Gary W Ladd

List of Publications by Year
in descending order

72 papers	10,894 citations	81434 41 h-index	120465 65 g-index
74 all docs	74 docs citations	74 times ranked	6089 citing authors

#	Article	IF	Citations
1	Themes and Theories Revisited: Perspectives on Processes in Family–Peer Relationships. Children, 2021, 8, 507.	0.6	7
2	From social withdrawal to depression: A quasireplication and extension of Boivin, Hymel, and Bukowski (1995).. Developmental Psychology, 2021, 57, 2032-2049.	1.2	0
3	Development of aggressive-victims from childhood through adolescence: Associations with emotion dysregulation, withdrawn behaviors, moral disengagement, peer rejection, and friendships. Development and Psychopathology, 2020, 32, 271-291.	1.4	24
4	Longitudinal Changes in Victimized Youth's Social Anxiety and Solitary Behavior. Journal of Abnormal Child Psychology, 2019, 47, 1211-1223.	3.5	26
5	Parents and Children's Peer Relationships. , 2019, , 278-315.		25
6	Do positive peer relations mitigate transactions between depressive symptoms and peer victimization in adolescence?. Journal of Applied Developmental Psychology, 2017, 51, 44-54.	0.8	35
7	Developmental continuity and change in physical, verbal, and relational aggression and peer victimization from childhood to adolescence.. Developmental Psychology, 2017, 53, 1709-1721.	1.2	38
8	Peer victimization trajectories from kindergarten through high school: Differential pathways for children's school engagement and achievement?. Journal of Educational Psychology, 2017, 109, 826-841.	2.1	176
9	Costs and benefits of children's physical and relational aggression trajectories on peer rejection, acceptance, and friendships: Variations by aggression subtypes, gender, and age.. Developmental Psychology, 2015, 51, 1756-1770.	1.2	42
10	Developmental Pathways From Childhood Aggression–Disruptiveness, Chronic Peer Rejection, and Deviant Friendships to Early‐Adolescent Rule Breaking. Child Development, 2015, 86, 614-631.	1.7	53
11	A synthesis of person- and relational-level factors that influence bullying and bystanding behaviors: Toward an integrative framework. Aggression and Violent Behavior, 2015, 23, 75-86.	1.2	46
12	Bully/victim Profiles' differential risk for worsening peer acceptance: The role of friendship. Journal of Applied Developmental Psychology, 2015, 41, 38-45.	0.8	47
13	Teachers' Victimization-Related Beliefs and Strategies: Associations with Students' Aggressive Behavior and Peer Victimization. Journal of Abnormal Child Psychology, 2015, 43, 45-60.	3.5	133
14	The 4R-SUCCESS program: promoting children's social and scholastic skills in dyadic classroom activities. Gruppendynamik Und Organisationsberatung, 2014, 45, 25-44.	1.8	5
15	Relations Among Chronic Peer Group Rejection, Maladaptive Behavioral Dispositions, and Early Adolescents' Peer Perceptions. Child Development, 2014, 85, 971-988.	1.7	40
16	Grade-School Children's Social Collaborative Skills. American Educational Research Journal, 2014, 51, 152-183.	1.6	24
17	Peer‐related loneliness across early to late adolescence: Normative trends, intra‐individual trajectories, and links with depressive symptoms. Journal of Adolescence, 2013, 36, 1269-1282.	1.2	102
18	The impact of peer victimization on later maladjustment: mediating and moderating effects of hostile and self‐blaming attributions. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2013, 54, 46-55.	3.1	116

