

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

92 papers	6,733 citations	39 h-index	82 g-index
97 ext. papers	7,435 ext. citations	4.1 avg, IF	6.43 L-index

#	Paper	IF	Citations
92	Extending the school grounds?--Bullying experiences in cyberspace. <i>Journal of School Health</i> , 2008 , 78, 496-505	2.1	765
91	Bullying among young adolescents: the strong, the weak, and the troubled. <i>Pediatrics</i> , 2003 , 112, 1231-7	7.4	596
90	Self-blame and peer victimization in middle school: An attributional analysis.. <i>Developmental Psychology</i> , 1998 , 34, 587-599	3.7	471
89	Bullying in schools: the power of bullies and the plight of victims. <i>Annual Review of Psychology</i> , 2014 , 65, 159-85	26.1	403
88	Peer harassment, psychological adjustment, and school functioning in early adolescence.. <i>Journal of Educational Psychology</i> , 2000 , 92, 349-359	5.3	389
87	Internet Use and Well-Being in Adolescence. <i>Journal of Social Issues</i> , 2002 , 58, 75-90	3.2	342
86	Ethnic diversity and perceptions of safety in urban middle schools. <i>Psychological Science</i> , 2006 , 17, 393-400	4.9	253
85	Sticks and stones may break my bones, but names will make me feel sick: the psychosocial, somatic, and scholastic consequences of peer harassment. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2005 , 34, 37-48	5.4	245
84	Daily reports of witnessing and experiencing peer harassment in middle school. <i>Child Development</i> , 2005 , 76, 435-50	4.9	227
83	Ethnicity, Peer Harassment, and Adjustment in Middle School:: An Exploratory Study. <i>Journal of Early Adolescence</i> , 2002 , 22, 173-199	1.9	212
82	Bullying Experiences and Compromised Academic Performance Across Middle School Grades. <i>Journal of Early Adolescence</i> , 2011 , 31, 152-173	1.9	193
81	What Does It Take to Stand Up for the Victim of Bullying?: The Interplay Between Personal and Social Factors. <i>Merrill-Palmer Quarterly</i> , 2010 , 56, 143-163	1.7	170
80	Beyond the individual: the impact of ethnic context and classroom behavioral norms on victims' adjustment. <i>Developmental Psychology</i> , 2004 , 40, 1159-72	3.7	148
79	Psychosocial benefits of cross-ethnic friendships in urban middle schools. <i>Child Development</i> , 2014 , 85, 469-83	4.9	141
78	"It must be me": ethnic diversity and attributions for peer victimization in middle school. <i>Journal of Youth and Adolescence</i> , 2009 , 38, 487-99	4.5	106
77	Standing Up for the Victim, Siding with the Bully or Standing by? Bystander Responses in Bullying Situations. <i>Social Development</i> , 2012 , 21, 722-741	2.4	93
76	Peer Victimization in Middle School. <i>Journal of Applied School Psychology</i> , 2003 , 19, 117-137	1.1	85

