

The Prosocial Classroom: Teacher Social and Emotional and Classroom Outcomes

Review of Educational Research

79, 491-525

DOI: [10.3102/0034654308325693](https://doi.org/10.3102/0034654308325693)

Citation Report

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 2 | An Education in Awareness: Self, Motivation, and Self-Regulated Learning in Contemplative Perspective. <i>Educational Psychologist</i> , 2009, 44, 119-136. | 4.7 | 152 |
| 3 | The Effects of Students' Curriculum Engagement, Attitudes toward Their Teachers, and Perception of Their Teachers' Skills on School-Based Prevention Curriculum Outcomes. <i>Journal of Drug Education</i> , 2009, 39, 223-237. | 0.1 | 19 |
| 4 | Differentiating classroom climate concepts: Academic, management, and emotional environments. <i>Kotuitui: New Zealand Journal of Social Sciences Online</i> , 2009, 4, 131-146. | 0.7 | 59 |
| 5 | Changes in teacher stress through participation in pre-referral intervention teams. <i>Psychology in the Schools</i> , 2009, 46, 1098-1112. | 1.1 | 24 |
| 6 | The Emotional Basis of Learning and Development in Early Childhood Education. , 0, , . | | 1 |
| 8 | Studentbetrokkenheid: voorspeller van studiesucces van mbo-studenten. <i>Onderwijs En Gezondheidszorg</i> , 2010, 34, 3-7. | 0.0 | 0 |
| 9 | Teacher professional experience and performance: impact of the work environment and general welfare in Malaysian secondary schools. <i>Asia Pacific Education Review</i> , 2010, 11, 609-617. | 1.4 | 8 |
| 10 | Emotional Competence and its Influences on Teaching and Learning. <i>Educational Psychology Review</i> , 2010, 22, 297-321. | 5.1 | 134 |
| 11 | Justifying and Explaining Disproportionality, 1968-2008: A Critique of Underlying Views of Culture. <i>Exceptional Children</i> , 2010, 76, 279-299. | 1.4 | 262 |
| 12 | Perceived Teachers' Acceptance, Parental Acceptance, Behavioral Control, School Conduct, and Psychological Adjustment Among School-Age Children in Kuwait. <i>Cross-Cultural Research</i> , 2010, 44, 269-282. | 1.6 | 6 |
| 13 | Exploring the association between teachers' perceived student misbehaviour and emotional exhaustion: the importance of teacher efficacy beliefs and emotion regulation. <i>Educational Psychology</i> , 2010, 30, 173-189. | 1.2 | 301 |
| 14 | The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes, Not Just Content. <i>Early Education and Development</i> , 2010, 21, 780-793. | 1.6 | 123 |
| 15 | Perceived Teacher and Parental Acceptance and Behavioral Control, School Conduct, and Psychological Adjustment Among School-Going Adolescents in India. <i>Cross-Cultural Research</i> , 2010, 44, 253-268. | 1.6 | 7 |
| 16 | School-based prevention: current status and future challenges. <i>Effective Education</i> , 2010, 2, 27-52. | 0.3 | 163 |
| 17 | What Does "Highly Qualified" Mean for Student Achievement? Evaluating the Relationships between Teacher Quality Indicators and At-Risk Students' Mathematics and Reading Achievement Gains in First Grade. <i>Elementary School Journal</i> , 2010, 110, 464-493. | 0.9 | 23 |
| 19 | Teachers' perceptions of challenging student behaviours in model inner city schools. <i>Emotional and Behavioural Difficulties</i> , 2010, 15, 111-123. | 0.7 | 20 |
| 20 | The socially skilled teacher and the development of tacit knowledge. <i>British Educational Research Journal</i> , 2011, 37, 83-103. | 1.4 | 62 |
| 21 | Teacher enthusiasm: Dimensionality and context specificity. <i>Contemporary Educational Psychology</i> , 2011, 36, 289-301. | 1.6 | 257 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 22 | La lectura mediada de literatura infantil como herramienta para la alfabetizaci3n emocional. Estudios Pedagogicos, 2011, 37, 269-277. | 0.1 | 14 |
| 23 | COMPETENCIAS SOCIOEMOCIONALES EN EL DESARROLLO PROFESIONAL DEL MAESTRO. Educaci3n XXI, 2011, 14, . | 0.3 | 18 |
| 24 | Emotional Intelligence Meets Virtue Ethics: Implications for Educators. Journal of Thought, 2011, 46, 25. | 0.2 | 6 |
| 25 | Emotional Competencies in the Education of Mental Health Professionals. Social Work Education, 2011, 30, 811-829. | 0.8 | 26 |
| 26 | Measuring Mindfulness in Summer Camp Staff. Journal of Experiential Education, 2011, 34, 87-95. | 0.6 | 3 |
| 27 | The Impact of Enhancing Studentsâ€™ Social and Emotional Learning: A Metaâ€™Analysis of Schoolâ€™Based Universal Interventions. Child Development, 2011, 82, 405-432. | 1.7 | 4,505 |
| 28 | Teacher Wellbeing: The Importance of Teacherâ€™Student Relationships. Educational Psychology Review, 2011, 23, 457-477. | 5.1 | 578 |
| 29 | How do High School Youthsâ€™ Educational Experiences Relate to Well-Being? Towards a Trans-Disciplinary Conceptualization. Journal of Happiness Studies, 2011, 12, 591-631. | 1.9 | 20 |
| 30 | Predicting teacher commitment: The impact of school climate and socialâ€™emotional learning. Psychology in the Schools, 2011, 48, 1034-1048. | 1.1 | 111 |
| 31 | A Review of School-Based Positive Psychology Interventions. Australian Educational and Developmental Psychologist, 2011, 28, 75-90. | 0.7 | 287 |
| 32 | Measuring Mindfulness in Summer Camp Staff. Journal of Experiential Education, 2011, 34, 87-95. | 0.6 | 1 |
| 33 | Teachers' relatedness with students: An underemphasized component of teachers' basic psychological needs.. Journal of Educational Psychology, 2012, 104, 150-165. | 2.1 | 294 |
| 34 | School climate and socialâ€™emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy.. Journal of Educational Psychology, 2012, 104, 1189-1204. | 2.1 | 597 |
| 35 | A Case for Using Indigenous Children's Literature for Emotion Socialization in Schools. Global Studies of Childhood, 2012, 2, 97-105. | 0.2 | 1 |
| 36 | The importance of teachersâ€™ feelings of self efficacy in developing their pupilsâ€™ social and emotional learning: A Norwegian study of teachersâ€™ reactions to the Second Step program. School Psychology International, 2012, 33, 631-645. | 1.1 | 15 |
| 37 | Putting the Pieces of the Puzzle Together: A Mentalization-Based Approach to Early Intervention in Primary Schools. Journal of Infant, Child, and Adolescent Psychotherapy, 2012, 11, 190-204. | 0.4 | 6 |
| 38 | Teacher Well-Being and the Implementation of School-Wide Positive Behavior Interventions and Supports. Journal of Positive Behavior Interventions, 2012, 14, 118-128. | 1.2 | 134 |
| 39 | Synthesizing the Evidence on Classroom Goal Structures in Middle and Secondary Schools. Review of Educational Research, 2012, 82, 396-435. | 4.3 | 98 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 40 | Building School and Teacher Capacity to Eliminate the School-to-Prison Pipeline. <i>Teacher Education and Special Education</i> , 2012, 35, 284-295. | 1.6 | 33 |
| 41 | Supporting teachers'™ relationships with disruptive children: the potential of relationship-focused reflection. <i>Attachment and Human Development</i> , 2012, 14, 305-318. | 1.2 | 158 |
| 42 | Insider Views of the Emotional Climate of the Classroom: What New Zealand Children Tell Us About Their Teachers' Feelings. <i>Journal of Research in Childhood Education</i> , 2012, 26, 199-220. | 0.6 | 13 |
| 43 | Preparing Teachers to Effectively Deliver Reading Instruction and Behavioral Supports in Response to Intervention Frameworks. <i>Advances in Learning and Behavioral Disabilities</i> , 2012, , 247-277. | 0.3 | 4 |
| 44 | Mindfulness/mindfulness, classroom practices and quality of early childhood education. <i>International Journal of Quality and Reliability Management</i> , 2012, 29, 666-680. | 1.3 | 19 |
| 45 | Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools.. <i>Journal of Consulting and Clinical Psychology</i> , 2012, 80, 597-610. | 1.6 | 93 |
| 46 | Contemplative Practices and Mental Training: Prospects for American Education. <i>Child Development Perspectives</i> , 2012, 6, 146-153. | 2.1 | 183 |
| 47 | Integrating Mindfulness Training into K-12 Education: Fostering the Resilience of Teachers and Students. <i>Mindfulness</i> , 2012, 3, 291-307. | 1.6 | 457 |
| 48 | The Development of the Dealing with Challenging Interaction (DCI) Method to Evaluate Teachers'™ Social Interaction Skills. <i>Procedia, Social and Behavioral Sciences</i> , 2012, 69, 621-630. | 0.5 | 5 |
| 49 | First-Grade Teacher Behaviors and Children's Prosocial Actions in Classrooms. <i>Early Education and Development</i> , 2012, 23, 623-639. | 1.6 | 21 |
| 50 | How emotionally intelligent are pre-service teachers?. <i>Teaching and Teacher Education</i> , 2012, 28, 750-759. | 1.6 | 67 |
| 51 | SEL as a Component of a Literature Class to Improve Relationships, Behavior, Motivation, and Content Knowledge. <i>American Educational Research Journal</i> , 2012, 49, 546-567. | 1.6 | 10 |
| 52 | Peaceful and Compassionate Futures: Positive Relationships as an Antidote to Violence. , 2012, , 35-53. | | 2 |
| 53 | Developing Positive Relationships in Schools. , 2012, , 145-162. | | 13 |
| 54 | Classroom emotional climate, student engagement, and academic achievement.. <i>Journal of Educational Psychology</i> , 2012, 104, 700-712. | 2.1 | 694 |
| 55 | Teachers'™ Engagement at Work: An International Validation Study. <i>Journal of Experimental Education</i> , 2012, 80, 317-337. | 1.6 | 83 |
| 56 | Social and Emotional Learning in Schools: From Programs to Strategies and commentaries. <i>Social Policy Report</i> , 2012, 26, 1-33. | 1.7 | 333 |
| 57 | Teacher Students'™ School Memories as a Part of the Development of Their Professional Identity. <i>Journal of Studies in Education</i> , 2012, 2, . | 0.1 | 5 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 58 | The Interaction Effects of Program Training, Dosage, and Implementation Quality on Targeted Student Outcomes for The RULER Approach to Social and Emotional Learning. <i>School Psychology Review</i> , 2012, 41, 82-99. | 1.8 | 89 |
| 59 | Best in class: A classroom-based model for ameliorating problem behavior in early childhood settings. <i>Psychology in the Schools</i> , 2012, 49, 402-415. | 1.1 | 24 |
| 60 | Early Childhood Teachers as Socializers of Young Children's Emotional Competence. <i>Early Childhood Education Journal</i> , 2012, 40, 137-143. | 1.6 | 250 |
| 61 | The Sherborne Developmental Movement (SDM) teaching model for pre-service teachers. <i>Support for Learning</i> , 2012, 27, 11-19. | 0.2 | 10 |
| 62 | Teacher-child relationships and social competence: A two-year longitudinal study of Chinese preschoolers. <i>Journal of Applied Developmental Psychology</i> , 2012, 33, 125-135. | 0.8 | 57 |
| 63 | Mindfulness Training and Teachers' Professional Development: An Emerging Area of Research and Practice. <i>Child Development Perspectives</i> , 2012, 6, 167-173. | 2.1 | 272 |
| 64 | Teacher reflective functioning: a preliminary study of measurement and self-reported teaching behavior. <i>Reflective Practice</i> , 2013, 14, 487-505. | 0.7 | 13 |
| 65 | Improving Classroom Quality with The RULER Approach to Social and Emotional Learning: Proximal and Distal Outcomes. <i>American Journal of Community Psychology</i> , 2013, 51, 530-543. | 1.2 | 87 |
| 66 | Development and validation of the Relationship and Motivation (REMO) scale to assess students' perceptions of peers and teachers as motivators in adolescence. <i>Learning and Individual Differences</i> , 2013, 24, 182-189. | 1.5 | 35 |
| 67 | The COACTIV Research Program on Teachers' Professional Competence: Summary and Discussion. , 2013, , 345-368. | | 13 |
| 68 | I think I can engage my students. Teachers' perceptions of student engagement and their beliefs about being a teacher. <i>Teaching and Teacher Education</i> , 2013, 32, 43-54. | 1.6 | 66 |
| 69 | Work happiness among teachers: A day reconstruction study on the role of self-concordance. <i>Journal of School Psychology</i> , 2013, 51, 735-750. | 1.5 | 51 |
| 70 | Mindfulness and Human Development: A Commentary on the Special Issue. <i>Research in Human Development</i> , 2013, 10, 273-283. | 0.8 | 13 |
| 71 | Relationships: The key to successful transition from primary to secondary school?. <i>Improving Schools</i> , 2013, 16, 261-271. | 0.6 | 56 |
| 72 | Developing mindfulness with children and young people: a review of the evidence and policy context. <i>Journal of Children's Services</i> , 2013, 8, 141-153. | 0.5 | 87 |
| 73 | Body, Space and Time and their Influences on Trustful Relationships in the Classroom. <i>The Indo-Pacific Journal of Phenomenology</i> , 2013, 13, 1-10. | 0.2 | 3 |
| 74 | Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): Results of a randomized controlled trial.. <i>School Psychology Quarterly</i> , 2013, 28, 374-390. | 2.4 | 360 |
| 75 | Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist-control field trials.. <i>Journal of Educational Psychology</i> , 2013, 105, 787-804. | 2.1 | 482 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 76 | Classroom Management: What Does Research Tell Us?. <i>European Educational Research Journal</i> , 2013, 12, 389-402. | 1.4 | 43 |
| 77 | The influence of teacher emotion on grading practices: a preliminary look at the evaluation of student writing. <i>Teachers and Teaching: Theory and Practice</i> , 2013, 19, 634-646. | 0.9 | 33 |
| 78 | Transforming "The Red Beast"™ Within Through Mindfulness and Therapeutic Storytelling: A Case Study. <i>Australian Journal of Guidance and Counselling</i> , 2013, 23, 172-184. | 0.5 | 4 |
| 79 | Professional competence of teachers: Effects on instructional quality and student development.. <i>Journal of Educational Psychology</i> , 2013, 105, 805-820. | 2.1 | 772 |
| 80 | Cognitive Activation in the Mathematics Classroom and Professional Competence of Teachers. , 2013, , . | | 138 |
| 81 | Development of a Mobile-Optimised Website to Support Students With Special Needs Transitioning From Primary to Secondary Settings. <i>Australasian Journal of Special Education</i> , 2013, 37, 79-91. | 0.8 | 4 |
| 82 | Mindfulness-Based Interventions in School Settings: An Introduction to the Special Issue. <i>Research in Human Development</i> , 2013, 10, 205-210. | 0.8 | 38 |
| 83 | Teachers" The Vital Resource. <i>Canadian Journal of School Psychology</i> , 2013, 28, 71-89. | 1.6 | 91 |
| 84 | Emotional intelligence and educational reform. <i>Educational Review</i> , 2013, 65, 140-154. | 2.2 | 16 |
| 85 | Enhancing Educators' Capacity to Stop the School-to-Prison Pipeline. <i>Family Court Review</i> , 2013, 51, 435-444. | 0.2 | 8 |
| 86 | Social Competence Among 6-year-old Children and Classroom Instructional Support and Teacher Stress. <i>Early Education and Development</i> , 2013, 24, 877-897. | 1.6 | 44 |
| 87 | Improving Emotional Competence Through Mediated Reading: Short Term Effects of a Children's Literature Program. <i>Mind, Culture, and Activity</i> , 2013, 20, 226-239. | 1.1 | 19 |
| 88 | Reconsidering differential behaviors: reflection and teacher judgment when forming classroom relationships. <i>Teacher Development</i> , 2013, 17, 195-213. | 0.4 | 6 |
| 89 | Reconocimiento facial de emociones y desarrollo de la empatía mediante la Lectura Mediada de literatura infantil. <i>Cultura Y Educaci3n</i> , 2013, 25, 375-388. | 0.2 | 10 |
| 90 | Students' Individual Perceptions of School Climate Predict Reading Achievement in Shanghai. <i>International Journal of School and Educational Psychology</i> , 2013, 1, 188-198. | 1.0 | 9 |
| 91 | Instructors' Positive Emotions: Effects on Student Engagement and Critical Thinking in U.S. and Chinese Classrooms. <i>Communication Education</i> , 2013, 62, 395-411. | 0.7 | 22 |
| 92 | Educators' Social and Emotional Skills Vital to Learning. <i>Phi Delta Kappan</i> , 2013, 94, 62-65. | 0.4 | 162 |
| 93 | Emotional Intelligence and Self-Efficacy Among Physical Education Teachers. <i>Journal of Teaching in Physical Education</i> , 2013, 32, 342-354. | 0.9 | 31 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 94 | Parent Involvement, Emotional Support, and Behavior Problems. <i>Elementary School Journal</i> , 2013, 114, 277-300. | 0.9 | 23 |
| 95 | Implementing mindfulness and yoga in urban schools: a community-academic partnership. <i>Journal of Children's Services</i> , 2013, 8, 276-291. | 0.5 | 36 |
| 96 | Transitioning Year 7 Primary Students to Secondary Settings in Western Australian Catholic Schools: How Successful Was the Move?. <i>RMLE Online</i> , 2013, 36, 1-15. | 0.9 | 2 |
| 97 | Self-Regulation and School Success. , 2013, , 208-230. | | 110 |
| 98 | Transforming Studentsâ€™ Lives with Social and Emotional Learning. , 0, . | | 11 |
| 99 | Important themes in research on and education of young children in day care centres: Finnish viewpoints. <i>Nordisk Barnehageforskning</i> , 2013, 6, . | 0.5 | 1 |
| 100 | Measuring Teacher Engagement: Development of the Engaged Teachers Scale (ETS). <i>Frontline Learning Research</i> , 2013, 1, . | 0.4 | 91 |
| 101 | Stress in Greek Primary Schoolteachers Working Under Conditions of Financial Crisis. <i>Europe's Journal of Psychology</i> , 2013, 9, 104-112. | 0.6 | 12 |
| 102 | Individual, Organizational and Emotional Determinants of Teacher Self-Efficacy. <i>Journal of Studies in Education</i> , 2013, 3, . | 0.1 | 2 |
| 103 | Building Emotional Competence in Educators. <i>International Journal of Higher Education</i> , 2013, 2, . | 0.2 | 4 |
| 104 | Emotional Intelligence and Teaching Self-Efficacy as Predictors of Teaching Ability. <i>Journal of Studies in Education</i> , 2013, 3, . | 0.1 | 2 |
| 105 | Occupational Stress and Emotional Intelligence among Greek Bank Employees. <i>International Journal of Human Resource Studies</i> , 2013, 3, 79. | 0.1 | 11 |
| 106 | Teacher Traineesâ€™ Strategies for Managing the Behaviours of Students with Special Needs. <i>International Education Studies</i> , 2014, 7, . | 0.3 | 2 |
| 107 | Long-term impact of the promotion of social and emotional skills. <i>Psicologia: Reflexao E Critica</i> , 2014, 27, 634-641. | 0.4 | 7 |
| 108 | DiseÃ±o y validaci3n de un instrumento de medida del clima en centros de educaci3n secundaria. <i>Educaci3n XXI</i> , 2014, 18, . | 0.3 | 5 |
| 110 | It's About the Relationships. <i>Journal of Physical Education, Recreation and Dance</i> , 2014, 85, 5-7. | 0.1 | 2 |
| 111 | Teachers' contribution to the social life in Finnish preschool classrooms during structured learning sessions. <i>Early Child Development and Care</i> , 2014, 184, 416-433. | 0.7 | 5 |
| 112 | Teaching the teachers: emotional intelligence training for teachers. <i>Teaching Education</i> , 2014, 25, 375-390. | 0.9 | 49 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 113 | Emotional Life as Influence on Work Satisfaction. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 159, 350-354. | 0.5 | 1 |
| 114 | Flourishing communities: re-storying educational leadership using a positive research lens. <i>International Journal of Leadership in Education</i> , 2014, 17, 200-216. | 1.4 | 8 |
| 115 | Moral Orientation and Relationships in School and Adolescent Pro- and Antisocial Behaviors. <i>Journal of School Nursing</i> , 2014, 30, 216-225. | 0.9 | 18 |
| 116 | Rendimiento académico y las dimensiones personal y contextual del aprendizaje socioemocional: Evidencias de su asociación en estudiantes chilenos. <i>Universitas Psychologica</i> , 2014, 13, . | 0.6 | 11 |
| 117 | Contemporary Capacity-Building in Educational Contexts. , 2014, , . | | 1 |
| 119 | The Emergence of Mindfulness-Based Interventions in Educational Settings. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2014, , 379-419. | 0.3 | 27 |
| 120 | Special Education Teacher Burnout: A Synthesis of Research from 1979 to 2013. <i>Education and Treatment of Children</i> , 2014, 37, 681-711. | 0.6 | 253 |
| 121 | Feasibility and preliminary outcomes of a yoga and mindfulness intervention for school teachers. <i>Advances in School Mental Health Promotion</i> , 2014, 7, 156-170. | 0.9 | 47 |
| 122 | Mindfulness in practice: Considerations for implementation of mindfulness-based programming for adolescents in school contexts. <i>New Directions for Youth Development</i> , 2014, 2014, 83-95. | 0.6 | 22 |
| 123 | Conduct problems in young, school-going children in Ireland: Prevalence and teacher response. <i>School Psychology International</i> , 2014, 35, 516-529. | 1.1 | 8 |
| 124 | Social-emotional learning is essential to classroom management. <i>Phi Delta Kappan</i> , 2014, 96, 19-24. | 0.4 | 85 |
| 125 | A Combined Intervention Targeting both Teachers'™ and Students'™ Social-Emotional Skills: Preliminary Evaluation of Students'™ Outcomes. <i>Australian Journal of Guidance and Counselling</i> , 2014, 24, 152-166. | 0.5 | 8 |
| 126 | School climate, peer victimization, and academic achievement: Results from a multi-informant study.. <i>School Psychology Quarterly</i> , 2014, 29, 360-377. | 2.4 | 149 |
| 127 | The Role of Supportive Adults in Promoting Positive Development in Middle Childhood. <i>Canadian Journal of School Psychology</i> , 2014, 29, 296-316. | 1.6 | 30 |
| 128 | El training and pre-service teacher wellbeing. <i>Personality and Individual Differences</i> , 2014, 65, 81-85. | 1.6 | 152 |
| 129 | A theoretical framework towards understanding of emotional and behavioural difficulties. <i>Asia Pacific Education Review</i> , 2014, 15, 191-198. | 1.4 | 2 |
| 130 | The effects on students' emotional and behavioural difficulties of teacher-student interactions, students' social skills and classroom context. <i>British Educational Research Journal</i> , 2014, 40, 986-1004. | 1.4 | 32 |
| 131 | Engaging students: The role of teacher beliefs and interpersonal teacher behavior in fostering student engagement in vocational education. <i>Teaching and Teacher Education</i> , 2014, 37, 21-32. | 1.6 | 117 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 132 | Differences between the personal, social and emotional profiles of teaching and computer engineering professionals and students. <i>Studies in Higher Education</i> , 2014, 39, 1185-1201. | 2.9 | 20 |
| 133 | The Quality of Teachers' Educational Practices: Internal Validity and Applications of a New Self-evaluation Questionnaire. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 141, 459-464. | 0.5 | 7 |
| 134 | The importance of rule fairness: the influence of school bonds on at-risk students in an alternative school. <i>Educational Studies</i> , 2014, 40, 144-163. | 1.4 | 14 |
| 135 | EFFECTS OF A PROFESSIONAL DEVELOPMENT PROGRAM ON BEHAVIORAL ENGAGEMENT OF STUDENTS IN MIDDLE AND HIGH SCHOOL. <i>Psychology in the Schools</i> , 2014, 51, 143-163. | 1.1 | 104 |
| 136 | Teacher perspectives on factors facilitating implementation of whole school approaches for resolving conflict. <i>British Educational Research Journal</i> , 2014, 40, 847-868. | 1.4 | 11 |
| 137 | Positive effects of promoting prosocial behavior in early adolescence. <i>International Journal of Behavioral Development</i> , 2014, 38, 386-396. | 1.3 | 126 |
| 138 | The Role of Classroom-Level Child Behavior Problems in Predicting Preschool Teacher Stress and Classroom Emotional Climate. <i>Early Education and Development</i> , 2014, 25, 530-552. | 1.6 | 138 |
| 139 | Child Behavior Problems, Teacher Executive Functions, and Teacher Stress in Head Start Classrooms. <i>Early Education and Development</i> , 2014, 25, 681-702. | 1.6 | 82 |
| 140 | Interpersonal Relationships in Education. , 2014, , . | | 18 |
| 141 | Facilitating collaborative teacher learning: the role of "mindfulness" in video-based teacher professional development programs. <i>Gruppendynamik Und Organisationsberatung</i> , 2014, 45, 273-290. | 1.8 | 30 |
| 142 | The mediating role of socio-motivational support in the association between individual school self-concept and achievement motivation amongst adolescent students. <i>European Journal of Psychology of Education</i> , 2014, 29, 347-366. | 1.3 | 20 |
| 143 | What Affects Teacher Ratings of Student Behaviors? The Potential Influence of Teachers' Perceptions of the School Environment and Experiences. <i>Prevention Science</i> , 2014, 15, 940-950. | 1.5 | 45 |
| 144 | Student Learning Theory goes (back) to (high) school. <i>Instructional Science</i> , 2014, 42, 485-504. | 1.1 | 14 |
| 145 | A randomized controlled pilot trial of classroom-based mindfulness meditation compared to an active control condition in sixth-grade children. <i>Journal of School Psychology</i> , 2014, 52, 263-278. | 1.5 | 174 |
| 146 | The defining features of teacher talk within autonomy-supportive classroom management. <i>Teaching and Teacher Education</i> , 2014, 42, 34-46. | 1.6 | 31 |
| 147 | Predicting teachers' instructional behaviors: The interplay between self-efficacy and intrinsic needs. <i>Contemporary Educational Psychology</i> , 2014, 39, 100-111. | 1.6 | 77 |
| 148 | Pathways from teacher depression and child-care quality to child behavioral problems.. <i>Journal of Consulting and Clinical Psychology</i> , 2014, 82, 225-235. | 1.6 | 94 |
| 149 | African American Preschoolers' Social and Emotional Competence at School: The Influence of Teachers and Mothers. <i>Journal of Education</i> , 2014, 194, 11-18. | 0.7 | 4 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 150 | Understanding Preschool Teachersâ€™ Emotional Support as a Function of Center Climate. SAGE Open, 2014, 4, 215824401456072. | 0.8 | 21 |
| 151 | Social-Emotional Learning and Academic Achievement. AERA Open, 2015, 1, 233285841560395. | 1.3 | 41 |
| 152 | Manage the emotional needs of learners in teaching sessions. Education for Primary Care, 2015, 26, 353-355. | 0.2 | 0 |
| 153 | Adolescent Mental Health in an Australian Context and Future Interventions. International Journal of Mental Health, 2015, 44, 80-93. | 0.5 | 34 |
| 154 | Homelessness in the elementary school classroom: social and emotional consequences. International Journal of Qualitative Studies in Education, 2015, 28, 641-662. | 0.8 | 13 |
| 155 | Romanian Preschool Teachersâ€™ Understanding of Emotional and Behavioral Difficulties: Implications for Designing Teacher Trainings. Journal of Early Childhood Teacher Education, 2015, 36, 61-83. | 0.9 | 6 |
| 156 | Teaching classroom management â€“ a potential public health intervention?. Health Education, 2015, 115, 230-248. | 0.4 | 17 |
| 157 | The influence of classroom disciplinary climate of schools on reading achievement: a cross-country comparative study. School Effectiveness and School Improvement, 2015, 26, 586-611. | 1.4 | 57 |
| 158 | Prioritising classroom community and organisation in physical education teacher education. Teaching Education, 2015, 26, 94-112. | 0.9 | 7 |
| 159 | Depressive Symptoms in Third-Grade Teachers: Relations to Classroom Quality and Student Achievement. Child Development, 2015, 86, 945-954. | 1.7 | 126 |
| 161 | The Self-Presentation Motives for Physical Activity Questionnaire: Instrument Development and Preliminary Construct Validity Evidence. Journal of Sport and Exercise Psychology, 2015, 37, 225-243. | 0.7 | 11 |
| 162 | Positive teacher and peer relations combine to predict primary school studentsâ€™ academic skill development.. Developmental Psychology, 2015, 51, 434-446. | 1.2 | 65 |
| 163 | Beyond PISA: Schools as Contexts for the Promotion of Childrenâ€™s Mental Health and Well-Being. Contemporary School Psychology, 2015, 19, 233-242. | 0.9 | 18 |
| 164 | Inner Alchemy. Journal of Transformative Education, 2015, 13, 127-139. | 0.8 | 19 |
| 165 | Feasible, Rigorous, and Relevant. Journal of Early Adolescence, 2015, 35, 817-851. | 1.1 | 17 |
| 166 | Children's Trust Belief in Peers and Loneliness in Elementary School: An Investigation of the Interaction between Trust Beliefs in Peers and in Teachers or Parents Related to Loneliness in Elementary School Children. Japanese Journal of Personality, 2015, 24, 15-25. | 0.0 | 3 |
| 168 | Emotional Intelligence and Job Performance among School Teachers. Asian Social Science, 2015, 11, . | 0.1 | 12 |
| 169 | Prosocial Behavior during Childhood and Cultural Variations. , 2015, , 228-232. | | 6 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 170 | Confirming the Structural Validity of the My Class Inventory - Short form Revised. Professional School Counseling, 2015, 19, 1096-2409-19.1.. | 0.7 | 0 |
| 171 | Student Engagement: Associations with Teachers and Peers as Motivators. SSRN Electronic Journal, 0, , . | 0.4 | 0 |
| 172 | PROTOCOL: Practices and Program Components for Enhancing Prosocial Behavior in Children and Youth: A Systematic Review. Campbell Systematic Reviews, 2015, 11, 1-105. | 1.2 | 4 |
| 173 | â€œPractice What You Preachâ€ Teachersâ€™ Perceptions of Emotional Competence and Emotionally Supportive Classroom Practices. Early Education and Development, 2015, 26, 899-919. | 1.6 | 30 |
| 174 | â€˜I do not have the means to speak:â€™ educating youth for citizenship in post-conflict Liberia. Journal of Peace Education, 2015, 12, 15-36. | 0.5 | 29 |
| 175 | How â€˜other people matterâ€™ in a classroom-based strengths intervention: Exploring interpersonal strategies and classroom outcomes. Journal of Positive Psychology, 2015, 10, 77-89. | 2.6 | 74 |
| 177 | Teacher-Child Interaction Training: A Pilot Study With Random Assignment. Behavior Therapy, 2015, 46, 463-477. | 1.3 | 22 |
| 178 | Assessment of Teachers From a Social Psychological Perspective. Review of Research in Education, 2015, 39, 54-86. | 0.8 | 3 |
| 179 | Is Positive Feedback a Forgotten Classroom Practice? Findings and Implications for At-Risk Students. Preventing School Failure, 2015, 59, 153-160. | 0.4 | 11 |
| 180 | School-Based Counselling Work With Teachers: An Integrative Model. European Journal of Counselling Psychology, 2015, 3, 137-158. | 0.8 | 17 |
| 181 | Winning friends and influencing people: self-presentation motives in physical activity settings. International Review of Sport and Exercise Psychology, 2015, 8, 44-70. | 3.1 | 17 |
| 182 | World Culture and Teacher Quality: Consensus, Convergence, and Conflict. International Perspectives on Education and Society, 2015, , 467-499. | 0.4 | 0 |
| 183 | Promoting Psychological Wellbeing in Children and Families. , 2015, , . | | 2 |
| 184 | Investigating the Stress Levels of Early Childhood, Primary and Secondary Pre-service Teachers during Teaching Practicum. Journal of Teacher Education for Sustainability, 2015, 17, 35-47. | 0.3 | 12 |
| 185 | Expression of Pre-service Teachersâ€™ Emotional Competency in their Educational Practice. Procedia, Social and Behavioral Sciences, 2015, 205, 103-109. | 0.5 | 2 |
| 186 | Two sides of the same coin? The role of rumination and reflection in elementary school teachers' classroom stress and burnout. Teaching and Teacher Education, 2015, 47, 131-141. | 1.6 | 34 |
| 187 | Does a year make a difference? The classroom management practices of primary student teachers before and after a one-year teacher education programme. Emotional and Behavioural Difficulties, 2015, 20, 265-276. | 0.7 | 3 |
| 188 | Coaching Early Career Teachers in Urban Elementary Schools: A Mixed-Method Study. School Mental Health, 2015, 7, 6-20. | 1.1 | 35 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 189 | Student Engagement in the Classroom: The Impact of Classroom, Teacher, and Student Factors. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 2392-2410. | 1.7 | 27 |
| 190 | Fostering Self-Regulation Through Curriculum Infusion of Mindful Yoga: A Pilot Study of Efficacy and Feasibility. <i>Journal of Child and Family Studies</i> , 2015, 24, 3448-3461. | 0.7 | 42 |
