

Keith C Herman

List of Publications by Year in descending order

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Version: 2024-02-01

142
papers

5,323
citations

109137

35
h-index

106150

65
g-index

143
all docs

143
docs citations

143
times ranked

4000
citing authors

#	ARTICLE	IF	CITATIONS
1	Accounting for Traumatic Historical Events in Educational Randomized Controlled Trials. <i>School Psychology Review</i> , 2024, 53, 96-112.	1.8	2
2	Configural frequency trees. <i>Development and Psychopathology</i> , 2022, 34, 1585-1603.	1.4	5
3	Can effective classroom behavior management increase student achievement in middle school? Findings from a group randomized trial. <i>Journal of Educational Psychology</i> , 2022, 114, 144-160.	2.1	20
4	Evaluation of a bibliotherapy-based stress intervention for teachers. <i>Teaching and Teacher Education</i> , 2022, 109, 103543.	1.6	9
5	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
6	Effect of Daily Teacher Feedback on Subsequent Motivation and Mental Health Outcomes in Fifth Grade Students: a Person-Centered Analysis. <i>Prevention Science</i> , 2021, 22, 775-785.	1.5	13
7	Effects of a Universal Classroom Management Intervention on Middle School Students With or At Risk of Behavior Problems. <i>Remedial and Special Education</i> , 2021, 42, 18-30.	1.7	3
8	Development and Preliminary Validity Evidence for the Direct Behavior Rating-Classroom Management (DBR-CM). <i>Journal of Educational and Psychological Consultation</i> , 2021, 31, 215-245.	1.0	2
9	The Incredible Years Teacher Classroom Management Program: Effects for Students Receiving Special Education Services. <i>Remedial and Special Education</i> , 2021, 42, 7-17.	1.7	5
10	Sustained Effects of a School-Based Psychiatry Program. <i>School Psychology Review</i> , 2021, 50, 75-80.	1.8	1
11	Motivational Interviewing With At-Risk Students (MARS) Mentoring: Addressing the Unique Mental Health Needs of Students in Alternative School Placements. <i>School Psychology Review</i> , 2021, 50, 62-74.	1.8	1
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	Impact of the Family Access Center of Excellence (FACE) on Behavioral and Educational Outcomes "A Quasi-Experimental Study. <i>School Psychology Review</i> , 2021, 50, 30-35.	1.8	1
14	Reducing the Societal Prevalence and Burden of Youth Mental Health Problems: Lessons Learned and Next Steps. <i>School Psychology Review</i> , 2021, 50, 122-130.	1.8	1
15	Exploring the link between principal leadership and family engagement across elementary and middle school. <i>Journal of School Psychology</i> , 2021, 84, 49-62.	1.5	7
16	An Evaluation of the Potential Efficacy and Feasibility of the Resilience Education Program: A Tier 2 Internalizing Intervention. <i>School Mental Health</i> , 2021, 13, 376-391.	1.1	6
17	Leveraging Motivational Interviewing to Coach Teachers in the Implementation of Preventive Evidence-Based Practices: A Sequential Analysis of the Motivational Interviewing Process. <i>Prevention Science</i> , 2021, 22, 786-798.	1.5	5
18	Local Effects of Intervention: a Configural Analysis. <i>Prevention Science</i> , 2021, , 1.	1.5	6

