

Erin Dowdy

List of Publications by Year in descending order

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Version: 2024-02-01

79
papers

1,954
citations

279487

23
h-index

301761

39
g-index

79
all docs

79
docs citations

79
times ranked

1308
citing authors

#	ARTICLE	IF	CITATIONS
1	School-Based Screening: A Population-Based Approach to Inform and Monitor Children's Mental Health Needs. <i>School Mental Health</i> , 2010, 2, 166-176.	1.1	196
2	Protecting and Promoting: An Integrative Conceptual Model for Healthy Development of Adolescents. <i>Journal of Adolescent Health</i> , 2011, 48, 220-228.	1.2	133
3	Early Identification of Behavioral and Emotional Problems in Youth: Universal Screening versus Teacher-Referral Identification. <i>The California School Psychologist: CASP</i> , 2009, 14, 89-95.	0.2	110
4	A Comparison of Teacher Nomination and Screening to Identify Behavioral and Emotional Risk Within a Sample of Underrepresented Students. <i>Journal of Emotional and Behavioral Disorders</i> , 2013, 21, 127-137.	1.1	95
5	Enhancing School-Based Mental Health Services With a Preventive and Promotive Approach to Universal Screening for Complete Mental Health. <i>Journal of Educational and Psychological Consultation</i> , 2015, 25, 178-197.	1.0	91
6	Screening for Behavioral and Emotional Risk Versus Traditional School Identification Methods. <i>School Mental Health</i> , 2014, 6, 40-49.	1.1	79
7	Further Validation of the Social and Emotional Health Survey for High School Students. <i>Applied Research in Quality of Life</i> , 2014, 9, 997-1015.	1.4	72
8	Bullying victimization and student engagement in elementary, middle, and high schools: Moderating role of school climate.. <i>School Psychology Quarterly</i> , 2018, 33, 54-64.	2.4	65
9	Applicability of the Dual-Factor Model of Mental Health for College Students. <i>Journal of College Student Psychotherapy</i> , 2010, 25, 79-92.	0.6	55
10	A latent transition analysis of the longitudinal stability of dual-factor mental health in adolescence. <i>Journal of School Psychology</i> , 2019, 73, 56-73.	1.5	49
11	Determining the Presence of a Problem: Comparing Two Approaches for Detecting Youth Behavioral Risk. <i>School Psychology Review</i> , 2010, 39, 395-407.	1.8	44
12	Factor structure of the BASC-2 Behavioral and Emotional Screening System Student Form.. <i>Psychological Assessment</i> , 2011, 23, 379-387.	1.2	43
13	Screening for emotional and behavioral risk among students with limited English proficiency.. <i>School Psychology Quarterly</i> , 2011, 26, 14-26.	2.4	39
14	Exploring the Relative Contributions of the Strength and Distress Components of Dual-Factor Complete Mental Health Screening. <i>Canadian Journal of School Psychology</i> , 2014, 29, 127-140.	1.6	38
15	Alternatives to Suspensions: Rationale and Recommendations. <i>Journal of School Violence</i> , 2012, 11, 156-173.	1.1	37
16	Conducting Universal Complete Mental Health Screening via Student Self-Report. <i>Contemporary School Psychology</i> , 2015, 19, 253-267.	0.9	34
17	A factor analytic investigation of the BASC-2 Behavioral and Emotional Screening System Parent Form: Psychometric properties, practical implications, and future directions. <i>Journal of School Psychology</i> , 2011, 49, 265-280.	1.5	33
18	Using the Depression, Anxiety, Stress Scales-21 With U.S. Adolescents: An Alternate Models Analysis. <i>Journal of Psychoeducational Assessment</i> , 2017, 35, 581-598.	0.9	33

