer Effects. <i>Journal of School Psychology</i> , 2002, 40, 485-492.	2.9	38
71	A Positive View of Peer Acceptance in Aggressive Youth Risk for Future Peer Acceptance. <i>Journal of School Psychology</i> , 2001, 39, 239-252.	2.9	36
72	Further Support for the Developmental Significance of the Quality of the Teacher's Student Relationship. <i>Journal of School Psychology</i> , 2001, 39, 289-301.	2.9	340

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73	Implications of aggressive children's positively biased relatedness views for future relationships. <i>Child Psychiatry and Human Development</i> , 2001, 31, 215-231.	1.9	10
74	Responsive Systems Consultation: A Preliminary Evaluation of Implementation and Outcomes. <i>Journal of Educational and Psychological Consultation</i> , 2001, 12, 179-201.	1.1	13
75	The Essential Role of Theory in the Science of Treating Children. <i>Journal of School Psychology</i> , 2000, 38, 301-330.	2.9	55
76	Reconsideration of the Role of Theory in Psychosocial Intervention. <i>Journal of School Psychology</i> , 2000, 38, 389-401.	2.9	9
77	Social Cognitive Differences Between Aggressive "Rejected and Aggressive" Nonrejected Children. <i>Journal of School Psychology</i> , 2000, 38, 551-570.	2.9	32
78	Secondary Prevention as Context for Assessing Change Processes in Aggressive Children. <i>Journal of School Psychology</i> , 2000, 38, 199-235.	2.9	79
79	United We Stand, Divided We Fall: The Education and Training Needs of Clinical Child Psychologists. <i>Journal of Clinical Child and Adolescent Psychology</i> , 1999, 28, 435-447.	2.1	32
80	Influence of the teacher-student relationship in childhood conduct problems: A prospective study. <i>Journal of Clinical Child and Adolescent Psychology</i> , 1999, 28, 173-184.	2.1	249
81	First Do No Harm. <i>Journal of School Psychology</i> , 1999, 37, 99-115.	2.9	83
82	Social cognition in aggressive children: A metaanalytic review. <i>Cognitive and Behavioral Practice</i> , 1999, 6, 320-331.	1.5	38
83	The Role of Relational Aggression in Identifying Aggressive Boys and Girls. <i>Journal of School Psychology</i> , 1998, 36, 457-477.	2.9	152
84	Changing the conversation between schools and families: New perspectives on educational reform.. <i>School Psychology Quarterly</i> , 1998, 13, 358-360.	2.0	0
85	A positive view of self: Risk or protection for aggressive children?. <i>Development and Psychopathology</i> , 1997, 9, 75-94.	2.3	161
86	The elaboration likelihood model: Implications for the practice of school psychology. <i>Journal of School Psychology</i> , 1997, 35, 107-136.	2.9	46
87	Consultant use of questions and its relationship to consultee evaluation of effectiveness. <i>Journal of School Psychology</i> , 1997, 35, 281-297.	2.9	16
88	Television Violence: Implications for Violence Prevention. <i>School Psychology Review</i> , 1996, 25, 134-151.	3.0	18
89	Legal and ethical issues in conducting research on alcohol and drug use with children: A reaction to Havey and Dodd. <i>Journal of School Psychology</i> , 1995, 33, 319-326.	2.9	10
90	Further Explorations of Request-Centered Relational Communication Within School Consultation. <i>School Psychology Review</i> , 1995, 24, 621-632.	3.0	20

