

Carol Lynn Martin

List of Publications by Year in descending order

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Version: 2024-02-01

117
papers

7,740
citations

66343

42
h-index

54911

84
g-index

120
all docs

120
docs citations

120
times ranked

3840
citing authors

#	ARTICLE	IF	CITATIONS
1	The Benefits of Buddies: Strategically Pairing Preschoolers with Other-Gender Classmates Promotes Positive Peer Interactions. <i>Early Education and Development</i> , 2023, 34, 1011-1025.	2.6	7
2	Perceived Similarity to Gender Groups Scale: Validation in a Sample of Italian LGB+ and Heterosexual Young Adults. <i>Sexuality Research and Social Policy</i> , 2022, 19, 1270-1284.	2.3	4
3	Power in Aggressor-Victim Relationships: Exploring Social, Physical, Gender- and Ethnicity-Based Power. <i>Journal of Youth and Adolescence</i> , 2022, 51, 208-224.	3.5	1
4	Gender integration and elementary-age students' classroom belongingness: The importance of other-gender peers. <i>Psychology in the Schools</i> , 2022, 59, 1492-1510.	1.8	3
5	Early Adolescents' Gender Typicality and Depressive Symptoms: The Moderating Role of Parental Acceptance. <i>Journal of Early Adolescence</i> , 2022, 42, 822-840.	1.9	3
6	Preschoolers' interactions with other-gender peers promote prosocial behavior and reduce aggression: An examination of the Buddy Up intervention. <i>Early Childhood Research Quarterly</i> , 2022, 60, 403-413.	2.7	10
7	Being helpful to other-gender peers: School-age children's gender-based intergroup prosocial behaviour. <i>British Journal of Developmental Psychology</i> , 2022, 40, 520-538.	1.7	7
8	Who Engages in Gender Bullying? The Role of Homophobic Name-Calling, Gender Pressure, and Gender Conformity. <i>Educational Researcher</i> , 2021, 50, 215-224.	5.4	10
9	Gender Schema Theory. , 2021, , 3353-3357.		0
10	Building integrated peer relationships in preschool classrooms: The potential of buddies. <i>Journal of Applied Developmental Psychology</i> , 2021, 73, 101257.	1.7	17
11	Taking A Social-Relational (and Developmental) Perspective on the Roots of Gender Gaps in Political Leadership. <i>Psychological Inquiry</i> , 2021, 32, 117-123.	0.9	2
12	A double-edged sword: Children's intergroup gender attitudes have social consequences for the beholder.. <i>Developmental Psychology</i> , 2021, 57, 1510-1524.	1.6	2
13	Quantifying gender norm resistance. <i>Journal of Adolescence</i> , 2020, 84, 219-229.	2.4	2
14	Investigating the Relation between Gender Typicality and Pressure to Conform to Gender Norms. <i>Sex Roles</i> , 2020, 83, 523-535.	2.4	35
15	Does gender-bending help or hinder friending? The roles of gender and gender similarity in friendship dissolution.. <i>Developmental Psychology</i> , 2020, 56, 1157-1169.	1.6	13
16	Early Adolescent Gender Development: The Differential Effects of Felt Pressure from Parents, Peers, and the Self. <i>Journal of Youth and Adolescence</i> , 2019, 48, 1912-1923.	3.5	22
17	Gender Integration and the Promotion of Inclusive Classroom Climates. <i>Educational Psychologist</i> , 2019, 54, 271-285.	9.0	18
18	Exploring dual gender typicality among young adults in the United States. <i>International Journal of Behavioral Development</i> , 2019, 43, 314-321.	2.4	12