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19	Associations Between Fifth Gradersâ€™ Gender Atypical Problem Behavior and Peer Relationships: A Short-Term Longitudinal Study. Journal of Youth and Adolescence, 2012, 41, 1022-1034.	1.9	16
20	Longitudinal Associations Among Youth Depressive Symptoms, Peer Victimization, and Low Peer Acceptance: An Interpersonal Process Perspective. Child Development, 2012, 83, 637-650.	1.7	241
21	Characterizing and Comparing the Friendships of Anxiousâ€Solitary and Unsociable Preadolescents. Child Development, 2011, 82, 1434-1453.	1.7	95
22	Continuity and change in early school engagement: Predictive of children's achievement trajectories from first to eighth grade?. Journal of Educational Psychology, 2009, 101, 190-206.	2.1	362
23	Harsh parenting, insufficient income and infant aggression predict preschool peer victimisation. Evidence-Based Mental Health, 2009, 12, 73-73.	2.2	0
24	The Child Behavior Scale (CBS) revisited: A longitudinal evaluation of CBS subscales with children, preadolescents, and adolescents.. Psychological Assessment, 2009, 21, 325-339.	1.2	40
25	Does Chronic Classroom Peer Rejection Predict the Development of Childrenâ€™s Classroom Participation During the Grade School Years?. Child Development, 2008, 79, 1001-1015.	1.7	105
26	Peer Rejection, Aggressive or Withdrawn Behavior, and Psychological Maladjustment from Ages 5 to 12: An Examination of Four Predictive Models. Child Development, 2006, 77, 822-846.	1.7	378
27	School Readiness: Are There Social Prerequisites?. Early Education and Development, 2006, 17, 115-150.	1.6	135
28	Peer exclusion and victimization: Processes that mediate the relation between peer group rejection and children's classroom engagement and achievement?. Journal of Educational Psychology, 2006, 98, 1-13.	2.1	588
29	Trajectories of Peer Victimization and Perceptions of the Self and Schoolmates: Precursors to Internalizing and Externalizing Problems. Child Development, 2005, 76, 1072-1091.	1.7	225
30	Commentaries in Honor of the 50th Anniversary of Merrill-Palmer Quarterly : An Introduction to the July 2004 and October 2004 Issues. Merrill-Palmer Quarterly, 2004, 50, 203-205.	0.3	1
31	Commentaries in Honor of the 50th Anniversary of Merrill-Palmer Quarterly: An Introduction to the October 2004 Issue. Merrill-Palmer Quarterly, 2004, 50, 415-417.	0.3	0
32	Probing the Adaptive Significance of Childrenâ€™s Behavior and Relationships in the School Context: A Child by Environment Perspective. Advances in Child Development and Behavior, 2004, 31, 43-104.	0.7	63
33	Anxious Solitude and Peer Exclusion: A Diathesis-Stress Model of Internalizing Trajectories in Childhood. Child Development, 2003, 74, 257-278.	1.7	520
34	The Role of Chronic Peer Difficulties in the Development of Children's Psychological Adjustment Problems. Child Development, 2003, 74, 1344-1367.	1.7	500
35	Identifying victims of peer aggression from early to middle childhood: analysis of cross-informant data for concordance, estimation of relational adjustment, prevalence of victimization, and characteristics of identified victims. Psychological Assessment, 2002, 14, 74-96.	1.2	143
36	Do Relational Risks and Protective Factors Moderate the Linkages between Childhood Aggression and Early Psychological and School Adjustment?. Child Development, 2001, 72, 1579-1601.	1.7	399