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19	Designing Interventions for Implementation in Schools: A Multimethod Investigation of Fidelity of a Self-Monitoring Intervention. <i>School Psychology Review</i> , 2021, 50, 42-51.	1.8	3
20	A Public Health Approach to Reducing the Societal Prevalence and Burden of Youth Mental Health Problems: Introduction to the Special Issue. <i>School Psychology Review</i> , 2021, 50, 8-16.	1.8	11
21	Investigating the Longitudinal Association Between Fidelity to a Large-Scale Comprehensive School Mental Health Prevention and Intervention Model and Student Outcomes. <i>School Psychology Review</i> , 2021, 50, 17-29.	1.8	7
22	Evaluation of a Social Media Campaign on Youth Mental Health Stigma and Help-Seeking. <i>School Psychology Review</i> , 2021, 50, 36-41.	1.8	5
23	Weekly growth of student engagement during a diversity and social justice course: Implications for course design and evaluation.. <i>Journal of Diversity in Higher Education</i> , 2021, 14, 569-579.	1.7	3
24	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
25	Does Child Likeability Mediate the Link Between Academic Competence and Depressive Symptoms in Early Elementary School?. <i>Child Development</i> , 2020, 91, e331-e344.	1.7	4
26	Profiles of middle school teacher stress and coping: Concurrent and prospective correlates. <i>Journal of School Psychology</i> , 2020, 78, 54-68.	1.5	74
27	Examining the Effects of an Intergroup-Based Diversity and Social Justice Course on Students' Multicultural Competencies and Engagement. <i>Journal of Prevention and Health Promotion</i> , 2020, 1, 104-130.	0.4	1
28	Does Parental Monitoring During Adolescence Moderate Neighborhood Effects on African American Youth Outcomes?. <i>Journal of Child and Family Studies</i> , 2020, 29, 3184-3197.	0.7	3
29	Prevention Science as a Platform for Solving Major Societal Problems and Improving Population Health. <i>Journal of Prevention and Health Promotion</i> , 2020, 1, 131-151.	0.4	2
30	Does Teacher Emotional Exhaustion and Efficacy Predict Student Discipline Sanctions?. <i>School Psychology Review</i> , 2020, 49, 239-255.	1.8	27
31	Advances in understanding and intervening in teacher stress and coping: The Coping-Competence-Context Theory. <i>Journal of School Psychology</i> , 2020, 78, 69-74.	1.5	53
32	Prosocial skills causally mediate the relation between effective classroom management and academic competence: An application of direction dependence analysis.. <i>Developmental Psychology</i> , 2020, 56, 1723-1735.	1.2	14
33	Effects of a universal classroom management teacher training program on elementary children with aggressive behaviors.. <i>School Psychology</i> , 2020, 35, 128-136.	1.7	16
34	Single-item teacher stress and coping measures: Concurrent and predictive validity and sensitivity to change. <i>Journal of School Psychology</i> , 2019, 76, 17-32.	1.5	50
35	Kindergarten Academic and Behavior Readiness Scale: Matching Screening Data with Instructional Support Needs. <i>Children and Schools</i> , 2019, 41, 249-252.	0.6	0
36	Do organizational conditions influence teacher implementation of effective classroom management practices: Findings from a randomized trial. <i>Journal of School Psychology</i> , 2019, 72, 134-149.	1.5	11