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19	Characteristics of Preschool Gender Enforcers and Peers Who Associate with Them. <i>Sex Roles</i> , 2019, 81, 671-685.	2.4	20
20	Similarity in transgender and cisgender children's gender development. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2019, 116, 24480-24485.	7.1	70
21	Dyadic Peer Interactions: the Impact of Aggression on Impression Formation with New Peers. <i>Journal of Abnormal Child Psychology</i> , 2019, 47, 839-850.	3.5	2
22	Will They Listen to Me? An Examination of In-Group Gender Bias in Children's Communication Beliefs. <i>Sex Roles</i> , 2019, 80, 172-185.	2.4	5
23	Gender discrimination hinders other-gender friendship formation in diverse youth. <i>Journal of Applied Developmental Psychology</i> , 2018, 59, 16-25.	1.7	9
24	Relations between close friendships and adolescent aggression: Structural and behavioral friendship features. <i>Social Development</i> , 2018, 27, 293-307.	1.3	5
25	Trajectories of Italian Children's Peer Rejection: Associations with Aggression, Prosocial Behavior, Physical Attractiveness, and Adolescent Adjustment. <i>Journal of Abnormal Child Psychology</i> , 2018, 46, 1021-1035.	3.5	24
26	Kindergarten School Engagement: Linking Early Temperament and Academic Achievement at the Transition to School. <i>Early Education and Development</i> , 2018, 29, 780-796.	2.6	13
27	The Influence of Peers During Adolescence: Does Homophobic Name Calling by Peers Change Gender Identity?. <i>Journal of Youth and Adolescence</i> , 2018, 47, 636-649.	3.5	18
28	Gender integration in coeducational classrooms: Advancing educational research and practice.. <i>School Psychology Quarterly</i> , 2018, 33, 182-190.	2.0	12
29	Gender Schema Theory. , 2018, , 1-5.		0
30	Reviving Androgyny: A Modern Day Perspective on Flexibility of Gender Identity and Behavior. <i>Sex Roles</i> , 2017, 76, 592-603.	2.4	36
31	A Dual Identity Approach for Conceptualizing and Measuring Children's Gender Identity. <i>Child Development</i> , 2017, 88, 167-182.	3.0	105
32	The transition from preschool to first grade: A transactional model of development. <i>Journal of Applied Developmental Psychology</i> , 2017, 49, 55-67.	1.7	14
33	The efficacy of a relationship building intervention in 5th grade. <i>Journal of School Psychology</i> , 2017, 61, 75-88.	2.9	30
34	Masculinity and school adjustment in middle school.. <i>Psychology of Men and Masculinity</i> , 2017, 18, 50-61.	1.3	20
35	Traditional Masculinity During the Middle School Transition: Associations with Depressive Symptoms and Academic Engagement. <i>Journal of Youth and Adolescence</i> , 2017, 46, 709-724.	3.5	37
36	Cross-language associations and changes in Spanish-speaking preschoolers' English and Spanish academic abilities. <i>Applied Psycholinguistics</i> , 2017, 38, 347-370.	1.1	15