75	Reforming Middle Schools: Focus on Continuity, Social Connectedness, and Engagement. <i>Educational Psychologist</i> , 2007 , 42, 197-208	6.8	84
74	Perceived norms and social values to capture school culture in elementary and middle school. <i>Journal of Applied Developmental Psychology</i> , 2011 , 32, 346-353	2.5	68
73	Classroom norms of bullying alter the degree to which children defend in response to their affective empathy and power. <i>Developmental Psychology</i> , 2015 , 51, 913-20	3.7	64
72	The Influence of Classroom Ethnic Composition on Same- and Other-ethnicity Peer Nominations in Middle School. <i>Social Development</i> , 2007 , 16, 720-740	2.4	64
71	Extracurricular Activities in Multiethnic Middle Schools: Ideal Context for Positive Intergroup Attitudes?. <i>Journal of Research on Adolescence</i> , 2017 , 27, 407-422	3.2	63
70	Prejudice Reduction in Schools Teaching Tolerance in Schools: Lessons Learned Since Brown v. Board of Education About the Development and Reduction of Children's Prejudice. <i>Social Policy Report</i> , 2007 , 21, 1-24	4.3	62
69	When and How Do Students Benefit From Ethnic Diversity in Middle School?. <i>Child Development</i> , 2018 , 89, 1268-1282	4.9	61
68	The pervasiveness, connectedness, and intrusiveness of social network site use among young adolescents. <i>Cyberpsychology, Behavior, and Social Networking</i> , 2011 , 14, 705-9	4.4	58
67	LGBTQ Bullying: Translating Research to Action in Pediatrics. <i>Pediatrics</i> , 2017 , 140,	7.4	57
66	Deviance, perceived responsibility, and negative peer reactions.. <i>Developmental Psychology</i> , 1991 , 27, 672-681	3.7	56
65	Emotional Implications of Weight Stigma Across Middle School: The Role of Weight-Based Peer Discrimination. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2017 , 46, 150-158	5.4	52
64	"Why me?": Characterological self-blame and continued victimization in the first year of middle school. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2015 , 44, 446-55	5.4	49
63	Friends in Activities, School-related Affect, and Academic Outcomes in Diverse Middle Schools. <i>Journal of Youth and Adolescence</i> , 2018 , 47, 1208-1220	4.5	49
62	Social identity complexity, cross-ethnic friendships, and intergroup attitudes in urban middle schools. <i>Child Development</i> , 2014 , 85, 709-21	4.9	47
61	Social adjustment of children with and without learning disabilities in integrated classrooms.. <i>Journal of Educational Psychology</i> , 1992 , 84, 322-330	5.3	47
60	How to promote social approval: Effects of audience and achievement outcome on publicly communicated attributions.. <i>Journal of Educational Psychology</i> , 1993 , 85, 365-376	5.3	46
59	The effects of school-level victimization on self-blame: Evidence for contextualized social cognitions. <i>Developmental Psychology</i> , 2015 , 51, 841-7	3.7	45
58	Discrepancies Between Competence and Importance in Self-Perceptions of Children in Integrated Classes. <i>Journal of Special Education</i> , 1992 , 26, 125-138	1.4	44

57	The Healthy Context Paradox: Victims' Adjustment During an Anti-Bullying Intervention. <i>Journal of Child and Family Studies</i> , 2019 , 28, 2499-2509	2.3	43
56	Can a school-wide bullying prevention program improve the plight of victims? Evidence for risk reduction intervention effects. <i>Journal of Consulting and Clinical Psychology</i> , 2016 , 84, 334-44	6.5	39
55	Social Motives Underlying Antisocial Behavior Across Middle School Grades. <i>Journal of Youth and Adolescence</i> , 2008 , 37, 747-756	4.5	39
54	Promoting Social Inclusion in Educational Settings: Challenges and Opportunities. <i>Educational Psychologist</i> , 2019 , 54, 250-270	6.8	38
53	Who's to blame?: The effects of victim disclosure on bystander reactions to cyberbullying. <i>Computers in Human Behavior</i> , 2016 , 57, 115-121	7.7	36
52	The role of early maturation, perceived popularity, and rumors in the emergence of internalizing symptoms among adolescent girls. <i>Journal of Youth and Adolescence</i> , 2011 , 40, 1407-22	4.5	31
51	Perceptions of the school social context across the transition to middle school: Heightened sensitivity among Latino students?. <i>Journal of Educational Psychology</i> , 2011 , 103, 749-758	5.3	31
50	Physical aggression, spreading of rumors, and social prominence in early adolescence: reciprocal effects supporting gender similarities?. <i>Journal of Youth and Adolescence</i> , 2013 , 42, 1801-10	4.5	30
49	Self-Perceptions and Peer Relations of Boys with and Boys without Learning Disabilities in an Integrated Setting: A Longitudinal Study. <i>Learning Disability Quarterly</i> , 1993 , 16, 127-136	0.6	29
48	Negative peer reactions from the perspective of the reactor.. <i>Journal of Educational Psychology</i> , 1992 , 84, 314-321	5.3	28
47	From beliefs to behavior: the mediating role of hostile response selection in predicting aggression. <i>Aggressive Behavior</i> , 2005 , 31, 453-472	2.8	27
46	An attributional analysis of students' interactions: The social consequences of perceived responsibility. <i>Educational Psychology Review</i> , 1993 , 5, 325-345	7.1	27
45	The Social Functions of Attributional Face-Saving Tactics Among Early Adolescents. <i>Educational Psychology Review</i> , 2000 , 12, 15-32	7.1	25
44	Emotion discourse, social cognition, and social skills in children with and without developmental delays. <i>Child Development</i> , 2011 , 82, 717-31	4.9	24
43	But Others Do It! Do Misperceptions of Schoolmate Alcohol and Marijuana Use Predict Subsequent Drug Use Among Young Adolescents?. <i>Journal of Applied Social Psychology</i> , 2007 , 37, 740-758	2.1	22
42	Adolescent Social Relationships and the Treatment Process: Findings from Quantitative and Qualitative Analyses. <i>Journal of Drug Issues</i> , 2003 , 33, 865-896	1.4	22
41	Dynamic Changes in Peer Victimization and Adjustment Across Middle School: Does Friends' Victimization Alleviate Distress?. <i>Child Development</i> , 2019 , 90, 1738-1753	4.9	21
40	Utilizing Peer Nominations in Middle School: A Longitudinal Comparison Between Complete Classroom-Based and Random List Methods. <i>Journal of Research on Adolescence</i> , 2010 , 20, 538-550	3.2	20