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37	Increasing Access to Psychiatric Services in Schools: The Bridge Program. <i>Journal of Psychiatric Practice</i> , 2019, 25, 227-236.	0.3	2
38	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
39	The Missouri Prevention Center: A multidisciplinary approach to reducing the societal prevalence and burden of youth mental health problems.. <i>American Psychologist</i> , 2019, 74, 315-328.	3.8	13
40	Developing a direct rating behavior scale for depression in middle school students.. <i>School Psychology</i> , 2019, 34, 86-95.	1.7	4
41	Understanding family—school engagement across and within elementary- and middle-school contexts.. <i>School Psychology</i> , 2019, 34, 363-375.	1.7	27
42	Family-school engagement across child and adolescent development.. <i>School Psychology</i> , 2019, 34, 346-349.	1.7	16
43	Teacher-rated school readiness items in a kindergarten sample: Outcomes in first grade.. <i>School Psychology</i> , 2019, 34, 612-621.	1.7	3
44	The County Schools Mental Health Coalition: A Model for Community-Level Impact. <i>School Mental Health</i> , 2018, 10, 173-180.	1.1	19
45	Empirically Derived Profiles of Teacher Stress, Burnout, Self-Efficacy, and Coping and Associated Student Outcomes. <i>Journal of Positive Behavior Interventions</i> , 2018, 20, 90-100.	1.2	294
46	Bridging the Gap in Psychiatric Care for Children with a School-Based Psychiatry Program. <i>School Mental Health</i> , 2018, 10, 181-189.	1.1	11
47	Promoting Cultural Responsivity and Student Engagement Through Double Check Coaching of Classroom Teachers: An Efficacy Study. <i>School Psychology Review</i> , 2018, 47, 118-134.	1.8	106
48	The Incredible Years Teacher Classroom Management Program: Outcomes from a Group Randomized Trial. <i>Prevention Science</i> , 2018, 19, 1043-1054.	1.5	49
49	Using latent profile and transition analyses to understand patterns of informant ratings of child depressive symptoms. <i>Journal of School Psychology</i> , 2018, 69, 84-99.	1.5	12
50	Bullying involvement, teacher—student relationships, and psychosocial outcomes.. <i>School Psychology Quarterly</i> , 2018, 33, 223-234.	2.4	31
51	The Social and Emotional Dimensions of a Single Item Overall School Readiness Screener and its Relation to Academic Outcomes. <i>Assessment for Effective Intervention</i> , 2017, 42, 67-76.	0.6	16
52	Impact of Incredible Years® on teacher perceptions of parental involvement: A latent transition analysis. <i>Journal of School Psychology</i> , 2017, 62, 51-65.	1.5	21
53	Family engagement in education and intervention: Implementation and evaluation to maximize family, school, and student outcomes. <i>Journal of School Psychology</i> , 2017, 62, 1-10.	1.5	92
54	The utility of single-item readiness screeners in middle school. <i>Journal of School Psychology</i> , 2017, 64, 1-16.	1.5	7

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55	County Schools Mental Health Coalition: A Model for a Systematic Approach to Supporting Youths. Children and Schools, 2017, 39, 209-218.	0.6	14
56	Improving teacher perceptions of parent involvement patterns: Findings from a group randomized trial.. School Psychology Quarterly, 2017, 32, 89-104.	2.4	26
57	Using Brief Assessments of Important Indicators to Inform School-Based Interventions and Practice. Assessment for Effective Intervention, 2016, 42, 3-5.	0.6	6
58	Language Delays and Child Depressive Symptoms: the Role of Early Stimulation in the Home. Prevention Science, 2016, 17, 533-543.	1.5	5
59	The Brief Studentâ€Teacher Classroom Interaction Observation. Assessment for Effective Intervention, 2016, 42, 32-42.	0.6	36
60	An Update on the Status of Sponsored Research in Counseling Psychology. Counseling Psychologist, 2016, 44, 450-478.	0.8	10
61	Meaningful Effect Sizes, Intraclass Correlations, and Proportions of Variance Explained by Covariates for Planning Two- and Three-Level Cluster Randomized Trials of Social and Behavioral Outcomes. Evaluation Review, 2016, 40, 334-377.	0.4	25
62	The Overlooked Children: How Teachers Can Support Children with Internalizing Behaviors. Beyond Behavior, 2015, 24, 39-45.	0.4	16
63	The Brief Classroom Interaction Observationâ€Revised. Journal of Positive Behavior Interventions, 2015, 17, 159-169.	1.2	36
64	The Kindergarten Academic and Behavior Readiness Screener: The utility of single-item teacher ratings of kindergarten readiness.. School Psychology Quarterly, 2015, 30, 212-228.	2.4	31
65	Five Methods to Score the Teacher Observation of Classroom Adaptation Checklist and to Examine Group Differences. Journal of Experimental Education, 2015, 83, 24-50.	1.6	8
66	A Latent Profile Analysis of drinking motives among heavy drinking college students. Addictive Behaviors, 2015, 51, 100-105.	1.7	31
67	Use of Coaching and Behavior Support Planning for Students With Disruptive Behavior Within a Universal Classroom Management Program. Journal of Emotional and Behavioral Disorders, 2014, 22, 74-82.	1.1	105
68	School practitioners' perspectives on planning, implementing, and evaluating evidence-based practices. Children and Youth Services Review, 2014, 47, 314-322.	1.0	15
69	Using Coaching to Support Teacher Implementation of Classroom-based Interventions. Journal of Behavioral Education, 2014, 23, 150-167.	0.9	135
70	Latent Profile Analysis of Observed Parenting Behaviors in a Clinic Sample. Journal of Abnormal Child Psychology, 2014, 42, 731-742.	3.5	27
71	Motivational interviewing as a framework to guide school-based coaching. Advances in School Mental Health Promotion, 2014, 7, 225-239.	0.9	15
72	Increasing Parental Engagement in School-Based Interventions Using Team Engagement and Motivation Methods. Issues in Clinical Child Psychology, 2014, , 223-236.	0.2	3