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37	Assessing the Impact of Homophobic Name Calling on Early Adolescent Mental Health: A Longitudinal Social Network Analysis of Competing Peer Influence Effects. <i>Journal of Youth and Adolescence</i> , 2017, 46, 955-969.	3.5	27
38	The Influence of Gender-Based Relationship Efficacy on Attitudes Toward School. <i>Merrill-Palmer Quarterly</i> , 2017, 63, 396.	0.5	10
39	Peer effects on Head Start children's preschool competency.. <i>Developmental Psychology</i> , 2016, 52, 58-70.	1.6	42
40	Peer influence on gender identity development in adolescence.. <i>Developmental Psychology</i> , 2016, 52, 1578-1592.	1.6	61
41	Peer Influence on Academic Performance: A Social Network Analysis of Social-Emotional Intervention Effects. <i>Prevention Science</i> , 2016, 17, 903-913.	2.6	53
42	On the Association Between Self-Reported Own- and Other-Gender Similarity and the Use of Physical and Relational Aggression in Sixth Grade Children. <i>Archives of Sexual Behavior</i> , 2016, 45, 1817-1826.	1.9	12
43	Developmental Changes in the Link Between Gender Typicality and Peer Victimization and Exclusion. <i>Sex Roles</i> , 2016, 75, 243-256.	2.4	44
44	Preschool Contexts and Teacher Interactions: Relations with School Readiness. <i>Early Education and Development</i> , 2016, 27, 623-641.	2.6	23
45	Targeted Victimization: Exploring Linear and Curvilinear Associations Between Social Network Prestige and Victimization. <i>Journal of Youth and Adolescence</i> , 2016, 45, 1772-1785.	3.5	31
46	The Development of Other-Gender Interactions: Behavioral, Biological, Cognitive, and Contextual Influences. , 2016, , 121-139.		6
47	Gender-Biased Attitudes and Attributions Among Young Italian Children: Relation to Peer Dyadic Interaction. <i>Sex Roles</i> , 2015, 73, 427-441.	2.4	12
48	Gender-Segregated Schooling. <i>Educational Policy</i> , 2015, 29, 431-447.	2.0	14
49	Peer influences on gender differences in educational aspiration and attainment. , 2014, , 29-52.		8
50	Gendered-Peer Relationships in Educational Contexts. <i>Advances in Child Development and Behavior</i> , 2014, 47, 151-187.	1.3	30
51	Gender-Based Relationship Efficacy: Children's Self-Perceptions in Intergroup Contexts. <i>Child Development</i> , 2014, 85, 1663-1676.	3.0	31
52	With Whom and Where You Play: Preschoolers' Social Context Predicts Peer Victimization. <i>Social Development</i> , 2014, 23, 357-375.	1.3	7
53	Can Fostering Children's Ability to Challenge Sexism Improve Critical Analysis, Internalization, and Enactment of Inclusive, Egalitarian Peer Relationships?. <i>Journal of Social Issues</i> , 2014, 70, 115-133.	3.3	35
54	English exposure in the home and classroom: Predictions to Spanish-speaking preschoolers' English vocabulary skills. <i>Applied Psycholinguistics</i> , 2014, 35, 1163-1187.	1.1	36

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55	Playing with others: Head Start children's peer play and relations with kindergarten school competence. <i>Early Childhood Research Quarterly</i> , 2014, 29, 345-356.	2.7	47
56	Linking Positive Affect and Positive Self-beliefs in Daily Life. <i>Journal of Happiness Studies</i> , 2014, 15, 1479-1493.	3.2	25
57	The Role of Sex of Peers and Gender-Typed Activities in Young Children's Peer Affiliative Networks: A Longitudinal Analysis of Selection and Influence. <i>Child Development</i> , 2013, 84, 921-937.	3.0	133
58	Dynamical Analyses for Developmental Science: A Primer for Intrigued Scientists. <i>Human Development</i> , 2013, 56, 59-75.	2.0	15
59	Gender-segregated schooling and gender stereotyping. <i>Educational Studies</i> , 2013, 39, 315-319.	2.4	29
60	Bringing the Cognitive and the Social Together. , 2013, , 306-313.		6
61	Response"Single-Sex Education: Parameters Too Narrow. <i>Science</i> , 2012, 335, 166-168.	12.6	5
62	The importance of mutual positive expressivity in social adjustment: Understanding the role of peers and gender.. <i>Emotion</i> , 2012, 12, 304-313.	1.8	21
63	Aggression by whom"aggression toward whom: Behavioral predictors of same- and other-gender aggression in early childhood.. <i>Developmental Psychology</i> , 2012, 48, 1450-1462.	1.6	23
64	Children's Gender-Typed Activity Choices Across Preschool Social Contexts. <i>Sex Roles</i> , 2012, 67, 435-451.	2.4	51
65	The effects of young children's affiliations with prosocial peers on subsequent emotionality in peer interactions. <i>British Journal of Developmental Psychology</i> , 2012, 30, 569-585.	1.7	42
66	Congruence Between Gender Stereotypes and Activity Preference in Self-Identified Tomboys and Non-Tomboys. <i>Archives of Sexual Behavior</i> , 2012, 41, 599-610.	1.9	46
67	Preschool Children with Gender Normative and Gender Non-Normative Peer Preferences: Psychosocial and Environmental Correlates. <i>Archives of Sexual Behavior</i> , 2012, 41, 831-847.	1.9	18
68	The Pseudoscience of Single-Sex Schooling. <i>Science</i> , 2011, 333, 1706-1707.	12.6	233
69	"It's not that we hate you": Understanding children's gender attitudes and expectancies about peer relationships. <i>British Journal of Developmental Psychology</i> , 2011, 29, 288-304.	1.7	53
70	Gender Development Research in Sex Roles: Historical Trends and Future Directions. <i>Sex Roles</i> , 2011, 64, 826-842.	2.4	89
71	Experienced and Expected Similarity to Same-Gender Peers: Moving Toward a Comprehensive Model of Gender Segregation. <i>Sex Roles</i> , 2011, 65, 421-434.	2.4	59
72	Fundamental principles of network formation among preschool children. <i>Social Networks</i> , 2010, 32, 61-71.	2.1	119

