Karen L Bierman

List of Publications by Year
in descending order

107 papers	9,490 citations	41339 49 h-index	39667 94 g-index
107 all docs	107 docs citations	107 times ranked	6858 citing authors

#	Article	IF	Citations
1	Promoting Academic and Social–Emotional School Readiness: The Head Start REDI Program. Child Development, 2008, 79, 1802-1817.	3.0	632
2	Executive functions and school readiness intervention: Impact, moderation, and mediation in the Head Start REDI program. Development and Psychopathology, 2008, 20, 821-843.	2.3	620
3	The development of cognitive skills and gains in academic school readiness for children from low-income families.. Journal of Educational Psychology, 2010, 102, 43-53.	2.9	571
4	A Conceptual Framework for Adaptive Preventive Interventions. Prevention Science, 2004, 5, 185-196.	2.6	508
5	Parenting Practices and Child Disruptive Behavior Problems in Early Elementary School. Journal of Clinical Child and Adolescent Psychology, 2000, 29, 17-29.	2.1	448
6	The Relation between Behavior Problems and Peer Preference in Different Classroom Contexts. Child Development, 1999, 70, 169-182.	3.0	321
7	PROSPER Community–University Partnership Model for Public Education Systems: Capacity-Building for Evidence-Based, Competence-Building Prevention. Prevention Science, 2004, 5, 31-39.	2.6	307
8	Evaluation of the first 3 years of the Fast Track prevention trial with children at high risk for adolescent conduct problems. Journal of Abnormal Child Psychology, 2002, 30, 19-35.	3.5	293
9	The effects of a multiyear universal social–emotional learning program: The role of student and school characteristics.. Journal of Consulting and Clinical Psychology, 2010, 78, 156-168.	2.0	285
10	Social Anxiety and Peer Relations in Early Adolescence: Behavioral and Cognitive Factors. Journal of Abnormal Child Psychology, 2007, 35, 405-416.	3.5	214
11	Promoting Children's Social-Emotional Skills in Preschool Can Enhance Academic and Behavioral Functioning in Kindergarten: Findings From Head Start REDI. Early Education and Development, 2013, 24, 1000-1019.	2.6	182
12	Peer rejection and aggression and early starter models of conduct disorder. Journal of Abnormal Child Psychology, 2002, 30, 217-230.	3.5	177
13	The Effects of the Fast Track Program on Serious Problem Outcomes at the End of Elementary School. Journal of Clinical Child and Adolescent Psychology, 2004, 33, 650-661.	3.4	176
14	The quality of sibling relationships and the development of social competence and behavioral control in aggressive children.. Developmental Psychology, 1996, 32, 79-89.	1.6	171
15	Fostering High-Quality Teaching With an Enriched Curriculum and Professional Development Support:The Head Start REDI Program. American Educational Research Journal, 2009, 46, 567-597.	2.7	157
16	Improving the social behavior and peer acceptance of rejected boys: Effects of social skill training with instructions and prohibitions.. Journal of Consulting and Clinical Psychology, 1987, 55, 194-200.	2.0	156
17	Technology-assisted interventions for parents of young children: Emerging practices, current research, and future directions. Early Childhood Research Quarterly, 2015, 33, 21-32.	2.7	147
18	Impact of Early Intervention on Psychopathology, Crime, and Well-Being at Age 25. American Journal of Psychiatry, 2015, 172, 59-70.	7.2	147

