

# Francis L Huang

## List of Publications by Year in descending order

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84  
papers

2,814  
citations

172207

29  
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214527

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docs citations

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times ranked

2202  
citing authors

#	ARTICLE	IF	CITATIONS
1	Alternatives to Logistic Regression Models when Analyzing Cluster Randomized Trials with Binary Outcomes. <i>Prevention Science</i> , 2023, 24, 398-407.	1.5	16
2	Accounting for Heteroskedasticity Resulting from Between-Group Differences in Multilevel Models. <i>Multivariate Behavioral Research</i> , 2023, 58, 637-657.	1.8	8
3	Alternatives to logistic regression models in experimental studies. <i>Journal of Experimental Education</i> , 2022, 90, 213-228.	1.6	47
4	Analyzing Cross-Sectionally Clustered Data Using Generalized Estimating Equations. <i>Journal of Educational and Behavioral Statistics</i> , 2022, 47, 101-125.	1.0	17
5	Using cluster-robust standard errors when analyzing group-randomized trials with few clusters. <i>Behavior Research Methods</i> , 2022, 54, 1181-1199.	2.3	10
6	High school graduation outcomes of student threat assessment. <i>Preventing School Failure</i> , 2022, 66, 109-117.	0.4	0
7	Evaluation of a bibliotherapy-based stress intervention for teachers. <i>Teaching and Teacher Education</i> , 2022, 109, 103543.	1.6	9
8	Examining the validity of the Early Identification System "Student Version for screening in an elementary school sample. <i>Journal of School Psychology</i> , 2022, 90, 114-134.	1.5	3
9	Student Perceptions of School Resource Officers and Threat Reporting. <i>Journal of School Violence</i> , 2022, 21, 222-236.	1.1	3
10	Authoritative school climate and out-of-school suspensions: Results from a nationally-representative survey of 10th grade students. <i>Preventing School Failure</i> , 2021, 65, 114-123.	0.4	2
11	Confirmatory Factor Structure and Predictive Validity of the Early Identification System "Student Report in a Community Sample of High School Students. <i>School Mental Health</i> , 2021, 13, 28-40.	1.1	5
12	An investigation of the psychometric properties of the early identification system "student report in a middle school sample.. <i>School Psychology</i> , 2021, 36, 34-46.	1.7	4
13	Teacher Support for Zero Tolerance Is Associated With Higher Suspension Rates and Lower Feelings of Safety. <i>School Psychology Review</i> , 2021, 50, 388-405.	1.8	8
14	Advancing Diversity, Equity, and Inclusion in School Psychology: Be the Change. <i>School Psychology Review</i> , 2021, 50, 1-7.	1.8	24
15	The association between student socioeconomic status and student "teacher relationships on math achievement.. <i>School Psychology</i> , 2021, 36, 464-474.	1.7	6
16	Does Worrying Matter? Priming and Attitudes Toward Mask Wearing in a Midwestern State. <i>SAGE Open</i> , 2021, 11, 215824402110581.	0.8	2
17	Individual and school predictors of teacher stress, coping, and wellness during the COVID-19 pandemic.. <i>School Psychology</i> , 2021, 36, 483-493.	1.7	40
18	The Role of the Perceptions of School Climate and Teacher Victimization by Students. <i>Journal of Interpersonal Violence</i> , 2020, 35, 5526-5551.	1.3	25

#	ARTICLE	IF	CITATIONS
19	Prior Problem Behaviors Do Not Account for the Racial Suspension Gap. <i>Educational Researcher</i> , 2020, 49, 493-502.	3.3	24
20	Does Teacher Emotional Exhaustion and Efficacy Predict Student Discipline Sanctions?. <i>School Psychology Review</i> , 2020, 49, 239-255.	1.8	27
21	The relationship between school disciplinary resolutions with school climate and attitudes toward school. <i>Preventing School Failure</i> , 2020, 64, 212-222.	0.4	15
22	Student Threat Assessment as an Alternative to Exclusionary Discipline. <i>Journal of School Violence</i> , 2020, 19, 377-388.	1.1	18
23	MANOVA: A Procedure Whose Time Has Passed?. <i>Gifted Child Quarterly</i> , 2020, 64, 56-60.	1.2	39
24	School threat assessment versus suicide assessment: Statewide prevalence and case characteristics. <i>Psychology in the Schools</i> , 2019, 56, 378-392.	1.1	5
25	Student and teacher perceptions on student-teacher relationship quality: A middle school perspective. <i>School Psychology International</i> , 2019, 40, 66-87.	1.1	37
26	School Teasing and Bullying After the Presidential Election. <i>Educational Researcher</i> , 2019, 48, 69-83.	3.3	61
27	An Investigation of the Psychometric Properties of the Early Identification System—Student Report. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 473-485.	0.9	12
28	Collecting and analyzing local school safety and climate data.. , 2019, , 151-175.		8
29	Understanding family—school engagement across and within elementary- and middle-school contexts.. <i>School Psychology</i> , 2019, 34, 363-375.	1.7	27
30	The effect of orthographic complexity on Spanish spelling in Grades 1—3. <i>Reading and Writing</i> , 2018, 31, 1063-1081.	1.0	9
31	The Impact of Validity Screening on Associations Between Self-Reports of Bullying Victimization and Student Outcomes. <i>Educational and Psychological Measurement</i> , 2018, 78, 80-102.	1.2	22
32	Do Black students misbehave more? Investigating the differential involvement hypothesis and out-of-school suspensions. <i>Journal of Educational Research</i> , 2018, 111, 284-294.	0.8	37
33	Multilevel Modeling and Ordinary Least Squares Regression: How Comparable Are They?. <i>Journal of Experimental Education</i> , 2018, 86, 265-281.	1.6	37
34	Using Cluster Bootstrapping to Analyze Nested Data With a Few Clusters. <i>Educational and Psychological Measurement</i> , 2018, 78, 297-318.	1.2	47
35	Racial/Ethnic Parity in Disciplinary Consequences Using Student Threat Assessment. <i>School Psychology Review</i> , 2018, 47, 183-195.	1.8	39
36	An Examination of Restorative Interventions and Racial Equity in Out-of-School Suspensions. <i>School Psychology Review</i> , 2018, 47, 167-182.	1.8	83