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73	Gender and Temperament in Young Children's Social Interactions. , 2010, , .		1
74	Patterns of Gender Development. Annual Review of Psychology, 2010, 61, 353-381.	17.7	386
75	The Breadth of Peer Relationships Among Preschoolers: An Application of the Q-Connectivity Method to Externalizing Behavior. Child Development, 2008, 79, 1119-1136.	3.0	11
76	Sex Differences in Children's Play. , 2007, , 275-290.		6
77	Preschoolers' academic readiness: What role does the teacher-child relationship play?. Early Childhood Research Quarterly, 2007, 22, 407-422.	2.7	134
78	Using the Q-connectivity method to study frequency of interaction with multiple peer triads: Do preschoolers' peer group interactions at school relate to academic skills?. New Directions for Child and Adolescent Development, 2007, 2007, 9-24.	2.2	10
79	The Social Context of Young Children's Peer Victimization. Social Development, 2005, 14, 2-19.	1.3	51
80	Social dynamics in the preschool. Developmental Review, 2005, 25, 299-327.	4.7	74
81	Exposure to Externalizing Peers in Early Childhood: Homophily and Peer Contagion Processes. Journal of Abnormal Child Psychology, 2005, 33, 267-281.	3.5	110
82	The Next 50 Years: Considering Gender as a Context for Understanding Young Children's Peer Relationships. Merrill-Palmer Quarterly, 2004, 50, 260-273.	0.5	41
83	Children's Search for Gender Cues. Current Directions in Psychological Science, 2004, 13, 67-70.	5.3	325
84	Recognizing the Centrality of Gender Identity and Stereotype Knowledge in Gender Development and Moving Toward Theoretical Integration: Reply to Bandura and Bussey (2004).. Psychological Bulletin, 2004, 130, 702-710.	6.1	36
85	Young Children's Play Qualities in Same-, Other-, and Mixed-Sex Peer Groups. Child Development, 2003, 74, 921-932.	3.0	215
86	Children at Play: The Role of Peers in Understanding the Effects of Child Care. Child Development, 2003, 74, 1039-1043.	3.0	104
87	Early school competence: The roles of sex-segregated play and effortful control.. Developmental Psychology, 2003, 39, 848-858.	1.6	100
88	Young Children's Negative Emotionality and Social Isolation: A Latent Growth Curve Analysis. Merrill-Palmer Quarterly, 2002, 48, 284-307.	0.5	51
89	Cognitive theories of early gender development.. Psychological Bulletin, 2002, 128, 903-933.	6.1	480
90	Conceptualizing, Measuring, and Evaluating the Developmental Course of Gender Differentiation: Compliments, Queries, and Quandaries. Monographs of the Society for Research in Child Development, 2002, 67, 148-166.	6.8	17