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73	Children with co-occurring academic and behavior problems in first grade: Distal outcomes in twelfth grade. <i>Journal of School Psychology</i> , 2013, 51, 117-128.	1.5	134
74	Illustrating the Multiple Facets and Levels of Fidelity of Implementation to a Teacher Classroom Management Intervention. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2013, 40, 494-506.	1.2	39
75	Latent profile analysis of teacher perceptions of parent contact and comfort.. <i>School Psychology Quarterly</i> , 2013, 28, 195-209.	2.4	30
76	Measuring Evaluation Competency Among School Counselors. <i>Counseling Outcome Research and Evaluation</i> , 2013, 4, 99-111.	0.9	15
77	Differentiating Tier 2 Social Behavioral Interventions According to Function of Behavior. <i>Journal of Applied School Psychology</i> , 2013, 29, 148-166.	0.4	17
78	Developmental Trajectories of Maladaptive Perfectionism Among African American Adolescents. <i>Child Development</i> , 2013, 84, 1633-1650.	1.7	41
79	Classroom-Level Positive Behavior Supports in Schools Implementing SW-PBIS. <i>Journal of Positive Behavior Interventions</i> , 2013, 15, 39-50.	1.2	209
80	Using the Classroom Check-Up model to support implementation of PATHS to PAX. <i>Advances in School Mental Health Promotion</i> , 2012, 5, 220-232.	0.9	29
81	Integrating the Family Check-Up and the parent Coping Power program. <i>Advances in School Mental Health Promotion</i> , 2012, 5, 208-219.	0.9	17
82	Parent discrepancies in ratings of young children's co-occurring internalizing symptoms.. <i>School Psychology Quarterly</i> , 2012, 27, 134-143.	2.4	26
83	Developing and implementing integrated school-based mental health interventions. <i>Advances in School Mental Health Promotion</i> , 2012, 5, 158-160.	0.9	9
84	The Role of Assessment in a Prevention Science Framework. <i>School Psychology Review</i> , 2012, 41, 306-314.	1.8	55
85	The incredible years teacher classroom management program: Using coaching to support generalization to real-world classroom settings. <i>Psychology in the Schools</i> , 2012, 49, 416-428.	1.1	54
86	Latent Classes of Psychiatric Symptoms Among Chinese Children Living in Poverty. <i>Journal of Child and Family Studies</i> , 2012, 21, 391-402.	0.7	10
87	The Role of Assessment in a Prevention Science Framework. <i>School Psychology Review</i> , 2012, 41, 306-314.	1.8	8
88	Teachers' Characteristics and Ratings for Evidence-Based Behavioral Interventions. <i>Behavioral Disorders</i> , 2011, 37, 19-29.	0.8	26
89	Culture predicts Mexican Americans' college self-efficacy and college performance.. <i>Journal of Diversity in Higher Education</i> , 2011, 4, 79-89.	1.7	44
90	Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers.. <i>School Psychology Quarterly</i> , 2011, 26, 1-13.	2.4	521