| 191 | Building social connectedness in schools: Australian teachers'™ perspectives. <i>International Journal of Educational Research</i> , 2015, 70, 101-109. | 1.2 | 18 |
| 192 | Classroom risks and resources: Teacher burnout, classroom quality and children's adjustment in high needs elementary schools. <i>Journal of School Psychology</i> , 2015, 53, 337-357. | 1.5 | 128 |
| 194 | The examination of teacher stress among Turkish early childhood education teachers. <i>Early Child Development and Care</i> , 2015, 185, 631-646. | 0.7 | 23 |
| 195 | What contributes to first-year student teachers'™ sense of professional agency in the classroom?. <i>Teachers and Teaching: Theory and Practice</i> , 2015, 21, 641-659. | 0.9 | 69 |
| 196 | You say to-may-toe, I say to-mah-toe. , 2015, , 139-177. | | 0 |
| 197 | Teachers' beliefs about social-emotional learning: Identifying teacher profiles and their relations with job stress and satisfaction. <i>Learning and Instruction</i> , 2015, 39, 148-157. | 1.9 | 48 |
| 198 | How does Continuing Training on Social Interaction Skills Benefit Teachers?. <i>Procedia, Social and Behavioral Sciences</i> , 2015, 171, 820-829. | 0.5 | 2 |
| 199 | The teacher's lap " a site of emotional well-being for the younger children in day-care groups. <i>Early Child Development and Care</i> , 2015, 185, 752-765. | 0.7 | 6 |
| 200 | Promoting the Psychological Well-Being of Italian Youth. <i>Health Promotion Practice</i> , 2015, 16, 169-175. | 0.9 | 16 |
| 201 | Establishing respectful educative relationships: a study of newly qualified teachers in Ireland. <i>Cambridge Journal of Education</i> , 2015, 45, 167-185. | 1.6 | 8 |
| 202 | Development and Evaluation of a Short Anger Management Group for Special Education Teachers in Greece: A Preliminary Study. <i>International Journal of School and Educational Psychology</i> , 2015, 3, 107-116. | 1.0 | 3 |
| 203 | Addressing school bullying: Insights from theories of group processes. <i>Journal of Applied Developmental Psychology</i> , 2015, 37, 16-24. | 0.8 | 67 |
| 204 | Neighborhood economic disadvantage and children's cognitive and social-emotional development: Exploring Head Start classroom quality as a mediating mechanism. <i>Early Childhood Research Quarterly</i> , 2015, 32, 150-159. | 1.6 | 65 |
| 205 | The Association Between Teachers'™ Child-Centered Beliefs and Children'™s Academic Achievement: The Indirect Effect of Children'™s Behavioral Self-regulation. <i>Child and Youth Care Forum</i> , 2015, 44, 309-325. | 0.9 | 24 |
| 206 | Understanding influences on teachers'™ uptake and use of behaviour management strategies within the STARS trial: process evaluation protocol for a randomised controlled trial. <i>BMC Public Health</i> , 2015, 15, 119. | 1.2 | 12 |
| 207 | Evidence-Based Approaches in Positive Education. , 2015, , . | | 34 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 208 | Why and How to Promote Adolescents' Prosocial Behaviors: Direct, Mediated and Moderated Effects of the CEPIDEA School-Based Program. <i>Journal of Youth and Adolescence</i> , 2015, 44, 2211-2229. | 1.9 | 63 |
| 209 | Teacher emotions in the classroom: associations with students' engagement, classroom discipline and the interpersonal teacher-student relationship. <i>European Journal of Psychology of Education</i> , 2015, 30, 385-403. | 1.3 | 239 |
| 210 | School-related Factors in the Development of Bullying Perpetration and Victimization: Introduction to the Special Section. <i>Journal of Abnormal Child Psychology</i> , 2015, 43, 1-4. | 3.5 | 32 |
| 211 | Development of the Multidimensional Peer Victimization Scale—Revised (MPVS-R) and the Multidimensional Peer Bullying Scale (MPVS-RB). <i>Journal of Genetic Psychology</i> , 2015, 176, 93-109. | 0.6 | 35 |
| 212 | The development of teachers' responses to challenging situations during interaction training. <i>Teacher Development</i> , 2015, 19, 97-115. | 0.4 | 16 |
| 213 | Preliminary impacts of the "Learning to Read in a Healing Classroom" intervention on teacher well-being in the Democratic Republic of the Congo. <i>Teaching and Teacher Education</i> , 2015, 52, 24-36. | 1.6 | 31 |
| 214 | Correlates of Science Achievement in Singapore: A Multilevel Exploration. , 2015, , 607-629. | | 3 |
| 215 | Engagement in Training as a Mechanism to Understanding Fidelity of Implementation of the Responsive Classroom Approach. <i>Prevention Science</i> , 2015, 16, 1107-1116. | 1.5 | 23 |
| 216 | Understanding Ecological Factors Associated With Bullying Across the Elementary to Middle School Transition in the United States. <i>Violence and Victims</i> , 2015, 30, 470-487. | 0.4 | 50 |
| 217 | Teachers' Emotion Regulation Skills Facilitate Implementation of Health-related Intentions. <i>American Journal of Health Behavior</i> , 2015, 39, 874-881. | 0.6 | 7 |
| 218 | Science Education in East Asia. , 2015, , . | | 7 |
| 219 | Relational underpinnings and professionalism – a case study of a teacher's practices involving students with experiences of school failure. <i>School Psychology International</i> , 2015, 36, 589-604. | 1.1 | 6 |
| 220 | Challenge versus hindrance job demands and well-being: A diary study on the moderating role of job resources. <i>Journal of Occupational and Organizational Psychology</i> , 2015, 88, 702-725. | 2.6 | 190 |
| 221 | Anticipatory sensitization to repeated stressors: The role of initial cortisol reactivity and meditation/emotion skills training. <i>Psychoneuroendocrinology</i> , 2015, 52, 229-238. | 1.3 | 28 |
| 222 | Problem Situations Experienced By Urban Middle School Students With High Incidence Disabilities That Impact Emotional and Behavioral Adjustment. <i>Journal of Emotional and Behavioral Disorders</i> , 2015, 23, 101-114. | 1.1 | 9 |
| 223 | Weight assurance region in two-stage additive efficiency decomposition DEA model: an application to school data. <i>Journal of the Operational Research Society</i> , 2015, 66, 696-704. | 2.1 | 29 |
| 224 | Inclusion in Israel: coping resources and job satisfaction as explanatory factors of stress in two cultural groups. <i>Journal of Research in Special Educational Needs</i> , 2015, 15, 12-24. | 0.5 | 7 |
| 225 | Workplace stress and the quality of teacher–children relationships in Head Start. <i>Early Childhood Research Quarterly</i> , 2015, 30, 57-69. | 1.6 | 203 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 226 | The Effectiveness of Mindfulness-Based Stress Reduction on Educator Stress and Well-Being: Results from a Pilot Study. <i>Mindfulness</i> , 2015, 6, 208-216. | 1.6 | 126 |
| 227 | Early Childhood Teachers's Well-Being, Mindfulness, and Self-Compassion in Relation to Classroom Quality and Attitudes Towards Challenging Students. <i>Mindfulness</i> , 2015, 6, 732-743. | 1.6 | 228 |
| 228 | Adoecimento mental em professores brasileiros: revisÃ£o sistemÃ¡tica da literatura. <i>Estudos Interdisciplinares Em Psicologia</i> , 2016, 7, 64. | 0.1 | 47 |
| 229 | Uloga kompetencije kreativnosti i socijalne kompetencije u nastavi vjeronauka. <i>Obnovljeni Zivot</i> , 2016, 71, 247-256. | 0.0 | 0 |
| 230 | Technology and Positive Behavioral Interventions and Support. , 2016, , 159-177. | | 1 |
| 231 | Systematic Review of Mindfulness Practice for Reducing Job Burnout. <i>American Journal of Occupational Therapy</i> , 2016, 70, 7002250020p1-7002250020p10. | 0.1 | 155 |
| 232 | Use of Evidence-Based Survey Methods to Explore Early Elementary School Teachers's Approaches to Managing Student Anxiety. <i>Journal of Educational and Developmental Psychology</i> , 2016, 7, 123. | 0.0 | 1 |
| 233 | University teachers's perceptions of appropriate emotion display and high-quality teacher-student relationship: Similarities and differences across cultural-educational contexts. <i>Frontline Learning Research</i> , 2016, 4, 44-74. | 0.4 | 27 |
| 234 | How to Use Cooperative Learning for Assessing Students's Emotional Competences: A Practical Example at the Tertiary Level. <i>Profile: Issues in Teachers' Professional Development</i> , 2016, 18, 153. | 0.4 | 3 |
| 235 | Fostering Classroom Communities through Circling With Teacher Candidates. <i>McGill Journal of Education</i> , 0, 51, 1103-1120. | 0.0 | 1 |
| 236 | Stress and coping among student teachers at a South African university: An exploratory study. <i>Journal of Psychology in Africa</i> , 2016, 26, 491-499. | 0.3 | 5 |
| 237 | Social Context Modulates Facial Imitation of Children's Emotional Expressions. <i>PLoS ONE</i> , 2016, 11, e0167991. | 1.1 | 16 |
| 238 | Students and Teachers Benefit from Mindfulness-Based Stress Reduction in a School-Embedded Pilot Study. <i>Frontiers in Psychology</i> , 2016, 7, 590. | 1.1 | 72 |
| 239 | THE INTERPLAY BETWEEN ADOLESCENTS's PERCEPTIONS OF TEACHER-STUDENT RELATIONSHIPS AND THEIR ACADEMIC SELF-REGULATION: DOES LIKING A SPECIFIC TEACHER MATTER?. <i>Psychology in the Schools</i> , 2016, 53, 736-750. | 1.1 | 18 |
| 240 | Teachers's Effortful Control and Student Functioning: Mediating and Moderating Processes. <i>Social Development</i> , 2016, 25, 623-645. | 0.8 | 8 |
| 241 | Adolescents's Socio-Motivational Relationships With Teachers, Amygdala Response to Teacher's Negative Facial Expressions, and Test Anxiety. <i>Journal of Research on Adolescence</i> , 2016, 26, 706-722. | 1.9 | 9 |
| 242 | Advancing the Science and Practice of Social and Emotional Learning. <i>Review of Research in Education</i> , 2016, 40, 644-681. | 0.8 | 140 |
| 243 | The Association Between Student Reports of Classmates's Disruptive Behavior and Student Achievement. <i>AERA Open</i> , 2016, 2, 233285841665392. | 1.3 | 21 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 244 | A mixed-methods evaluation of the longer-term implementation and utility of a teacher classroom management training programme in Irish primary schools. <i>Irish Educational Studies</i> , 2016, 35, 35-55. | 1.5 | 7 |
| 245 | The Well‐Being of Teachers and Professors. , 0, , 466-490. | | 7 |
| 247 | Values Education in Nordic Preschools: A Commentary. <i>International Journal of Early Childhood</i> , 2016, 48, 241-257. | 0.6 | 21 |
| 248 | Establishing systemic social and emotional learning approaches in schools: a framework for schoolwide implementation. <i>Cambridge Journal of Education</i> , 2016, 46, 277-297. | 1.6 | 181 |
| 249 | Predicting First Gradersâ€™ Social Competence from Their Preschool Classroom Interpersonal Context. <i>Early Education and Development</i> , 2016, 27, 735-750. | 1.6 | 28 |
| 250 | Mindfulness and Teachersâ€™ Coping in the Classroom: A Developmental Model of Teacher Stress, Coping, and Everyday Resilience. <i>Mindfulness in Behavioral Health</i> , 2016, , 99-118. | 0.2 | 38 |
| 251 | Student teachersâ€™ emotional teaching experiences in relation to different teaching methods. <i>Educational Studies</i> , 2016, 42, 269-286. | 1.4 | 10 |
| 252 | Psychosocial Skills and School Systems in the 21st Century. <i>Plenum Series on Human Exceptionality</i> , 2016, , . | 2.0 | 26 |
| 253 | Teaching Emotional Intelligence in Schools: An Evidence-Based Approach. <i>Plenum Series on Human Exceptionality</i> , 2016, , 325-346. | 2.0 | 4 |
| 254 | Do socio-motivational relationships predict achievement motivation in adolescents with high and low school self-concepts?. <i>Journal of Educational Research</i> , 2016, 109, 219-231. | 0.8 | 7 |
| 255 | Cultivating Inner Resilience in Educators and Students: The Inner Resilience Program. <i>Mindfulness in Behavioral Health</i> , 2016, , 119-132. | 0.2 | 22 |
| 256 | What if teachers learn in the classroom?. <i>Teacher Development</i> , 2016, 20, 380-397. | 0.4 | 37 |
| 257 | Mindfulness Training for Teachers. <i>Mindfulness in Behavioral Health</i> , 2016, , 83-97. | 0.2 | 23 |
| 258 | Early childhood directors as socializers of emotional climate. <i>Learning Environments Research</i> , 2016, 19, 267-290. | 1.8 | 20 |
| 259 | Preparing Teacher Candidates for the Present: Investigating the Value of Mindfulness-Training in Teacher Education. <i>Mindfulness in Behavioral Health</i> , 2016, , 191-205. | 0.2 | 12 |
| 260 | Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. <i>Social Science and Medicine</i> , 2016, 159, 30-37. | 1.8 | 244 |
| 261 | Learning with and from: positioning school students as advisors in pre-service teacher education. <i>Teacher Development</i> , 2016, 20, 295-312. | 0.4 | 4 |
| 262 | Managing stress in schools: teachers coping with special education children. <i>International Journal on Disability and Human Development</i> , 2016, 15, . | 0.2 | 0 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 263 | Relations between teachers'™ emotional exhaustion and students'™ educational outcomes.. Journal of Educational Psychology, 2016, 108, 800-813. | 2.1 | 181 |
| 264 | Individual differences in students'™ complex problem solving skills: How they evolve and what they imply.. Journal of Educational Psychology, 2016, 108, 1028-1044. | 2.1 | 31 |
| 265 | Teachers'™ self-efficacy in relation to individual students with a variety of social'™ emotional behaviors: A multilevel investigation.. Journal of Educational Psychology, 2016, 108, 1013-1027. | 2.1 | 87 |
| 266 | Long-term effects of a mediated reading programme on the development of emotional competencies <i>Efectos a largo plazo de un programa de lectura mediada para el desarrollo de competencias emocionales</i>. Cultura Y Educaci3n, 2016, 28, 435-467. | 0.2 | 3 |
| 267 | She's supporting them; who's supporting her? Preschool center-level social-emotional supports and teacher well-being. Journal of School Psychology, 2016, 59, 55-66. | 1.5 | 79 |
| 268 | Enhancing student engagement in pre-vocational and vocational education: a learning history. Teachers and Teaching: Theory and Practice, 2016, 22, 983-999. | 0.9 | 10 |
| 269 | The combined effects of teacher-child and peer relationships on children's social-emotional adjustment. Journal of School Psychology, 2016, 59, 1-11. | 1.5 | 50 |
| 270 | The informal learning of teachers: Learning climate, job satisfaction and teachers'™ and students'™ motivation and well-being. International Journal of Educational Research, 2016, 79, 52-63. | 1.2 | 48 |
| 271 | What Constitutes High-Quality Implementation of SEL Programs? A Latent Class Analysis of Second Step® Implementation. Prevention Science, 2016, 17, 981-991. | 1.5 | 91 |
| 272 | Inequality in School Discipline. , 2016, , . | | 21 |
| 273 | The Potential of Restorative Approaches to Discipline for Narrowing Racial and Gender Disparities. , 2016, , 153-170. | | 19 |
| 274 | The Best Available Evidence. , 2016, , . | | 2 |
| 275 | â€œThe Program Affects Me â€™Cause it Gives Away Stressâ€• Urban Students'™ Qualitative Perspectives on Stress and a School-Based Mindful Yoga Intervention. Explore: the Journal of Science and Healing, 2016, 12, 443-450. | 0.4 | 20 |
| 276 | A global human potential movement and a rebirth of humanistic psychology.. Humanistic Psychologist, 2016, 44, 227-241. | 0.2 | 4 |
| 277 | Mindfulness and Mentoring Satisfaction of College Women Mentoring Youth: Implications for Training. Mindfulness, 2016, 7, 1327-1338. | 1.6 | 5 |
| 278 | Teachers'™ emotional exhaustion is negatively related to students'™ achievement: Evidence from a large-scale assessment study.. Journal of Educational Psychology, 2016, 108, 1193-1203. | 2.1 | 184 |
| 279 | What Can Student Perception Surveys Tell Us About Teaching? Empirically Testing the Underlying Structure of the Tripod Student Perception Survey. American Educational Research Journal, 2016, 53, 1834-1868. | 1.6 | 102 |
| 281 | The role of teachers in building resilience of at risk youth. International Journal of Educational Research, 2016, 80, 111-123. | 1.2 | 22 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 282 | Child-care chaos and teachers' responsiveness: The indirect associations through teachers' emotion regulation and coping. <i>Journal of School Psychology</i> , 2016, 59, 83-96. | 1.5 | 45 |
| 284 | Resource room model for inclusive education in China: practitioners' conceptualisation and contextualisation. <i>International Journal of Learning and Change</i> , 2016, 8, 317. | 0.2 | 11 |
| 285 | A pilot cluster randomised controlled trial of a support and training intervention to improve the mental health of secondary school teachers and students – the WISE (Wellbeing in Secondary) Trial. <i>BMJ Open</i> , 2016, 10, e009101. | 1.0 | 10 |
| 286 | Inequality in Black and White High School Students' Perceptions of School Support: An Examination of Race in Context. <i>Journal of Youth and Adolescence</i> , 2016, 45, 1176-1191. | 1.9 | 98 |
| 287 | Conceptualizing and Measuring Safe, Stable, Nurturing Relationships and Environments in Educational Settings. <i>Journal of Child and Family Studies</i> , 2016, 25, 1488-1504. | 0.7 | 7 |
| 288 | Teachers' empathy: can it be predicted by self-efficacy?. <i>Teachers and Teaching: Theory and Practice</i> , 2016, 22, 805-818. | 0.9 | 56 |
| 289 | Caring relationships in school staff: Exploring the link between compassion and teacher work engagement. <i>Teaching and Teacher Education</i> , 2016, 59, 126-136. | 1.6 | 57 |
| 290 | Influences on the capacities for emotional resilience of teachers in schools serving disadvantaged urban communities: Challenges of living on the edge. <i>Teaching and Teacher Education</i> , 2016, 59, 115-125. | 1.6 | 99 |
| 291 | Teachers' Social-Emotional Capacity: Factors Associated With Teachers' Responsiveness and Professional Commitment. <i>Early Education and Development</i> , 2016, 27, 1018-1039. | 1.6 | 131 |
| 292 | What can we learn from the Atlanta cheating scandal?. <i>Phi Delta Kappan</i> , 2016, 97, 48-52. | 0.4 | 4 |
| 293 | Optimizing Special Educator Wellness and Job Performance Through Stress Management. <i>Teaching Exceptional Children</i> , 2016, 48, 176-185. | 0.8 | 17 |
| 294 | Multilevel Confirmatory Factor Analysis of the Teacher My Class Inventory – Short Form. <i>Measurement and Evaluation in Counseling and Development</i> , 2016, 49, 263-273. | 1.6 | 4 |
| 295 | Conceptualizing Psychosocial Disability in Social Exclusion: A Preliminary Discourse. <i>Contemporary Voice of Dalit</i> , 2016, 8, 1-13. | 0.1 | 8 |
| 296 | Sense of coherence and associated factors among university students in China: cross-sectional evidence. <i>BMC Public Health</i> , 2016, 16, 336. | 1.2 | 46 |
| 297 | Improving Teacher Awareness and Well-Being Through CARE: a Qualitative Analysis of the Underlying Mechanisms. <i>Mindfulness</i> , 2016, 7, 130-142. | 1.6 | 83 |
| 298 | A Non-Randomised Feasibility Trial Assessing the Efficacy of a Mindfulness-Based Intervention for Teachers to Reduce Stress and Improve Well-Being. <i>Mindfulness</i> , 2016, 7, 198-208. | 1.6 | 87 |
| 299 | Strengthening Teacher Presence Through Mindfulness: What Educators Say About the Cultivating Awareness and Resilience in Education (CARE) Program. <i>Mindfulness</i> , 2016, 7, 209-218. | 1.6 | 48 |
| 300 | Understanding teacher emotions: The development of a teacher emotion inventory. <i>Teaching and Teacher Education</i> , 2016, 55, 68-77. | 1.6 | 150 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 301 | Children's Elementary School Social Experience and Executive Functions Development: Introduction to a Special Section. <i>Journal of Abnormal Child Psychology</i> , 2016, 44, 1-6. | 3.5 | 50 |
| 302 | Classroom emotional intelligence and its relationship with school performance. <i>European Journal of Education and Psychology</i> , 2016, 9, 1-8. | 1.5 | 30 |
| 303 | The effectiveness of increased support in reading and its relationship to teachers' affect and children's motivation. <i>Learning and Individual Differences</i> , 2016, 45, 53-64. | 1.5 | 18 |
| 304 | Students' perception of "good" and "bad" teachers: Results of a qualitative thematic analysis with German adolescents. <i>International Journal of Educational Research</i> , 2016, 75, 31-44. | 1.2 | 49 |
| 305 | Promoting Stress Management and Wellbeing in Educators: Feasibility and Efficacy of a School-Based Yoga and Mindfulness Intervention. <i>Mindfulness</i> , 2016, 7, 143-154. | 1.6 | 136 |
| 306 | Making the grade: describing inherent requirements for the initial teacher education practicum. <i>Asia-Pacific Journal of Teacher Education</i> , 2016, 44, 224-241. | 1.2 | 5 |
| 307 | Exploring Teachers' Depressive Symptoms, Interaction Quality, and Children's Social-Emotional Development in Head Start. <i>Early Education and Development</i> , 2016, 27, 642-654. | 1.6 | 75 |
| 308 | Preschool Teachers' Professional Background, Process Quality, and Job Attitudes: A Person-Centered Approach. <i>Early Education and Development</i> , 2016, 27, 551-571. | 1.6 | 50 |
| 309 | Two Case Studies of Preschool Psychosocial Safety Climates. <i>Research in Human Development</i> , 2016, 13, 49-64. | 0.8 | 15 |
| 310 | Assessment of emotional intelligence in a sample of prospective Secondary Education Teachers. <i>Journal of Education for Teaching</i> , 2016, 42, 123-134. | 1.1 | 11 |
| 311 | Adult Relationships in Multiple Contexts and Associations With Adolescent Mental Health. <i>Research on Social Work Practice</i> , 2016, 26, 622-629. | 1.1 | 10 |
| 312 | Children's preschool classroom experiences and associations with early elementary special education referral. <i>Early Childhood Research Quarterly</i> , 2016, 36, 452-461. | 1.6 | 6 |
| 313 | Caring Leadership in Schools. <i>Educational Administration Quarterly</i> , 2016, 52, 310-348. | 2.1 | 98 |
| 314 | How Do School-Based Prevention Programs Impact Teachers? Findings from a Randomized Trial of an Integrated Classroom Management and Social-Emotional Program. <i>Prevention Science</i> , 2016, 17, 325-337. | 1.5 | 86 |
| 315 | Seeing emotions: a review of micro and subtle emotion expression training. <i>Cultural Studies of Science Education</i> , 2016, 11, 823-835. | 0.9 | 1 |
| 316 | Associations between the awakening responses of salivary α -amylase and cortisol with self-report indicators of health and wellbeing among educators. <i>Teaching and Teacher Education</i> , 2016, 54, 98-106. | 1.6 | 37 |
| 317 | A studio tells its story: student-teachers learn differently. <i>European Journal of Teacher Education</i> , 2016, 39, 174-189. | 2.2 | 0 |
| 318 | Openness to theory and its importance for pre-service teachers' self-efficacy, emotions, and classroom behaviour in the teaching practicum. <i>International Journal of Educational Research</i> , 2016, 77, 15-25. | 1.2 | 74 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 319 | Weâ€™re in this Together: Intentional Design of Social Relationships with AIED Systems. <i>International Journal of Artificial Intelligence in Education</i> , 2016, 26, 713-729. | 3.9 | 20 |
| 320 | The relationship between emotional competence, classroom climate and school achievement in high school students / La relaci3n entre competencia emocional, clima de aula y rendimiento acad3mico en estudiantes de secundaria. <i>Cultura Y Educaci3n</i> , 2016, 28, 130-156. | 0.2 | 27 |
| 321 | Socialâ€™emotional competencies among teachers: An examination of interrelationships. <i>Cogent Education</i> , 2016, 3, 1151996. | 0.6 | 17 |
| 322 | A community of practice as an inclusive model to support children with social, emotional and behavioural difficulties in school contexts. <i>International Journal of Inclusive Education</i> , 2016, 20, 784-799. | 1.5 | 20 |
| 324 | Handbook of Mindfulness in Education. <i>Mindfulness in Behavioral Health</i> , 2016, , . | 0.2 | 97 |
| 325 | Mindfulness and Social Emotional Learning (SEL): A Conceptual Framework. <i>Mindfulness in Behavioral Health</i> , 2016, , 65-80. | 0.2 | 46 |
| 326 | CARE for Teachers: A Mindfulness-Based Approach to Promoting Teachersâ€™ Social and Emotional Competence and Well-Being. <i>Mindfulness in Behavioral Health</i> , 2016, , 133-148. | 0.2 | 38 |
| 327 | Emotional Intelligence and Job Performance: A Study among Malaysian Teachers. <i>Procedia Economics and Finance</i> , 2016, 35, 674-682. | 0.6 | 44 |
| 328 | Constructing the caring higher education teacher: A theoretical framework. <i>Teaching and Teacher Education</i> , 2016, 54, 65-76. | 1.6 | 66 |
| 329 | Validation of the Mindfulness in Teaching Scale. <i>Mindfulness</i> , 2016, 7, 155-163. | 1.6 | 87 |
| 330 | Teachers' wellbeing and depressive symptoms, and associated risk factors: A large cross sectional study in English secondary schools. <i>Journal of Affective Disorders</i> , 2016, 192, 76-82. | 2.0 | 183 |
| 331 | Students' interpersonal relationships, personal best (PB) goals, and academic engagement. <i>Learning and Individual Differences</i> , 2016, 45, 65-76. | 1.5 | 68 |
| 332 | A comparison of Waldorf and non-Waldorf student-teachersâ€™ social-emotional competencies: can arts engagement explain differences?. <i>Journal of Education for Teaching</i> , 2016, 42, 66-79. | 1.1 | 4 |
| 333 | Pre-service teachersâ€™ efficacy beliefs and emotional states. <i>Emotional and Behavioural Difficulties</i> , 2016, 21, 119-132. | 0.7 | 15 |
| 334 | Temperament as a Behavioral Construct. <i>Intervention in School and Clinic</i> , 2016, 51, 238-243. | 0.8 | 3 |
| 335 | Examining Ways That a Mindfulness-Based Intervention Reduces Stress in Public School Teachers: a Mixed-Methods Study. <i>Mindfulness</i> , 2016, 7, 115-129. | 1.6 | 111 |
| 336 | Exploring the effects of a universal classroom management training programme on teacher and child behaviour: A group randomised controlled trial and cost analysis. <i>Journal of Early Childhood Research</i> , 2017, 15, 174-194. | 0.9 | 28 |
| 337 | Teaching interactive practices and burnout: a study on Italian teachers. <i>European Journal of Psychology of Education</i> , 2017, 32, 219-234. | 1.3 | 7 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 338 | Review of Brief School-Based Positive Psychological Interventions: a Taster for Teachers and Educators. <i>Educational Psychology Review</i> , 2017, 29, 363-392. | 5.1 | 99 |
| 339 | Followership styles and job satisfaction in secondary school teachers in serbia. <i>Educational Management Administration and Leadership</i> , 2017, 45, 503-520. | 2.2 | 10 |
| 340 | The effectiveness of the Lions Quest Program: Skills for Growing on school climate, students' behaviors, perceptions of school, and conflict resolution skills. <i>European Early Childhood Education Research Journal</i> , 2017, 25, 575-594. | 1.2 | 24 |
| 341 | Investigating prospective teachers' teaching-specific hopes as predictors of their sense of personal responsibility. <i>Asia-Pacific Journal of Teacher Education</i> , 2017, 45, 267-284. | 1.2 | 11 |
| 342 | Teacher's Student Relationship Quality and Children's Bullying Experiences With Peers: Reflecting on the Mesosystem. <i>Educational Forum</i> , 2017, 81, 108-125. | 0.9 | 30 |
| 343 | Does basic need satisfaction mediate the link between stress exposure and well-being? A diary study among beginning teachers. <i>Learning and Instruction</i> , 2017, 50, 21-30. | 1.9 | 89 |
| 344 | Self-efficacy and burnout in teachers of students with autism spectrum disorder. <i>Research in Autism Spectrum Disorders</i> , 2017, 36, 8-20. | 0.8 | 51 |
| 345 | Teacher Beliefs and Responses Toward Student Misbehavior: Influence of Cognitive Skill Deficits. <i>Journal of Applied School Psychology</i> , 2017, 33, 1-15. | 0.4 | 16 |
| 346 | BURNOUT IN SPECIAL NEEDS TEACHERS AT KINDERGARTEN AND PRIMARY SCHOOL: INVESTIGATING THE ROLE OF PERSONAL RESOURCES AND WORK WELLBEING. <i>Psychology in the Schools</i> , 2017, 54, 472-486. | 1.1 | 62 |
| 347 | Working with Emotions in the Classroom: Future Teachers' Attitudes and Education. <i>Procedia, Social and Behavioral Sciences</i> , 2017, 237, 511-519. | 0.5 | 12 |
| 348 | Resolving feelings of professional inadequacy: Student teachers' coping with distressful situations. <i>Teaching and Teacher Education</i> , 2017, 64, 270-279. | 1.6 | 50 |
| 349 | Evaluation of a health promoting schools program in a school board in Nova Scotia, Canada. <i>Preventive Medicine Reports</i> , 2017, 5, 279-284. | 0.8 | 12 |
| 352 | “I feel proud we are moving forward”: safeguarding mindfulness for vulnerable student and teacher wellbeing in a community college. <i>Journal of Adult Protection, The</i> , 2017, 19, 33-46. | 0.6 | 8 |
| 353 | Innovative Practices in Language Teacher Education. <i>Educational Linguistics</i> , 2017, , . | 0.6 | 7 |
| 354 | Emotions and English Language Teaching. , 0, , . | | 131 |
| 355 | Exploring pedagogical relationships in the context of free play. <i>Early Years</i> , 2017, 37, 326-337. | 0.6 | 5 |
| 356 | From Teaching to Being: The Qualities of a Mindful Teacher. <i>Childhood Education</i> , 2017, 93, 147-152. | 0.1 | 8 |
| 357 | KidsMatter: Building the Capacity of Australian Primary Schools and Early Childhood Services to Foster Children's Social and Emotional Skills and Promote Children's Mental Health. , 2017, , 293-311. | | 8 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 358 | Enhancing social-emotional well-being in young children through improving teachers'™ social-emotional competence and curriculum design in Hong Kong. <i>International Journal of Child Care and Education Policy</i> , 2017, 11, . | 0.8 | 8 |
| 359 | Whole-School Approaches to Incorporating Mindfulness-Based Interventions: Supporting the Capacity for Optimal Functioning in School Settings. <i>Childhood Education</i> , 2017, 93, 128-135. | 0.1 | 11 |
| 360 | The Perceived Impact of Mindfulness Instruction on Pre-Service Elementary Teachers. <i>Childhood Education</i> , 2017, 93, 136-146. | 0.1 | 10 |
| 361 | Mindfulness Practices in Mentoring and Teaching. <i>Childhood Education</i> , 2017, 93, 159-167. | 0.1 | 3 |
| 363 | How engaged are pre-service teachers in the United States?. <i>Teaching and Teacher Education</i> , 2017, 66, 12-23. | 1.6 | 21 |
| 364 | The Effectiveness of Psychosocial Interventions Delivered by Teachers in Schools: A Systematic Review and Meta-Analysis. <i>Clinical Child and Family Psychology Review</i> , 2017, 20, 333-350. | 2.3 | 43 |
| 365 | Bullying victims'™ perceptions of classroom interaction. <i>School Effectiveness and School Improvement</i> , 2017, 28, 350-373. | 1.4 | 12 |
| 366 | Impacts of the CARE for Teachers program on teachers'™ social and emotional competence and classroom interactions.. <i>Journal of Educational Psychology</i> , 2017, 109, 1010-1028. | 2.1 | 309 |
| 367 | Building Teacher Capacity to Promote Social and Emotional Learning in Australia. , 2017, , 413-435. | | 5 |
| 368 | Choose your strategy wisely: Examining the relationships between emotional labor in teaching and teacher efficacy in Hong Kong primary schools. <i>Teaching and Teacher Education</i> , 2017, 66, 127-136. | 1.6 | 79 |
| 370 | Bright Lights: Big Experiments! A public engagement activity for international year of light. <i>Physics Education</i> , 2017, 52, 015005. | 0.3 | 2 |
| 371 | Mental Health Promotion in Schools. , 2017, , . | | 6 |
| 372 | School Staff Perceptions of Military-Connected Students in Civilian Public Schools: Implications for Teachers, Counselors, and School Staff. <i>Military Behavioral Health</i> , 2017, 5, 147-156. | 0.4 | 1 |
| 373 | The impact of transactional sex with teachers on public school students in Monrovia, Liberia â€“ a brief report. <i>Vulnerable Children and Youth Studies</i> , 2017, 12, 328-333. | 0.5 | 7 |
| 374 | Measures of Success: Exploring the Importance of Context in the Delivery of Well-Being and Social and Emotional Learning Programmes in Australian Primary and Secondary Schools. , 2017, , 39-54. | | 2 |