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19	Children's conceptions of friendship: A multimethod study of developmental changes.. Developmental Psychology, 1984, 20, 925-931.	1.6	146
20	Predicting adolescent peer problems and antisocial activities: The relative roles of aggression and dysregulation.. Developmental Psychology, 1999, 35, 335-346.	1.6	139
21	How attendance and quality of participation affect treatment response to parent management training.. Journal of Consulting and Clinical Psychology, 2009, 77, 429-438.	2.0	136
22	Effects of Head Start <scp>REDI</scp> on Children's Outcomes 1 Year Later in Different Kindergarten Contexts. Child Development, 2014, 85, 140-159.	3.0	135
23	Behavioral and Cognitive Readiness for School: Cross‐domain Associations for Children Attending Head Start. Social Development, 2009, 18, 305-323.	1.3	131
24	If It's Offered, Will They Come? Influences on Parents' Participation in a Community‐Based Conduct Problems Prevention Program. American Journal of Community Psychology, 1999, 27, 753-783.	2.5	125
25	Title is missing!. Journal of Abnormal Child Psychology, 2002, 30, 1-17.	3.5	119
26	Using the Fast Track randomized prevention trial to test the early-starter model of the development of serious conduct problems. Development and Psychopathology, 2002, 14, 925-943.	2.3	105
27	Evidence for a Multi-Dimensional Latent Structural Model of Externalizing Disorders. Journal of Abnormal Child Psychology, 2013, 41, 223-237.	3.5	100
28	Executive functioning and school adjustment: The mediational role of pre-kindergarten learning-related behaviors. Early Childhood Research Quarterly, 2015, 30, 70-79.	2.7	99
29	Developmental Changes in Young Children's Conceptions of Friendship. Child Development, 1983, 54, 549.	3.0	97
30	Disentangling the Impact of Low Cognitive Ability and Inattention on Social Behavior and Peer Relationships. Journal of Clinical Child and Adolescent Psychology, 2000, 29, 66-75.	2.1	92
31	The randomized controlled trial of Head Start REDI: Sustained effects on developmental trajectories of social‐emotional functioning.. Journal of Consulting and Clinical Psychology, 2016, 84, 310-322.	2.0	88
32	Navigating the Transition to Junior High School: The Influence of Pre-Transition Friendship and Self-System Characteristics. Social Development, 2005, 14, 42-60.	1.3	86
33	The impact of classroom aggression on the development of aggressive behavior problems in children. Development and Psychopathology, 2006, 18, 471-87.	2.3	85
34	Unique Associations Between Peer Relations and Social Anxiety in Early Adolescence. Journal of Clinical Child and Adolescent Psychology, 2008, 37, 759-769.	3.4	85
35	Friendships moderate psychosocial maladjustment in socially anxious early adolescents. Journal of Applied Developmental Psychology, 2010, 31, 15-26.	1.7	85
36	The Influence of Classroom Aggression and Classroom Climate on Aggressive-Disruptive Behavior. Child Development, 2011, 82, 751-757.	3.0	85

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37	Aggression, hyperactivity, and inattention-immaturity: Behavior dimensions associated with peer rejection in elementary school boys.. Developmental Psychology, 1991, 27, 663-671.	1.6	80
38	Early Adolescent School Adjustment: Associations with Friendship and Peer Victimization. Social Development, 2008, 17, 853-870.	1.3	72
39	Helping Head Start Parents Promote Their Children's Kindergarten Adjustment: The Research†Based Developmentally Informed Parent Program. Child Development, 2015, 86, 1877-1891.	3.0	72
40	Strengthening Prevention Program Theories and Evaluations: Contributions from Social Network Analysis. Prevention Science, 2011, 12, 349-360.	2.6	71
41	Predicting Early Sexual Activity with Behavior Problems Exhibited at School Entry and in Early Adolescence. Journal of Abnormal Child Psychology, 2008, 36, 1175-1188.	3.5	68
42	School Outcomes of Aggressive†Disruptive Children: Prediction From Kindergarten Risk Factors and Impact of the Fast Track Prevention Program. Aggressive Behavior, 2013, 39, 114-130.	2.4	65
43	Social Skills Training in the Fast Track Program. , 1996, , 65-89.		65
44	The promise and potential of studying the â€œinvisible handâ€•of teacher influence on peer relations and student outcomes: A commentary. Journal of Applied Developmental Psychology, 2011, 32, 297-303.	1.7	62
45	Preschool Intervention Can Promote Sustained Growth in the Executive-Function Skills of Children Exhibiting Early Deficits. Psychological Science, 2017, 28, 1719-1730.	3.3	61
46	Dimensions of Parenting Associated with Child Prekindergarten Emotion Regulation and Attention Control in Low†income Families. Social Development, 2015, 24, 601-620.	1.3	60
47	Assessing Social Dysfunction: The Contributions of Laboratory and Performance-Based Measures. Journal of Clinical Child and Adolescent Psychology, 2000, 29, 526-539.	2.1	59
48	Developmental trajectories of clinically significant attention-deficit/hyperactivity disorder (ADHD) symptoms from grade 3 through 12 in a high-risk sample: Predictors and outcomes.. Journal of Abnormal Psychology, 2016, 125, 207-219.	1.9	57
49	Enriching preschool classrooms and home visits with evidence†based programming: sustained benefits for low†income children. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2017, 58, 129-137.	5.2	56
50	Predictor Variables Associated with Positive Fast Track Outcomes at the End of Third Grade. Journal of Abnormal Child Psychology, 2002, 30, 37-52.	3.5	54
51	The Impact of First-Grade â€œFriendship Groupâ€•Experiences on Child Social Outcomes in the Fast Track Program. Journal of Abnormal Child Psychology, 2005, 33, 307-324.	3.5	52
52	The multifaceted impact of peer relations on aggressive†"disruptive behavior in early elementary school.. Developmental Psychology, 2013, 49, 1174-1186.	1.6	52
53	Preschool interpersonal relationships predict kindergarten achievement: Mediated by gains in emotion knowledge. Journal of Applied Developmental Psychology, 2015, 39, 44-52.	1.7	52
54	Predictors and Consequences of Aggressive-Withdrawn Problem Profiles in Early Grade School. Journal of Clinical Child and Adolescent Psychology, 2002, 31, 299-311.	3.4	49