39	Mutual antipathies during early adolescence: More than just rejection. <i>International Journal of Behavioral Development</i> , 2005 , 29, 209-218	2.6	20
38	The Role of Social Identity Complexity in Inter-group Attitudes Among Young Adolescents. <i>Social Development</i> , 2013 , 22, 623-640	2.4	18
37	Do grades shape students' school engagement? The psychological consequences of report card grades at the beginning of secondary school.. <i>Journal of Educational Psychology</i> , 2015 , 107, 842-854	5.3	17
36	Do I fit in? Psychosocial ramifications of low gender typicality in early adolescence. <i>Journal of Adolescence</i> , 2017 , 60, 161-170	3.4	16
35	Cross-ethnic Friendships and Sense of Social-Emotional Safety in a Multiethnic Middle School: An Exploratory Study. <i>Merrill-Palmer Quarterly</i> , 2012 , 58, 489-506	1.7	16
34	Depressive symptoms, friend distress, and self-blame: Risk factors for adolescent peer victimization. <i>Journal of Applied Developmental Psychology</i> , 2017 , 51, 35-43	2.5	15
33	You've got a friend(ly school): Can school prosocial norms and friends similarly protect victims from distress?. <i>Social Development</i> , 2018 , 27, 636-651	2.4	14
32	Gender Norm Salience Across Middle Schools: Contextual Variations in Associations Between Gender Typicality and Socioemotional Distress. <i>Journal of Youth and Adolescence</i> , 2018 , 47, 947-960	4.5	13
31	Pubertal timing fluctuations across middle school: implications for girls' psychological health. <i>Journal of Youth and Adolescence</i> , 2012 , 41, 677-90	4.5	13
30	Losing and gaining friends: Does friendship instability compromise academic functioning in middle school?. <i>Journal of School Psychology</i> , 2018 , 69, 143-153	4.5	12
29	Navigating the Healthy Context Paradox: Identifying Classroom Characteristics that Improve the Psychological Adjustment of Bullying Victims. <i>Journal of Youth and Adolescence</i> , 2020 , 49, 2203-2213	4.5	12
28	Quality and Stability of Cross-Ethnic Friendships: Effects of Classroom Diversity and Out-of-School Contact. <i>Journal of Youth and Adolescence</i> , 2019 , 48, 554-566	4.5	12
27	Friendless Adolescents: Do Perceptions of Social Threat Account for Their Internalizing Difficulties and Continued Friendlessness?. <i>Journal of Research on Adolescence</i> , 2018 , 28, 277-283	3.2	11
26	Research-Based Interventions on Bullying 2004 , 229-255		11
25	Children's and Teachers' Views of School-Based Competencies and Their Relation to Children's Peer Status. <i>School Psychology Review</i> , 1992 , 21, 410-422	1.6	10
24	Connecting electronically with friends to cope with isolation during COVID-19 pandemic. <i>Journal of Social and Personal Relationships</i> , 2021 , 38, 1782-1799	1.9	10
23	Outcome and attributional disagreements between students and their teachers.. <i>Journal of Educational Psychology</i> , 1988 , 80, 330-336	5.3	9
22	The Effects of Middle School Weight Climate on Youth With Higher Body Weight. <i>Journal of Research on Adolescence</i> , 2019 , 29, 466-479	3.2	9