| 375 | Applying a Social Justice Lens to Youth Mentoring: A Review of the Literature and Recommendations for Practice. <i>American Journal of Community Psychology</i> , 2017, 59, 363-381. | 1.2 | 75 |
| 376 | Player professional development: A case study of teacher resiliency within a community of practice. <i>Teaching and Teacher Education</i> , 2017, 66, 349-359. | 1.6 | 4 |
| 377 | Effectiveness of a Mindfulness-Based Program on School Children's Self-Reported Well-Being: A Pilot Study Comparing Effects With An Emotional Literacy Program. <i>Journal of Applied School Psychology</i> , 2017, 33, 309-330. | 0.4 | 30 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 378 | Stable roles, changed skills: teacher candidate responses to instruction about adolescent psychosocial support practices. <i>Advances in School Mental Health Promotion</i> , 2017, 10, 5-25. | 0.9 | 3 |
| 379 | The impact of comprehensive student support on teachers: Knowledge of the whole child, classroom practice, and Teacher Support. <i>Teaching and Teacher Education</i> , 2017, 65, 145-156. | 1.6 | 14 |
| 380 | Classroom relationship qualities and social-cognitive correlates of defending and passive bystanding in school bullying in Sweden: A multilevel analysis. <i>Journal of School Psychology</i> , 2017, 63, 49-62. | 1.5 | 88 |
| 381 | The Geelong Grammar Positive Psychology Experience. , 2017, , 353-370. | | 10 |
| 382 | Social and Emotional Learning, Social and Emotional Competence, and Studentsâ€™ Academic Outcomes: The Roles of Psychological Need Satisfaction, Adaptability, and Buoyancy. , 2017, , 17-37. | | 8 |
| 383 | Predictors of depressive symptoms in emerging adulthood in a low-income urban cohort. <i>Journal of Applied Developmental Psychology</i> , 2017, 50, 45-59. | 0.8 | 12 |
| 384 | The Role of Teachers' Social-Emotional Competence in Their Beliefs About Peer Victimization. <i>Journal of Applied School Psychology</i> , 2017, 33, 288-308. | 0.4 | 12 |
| 385 | Teachersâ€™ Social and Emotional Competence: Links with Social and Emotional Learning and Positive Workplace Outcomes. , 2017, , 167-184. | | 12 |
| 386 | Relations between harsh discipline from teachers, perceived teacher support, and bullying victimization among high school students. <i>Journal of Adolescence</i> , 2017, 57, 18-22. | 1.2 | 25 |
| 387 | Processes of Early Childhood Interventions to Adult Wellâ€™Being. <i>Child Development</i> , 2017, 88, 378-387. | 1.7 | 27 |
| 388 | How University Lecturersâ€™ Display of Emotion Affects Studentsâ€™ Emotions, Failure Attributions, and Behavioral Tendencies in Germany, Russia, and the United States. <i>Journal of Cross-Cultural Psychology</i> , 2017, 48, 734-753. | 1.0 | 12 |
| 389 | Classroom social climate, self-determined motivation, willingness to communicate, and achievement: A study of structural relationships in instructed second language settings. <i>Learning and Individual Differences</i> , 2017, 53, 133-144. | 1.5 | 162 |
| 390 | PROMOTING SECONDARY TEACHERSâ€™ WELLâ€™BEING AND INTENTIONS TO IMPLEMENT EVIDENCEâ€™BASED PRACTICES: RANDOMIZED EVALUATION OF THE ACHIEVER RESILIENCE CURRICULUM. <i>Psychology in the Schools</i> , 2017, 54, 13-28. | 1.1 | 56 |
| 391 | Practitioner's Guide to Ethics and Mindfulness-Based Interventions. <i>Mindfulness in Behavioral Health</i> , 2017, , . | 0.2 | 8 |
| 392 | Promoting Social and Emotional Wellbeing and Responding to Mental Health Problems in Schools. , 2017, , 113-125. | | 10 |
| 393 | Teachersâ€™ Perceptions of Relationship Enhancement Upon Implementation of the Social Emotional Learning Program in Latvia: Focus Group Study. <i>Journal of Relationships Research</i> , 2017, 8, . | 0.6 | 1 |
| 394 | School Context and Educational System Factors Impacting Educator Stress. <i>Aligning Perspectives on Health, Safety and Well-being</i> , 2017, , 3-22. | 0.2 | 22 |
| 395 | Individual-Level Interventions: Mindfulness-Based Approaches to Reducing Stress and Improving Performance Among Teachers. <i>Aligning Perspectives on Health, Safety and Well-being</i> , 2017, , 319-346. | 0.2 | 9 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 396 | Translating Educator Stress Research into Practice and Policy. Aligning Perspectives on Health, Safety and Well-being, 2017, , 471-483. | 0.2 | 0 |
| 397 | Current Knowledge on the Nature, Prevalence, Sources and Potential Impact of Teacher Stress. Aligning Perspectives on Health, Safety and Well-being, 2017, , 23-54. | 0.2 | 53 |
| 398 | Implications of an Occupational Health Perspective for Educator Stress Research, Practice, and Policy. Aligning Perspectives on Health, Safety and Well-being, 2017, , 485-505. | 0.2 | 3 |
| 399 | Supporting Socio-emotional Competence and Psychological Well-Being of School Psychologists Through Mindfulness Practice. Contemporary School Psychology, 2017, 21, 369-379. | 0.9 | 6 |
| 400 | Parentsâ€™ Perspective of the Impact of School Practices on the Functioning of Students with Special Educational Needs. International Journal of Disability Development and Education, 2017, 64, 624-643. | 0.6 | 7 |
| 401 | Teachers' dispositional mindfulness and the quality of their relationships with children in Head Start classrooms. Journal of School Psychology, 2017, 65, 40-53. | 1.5 | 53 |
| 402 | Racial Congruence, Teacher Stress, and Professional Commitment among African-American Female Teachers. Advances in Race and Ethnicity in Education, 2017, , 135-158. | 0.1 | 4 |
| 403 | Student-teachersâ€™ strategies in classroom interaction in the context of the teaching practicum. Journal of Education for Teaching, 2017, 43, 534-549. | 1.1 | 22 |
| 404 | Emotional intelligence and teacher burnout: A systematic review. International Journal of Educational Research, 2017, 85, 121-130. | 1.2 | 147 |
| 405 | Too Stressed to Teach? Teaching Quality, Student Engagement, and IEP Outcomes. Exceptional Children, 2017, 83, 412-427. | 1.4 | 60 |
| 406 | Changes in beginning teachersâ€™ classroom management knowledge and emotional exhaustion during the induction phase. Contemporary Educational Psychology, 2017, 51, 170-184. | 1.6 | 45 |
| 407 | Cultivating Spiritual Strength in Children and Adolescents Through Contemplative Practices in Kâ€“12 School Settings. Journal of Child and Adolescent Counseling, 2017, 3, 164-174. | 0.5 | 2 |
| 408 | The Urban Teaching Cohort: pre-service training to support mental health in urban schools. Advances in School Mental Health Promotion, 2017, 10, 26-48. | 0.9 | 5 |
| 409 | Qualitative analysis of teachers' written self-reflections after implementation of a social-emotional learning program in Latvia. International Journal of School and Educational Psychology, 2017, 5, 215-225. | 1.0 | 6 |
| 410 | Teacher Stress Predicts Child Executive Function: Moderation by School Poverty. Early Education and Development, 2017, 28, 880-900. | 1.6 | 29 |
| 411 | Elementary teachers' emotional and relational expressions when speaking about disruptive and well behaved students. Teaching and Teacher Education, 2017, 67, 487-497. | 1.6 | 13 |
| 412 | Science Learning. , 2017, , 2082-2082. | | 0 |
| 413 | Social Change. , 2017, , 2125-2125. | | 0 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 414 | Teaching Mindfulness to Teachers: a Systematic Review and Narrative Synthesis. <i>Mindfulness</i> , 2017, 8, 1136-1149. | 1.6 | 122 |
| 415 | Emotional displays: Nurse educators engaging and reflecting on their own emotional displays in preparing nursing students for the emotional complexities of nursing practice. <i>Nurse Education in Practice</i> , 2017, 26, 21-26. | 1.0 | 6 |
| 416 | Can evolutionary insights into the brain's response to threat suggest different group interventions for perceived stress and burnout of teachers in high-risk schools?. <i>South African Journal of Psychology</i> , 2017, 47, 401-415. | 1.0 | 8 |
| 417 | Social Competence Research: A Review. <i>Technical and Vocational Education and Training</i> , 2017, , 1029-1050. | 0.3 | 4 |
| 418 | Social and Emotional Learning and Teacher-Student Relationships: Preschool Teachers' and Students' Perceptions. <i>Early Childhood Education Journal</i> , 2017, 45, 427-435. | 1.6 | 44 |
| 419 | How challenging was your work today? The role of autonomous work motivation. <i>European Journal of Work and Organizational Psychology</i> , 2017, 26, 81-93. | 2.2 | 36 |
| 420 | Developing emotional intelligence competence among teachers. <i>Teacher Development</i> , 2017, 21, 21-39. | 0.4 | 62 |
| 421 | The Relationships between Emotional Intelligence and Perceptions of Faculty Incivility in Higher Education. Do Men and Women Differ?. <i>Current Psychology</i> , 2017, 36, 905-918. | 1.7 | 10 |
| 422 | An examination of the relationship among teachers' perceptions of social-emotional learning, teaching efficacy, teacher-student interactions, and students' behavioral difficulties. <i>International Journal of School and Educational Psychology</i> , 2017, 5, 126-136. | 1.0 | 50 |
| 423 | Results of a Mindfulness-Based Social-Emotional Learning Program on Portuguese Elementary Students and Teachers: a Quasi-Experimental Study. <i>Mindfulness</i> , 2017, 8, 337-350. | 1.6 | 60 |
| 424 | Preschool Teachers' Professional Training, Observational Feedback, Child-Centered Beliefs and Motivation: Direct and Indirect Associations with Social and Emotional Responsiveness. <i>Child and Youth Care Forum</i> , 2017, 46, 69-90. | 0.9 | 26 |
| 425 | Mapping the social side of pre-service teachers: connecting closeness, trust, and efficacy with performance. <i>Teachers and Teaching: Theory and Practice</i> , 2017, 23, 635-657. | 0.9 | 34 |
| 426 | What makes good and bad days for beginning teachers? A diary study on daily uplifts and hassles. <i>Contemporary Educational Psychology</i> , 2017, 48, 85-97. | 1.6 | 61 |
| 427 | Cultivating teacher mindfulness: Effects of a randomized controlled trial on work, home, and sleep outcomes.. <i>Journal of Occupational Health Psychology</i> , 2017, 22, 138-152. | 2.3 | 116 |
| 428 | "You notice that there is something positive about going to school": how teachers' kindness can promote positive teacher-student relationships in upper secondary school. <i>International Journal of Adolescence and Youth</i> , 2017, 22, 377-389. | 0.9 | 31 |
| 429 | A translational approach to characterization and measurement of health-promoting school ethos. <i>Health Promotion International</i> , 2018, 33, 980-989. | 0.9 | 5 |
| 430 | The Toxicity of Bullying by Teachers and Other School Staff. <i>School Psychology Review</i> , 2017, 46, 335-348. | 1.8 | 16 |
| 431 | SEL Interventions in Early Childhood. <i>Future of Children</i> , 2017, 27, 33-47. | 0.9 | 92 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 433 | The Interplay of Studentsâ€™ School Engagement, School Self-Concept and Motivational Relations during Adolescence. <i>Frontiers in Psychology</i> , 2017, 8, 2171. | 1.1 | 14 |
| 434 | A Social-Emotional Leadership Framework for School Counselors. <i>Professional School Counseling</i> , 2017, 21, 2156759X1877300. | 0.7 | 12 |
| 435 | Promoting Mental Well-Being Through Social-Emotional Learning in Schools: Examples from British Columbia. <i>Canadian Journal of Community Mental Health</i> , 2017, 36, 97-107. | 0.1 | 17 |
| 436 | Policy-based instructional reform in early education: how US Head Start teachers perceive instructional mandates. <i>International Journal of Child Care and Education Policy</i> , 2017, 11, . | 0.8 | 1 |
| 437 | A Call for Compassion and Care in Education. , 2017, , . | | 0 |
| 438 | Learn it, Live it, Teach it, Embed it: Implementing a whole school approach to foster positive mental health and wellbeing through Positive Education. <i>International Journal of Wellbeing</i> , 2017, 7, 56-71. | 1.5 | 39 |
| 439 | Social and Emotional Learning and Teachers. <i>Future of Children</i> , 2017, 27, 137-155. | 0.9 | 222 |
| 440 | Mindfulnessâ€based SEL programming to increase preservice teachersâ€™ mindfulness and emotional competence. <i>Psychology in the Schools</i> , 2018, 55, 377-390. | 1.1 | 32 |
| 441 | An Organizational-Level Analysis of Early Childhood Teachersâ€™ Job Attitudes: Workplace Satisfaction Affects Early Head Start and Head Start Teacher Turnover. <i>Child and Youth Care Forum</i> , 2018, 47, 563-581. | 0.9 | 32 |
| 442 | The Impact of Speedometry on Student Knowledge, Interest, and Emotions. <i>Journal of Research on Educational Effectiveness</i> , 2018, 11, 217-239. | 0.9 | 8 |
| 443 | Relationship between perceived directors' leadership and classroom quality of primary schools in Thailand. <i>Kasetsart Journal of Social Sciences</i> , 2018, 39, 230-235. | 0.4 | 3 |
| 444 | Social media diaries and fasts: Educating for digital mindfulness with pre-service teachers. <i>Teaching and Teacher Education</i> , 2018, 73, 109-119. | 1.6 | 18 |
| 445 | Teacher Decision Factors That Lead to Preschool Expulsion. <i>Infants and Young Children</i> , 2018, 31, 93-108. | 0.5 | 62 |
| 446 | Exploring the Perceived Benefits and Limitations of a School-Based Socialâ€Emotional Learning Program: A Concept Map Evaluation. <i>Children and Schools</i> , 2018, 40, 45-54. | 0.6 | 19 |
| 447 | Stressed Teachers Donâ€™t Make Good Implementers: Examining the Interplay Between Stress Reduction and Intervention Fidelity. <i>School Mental Health</i> , 2018, 10, 61-76. | 1.1 | 43 |
| 448 | Mixed-Methods Analysis of Rural Special Educatorsâ€™ Role Stressors, Behavior Management, and Burnout. <i>Rural Special Education Quarterly</i> , 2018, 37, 30-43. | 0.4 | 43 |
| 449 | Early Childhood Teachers' Perspectives on Social-Emotional Competence and Learning in Urban Classrooms. <i>Journal of Applied School Psychology</i> , 2018, 34, 157-179. | 0.4 | 31 |
| 450 | Early Adolescents' Emotional Wellâ€Being in the Classroom: The Role of Personal and Contextual Assets. <i>Journal of School Health</i> , 2018, 88, 101-111. | 0.8 | 32 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 451 | The association of various social capital indicators and physical activity participation among Turkish adolescents. <i>Journal of Sport and Health Science</i> , 2018, 7, 27-33. | 3.3 | 11 |
| 452 | Teacher Job Stress and Satisfaction in Urban Schools: Disentangling Individual-, Classroom-, and Organizational-Level Influences. <i>Behavior Therapy</i> , 2018, 49, 494-508. | 1.3 | 68 |
| 453 | Psychometric Properties of the Korean Version of the Mindfulness in Teaching Scale. <i>Mindfulness</i> , 2018, 9, 344-351. | 1.6 | 12 |
| 454 | The protective role of teacher-student relationships against peer victimization and psychosocial distress. <i>Psychology in the Schools</i> , 2018, 55, 137-150. | 1.1 | 50 |
| 455 | The Role of Social-Emotional Mediators on Middle School Students' Academic Growth as Fostered by an Evidence-Based Intervention. <i>Journal of Counseling and Development</i> , 2018, 96, 27-40. | 1.3 | 20 |
| 456 | A cluster randomised controlled trial of the Wellbeing in Secondary Education (WISE) Project - an intervention to improve the mental health support and training available to secondary school teachers: protocol for an integrated process evaluation. <i>Trials</i> , 2018, 19, 270. | 0.7 | 61 |
| 457 | Primetime learning: collaborative and technology-enhanced studying with genuine teacher presence. <i>International Journal of STEM Education</i> , 2018, 5, 20. | 2.7 | 12 |
| 458 | Examining the relationship between perceptions of teaching self-efficacy, school support and teacher and paraeducator burnout in a residential school setting. <i>Emotional and Behavioural Difficulties</i> , 2018, 23, 284-295. | 0.7 | 2 |
| 459 | The relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition. <i>Teachers and Teaching: Theory and Practice</i> , 2018, 24, 626-643. | 0.9 | 176 |
| 460 | Spiral effects of teachers' emotions and emotion regulation strategies: Evidence from a daily diary study. <i>Teaching and Teacher Education</i> , 2018, 73, 151-161. | 1.6 | 68 |
| 461 | Prevalence of mindfulness literature and intervention in school psychology journals from 2006 to 2016. <i>Psychology in the Schools</i> , 2018, 55, 680-692. | 1.1 | 8 |
| 462 | Do ESL/EFL Teachers' Emotional Intelligence, Teaching Experience, Proficiency and Gender Affect Their Classroom Practice?. , 2018, , 125-141. | | 40 |
| 463 | A Methodological Review of L2 Teacher Emotion Research: Advances, Challenges and Future Directions. , 2018, , 35-49. | | 14 |
| 464 | Emotions in Second Language Teaching. , 2018, , . | | 42 |
| 465 | Profiles of teacher-child interaction quality in preschool classrooms and teachers' professional competence features. <i>Educational Psychology</i> , 2018, 38, 264-285. | 1.2 | 17 |
| 466 | Gender as a moderator of the association between teacher-child relationship and social skills in preschool. <i>Early Child Development and Care</i> , 2018, 188, 1711-1725. | 0.7 | 16 |
| 467 | Adolescents' Prosocial Behavior Predicts Good Grades Beyond Intelligence and Personality Traits. <i>Journal of Personality</i> , 2018, 86, 247-260. | 1.8 | 66 |
| 468 | Social problem-solving among disadvantaged and non-disadvantaged adolescents. <i>European Journal of Special Needs Education</i> , 2018, 33, 86-101. | 1.5 | 5 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 469 | Victim prevalence in bullying and its association with teacherâ€‘student and studentâ€‘student relationships and class moral disengagement: a class-level path analysis. <i>Research Papers in Education</i> , 2018, 33, 320-335. | 1.7 | 39 |
| 470 | Emotions matter: the moderating role of emotional labour on preschool teacher and children interactions. <i>Early Child Development and Care</i> , 2018, 188, 1773-1787. | 0.7 | 32 |
| 471 | A Validation Study of Classroom Assessment Scoring Systemâ€‘Secondary in the Finnish School Context. <i>Journal of Early Adolescence</i> , 2018, 38, 849-880. | 1.1 | 25 |
| 472 | Students embracing change towards more powerful learning environments in vocational education. <i>Educational Studies</i> , 2018, 44, 26-44. | 1.4 | 5 |
| 473 | Mindset of Paraprofessionals Serving Students with Emotional and Behavioral Disorders. <i>Intervention in School and Clinic</i> , 2018, 53, 206-211. | 0.8 | 8 |
| 474 | The moderating effects of emotions on cognitive skills. <i>Journal of Further and Higher Education</i> , 2018, 42, 694-707. | 1.4 | 19 |
| 475 | Educators' emotion regulation strategies and their physiological indicators of chronic stress over 1Â‘year. <i>Stress and Health</i> , 2018, 34, 278-285. | 1.4 | 23 |
| 476 | 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 |
| 477 | Inducing adaptive emotion regulation by providing the students' perspective: An experimental video study with advanced preservice teachers. <i>Learning and Instruction</i> , 2018, 53, 99-108. | 1.9 | 6 |
| 478 | Broadening communication yet holding back: Teachersâ€™ perceptions of their relationship with students in the SNS-era. <i>Education and Information Technologies</i> , 2018, 23, 725-740. | 3.5 | 8 |
| 479 | How Efficient Are Emotional Intelligence Trainings: A Meta-Analysis. <i>Emotion Review</i> , 2018, 10, 138-148. | 2.1 | 174 |
| 480 | Does professional development reduce the influence of teacher stress on teacherâ€‘child interactions in pre-kindergarten classrooms?. <i>Early Childhood Research Quarterly</i> , 2018, 42, 280-290. | 1.6 | 76 |
| 481 | Investigating teacher and student effects of the Incredible Years Classroom Management Program in early elementary school. <i>Journal of School Psychology</i> , 2018, 67, 119-133. | 1.5 | 34 |
| 482 | Using Data-Driven, Video-Based Early Childhood Consultation with Teachers to Reduce Childrenâ€™s Challenging Behaviors and Improve Engagement in Preschool Classrooms. <i>School Mental Health</i> , 2018, 10, 226-242. | 1.1 | 28 |
| 483 | Early Childhood Teachersâ€™ Psychological Well-Being: Exploring Potential Predictors of Depression, Stress, and Emotional Exhaustion. <i>Early Education and Development</i> , 2018, 29, 53-69. | 1.6 | 116 |
| 484 | Strengthening social emotional learning with student, teacher, and schoolwide assessments. <i>Journal of Applied Developmental Psychology</i> , 2018, 55, 71-92. | 0.8 | 19 |
| 485 | Exploring teachersâ€™ perceptions of implementation factors in a yoga intervention: a qualitative study. <i>Early Years</i> , 2021, 41, 365-380. | 0.6 | 0 |
| 486 | Promoting population health by integrating an interprofessional poverty simulation into the curriculum. <i>Journal of Nursing Education and Practice</i> , 2018, 9, 52. | 0.1 | 0 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 487 | Teacher-Centered Mentorship as Meaningful Professional Development. <i>Journal of Montessori Research</i> , 2018, 4, 10-32. | 0.3 | 1 |
| 488 | Mediated Reading of Children's Literature as Paradigmatic Scenario to Develop Emotional Competence. <i>Psicologia: Teoria E Pesquisa</i> , 2018, 33, . | 0.1 | 2 |
| 489 | Relationships and School Success: From a Social-Emotional Learning Perspective. , 2018, , . | | 6 |
| 490 | Emotional intelligence training intervention among trainee teachers: a quasi-experimental study. <i>Psicologia: Reflexao E Critica</i> , 2018, 31, 33. | 0.4 | 22 |
| 491 | Building Adult Social and Emotional Capacity: A Key Ingredient for Unleashing the Power of Prevention. <i>Journal of the Society for Social Work and Research</i> , 2018, 9, 783-797. | 0.9 | 3 |
| 492 | Multilevel Structural Equation Modeling for Social Work Researchers: An Introduction and Application to Healthy Youth Development. <i>Journal of the Society for Social Work and Research</i> , 2018, 9, 689-719. | 0.9 | 11 |
| 493 | Walking the Talk: Enhancing Future Teachers' Capacity to Embed Social-Emotional Learning in Middle Years Classrooms. <i>Education Sciences</i> , 2018, 8, 143. | 1.4 | 6 |
| 494 | Social emotional learning and self-regulation: the mediating role of critical thinking. <i>International Journal of Learning and Change</i> , 2018, 10, 101. | 0.2 | 5 |
| 495 | Teachers' Emotion Minimizing Language and Toddlers' Social Emotional Competence. <i>Early Education and Development</i> , 2018, 29, 989-1003. | 1.6 | 10 |
| 496 | TVET lecturer empathy and student achievement. <i>Journal of Physics: Conference Series</i> , 2018, 1049, 012056. | 0.3 | 0 |
| 497 | Building peace through education. <i>Journal of Peace Education</i> , 2018, 15, 345-357. | 0.5 | 10 |
| 498 | Stress and Release: Case Studies of Teacher Resilience Following a Mindfulness-Based Intervention. <i>American Journal of Education</i> , 2018, 125, 1-28. | 0.7 | 43 |
| 499 | Young children's picture-books as a forum for the socialization of emotion. <i>Journal of Early Childhood Research</i> , 2018, 16, 291-304. | 0.9 | 23 |
| 500 | "Show me what it's supposed to look like": Exploring mindfulness-based support for early career teachers in an era of neoliberal reform. <i>Policy Futures in Education</i> , 2018, 16, 828-847. | 1.2 | 4 |
| 501 | Family child care providers' responsiveness toward children: The role of professional support and perceived stress. <i>Children and Youth Services Review</i> , 2018, 94, 500-510. | 1.0 | 16 |
| 502 | Towards an integrative perspective on the structure of teacher work engagement. <i>Journal of Vocational Behavior</i> , 2018, 108, 28-41. | 1.9 | 53 |
| 503 | Predicting academic achievement by class-level emotions and perceived homeroom teachers' emotional support. <i>Psychology in the Schools</i> , 2018, 55, 770-782. | 1.1 | 21 |
| 505 | Deliberation in citizenship education: how the school context contributes to the development of an open classroom climate. <i>Social Psychology of Education</i> , 2018, 21, 951-972. | 1.2 | 26 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 506 | Resilience in Education. , 2018, , . | | 43 |
| 507 | Enhancing Teacher Resilience Through Face-to-Face Training: Insights from the ENTREE Project. , 2018, , 255-274. | | 8 |
| 508 | Student misbehavior and teacher well-being: Testing the mediating role of the teacher-student relationship. Learning and Instruction, 2018, 58, 126-136. | 1.9 | 202 |
| 509 | The effect of districtsâ€™ social development on student performance. Studies in Educational Evaluation, 2018, 58, 80-96. | 1.2 | 15 |
| 510 | Emotional Intelligence in Education. Plenum Series on Human Exceptionality, 2018, , . | 2.0 | 36 |
| 511 | Positive mental health and supportive school environments: A population-level longitudinal study of dispositional optimism and school relationships in early adolescence. Social Science and Medicine, 2018, 214, 154-161. | 1.8 | 31 |
| 512 | Research on Teacher Identity: Introduction to Mapping Challenges and Innovations. , 2018, , 3-9. | | 12 |
| 513 | Improving educational outcomes for atâ€risk students. British Educational Research Journal, 2018, 44, 763-780. | 1.4 | 9 |
| 514 | Childrenâ€™s Developmental Needs During the Transition to Kindergarten: What Can Research on Social-Emotional, Motivational, Cognitive, and Self-Regulatory Development Tell Us?. , 2018, , 31-57. | | 5 |
| 515 | Causes for procrastination in a unique educational workplace. Journal of Prevention and Intervention in the Community, 2018, 46, 215-227. | 0.5 | 7 |
| 516 | Developing Socio-Emotional Intelligence in Higher Education Scholars. , 2018, , . | | 20 |
| 517 | Emotional Intelligence and the Next Generation of Teachers. Plenum Series on Human Exceptionality, 2018, , 377-402. | 2.0 | 11 |
| 518 | Emotional Intelligence and Post-Secondary Education: What Have We Learned and What Have We Missed?. Plenum Series on Human Exceptionality, 2018, , 427-452. | 2.0 | 13 |
| 519 | Implications of Preschoolersâ€™ Emotional Competence in the Classroom. Plenum Series on Human Exceptionality, 2018, , 135-171. | 2.0 | 4 |
| 520 | Mindfulness training for school administrators: effects on well-being and leadership. Journal of Educational Administration, 2018, 56, 602-619. | 0.8 | 29 |
| 521 | A Multidimensional View on Pre-service Teacher Resilience in Germany, Ireland, Malta and Portugal. , 2018, , 73-89. | | 24 |
| 522 | Qualities of Teacher Effectiveness in Delivering School-Based Mental Health Programs: The Relevance of Emotional Intelligence. Plenum Series on Human Exceptionality, 2018, , 167-184. | 2.0 | 1 |
| 523 | Teachersâ€™ Perspectives on the Consequences of Managing Classroom Climate. Child and Youth Care Forum, 2018, 47, 787-802. | 0.9 | 18 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 525 | Modeling strategies enhanced by metacognitive tools in high school physics to support student conceptual trajectories and understanding of electricity. <i>Science Education</i> , 2018, 102, 711-743. | 1.8 | 16 |
| 526 | The Changing Context of Teaching and Implications for Teacher Education. <i>Peabody Journal of Education</i> , 2018, 93, 295-308. | 0.8 | 15 |
| 527 | An assessment of mindfulness intervention as a regular subject in Ecuadorian higher education. <i>International Journal of Adolescence and Youth</i> , 0, , 1-10. | 0.9 | 4 |
| 528 | Teacher Effectiveness in Improving Both Math Academic Achievement and Social-Emotional Skills. <i>SSRN Electronic Journal</i> , 2018, , . | 0.4 | 0 |
| 529 | Enhancing resiliency and promoting prosocial behavior among Tanzanian primary-school students: A school-based intervention. <i>Transcultural Psychiatry</i> , 2018, 55, 821-845. | 0.9 | 29 |
| 530 | Relationship between classroom social goal structures, gender, and social outcomes in Japanese elementary school children. <i>School Psychology International</i> , 2018, 39, 435-453. | 1.1 | 5 |
| 532 | Kindergarten Transition and Readiness. , 2018, , . | | 14 |
| 533 | Special education teachers' relationships with students and self-efficacy moderate associations between classroom-level disruptive behaviors and emotional exhaustion. <i>Teaching and Teacher Education</i> , 2018, 75, 21-30. | 1.6 | 17 |
| 534 | Teachersâ€™ Perceptions of Emotional Intelligence and Social-Emotional Learning: Studentsâ€™ Emotional and Behavioral Difficulties in U.S. and Greek Preschool Classrooms. <i>Journal of Research in Childhood Education</i> , 2018, 32, 363-377. | 0.6 | 16 |
| 535 | Does Natural Mentoring Matter? A Multilevel Metaâ€analysis on the Association Between Natural Mentoring and Youth Outcomes. <i>American Journal of Community Psychology</i> , 2018, 62, 203-220. | 1.2 | 115 |
| 536 | How to teach students with moderate and severe intellectual disabilities in inclusive and special education settings: Teachersâ€™ perspectives on skills, knowledge and attitudes. <i>European Educational Research Journal</i> , 2018, 17, 837-856. | 1.4 | 11 |
| 537 | A character strength intervention in 11 inclusive Finnish classrooms to promote social participation of students with special educational needs. <i>Journal of Research in Special Educational Needs</i> , 2019, 19, 45-57. | 0.5 | 22 |
| 538 | Is teachersâ€™ mental health and wellbeing associated with studentsâ€™ mental health and wellbeing?. <i>Journal of Affective Disorders</i> , 2019, 242, 180-187. | 2.0 | 155 |
| 539 | The effectiveness and cost-effectiveness of the Incredible Years [®] Teacher Classroom Management programme in primary school children: results of the STARS cluster randomised controlled trial. <i>Psychological Medicine</i> , 2019, 49, 828-842. | 2.7 | 35 |
| 540 | Protective Effects of Interpersonal Mindfulness for Teachersâ€™ Emotional Supportiveness in the Classroom. <i>Mindfulness</i> , 2019, 10, 537-546. | 1.6 | 28 |
| 541 | Middle School Teachersâ€™ Mindfulness, Occupational Health and Well-Being, and the Quality of Teacher-Student Interactions. <i>Mindfulness</i> , 2019, 10, 245-255. | 1.6 | 89 |
| 542 | Do troublesome pupils impact teacher perception of the behaviour of their classmates?. <i>European Journal of Special Needs Education</i> , 2019, 34, 114-123. | 1.5 | 7 |
| 543 | Advancements in the Landscape of Social and Emotional Learning and Emerging Topics on the Horizon. <i>Educational Psychologist</i> , 2019, 54, 222-232. | 4.7 | 59 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 544 | Attachment Aware Schools: the impact of a targeted and collaborative intervention. <i>Pastoral Care in Education</i> , 2019, 37, 162-184. | 0.9 | 14 |
| 545 | Nurturing Nature: How Brain Development Is Inherently Social and Emotional, and What This Means for Education. <i>Educational Psychologist</i> , 2019, 54, 185-204. | 4.7 | 92 |
| 546 | Teacher Outcomes from the Second Step Child Protection Unit: Moderating Roles of Prior Preparedness, and Treatment Acceptability. <i>Journal of Child Sexual Abuse</i> , 2019, 28, 726-744. | 0.7 | 8 |
| 547 | Teachers' Conflict-Inducing Attitudes and Their Repercussions on Students' Psychological Health and Learning Outcomes. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 2534. | 1.2 | 7 |
| 548 | Teachers' job stressors and coping strategies: Their structural relationships with emotional exhaustion and autonomy support. <i>Teaching and Teacher Education</i> , 2019, 85, 269-280. | 1.6 | 38 |
| 549 | Teachers' Sense of Meaning Associations With Teacher Performance and Graduates' Resilience: A Study of Schools Serving Students of Low Socio-Economic Status. <i>Frontiers in Psychology</i> , 2019, 10, 823. | 1.1 | 11 |
| 550 | Improving Student Behavior in Middle Schools: Results of a Classroom Management Intervention. <i>Journal of Positive Behavior Interventions</i> , 2019, 21, 213-227. | 1.2 | 24 |
| 551 | Emotional Competence During Childhood and Adolescence. , 2019, , 493-541. | | 17 |