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37	Treatment Utility of Universal Screening for Behavioral Risk: A Manipulated Assessment Study. <i>Journal of Applied School Psychology</i> , 2018, 34, 242-258.	0.4	3
38	The relationship of school climate with out-of-school suspensions. <i>Children and Youth Services Review</i> , 2018, 94, 378-389.	1.0	33
39	Student threat assessment as a standard school safety practice: Results from a statewide implementation study.. <i>School Psychology Quarterly</i> , 2018, 33, 213-222.	2.4	32
40	Bullying involvement, teacherâ€™student relationships, and psychosocial outcomes.. <i>School Psychology Quarterly</i> , 2018, 33, 223-234.	2.4	31
41	Multilevel modeling myths.. <i>School Psychology Quarterly</i> , 2018, 33, 492-499.	2.4	103
42	Student attitudes and behaviors as explanations for the Black-White suspension gap. <i>Children and Youth Services Review</i> , 2017, 73, 298-308.	1.0	45
43	Does attending a state-funded preschool program improve letter name knowledge?. <i>Early Childhood Research Quarterly</i> , 2017, 38, 116-126.	1.6	5
44	The utility of single-item readiness screeners in middle school. <i>Journal of School Psychology</i> , 2017, 64, 1-16.	1.5	7
45	Racial/Ethnic Differences in Perceptions of School Climate and Its Association with Student Engagement and Peer Aggression. <i>Journal of Youth and Adolescence</i> , 2017, 46, 1289-1303.	1.9	85
46	The Toxicity of Bullying by Teachers and Other School Staff. <i>School Psychology Review</i> , 2017, 46, 335-348.	1.8	16
47	Authoritative school climate, number of parents at home, and academic achievement.. <i>School Psychology Quarterly</i> , 2017, 32, 480-496.	2.4	12
48	Question Order Affects the Measurement of Bullying Victimization Among Middle School Students. <i>Educational and Psychological Measurement</i> , 2016, 76, 724-740.	1.2	12
49	Multilevel Factor Structure, Concurrent Validity, and Testâ€™Retest Reliability of the High School Teacher Version of the Authoritative School Climate Survey. <i>Journal of Psychoeducational Assessment</i> , 2016, 34, 536-549.	0.9	23
50	AGGRESSIVE ATTITUDES AND PREVALENCE OF BULLYING BYSTANDER BEHAVIOR IN MIDDLE SCHOOL. <i>Psychology in the Schools</i> , 2016, 53, 804-816.	1.1	22
51	Using Multilevel Factor Analysis With Clustered Data. <i>Journal of Psychoeducational Assessment</i> , 2016, 34, 3-14.	0.9	47
52	Alternatives to Multilevel Modeling for the Analysis of Clustered Data. <i>Journal of Experimental Education</i> , 2016, 84, 175-196.	1.6	190
53	Authoritative School Climate and High School Student Risk Behavior: A Cross-sectional Multi-level Analysis of Student Self-Reports. <i>Journal of Youth and Adolescence</i> , 2016, 45, 2246-2259.	1.9	113
54	Prevalence and offense characteristics of multiple casualty homicides: Are schools at higher risk than other locations?. <i>Psychology of Violence</i> , 2015, 5, 236-245.	1.0	38