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91	All Together Now: Reducing Bullying at School. <i>PsycCritiques</i> , 1995, 40, 134-135.	0.0	0
92	Back to Basics: Does Consultation Work?. <i>Journal of Educational and Psychological Consultation</i> , 1994, 5, 77-84.	1.1	11
93	Effect of behavioral consultation on student and teacher behavior. <i>Journal of School Psychology</i> , 1994, 32, 247-266.	2.9	20
94	Consultant directiveness and support as predictors of consultation outcomes. <i>Journal of School Psychology</i> , 1993, 31, 355-373.	2.9	36
95	Problem Ownership, Causal Attributions, and Self-Efficacy as Predictors of Teachers' Referral Decisions. <i>Journal of Educational and Psychological Consultation</i> , 1993, 4, 369-384.	1.1	35
96	Counseling Children Requires More Than 101 Techniques. <i>PsycCritiques</i> , 1993, 38, 391-392.	0.0	0
97	Cognitive Behavioral Approaches With Children: A Promise Half-Fulfilled. <i>PsycCritiques</i> , 1993, 38, 1219-1220.	0.0	0
98	Dyadic Agreement Concerning the Consultation Process and Its Relationship to Outcome. <i>Journal of Educational and Psychological Consultation</i> , 1992, 3, 119-132.	1.1	45
99	A Comparison of the Social Information-Processing Abilities of Rejected and Accepted Hyperactive Children. <i>Journal of Clinical Child and Adolescent Psychology</i> , 1992, 21, 123-131.	2.1	14
100	Self-Control Interventions with Internalizing Disorders: A Review and Analysis. <i>School Psychology Review</i> , 1992, 21, 229-245.	3.0	25
101	Children's attributions for Peers' positive behaviors: Social status differences. <i>Journal of Abnormal Child Psychology</i> , 1991, 19, 645-657.	3.5	6
102	School Psychology Training and the Education of Minority at-Risk Youth: The Texas A&M University Program Emphasis on Handicapped Hispanic Children and Youth. <i>School Psychology Review</i> , 1991, 20, 472-484.	3.0	9
103	Teachers' expectancies, participation in consultation, and perceptions of consultant helpfulness.. <i>School Psychology Quarterly</i> , 1990, 5, 167-179.	2.0	19
104	Selective memory for positive and negative story content in children with high self- and peer-ratings of symptoms of depression.. <i>School Psychology Quarterly</i> , 1990, 5, 265-279.	2.0	13
105	Evaluation of subclinical depression in children using self-, peer-, and teacher-report measures. <i>Journal of Abnormal Child Psychology</i> , 1990, 18, 271-282.	3.5	76
106	Validation of a role-play measure of children's social skills. <i>Journal of Abnormal Child Psychology</i> , 1989, 17, 633-646.	3.5	15
107	The Child Interview. <i>School Psychology Review</i> , 1989, 18, 247-259.	3.0	6
108	Outcome assessment in social skills training with children. <i>Journal of School Psychology</i> , 1988, 26, 167-183.	2.9	55

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109	A joint systems approach to consulting with schools and families. <i>Journal of School Psychology</i> , 1988, 26, 97-101.	2.9	0
110	Proposed model for the assessment of children's social competence.. <i>Professional School Psychology</i> , 1987, 2, 247-260.	0.4	18
111	University clinics as field placements in school psychology training: A national survey.. <i>Professional School Psychology</i> , 1986, 1, 131-142.	0.4	1
112	Methods of skill selection in social skills training: A review.. <i>Professional School Psychology</i> , 1986, 1, 235-248.	0.4	11
113	Manpower needs in rural school psychology. <i>Psychology in the Schools</i> , 1986, 23, 59-63.	1.8	5
114	Ethical Issues in School Consultation. <i>School Psychology Review</i> , 1986, 15, 489-499.	3.0	14
115	Performance of Disturbed and Nondisturbed Boys on a Role Play Test of Social Competence. <i>Behavioral Disorders</i> , 1985, 11, 24-29.	1.2	3
116	Perceptions of Role Definition Processes in School Psychology: A National Survey. <i>School Psychology Review</i> , 1985, 14, 64-74.	3.0	35
117	GUEST EDITORS' COMMENTS: The Challenge of Rural School Psychology. <i>School Psychology Review</i> , 1985, 14, 400-401.	3.0	1
118	Rural School Psychology: Perspectives on Lessons Learned and Future Directions. <i>School Psychology Review</i> , 1985, 14, 444-451.	3.0	13
119	Reviews : Budding scientists start here. <i>Health Education Journal</i> , 1984, 43, 34-34.	1.2	0
120	Individual differences in children's ability to profit from picture adjunct aids. <i>Contemporary Educational Psychology</i> , 1984, 9, 353-368.	2.9	2
121	The application of cognitive dissonance theory to consultation. <i>Journal of School Psychology</i> , 1983, 21, 349-357.	2.9	12
122	Differences between urban and rural school psychology: Training implications. <i>Psychology in the Schools</i> , 1981, 18, 191-196.	1.8	31
123	Resistance, reactance, and consultation. <i>Journal of School Psychology</i> , 1981, 19, 134-142.	2.9	20
124	A Case Study in Behavioral Consultation: Organizational Factors. <i>School Psychology Review</i> , 1980, 9, 103-107.	3.0	2