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91	Patient-centered culturally sensitive health care: Model testing and refinement.. Health Psychology, 2011, 30, 342-350.	1.3	132
92	Teachersâ€™ Knowledge of Evidence-Based Interventions and Available School Resources for Children with Emotional and Behavioral Problems. Journal of Behavioral Education, 2011, 20, 138-147.	0.9	88
93	Enhancing Family Engagement in Interventions for Mental Health Problems in Youth. Residential Treatment for Children and Youth, 2011, 28, 102-119.	0.6	14
94	The impact of the Incredible Years parent, child, and teacher training programs on children's co-occurring internalizing symptoms.. School Psychology Quarterly, 2011, 26, 189-201.	2.4	104
95	Developmental origins of perfectionism among African American youth.. Journal of Counseling Psychology, 2011, 58, 321-334.	1.4	41
96	The Incredible Years Teacher Classroom Management Training: The Methods and Principles That Support Fidelity of Training Delivery. School Psychology Review, 2011, 40, 509-529.	1.8	87
97	Introduction to the special issue: Using prevention science to address mental health issues in schools. Psychology in the Schools, 2010, 47, 1-4.	1.1	13
98	Training the next generation of school professionals to be prevention scientists: The Missouri Prevention Center model. Psychology in the Schools, 2010, 47, 101-110.	1.1	4
99	The Incredible Years Parent Training Program: Promoting resilience through evidence-based prevention groups.. Group Dynamics, 2010, 14, 230-241.	0.7	29
100	Validation of a Provider Self-Report Inventory for Measuring Patient-Centered Cultural Sensitivity in Health Care Using a Sample of Medical Students. Journal of Community Health, 2010, 35, 198-207.	1.9	14
101	Disseminating Incredible Years Series earlyâ€intervention programs: Integrating and sustaining services between school and home. Psychology in the Schools, 2010, 47, 36-54.	1.1	81
102	Low Self-Esteem as an Early Indicator of Youth Depressive Symptoms. Advances in School Mental Health Promotion, 2010, 3, 5-16.	0.9	66
103	Stress and Nutrition Among African American Women With Hypertension. American Journal of Health Behavior, 2009, 33, 661-72.	0.6	2
104	Perceptions of Racism and Depressive Symptoms in African American Adolescents: The Role of Perceived Academic and Social Control. Journal of Youth and Adolescence, 2009, 38, 519-531.	1.9	70
105	Childhood depression: Rethinking the role of the school. Psychology in the Schools, 2009, 46, 433-446.	1.1	38
106	Empirically Derived Subtypes of Child Academic and Behavior Problems: Co-Occurrence and Distal Outcomes. Journal of Abnormal Child Psychology, 2008, 36, 759-770.	3.5	128
107	Patterns of Psychopathology in Children with ADHD: A Latent Profile Analysis. Journal of Clinical Child and Adolescent Psychology, 2008, 37, 833-847.	2.2	33
108	Low academic competence in first grade as a risk factor for depressive cognitions and symptoms in middle school.. Journal of Counseling Psychology, 2008, 55, 400-410.	1.4	75