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19	Addressing Disproportionality in Special Education Using a Universal Screening Approach. Journal of Negro Education, The, 2016, 85, 59.	0.6	32
20	The Factor Structure of the BASC-2 Behavioral and Emotional Screening System Teacher Form, Child/Adolescent. Journal of Psychoeducational Assessment, 2012, 30, 488-495.	0.9	29
21	Effects of mischievous responding on universal mental health screening: I love rum raisin ice cream, really I do!. School Psychology Quarterly, 2017, 32, 320-335.	2.4	28
22	The configuration protective model: Factors associated with adolescent behavioral and emotional problems. Journal of Applied Developmental Psychology, 2015, 38, 49-59.	0.8	27
23	The quantity and variety across domains of psychological and social assets associated with school victimization.. Psychology of Violence, 2015, 5, 411-421.	1.0	26
24	Preliminary investigation of the psychological sense of school membership scale with primary school students in a cross-cultural context. School Psychology International, 2018, 39, 568-586.	1.1	26
25	An Empirical Approach to Complete Mental Health Classification in Adolescents. School Mental Health, 2019, 11, 438-453.	1.1	26
26	Exploring the Contributions of School Belonging to Complete Mental Health Screening. Educational and Developmental Psychologist, 2016, 33, 16-32.	0.4	25
27	Mental health profiles and quality of life among Korean adolescents. School Psychology International, 2017, 38, 98-116.	1.1	25
28	Examining the Relationship Between Scores on the Behavioral and Emotional Screening System and Student Academic, Behavioral, and Engagement Outcomes: An Investigation of Concurrent Validity in Elementary School. The California School Psychologist: CASP, 2009, 14, 81-88.	0.2	24
29	Long-Term Stability of Screening for Behavioral and Emotional Risk. Educational and Psychological Measurement, 2014, 74, 453-472.	1.2	24
30	Adolescentsâ€™ Personality Traits and Positive Psychological Orientations: Relations with Emotional Distress and Life Satisfaction Mediated by School Connectedness. Child Indicators Research, 2019, 12, 1951-1969.	1.1	23
31	Cyberbullying victimization and student engagement among adolescents: Does school climate matter?. School Psychology, 2020, 35, 158-169.	1.7	23
32	Universal Screening in Middle School. Journal of Psychoeducational Assessment, 2013, 31, 53-60.	0.9	18
33	A Preliminary Investigation Into the Added Value of Multiple Gates and Informants in Universal Screening for Behavioral and Emotional Risk. Journal of Applied School Psychology, 2016, 32, 178-198.	0.4	18
34	STABILITY AND CHANGE OF BEHAVIORAL AND EMOTIONAL SCREENING SCORES. Psychology in the Schools, 2015, 52, 618-629.	1.1	17
35	Initial Validation of the Social Emotional Distress Surveyâ€™Secondary to Support Complete Mental Health Screening. Assessment for Effective Intervention, 2018, 43, 241-248.	0.6	17
36	Assessing the effects of schoolâ€™wide <i>Second Step</i> implementation in a predominately English language learner, low SES, Latino sample. Psychology in the Schools, 2012, 49, 864-875.	1.1	16

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37	Preschool Screening. <i>Journal of Psychoeducational Assessment</i> , 2013, 31, 578-584.	0.9	14
38	School Readiness as a Longitudinal Predictor of Social-Emotional and Reading Performance Across the Elementary Grades. <i>Assessment for Effective Intervention</i> , 2017, 42, 248-253.	0.6	14
39	Enhancement and Standardization of a Universal Social-Emotional Health Measure for Students's™ Psychological Strengths. <i>Journal of Well-Being Assessment</i> , 2020, 4, 245-267.	0.7	14
40	Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. <i>Journal of Positive School Psychology</i> , 2021, 5, 42-64.	3.8	13
41	Using Surveillance of Mental Health to Increase Understanding of Youth Involvement in High-Risk Behaviors. <i>Journal of Emotional and Behavioral Disorders</i> , 2013, 21, 33-44.	1.1	12
42	Development and Validation of the Social Emotional Health Survey™Higher Education Version. <i>Applied Research in Quality of Life</i> , 2017, 12, 343-367.	1.4	12
43	A Comparison of Classification Methods for Use in Predicting School-Based Outcomes. <i>The California School Psychologist: CASP</i> , 2007, 12, 121-132.	0.2	10
44	Surveillance of Middle and High School Mental Health Risk by Student Self-Report Screener. <i>Western Journal of Emergency Medicine</i> , 2013, 14, 384-390.	0.6	10
45	Complete Mental Health Screening: Psychological Strengths and Life Satisfaction in Korean Students. <i>Child Indicators Research</i> , 2019, 12, 901-915.	1.1	10
46	Association between social-emotional strengths and school membership: A cross-cultural comparison. <i>International Journal of School and Educational Psychology</i> , 2021, 9, 158-171.	1.0	10
47	University student voices on healing and recovery following tragedy.. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i> , 2018, 10, 76-86.	1.4	10
48	Assessment and Treatment of Selective Mutism with English Language Learners. <i>Contemporary School Psychology</i> , 2015, 19, 193-204.	0.9	9
49	Social-Emotional Screening to Predict Truancy Severity: Recommendations for Educators. <i>Journal of Positive Behavior Interventions</i> , 2019, 21, 19-29.	1.2	9
50	Languishing students: Linking complete mental health screening in schools to Tier 2 intervention. <i>Journal of Applied School Psychology</i> , 2019, 35, 257-289.	0.4	9
51	Examining the BASC-3 BESS Parent Form™Preschool Using Rasch Methodology. <i>Assessment</i> , 2019, 26, 1162-1175.	1.9	9
52	Examining the Latent Structure of the BASC-3 BESS Parent Preschool Form. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 181-193.	0.9	9
53	Predictive Validity of a Student Self-Report Screener of Behavioral and Emotional Risk in an Urban High School. <i>School Psychology Review</i> , 2016, 45, 458-476.	1.8	8
54	Factor structure and differential item functioning of the BASC-2 BESS Spanish Language Parent Form.. <i>School Psychology Quarterly</i> , 2016, 31, 213-225.	2.4	8