| 552 | A Dynamic Systems Approach to Understanding Mindfulness in Interpersonal Relationships. <i>Journal of Child and Family Studies</i> , 2019, 28, 2659-2672. | 0.7 | 13 |
| 553 | The role of teachers' depressive symptoms in classroom quality and child developmental outcomes in Early Head Start programs. <i>Learning and Individual Differences</i> , 2019, 74, 101748. | 1.5 | 27 |
| 554 | Evaluation of a Compassionate Mind Training Intervention with School Teachers and Support Staff. <i>Mindfulness</i> , 2019, 10, 2245-2258. | 1.6 | 28 |
| 555 | Head Start Teachers' Professional Development, Well-being, Attitudes, and Practices: Understanding Changes Over Time and Predictive Associations. <i>American Journal of Community Psychology</i> , 2019, 63, 324-337. | 1.2 | 18 |
| 556 | Clima emocional de clase: naturaleza, medida, efectos e implicaciones para la educaci3n. <i>Revista De Psicodidactica</i> , 2019, 24, 79-87. | 0.4 | 14 |
| 557 | Victim Sensitivity and Altruistic Behavior in School: Mediating Effects of Teacher Justice and Teacher-Student Relationship. <i>Frontiers in Psychology</i> , 2019, 10, 1077. | 1.1 | 6 |
| 559 | The Impact of Emotions and Hedonic Balance on Teachers' Self-Efficacy: Testing the Bouncing Back Effect of Positive Emotions. <i>Frontiers in Psychology</i> , 2019, 10, 1670. | 1.1 | 24 |
| 560 | A Systematic Review and Meta-Analysis of School-Based Stress, Anxiety, and Depression Prevention Programs for Adolescents. <i>Journal of Youth and Adolescence</i> , 2019, 48, 1668-1685. | 1.9 | 109 |
| 561 | Teacher stress interventions: A systematic review. <i>Psychology in the Schools</i> , 2019, 56, 1328-1343. | 1.1 | 95 |
| 562 | 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 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 563 | Caregiversâ€™ emotional competence and behavioral responsiveness as correlates of early childcare workersâ€™ relationships with children in their care. <i>Infant Mental Health Journal</i> , 2019, 40, 496-512. | 0.7 | 9 |
| 564 | Urban teacher challenges: What they are and what we can learn from them. <i>Teaching and Teacher Education</i> , 2019, 85, 160-174. | 1.6 | 14 |
| 565 | Mindfulness and Caring in Professional Practice: an Interdisciplinary Review of Qualitative Research. <i>Mindfulness</i> , 2019, 10, 1969-1984. | 1.6 | 10 |
| 566 | School-Related and Family Processes Leading to Long-Term Intervention Effects. , 2019, , 235-253. | | 1 |
| 567 | In the moment: Does mindfulness hold the key to improving the resilience and wellbeing of pre-service teachers?. <i>Teaching and Teacher Education</i> , 2019, 86, 102919. | 1.6 | 36 |
| 568 | Longitudinal study of externalizing behaviors in Latino/a adolescents: An examination of parenting and educational factors. <i>Children and Youth Services Review</i> , 2019, 107, 104513. | 1.0 | 2 |
| 569 | â€œMaking spaceâ€™: a study into the use of mindfulness for alternative school teachers. <i>Journal of Psychologists and Counsellors in Schools</i> , 2019, 29, 108-129. | 0.5 | 4 |
| 570 | Long-term impacts of the CARE program on teachers' self-reported social and emotional competence and well-being. <i>Journal of School Psychology</i> , 2019, 76, 186-202. | 1.5 | 71 |
| 571 | Individual and organizational factors associated with teacher self-reported implementation of the PATHS curriculum. <i>Journal of School Psychology</i> , 2019, 76, 168-185. | 1.5 | 36 |
| 573 | Competencias socioemocionales autopercebidas en el profesorado universitario en EspaÃ±a. <i>EducaciÃ³n XXI</i> , 2019, 23, . | 0.3 | 9 |
| 574 | Meta-analysis of mindfulness training on teacher well-being. <i>Psychology in the Schools</i> , 2019, 56, 1700-1715. | 1.1 | 36 |
| 575 | A Call for Healing Teachers: Loss, Ideological Unraveling, and the Healing Gap. <i>Schools: Studies in Education</i> , 2019, 16, 64-83. | 0.1 | 10 |
| 576 | The Relationship Between Adopting Mindfulness Practice and Reperceiving: a Qualitative Investigation of CARE for Teachers. <i>Mindfulness</i> , 2019, 10, 2567-2582. | 1.6 | 17 |
| 577 | A Review on the Relationship Between Chinese Adolescentsâ€™ Stress and Academic Achievement. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 81-95. | 1.3 | 27 |
| 578 | Cultivating teacher thriving through socialâ€™ emotional competence and its development. <i>Australian Educational Researcher</i> , 2019, 46, 699-714. | 1.6 | 27 |
| 579 | Mind-Body Group for Teacher Stress: A Trauma-Informed Intervention Program. <i>Journal for Specialists in Group Work</i> , 2019, 44, 204-221. | 0.7 | 7 |
| 580 | The Dispositions towards Loving Pedagogy (DTLP) scale: Instrument development and demographic analysis. <i>Teaching and Teacher Education</i> , 2019, 86, 102884. | 1.6 | 23 |
| 581 | Deliberative emotional talk. <i>International Journal of Computer-Supported Collaborative Learning</i> , 2019, 14, 185-217. | 1.9 | 20 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 582 | Effects of a Mindfulness-Based Program for Teachers on Teacher Wellbeing and Person-Centered Teaching Practices. <i>Mindfulness</i> , 2019, 10, 2385-2402. | 1.6 | 23 |
| 583 | Passion and enthusiasm: Exemplifying the place of disposition in teaching in New Zealand. <i>Teacher Educator</i> , 2019, 54, 359-376. | 0.8 | 1 |
| 584 | Integrating Social-Emotional and Academic Development in Teachers's Approaches to Educating Students. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2019, 6, 138-146. | 1.4 | 5 |
| 585 | Do Chinese Teachers Perform Emotional Labor Equally? Multi-Group Comparisons Across Genders, Grade Levels and Regions. <i>Frontiers in Psychology</i> , 2019, 10, 190. | 1.1 | 11 |
| 586 | Attributions and emotional competence: why some teachers experience close relationships with disruptive students (and others don't). <i>Teachers and Teaching: Theory and Practice</i> , 2019, 25, 334-357. | 0.9 | 22 |
| 587 | Exploring Diurnal Cortisol Rhythms of Kindergarten Teachers in Kosovo and Ukraine. <i>American Journal of Community Psychology</i> , 2019, 63, 286-297. | 1.2 | 4 |
| 588 | The Group Benefits of Mindfulness Meditation in Education and Mental Health Care. <i>Human Arenas</i> , 2019, 2, 509-515. | 1.1 | 4 |
| 589 | RULER: A Theory-Driven, Systemic Approach to Social, Emotional, and Academic Learning. <i>Educational Psychologist</i> , 2019, 54, 144-161. | 4.7 | 83 |
| 590 | Pathways to Quality: From Internal Program Supports to Early Educators's Practice. <i>Early Education and Development</i> , 2019, 30, 569-589. | 1.6 | 3 |
| 591 | Early childhood teachers's socialization of children's emotional competence. <i>Journal of Research in Innovative Teaching & Learning</i> , 2019, 12, 133-150. | 1.5 | 18 |
| 592 | Teachers's Competence Profiles and Their Relation to Language Development in Chilean Children at 12 and 30 Months. <i>Early Education and Development</i> , 2019, 30, 743-764. | 1.6 | 3 |
| 593 | Behavior problems in child care classrooms: Insights from child care teachers. <i>Preventing School Failure</i> , 2019, 63, 259-268. | 0.4 | 0 |
| 594 | Positive Psychological Intervention Design and Protocols for Multi-Cultural Contexts. , 2019, , . | | 16 |
| 595 | Teaching in Community Schools: Creating Conditions for Deeper Learning. <i>Review of Research in Education</i> , 2019, 43, 453-480. | 0.8 | 16 |
| 596 | Chapter 3 Exploring Emotion Management Strategies of Junior High School Teachers in Shanghai, China. , 2019, , 45-66. | | 2 |
| 597 | Exploring multicultural classroom dynamics: A network analysis. <i>Journal of School Psychology</i> , 2019, 74, 90-105. | 1.5 | 21 |
| 598 | The use of mathematics in early childhood classroom transitions to foster co-construction of knowledge, negotiation, and cultural mediation. <i>Learning, Culture and Social Interaction</i> , 2019, 22, 100320. | 1.1 | 4 |
| 599 | Teachers' Emotional Intelligence and Self-efficacy: Mediating Role Of Teaching Performance. <i>Social Behavior and Personality</i> , 2019, 47, 1-10. | 0.3 | 25 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 600 | How does emotional intelligence help teachers to stay engaged? Cross-validation of a moderated mediation model. <i>Personality and Individual Differences</i> , 2019, 151, 109393. | 1.6 | 26 |
| 601 | Chronic Absence: A Sign to Invest in Conditions for Learning. , 2019, , 183-198. | | 1 |
| 602 | Creating Caring Classroom and School Communities: Lessons Learned From Social and Emotional Learning Programs and Practices. , 2019, , 279-295. | | 7 |
| 603 | Social, emotional and intercultural competencies: a literature review with a particular focus on the school staff. <i>European Journal of Teacher Education</i> , 2019, 42, 410-428. | 2.2 | 10 |
| 604 | Mindfulness <i>in</i> and <i>as</i> education: A map of a developing academic discourse from 2002 to 2017. <i>Review of Education</i> , 2019, 7, 757-797. | 1.1 | 47 |
| 605 | Hawaii educatorsâ€™ experiences in a professional development course on mindfulness. <i>Professional Development in Education</i> , 2019, 45, 627-641. | 1.7 | 5 |
| 606 | Improving Learning Achievement in Science Education for Elementary School Students via Blended Learning. <i>International Journal of Online Pedagogy and Course Design</i> , 2019, 9, 44-62. | 0.3 | 4 |
| 607 | Early Childhood Teachersâ€™ Lives in Context: Implications for Professional Development in Underâ€Resourced Areas. <i>American Journal of Community Psychology</i> , 2019, 63, 270-285. | 1.2 | 23 |
| 608 | School Differences in Socialâ€Emotional Learning Gains: Findings From the First Large-Scale Panel Survey of Students. <i>Journal of Educational and Behavioral Statistics</i> , 2019, 44, 507-542. | 1.0 | 11 |
| 609 | Is teachersâ€™ mental health and wellbeing associated with studentsâ€™ mental health and wellbeing?. <i>Journal of Affective Disorders</i> , 2019, 253, 460-466. | 2.0 | 28 |
| 610 | A big part of education also: A mixed-methods evaluation of a social and emotional learning (SEL) course for pre-service teachers. <i>Emotional and Behavioural Difficulties</i> , 2019, 24, 204-218. | 0.7 | 5 |
| 611 | Education and Mindfulness Practice: Exploring a Dialog Between Two Traditions. <i>Mindfulness</i> , 2019, 10, 1489-1501. | 1.6 | 10 |
| 612 | Cultural variability and consistency in adolescentsâ€™ emotional regulation and relationship with their parents: data from Argentina, Ghana, India and Zambia. <i>International Journal of Adolescence and Youth</i> , 2019, 24, 333-350. | 0.9 | 5 |
| 613 | Observing teachers' displays and scaffolding of executive functioning in the classroom context. <i>Journal of Applied Developmental Psychology</i> , 2019, 62, 205-219. | 0.8 | 23 |
| 614 | Incorporating culturally responsive pedagogy within social-emotional learning interventions in urban schools: An international systematic review. <i>International Journal of Educational Research</i> , 2019, 94, 11-28. | 1.2 | 24 |
| 615 | Comprehensive systems of support: Where do we go from here?. <i>Journal of Applied Developmental Psychology</i> , 2019, 61, 56-60. | 0.8 | 9 |
| 616 | Emotional correspondence between preschoolers and teachers: what are the effects on childâ€teacher relationships?. <i>Education 3-13</i> , 2019, 47, 969-982. | 0.6 | 1 |
| 617 | â€œCheck Yourselfâ€ Mindfulness-Based Stress Reduction for Teachers of Students With Challenging Behaviors. <i>Beyond Behavior</i> , 2019, 28, 55-60. | 0.4 | 4 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 618 | Teachers' Lives in Context: A Framework for Understanding Barriers to High-Quality Teaching Within Resource Deprived Settings. <i>Journal of Research on Educational Effectiveness</i> , 2019, 12, 160-190. | 0.9 | 10 |
| 619 | Emotional Awareness and Decision-Making in the Context of Computer-Mediated Psychotherapy. <i>Journal of Healthcare Informatics Research</i> , 2019, 3, 345-370. | 5.3 | 3 |
| 621 | Rural classroom environments as contexts for teacher-child relationships. <i>Journal of Educational Research</i> , 2019, 112, 411-420. | 0.8 | 4 |
| 622 | Predicting teacher burnout as a function of school characteristics and irrational beliefs. <i>Psychology in the Schools</i> , 2019, 56, 792-808. | 1.1 | 16 |
| 623 | Mentorship for flourishing in schools: an explicit shift toward appreciative action. <i>International Journal of Mentoring and Coaching in Education</i> , 2019, 8, 345-360. | 0.7 | 6 |
| 624 | The impact of teacher well-being and mental health on pupil progress in primary schools. <i>Journal of Public Mental Health</i> , 2019, 19, 349-357. | 0.8 | 42 |
| 625 | Teaching with and for Metacognition in Disciplinary Discussions. , 0, , . | | 5 |
| 626 | Effets de la pratique de la pleine conscience sur la sant  mentale des enseignants: une  tude pilote contr le non randomis e. <i>Journal De Th rapie Comportementale Et Cognitive</i> , 2019, 29, 101-118. | 0.2 | 5 |
| 627 | The impact of mentoring on the Canadian early career teachers' well-being. <i>International Journal of Mentoring and Coaching in Education</i> , 2019, 8, 285-309. | 0.7 | 29 |
| 628 | Study abroad as social and emotional learning. <i>Journal of Research in Innovative Teaching & Learning</i> , 2019, 12, 183-194. | 1.5 | 7 |
| 629 | The need for high-quality pre-service and inservice teacher training in social and emotional learning. <i>Journal of Research in Innovative Teaching & Learning</i> , 2019, 12, 111-113. | 1.5 | 12 |
| 630 | Chapter 8 Factors Affecting Emotional Management in Highly Complex Schools: The Case of Two Spanish Schools. , 2019, , 149-170. | | 1 |
| 631 | The Effect of Teacher Competencies on Student Achievement in Vocational High School. <i>International Journal of Education</i> , 2019, 11, 1. | 0.1 | 0 |
| 632 | An overview of Affective Models and ICT in Education. , 2019, , . | | 2 |
| 633 | Improving Socio-Emotional Competencies Using a Staged Video-Based Learning Program? Results of Two Experimental Studies. <i>Frontiers in Education</i> , 2019, 4, . | 1.2 | 8 |
| 634 | Consistent Interactions with Residents in Assisted Living Facilities Significantly Improved the Social and Emotional Competencies of 4 Year Olds. <i>Journal of Intergenerational Relationships</i> , 2021, 19, 362-376. | 0.5 | 2 |
| 635 | How do early care and education workforce and classroom characteristics differ between subsidized centers and available center-based alternatives for low-income children?. <i>Children and Youth Services Review</i> , 2019, 107, 104567. | 1.0 | 8 |
| 636 | Relaci n del mindfulness, inteligencia emocional y s ndrome de burnout en el proceso de ense anza-aprendizaje: una revisi n sistem tica. <i>Sport TK</i> , 0, , 13-22. | 0.3 | 3 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 637 | Road resilience: adaptive education for emerging challenges. <i>Journal of Paramedic Practice: the Clinical Monthly for Emergency Care Professionals</i> , 2019, 11, 512-518. | 0.0 | 4 |
| 638 | The role of teacher-student relationships in predicting teachers'™ personal accomplishment and emotional exhaustion. <i>Journal of School Psychology</i> , 2019, 77, 1-12. | 1.5 | 69 |
| 639 | The Importance, and the Challenges, to Ensuring an Inclusive School Climate. <i>Educational Psychologist</i> , 2019, 54, 322-330. | 4.7 | 18 |
| 640 | Sustaining the Flame: (Re)Igniting Joy in Teaching Music. <i>Music Educators Journal</i> , 2019, 106, 28-36. | 0.3 | 3 |
| 641 | The direct and indirect effects of family and school-related factors on Latino adolescent substance use. <i>Journal of Ethnicity in Substance Abuse</i> , 2021, 20, 647-672. | 0.6 | 5 |
| 642 | Workplace happiness, well-being and their relationship with psychological capital: A study of Hungarian Teachers. <i>Current Psychology</i> , 2022, 41, 185-199. | 1.7 | 73 |
| 643 | Contemplative neuroscience, self-awareness, and education. <i>Progress in Brain Research</i> , 2019, 244, 355-385. | 0.9 | 16 |
| 644 | Coaching Teachers to Detect, Prevent, and Respond to Bullying Using Mixed Reality Simulation: an Efficacy Study in Middle Schools. <i>International Journal of Bullying Prevention</i> , 2019, 1, 58-69. | 1.3 | 23 |
| 645 | Burnout in university students: the mediating role of sense of coherence on the relationship between daily hassles and burnout. <i>Higher Education</i> , 2019, 78, 91-113. | 2.8 | 41 |
| 646 | Measuring Pedagogy and the Integration of Engineering Design in STEM Classrooms. <i>Journal of Science Education and Technology</i> , 2019, 28, 179-194. | 2.4 | 8 |
| 647 | Examining the importance of discipline in Chinese schooling: an exploration in Shanghai, Hong Kong, Macao, and Taipei. <i>Asia Pacific Education Review</i> , 2019, 20, 489-501. | 1.4 | 16 |
| 648 | Psychological distress among primary school teachers: a comparison with clinical and population samples. <i>Public Health</i> , 2019, 166, 53-56. | 1.4 | 24 |
| 649 | Measuring and predicting burnout among early childhood educators in Ghana. <i>Teaching and Teacher Education</i> , 2019, 78, 49-61. | 1.6 | 12 |
| 650 | Classroom Emotional Climate: Nature, Measurement, Effects and Implications for Education. <i>Revista De Psicodidctica (English Ed)</i> , 2019, 24, 79-87. | 0.5 | 6 |
| 651 | Relating early childhood teachers'™ working conditions and well-being to their turnover intentions. <i>Educational Psychology</i> , 2019, 39, 294-312. | 1.2 | 89 |
| 652 | Preservice Students'™ Dispositional Mindfulness and Developmentally Supportive Practices with Infants and Toddlers. <i>Mindfulness</i> , 2019, 10, 759-768. | 1.6 | 3 |
| 653 | Associations between observed patterns of classroom interactions and teacher wellbeing in lower secondary school. <i>Teaching and Teacher Education</i> , 2019, 77, 240-252. | 1.6 | 38 |
| 654 | Teacher depression as a dynamic variable: Exploring the nature and predictors of change over the head start year. <i>Journal of Applied Developmental Psychology</i> , 2019, 61, 43-55. | 0.8 | 31 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 655 | Patterns of verbal interaction and student satisfaction within a clinical setting: A video-enhanced observational study. <i>European Journal of Dental Education</i> , 2019, 23, e45-e52. | 1.0 | 1 |
| 656 | Trajectories of students' perceived instructional support. <i>Social Psychology of Education</i> , 2019, 22, 357-381. | 1.2 | 1 |
| 657 | Mental health of UK university business students: Relationship with shame, motivation and self-compassion. <i>Journal of Education for Business</i> , 2019, 94, 11-20. | 0.9 | 47 |
| 658 | Workforce well-being: Personal and workplace contributions to early educators' depression across settings. <i>Journal of Applied Developmental Psychology</i> , 2019, 61, 4-12. | 0.8 | 56 |
| 659 | Using Habits of Mind, Intelligent Behaviors, and Educational Theories to Create a Conceptual Framework for Developing Effective Teaching Dispositions. <i>Journal of Teacher Education</i> , 2019, 70, 169-183. | 2.0 | 38 |
| 660 | Exploring Adults' Emotional Intelligence and Knowledge of Young Children's Social-Emotional Competence: A Pilot Study. <i>Early Childhood Education Journal</i> , 2019, 47, 199-206. | 1.6 | 2 |
| 661 | Teachers' Daily Negative Emotions in Interactions With Individual Students in Special Education. <i>Journal of Emotional and Behavioral Disorders</i> , 2019, 27, 37-51. | 1.1 | 21 |
| 662 | Multicultural Matters: An Investigation of Key Assumptions of Multicultural Education Reform in Teacher Education. <i>Journal of Teacher Education</i> , 2019, 70, 219-236. | 2.0 | 64 |
| 663 | Utilizing social-emotional learning supports to address teacher stress and preschool expulsion. <i>Journal of Applied Developmental Psychology</i> , 2019, 61, 33-42. | 0.8 | 40 |
| 664 | Relationships Among Teachers' Positive Discipline, Students' Well-being and Teachers' Effective Teaching: A Study of Special Education Teachers and Adolescent Students With Learning Disabilities in Taiwan. <i>International Journal of Disability Development and Education</i> , 2019, 66, 82-98. | 0.6 | 10 |
| 665 | Teachers' self-efficacy and its association with their quality of relationships with pre and early adolescents: a hierarchical linear modelling approach. <i>Education 3-13</i> , 2019, 47, 64-73. | 0.6 | 3 |
| 666 | Early childhood teachers' stress and children's social, emotional, and behavioral functioning. <i>Journal of Applied Developmental Psychology</i> , 2019, 61, 21-32. | 0.8 | 72 |
| 667 | <i>Take CHARGE!</i> A Randomized Controlled Trial of a Social Problem-Solving Curriculum to Support Students With Emotional and Behavioral Disorders. <i>Journal of Emotional and Behavioral Disorders</i> , 2019, 27, 143-153. | 1.1 | 8 |
| 668 | Does university playfulness climate matter? A testing of the mediation model of emotional labour. <i>Innovations in Education and Teaching International</i> , 2019, 56, 239-250. | 1.5 | 11 |
| 669 | Determinants of occupational stress among urban Indian school teachers. <i>Research in Education</i> , 2019, 105, 3-17. | 0.5 | 3 |
| 670 | Drivers of human development: How relationships and context shape learning and development¹. <i>Applied Developmental Science</i> , 2020, 24, 6-36. | 1.0 | 215 |
| 671 | Personal resources and personal vulnerability factors at work: An application of the Job Demands-Resources model among teachers at private schools in Peru. <i>Current Psychology</i> , 2020, 39, 325-336. | 1.7 | 23 |
| 672 | Strengthening the quality of educator-child interactions in early childhood education and care settings: a conceptual model to improve mental health outcomes for preschoolers. <i>Early Child Development and Care</i> , 2020, 190, 991-1004. | 0.7 | 17 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 673 | Launching motivation for mindfulness: introducing mindfulness to early childhood preservice teachers. <i>Early Child Development and Care</i> , 2020, 190, 1299-1312. | 0.7 | 7 |
| 674 | Associations between classroom climate and children's externalizing symptoms: The moderating effect of kindergarten children's parasympathetic reactivity. <i>Development and Psychopathology</i> , 2020, 32, 661-672. | 1.4 | 11 |
| 675 | Teachers'™ perceptions of an attachment-informed psychosocial programme for schoolchildren with social and emotional problems in Istanbul, Turkey: theory & practice. <i>Journal of Social Work Practice</i> , 2020, 34, 53-65. | 0.6 | 3 |
| 676 | What about the tertiary climate? Reflecting on five decades of class climate research. <i>Learning Environments Research</i> , 2020, 23, 1-25. | 1.8 | 18 |
| 677 | The Incredible Years® Teacher Classroom Management programme and its impact on teachers'™ professional self-efficacy, work-related stress, and general well-being: Results from the <scp>STARS</scp> randomized controlled trial. <i>British Journal of Educational Psychology</i> , 2020, 90, 330-348. | 1.6 | 13 |
| 678 | Preparing Preservice Teachers to Manage Behavior Problems in the Classroom: The Feasibility and Acceptability of Using a Mixed-Reality Simulator. <i>Journal of Special Education Technology</i> , 2020, 35, 63-75. | 1.4 | 16 |
| 679 | Early childcare and family experiences predict development of prosocial behaviour in first grade. <i>Early Child Development and Care</i> , 2020, 190, 712-737. | 0.7 | 5 |
| 680 | How urban early childhood educators used positive guidance principles and improved teacher-child relationships: a social-emotional learning intervention study. <i>Early Child Development and Care</i> , 2020, 190, 971-990. | 0.7 | 10 |
| 681 | Preschool teachers'™ self-efficacy, burnout, and stress in online professional development: a mixed methods approach to understand change. <i>Journal of Early Childhood Teacher Education</i> , 2020, 41, 262-283. | 0.9 | 15 |
| 682 | Perceptions of mindful teaching are associated with longitudinal change in adolescents'™ mindfulness and compassion. <i>International Journal of Behavioral Development</i> , 2020, 44, 41-50. | 1.3 | 12 |
| 683 | Teaching as Emotional Practice or Exercise in Measurement? School Structures, Identity Conflict, and the Retention of Black Women Science Teachers. <i>Education and Urban Society</i> , 2020, 52, 590-618. | 0.8 | 7 |
| 684 | The Feasibility and Effectiveness of Mindful Yoga for Preschoolers Exposed to High Levels of Trauma. <i>Journal of Child and Family Studies</i> , 2020, 29, 82-93. | 0.7 | 18 |
| 685 | Exploring the Use of Mindful Andragogy to Create Inclusive Classrooms. <i>Journal of Creativity in Mental Health</i> , 2020, 15, 43-54. | 0.6 | 1 |
| 686 | Teachers'™ perceptions of the impact of the Incredible Years® Teacher Classroom Management programme on their practice and on the social and emotional development of their pupils. <i>British Journal of Educational Psychology</i> , 2020, 90, 75-90. | 1.6 | 10 |
| 687 | Who Sets the Aggressive Popularity Norm in Classrooms? It's the Number and Strength of Aggressive, Prosocial, and Bi-Strategic Adolescents. <i>Research on Child and Adolescent Psychopathology</i> , 2020, 48, 13-27. | 1.4 | 17 |
| 688 | The Effects of Teacher Professional Development on Children's™ Attendance in Preschool. <i>Journal of Research on Educational Effectiveness</i> , 2020, 13, 3-28. | 0.9 | 12 |
| 689 | Bidirectional Effects Between Callous-Unemotional Traits and Student-Teacher Relationship Quality Among Middle School Students. <i>Journal of Abnormal Child Psychology</i> , 2020, 48, 277-288. | 3.5 | 11 |
| 690 | Promoting child and youth resilience by strengthening home and school environments: A literature review. <i>International Journal of School and Educational Psychology</i> , 2020, 8, 78-89. | 1.0 | 48 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 692 | Exploring associations between supervisory support, teacher burnout and classroom emotional climate: the moderating role of pupil teacher ratio. <i>Educational Psychology</i> , 2020, 40, 367-388. | 1.2 | 17 |
| 693 | Qualität sprachheilpädagogischer Förderung, , 2020, , . | | 0 |
| 694 | “Burnout contagion” among teachers: A social network approach. <i>Journal of Occupational and Organizational Psychology</i> , 2020, 93, 328-352. | 2.6 | 49 |
| 695 | Relationship between Leadership and Emotional Intelligence in Teachers in Universities and Other Educational Centres: A Structural Equation Model. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 293. | 1.2 | 13 |
| 696 | Exploring Mindfulness for Perceived Teacher Stress and Classroom Climate. <i>Early Childhood Education Journal</i> , 2020, 48, 485-496. | 1.6 | 15 |
| 697 | Integrating mindfulness and connection practices into preservice teacher education improves classroom practices. <i>Learning and Instruction</i> , 2020, 66, 101298. | 1.9 | 29 |
| 698 | “œl Will Be Less Judgmental, More Kind, More Aware, and Resilient!œ Early Childhood Professionals” Learnings from an Online Mindfulness Module. <i>Early Childhood Education Journal</i> , 2020, 48, 379-391. | 1.6 | 7 |
| 699 | 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 |
| 700 | Assessing social, emotional, and intercultural competences of students and school staff: A systematic literature review. <i>Educational Research Review</i> , 2020, 29, 100304. | 4.1 | 28 |
| 701 | Middle School Teachers’ Academic and Behavioral Perceptions of Their Students and Expectations for High School Graduation. <i>Journal of Early Adolescence</i> , 2020, 40, 1061-1086. | 1.1 | 3 |
| 702 | Examining the Role of Preschool Classrooms’ Behavioral Composition as a Predictor of the Quality of Teacher-child Interactions. <i>Early Education and Development</i> , 2020, 31, 873-891. | 1.6 | 10 |
| 703 | Introduction to the Special Issue on Early Care and Education Professionals’ Social and Emotional Well-being. <i>Early Education and Development</i> , 2020, 31, 933-939. | 1.6 | 17 |
| 704 | The Calm, Clear, and Kind Educator: A Contemplative Educational Approach to Teacher Professional Identity Development. <i>Advances in Research on Teaching</i> , 2020, , 17-36. | 0.2 | 6 |
| 705 | The alchemy of teacher mindfulness: voices from veteran language teachers in China. <i>Professional Development in Education</i> , 2020, , 1-17. | 1.7 | 6 |
| 706 | Managing conflictual teacher-child relationship in pre-schools: A preliminary test of the job resources buffering-effect hypothesis in an emerging economy. <i>Children and Youth Services Review</i> , 2020, 118, 105468. | 1.0 | 7 |
| 707 | Spiritual competence, contemplative education and mindfulness in schools (Competencia) Tj ETQq1 1 0.784314 rgBT /Overlock 10 T 41, 467-489. | 0.1 | 2 |
| 708 | Student Knowledge Gain Following the Second Step Child Protection Unit: the Influence of Treatment Integrity. <i>Prevention Science</i> , 2020, 21, 1037-1047. | 1.5 | 4 |
| 709 | Social and Emotional Education and Emotional Wellness: A Cultural Competence Model for Black Boys and Teachers. , 2020, , 199-237. | | 1 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 710 | 15. What Psychological, Linguistic and Sociobiographical Variables Power EFL/ESL Teachersâ€™ Motivation?. , 2020, , 269-287. | | 3 |
| 711 | The Interplay among Early Childhood Teachersâ€™ Social and Emotional Well-Being, Mental Health Consultation, and Preschool Expulsion. <i>Early Education and Development</i> , 2020, 31, 1133-1150. | 1.6 | 34 |
| 712 | A qualitative investigation of a mindfulness-based yoga program for educators: How program attendance relates to outcomes. <i>Psychology in the Schools</i> , 2020, 57, 1077-1096. | 1.1 | 7 |
| 713 | The development of social emotional learning programs in a cross-cultural elementary classroom. <i>International Journal of Innovation and Learning</i> , 2020, 27, 58. | 0.4 | 3 |
| 714 | A Mixed Methods Pilot Study of an Equity-Explicit Student-Teacher Relationship Intervention for the Ninth-Grade Transition. <i>Journal of School Health</i> , 2020, 90, 1004-1018. | 0.8 | 12 |
| 715 | Results from a pre-post, uncontrolled pilot study of a mindfulness-based program for early elementary school teachers. <i>Pilot and Feasibility Studies</i> , 2020, 6, 178. | 0.5 | 9 |
| 716 | Compassion-based mindfulness training in teacher education: The impact on student teachers at a South African university. <i>South African Journal of Higher Education</i> , 2020, 34, . | 0.2 | 2 |
| 717 | Work Climate in Early Care and Education and Teachersâ€™ Stress: Indirect Associations through Emotion Regulation. <i>Early Education and Development</i> , 2020, 31, 1031-1051. | 1.6 | 32 |
| 718 | Cultivating Teacher Resilience. , 2020, , . | | 27 |
| 719 | Rethinking teacher education in a VUCA world: student teachersâ€™ social-emotional competencies during the Covid-19 crisis. <i>European Journal of Teacher Education</i> , 2020, 43, 573-586. | 2.2 | 133 |
| 720 | With Awareness Comes Competency: The Five Awarenesses of Teaching as a Framework for Understanding Teacher Social-Emotional Competency and Well-being. <i>Early Education and Development</i> , 2020, 31, 940-972. | 1.6 | 11 |
| 721 | Relations between Kindergarten Teachersâ€™ Occupational Well-being and the Quality of Teacher-child Interactions. <i>Early Education and Development</i> , 2020, 31, 994-1010. | 1.6 | 35 |
| 722 | Examining the Incredible Years Teacher Classroom Management Program in a Regular Norwegian School Setting: Teacher-Reported Behavior Management Practice, Problem Behavior in Classroom and School Environment, Teacher Self- and Collective Efficacy, and Classroom Climate. <i>SAGE Open</i> , 2020, 10, 215824402092742. | 0.8 | 6 |