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55	The impact of definition and question order on the prevalence of bullying victimization using student self-reports.. <i>Psychological Assessment</i> , 2015, 27, 1484-1493.	1.2	51
56	Investigating the Prevalence of Academic Redshirting Using Population-Level Data. <i>AERA Open</i> , 2015, 1, 233285841559080.	1.3	12
57	Multilevel Factor Structure and Concurrent Validity of the Teacher Version of the Authoritative School Climate Survey. <i>Journal of School Health</i> , 2015, 85, 843-851.	0.8	35
58	Birthdate Effects and Gifted Program Participation in Kindergarten. <i>Gifted Child Quarterly</i> , 2015, 59, 14-22.	1.2	3
59	Aggressive Attitudes in Middle Schools. <i>Assessment</i> , 2015, 22, 497-512.	1.9	8
60	Prevalence of aggressive attitudes and willingness to report threats in middle school.. <i>Journal of Threat Assessment and Management</i> , 2015, 2, 11-22.	0.8	4
61	School Counselor Use of Peer Nominations to Identify Victims of Bullying. <i>Professional School Counseling</i> , 2014, 18, 2156759X0001800.	0.7	0
62	Multilevel multi-informant structure of the Authoritative School Climate Survey.. <i>School Psychology Quarterly</i> , 2014, 29, 238-255.	2.4	90
63	Are the Reading Rich Getting Richer? Testing for the Presence of the Matthew Effect. <i>Reading and Writing Quarterly</i> , 2014, 30, 95-115.	0.6	19
64	Factors associated with lowercase alphabet naming in kindergarteners. <i>Applied Psycholinguistics</i> , 2014, 35, 943-968.	0.8	16
65	Further understanding factors associated with grade retention: Birthday effects and socioemotional skills. <i>Journal of Applied Developmental Psychology</i> , 2014, 35, 79-93.	0.8	17
66	Successive teacher expectation effects across the early school years. <i>Journal of Applied Developmental Psychology</i> , 2014, 35, 181-191.	0.8	52
67	A latent variable investigation of the Phonological Awareness Literacy Screening-Kindergarten assessment: Construct identification and multigroup comparisons between Spanish-speaking English-language learners (ELLs) and non-ELL students. <i>Language Testing</i> , 2014, 31, 205-221.	1.7	11
68	Predicting First Grade Reading Achievement for Spanish-Speaking Kindergartners: Is Early Literacy Screening in English Valid?. <i>Literacy Research and Instruction</i> , 2014, 53, 269-286.	0.6	8
69	Using a Bifactor Model to Assess the Factor Structure of the Phonological Awareness Literacy Screening for Grades 1 Through 3. <i>Journal of Psychoeducational Assessment</i> , 2014, 32, 638-650.	0.9	9
70	An investigation of factors associated with letter-sound knowledge at kindergarten entry. <i>Early Childhood Research Quarterly</i> , 2014, 29, 182-192.	1.6	41
71	It Takes a Village: The Effects of 10th Grade College-Going Expectations of Students, Parents, and Teachers Four Years Later. <i>American Journal of Community Psychology</i> , 2013, 52, 41-55.	1.2	45
72	Birthday effects and preschool attendance. <i>Early Childhood Research Quarterly</i> , 2013, 28, 11-23.	1.6	11

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73	Perceived prevalence of teasing and bullying predicts high school dropout rates.. Journal of Educational Psychology, 2013, 105, 138-149.	2.1	189
74	What Are the Odds of That? A Primer on Understanding Logistic Regression. Gifted Child Quarterly, 2013, 57, 197-204.	1.2	10
75	Effects of validity screening items on adolescent survey data.. Psychological Assessment, 2012, 24, 21-35.	1.2	93
76	Pick Your Poisson: A Tutorial on Analyzing Counts of Student Victimization Data. Journal of School Violence, 2012, 11, 187-206.	1.1	23
77	The Association of Kindergarten Entry Age with Early Literacy Outcomes. Journal of Educational Research, 2012, 105, 431-441.	0.8	22
78	The differential effects of preschool: Evidence from Virginia. Early Childhood Research Quarterly, 2012, 27, 33-45.	1.6	41
79	The role of socioeconomic status and school quality in the Philippines: Revisiting the Heynemanâ€“Loxley effect. International Journal of Educational Development, 2010, 30, 288-296.	1.4	10
80	Authoritative school discipline: High school practices associated with lower bullying and victimization.. Journal of Educational Psychology, 2010, 102, 483-496.	2.1	312
81	Is experience the best teacher? A multilevel analysis of teacher characteristics and student achievement in low performing schools. Educational Assessment, Evaluation and Accountability, 2009, 21, 209-234.	1.3	48
82	In-School and Out-of-School Suspension: Behavioral and Psychological Outcomes in a Predominately Black Sample of Middle School Students. School Psychology Review, 0, , 1-14.	1.8	8
83	Teacher job satisfaction by principal support and teacher cooperation: Results from the Schools and Staffing Survey. Education Policy Analysis Archives, 0, 27, 11.	0.3	27
84	School Bullying and Gender Minority Youth: Victimization Experiences and Perceived Prevalence. School Psychology Review, 0, , 1-14.	1.8	6