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55	Examining the Stability, Accuracy, and Predictive Validity of Behavioral Emotional Screening Scores Across Time to Inform Repeated Screening Procedures. <i>School Psychology Review</i> , 2018, 47, 360-371.	1.8	8
56	The Strengths and Difficulties Questionnaire (SDQ) self-report: Factor structure of the self-report form in Latinx youth. <i>International Journal of School and Educational Psychology</i> , 2019, 7, 187-200.	1.0	8
57	Culturally Competent Behavioral and Emotional Screening. <i>Issues in Clinical Child Psychology</i> , 2014, , 311-321.	0.2	8
58	Social support profiles associations with adolescents' psychological and academic functioning. <i>Journal of School Psychology</i> , 2022, 91, 160-177.	1.5	8
59	A Controlled Study Assessing the Effects of the Impulse Control and Problem Solving Unit of the Second Step Curriculum. <i>The California School Psychologist: CASP</i> , 2009, 14, 105-110.	0.2	7
60	Solution-Focused Brief Counseling: Guidelines, Considerations, and Implications for School Psychologists. <i>The California School Psychologist: CASP</i> , 2009, 14, 111-122.	0.2	5
61	Considerations for Mental Health Screening with Latinx Dual Language Learners. <i>Contemporary School Psychology</i> , 2019, 23, 20-30.	0.9	5
62	Integrating Email Communication with Counseling at School. <i>School Mental Health</i> , 2013, 5, 110-118.	1.1	4
63	Ethical Considerations in the Application of the Scientist-Practitioner Model for Psychologists Conducting Intervention Research. <i>Journal of Contemporary Psychotherapy</i> , 2016, 46, 79-87.	0.7	4
64	Universal School Readiness Screening at Kindergarten Entry. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 188-194.	0.9	4
65	The influence of different longitudinal patterns of peer victimization on psychosocial adjustment. <i>Journal of School Violence</i> , 2019, 18, 483-497.	1.1	4
66	An evaluation of the Social Emotional Health Survey Secondary for use with students with learning disabilities. <i>Psychology in the Schools</i> , 2019, 56, 433-446.	1.1	4
67	Measurement invariance of the English and Spanish BASC-3 behavioral and emotional screening system parent preschool forms. <i>Early Childhood Research Quarterly</i> , 2020, 51, 307-316.	1.6	4
68	Examining the Social Emotional Health Survey-Secondary for Use with Latinx Youth. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 242-246.	0.9	4
69	Examining Relationships Between Measures of Positive Behaviors and Negative Functioning for Elementary School Children. <i>The California School Psychologist: CASP</i> , 2009, 14, 97-104.	0.2	3
70	The Me and My School Questionnaire: Examining the cross-cultural validity of a children's self-report mental health measure. <i>International Journal of School and Educational Psychology</i> , 2021, 9, 31-41.	1.0	3
71	Anonymous Versus Self-Identified Response Formats for School Mental Health Screening. <i>Assessment for Effective Intervention</i> , 2020, , 153450842095943.	0.6	2
72	School belonging constellations considering complete mental health in primary schools. <i>Educational and Developmental Psychologist</i> , 2021, 38, 173-185.	0.4	2

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73	Assessing College Studentsâ€™ Social and Emotional Strengths: A Cross-Cultural Comparison from Mexico, United States, and Spain. <i>European Journal of Psychology and Educational Research</i> , 2021, 4, 123-137.	0.2	2
74	Social Media Monitoring of Students for Harm and Threat Prevention: Ethical Considerations for School Psychologists. <i>Contemporary School Psychology</i> , 2020, , 1.	0.9	1
75	Comparing Informants for Mental Health Screening at the Preschool Level. <i>School Psychology Review</i> , 2022, 51, 589-608.	1.8	1
76	Heterogeneity Among Moderate Mental Health Students on the Mental Health Continuum-Short Form (MHC-SF). <i>School Mental Health</i> , 2022, 14, 416-430.	1.1	1
77	Extending Validation of a Social Emotional Health Measure For Middle School Students. <i>Contemporary School Psychology</i> , 2022, , 1-12.	0.9	1
78	Assessing measurement equivalence of PSC-17 across teacher and parent respondents. <i>School Psychology International</i> , 2022, 43, 477-495.	1.1	1
79	Legal and Ethical Considerations for Family-School Engagement with Undocumented Families. <i>Contemporary School Psychology</i> , 2020, 24, 400-405.	0.9	0