| 723 | The Impact of Parents and Teachers on Externalizing Behavior Among Latino/a Adolescents via Academic Achievement: Combining the Mental Health and Educational Perspectives. <i>Family Journal</i> , 2020, 28, 290-299. | 0.7 | 3 |
| 724 | The Interplay of Compassion, Subjective Happiness and Proactive Strategies on Kindergarten Teachersâ€™ Work Engagement and Perceived Working Environment Fit. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 4869. | 1.2 | 17 |
| 725 | The Impact of Curiosity on Teacher-Student Relationships. <i>Journal of Education</i> , 2022, 202, 15-25. | 0.7 | 5 |
| 726 | Effectiveness of Mindfulness-Based Social-Emotional Learning Program CARE for Teachers Within Croatian Context. <i>Mindfulness</i> , 2020, 11, 2206-2218. | 1.6 | 5 |
| 727 | Burnout and Teacher-Child Interactions: The Moderating Influence of SEL Interventions in Head Start Classrooms. <i>Early Education and Development</i> , 2020, 31, 1169-1185. | 1.6 | 30 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 728 | Youâ€™re Not Old as Long as Youâ€™re Learning: Ageism, Burnout, and Development Among Italian Teachers. <i>Journal of Career Development</i> , 2022, 49, 427-442. | 1.6 | 5 |
| 729 | Do students notice stress in teachers? Associations between classroom teacher burnout and students' perceptions of teacher socialâ€™emotional competence. <i>Psychology in the Schools</i> , 2020, 57, 1741-1756. | 1.1 | 26 |
| 730 | Improving Early Care and Education Professionalsâ€™ Teaching Self-Efficacy and Well-Being: A Mixed Methods Exploratory Study. <i>Early Education and Development</i> , 2020, 31, 1089-1111. | 1.6 | 11 |
| 731 | How are Preservice Early Childhood Professionalsâ€™ Mindfulness, Reflective Practice Beliefs, and Individual Characteristics Associated with Their Developmentally Supportive Responses to Infants and Toddlers?. <i>Early Education and Development</i> , 2020, 31, 1052-1070. | 1.6 | 5 |
| 732 | Conceptualizing a pedagogy of wellness for rural district leadership: leading, healing and leading self-healing. <i>Journal of Educational Administration</i> , 2020, 58, 453-466. | 0.8 | 2 |
| 733 | Student teachersâ€™ perceptions of trust during the team practicum. <i>European Journal of Teacher Education</i> , 2020, , 1-17. | 2.2 | 3 |
| 734 | Secondary Teachersâ€™ Self-Efficacy During Initial Implementation of Comprehensive, Integrated, Three-Tiered Models. <i>Journal of Positive Behavior Interventions</i> , 2021, 23, 232-244. | 1.2 | 5 |
| 735 | Exploring the Learning Process of Experienced Teachers Focused on Building Positive Interactions with Pupils. <i>Scandinavian Journal of Educational Research</i> , 2022, 66, 28-42. | 1.0 | 10 |
| 736 | Stay at Home and Teach: A Comparative Study of Psychosocial Risks Between Spain and Mexico During the Pandemic. <i>Frontiers in Psychology</i> , 2020, 11, 566900. | 1.1 | 54 |
| 737 | The Influence of Support from Administrators and Other Work Conditions on Special Education Teachers. <i>International Journal of Disability Development and Education</i> , 2022, 69, 1873-1887. | 0.6 | 4 |
| 739 | Studentsâ€™ adjustment at school: The role of teachersâ€™ need satisfaction, teacherâ€™student relationships and student well-being. <i>School Psychology International</i> , 2020, 41, 499-521. | 1.1 | 19 |
| 741 | Present-Moment Awareness and the Prosocial Classroom: Educatorsâ€™ Lived Experience of Mindfulness. <i>Mindfulness</i> , 2020, 11, 2755-2764. | 1.6 | 1 |
| 742 | Critical Perspectives on Teaching, Learning and Leadership. , 2020, , . | | 4 |
| 743 | Everyday Heroes: The Personal and Economic Stressors of Early Care and Education Teachers Serving Low-Income Children. <i>Early Education and Development</i> , 2020, 31, 973-993. | 1.6 | 20 |
| 744 | Influence of educatorâ€™s emotional support behaviors on environmental education student outcomes. <i>Environmental Education Research</i> , 2020, 26, 1556-1577. | 1.6 | 17 |
| 745 | Reflective Supervision/Consultation and Early Childhood Professionalsâ€™ Well-Being: A Qualitative Analysis of Supervisorsâ€™ Perspectives. <i>Early Education and Development</i> , 2020, 31, 1151-1168. | 1.6 | 21 |
| 746 | High Academic Self-Efficacy and Dispositional Empathy in Future Teachers. <i>Sustainability</i> , 2020, 12, 6728. | 1.6 | 5 |
| 747 | Delivery of a Mental Health First Aid training package and staff peer support service in secondary schools: a process evaluation of uptake and fidelity of the WISE intervention. <i>Trials</i> , 2020, 21, 745. | 0.7 | 5 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 748 | Teacher emotional support in relation to social competence in preschool classrooms. <i>International Journal of Research and Method in Education</i> , 2020, 43, 444-460. | 1.1 | 30 |
| 749 | “How Dare You!” The Influence of Fridays for Future on the Political Attitudes of Young Adults. <i>Frontiers in Political Science</i> , 2020, 2, . | 1.0 | 9 |
| 750 | Teachers’ emotions and emotional authenticity: do they matter to students’ emotional responses in the classroom?. <i>Teachers and Teaching: Theory and Practice</i> , 2021, 27, 404-422. | 0.9 | 29 |
| 751 | School Staff Members in California: How Perceptions of School Climate are Related to Perceptions of Student Risk and Well-Being. <i>Journal of the Society for Social Work and Research</i> , 2020, 11, 415-442. | 0.9 | 5 |
| 752 | Preschool Teachers’ Emotional Exhaustion in Relation to Classroom Instruction and Teacher-child Interactions. <i>Early Education and Development</i> , 2022, 33, 107-120. | 1.6 | 32 |
| 754 | Professional burnout in general and special education teachers: the role of interpersonal coping strategies. <i>European Journal of Special Needs Education</i> , 2020, , 1-15. | 1.5 | 9 |
| 755 | Teacher-Level Predictors of the Fidelity of Implementation of a Social-Emotional Learning Curriculum. <i>Early Education and Development</i> , 2022, 33, 92-106. | 1.6 | 13 |
| 757 | Trauma-informed schools: Supporting educators as they support the children. <i>International Journal of School and Educational Psychology</i> , 2020, 8, 147-157. | 1.0 | 42 |
| 758 | “I Literally Drowning”: A Mixed-Methods Exploration of Infant-Toddler Child Care Providers’ Wellbeing. <i>Early Education and Development</i> , 2020, 31, 1071-1088. | 1.6 | 11 |
| 759 | Inside the classroom door: Understanding early care and education workforce and classroom characteristics experienced by children in subsidized center-based care. <i>Early Childhood Research Quarterly</i> , 2020, 51, 462-472. | 1.6 | 11 |
| 760 | An Assessment of General and Special Education Teachers’ and Students’ Interpersonal Competences and Its Relationship to Burnout. <i>International Journal of Disability Development and Education</i> , 2022, 69, 1080-1094. | 0.6 | 6 |
| 761 | Screencast-Delivered Professional Development Targeting Teachers’ Self-Efficacy and Beginning-of-the-Year Classroom Management Practices. <i>Australasian Journal of Special and Inclusive Education</i> , 2020, 44, 60-72. | 0.3 | 2 |
| 762 | “Overworked and underappreciated”: special education teachers describe stress and attrition. <i>Teacher Development</i> , 2020, 24, 348-365. | 0.4 | 24 |
| 763 | Effects of teachers' emotion regulation, burnout, and life satisfaction on student well-being. <i>Journal of Applied Developmental Psychology</i> , 2020, 69, 101151. | 0.8 | 53 |
| 764 | Impacts of a Mindfulness-Based Program on Teachers’ Forgiveness. <i>Mindfulness</i> , 2020, 11, 1978-1992. | 1.6 | 5 |
| 765 | Prediction of social behavior in autism spectrum disorders: Explicit versus implicit social cognition. <i>Autism</i> , 2020, 24, 1758-1772. | 2.4 | 14 |
| 766 | Does Teacher Emotional Exhaustion and Efficacy Predict Student Discipline Sanctions?. <i>School Psychology Review</i> , 2020, 49, 239-255. | 1.8 | 27 |
| 767 | With a Little Help from Their Peers: The Impact of Classmates on Adolescents’ Development of Prosocial Behavior. <i>Journal of Youth and Adolescence</i> , 2020, 49, 1849-1863. | 1.9 | 40 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 768 | From Teachersâ€™ Mindfulness to Studentsâ€™ Thriving: the Mindful Self in School Relationships (MSSR) Model. <i>Mindfulness</i> , 2020, 11, 2258-2273. | 1.6 | 16 |
| 769 | Using Stakeholder Input to Guide Cultural and Contextual Adaptations for a Universal School-Based Intervention. <i>Urban Review</i> , 2020, 52, 853-879. | 1.0 | 3 |
| 770 | Connections and Capacity: An Exploration of Preservice Teachersâ€™ Sense of Belonging, Social Networks, and Self-Efficacy in Three Teacher Education Programs. <i>AERA Open</i> , 2020, 6, 233285842090149. | 1.3 | 10 |
| 771 | Bolstering Staff Wellbeing in Schools. <i>Journal of School Health</i> , 2020, 90, 425-428. | 0.8 | 0 |
| 772 | Teacher-student interaction in a special school for students with developmental disabilities in Chinese context. <i>International Journal of Developmental Disabilities</i> , 2022, 68, 168-181. | 1.3 | 3 |
| 773 | A Meta-Analytic Review of Preschool Social and Emotional Learning Interventions. <i>Review of Educational Research</i> , 2020, 90, 227-263. | 4.3 | 86 |
| 774 | The Influence of Additional Educational Support on Poverty-Stricken Adolescentsâ€™ Resilience and Academic Performance. <i>Africa Education Review</i> , 2020, 17, 158-174. | 0.1 | 4 |
| 775 | Effects of a Four-Day Mindfulness Intervention on Teachersâ€™ Stress and Affect: A Pilot Study in Eastern China. <i>Frontiers in Psychology</i> , 2020, 11, 1298. | 1.1 | 6 |
| 776 | Preschool teachers' socialization of emotion knowledge: Considering socioeconomic Risk. <i>Journal of Applied Developmental Psychology</i> , 2020, 69, 101160. | 0.8 | 18 |
| 777 | Teachers and Mindful Colouring to Tackle Burnout and Increase Mindfulness, Resiliency and Wellbeing. <i>Contemporary School Psychology</i> , 2021, 25, 535-545. | 0.9 | 8 |
| 778 | Teacher persistence as a function of teacher-job fit: Evidence from a large suburban district, 2010â€“2015. <i>Teaching and Teacher Education</i> , 2020, 94, 103121. | 1.6 | 6 |
| 779 | Mindfulness in primary school children as a route to enhanced life satisfaction, positive outlook and effective emotion regulation. <i>BMC Psychology</i> , 2020, 8, 71. | 0.9 | 22 |
| 780 | Analysing the state of student participation in two Eco-Schools using EngestrÃ¶mâ€™s Second Generation Activity Systems Model. <i>Environmental Education Research</i> , 2020, 26, 1088-1111. | 1.6 | 13 |
| 781 | Powerful learning environments in secondary vocational education: towards a shared understanding. <i>European Journal of Teacher Education</i> , 2020, 43, 224-242. | 2.2 | 7 |
| 782 | The development of student teachersâ€™ sense of professional agency in the classroom during teacher education. <i>Learning: Research and Practice</i> , 2020, 6, 114-136. | 1.1 | 12 |
| 783 | Adverse childhood experiences among early care and education teachers: Prevalence and associations with observed quality of classroom social and emotional climate. <i>Children and Youth Services Review</i> , 2020, 111, 104877. | 1.0 | 24 |
| 784 | Early Childhood Professional Well-Being as a Predictor of the Risk of Turnover in Child Care: A Matter of Quality. <i>Journal of Research in Childhood Education</i> , 2020, 34, 331-345. | 0.6 | 42 |
| 785 | Bystander behaviour in peer victimisation: moral disengagement, defender self-efficacy and student-teacher relationship quality. <i>Research Papers in Education</i> , 2021, 36, 588-610. | 1.7 | 31 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 786 | School-Based Accommodations and Supports for Anxious Youth: Benchmarking Reported Practices Against Expert Perspectives. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2022, 51, 419-427. | 2.2 | 10 |
| 787 | Implementation of physics mobile learning media to improve student physics perseverance. <i>Journal of Physics: Conference Series</i> , 2020, 1440, 012035. | 0.3 | 1 |
| 788 | Mindfulness and Compassion as Key Factors in Improving teacher's Well Being. <i>Mindfulness</i> , 2020, 11, 1049-1061. | 1.6 | 31 |
| 789 | Under pressure? Primary school teachers' perceptions of their pedagogical practices. <i>European Journal of Teacher Education</i> , 2020, 43, 695-711. | 2.2 | 6 |
| 790 | 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 |
| 791 | Randomized trial testing the integration of the Good Behavior Game and MyTeachingPartner, the moderating role of distress among new teachers on student outcomes. <i>Journal of School Psychology</i> , 2020, 78, 75-95. | 1.5 | 21 |
| 793 | Virtual tutor and pupil interaction: A study of empathic feedback as extrinsic motivation for learning. <i>Education and Information Technologies</i> , 2020, 25, 3643-3658. | 3.5 | 8 |
| 794 | Do Curriculum-Based Social and Emotional Learning Programs in Early Childhood Education and Care Strengthen Teacher Outcomes? A Systematic Literature Review. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 1049. | 1.2 | 33 |
| 795 | Associations Between Teacher's Student Racial/Ethnic Congruence and Public School Teachers' Risk for Stress. <i>Urban Education</i> , 2023, 58, 931-958. | 1.2 | 3 |
| 796 | Quando la falta de compromiso ocupacional del profesorado novel no es suficiente para explicar la intención de abandono: ¿la inteligencia emocional importa!. <i>Revista De Psicodidactica</i> , 2020, 25, 52-58. | 0.4 | 9 |
| 797 | Finding something good in the bad: the curvilinear emotional demand-conflict teacher-child relationship link. <i>Early Child Development and Care</i> , 2021, 191, 2422-2439. | 0.7 | 6 |
| 798 | When pre-service teachers' lack of occupational commitment is not enough to explain intention to quit: Emotional intelligence matters!. <i>Revista De Psicodidactica (English Ed)</i> , 2020, 25, 52-58. | 0.5 | 12 |
| 799 | Integrating Health and Educational Perspectives to Promote Preschoolers' Social and Emotional Learning: Development of a Multi-Faceted Program Using an Intervention Mapping Approach. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 575. | 1.2 | 12 |
| 800 | Development of Socio-Emotional and Creative Skills in Primary Education: Teachers' Perceptions About the Gulbenkian XXI School Learning Communities Project. <i>Frontiers in Education</i> , 2020, 4, . | 1.2 | 11 |
| 801 | Social Emotional Learning for Teachers (SELF-T): A Short-term, Online Intervention to Increase Early Childhood Educators' Resilience. <i>Early Education and Development</i> , 2020, 31, 1112-1132. | 1.6 | 25 |
| 802 | Secondary Education Students' Beliefs about Mathematics and Their Repercussions on Motivation. <i>Mathematics</i> , 2020, 8, 368. | 1.1 | 7 |
| 803 | Conflict in the Classroom: How Teachers' Emotional Intelligence Influences Conflict Management. <i>Frontiers in Education</i> , 2020, 5, . | 1.2 | 32 |
| 804 | The Effectiveness of Training and Supervising Urban Elementary School Teachers in Child-Teacher Relationship Training: A Trauma-Informed Approach. <i>Professional School Counseling</i> , 2020, 23, 2156759X1989918. | 0.7 | 3 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 805 | Teachers'™ responsibilities for students'™ mental health:Challenges in high achieving schools. <i>International Journal of School and Educational Psychology</i> , 2020, 8, 119-130. | 1.0 | 11 |
| 806 | Measuring Teachers'™ Social-Emotional Competence: Development and Validation of a Situational Judgment Test. <i>Frontiers in Psychology</i> , 2020, 11, 892. | 1.1 | 26 |
| 807 | Classroom Climate, Identification with School, and General Self-worth Predict Academic Self-Concept in Students Attending Residential Schools for Special Education. <i>Residential Treatment for Children and Youth</i> , 2021, 38, 137-152. | 0.6 | 1 |
| 808 | Testing the Nurturing Environments Framework on Youth Violence Across Ethnically and Geographically Diverse Urban and Rural Samples of Adolescents. <i>Youth and Society</i> , 2021, 53, 784-810. | 1.3 | 1 |
| 809 | Elementary Teachers'™ Self-Efficacy During Initial Implementation of Comprehensive, Integrated, Three-Tiered Models of Prevention. <i>Journal of Positive Behavior Interventions</i> , 2021, 23, 93-105. | 1.2 | 11 |
| 810 | The effect of preschool teachers'™ stress states on classroom climate. <i>Education 3-13</i> , 2021, 49, 190-202. | 0.6 | 8 |
| 811 | “Stop Doing That!” Effects of Teacher Reprimands on Student Disruptive Behavior and Engagement. <i>Journal of Positive Behavior Interventions</i> , 2021, 23, 163-173. | 1.2 | 14 |
| 812 | Classroom racial/ethnic diversity and upper elementary children's™ social-emotional development. <i>Applied Developmental Science</i> , 2021, 25, 183-199. | 1.0 | 8 |
| 813 | Rudeness is not only a kids'™ problem: Incivility against preschool teachers and its impacts. <i>Current Psychology</i> , 2021, 40, 2002-2016. | 1.7 | 3 |
| 814 | Knowledge, Skills, and Self-reflection: Linking Trauma Training Content to Trauma-Informed Attitudes and Stress in Preschool Teachers and Staff. <i>School Mental Health</i> , 2021, 13, 101-113. | 1.1 | 15 |
| 815 | Antisocial behaviour and teacher's™ student relationship quality: The role of emotion-related abilities and callous's™ unemotional traits. <i>British Journal of Educational Psychology</i> , 2021, 91, 482-499. | 1.6 | 14 |
| 816 | Changes in Teacher Stress and Wellbeing Throughout the Academic Year. <i>Journal of Applied School Psychology</i> , 2021, 37, 165-184. | 0.4 | 17 |
| 817 | Social Emotional Learning in arts teacher education policy: a content analysis of assurance standards and course descriptions. <i>Arts Education Policy Review</i> , 2021, 122, 171-181. | 0.9 | 3 |
| 818 | Psychosocial Wellbeing of Nigerian Teachers in Special Education Schools. <i>Journal of Autism and Developmental Disorders</i> , 2021, 51, 1131-1141. | 1.7 | 4 |
| 819 | Predicting differentiated developmental trajectories of prosocial behavior: A 12-year longitudinal study of children facing early risks and vulnerabilities. <i>International Journal of Behavioral Development</i> , 2021, 45, 327-336. | 1.3 | 7 |
| 820 | Assertiveness and adaptation: Prospective teachers'™ social competence development and its significance for occupational well-being. <i>British Journal of Educational Psychology</i> , 2021, 91, 500-526. | 1.6 | 18 |
| 821 | Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. <i>International Journal of Educational Research</i> , 2021, 105, 101714. | 1.2 | 135 |
| 822 | The impact of an online stress intervention on burnout and teacher efficacy. <i>Teaching and Teacher Education</i> , 2021, 98, 103251. | 1.6 | 37 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 823 | A Model of Positive School Leadership to Improve Teacher Wellbeing. <i>International Journal of Applied Positive Psychology</i> , 2021, 6, 195-218. | 1.2 | 25 |
| 824 | Developing Competencies for Emotional, Instrumental, and Informational Student Support During the COVID-19 Pandemic: A Human Relations/Human Resource Development Approach. <i>Advances in Developing Human Resources</i> , 2021, 23, 41-54. | 2.4 | 13 |
| 825 | Teacher-Student Relationships and High School Drop-out: Applying a Working Alliance Framework. <i>Canadian Journal of School Psychology</i> , 2021, 36, 221-234. | 1.6 | 6 |
| 826 | Teacher burnout explained: Teacher-, student-, and organisation-level variables. <i>Teaching and Teacher Education</i> , 2021, 97, 103221. | 1.6 | 95 |
| 827 | Potential spaces: Supporting the development of relationships between classroom practitioners and children with complex needs in Belarus through music therapy consultation. <i>Nordic Journal of Music Therapy</i> , 2021, 30, 338-356. | 0.7 | 2 |
| 828 | The predictive effects of classroom environment and trait emotional intelligence on Foreign Language Enjoyment and Anxiety. <i>System</i> , 2021, 96, 102393. | 1.7 | 64 |
| 829 | To Whom Little Is Given, Much Is Expected: ECE Teacher Stressors and Supports as Determinants of Classroom Quality. <i>Early Childhood Research Quarterly</i> , 2021, 54, 13-30. | 1.6 | 13 |
| 830 | The role of consultative alliance in infant and early childhood mental health consultation: Child, teacher, and classroom outcomes. <i>Infant Mental Health Journal</i> , 2021, 42, 246-262. | 0.7 | 8 |
| 831 | Developing and maintaining the teacher-student relationship in one to one alternative provision: the tutor's experience. <i>Educational Review</i> , 2021, 73, 399-416. | 2.2 | 4 |
| 832 | Exploring improvement in teachers' instructional support: classifying and analyzing patterns of change in a national initiative on classroom management. <i>International Journal of Leadership in Education</i> , 2021, 24, 533-557. | 1.4 | 5 |
| 833 | A First Examination of the Role of the International Child Development Programme in School Achievement. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 359-372. | 1.0 | 0 |
| 834 | Positive Psychology of Malaysian University Students: Impacts of Engagement, Motivation, Self-Compassion, and Well-being on Mental Health. <i>International Journal of Mental Health and Addiction</i> , 2021, 19, 227-239. | 4.4 | 40 |
| 835 | Instrumental Music Educators in a COVID Landscape: A Reassertion of Relationality and Connection in Teaching Practice. <i>Frontiers in Psychology</i> , 2020, 11, 624717. | 1.1 | 34 |
| 836 | Associating Psychological Factors With Workplace Satisfaction and Position Duration in a Sample of International School Teachers. <i>Frontiers in Psychology</i> , 2020, 11, 601554. | 1.1 | 4 |
| 837 | Planned Change: Drivers of High Implementation for a Pedagogical Self-Regulated Learning Intervention. <i>Frontiers in Education</i> , 2021, 5, . | 1.2 | 0 |
| 838 | Reciprocal Student-Teacher Feedback: Effects on Perceived Quality of Cooperation and Teacher Health. , 2021, , 191-205. | | 0 |
| 839 | Belastungserleben und Bewältigung bei Unterrichtsstörungen in der Grundschule. , 2021, , 347-360. | | 0 |
| 840 | Muslim Education Reform: Prioritizing Empathy and Philanthropic Acts. <i>Journal of Education in Muslim Societies</i> , 2021, 2, 31. | 0.1 | 1 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 841 | From Pixels to Picture. Advances in Educational Marketing, Administration, and Leadership Book Series, 2021, , 1-24. | 0.1 | 0 |
| 842 | Positive Psychology for Mental Wellbeing of UK Therapeutic Students: Relationships with Engagement, Motivation, Resilience and Self-Compassion. International Journal of Mental Health and Addiction, 2022, 20, 1611-1626. | 4.4 | 31 |
| 843 | Achtsamkeit und sozial-emotionales Lernen. , 2021, , 31-48. | | 1 |
| 844 | Mindfulness in Education: Insights Towards an Integrative Paradigm. , 2021, , 609-642. | | 3 |
| 845 | Elevating Social and Emotional Learning Throughout the Day. Advances in Educational Technologies and Instructional Design Book Series, 2021, , 119-147. | 0.2 | 0 |
| 846 | Instructional Interactions and Literacy. Advances in Educational Technologies and Instructional Design Book Series, 2021, , 261-282. | 0.2 | 0 |
| 847 | Narrative inquiry on early-career teachersâ€™ stories of Pagdadala in caring for students in low-resource urban public schools. International Journal of Qualitative Studies on Health and Well-being, 2021, 16, 1917881. | 0.6 | 0 |
| 848 | RESCUR Surfing the Waves. , 2021, , 1-14. | | 0 |
| 849 | Promoting a Person-Centered Approach to Strengthening Early Childhood Practices that Support Social-Emotional Development. Early Education and Development, 2022, 33, 75-91. | 1.6 | 4 |
| 850 | Development and validation of a scale to measure the resilience of schools: Perspectives of young people from vulnerable and challenging territories. Improving Schools, 2022, 25, 260-275. | 0.6 | 3 |
| 851 | â€œtâ€™s because of community meeting:â€•toward a responsive reconceptualization of social emotional learning. Educational Action Research, 2023, 31, 230-247. | 0.8 | 2 |
| 852 | Exploring the impact of Incredible Years Teacher Classroom Management training on teacher psychological outcomes. Educational Psychology in Practice, 2021, 37, 150-168. | 0.5 | 4 |
| 853 | From Teachersâ€™ Work Engagement to Pupilsâ€™ Positive Affect: a Weekly Diary Study on the Role of Pupilsâ€™ Autonomous Motivation. Applied Research in Quality of Life, 0, , 1. | 1.4 | 2 |
| 854 | Truth Hidden in Plain Sight: How Socialâ€™ Emotional Learning Empowers Novice Teachersâ€™ Culturally Responsive Pedagogy in Title I Schools. Journal of Education, 0, , 002205742199186. | 0.7 | 0 |
| 855 | Young Childrenâ€™s Prosocial Behavior Protects Against Academic Risk in Neighborhoods With Low Socioeconomic Status. Child Development, 2021, 92, 1509-1522. | 1.7 | 7 |
| 856 | Exploring how educational leaders in England experience and promote their own well-being. Management in Education, 0, , 089202062110038. | 0.9 | 2 |
| 857 | Are the Most Effective Approaches towards Helping Students with Emotional Behavioural Disorders (EBDs) Predisposed and Trait Based?. Psychiatry International, 2021, 2, 85-107. | 0.5 | 0 |
| 858 | Development of Burnout Syndrome in Non-university Teachers: Influence of Demand and Resource Variables. Frontiers in Psychology, 2021, 12, 644025. | 1.1 | 9 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 859 | Exploring teacher awareness of intuition and how it affects classroom practices: conceptual and pragmatic dimensions. <i>Professional Development in Education</i> , 0, , 1-14. | 1.7 | 4 |
| 860 | Impact of prosocial and positive emotional languages of teacher on habits of students: Some quantitative empirical evidence. <i>Journal of Language and Linguistic Studies</i> , 2021, 17, 60-68. | 0.4 | 2 |
| 861 | Examining the Effects of Changes in Classroom Quality on Withinâ€Child Changes in Achievement and Behavioral Outcomes. <i>Child Development</i> , 2021, 92, e439-e456. | 1.7 | 4 |
| 862 | What makes a physical education teacher? Personal characteristics for physical education development. <i>British Journal of Educational Psychology</i> , 2021, 91, 1249-1274. | 1.6 | 4 |
| 863 | Intervention Implementation of Tools of the Mind for Preschool Childrenâ€™s Executive Functioning. <i>Frontiers in Psychology</i> , 2021, 12, 624140. | 1.1 | 4 |
| 864 | A Meta-analysis of the Impact of Social and Emotional Learning Interventions on Teachersâ€™ Burnout Symptoms. <i>Educational Psychology Review</i> , 2021, 33, 1779-1808. | 5.1 | 32 |
| 865 | Whatâ€™s in a diagnosis: The effect of externalizing and internalizing studentsâ€™ behaviour on preâ€service teachersâ€™ classroom management and interaction strategies. <i>British Journal of Educational Psychology</i> , 2021, 91, 1185-1201. | 1.6 | 0 |
| 866 | Teacher empathy and students with problem behaviors: Examining teachers' perceptions, responses, relationships, and burnout. <i>Psychology in the Schools</i> , 2021, 58, 1575-1596. | 1.1 | 26 |
| 867 | Teachers Quality and Educational Equality Achievements in Indonesia. <i>International Journal of Instruction</i> , 2021, 14, 811-830. | 0.6 | 7 |
| 868 | Ä–Äretmen AdaylarÄ±nda GÄ¼vengenliÄ’in YordayÄ±larÄ± Olarak Temel Psikolojik Ä°htiyaÅlarÄ±n Doyumu ve BilinÅli FarkÄ±ndalÄ±k. <i>BatÄ± Anadolu EÄitim Bilimleri Dergisi</i> , 2021, 12, 116-132. | 0,5 | 1 |
| 869 | Early Childhood Professional Well-being as a Predictor of the Risk of Turnover in Early Head Start & Head Start Settings. <i>Early Education and Development</i> , 2022, 33, 567-588. | 1.6 | 8 |
| 870 | Teacher-student relationship as a protective factor for socioeconomic status, studentsâ€™ self-efficacy and achievement: a multilevel moderated mediation analysis. <i>Current Psychology</i> , 2023, 42, 3268-3283. | 1.7 | 16 |
| 871 | Can a Systemic-Phenomenological Teacher Professional Development Program Enhance Awareness of Intuitions and Serve Pedagogical Tact?. <i>Systemic Practice and Action Research</i> , 2022, 35, 153-175. | 1.0 | 2 |
| 872 | A brief mindfulness-based intervention (bMBI) to reduce teacher stress and burnout. <i>Teaching and Teacher Education</i> , 2021, 100, 103284. | 1.6 | 28 |
| 873 | The Correlation between Level of School Happiness and Teacher Autonomy in Jordan. <i>International Journal of Instruction</i> , 2021, 14, 1021-1036. | 0.6 | 2 |
| 874 | Early Educatorsâ€™ Collective Workplace Stress as a Predictor of Professional Developmentâ€™s Impacts on Childrenâ€™s Development. <i>Child Development</i> , 2021, 92, 833-843. | 1.7 | 10 |
| 875 | Social Disconnectedness, Loneliness, and Mental Health Among Adolescents in Danish High Schools: A Nationwide Cross-Sectional Study. <i>Frontiers in Behavioral Neuroscience</i> , 2021, 15, 632906. | 1.0 | 29 |
| 876 | Identifying primary and secondary stressors, buffers, and supports that impact ECE teacher wellbeing: implications for teacher education. <i>Journal of Early Childhood Teacher Education</i> , 2021, 42, 143-161. | 0.9 | 8 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 877 | Effects of a Mindfulness-Based Intervention for Teachers: a Study on Teacher and Student Outcomes. <i>Mindfulness</i> , 2021, 12, 1719-1732. | 1.6 | 21 |
| 878 | Emotion regulation and psychological well-being in teacher work engagement: A case of British and Iranian English language teachers. <i>System</i> , 2021, 97, 102446. | 1.7 | 191 |
| 879 | The Mediating Effect of University Teaching Staff's Psychological Well-being between Emotional Intelligence and Burnout. <i>Psicologia Educativa</i> , 2021, 27, 145-153. | 0.5 | 5 |
| 880 | Teachers' Voices: Pandemic Lessons for the Future of Education. <i>Journal of Teaching and Learning</i> , 2021, 15, 4-19. | 0.4 | 3 |
| 881 | Orden og atferd i videregående skole: er karakterer hensiktsmessige?. <i>Norsk Pedagogisk Tidsskrift</i> , 2021, 105, 156-171. | 0.2 | 0 |
| 882 | Integrating mentoring and instruction: teachers' perceptions of their professional role in different educational contexts. <i>Teachers and Teaching: Theory and Practice</i> , 2021, 27, 147-163. | 0.9 | 1 |
| 883 | Austrian students' experiences of supportive relationships with teachers, peers, and parents and the mediating effect of school belonging in the context of their academic and non-academic outcomes. <i>Zeitschrift für Bildungsforschung</i> , 2021, 11, 93. | 0.8 | 0 |
| 884 | Managing Teachers' Job Attitudes: The Potential Benefits of Being a Happy and Emotional Intelligent Teacher. <i>Frontiers in Psychology</i> , 2021, 12, 661151. | 1.1 | 8 |
| 885 | PEDAGOJİK SEVGİ EĞİTİMİ MLERİNE İLİŞKİN UYARLANMASI: GEÇERLİ VE GÖZDEN KAYBETİLMİŞLERİN ALIŞTIRMASI. <i>Elektronik Sosyal Bilimler Dergisi</i> , 0, , . | 0.2 | 1 |
| 886 | Efficacité d'une formation en ligne pour les enseignants afin d'améliorer la gestion des comportements extériorisés. <i>Spiral-E Revue De Recherches En Éducation Supplément Électronique</i> , 2021, N° varia, 3-28. | 0.3 | 0 |
| 887 | Developing Resilience and Enhancing Appraisals of Matterings: A Conceptual Framework for Elementary Level, Non-core Subject Teachers. <i>Quest</i> , 2021, 73, 264-282. | 0.8 | 5 |
| 888 | Social Emotional Learning in Schools: The Importance of Educator Competence. <i>Journal of Research on Leadership Education</i> , 2023, 18, 3-39. | 0.7 | 16 |
| 889 | Teachers' well-being and job satisfaction: the important role of positive emotions in the workplace. <i>Educational Studies</i> , 2024, 50, 61-77. | 1.4 | 41 |
| 890 | Teacher Depressive Symptoms and Child Math Achievement in Head Start: The Roles of Family-Teacher Relationships and Approaches to Learning. <i>Child Development</i> , 2021, 92, 2478-2495. | 1.7 | 5 |
| 891 | The Well-being of Staff in a Welsh Secondary School before and After a COVID-19 Lockdown. <i>Journal of Education Society and Behavioural Science</i> , 0, , 1-9. | 0.2 | 3 |