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109	The impact of parent behavior-management training on child depressive symptoms.. Journal of Counseling Psychology, 2008, 55, 473-484.	1.4	80
110	Culturally Sensitive Health Care and Counseling Psychology: An Overview. Counseling Psychologist, 2007, 35, 633-649.	0.8	30
111	Resolving the Paradoxes of and Barriers to Patient-Centered Culturally Sensitive Health Care. Counseling Psychologist, 2007, 35, 735-743.	0.8	1
112	The Roles of Counseling Psychologists in Reducing Health Disparities. Counseling Psychologist, 2007, 35, 650-678.	0.8	38
113	Providing Patient-Centered Culturally Sensitive Health Care. Counseling Psychologist, 2007, 35, 679-705.	0.8	35
114	Do family environments and negative cognitions of adolescents with depressive symptoms vary by ethnic group?. Journal of Family Psychology, 2007, 21, 325-330.	1.0	34
115	Empirically derived subtypes of adolescent depression: Latent profile analysis of co-occurring symptoms in the Treatment for Adolescents with Depression Study (TADS).. Journal of Consulting and Clinical Psychology, 2007, 75, 716-728.	1.6	73
116	Health Value, Perceived Social Support, and Health Self-Efficacy as Factors in a Health-Promoting Lifestyle. Journal of American College Health, 2007, 56, 69-74.	0.8	102
117	Academic Pathways between Attention Problems and Depressive Symptoms Among Urban African American Children. Journal of Abnormal Child Psychology, 2007, 35, 265-274.	3.5	72
118	The effects of attention problems on depression: Developmental, academic, and cognitive pathways.. School Psychology Quarterly, 2007, 22, 483-510.	2.4	34
119	Potential cognitive, parenting, and developmental mediators of the relationship between ADHD and depression.. Journal of Consulting and Clinical Psychology, 2006, 74, 89-98.	1.6	103
120	Building and sustaining communities that prevent mental disorders: Lessons from the field of special education. Psychology in the Schools, 2006, 43, 313-329.	1.1	14
121	The Family Environment and Developmental Psychopathology: The Unique and Interactive Effects of Depression, Attention, and Conduct Problems. Child Psychiatry and Human Development, 2006, 37, 163-177.	1.1	34
122	Children with ADHD and Depression: A Multisource, Multimethod Assessment of Clinical, Social, and Academic Functioning. Journal of Attention Disorders, 2005, 8, 195-207.	1.5	132
123	The role of school psychology in preventing depression. Psychology in the Schools, 2004, 41, 763-775.	1.1	39
124	Teaching Transitions. Teaching Exceptional Children, 2004, 37, 32-38.	0.8	23
125	A Motivational Intervention to Reduce Cigarette Smoking Among College Students: Overview and Exploratory Investigation. Journal of College Counseling, 2003, 6, 46-55.	0.6	14
126	A Sociocultural Perspective on the Primary Prevention of Depression.. Prevention & Treatment, 2003, 6, .	0.3	2

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127	Using culturally sensitive theories and research to meet the academic needs of low-income African American children.. American Psychologist, 2002, 57, 762-773.	3.8	71
128	Maladaptive Behavior in African-American Children: A Self-Regulation Theory-Based Approach. Educational Forum, 2002, 66, 220-227.	0.9	2
129	Teacher and child variables as predictors of academic engagement among low-income African American children. Psychology in the Schools, 2002, 39, 477-488.	1.1	141
130	Creating school environments that deter antisocial behaviors in youth. Psychology in the Schools, 2002, 39, 549-559.	1.1	141
131	Narrative intentions: Listening to life stories in Alzheimer's Disease. Journal of Aging Studies, 1998, 12, 185-197.	0.7	33
132	Composing and Revising a Counselor's Narrative. Counseling and Values, 1998, 42, 101-105.	0.6	3
133	Embracing Human Science in Counseling Research. Counselor Education and Supervision, 1997, 36, 270-283.	0.9	4
134	Appropriate Use of the Child Abuse Potential Inventory in a Big Brothers/Big Sisters Agency. Journal of Social Service Research, 1995, 20, 93-103.	0.7	4
135	Operation Positive Expression. Residential Treatment for Children and Youth, 1995, 13, 67-80.	0.6	0
136	Predicting Big Brothers/Big Sisters volunteer attrition with the 16 PF. Child and Youth Care Forum, 1994, 23, 207-211.	0.9	6
137	Predictive Validity of the 16 PF in Screening Volunteers for Big Brothers/Big Sisters. Psychological Reports, 1994, 74, 249-250.	0.9	9
138	Enhancing screening for child and youth care work with problem-specific measures: An example with big brothers/big sisters volunteers. Child and Youth Care Forum, 1993, 22, 459-476.	0.9	3
139	Reassessing Predictors of Therapist Competence. Journal of Counseling and Development, 1993, 72, 29-32.	1.3	23
140	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
141	An Examination of Teacher Engagement in Intervention Training and Sustained Intervention Implementation. School Mental Health, 0, , 1.	1.1	3
142	School Bullying and Gender Minority Youth: Victimization Experiences and Perceived Prevalence. School Psychology Review, 0, , 1-14.	1.8	6