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91	The stability and consequences of young children's same-sex peer interactions.. <i>Developmental Psychology</i> , 2001, 37, 431-446.	1.6	426
92	Parental Coping with Children's Negative Emotions: Relations with Children's Emotional and Social Responding. <i>Child Development</i> , 2001, 72, 907-920.	3.0	276
93	Criteria for Evaluating the Significance of Developmental Research in the Twenty-First Century: Force and Counterforce. <i>Child Development</i> , 2000, 71, 212-221.	3.0	28
94	Social Cognition on the Playground: Children's Beliefs about Playing with Girls Versus Boys and their Relations to Sex Segregated Play. <i>Journal of Social and Personal Relationships</i> , 1999, 16, 751-771.	2.3	89
95	A developmental perspective of self-construals and sex differences: Comment on Cross and Madson (1997).. <i>Psychological Bulletin</i> , 1997, 122, 45-50.	6.1	78
96	Roles of temperamental arousal and gender-segregated play in young children's social adjustment.. <i>Developmental Psychology</i> , 1997, 33, 693-702.	1.6	56
97	Children's Gender-Based Reasoning about Toys. <i>Child Development</i> , 1995, 66, 1453.	3.0	128
98	Children's Gender-Based Reasoning about Toys. <i>Child Development</i> , 1995, 66, 1453-1471.	3.0	138
99	Stereotypes about children with traditional and nontraditional gender roles. <i>Sex Roles</i> , 1995, 33, 727-751.	2.4	76
100	Folk Theories about Sex and Race Differences. <i>Personality and Social Psychology Bulletin</i> , 1995, 21, 45-57.	3.0	154
101	Cognitive influences on the development and maintenance of gender segregation. <i>New Directions for Child and Adolescent Development</i> , 1994, 1994, 35-51.	2.2	12
102	New Directions for Investigating Children's Gender Knowledge. <i>Developmental Review</i> , 1993, 13, 184-204.	4.7	83
103	The Development of Sex Typing in Middle Childhood. <i>Monographs of the Society for Research in Child Development</i> , 1993, 58, i.	6.8	188
104	Some Effects of Arousal on Sex Stereotyping. <i>Personality and Social Psychology Bulletin</i> , 1992, 18, 325-330.	3.0	7
105	Preschoolers' beliefs about sex and age differences in emotionality. <i>Sex Roles</i> , 1992, 27, 377-390.	2.4	22
106	The Role of Cognition in Understanding Gender Effects. <i>Advances in Child Development and Behavior</i> , 1991, 23, 113-149.	1.3	26
107	Gender and Age Stereotypes of Emotionality. <i>Personality and Social Psychology Bulletin</i> , 1991, 17, 532-540.	3.0	290
108	The Relation of Gender Understanding to Children's Sex-Typed Preferences and Gender Stereotypes. <i>Child Development</i> , 1990, 61, 1427.	3.0	76

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109	The Relation of Gender Understanding to Children's Sex-typed Preferences and Gender Stereotypes. <i>Child Development</i> , 1990, 61, 1427-1439.	3.0	82
110	The Development of Gender Stereotype Components. <i>Child Development</i> , 1990, 61, 1891-1904.	3.0	144
111	Attitudes and expectations about children with nontraditional and traditional gender roles. <i>Sex Roles</i> , 1990, 22, 151-166.	2.4	214
112	Mood Fluctuations: Women Versus Men and Menstrual Versus Other Cycles. <i>Psychology of Women Quarterly</i> , 1988, 12, 201-223.	2.0	89
113	Bipolar-biasing effects of sex-role extremity on memory for traits. <i>Sex Roles</i> , 1985, 13, 463-474.	2.4	5
114	Gender constancy: A methodological and theoretical analysis. <i>Sex Roles</i> , 1983, 9, 775-790.	2.4	42
115	The Effects of Sex-Typing Schemas on Young Children's Memory. <i>Child Development</i> , 1983, 54, 563.	3.0	116
116	A Schematic Processing Model of Sex Typing and Stereotyping in Children. <i>Child Development</i> , 1981, 52, 1119.	3.0	570
117	Who am I and what do my peers think: How do gender identity and peer norms relate to other's gender friendships. <i>Social Development</i> , 0, , .	1.3	0