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55	Classroom and Teacher Support in Kindergarten: Associations With the Behavioral and Academic Adjustment of Low-Income Students. Merrill-Palmer Quarterly, 2015, 61, 383.	0.5	48
56	The implications of different developmental patterns of disruptive behavior problems for school adjustment. Development and Psychopathology, 1998, 10, 451-467.	2.3	44
57	Examining clinical judgment in an adaptive intervention design: The fast track program.. Journal of Consulting and Clinical Psychology, 2006, 74, 468-481.	2.0	41
58	Double Jeopardy: Child and School Characteristics That Predict Aggressive-Disruptive Behavior in First Grade. School Psychology Review, 2008, 37, 516-532.	3.0	39
59	Examining the sustainability of an evidence-based preschool curriculum: The REDI program. Early Childhood Research Quarterly, 2012, 27, 55-65.	2.7	37
60	Aggressive marital conflict, maternal harsh punishment, and child aggressive-disruptive behavior: Evidence for direct and mediated relations.. Journal of Family Psychology, 2006, 20, 217-226.	1.3	36
61	The Difficulty of Maintaining Positive Intervention Effects: A Look at Disruptive Behavior, Deviant Peer Relations, and Social Skills During the Middle School Years. Journal of Early Adolescence, 2010, 30, 593-624.	1.9	34
62	Promoting the development of executive functions through early education and prevention programs.. , 2016, , 299-326.		34
63	How do parent expectations promote child academic achievement in early elementary school? A test of three mediators.. Developmental Psychology, 2017, 53, 1694-1708.	1.6	34
64	Early Childhood Precursors and Adolescent Sequelae of Grade School Peer Rejection and Victimization. Journal of Clinical Child and Adolescent Psychology, 2015, 44, 367-379.	3.4	33
65	Identification and validation of school readiness profiles among high-risk kindergartners. Early Childhood Research Quarterly, 2017, 38, 33-43.	2.7	33
66	Preventing Serious Conduct Problems in School-Age Youth: The Fast Track Program. Cognitive and Behavioral Practice, 2008, 15, 3-17.	1.5	30
67	Maternal Depressive Symptoms and Child Social Preference During the Early School Years: Mediation by Maternal Warmth and Child Emotion Regulation. Journal of Abnormal Child Psychology, 2011, 39, 365-377.	3.5	29
68	Sustained effects of a school readiness intervention: 5th grade outcomes of the Head Start REDI program. Early Childhood Research Quarterly, 2020, 53, 151-160.	2.7	29
69	Longitudinal trends and year-to-year fluctuations in student–teacher conflict and closeness: Associations with aggressive behavior problems. Journal of School Psychology, 2018, 70, 1-15.	2.9	28
70	Effect of Preschool Home Visiting on School Readiness and Need for Services in Elementary School. JAMA Pediatrics, 2018, 172, e181029.	6.2	28
71	Double Jeopardy: Child and School Characteristics That Predict Aggressive-Disruptive Behavior in First Grade. School Psychology Review, 2008, 37, 516-532.	3.0	27
72	Sustaining High-Quality Teaching and Evidence-Based Curricula: Follow-Up Assessment of Teachers in the REDI Project. Early Education and Development, 2013, 24, 1194-1213.	2.6	23