| 892 | Finnish Primary School Teachers' Emotional Coping in Student-related Stressful Situations. <i>International Journal of Educational Psychology</i> , 2021, 10, 89. | 0.2 | 1 |
| 893 | Physical, Mental, and Financial Stress Impacts of COVID-19 on Early Childhood Educators. <i>Early Childhood Education Journal</i> , 2021, 49, 799-806. | 1.6 | 43 |
| 894 | A Mixed-Methods Approach to Investigating Social and Emotional Learning at Schools: Teachers' Familiarity, Beliefs, Training, and Perceived School Culture. <i>Frontiers in Psychology</i> , 2021, 12, 518634. | 1.1 | 7 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 895 | Impacts of social and emotional learning (SEL) on English learning achievements in Hong Kong secondary schools. <i>Language Teaching Research</i> , 0, , 136216882110217. | 2.1 | 6 |
| 896 | The Impact of COVID-19 on Interpersonal Aspects in Elementary School. <i>Frontiers in Education</i> , 2021, 6, . | 1.2 | 5 |
| 897 | Educator perspectives on teaching students from traumatic backgrounds and the potential for reflective circles. <i>Australian Educational Researcher</i> , 2022, 49, 675-689. | 1.6 | 4 |
| 898 | Exploring middle school teachersâ€™ perceptions of factors affecting the teacherâ€“student relationships. <i>Educational Research for Policy and Practice</i> , 2022, 21, 201-216. | 1.2 | 6 |
| 899 | Capacity building for quality care and education for children with severe to profound intellectual disabilities in South Africa. <i>Journal of Intellectual Disabilities</i> , 2021, , 174462952110185. | 1.0 | 0 |
| 900 | â€œWe are much closer hereâ€: exploring the use of WhatsApp as a learning environment in a secondary school mathematics class. <i>Learning Environments Research</i> , 2022, 25, 423-444. | 1.8 | 16 |
| 901 | The effect of the Sport Education Model on basic needs, intrinsic motivation and prosocial attitudes: A systematic review and multilevel meta-analysis. <i>European Physical Education Review</i> , 2022, 28, 78-99. | 1.2 | 19 |
| 902 | Teaching Students With Emotional/Behavioral Disorders: Teachersâ€™ Burnout Profiles and Classroom Management. <i>Journal of Emotional and Behavioral Disorders</i> , 2022, 30, 16-28. | 1.1 | 12 |
| 903 | A Complementary Intervention to Promote Wellbeing and Stress Management for Early Career Teachers. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 6320. | 1.2 | 14 |
| 904 | Doppelganger-Inspired Change Effect Model of Faculty Global Cultural Competency. <i>International Journal of Bias Identity and Diversities in Education</i> , 2021, 6, 15-32. | 0.1 | 0 |
| 905 | A multidimensional, personâ€centred perspective on teacher engagement: Evidence from Canadian and Australian teachers. <i>British Journal of Educational Psychology</i> , 2021, 91, 882-910. | 1.6 | 5 |
| 906 | Preschoolersâ€™ Profiles of Self-regulation, Social-emotional and Behavior Skills and Its Prediction for a Successful Behavior Adaptation during the Transitional Period from Preschool to Elementary School. <i>Early Education and Development</i> , 2022, 33, 1137-1151. | 1.6 | 8 |
| 907 | Development and Validation of a Measure to Assess Early Adolescentsâ€™ Perceptions of Caring Student-Teacher Relationships. <i>Frontiers in Education</i> , 2021, 6, . | 1.2 | 2 |
| 908 | Childrenâ€™s academic and social-emotional competencies and the quality of classroom interactions in high-needs urban elementary schools. <i>Contemporary Educational Psychology</i> , 2021, 66, 101975. | 1.6 | 2 |
| 909 | Emotional intelligence and interpersonal relationship quality as predictors of high school physical education teachersâ€™ intrinsic motivation. <i>Current Psychology</i> , 2023, 42, 7457-7465. | 1.7 | 5 |
| 910 | Online Teaching Self-Efficacy, Socialâ€“Emotional Learning (SEL) Competencies, and Compassion Fatigue Among Educators During the COVID-19 Pandemic. <i>School Psychology Review</i> , 2021, 50, 505-518. | 1.8 | 35 |
| 911 | The Downstream Effects of Teacher Well-Being Programs: Improvements in Teachers' Stress, Cognition and Well-Being Benefit Their Students. <i>Frontiers in Psychology</i> , 2021, 12, 689628. | 1.1 | 25 |
| 912 | Conceptualizing Thriving: An Exploration of Studentsâ€™ Perceptions of Positive Functioning Within Graduate Education. <i>Frontiers in Education</i> , 2021, 6, . | 1.2 | 2 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 913 | Preservice Teachers in Distance Learning. <i>International Journal of Online Pedagogy and Course Design</i> , 2021, 11, 49-61. | 0.3 | 2 |
| 914 | Impacts of Social and Emotional Learning Interventions for Teachers on Teachers' Outcomes: A Systematic Review With Meta-Analysis. <i>Frontiers in Psychology</i> , 2021, 12, 677217. | 1.1 | 30 |
| 915 | Impacting 9th Grade Educational Outcomes: Results from a Multisite Randomized Controlled Trial of the BARR Model. <i>Journal of Research on Educational Effectiveness</i> , 0, , 1-23. | 0.9 | 1 |
| 916 | Measuring Language Teacher Emotion Regulation: Development and Validation of the Language Teacher Emotion Regulation Inventory at Workplace (LTERI). <i>Frontiers in Psychology</i> , 2021, 12, 708888. | 1.1 | 20 |
| 917 | Early Childhood Special Education Teachersâ€™ Job Burnout and Psychological Stress. <i>Early Education and Development</i> , 2022, 33, 1364-1382. | 1.6 | 12 |
| 918 | Attending to the Teacher in the Teaching: Prioritizing Faculty Well-Being. <i>Perspectives of the ASHA Special Interest Groups</i> , 2021, 6, 831-840. | 0.4 | 6 |
| 919 | Higher expectations of teachers are not sufficient: How to take the next big step in socialâ€œemotional teacher training. <i>International Journal of Applied Psychoanalytic Studies</i> , 2021, 18, 319-329. | 0.2 | 1 |
| 920 | Need Fulfillment and Resilience Mediate the Relationship between Mindfulness and Coping in Medical Students. <i>Teaching and Learning in Medicine</i> , 2022, 34, 78-88. | 1.3 | 13 |
| 921 | Self-regulation in the Kindergarten Classroom: Contributions of Relational and Sociodemographic Factors. <i>Contemporary School Psychology</i> , 0, , 1. | 0.9 | 0 |
| 922 | Characteristics of powerful learning environments in VET transition program for at-risk students: qualitative insights from teachers and support specialists implementing the program. <i>Empirical Research in Vocational Education and Training</i> , 2021, 13, . | 0.5 | 2 |
| 923 | The Effect of Mindfulness-Based Programs on Psychological Distress and Burnout in Kindergarten Teachers: A Pilot Study. <i>Early Childhood Education Journal</i> , 2022, 50, 1197-1207. | 1.6 | 9 |
| 924 | The Development of Teachers' and Their Students' Social and Emotional Learning During the â€œLearning to Be Projectâ€•Training Course in Five European Countries. <i>Frontiers in Psychology</i> , 2021, 12, 705336. | 1.1 | 5 |
| 925 | An assessment of studentsâ€™ emotional intelligence, learning outcomes, and academic efficacy: A correlational study in higher education. <i>PLoS ONE</i> , 2021, 16, e0255428. | 1.1 | 42 |
| 926 | Effects of Middle School Teachersâ€™ Praise-to-Reprimand Ratios on Studentsâ€™ Classroom Behavior. <i>Journal of Positive Behavior Interventions</i> , 2023, 25, 28-40. | 1.2 | 8 |
| 927 | Childrenâ€™s Behavioral Challenges in Head Start Classrooms: Links to Teacher Well-Being and Intent to Leave. <i>Early Childhood Education Journal</i> , 2022, 50, 1221-1232. | 1.6 | 8 |
| 928 | Stressors and vulnerability during upper secondary school: subjective experiences of classroom climate and coping beliefs as predicting factors of school stress in Norway. <i>Social Psychology of Education</i> , 2021, 24, 1125. | 1.2 | 3 |
| 929 | Relationship between emotional intelligence and burnout: An empirical investigation of teacher educators. <i>International Journal of Evaluation and Research in Education</i> , 2021, 10, 966. | 0.4 | 7 |
| 930 | SOSYAL BÄ°LCÄ°LER Ä–ÄžRET MEN ADAYLARININ PROSOSYALLÄ°K DÄ°CEZEYÄ°NÄ°N Ä°NCELENMESÄ°. <i>Abant Ä°zzet Baysal Ä°niversitesi EÄžitim FakÄ°ltesi Dergisi</i> , 2021, 21, 965-977. | 0.2 | 0 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 931 | Teachersâ€™ Dispositions Toward Mindfulness in EFL/ESL Classrooms in Teacher-Student Interpersonal Relationships. <i>Frontiers in Psychology</i> , 2021, 12, 754998. | 1.1 | 4 |
| 932 | Utilizing Educational Robotics for Environmental Empathy Cultivation in Primary Schools. <i>Electronics (Switzerland)</i> , 2021, 10, 2389. | 1.8 | 5 |
| 933 | Educational policy shifts: A critical review of the emerging trend of mindfulness in education. <i>Policy Futures in Education</i> , 2022, 20, 608-616. | 1.2 | 2 |
| 934 | Back to Basics: Developmental Catalysts of Quality Improvement in Early Education and Care. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2021, 8, 200-207. | 1.4 | 8 |
| 935 | Strategies to Develop Emotional Intelligence in Early Childhood. , 0, , . | | 0 |
| 936 | Why should teachers cultivate resilience through mindfulness?. <i>Journal of Psychologists and Counsellors in Schools</i> , 2022, 32, 3-14. | 0.5 | 2 |
| 937 | Prejudice and Ethnic Bullying Among Children: The Role of Moral Disengagement and Student-Teacher Relationship. <i>Frontiers in Psychology</i> , 2021, 12, 713081. | 1.1 | 5 |
| 938 | Pre-adolescents narrate classroom experience. <i>Narrative Inquiry</i> , 2024, 34, 134-160. | 0.5 | 0 |
| 939 | The Struggle is Real: An Investigation of Preschool Teachersâ€™ Perceptions of Studentsâ€™ Challenging Behaviors Through Reflective Writing. <i>Early Childhood Education Journal</i> , 2022, 50, 1395-1405. | 1.6 | 2 |
| 940 | Teacher and Classroom Predictors of Preschool Teacher Stress. <i>Early Education and Development</i> , 2022, 33, 1347-1363. | 1.6 | 8 |
| 941 | Building Emotionally Resilient Schools and Educators During Crises. <i>Journal of Cases in Educational Leadership</i> , 0, , 155545892110472. | 0.2 | 0 |
| 942 | Promoting Social Emotional Learning through Shared Book Reading: Examining Teacherâ€™s Strategies and Childrenâ€™s Responses in Kindergarten Classrooms. <i>Early Education and Development</i> , 2022, 33, 1326-1346. | 1.6 | 4 |
| 943 | Educatorsâ€™ implementation and use of social and emotional learning early in the COVID-19 pandemic.. <i>School Psychology</i> , 2021, 36, 388-397. | 1.7 | 16 |
| 944 | Professional development focused on intuition can enhance teacher pedagogical tact. <i>Teaching and Teacher Education</i> , 2021, 106, 103442. | 1.6 | 6 |
| 945 | Robust effects of the efficacy of explicit failure-driven scaffolding in problem-solving prior to instruction: A replication and extension. <i>Learning and Instruction</i> , 2021, 75, 101488. | 1.9 | 15 |
| 946 | Teachers as Prosocial Leaders Promoting Social and Emotional Learning. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2021, , 79-95. | 0.3 | 3 |
| 947 | A Self-determination Theory Perspective on Social and Emotional Learning. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2021, , 61-78. | 0.3 | 1 |
| 948 | Motivation Theory and Its Yields for Promoting Students' Social and Emotional Competence. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2021, , 43-59. | 0.3 | 2 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 949 | Engaging in Equitable SEL: How Researchers and Practitioners Can Work Together to Expand Learning in Out-of-School Time. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2021, , 213-228. | 0.3 | 0 |
| 950 | Integrating Culturally Relevant Pedagogy with Teacher Social and Emotional Competencies and Capacities Training to Support Racially Minoritized Students. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2021, , 99-112. | 0.3 | 4 |
| 951 | Lesson Study in Astrophysics to Improve the Quality of Learning. , 0, , . | | 0 |
| 952 | Lehrer-Schüler-Beziehung. , 2021, , 1-19. | | 1 |
| 953 | Differences between helpful and unhelpful support for Japanese non-help-seeking adolescents: A qualitative analysis. <i>International Journal of School and Educational Psychology</i> , 0, , 1-14. | 1.0 | 1 |
| 954 | Incorporating the Development of Social-Emotional Skills into the Ethos of Teachers and Schools â€“ Practical and Theoretical Aspects. , 2021, , 261-278. | | 0 |
| 955 | La educaci3n emocional en la legislaci3n educativa en EspaÃ±a y AndalucÃa.. <i>Investigaci3n En La Escuela</i> , 2021, , 28-39. | 0.4 | 2 |
| 956 | I've had it! Factors associated with burnout and low organizational commitment in Canadian teachers during the second wave of the COVID-19 pandemic. <i>International Journal of Educational Research Open</i> , 2021, 2, 100023. | 1.0 | 33 |
| 957 | The association of daily spiritual experiences with depression among Head Start staff. <i>Early Childhood Research Quarterly</i> , 2021, 56, 65-77. | 1.6 | 8 |
| 958 | School Administratorsâ€™ Perceptions of Critical Teacher Skills. <i>Excelsior Leadership in Teaching and Learning</i> , 2021, 13, . | 0.2 | 0 |
| 959 | Improving Learning Achievement in Science Education for Elementary School Students via Blended Learning. , 2021, , 1494-1514. | | 0 |
| 960 | Depressive and anxiety symptoms in early childhood education teachers: Relations to professional well-being and absenteeism. <i>Early Childhood Research Quarterly</i> , 2021, 55, 275-283. | 1.6 | 18 |
| 961 | Peer Cooperation between Students and Teacher Support in Different School Subjects Classes / MeÄ‘uvrÄ‘njaÄ‘ka suradnja uÄ‘enika i uÄ‘iteljska podrÄ‘jka u nastavi razliÄ‘tih nastavnih predmeta. <i>Croatian Journal of Education</i> , 0, 22, . | 0.2 | 0 |
| 962 | The value added of attachment theory, research, and intervention for US child care and early childhood education: Reflecting and carrying forward the legacy of Edward Zigler. <i>Development and Psychopathology</i> , 2021, 33, 545-553. | 1.4 | 2 |
| 963 | The significance of mentorâ€™mentee relationship quality for student teachers' well-being and flourishing during practical field experiences: a longitudinal analysis. <i>International Journal of Mentoring and Coaching in Education</i> , 2021, 10, 101-117. | 0.7 | 7 |
| 964 | Teacherâ€™Students Relationships in the Classroom. , 2012, , 1241-1255. | | 17 |
| 965 | Caring for the Caregiver: Promoting the Resilience of Teachers. , 2013, , 387-397. | | 29 |
| 966 | Schooling and the Mental Health of Children and Adolescents in the United States. , 2014, , 163-184. | | 19 |

| # | ARTICLE | IF | CITATIONS |
|-----|--|-----|-----------|
| 967 | School Influences on Child and Youth Development. , 2014, , 151-169. | | 15 |
| 968 | Early Childhood Education: From Maternal Care to Social Compassion. , 2019, , 213-230. | | 3 |
| 969 | How to Create a Flourishing Classroom? An Intervention Protocol for Enhancing Teachersâ€™ Social and Emotional Learning. , 2019, , 315-339. | | 2 |
| 970 | Gamedesign and Physiotherapy: Contribution of Gamification and UX Techniques to Physical Teenagersâ€™ Recovery. Lecture Notes in Computer Science, 2020, , 216-228. | 1.0 | 2 |
| 971 | The Development of Other-Gender Interactions: Behavioral, Biological, Cognitive, and Contextual Influences. , 2016, , 121-139. | | 6 |
| 972 | Teaching with Heart and Soul. Educational Linguistics, 2017, , 103-124. | 0.6 | 9 |
| 973 | Social and Emotional Learning: Recent Research and Practical Strategies for Promoting Childrenâ€™s Social and Emotional Competence in Schools. Autism and Child Psychopathology Series, 2017, , 175-197. | 0.1 | 28 |
| 974 | Developing Socio-Emotional Intelligence in Higher Education Academics: Benefits Beyond the Classroom. , 2018, , 157-199. | | 2 |
| 975 | Von Erziehungs- und Unterrichtsstilen zur UnterrichtsqualitÃ¤t. , 2017, , 267-287. | | 2 |
| 976 | Motivationale Beziehungen, fachspezifisches Interesse und Lernstrategien bei MÃ¤dchen und Jungen im Deutschunterricht. Edition ZfE, 2021, , 237-263. | 0.2 | 2 |
| 977 | Measuring Whole-School Well-being in Students and Staff. , 2015, , 65-91. | | 13 |
| 978 | Strengths-Based Approaches in the Classroom and Staffroom. , 2015, , 111-133. | | 4 |
| 979 | Emotions in the Classroom. , 2015, , 81-98. | | 1 |
| 980 | School Staffâ€™ Perspectives on Mental Health Promotion and Wellbeing in School. , 2017, , 99-119. | | 2 |
| 981 | Mindfulness in Teacher Education. , 2017, , 109-129. | | 3 |
| 982 | Formative Feedback as a Global Facilitator: Impact on Intrinsic and Extrinsic Motivation and Positive Affect. , 2017, , 265-288. | | 5 |
| 983 | Social and Emotional Learning: A Brief Overview and Issues Relevant to Australia and the Asia-Pacific. , 2017, , 1-13. | | 10 |
| 984 | Social and Emotional Learning in Singaporeâ€™s Schools: Framework, Practice, Research, and Future Directions. , 2017, , 187-203. | | 6 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 985 | Social and Emotional Learning: Lessons Learned and Opportunities Going Forward. , 2017, , 459-471. | | 9 |
| 990 | Reciprocal associations between studentsâ€™ mathematics anxiety and achievement: Can teacher sensitivity make a difference?. Journal of Educational Psychology, 2020, 112, 735-750. | 2.1 | 22 |
| 991 | Teaching emotion regulation in schools: Translating research into practice with the RULER approach to social and emotional learning.. Emotion, 2020, 20, 105-109. | 1.5 | 59 |
| 992 | Racialized emotion recognition accuracy and anger bias of childrenâ€™s faces.. Emotion, 2022, 22, 403-417. | 1.5 | 53 |
| 993 | Brief teacher training improves student behavior and studentâ€™teacher relationships in middle school.. School Psychology, 2019, 34, 212-221. | 1.7 | 47 |
| 994 | You â€™haveâ€™ to hear this: Using tone of voice to motivate others.. Journal of Experimental Psychology: Human Perception and Performance, 2018, 44, 898-913. | 0.7 | 18 |
| 995 | Moving beyond classroom teaching: a study of multidimensional teacher self-efficacy on job satisfaction and occupational commitment. Teachers and Teaching: Theory and Practice, 2020, 26, 522-542. | 0.9 | 5 |
| 996 | Promoting high school studentsâ€™ physics identity through explicit and implicit recognition. Physical Review Physics Education Research, 2018, 14, . | 1.4 | 31 |
| 997 | Thick Description of the Teacher-student Relationship in the Educational Context of School: Results of an Ethnographic Field Study. Journal of Education and Training Studies, 2013, 1, . | 0.1 | 13 |
| 998 | Does Emotional Self-efficacy Predict Teachers' Self-efficacy and Empathy?. Journal of Education and Training Studies, 2014, 2, . | 0.1 | 26 |
| 999 | Progress in Teachersâ€™ Readiness to Promote Positive Youth Development among Students during the Lions Quest Teaching Workshop. Journal of Education and Training Studies, 2015, 3, . | 0.1 | 4 |
| 1000 | Empirically Derived Profiles of Teacher Stress, Burnout, Self-Efficacy, and Coping and Associated Student Outcomes. , 0, . | | 1 |
| 1001 | Emotional Competence and Emotion Socialization in Preschoolers: The Viewpoint of Preschool Teachers. Educational Sciences: Theory and Practice, 0, , . | 2.6 | 9 |
| 1002 | Teachersâ€™ Perceptions of Studentsâ€™ Social Emotional Learning and their Infusion of SEL. Journal of Teaching and Teacher Education, 2013, 1, 59-72. | 0.0 | 10 |
| 1003 | Teachersâ€™ Infusion of Social Emotional Learning. Journal of Teaching and Teacher Education, 2014, 2, 27-45. | 0.0 | 5 |
| 1004 | Positive Teacher Affect and Maternal Support Facilitate Adjustment After the Transition to First Grade. Merrill-Palmer Quarterly, 2016, 62, 158. | 0.3 | 13 |
| 1005 | Studentsâ€™ Preferred Characteristics of Learning Environments in Vocational Secondary Education. International Journal for Research in Vocational Education and Training, 2014, 1, 107-124. | 0.3 | 19 |
| 1006 | Rethinking Education â€™ Emerging Roles for Teachers. Universal Journal of Educational Research, 2015, 3, 63-74. | 0.1 | 8 |

| # | ARTICLE | IF | CITATIONS |
|------|--|-----|-----------|
| 1007 | The Psychometric Properties of the Mindfulness in Teaching Scale in a Turkish Sample. <i>Universal Journal of Educational Research</i> , 2019, 7, 381-386. | 0.1 | 11 |
| 1008 | Habits Related to Relaxation and Mindfulness in High School Students: Influence on Classroom Climate and Academic Performance // Hábitos relacionados con la relajación y la atención plena (mindfulness) de estudiantes de secundaria: influencia en el clima de aula y el rendimiento académico. <i>Revista De Psicodidactica</i> , 2015, 21, 121-138. | 0.4 | 22 |
| 1009 | Una nueva mirada a la formación en eficacia docente de Gordon (TET): Un estudio-intervención en el aprendizaje social y emocional del profesorado. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 11, . | 0.2 | 14 |
| 1010 | Preliminary Evaluation of the FRIENDS for Life Program on Students' and Teachers' Emotional States for a School in a Low Socio-Economic Status Area. <i>Australian Journal of Teacher Education</i> , 2015, 40, . | 0.4 | 9 |
| 1011 | Becoming a Reflective In-service Teacher: Role of Research Attitude. <i>Australian Journal of Teacher Education</i> , 2016, 41, . | 0.4 | 19 |
| 1012 | Through the looking glass of student perception: How foreign language students see teacher trait emotional intelligence and why it matters. <i>Studies in Second Language Learning and Teaching</i> , 2020, 10, 239-256. | 0.9 | 9 |
| 1013 | The Relationship between Trait Emotional Intelligence and Experienced ESL/EFL Teachers' Love of English, Attitudes towards Their Students and Institution, Self-Reported Classroom Practices, Enjoyment and Creativity. <i>Chinese Journal of Applied Linguistics</i> , 2018, 41, 468-487. | 0.3 | 18 |
| 1014 | The Importance of Belonging for Adolescents in Secondary School Settings. <i>European Journal of Social & Behavioural Sciences</i> , 2013, 5, 319-332. | 0.3 | 25 |
| 1015 | Predicting Students' Academic Achievement Based on the Classroom Climate, Mediating Role of Teacher-Student Interaction and Academic Motivation. <i>Integration of Education</i> , 2020, 24, 62-74. | 0.3 | 11 |
| 1016 | Prevenção da Síndrome de Burnout em Professores: Um Relato de Experiência. <i>Mudanças - Psicologia Da Saúde</i> , 2014, 22, 31-39. | 0.2 | 9 |
| 1017 | Editorial: Schools as enabling environments. <i>South African Journal of Education</i> , 2014, 34, 1-6. | 0.3 | 7 |
| 1020 | Aprendizaje socioemocional en estudiantes de quinto y sexto grado: presentación y evaluación de impacto del programa BASE. <i>Ensaio</i> , 2013, 21, 645-666. | 0.2 | 6 |
| 1021 | Associations between Prosocial Behavior, Machiavellianism, and Social Status: Effects of Peer Norms and Classroom Social Contexts. <i>Journal of Latino/Latin American Studies</i> , 2014, 6, 19-30. | 0.1 | 7 |
| 1022 | İşsizlikte Mutluluk ve Algı: Sektör Avukatları İçin Bir Araştırma. <i>Journal of Human and Work</i> , 0, , 89-104. | 0.1 | 2 |
| 1023 | At-Risk Teachers: The Association Between Burnout Levels and Emotional Appraisal Processes. <i>Open Psychology Journal</i> , 2017, 10, 127-139. | 0.2 | 26 |
| 1024 | Teachers' Burnout Profile: Risk and Protective Factors. <i>Open Psychology Journal</i> , 2017, 10, 190-201. | 0.2 | 37 |
| 1025 | The Introduction of Emotion Coaching as a Whole School Approach in a Primary Specialist Social Emotional and Mental Health Setting: Positive Outcomes for All. <i>The Open Family Studies Journal</i> , 2017, 9, 95-110. | 0.5 | 6 |
| 1026 | Focusing on Teacher-Children Relationship Perception and Children's Social Emotional Behaviors - the PATHS Preschool Program. <i>International Journal of Educational Research Review</i> , 0, , 8-20. | 0.2 | 2 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1027 | Promoting Sustainable Social Emotional Learning at School through Relationship-Centered Learning Environment, Teaching Methods and Formative Assessment. <i>Journal of Teacher Education for Sustainability</i> , 2020, 22, 21-36. | 0.3 | 38 |
| 1028 | Design Principles for Promoting Intergroup Empathy in Online Environments. <i>Interdisciplinary Journal of E-Skills and Lifelong Learning</i> , 0, 12, 225-246. | 0.0 | 6 |
| 1030 | Sulong Kabataan: Design, Pilot Implementation, and Evaluation of a Youth Substance Abuse Prevention Program. <i>Philippine Journal of Psychology</i> , 2019, 52, 5-37. | 0.3 | 1 |
| 1031 | Metaphoric Perceptions of Students and Parents Regarding the Concept of Teacher. <i>Balanesir Aeniversitesi Sosyal Bilimler Enstitüsü Dergisi</i> , 2020, 23, 805-825. | 0.3 | 7 |
| 1032 | The PATHS curriculum for promoting social and emotional well-being among children aged 7-9 years: a cluster RCT. <i>Public Health Research</i> , 2018, 6, 1-116. | 0.5 | 18 |
| 1033 | Training teachers in classroom management to improve mental health in primary school children: the STARS cluster RCT. <i>Public Health Research</i> , 2019, 7, 1-150. | 0.5 | 13 |
| 1034 | THE ATTITUDE OF TEACHERS TOWARDS PROSOCIAL BEHAVIOUR AND ACADEMIC ACHIEVEMENT IN SERBIA. <i>Problems of Education in the 21st Century</i> , 2017, 75, 34-53. | 0.3 | 2 |
| 1035 | Protecting Students' Civil Rights: The Federal Role in School Discipline. <i>Vue</i> , 2020, 49, . | 0.0 | 4 |
| 1036 | Supporting Students by Maintaining Professional Well-Being in High-Stress Jobs. <i>LEARNING Landscapes</i> , 2018, 10, 59-72. | 0.1 | 1 |
| 1038 | Le care en Éducation et la posture éthique de l'enseignant: une place pour la valeur-actitude altruisme? <i>Éducation Et Socialisation</i> , 2016, , . | 0.2 | 10 |
| 1039 | Construire la relation Éducative: postulat de l'Éducabilité, bienveillance et altruisme. <i>Questions Vives</i> , 2018, , . | 0.0 | 5 |
| 1040 | The Effects of Cyberbullying on Children's School Adjustment. , 2012, , 209-230. | | 4 |
| 1041 | Stress Management to Enhance Teaching Quality and Teaching Effectiveness. <i>Advances in Higher Education and Professional Development Book Series</i> , 0, , 125-150. | 0.1 | 2 |
| 1042 | Creating Inclusive Classroom Communities Through Social and Emotional Learning to Reduce Social Marginalization Among Students. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2017, , 183-200. | 0.2 | 3 |
| 1043 | Control Yourself: Physical Education Teachers' Emotional Intelligence Has a Minor Role in Pupils' Need Satisfaction. <i>Advances in Physical Education</i> , 2017, 07, 234-247. | 0.2 | 3 |
| 1044 | An Expressive Arts-Based and Strength-Focused Experiential Training Program for Enhancing the Efficacy of Teachers Affected by Earthquake in China. <i>Creative Education</i> , 2012, 03, 67-74. | 0.2 | 14 |
| 1045 | Experienced Teachers Reflecting on Challenging Situations in School. <i>Creative Education</i> , 2016, 07, 1314-1327. | 0.2 | 2 |
| 1046 | Teacher Emotions in Primary and Secondary Education: Effects of Self-Efficacy and Collective-Efficacy, and Problem-Solving Appraisal as a Moderating Mechanism. <i>Psychology</i> , 2018, 09, 820-875. | 0.3 | 25 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1048 | La evaluación de la calidad de la docencia en la universidad: Una revisión de la literatura. Revista De Docencia Universitaria, 2014, 12, 77. | 0.1 | 7 |
| 1049 | Formación del profesorado de magisterio. Competencias sociopersonales según género y etapa educativa. Revista De Docencia Universitaria, 2019, 17, 121. | 0.1 | 3 |
| 1050 | La Incidencia del Contexto Interno Docente en la Aparición del Síndrome del Quemado por el Trabajo en Profesionales de la Enseñanza. Revista De Psicología Del Trabajo Y De Las Organizaciones, 2012, 28, 107-118. | 0.9 | 11 |
| 1051 | Supporting the Out-of-School Time Workforce in Fostering Intentional Social and Emotional Learning. Journal of Youth Development, 2020, 15, 239-265. | 0.1 | 7 |
| 1052 | Thriving on Challenge: Examining One Teacher's View on Sources of Support for Motivation and Well-Being. Exceptionality Education International, 2015, 25, . | 0.3 | 6 |
| 1053 | Teaching Emotional Intelligence: An Academic Course for Hospital Teachers. Continuity in Education, 2020, 1, 22-36. | 0.2 | 8 |
| 1054 | A dialogical self-approach to understanding teacher identity in times of educational innovations. Quadernos De Psicología, 2020, 22, 1572. | 0.1 | 7 |
| 1055 | Examining Mindfulness in Education. International Journal of Modern Education and Computer Science, 2016, 8, 23-30. | 2.4 | 8 |
| 1056 | Students' emotional literacy in the discourse of the contemporary school in Serbia. International Journal of Cognitive Research in Science, Engineering and Education, 2018, 6, 1-10. | 0.1 | 2 |
| 1057 | Influences of School Climate and Teacher's Behavior on Student's Competencies in Mathematics and the Territorial Gap between Italian Macro-areas in PISA 2012. Journal of Educational, Cultural and Psychological Studies, 2016, , 63-96. | 0.3 | 7 |
| 1058 | Emotional competence relating to perceived stress and burnout in Spanish teachers: a mediator model. PeerJ, 2016, 4, e2087. | 0.9 | 42 |
| 1059 | Teaching as Emotional Labor: Preparing to Interact with All Students. Language Arts Journal of Michigan, 2014, 30, . | 0.1 | 2 |
| 1060 | The Effects of Mindfulness Training on Wisdom in Elementary School Teachers. Journal of Education Society and Behavioural Science, 0, , 1-10. | 0.2 | 6 |
| 1061 | Pourquoi et comment soutenir le développement des compétences émotionnelles chez les élèves âgés de 4 à 7 ans et chez leur enseignant.e? Apports des sciences cognitives. Raisons Éducatives, 2021, N° 25, 261-287. | 0.5 | 5 |
| 1062 | Promotion of Self-regulation in Preschool Children: Effects and Perceptions of Teachers. Trends in Psychology, 0, , 1. | 0.7 | 1 |
| 1063 | A multidimensional adapted process model of teaching. Educational Assessment, Evaluation and Accountability, 2022, 34, 143-172. | 1.3 | 20 |
| 1064 | Exploring Directions for Professional Learning to Enhance Behavior Screening Within a Comprehensive, Integrated, Three-Tiered Model of Prevention. Journal of Positive Behavior Interventions, 0, , 109830072110504. | 1.2 | 3 |
| 1067 | Teachers' Motivation to Participate in Anti-bullying Training and Their Intention to Intervene in School Bullying: a Self-determination Theory Perspective. International Journal of Bullying Prevention, 0, , 1. | 1.3 | 1 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1068 | Teacher's Social and Emotional Competences: A Study Among Student Teachers and Students in Education Science in Slovenia. <i>European Journal of Educational Research</i> , 2021, 10, 2033-2044. | 0.7 | 2 |
| 1070 | A longitudinal investigation of teachers' emotional labor, well-being, and perceived student engagement. <i>Educational Psychology</i> , 2021, 41, 1319-1336. | 1.2 | 20 |
| 1072 | Patterns of teachers' instructional support quality and the association with job satisfaction and collegial collaboration. <i>Educational Psychology</i> , 2021, 41, 1300-1318. | 1.2 | 7 |
| 1074 | Multimodal Communication. , 2012, , 119-134. | | 0 |
| 1075 | Being an Emotionally Intelligent Teacher: Implications for the Teacher's Social Role. , 2013, , 167-176. | | 0 |
| 1076 | Pedagogical Frameworks of E-Reader Technologies in Education. , 2013, , 1-24. | | 15 |
| 1077 | Behaviour Problems and Social Support Which Children Perceived from the Different Sources. <i>International Education Research</i> , 2013, 1, 50-64. | 0.5 | 2 |
| 1079 | Kecerdasan Emosional dan Kecerdasan Spiritual Meningkatkan Kompetensi Sosial Guru. <i>Makara Hubs-Asia</i> , 2013, 17, 139. | 0.1 | 1 |
| 1080 | NECESIDADES FORMATIVAS EN COMPETENCIAS SOCIOEMOCIONAL EN EL CUERPO DOCENTE. <i>E-Motion Revista De Educaci3n Motricidad E Investigaci3n</i> , 2014, , 128. | 0.0 | 0 |
| 1083 | Le soutien social   cole  : un facteur de protection pour les enseignants et leurs   ves. , 2014, , 65-81. | | 0 |