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37	Connectedness and autonomy support in parent–child relationships: Links to children's socioemotional orientation and peer relationships.. Developmental Psychology, 2000, 36, 485-498.	1.2	289
38	PEER RELATIONSHIPS AND SOCIAL COMPETENCE DURING EARLY AND MIDDLE CHILDHOOD. Annual Review of Psychology, 1999, 50, 333-359.	9.9	374
39	Charting the Relationship Trajectories of Aggressive, Withdrawn, and Aggressive/Withdrawn Children during Early Grade School. Child Development, 1999, 70, 910-929.	1.7	379
40	Children's Social and Scholastic Lives in Kindergarten: Related Spheres of Influence?. Child Development, 1999, 70, 1373-1400.	1.7	831
41	Parenting behaviors and parent–child relationships: Correlates of peer victimization in kindergarten?. Developmental Psychology, 1998, 34, 1450-1458.	1.2	102
42	Victimized children's responses to peers' aggression: Behaviors associated with reduced versus continued victimization. Development and Psychopathology, 1997, 9, 59-73.	1.4	301
43	Children's Classroom Peer Relationships and Early School Attitudes: Concurrent and Longitudinal Associations. Early Education and Development, 1997, 8, 51-66.	1.6	81
44	The teacher-child relationship and children's early school adjustment. Journal of School Psychology, 1997, 35, 61-79.	1.5	1,203
45	Children: Ethnic and Political Violence. Child Development, 1996, 67, 14-18.	1.7	73
46	Peer victimization: Manifestations and relations to school adjustment in kindergarten. Journal of School Psychology, 1996, 34, 267-283.	1.5	189
47	The Child Behavior Scale: A teacher-report measure of young children's aggressive, withdrawn, and prosocial behaviors.. Developmental Psychology, 1996, 32, 1008-1024.	1.2	511
48	Do mothers' perceptions and concerns about preschoolers' peer competence predict their peer-management practices?. Social Development, 1994, 3, 205-221.	0.8	16
49	Solitary Behavior During Childhood: Causes and Consequences. PsycCritiques, 1994, 39, 312-313.	0.0	0
50	The parental support networks of mothers and fathers: A multidimensional approach. Infant and Child Development, 1993, 2, 169-182.	0.4	4
51	Children's perceptions of their peer experiences: Attributions, loneliness, social anxiety, and social avoidance.. Developmental Psychology, 1993, 29, 244-254.	1.2	210
52	Maternal Support Networks, Maternal Cognitions, and Young Children's Social and Cognitive Development. Child Development, 1993, 64, 1401-1417.	1.7	58
53	Commentary: May, Parenting, and Peer Partners: Keys to Understanding Children's Social Development?. Early Education and Development, 1992, 3, 401-406.	1.6	3
54	Creating informal play opportunities: Are parents' and preschoolers' initiations related to children's competence with peers?. Developmental Psychology, 1992, 28, 1179-1187.	1.2	84

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55	Family-Peer Relations During Childhood: Pathways to Competence and Pathology?. Journal of Social and Personal Relationships, 1991, 8, 307-314.	1.4	14
56	Children's Expectations of the Outcomes of Social Strategies: Relations with Sociometric Status and Maternal Disciplinary Styles. Child Development, 1990, 61, 127.	1.7	87
57	Children's Expectations of the Outcomes of Social Strategies: Relations with Sociometric Status and Maternal Disciplinary Styles. Child Development, 1990, 61, 127-137.	1.7	130
58	Children's perceptions of the outcomes of social strategies: Do the ends justify being mean?. Developmental Psychology, 1990, 26, 612-620.	1.2	133
59	A cognitive-social learning approach to social skill training with low-status preschool children.. Developmental Psychology, 1990, 26, 388-397.	1.2	74
60	Predicting preschoolers' peer behavior and status from their interpersonal strategies: A comparison of verbal and enactive responses to hypothetical social dilemmas.. Developmental Psychology, 1988, 24, 782-788.	1.2	95
61	Parents' management of preschooler's peer relations: Is it related to children's social competence?. Developmental Psychology, 1988, 24, 109-117.	1.2	119
62	In Search of Friendship: Beyond Attraction and Acquaintance. PsycCritiques, 1988, 33, 135-136.	0.0	0
63	Predicting Children's Social and School Adjustment Following the Transition from Preschool to Kindergarten. Child Development, 1987, 58, 1168.	1.7	471
64	Being Social Comes Easily: It's Being Skillful That's Difficult. PsycCritiques, 1987, 32, 822-823.	0.0	0
65	Reliability and Validity of Preschoolers' Perceptions of Peer Behavior. Journal of Clinical Child and Adolescent Psychology, 1986, 15, 16-25.	2.1	66
66	Promoting Children's Cognitive and Social Competence: The Relation between Parents' Perceptions of Task Difficulty and Children's Perceived and Actual Competence. Child Development, 1986, 57, 446.	1.7	1
67	Promoting positive peer relations with young children: Rationales and strategies. Child Care Quarterly, 1985, 14, 221-237.	0.3	10
68	Children's Selective Use of Peer Informants: Criteria for Making Information-Seeking Decisions. Journal of Genetic Psychology, 1985, 146, 541-550.	0.6	1
69	Social skill training with children: Issues in research and practice. Clinical Psychology Review, 1984, 4, 317-337.	6.0	25
70	Shared knowledge in children's friendships.. Developmental Psychology, 1984, 20, 932-940.	1.2	39
71	Social Skills Training and Assessment with Children:. Child and Youth Services, 1982, 5, 61-74.	0.6	4
72	Assessment of children's self-efficacy for social interactions with peers.. Developmental Psychology, 1982, 18, 795-805.	1.2	167