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73	Parent engagement in a Head Start home visiting program predicts sustained growth in children's school readiness. Early Childhood Research Quarterly, 2018, 45, 106-114.	2.7	22
74	What you say, and how you say it: Preschoolers' growth in vocabulary and communication skills differentially predict kindergarten academic achievement and self-regulation. Social Development, 2020, 29, 783-800.	1.3	20
75	Parental support of self-regulation among children at risk for externalizing symptoms: Developmental trajectories of physiological regulation and behavioral adjustment.. Developmental Psychology, 2020, 56, 528-540.	1.6	20
76	Investigating the Impact of Selection Bias in Dose-Response Analyses of Preventive Interventions. Prevention Science, 2010, 11, 239-251.	2.6	18
77	Assessing Noncognitive Aspects of School Readiness: The Predictive Validity of Brief Teacher Rating Scales of Social-Emotional Competence and Approaches to Learning. Early Education and Development, 2018, 29, 1081-1094.	2.6	17
78	Promoting parent academic expectations predicts improved school outcomes for low-income children entering kindergarten. Journal of School Psychology, 2017, 62, 67-80.	2.9	16
79	Promoting School Readiness in the Context of Socio-Economic Adversity: Associations with Parental Demoralization and Support for Learning. Child and Youth Care Forum, 2014, 43, 353-371.	1.6	15
80	Preschool executive functions, single-parent status, and school quality predict diverging trajectories of classroom inattention in elementary school. Development and Psychopathology, 2015, 27, 681-693.	2.3	15
81	Restrictive educational placements increase adolescent risks for students with early-starting conduct problems. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2016, 57, 899-908.	5.2	15
82	Reducing Adolescent Psychopathology in Socioeconomically Disadvantaged Children With a Preschool Intervention: A Randomized Controlled Trial. American Journal of Psychiatry, 2021, 178, 305-312.	7.2	15
83	Promoting EF With Preschool Interventions: Lessons Learned From 15 Years of Conducting Large-Scale Studies. Frontiers in Psychology, 2021, 12, 640702.	2.1	15
84	Effects of parent and child pre-intervention characteristics on child skill acquisition during a school readiness intervention. Early Childhood Research Quarterly, 2015, 33, 87-97.	2.7	14
85	Promoting resilience: A preschool intervention enhances the adolescent adjustment of children exposed to early adversity.. School Psychology, 2020, 35, 285-298.	2.4	14
86	Serving the Needs of Young Children with Social, Emotional, and Behavioral Needs: A Commentary. School Mental Health, 2018, 10, 254-263.	2.1	11
87	Parent support for learning at school entry: Benefits for aggressive children in high-risk urban contexts. Early Childhood Research Quarterly, 2015, 31, 9-18.	2.7	10
88	Teaching Explicit Social-Emotional Skills With Contextual Supports for Students With Intensive Intervention Needs. Journal of Emotional and Behavioral Disorders, 2021, 29, 14-23.	1.7	10
89	Rejection Reactivity, Executive Function Skills, and Social Adjustment Problems of Inattentive and Hyperactive Kindergarteners. Social Development, 2016, 25, 322-339.	1.3	8
90	How a preschool parent intervention produced later benefits: A longitudinal mediation analysis. Journal of Applied Developmental Psychology, 2019, 64, 101058.	1.7	8

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91	Tiered Systems of Adaptive Supports and the Individualization of Intervention: Merging Developmental Cascades and Correlated Constraints Perspectives. Journal of Emotional and Behavioral Disorders, 2021, 29, 3-13.	1.7	8
92	KINDERGARTEN SOCIAL WITHDRAWAL AND READING ACHIEVEMENT: A CROSS-LAGGED PATH MODEL FOR AT-RISK LEARNERS. Psychology in the Schools, 2016, 53, 751-759.	1.8	7
93	Profiles of Kindergarten Classroom and Elementary School Contexts: Associations with the First-Grade Outcomes of Children Transitioning from Head Start. Elementary School Journal, 2016, 117, 119-142.	1.4	7
94	Important issues in estimating costs of early childhood educational interventions: An example from the REDI program. Children and Youth Services Review, 2019, 107, 104498.	1.9	7
95	Longitudinal Associations Linking Elementary and Middle School Contexts with Student Aggression in Early Adolescence. Journal of Abnormal Child Psychology, 2020, 48, 1569-1580.	3.5	5
96	Sustained benefits of a preschool home visiting program: Child outcomes in fifth grade. Early Childhood Research Quarterly, 2021, 56, 260-271.	2.7	5
97	Efficacy of the Fast Track Friendship Group Program for Peer-rejected Children: A Randomized-Controlled Trial. Journal of Clinical Child and Adolescent Psychology, 2022, , 1-17.	3.4	5
98	Sleep Duration and Kindergarten Adjustment. Pediatrics, 2022, 150, .	2.1	4
99	Commentary: New Models for School-Based Mental Health Services. School Psychology Review, 2003, 32, 525-529.	3.0	3
100	Profiles of Dysregulation Moderate the Impact of Preschool Teacher–Student Relationships on Elementary School Functioning. Early Education and Development, 2022, 33, 164-182.	2.6	3
101	The Head Start REDI Project and school readiness. , 0, , 208-233.		2
102	The Fast Track Friendship Group program. , 2020, , 181-199.		2
103	The REDI-Parent Program: Enhancing the School Success of Children from Low-Income Families. , 2022, , 33-51.		2
104	Implementing a School Readiness Intervention in Community-Based Childcare Centers: Director and Teacher Perceptions. Early Education and Development, 2020, , 1-21.	2.6	1
105	Latent Profiles of Students at Social-Emotional Risk: Heterogeneity Among Peer-Rejected Students in Early Elementary School. Journal of Emotional and Behavioral Disorders, 2022, 30, 260-272.	1.7	1
106	Exploring pathways linking early childhood adverse experiences to reduced preadolescent school engagement. Child Abuse and Neglect, 2022, , 105572.	2.6	1
107	Teacher, Center, and Neighborhood Characteristics Associated with Variations in Preschool Quality in Childcare Centers. Child and Youth Care Forum, 2021, 50, 779-803.	1.6	0