| 1084 | Pengaruh Implementasi Program   Temanku Sahabatku  dalam Meningkatkan Perilaku Prososial Anak Pra Sekolah. <i>Humanitas Indonesian Psychological Journal</i> , 2014, 11, 19. | 0.1 | 0 |
| 1085 | The Technical and the Spiritual: Looking for the Lost Dimension of Teaching. <i>The Korean Journal of Philosophy of Education</i> , 2014, 36, 127-156. | 0.2 | 0 |
| 1086 | Learning leadership from teaching: emotional competences. <i>Multidisciplinary Journal for Education, Social and Technological Sciences</i> , 2014, 1, 33. | 0.8 | 1 |
| 1087 | Influence of Work Environment on Teacher Efficacy of Korean Elementary School Teachers: Mediating Effects of Teacher Competencies and Multigroup Differences on Job Position. <i>The Journal of Korean Teacher Education</i> , 2014, 31, 251-274. | 0.5 | 0 |
| 1088 | Impact of Self-Regulation Skills on Academic Performance of Young Children in Private Schools of Karachi. <i>Journal of Education and Educational Development</i> , 2015, 2, 30. | 0.2 | 1 |
| 1089 | Social Emotional Learning and Latino Students. , 2016, , 1-6. | | 3 |
| 1090 | Beyond Ethnicity and Racism. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , 2016, , 305-322. | 0.1 | 0 |
| 1091 | Values, Virtues, and Human Capabilities. , 2016, , 63-79. | | 0 |

| # | ARTICLE | IF | CITATIONS |
|------|--|-----|-----------|
| 1092 | Why Is Reading Failure Both a Psychological and an Educational Problem?. SpringerBriefs in Psychology, 2016, , 29-39. | 0.1 | 0 |
| 1093 | Development and Validation of the Scale of Teacher Competencies for the Gifted: The GATE Scale. The Journal of Korean Teacher Education, 2016, 33, 97-117. | 0.5 | 0 |
| 1094 | The effects of emotional awareness training on teachers' ability to manage the emotions of preschool children: An experimental study. Escritos De Psicologia, 2016, 9, 1-14. | 0.2 | 6 |
| 1095 | Recognizing and Addressing the Seismic Shift in Child Psychosocial and Emotional Wellbeing: Technological Implications and Recommendations for the Current and Future Social Realities of Twenty-First Century Children. International Journal of Social Science Studies, 2016, 4, . | 0.0 | 0 |
| 1097 | Tádnitel v sociálnych vzťahoch se vzťahujúci: pädoväd; studie. Pedagogick; Orientace, 2016, 26, 252-271. | 0.2 | 0 |
| 1098 | The Indicators of the Quality and Changes of Teachers' Work. Universal Journal of Educational Research, 2016, 4, 1815-1827. | 0.1 | 0 |
| 1099 | MENTAL HEALTH AS A PREDICTOR OF EMOTIONAL COMPETENCE OF PROSPECTIVE TEACHERS OF SCIENCE IN HIMACHAL PRADESH. MIER Journal of Educational Studies, Trends and Practices, 0, , 84-94. | 0.0 | 1 |
| 1100 | Empathetic and Pro-social Awareness in Primary School Students: A Case Study. Universal Journal of Educational Research, 2016, 4, 2394-2402. | 0.1 | 0 |
| 1101 | Social Inequalities as Determinant of Variations in Parental Expectation for Involvement in Education of Learners with Special Needs (SENs) in Nigeria. Polish Journal of Social Rehabilitation, 2016, , 211-231. | 0.0 | 0 |
| 1102 | University Lecturers' Perspectives on Initial Teacher Education for Mental Health Promotion in Schools. , 2017, , 157-177. | | 0 |
| 1103 | Social Emotional Learning and Latino Students. , 2017, , 2126-2131. | | 0 |
| 1104 | Professional Vision Narrative Review. Advances in Higher Education and Professional Development Book Series, 2017, , 1-23. | 0.1 | 0 |
| 1105 | From Evidence to Practice: Preparing Teachers for Wellbeing. , 2017, , 437-456. | | 1 |
| 1106 | Classroom Emotions and Student Creativity. , 2017, , 27-43. | | 0 |
| 1108 | The Role of Classroom Behavior Management in Enhancing Student Emotional Intelligence. , 2017, , . | | 0 |
| 1109 | Emphasis on classroom social goals affects psychological reactance and intention to share the goals. Shinrigaku Kenkyu, 2017, 88, 499-503. | 0.1 | 5 |
| 1110 | A Critical Review of Ideology, Policy and Circumstances in the Swedish Context Related to Inclusive Education Organisational Climate and Students' Wellbeing. , 2017, , 97-116. | | 1 |
| 1111 | Towards School-Based Interventions for Mental Health in Nigeria. , 2017, , 509-529. | | 0 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1112 | Edukacja zorientowana na doświadczenie a rozwijanie kompetencji społeczno-emocjonalnych dzieci i nauczycieli. , 2017, , . | | 1 |
| 1113 | At-Risk Students and the Role of Implicit Theories of Intelligence in Educational Professionals'™ Actions. Journal of Cognitive Education and Psychology, 2017, 16, 193-204. | 0.2 | 3 |
| 1114 | Promoting the Ethics of Care in a Mindfulness-Based Program for Teachers. Mindfulness in Behavioral Health, 2017, , 229-251. | 0.2 | 2 |
| 1115 | Structural Relationships Among Parents'™ and Teachers'™ Autonomy Support, Children's™ Basic Psychological Needs, and Children's™ Participation in Decision-Making. Adonghakoeji, 2017, 38, 139-151. | 0.0 | 0 |
| 1116 | Blended Learning Opportunities in Ukrainian IT Public Education. Practice and Theory in Systems of Education, 2017, 12, 60-70. | 0.0 | 0 |
| 1117 | 3. VE 4. SINIF ĀĀRENĀLERĀNĀN SOSYAL-DUYGUSAL ĀĀRENME BECERĀLERĀNĀN ĀĀEĀTLĀ DEĀĀKĀNLER, ĀĀSINĀNĀNCELENMESĀ. EĀĀitimde Kuram Ve Uygulama, 2017, 13, 430-454. | 0.7 | 2 |
| 1118 | Exploring early childhood teachers'™ perceptions, understanding, and practices on empathy. Early Childhood Education & Care, 2017, 12, 167-195. | 0.1 | 0 |
| 1119 | Efeitos de uma intervenĀo sobre emoĀes a partir de histĀrias tradicionais. Revista De Estudos E InvestigaĀn En PsicologĀ Y EducaciĀn, 0, , 259-263. | 0.1 | 0 |
| 1120 | SOSYAL DUYGUSAL ĀĀRENME NEDĀR NEDEN ĀĀNEMLĀDĀR (ĀNSAN ĀLĀĀKĀLERĀNDE BEĀĀ DUYGU ALANI). Sinop Āeniversitesi Sosyal Bilimler Dergisi, 2017, 1, 1-16. | 0.3 | 8 |
| 1121 | PROFICIENT CLASSROOM MANAGEMENT THROUGH FOCUSED MATHEMATIC TEACHING. Problems of Education in the 21st Century, 2017, 75, 634-651. | 0.3 | 1 |
| 1122 | Mental Health Promotion at Schools: Need, Challenges and Role of Teachers and Counsellors. , 2018, , 249-268. | | 0 |
| 1123 | Quest for a Therapeutic Anodyne for the Degenerating Teacher's™ Student Relationship in New India. , 2018, , 303-323. | | 0 |
| 1124 | Teacher Skills in Early Years Education. Advances in Early Childhood and K-12 Education, 2018, , 1-15. | 0.2 | 0 |
| 1125 | Socio-Emotional Intelligence: Background, Meaning and Understanding. , 2018, , 25-48. | | 0 |
| 1126 | Teachers'™ Narratives of Resilience: Responding Effectively to Challenging Behaviour. , 2018, , 147-166. | | 3 |
| 1128 | The Effects of Teacher Efficacy, School Climate and Instructional Leadership of Principals on the Teacher Satisfaction: Focus on the Open Recruitment System for Principals. Journal of Education & Culture, 2018, 24, 373-397. | 0.0 | 0 |
| 1129 | Engaging E-Lectures Blended Course with Problem Based Learning Activities at a Developing University. ETERNAL (English Teaching Journal), 2018, 6, . | 0.5 | 0 |
| 1130 | School, friends, or Āmatter of personality?. Nordic Studies in Education, 2018, 38, 155-173. | 0.2 | 0 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1131 | Teachers' Values and Social Competences: Towards a Social Skills Modelling Definition. Journal of Social Science Research, 2018, 12, 2747-2755. | 0.0 | 0 |
| 1132 | Türkiye'deki Okul Öncesi Öğretmenlerin Akademik Zeyherleri. Ergoterapi Ve Rehabilitasyon Dergisi, 0, 27-40. | 0.1 | 0 |
| 1133 | Coinvolgimento lavorativo degli educatori del nido e degli insegnanti della scuola dell'infanzia: studio quali-quantitativo. International Journal of Developmental and Educational Psychology Revista INFAD De Psicología, 2018, 1, 261. | 0.0 | 0 |
| 1134 | Expert Teachers' Social Support Behaviours: A Humanised Classroom Characterised by Productive Learning. , 2019, , 193-239. | | 0 |
| 1135 | Social Support, Student Outcomes and Teaching Strategies. , 2019, , 135-192. | | 2 |
| 1136 | Analysis of Elementary School Students' Perceptions on Science-related Affective, Behavioral and Cognitive Domains and Group Activities. Biology Education, 2018, 46, 465-475. | 0.0 | 0 |
| 1137 | Öğretmen Adayların Sosyal Beceri Zeyherlerinin Bazı Değişkenler Açısından İncelenmesi. Sakarya University Journal of Education, 0, , 151-167. | 0.5 | 2 |
| 1138 | Exploring teachers professional identity: Role of teacher emotions in developing professional identity. Bioscience Biotechnology Research Communications, 2018, 11, 719-726. | 0.1 | 3 |
| 1139 | Constructing a Supportive Environment for Student Learning and Teacher Development. , 2019, , 279-312. | | 0 |
| 1140 | Mizaş Temelli Dahale Programının Annelerin Ebeveynlik ve Öğretmenlerin Sınıf Yönetimi -z Yeterlik Algılarında Etkileri. Ege Eğitim Dergisi, 0, , . | 0.9 | 2 |
| 1141 | Social Support Giving and Teacher Development. , 2019, , 241-277. | | 1 |
| 1142 | Supporting Mindfulness Based Interventions with Social Virtual Reality. , 2019, , . | | 0 |
| 1143 | Emotieregulatie trainen binnen een schoolse context. , 2019, , 101-115. | | 0 |
| 1144 | Heart-Based Teaching. Advances in Educational Technologies and Instructional Design Book Series, 2019, , 70-101. | 0.2 | 0 |
| 1145 | From Caring to Cared For. Advances in Educational Technologies and Instructional Design Book Series, 2019, , 102-117. | 0.2 | 0 |
| 1146 | Responding to Childhood Trauma at the Macro- and Microsystem Levels: The Necessity for Trauma-Sensitive Pedagogy. Child Maltreatment Solutions Network, 2019, , 93-107. | 0.4 | 0 |
| 1147 | Views of Technology Importance for Developmental Students at the Community College Level. Advances in Educational Technologies and Instructional Design Book Series, 2019, , 196-216. | 0.2 | 0 |
| 1148 | The Sense of Classroom Belonging Among Pre-Service Teachers: Testing a Theoretical Model. European Journal of Educational Research, 2019, 8, 87-97. | 0.7 | 10 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1149 | Regard transactionnel sur lâ€™effet des stratÃ©gies punitives mobilisÃ©es par lâ€™enseignant auprÃ©s des Ã©lÃ©ves prÃ©sents des problÃ©mes de comportements extÃ©rieurs. La Nouvelle Revue - Ã©ducation Et SociÃ©tÃ©. 8, 2019, NÃ° 86, 187-206. | | 4 |
| 1150 | Conclusions and Panel Discussion. Child Maltreatment Solutions Network, 2019, , 109-122. | 0.4 | 0 |
| 1151 | Is there a role for mindfulness and self-compassion in reducing stress in the teaching profession?. Minerva Psichiatrica: A Journal on Psychiatry, Psychology and Psychopharmacology, 2019, 60, . | 0.6 | 6 |
| 1152 | Los buenos profesores en la mirada de padres y apoderados. Educaci3n Y Educadores, 2019, 21, 373-387. | 0.8 | 0 |
| 1153 | Emotional Intelligence in Classrooms. SALTeL Journal (Southeast Asia Language Teaching and) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 582 | 0.1 | 0 |
| 1154 | Psychosocial Risks at Work of Supportive Teacher - Case Study. System Safety Human - Technical Facility - Environment, 2019, 1, 265-270. | 0.2 | 0 |
| 1155 | Salutogenesi e Psicoeducativa. "Evidenze" per due interventi italiani per la Promozione della Salute Mentale. Rivista Sperimentale Di Freniatria, 2019, , 107-119. | 0.1 | 0 |
| 1156 | LÃ°ONS QUEST YAÅŒAM BECERÃ°LERÃ° PROGRAMININ TÃœRKÃ°YEÃ°DEKÃ° UYGULAMA Ã–RNEÅŒI. Mehmet Akif Ersoy 3 Åœeniversitesi EÅŒitim FakÃ¼ltesi Dergisi, 0, . | 0.3 | 3 |
| 1157 | Historia de la arquitectura y el urbanismo en bicicleta. IbaguÃ©, Colombia 2015-2017. Tempo E Argumento, 2019, 11, 157-182. | 0.1 | 1 |
| 1158 | Lise Ã–ÅŒrencilerinin Sosyal Å°liÅŒki UnsurlarÄ±nÄ±n Å°ncelenmesi. Kastamonu EÅŒitim Dergisi, 2019, 27, 1371-1382. | | 1 |
| 1159 | SUPPORTING EMOTION SOCIALIZATION SKILLS OF PRESCHOOL TEACHER CANDIDATES. , 2019, , . | | 1 |
| 1160 | Harnessing horses in social pedagogy: Equine-assisted social education in a school context. International Journal of Social Pedagogy, 2019, 8, . | 0.3 | 2 |
| 1162 | Okulda YÅŒnetici ve Ã–ÅŒretmenlerin Deneyimledikleri DuygularÄ±n HiyerarÅŒik YapÄ±larÄ±nÄ±n Å°ncelenmesi. Trakya EÅŒitim Dergisi, 2019, 9, 564-579. | 0.1 | 0 |
| 1163 | Ã–ÅŒRETMEN ADAYLARININ DUYGU DURUMLARININ FARKLI SINIFLAMALARA GÃ–RE Å°NCELENMESI. Abant Å°zzet Baysal Åœeniversitesi EÅŒitim FakÃ¼ltesi Dergisi, 2019, 19, 1441-1457. | 0.2 | 2 |
| 1164 | A Study on Identification of Auditory, Visual, and Kinaesthetic Learning Essentials for Adolescents Studying in Government Schools at Dakshina Kannada District. International Journal of Management, Technology, and Social Science, 0, , 137-157. | 0.0 | 0 |
| 1165 | A Meta-Analysis of the Effects of Some Factors on Teachersâ€™ Classroom Management Skills. International Journal of Contemporary Educational Research, 2022, 6, 409-425. | 0.6 | 11 |
| 1166 | Efecto de ingresar a la carrera docente oficial sobre el salario y la salud (The Effect to Be Admitted to) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 582 | 0.4 | 0 |
| 1167 | COMPETÃ¢NCIAS SOCIOEMOCIONAIS DE PROFESSORES: AVALIAÃ¢FO DE HABILIDADES SOCIAIS EDUCATIVAS E REGULAÃ¢FO EMOCIONAL. Revista Psicologia Da EducaÃ¢o, 2020, 1, . | 0.1 | 2 |

| # | ARTICLE | IF | CITATIONS |
|------|--|-----|-----------|
| 1168 | Personal Precursors of Academic Incivility. Springer Briefs in Education, 2020, , 35-77. | 0.2 | 1 |
| 1169 | Preschool Teachersâ€™ Resilience and Their Readiness to Develop Resilience to Young Children in a Chinese Context. , 2020, 14, 49-69. | | 1 |
| 1170 | Are Out-of-Field Teachers and Their Leaders Let Down by Policies? Policy Impact Matters!. , 2020, , 111-172. | | 0 |
| 1171 | Teacherâ€™s emotional labor demands: a study in a federal educational institution. Quadernos De Psicologia, 2020, 22, 1582. | 0.1 | 1 |
| 1172 | Preschool Educatorsâ€™ Readiness to Promote Childrenâ€™s Emotional Competence. , 2020, 14, 135-158. | | 1 |
| 1173 | Konseling Daring Pendukung Siswa Cerdas (KDPSC): A Preliminary Evaluation of iCBT Treatments for Indonesian Freshmen with Social Anxiety. Gajah Mada Journal of Professional Psychology (GamaJPP), 2020, 6, 1. | 0.1 | 0 |
| 1174 | Quelles comp tences  motionnelles prot gent des diff rentes dimensions du burnout chez les enseignants du primaire . Recherches En  ducation, 2020, , . | 0.0 | 3 |
| 1175 | L apprentissage socio motionnel   l  cole primaire : comp tences attendues des enseignants et formation initiale. Recherches En  ducation, 2020, , . | 0.0 | 5 |
| 1176 | Lost in education. Welfare E Ergonomia, 2020, , 239-248. | 0.1 | 0 |
| 1177 | Kapsay c  Pedagoji: Kayna t rma   rencisinin Psikopatolojik A  dan Analizi. Ankara Universitesi Egitim Bilimleri Fakultesi Ozel Egitim Dergisi, 0, , 1-26. | 0.2 | 2 |
| 1178 | Activating Culturally Empathic Motivation in Diverse Students. Journal of Education and Learning, 2020, 9, 45. | 0.2 | 2 |
| 1179 | Teachersâ€™ Resilience: Conceived, Perceived or Lived-in. , 2021, , 263-278. | | 6 |
| 1181 | Understanding the Emotional Systems in Schools. , 2020, 3, 118-132. | | 0 |
| 1182 | Make my day! Teachersâ€™ experienced emotions in their pedagogical work with disengaged students. Journal of Pedagogy, 2020, 11, 5-27. | 0.3 | 3 |
| 1183 | Teaching is More than Applying Knowledge:. Pedagogika, 2020, 70, . | 0.1 | 0 |
| 1184 | Stress and coping of Russian students: do gender and marital status make a difference?. Journal of Gender Studies, 2022, 31, 427-443. | 1.3 | 4 |
| 1185 | Student Misbehaviour and School Climate: A Multilevel Study. Psicologia Educativa, 2020, 27, 1-11. | 0.5 | 4 |
| 1186 | Do Turkish teachers feel personal accountability the same way? Measurement invariance and latent mean comparisons across gender, tenure, teacher branches and school grades. International Journal of Educational Management, 2021, 35, 451-466. | 0.9 | 1 |

| # | ARTICLE | IF | CITATIONS |
|------|--|-----|-----------|
| 1187 | Racial Bias, Socialâ€“Emotional Competence, and Teachers' Evaluation of Student Behavior. <i>Children and Schools</i> , 2021, 44, 17-26. | 0.6 | 9 |
| 1188 | Which teacher induction practices work? Linking forms of induction to teacher practices, self-efficacy, and job satisfaction. <i>Teaching and Teacher Education</i> , 2022, 109, 103546. | 1.6 | 11 |
| 1189 | Evaluation of a bibliotherapy-based stress intervention for teachers. <i>Teaching and Teacher Education</i> , 2022, 109, 103543. | 1.6 | 9 |
| 1190 | Investigating the Type of Student Engagement That Exists in English Classrooms of Public Basic Schools in Ghana. <i>Open Journal of Social Sciences</i> , 2020, 08, 69-83. | 0.1 | 0 |
| 1191 | Educators and Wellbeing. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , 2020, , 86-101. | 0.1 | 0 |
| 1192 | How Did Educators of Students with Learning Differences Use Socialâ€“Emotional Learning to Support Their Students and Themselves Early in the COVID-19 Pandemic?. <i>Children and Schools</i> , 2021, 44, 27-38. | 0.6 | 3 |
| 1193 | Psychometric Properties of the School Liking and Avoidance Questionnaire in a Turkish Preschool Sample. <i>International Journal of Assessment Tools in Education</i> , 0, , 539-554. | 0.4 | 1 |
| 1194 | Understanding and Examining Teacher Resilience from Multiple Perspectives. , 2020, , 11-26. | | 22 |
| 1195 | Emotional Intelligence as a Remedy for Academic Incivility. <i>Springer Briefs in Education</i> , 2020, , 93-107. | 0.2 | 0 |
| 1196 | The Changing Nature of Teachersâ€™ Work and Its Impact on Wellbeing. , 2020, , 17-44. | | 13 |
| 1197 | Unemployment and Poverty Rise in Nigeria: Implications for Increasing Learnersâ€™ Social-Emotional and Cognitive Development Through Inclusive Critical Storytelling Pedagogy. <i>SSRN Electronic Journal</i> , 0, , . | 0.4 | 1 |
| 1198 | Stimulating Academic Optimism. <i>Advances in Early Childhood and K-12 Education</i> , 2020, , 178-203. | 0.2 | 1 |
| 1199 | Creating Inclusive Classroom Communities Through Social and Emotional Learning to Reduce Social Marginalization Among Students. , 2020, , 102-120. | | 4 |
| 1200 | Stress Management to Enhance Teaching Quality and Teaching Effectiveness. , 2020, , 306-331. | | 1 |
| 1201 | Choral Speaking and Studentsâ€™ Character Building in Indonesia. , 0, , . | | 0 |
| 1202 | Reimagining the Village: Alloparenting and Community Involvement Among the Childfree. , 2020, , 261-271. | | 0 |
| 1203 | Adult Social & Emotional Learning: Establishing Campus Cultures of Well-Being. <i>Journal of Education & Social Policy</i> , 2020, 7, . | 0.0 | 0 |
| 1204 | Resilience, Well-Being and Mental Health: The Role of Education Settings. , 2020, , 105-122. | | 0 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1205 | Resilience in Practitioners Working in the Field of SEND. , 2020, , 123-133. | | 0 |
| 1206 | Importance of Social Skills in the Prevention of Risk Situations and Academic Achievement in Secondary Education in Spain: What Do Teachers Expect from Their Students? How Can Coexistence and Well-Being Be Improved?. , 2020, , 153-161. | | 0 |
| 1207 | The Roles of Teacher Expectations and School Composition on Teacherâ€™Child Relationship Quality. Journal of Teacher Education, 2021, 72, 152-167. | 2.0 | 11 |
| 1208 | Preispitivanje odnosa pozitivnog razvoja mladih i socioemocionalnog uÄenja - sistematski pregled. Inovacije U Nastavi, 2021, 34, 110-123. | 0.1 | 1 |
| 1209 | An intervention program to enhance social and emotional competencies in pre-service early childhood education teachers. Psychology, Society and Education, 2020, 12, 17. | 0.2 | 2 |
| 1211 | Differential mental health consequences of strikes and lockouts.. Canadian Journal of Behavioural Science, 2020, 52, 149-153. | 0.5 | 1 |
| 1212 | How Contextual Constraints Shape Midcareer High School Teachers' Stress Management and Use of Digital Support Tools: Qualitative Study. JMIR Mental Health, 2020, 7, e15416. | 1.7 | 7 |
| 1213 | Stability of School Contributions to Student Social-Emotional Learning Gains. American Journal of Education, 2021, 128, 95-145. | 0.7 | 4 |
| 1214 | Improving Emotion Regulation, Well-being, and Neuro-cognitive Functioning in Teachers: a Matched Controlled Study Comparing the Mindfulness-Based Stress Reduction and Health Enhancement Programs. Mindfulness, 2022, 13, 123-144. | 1.6 | 11 |
| 1215 | Teachersâ€™ Socialâ€™Emotional Competence: History, Concept, Models, Instruments, and Recommendations for Educational Quality. Sustainability, 2021, 13, 12142. | 1.6 | 10 |
| 1217 | Strategies for the College Classroom. Advances in Psychology, Mental Health, and Behavioral Studies, 0, , 53-76. | 0.1 | 0 |
| 1218 | Emotional education program: a participative intervention with teachers. Qualitative Research Journal, 2021, 21, 274-285. | 0.4 | 0 |
| 1220 | Early childhood relational contexts contribute to executive function in first grade. Journal of Applied Developmental Psychology, 2022, 78, 101367. | 0.8 | 2 |
| 1221 | Social and emotional learning in teacher preparation: Pre-service teacher well-being. Teaching and Teacher Education, 2022, 110, 103563. | 1.6 | 28 |
| 1222 | Relationship between the Social Emotional Competences of Secondary School Teachers and Students in a virtual teaching experience. , 2021, , . | | 0 |
| 1223 | Coconstructing a Meaningful Online Environment: Facultyâ€™Student Rapport in the English as a Foreign Language College Classroom. Educational Measurement: Issues and Practice, 2022, 41, 70-81. | 0.8 | 2 |
| 1224 | Mental health and subjective wellâ€™being of staff in a secondary school for adolescents with severe and profound multiple learning difficulties. British Journal of Special Education, 2021, 48, 477. | 0.2 | 1 |
| 1225 | Understanding ParentCorpsâ€™ Essential Elements for Building Adult Capacity to Support Young Childrenâ€™s Health and Development. , 2022, , 53-72. | | 2 |

| # | ARTICLE | IF | CITATIONS |
|------|--|-----|-----------|
| 1226 | OKAPI, an Emotional Education and Classroom Climate Improvement Program Based on Cooperative Learning: Design, Implementation, and Evaluation. <i>Sustainability</i> , 2021, 13, 12559. | 1.6 | 2 |
| 1227 | Teacher well-being: A systematic review of the research literature from the year 2000â€“2019. <i>Educational Research Review</i> , 2021, 34, 100411. | 4.1 | 133 |
| 1228 | Mental health support and training to improve secondary school teachersâ€™ well-being: the WISE cluster RCT. <i>Public Health Research</i> , 2021, 9, 1-138. | 0.5 | 2 |
| 1230 | Workplace learning for pre-service teachersâ€™ practice and quality teaching and learning in technical vocational education and training: key to professional development. <i>Journal of Workplace Learning</i> , 2022, 34, 327-351. | 0.9 | 1 |
| 1231 | The attitudes of elementary school students towards physical education teachers. <i>Sport - Nauka I Praksa</i> , 2019, 9, 5-19. | 0.0 | 0 |
| 1234 | Effect of physical activity on mental wellbeing among teachers of secondary school in Almadina city, Saudi Arabia. <i>Journal of Family Medicine and Primary Care</i> , 2021, 10, 4264. | 0.3 | 4 |
| 1235 | First do no harm: How teachers support or undermine children's self-regulation. <i>Early Childhood Research Quarterly</i> , 2022, 59, 172-185. | 1.6 | 7 |
| 1236 | Teacher trainees' experiences with and beliefs about responding to students' challenging life events. <i>Teaching and Teacher Education</i> , 2022, 111, 103603. | 1.6 | 4 |
| 1237 | Under Pressure in Atlanta: School Accountability and Special Education Practices during the Cheating Scandal. <i>Teachers College Record</i> , 2016, 118, 1-26. | 0.4 | 5 |
| 1238 | Personal and Emotional Factors in the Labour Integration of University Graduates in the Field of Education. Implications for University Teaching. <i>Center for Educational Policy Studies Journal</i> , 2011, 1, 191-212. | 0.1 | 1 |
| 1240 | Examining Elementary Teachersâ€™ Risk for Occupational Stress: Associations with Teacher, School, and State Policy Variables. <i>Teachers College Record</i> , 2018, 120, 1-42. | 0.4 | 9 |
| 1241 | Turkish Adaptation of the Social-Emotional Competence Teacher Rating Scale: Validity-Reliability Study. <i>BoÄŸaziÅŸi Åœniversitesi Dergisi, EÄŸitim Bilimleri</i> , 2021, 38, 3-26. | 0.0 | 0 |
| 1242 | From Choice to Performance in Secondary Schools: Evidence from a Disadvantaged Setting in Italy. <i>Italian Economic Journal</i> , 0, , 1. | 0.9 | 1 |
| 1243 | Susceptibility to peer influence on prosocial behavior in adolescents with Mild Intellectual Disability or Borderline Intellectual Functioning. <i>Research in Developmental Disabilities</i> , 2022, 120, 104143. | 1.2 | 4 |
| 1244 | Predictors of First-Grade Teachersâ€™ Teaching-Related Time During COVID-19. <i>AERA Open</i> , 2022, 8, 233285842110677. | 1.3 | 2 |
| 1245 | Using professional development workshops to support school professionals' capacities to promote students' social, emotional, and behavioral health. <i>Psychology in the Schools</i> , 2022, 59, 866-880. | 1.1 | 1 |
| 1246 | Silent expectations: An exploration of women pre-Kindergarten teachersâ€™ mental health and wellness during Covid-19 and beyond. <i>Early Childhood Research Quarterly</i> , 2022, 60, 80-95. | 1.6 | 13 |
| 1247 | Differentiating Teachersâ€™ Social Goals: Implications for Teacherâ€™ Student Relationships and Perceived Classroom Engagement. <i>AERA Open</i> , 2022, 8, 233285842110649. | 1.3 | 4 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1248 | Well-Being of Teachers: The Role of Efficacy of Teachers and Academic Optimism. <i>Frontiers in Psychology</i> , 2021, 12, 831972. | 1.1 | 6 |
| 1249 | Resolving stress of university teacher: exploring role of workplace spirituality and constructive workplace deviance. <i>South Asian Journal of Business Studies</i> , 2022, 11, 295-315. | 0.5 | 7 |
| 1251 | Linking Emotional Intelligence to Mental Health in Chinese High School Teachers: The Mediating Role of Perceived Organizational Justice. <i>Frontiers in Psychology</i> , 2021, 12, 810727. | 1.1 | 3 |
| 1252 | Peer Aggression and Conflictual Teacher-Student Relationships: A Meta-Analysis. <i>School Mental Health</i> , 2022, 14, 306-327. | 1.1 | 12 |
| 1253 | Effects of an SEL Program in a Diverse Population of Low Achieving Secondary Education Students. <i>Frontiers in Education</i> , 2022, 6, . | 1.2 | 6 |
| 1254 | Making a Case for Core Components: New Frontiers in SEL Theory, Research, and Practice. <i>School Psychology Review</i> , 0, , 1-14. | 1.8 | 5 |
| 1255 | Dismantling racism through collaborative consultation: Promoting culturally affirming educator SEL. <i>Theory Into Practice</i> , 2022, 61, 236-249. | 0.9 | 2 |
| 1256 | Integrating mindfulness and connection practices into preservice teacher education results in durable automatic race bias reductions. <i>Journal of School Psychology</i> , 2022, 91, 50-64. | 1.5 | 7 |
| 1257 | The impact of transformational leadership on teachers' job burnout: the mediating role of social-emotional competence and student-teacher relationship. <i>Journal of Educational Administration</i> , 2022, 60, 369-385. | 0.8 | 15 |
| 1258 | Educational dialogue of preschool teachers experiencing different levels of stress. <i>Research Papers in Education</i> , 2023, 38, 593-614. | 1.7 | 1 |
| 1259 | Centering trauma-informed approaches in schools within a social justice framework. <i>Psychology in the Schools</i> , 2022, 59, 2453-2470. | 1.1 | 4 |
| 1260 | Teachers' experiences: social emotional engagement as knowledge and skills. <i>Educational Research</i> , 2022, 64, 41-59. | 0.9 | 2 |
| 1264 | An ecological perspective on early educator well-being at the start of the COVID-19 pandemic. <i>Early Childhood Research Quarterly</i> , 2022, 60, 214-225. | 1.6 | 8 |
| 1265 | School Counselor Consultation Effects on Teachers' Mindfulness, Stress, and Relationships. <i>Professional School Counseling</i> , 2022, 26, 2156759X2210867. | 0.7 | 7 |
| 1266 | Mindfulness in Early Childhood: Developing 21st Century Competencies. <i>Empowering Teaching and Learning Through Policies and Practice</i> , 2022, , 163-187. | 0.8 | 1 |
| 1267 | Mapping the mindfulness: An literature Review of mindfulness in educational field. <i>Open Education Studies</i> , 2022, 4, 136-147. | 0.4 | 2 |
| 1268 | The Impact of Student-Teacher Relationships on Black Middle School Boys. <i>School Mental Health</i> , 2022, 14, 254-265. | 1.1 | 9 |
| 1269 | Restorative Justice and School-wide Transformation: Identifying Drivers of Implementation and System Change. <i>Journal of School Violence</i> , 2022, 21, 190-205. | 1.1 | 1 |

| # | ARTICLE | IF | CITATIONS |
|------|--|-----|-----------|
| 1270 | Design of a mindfulness-based intervention to support teachers'™ emotional regulation behaviors. <i>Current Psychology</i> , 0, , 1. | 1.7 | 0 |
| 1271 | Preschool Teachers'™ Emotional Acting and School-Based Interactions. <i>Early Childhood Education Journal</i> , 2023, 51, 615-626. | 1.6 | 4 |
| 1272 | What do Teachers do to Show They Care? Learning From the Voices of Early Adolescents. <i>Journal of Adolescent Research</i> , 2023, 38, 726-760. | 1.3 | 3 |
| 1273 | Teacher stress and burnout in Australia: examining the role of intrapersonal and environmental factors. <i>Social Psychology of Education</i> , 2022, 25, 441-469. | 1.2 | 59 |
| 1274 | Becoming a competent classroom manager: A case-study of a preservice teacher education course. <i>Teaching Education</i> , 2023, 34, 147-169. | 0.9 | 1 |
| 1275 | Trauma-Informed Attitudes, Teacher Stress, and Expulsion Decision Risk in Preschool Classrooms. <i>School Mental Health</i> , 2022, 14, 918-932. | 1.1 | 4 |
| 1276 | Is Empathy the Key to Effective Teaching? A Systematic Review of Its Association with Teacher-Student Interactions and Student Outcomes. <i>Educational Psychology Review</i> , 2022, 34, 1177-1216. | 5.1 | 28 |
| 1277 | Initial Development and Validation of the Measures of Stressors and Supports for Teachers (MOST). <i>Assessment for Effective Intervention</i> , 2022, 47, 187-197. | 0.6 | 4 |
| 1278 | Predictive ability of the attitude towards plastic surgeries and self ' image editing behavior of symptoms of body dysmorphic disorder among University students. <i>Current Psychology</i> , 0, , 1. | 1.7 | 0 |
| 1280 | The Role of Emotions in Classroom Conflict Management. Case Studies Geared Towards Improving Teacher Training. <i>Frontiers in Psychology</i> , 2022, 13, 818431. | 1.1 | 1 |
| 1281 | Using Emotions as Data: A Framework for Supporting Educators'™ Well-Being and Improving Professional Practice. <i>Teaching Exceptional Children</i> , 0, , 004005992210810. | 0.8 | 3 |
| 1282 | Nurturing compassion in schools: A randomized controlled trial of the effectiveness of a Compassionate Mind Training program for teachers. <i>PLoS ONE</i> , 2022, 17, e0263480. | 1.1 | 15 |
| 1283 | Universal Mindfulness Training in Schools for Adolescents: a Scoping Review and Conceptual Model of Moderators, Mediators, and Implementation Factors. <i>Prevention Science</i> , 2022, 23, 934-953. | 1.5 | 26 |
| 1284 | Latent analysis of the relationship between burnout experienced by Chinese preschool teachers and their professional engagement and career development aspirations. <i>Early Years</i> , 0, , 1-15. | 0.6 | 1 |
| 1285 | An Examination of the Associations Among Teacher Secondary Traumatic Stress, Teacher'™ Student Relationship Quality, and Student Socio-Emotional Functioning. <i>School Mental Health</i> , 2022, 14, 213-224. | 1.1 | 8 |
| 1286 | Teachers'™ views on the acceptability and implementation of the Incredible Years [®] Teacher Classroom Management programme in English (UK) primary schools from the STARS trial. <i>British Journal of Educational Psychology</i> , 2022, 92, 1160-1177. | 1.6 | 2 |
| 1287 | Recess Policy Implementation: Beliefs and Perceptions of <sc>Site'Based Decisions' Makers</sc>. <i>Journal of School Health</i> , 2022, , . | 0.8 | 1 |