21	Interminority Friendships and Intergroup Attitudes Across Middle School: Quantity and Stability of Black-Latino Ties. <i>Journal of Youth and Adolescence</i> , 2019 , 48, 1619-1630	4.5	8
20	Body weight and academic achievement: The role of weight diversity in urban middle schools. <i>School Psychology</i> , 2019 , 34, 253-260	2	8
19	Weight Stigma in the School Setting: The Role of Inclusive Weight Climate-A Commentary. <i>Journal of School Health</i> , 2020 , 90, 507-510	2.1	6
18	Identification with Multiple Groups in Multiethnic Middle Schools: What Predicts Social Ingroup Overlap?. <i>Journal of Youth and Adolescence</i> , 2017 , 46, 317-327	4.5	5
17	Peer Victimization and School Adjustment Among Ethnically Diverse Middle School Students: Does Ethnic Ingroup Representation Matter?. <i>Journal of Early Adolescence</i> , 2019 , 39, 499-519	1.9	5
16	Peer rejection as a precursor of romantic dysfunction in adolescence: Can friendships protect?. <i>Journal of Adolescence</i> , 2019 , 77, 70-80	3.4	4
15	Two sides of social integration: Effects of exposure and friendships on second- and third-generation immigrant as well as majority youth's intergroup attitudes. <i>International Journal of Intercultural Relations</i> , 2021 , 80, 51-63	2.3	4
14	When Low Rates of Bullying Increase Risks for Those Who Are Bullied: The Safe School Paradox. <i>JAMA Pediatrics</i> , 2020 , 174, 317-318	8.3	3
13	Social Motivation in the Classroom: implications for students' achievement. <i>Scandinavian Journal of Educational Research</i> , 1994 , 38, 279-289	1.2	3
12	Young Adult Adaptability to the Social Challenges of the COVID-19 Pandemic: The Protective Role of Friendships.. <i>Journal of Youth and Adolescence</i> , 2022 , 51, 585	4.5	3
11	Cross-class friendship and academic achievement in middle school. <i>Developmental Psychology</i> , 2019 , 55, 1666-1679	3.7	3
10	Gender Discrimination, Perceived School Unfairness, Depressive Symptoms, and Sleep Duration Among Middle School Girls. <i>Child Development</i> , 2020 , 91, 1865-1876	4.9	3
9	Multiple Approaches to Uniting Students Across Groups: Introduction to the Special Issue on Social Inclusion. <i>Educational Psychologist</i> , 2019 , 54, 247-249	6.8	3
8	Bullying in School and Online Contexts 2017 , 315-332		2
7	Engagement Norms Buffer Academic Risks Associated with Peer Rejection in Middle School. <i>International Journal of Behavioral Development</i> , 2020 , 29, 235-241	2.6	2
6	Interpersonal attitudes toward cross-ethnic peers in diverse middle schools: Implications for intergroup attitudes. <i>Group Processes and Intergroup Relations</i> , 2021 , 24, 88-107	1.9	2
5	School and Cybervictimization Across High School: Normative Developmental Trajectories and Bidirectional Links with Loneliness. <i>Journal of Research on Adolescence</i> , 2020 , 30, 787-799	3.2	1
4	The academic benefits of maintaining friendships across the transition to high school. <i>Journal of School Psychology</i> , 2022 , 92, 136-147	4.5	0

3 LGBTQ Bullying: Translating Research to Action in Pediatrics **2021**, 60-69

2 LGBTQ Bullying: Translating Research to Action in Pediatrics **2018**, 20-29

1 Kan een preventief, school-breed anti-pestprogramma de moeilijke situatie van slachtoffers verbeteren? Bewijs voor risico-Interventie-effecten. *Gezinstherapie Wereldwijd*, **2017**, 28, 406-426 ○