| 1288 | Is Teachers' Depression Contagious to Students? A Study Based on Classes' Hierarchical Models. <i>Frontiers in Public Health</i> , 2022, 10, 804546. | 1.3 | 4 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1289 | Teachers'™ Emotional Expressiveness and Coping Reactions to Students'™ Emotions: Associations with Students'™ Social-Emotional Competences and School Adjustment. <i>Early Education and Development</i> , 2023, 34, 607-625. | 1.6 | 6 |
| 1290 | Implications for Mental Health Promotion and Prevention Interventions: Findings From Adolescent Focus Group Discussions in Belize, Kazakhstan, and South Africa. <i>Journal of Adolescent Health</i> , 2023, 72, S105-S111. | 1.2 | 5 |
| 1291 | High performance work systems, employee creativity and organizational performance in the education sector. <i>International Journal of Human Resource Management</i> , 2023, 34, 1876-1905. | 3.3 | 1 |
| 1292 | How Strongly Is Personality Associated With Burnout Among Teachers? A Meta-analysis. <i>Educational Psychology Review</i> , 2022, 34, 1613-1650. | 5.1 | 14 |
| 1293 | Associations between Student'™Teacher Relationship Quality, Class Climate, and Bullying Roles: A Bayesian Multilevel Multinomial Logit Analysis. <i>Victims and Offenders</i> , 2022, 17, 1196-1223. | 1.0 | 14 |
| 1294 | Potential stressors in (prospective) physical education teachers: a comparison of different career stages. <i>German Journal of Exercise and Sport Research</i> , 0, , 1. | 1.0 | 2 |
| 1295 | Teacher victimization and teachers' subjective well-being: Does school climate matter?. <i>Aggressive Behavior</i> , 2022, , . | 1.5 | 4 |
| 1296 | Resilience-Building for Mental Health among Early Childhood Educators: A Systematic Review and Pilot-Study towards an EEG-VR Resilience Building Intervention. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 4413. | 1.2 | 4 |
| 1297 | Improving Literacy for Students With Emotional and Behavioral Disorders: An Innovative Approach. <i>Teacher Education and Special Education</i> , 2022, 45, 331-348. | 1.6 | 3 |
| 1298 | Are test-based policies in the schools associated with burnout and bullying? A study of direct and indirect associations with pupil-teacher ratio as a moderator. <i>Teaching and Teacher Education</i> , 2022, 113, 103670. | 1.6 | 5 |
| 1299 | Early childhood teachers'™ psychological well-being and responsiveness toward children: A comparison between the U.S. and South Korea. <i>Teaching and Teacher Education</i> , 2022, 114, 103705. | 1.6 | 8 |
| 1300 | Promoting occupational health and teaching quality: The impact of a mindfulness intervention in teacher training. <i>Teaching and Teacher Education</i> , 2022, 114, 103703. | 1.6 | 9 |
| 1301 | Promoting educator social emotional competence, well-being, and student'™educator relationships: A pilot study. <i>Mental Health and Prevention</i> , 2022, 26, 200234. | 0.7 | 4 |
| 1302 | Impact of Teachers' Language Expression and Message Valence when Conveying Classroom'™Compliance Instructions ¹. <i>Japanese Psychological Research</i> , 2024, 66, 68-81. | 0.4 | 0 |
| 1303 | Organizational and Personal Factors in Teachers'™ Engagement to Work Activities. <i>Educational Practice and Theory</i> , 2021, 43, 53-67. | 0.2 | 0 |
| 1304 | The Impact of Negative Affectivity on Teacher Burnout. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 13124. | 1.2 | 11 |
| 1305 | Teachers' emotional expressiveness and classroom management practices: Associations with young students' social'™emotional and behavioral competence. <i>Psychology in the Schools</i> , 2022, 59, 557-573. | 1.1 | 8 |
| 1306 | Strategies for fostering emotional intelligence among organizational leaders. <i>Recherches En Sciences De Gestion</i> , 2021, NÂ° 145, 217-241. | 0.0 | 0 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1307 | The bedrock of public service motivation among Chinese adolescents: family and school institutions. <i>Journal of Asian Public Policy</i> , 0, , 1-30. | 2.2 | 2 |
| 1308 | Studentsâ€™ experiences of reflective practices as pedagogy in early childhood higher education. <i>Journal of Early Childhood Teacher Education</i> , 2023, 44, 261-287. | 0.9 | 1 |
| 1309 | Students in sight: Using mobile eye-tracking to investigate mathematics teachersâ€™ gaze behaviour during task instruction-giving. <i>Frontline Learning Research</i> , 2021, 9, 92-115. | 0.4 | 4 |
| 1310 | How Social and Emotional Competencies Inform Special Educatorsâ€™ Social Networks. <i>Education and Treatment of Children</i> , 2020, 43, 295-311. | 0.6 | 3 |
| 1311 | School Climate and Teachersâ€™ Motivational Variables: Effects on Teacher Satisfaction and Classroom Motivational Climate Perceived by Middle School Students. A Cross-cultural Study. <i>Psicologia Educativa</i> , 2022, 28, 151-163. | 0.5 | 3 |
| 1312 | Neural activation during emotional interference corresponds to emotion dysregulation in stressed teachers. <i>Npj Science of Learning</i> , 2022, 7, 5. | 1.5 | 2 |
| 1313 | Cultivating Skillful Means of Care in Schools Through Compassion Practice and Individual and Joint Inquiry. <i>Mindfulness</i> , 2023, 14, 2499-2515. | 1.6 | 6 |
| 1314 | Understanding High Quality Teacher-Student Interactions in High Needs Elementary Schools: An Exploration of Teacher, Student, and Relational Contributors. <i>School Mental Health</i> , 0, , . | 1.1 | 2 |
| 1315 | Teaching with Acceptance and Commitment: Building Teachersâ€™ Social-Emotional Competencies for Teaching Effectiveness. <i>Educational Forum</i> , 0, , 1-15. | 0.9 | 4 |
| 1316 | Effectively supporting teachers: a peer supervision model using reflective circles. <i>Teachers and Teaching: Theory and Practice</i> , 0, , 1-15. | 0.9 | 0 |
| 1317 | What Do I Know About Social-Emotional Learning: A Comparative Analysis Between Public and Private Preschool Teachers in Punjab. <i>SAGE Open</i> , 2022, 12, 215824402210912. | 0.8 | 2 |
| 1318 | Spread Too Thin: The Effect of Specialization on Teaching Effectiveness. <i>Educational Evaluation and Policy Analysis</i> , 2022, 44, 593-607. | 1.6 | 2 |
| 1319 | Exploring the psychometric properties of personal optimism and self-efficacy optimism-extended (POSO-E) scale among Indian teachers. <i>Benchmarking</i> , 2023, 30, 2234-2247. | 2.9 | 5 |
| 1327 | Exploring the Relationship between Preservice Preschool Teachersâ€™ Views about the Teacher Effectiveness Training Model and Their Communication Skills. <i>Anemon MuÄŸ Alparslan Äœniversitesi Sosyal Bilimler Dergisi</i> , 0, , . | 0.1 | 0 |
| 1328 | An Investigation Into Chinese EFL Teachersâ€™ Self-Efficacy and Stress as Predictors of Engagement and Emotional Exhaustion. <i>SAGE Open</i> , 2022, 12, 215824402210933. | 0.8 | 2 |
| 1329 | Chinese English as a Foreign Language Teachersâ€™ Immunity and Mindfulness as Predictors of Their Work Engagement. <i>Frontiers in Psychology</i> , 2022, 13, 874356. | 1.1 | 3 |
| 1330 | Redefining learning through social-emotional learning. <i>International Journal of Health Sciences</i> , 0, , 3008-3019. | 0.0 | 0 |
| 1331 | Challenges for implementation in diverse settings: reflections on two randomised controlled trials of educational interventions in South American communities. <i>Research Papers in Education</i> , 2023, 38, 966-986. | 1.7 | 4 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1332 | Preschool teachers' ability to manage problem behaviours in their classroom: can it be predicted by teacher self-efficacy and emotional literacy. <i>Journal of Teacher Education and Lifelong Learning</i> , 2022, 4, 1-11. | 0.3 | 5 |
| 1333 | Does School-Level Instructional Quality Matter for School Mathematics Performance? Comparing Teacher Data across Seven Countries. <i>Sustainability</i> , 2022, 14, 5267. | 1.6 | 2 |
| 1334 | Effects of Autonomy Support and Emotion Regulation on Teacher Burnout in the Era of the COVID-19 Pandemic. <i>Frontiers in Psychology</i> , 2022, 13, 846290. | 1.1 | 15 |
| 1335 | Enhancing Early Childhood Educators' Skills in Co-regulating Children's Emotions: A Collaborative Learning Program. <i>Frontiers in Education</i> , 2022, 7, . | 1.2 | 1 |
| 1336 | Positive Psychology Goes to School: Conceptualizing Students' Happiness in 21 st Century Schools While "Minding the Mind" Are We There Yet? Evidence-Backed, School-Based Positive Psychology Interventions. <i>ECS Transactions</i> , 2022, 107, 11199-11214. | 0.3 | 18 |
| 1337 | The Role of English as a Foreign Language Teachers' Mindfulness and Compassion in Fostering Students' Foreign Language Enjoyment. <i>Frontiers in Psychology</i> , 2022, 13, 899298. | 1.1 | 5 |
| 1338 | The feasibility and promise of Dialectical Behavior Therapy Skills Training with teachers and school personnel in high-poverty schools. <i>Psychology in the Schools</i> , 2022, 59, 2229-2250. | 1.1 | 1 |
| 1339 | The body doesn't lie: yoga and embodiment in the higher education classroom. <i>Teaching in Higher Education</i> , 0, , 1-17. | 1.7 | 1 |
| 1341 | Earthquake Vulnerability Reduction by Building a Robust Social-Emotional Preparedness Program. <i>Sustainability</i> , 2022, 14, 5763. | 1.6 | 0 |
| 1342 | The role of teachers' intelligence conceptions, teaching beliefs and self-efficacy on classroom management practices. <i>Ricerche Di Psicologia</i> , 2022, , 1-19. | 0.2 | 2 |
| 1343 | Developing Preservice Teacher Knowledge and Confidence of Functional Assessment-Based Interventions. <i>Advances in Learning and Behavioral Disabilities</i> , 2022, 32, 189-210. | 0.3 | 0 |
| 1344 | Türkiye'de okul öncesi eğitim ve kanıt temelli öğrenimi stratejileri. <i>Erken Çocukluk Çalışmaları Dergisi</i> , 2022, 6, 268-307. | 0.0 | 1 |
| 1345 | Teacher well-being in the classroom: A micro-longitudinal study. <i>Teaching and Teacher Education</i> , 2022, 115, 103720. | 1.6 | 15 |
| 1346 | RESCUR Surfing the Waves. , 2022, , 1937-1950. | | 0 |
| 1347 | A Longitudinal Study of the Psychological State of Teachers Before and During the COVID-19 Outbreak in Mexico. <i>Psychological Reports</i> , 2023, 126, 2789-2820. | 0.9 | 3 |
| 1348 | Improving the Social Connectivity in Engineering Educational Networks and Implications. <i>IEEE Transactions on Education</i> , 2023, 66, 30-37. | 2.0 | 0 |
| 1349 | Gender and sexuality alliance advisors' perceptions of self-efficacy and social emotional competency: An exploratory study. <i>Psychology in the Schools</i> , 2022, 59, 2144-2158. | 1.1 | 1 |
| 1350 | The Role of Teacher-Student Relationships in Predicting Teachers' Occupational Wellbeing, Emotional Exhaustion, and Enthusiasm. <i>Frontiers in Psychology</i> , 2022, 13, . | 1.1 | 5 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1351 | Interventions for Developing Wisdom. , 2022, , 193-208. | | 0 |
| 1353 | Contribution of children's reading motivation and prosocial efficacy to reading growth. Learning and Individual Differences, 2022, 97, 102163. | 1.5 | 4 |
| 1355 | Chinese English as a Foreign Language Teachersâ€™ Wellbeing and Motivation: The Role of Mindfulness. Frontiers in Psychology, 2022, 13, . | 1.1 | 1 |
| 1356 | Enhancing teacher-student relationship quality: A narrative review of school-based interventions. Educational Research Review, 2022, 37, 100459. | 4.1 | 22 |
| 1357 | Social-emotional learning and class climate among elementary-aged students in Japan. International Journal of School and Educational Psychology, 2023, 11, 207-217. | 1.0 | 1 |
| 1358 | Special Educator Burnout and Fidelity in Implementing Behavior Support Plans: A Call to Action. Journal of Emotional and Behavioral Disorders, 2023, 31, 84-96. | 1.1 | 15 |
| 1359 | Sensitivity to teachersâ€™ punishment and social affiliation with teachers: Unique and interactive effects to callous-unemotional traits among preadolescents. Journal of Research in Personality, 2022, 99, 104247. | 0.9 | 3 |
| 1361 | Deep Integration of Pre-Service Teacher Education and SELâ€™ Pathway Analysis and Experience Decoding of the SEL Program at San Jose State University, USA. Advances in Education, 2022, 12, 1859-1867. | 0.0 | 1 |
| 1362 | Integrating Social and Emotional Learning: Creating Space for Afterschool Educator Expertise. AERA Open, 2022, 8, 233285842211015. | 1.3 | 1 |
| 1363 | Understanding Teacher Self-Efficacy to Address Studentsâ€™ Social-Emotional Needs in the COVID-19 Pandemic. Urban Education, 0, , 004208592210998. | 1.2 | 4 |
| 1364 | Educational interventions to promote adolescentsâ€™ mental health: A scoping review. Health Education Journal, 2022, 81, 597-613. | 0.6 | 4 |
| 1365 | The relationship between emotional regulation of teachers and the participation of students with autism in inclusive primary and preschool schools. Journal of Research in Special Educational Needs, 2024, 24, 3-11. | 0.5 | 2 |
| 1366 | A Critical Conversation About Mindfulness for School Leadership. Advances in Higher Education and Professional Development Book Series, 2022, , 124-141. | 0.1 | 0 |
| 1367 | A Scoping Study of Insomnia Symptoms in School Teachers. Behavioral Sleep Medicine, 2023, 21, 304-321. | 1.1 | 3 |
| 1368 | How Much Do We Care about Teacher Burnout during the Pandemic: A Bibliometric Review. International Journal of Environmental Research and Public Health, 2022, 19, 7134. | 1.2 | 16 |
| 1369 | Secondary teachersâ€™ perceptions of the importance of pedagogical approaches to support studentsâ€™ behavioural, emotional and cognitive engagement. Australian Educational Researcher, 2023, 50, 1025-1047. | 1.6 | 5 |
| 1370 | Teachersâ€™ Adoption of Emotions-Based Learning Outcomes: Significance of Teachersâ€™ Competence, Creative Performance, and University Performance. Frontiers in Psychology, 0, 13, . | 1.1 | 6 |
| 1371 | Teacher and Child Factors Associated with Emotion Talk between Teachers and Preschoolers Displaying Elevated Externalizing Behaviors. Early Education and Development, 2023, 34, 1075-1092. | 1.6 | 1 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1372 | SAGA-Supporting Social-Emotional Development in Early Childhood Education: The Development of a Mentalizing-Based Intervention. <i>Education Sciences</i> , 2022, 12, 409. | 1.4 | 0 |
| 1373 | Newly Qualified Teachers's Well-Being During the COVID-19 Pandemic: Testing a Social Support Intervention Through Design-Based Research. <i>Frontiers in Psychology</i> , 0, 13, . | 1.1 | 4 |
| 1374 | The Predictive Effect of Early Maladaptive Schemas and Hardiness on Burnout of Elementary School Teachers. <i>Iranian Evolutionary Educational Psychology Journal</i> , 2022, 4, 73-83. | 0.0 | 1 |
| 1376 | Dispositions and Practices of Effective Teachers: Meeting the Needs of At-Risk Minority Students in China. <i>Chinese Education and Society</i> , 2022, 55, 147-164. | 0.3 | 1 |
| 1377 | Teachers' physiological and self-reported stress, teaching practices and students' learning outcomes in Grade 1. <i>British Journal of Educational Psychology</i> , 2023, 93, 211-226. | 1.6 | 6 |
| 1378 | Teacher Concern During COVID-19: Associations With Classroom Climate. <i>School Psychology Review</i> , 2024, 53, 69-81. | 1.8 | 2 |
| 1379 | Prevalence of Parental Violence Toward Teachers: A Meta-Analysis. <i>Violence and Victims</i> , 2022, 37, 348-366. | 0.4 | 6 |
| 1380 | Teachers's social self-efficacy: development and validation of a new scale. <i>Cogent Education</i> , 2022, 9, . | 0.6 | 3 |
| 1381 | Early care and education settings as contexts for socialization: New directions for quality assessment. <i>Child Development Perspectives</i> , 2022, 16, 127-133. | 2.1 | 7 |
| 1382 | English as a Foreign Language Teachers's Work Engagement, Burnout, and Their Professional Identity. <i>Frontiers in Psychology</i> , 0, 13, . | 1.1 | 9 |
| 1383 | Az 'reflexi' megvltozott tartalma online oktat's idej'n a vall'stan'rok n'z'pontj'b'l. <i>Studia Universitatis Babeş-Bolyai Theologia Reformata Transylvanica</i> , 2022, 67, 30-52. | 0.0 | 0 |
| 1384 | Evidence of efficacy of the <i>Integrated Literacy Study Group</i> professional learning program to enhance reading instruction for students with emotional and behavioral disorders. <i>Psychology in the Schools</i> , 2023, 60, 182-198. | 1.1 | 3 |
| 1385 | Perceived teacher empathy and teenagers's positive academic emotions: The mediating effect of interpersonal emotion regulation. <i>School Psychology International</i> , 2022, 43, 443-459. | 1.1 | 2 |
| 1386 | The influence of SES, cognitive, and non-cognitive abilities on grades: cross-sectional and longitudinal evidence from two Swedish cohorts. <i>European Journal of Psychology of Education</i> , 2023, 38, 587-603. | 1.3 | 8 |
| 1387 | Impact of Foreign Language Classroom Anxiety on Higher Education Students Academic Success: Mediating Role of Emotional Intelligence and Moderating Influence of Classroom Environment. <i>Frontiers in Psychology</i> , 0, 13, . | 1.1 | 4 |
| 1388 | Social Competence and Relationships for Students With Emotional and Behavioral Disorders. <i>Journal of Special Education</i> , 2023, 56, 225-236. | 1.2 | 0 |
| 1389 | Effectiveness of universal school-based mindfulness training compared with normal school provision on teacher mental health and school climate: results of the MYRIAD cluster randomised controlled trial. <i>Evidence-Based Mental Health</i> , 2022, 25, 125-134. | 2.2 | 18 |
| 1390 | A Consequential Partnership. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2022, 230, 264-275. | 0.7 | 9 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1391 | An Investigation Into the Interplay Between Chinese EFL Teachers' Emotional Intelligence, Ambiguity Tolerance, and Work Engagement. <i>Frontiers in Psychology</i> , 0, 13, . | 1.1 | 2 |
| 1392 | Effects of Teacher Engagement on Students' Achievement in an Online English as a Foreign Language Classroom: The Mediating Role of Autonomous Motivation and Positive Emotions. <i>Frontiers in Psychology</i> , 0, 13, . | 1.1 | 11 |
| 1393 | Classroom social climate, growth language mindset, and student engagement: the mediating role of boredom in learning English as a foreign language. <i>Journal of Multilingual and Multicultural Development</i> , 0, , 1-19. | 1.0 | 60 |
| 1394 | The wellbeing protocol mitigates the effects of COVID-19 on stress and burnout: a qualitative analysis of the underlying mechanisms. <i>Journal of Workplace Learning</i> , 2022, 34, 725. | 0.9 | 1 |
| 1395 | A Systematic Review of Evidence-Based Wellbeing Initiatives for Schoolteachers and Early Childhood Educators. <i>Educational Psychology Review</i> , 2022, 34, 2919-2969. | 5.1 | 9 |
| 1396 | Assessment of adult learning outcomes from a school-based training on adverse childhood experiences science and trauma-informed care. <i>Child Abuse and Neglect</i> , 2022, , 105777. | 1.3 | 0 |
| 1397 | Preschool Teachers' Mindfulness and Children's Social, Emotional, and Behavioral Functioning. <i>Mindfulness</i> , 2022, 13, 2059-2068. | 1.6 | 2 |
| 1398 | Learning to Care: Faculty Perspectives on Developing Empathy and Inclusive Mindsets in Biomedical Engineering. <i>Biomedical Engineering Education</i> , 0, , . | 0.6 | 1 |
| 1399 | Interactional quality in middle schools: Latent profiles and their associations with teacher, classroom, and school compositional factors. <i>Journal of School Psychology</i> , 2022, 93, 79-97. | 1.5 | 3 |
| 1400 | Teachers' perspectives of social-emotional learning: Informing the development of a linguistically and culturally responsive framework for social-emotional wellbeing in Aotearoa New Zealand. <i>Teaching and Teacher Education</i> , 2022, 117, 103813. | 1.6 | 9 |
| 1401 | Student Teachers' Video-Assisted Collaborative Reflections of Socio-Emotional Experiences During Teaching Practicum. <i>Frontiers in Education</i> , 0, 7, . | 1.2 | 2 |
| 1402 | The Relationship Between School Climate and Student Bullying. , 2014, 8, . | | 13 |
| 1404 | Integrating Social Emotional Learning Into the Formative Development of Educator Dispositions. <i>Advances in Higher Education and Professional Development Book Series</i> , 2022, , 50-75. | 0.1 | 1 |
| 1405 | Türkçe'de Eğitim Fakültesi Dergilerinde Sınırlandırılmış Yeterliliğin İncelenmesi: Bir Meta-Sentez Çalışması. <i>Yuzuncu Yıl Üniversitesi Eğitim Fakültesi Dergisi</i> , 0, , . | 0.5 | 0 |
| 1406 | Heart-Based Teaching. , 2022, , 675-705. | | 0 |
| 1407 | Virtual Reality for Teacher Training. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2022, , 21-47. | 0.2 | 0 |
| 1408 | SEL in Context: School Mobility and Social-Emotional Learning Trajectories in a Low-Income, Urban School District. <i>Education and Urban Society</i> , 2024, 56, 164-200. | 0.8 | 1 |
| 1409 | How to Measure the Mental Health of Teachers? Psychometric Properties of the GHQ-12 in a Large Sample of German Teachers. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 9708. | 1.2 | 3 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1410 | The Sociodemographic-Professional Profile and Emotional Intelligence in Infant and Primary Education Teachers. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 9882. | 1.2 | 4 |
| 1411 | How to Increase Teacher Performance through Engagement and Work Efficacy. <i>Sustainability</i> , 2022, 14, 10167. | 1.6 | 0 |
| 1412 | Comparing Indirect and Combined Effects of Mindfulness and Compassion Practice Among Schoolchildren on Inter- and Intra-personal Abilities. <i>Mindfulness</i> , 2022, 13, 2282-2298. | 1.6 | 7 |
| 1413 | Black Screen: Bridging the Social and Emotional Void. , 2022, , 21-37. | | 0 |
| 1414 | Teachersâ€™ classroom management for motivating studentsâ€™ creativity. <i>Middle School Journal</i> , 2022, 53, 28-39. | 0.4 | 3 |
| 1415 | High school English-as-a-foreign-language teachersâ€™ emotional labor and job satisfaction: A latent profile analytical approach. <i>Frontiers in Psychology</i> , 0, 13, . | 1.1 | 1 |
| 1416 | Promising Findings that the Cultivating Healthy Intentional Mindful Educatorsâ€™ Program (CHIME) Strengthens Early Childhood Teachersâ€™ Emotional Resources: An Iterative Study. <i>Early Childhood Education Journal</i> , 2023, 51, 1291-1304. | 1.6 | 6 |
| 1417 | Elementary school climate through teachersâ€™ eyes: Portuguese adaptation of the Organizational Climate Description Questionnaire Revised for Elementary schools. <i>Current Psychology</i> , 2023, 42, 24312-24325. | 1.7 | 2 |
| 1418 | Research from 1996 to 2019 on approaches to address conflicts in schools: A bibliometric review of publication activity and research topics. <i>Journal of Peace Education</i> , 0, , 1-29. | 0.5 | 1 |
| 1419 | Early Childhood Education Teacher Well-Being: Performativity as a Means of Coping. <i>Early Childhood Education Journal</i> , 2023, 51, 1385-1399. | 1.6 | 1 |
| 1420 | Classroom environment and willingness to communicate in English: The mediating role of emotions experienced by university students in China. <i>Language Teaching Research</i> , 0, , 136216882211116. | 2.1 | 26 |
| 1421 | Indiscipline: The school climate of Brazilian schools and the impact on student performance. <i>International Journal of Educational Development</i> , 2022, 94, 102657. | 1.4 | 5 |
| 1422 | Profiles of teachersâ€™ occupational health: Associations with classroom management practices, gender, and race. <i>Teaching and Teacher Education</i> , 2022, 118, 103819. | 1.6 | 3 |
| 1423 | Supporting every teacher: Using the Holistic Teacher Assessment (HTA) to measure social-emotional experiences of educators. <i>Teaching and Teacher Education</i> , 2022, 119, 103827. | 1.6 | 1 |
| 1424 | Developing empathy and support for students with the â€œmost challenging behaviors:â€•Mixed-methods outcomes of professional development in trauma-informed teaching practices. <i>Frontiers in Education</i> , 0, 7, . | 1.2 | 5 |
| 1425 | â€œI always take their problem as mineâ€• Understanding the relationship between teacher-student relationships and teacher well-being in crisis contexts. <i>International Journal of Educational Development</i> , 2022, 95, 102670. | 1.4 | 9 |
| 1426 | Transformation of Childhood in the Education System. <i>Science Across Cultures</i> , 2022, , 55-71. | 0.0 | 0 |
| 1427 | Achtsamkeitstraining im Referendariat. , 2022, , 117-132. | | 0 |

| # | ARTICLE | IF | CITATIONS |
|------|--|-----|-----------|
| 1428 | The Dance of Love and Fear: An Emotional-Organizational Perspective on Peace Education. Wiener Beitrage Zur Islamforschung, 2022, , 87-104. | 0.2 | 0 |
| 1429 | Reimagining Higher Education Post Pandemic. Advances in Logistics, Operations, and Management Science Book Series, 2022, , 400-421. | 0.3 | 1 |
| 1430 | Mechanisms Supporting Studentsâ€™ Social and Emotional Learning Development: Qualitative Findings from a Teacher-Led Intervention. Canadian Journal of Community Mental Health, 0, , 1-18. | 0.1 | 3 |
| 1431 | School as a risk factor: considering how learning from work-based education can improve studentsâ€™ experiences in school. Preventing School Failure, 2023, 67, 246-255. | 0.4 | 0 |
| 1432 | Behavioral Strategies for Trauma-Informed Elementary General Music Education for Students With Emotional/Behavioral Disorders: A Review of the Literature. UPDATE: Applications of Research in Music Education, 2023, 41, 38-47. | 0.5 | 2 |
| 1433 | â€œWe canâ€™t share things with our teachersâ€: Narratives of mistrust and disconnect between South African female learners and their teachers. Frontiers in Education, 0, 7, . | 1.2 | 0 |
| 1434 | Building elementary studentsâ€™ social and emotional skills: A randomized control trial to evaluate a teacher-led intervention. School Mental Health, 2023, 15, 138-150. | 1.1 | 3 |
| 1435 | Accompanying the development of emotion regulation: A psychological and pedagogical topic in pre- and primary-school. Psihosloska Obzorja, 0, , 526-531. | 0.1 | 0 |
| 1436 | Convivencia escolar desde el marco de la psicologÃa evolutiva y de la educaci3n. Revista CES Psicologia, 2022, 15, 202-224. | 0.1 | 1 |
| 1437 | How Does Transformational Leadership Relieve Teacher Burnout: The Role of Self-Efficacy and Emotional Intelligence. Psychological Reports, 0, , 003329412211257. | 0.9 | 3 |
| 1438 | Enhancing Teachersâ€™ Emotional Awareness Through Continuing Professional Development: Mission Possible?. Scandinavian Journal of Educational Research, 2023, 67, 886-899. | 1.0 | 0 |
| 1439 | Experienced burnout and teacherâ€™working environment fit: a comparison of teacher cohorts with or without persistent turnover intentions. Research Papers in Education, 2024, 39, 277-300. | 1.7 | 3 |
| 1440 | Development of the Social and Emotional Competence Assessment Battery for Adults. Assessment, 2023, 30, 1848-1869. | 1.9 | 2 |
| 1441 | Youth Development Staff Experiences During the COVID-19 Pandemic: a Mixed Methods Study. Child and Youth Care Forum, 0, , . | 0.9 | 0 |
| 1442 | School structure, bullying by teachers, moral disengagement, and studentsâ€™ aggression: A mediation model. Frontiers in Psychology, 0, 13, . | 1.1 | 1 |
| 1443 | Promoting Well-Being and Responsiveness in Pre-Service Teachers Using Dialectical Behavior Therapy Skills: A Mixed-Methods Study. Journal of Prevention and Health Promotion, 2022, 3, 508-538. | 0.4 | 1 |
| 1444 | The satisfaction of basic psychological needs and childrenâ€™s reading growth in culturally relevant summer reading contexts. Educational Studies, 0, , 1-18. | 1.4 | 0 |
| 1445 | Socialâ€™Emotional Learning for Whom? Implications of a Universal SEL Program and Teacher Well-being for Teachersâ€™ Interactions with Students. School Mental Health, 2023, 15, 190-201. | 1.1 | 5 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1446 | Trajectory of Teacher Well-Being Research between 1973 and 2021: Review Evidence from 49 Years in Asia. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 12342. | 1.2 | 5 |
| 1447 | Childcare Providers and COVID-19: The Role of Regulatory Emotional Self-Efficacy in Sustaining Subjective Well-Being. <i>Early Education and Development</i> , 0, , 1-12. | 1.6 | 0 |
| 1448 | Modeling the role of emotion regulation and critical thinking in immunity in higher education. <i>Frontiers in Psychology</i> , 0, 13, . | 1.1 | 17 |
| 1449 | Bidirectional associations among teachers' burnout and classroom relational climate across an academic year. <i>Journal of School Psychology</i> , 2022, 95, 43-57. | 1.5 | 7 |
| 1450 | HUBUNGAN ANTARA REGULASI EMOSI DENGAN PERILAKU PROSOSIAL GURU DI SLB NEGERI SEMARANG. , 2020, 9, 294-299. | | 0 |
| 1451 | Returning to School: Teachersâ€™ Occupational and COVID-19-Related Stress and Their Perceptions of School Climate. <i>Contemporary School Psychology</i> , 2024, 28, 43-55. | 0.9 | 3 |
| 1452 | The relationship between emotional intelligence and the learning motivation of students with specific learning disorders moderated by the inclusion ability of special education teachers in Arab minority in Israel. <i>Educational Studies</i> , 2023, 49, 451-472. | 1.4 | 1 |
| 1453 | Promoting socio-emotional learning competencies in teacher education through online clinical simulations. <i>European Journal of Teacher Education</i> , 0, , 1-16. | 2.2 | 2 |
| 1454 | Effects of the A+ intervention on elementary-school teachersâ€™ social and emotional competence and occupational health. <i>Frontiers in Psychology</i> , 0, 13, . | 1.1 | 1 |
| 1455 | Dynamics between perceived social support and study engagement among primary school students: A three-year longitudinal survey. <i>Social Psychology of Education</i> , 2022, 25, 1481-1505. | 1.2 | 4 |
| 1456 | Schoolwide Approaches for Promoting Social and Emotional Well-Being in Australian School Contexts: Focus Group Interviews with System and School Stakeholders. <i>American Journal of Education</i> , 0, , 000-000. | 0.7 | 3 |
| 1457 | Examining the Relationships between Student Teacher Professional Identity Tensions and Motivation for Teaching: Mediating Role of Emotional Labor Strategies in China. <i>Sustainability</i> , 2022, 14, 12727. | 1.6 | 3 |
| 1458 | Promoting Preschoolersâ€™ Social and Emotional Competencies Through Emotion-Focused Teaching. <i>Early Education and Development</i> , 2023, 34, 1729-1748. | 1.6 | 2 |
| 1459 | The Quality of Teacher-child Interactions and Teachersâ€™ Occupational well-being in Finnish Kindergartens: A Person-centered Approach. <i>Early Education and Development</i> , 2023, 34, 1506-1527. | 1.6 | 0 |
| 1460 | It Flows Both Ways: Relationships between Families and Educators during the COVID-19 Pandemic. <i>Education Sciences</i> , 2022, 12, 745. | 1.4 | 3 |
| 1461 | Teachers in the 21st Century: Emotional Intelligence Skills Make the Difference. , 0, , . | | 1 |
| 1462 | Managing problem behavior and the role of metacognitive skills. <i>European Journal of Psychology of Education</i> , 2023, 38, 1227-1250. | 1.3 | 1 |
| 1463 | The Relation Between Adult Anxious Attachment and Mental Health among Chinese Pre-service Teachers: The Role of Negative Coping Style and Social Support. <i>Asia-Pacific Education Researcher</i> , 2023, 32, 769-782. | 2.2 | 1 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1464 | Sense of Efficacy and Psychological Distress among Primary School Teachers in Kinta Utara District, Perak, Malaysia. , 2022, Publish Ahead of Print, . | | 0 |
| 1465 | Burnout among public primary school teachers in Dire Dawa administrative region, Ethiopia. Frontiers in Education, 0, 7, . | 1.2 | 0 |
| 1466 | Bridging simulation technology with positive behavioral supports to promote student engagement and behavior. Journal of School Psychology, 2022, 95, 121-138. | 1.5 | 3 |
| 1467 | The intersection of teacher-child language & ethnic match for Hispanic/Latine dual language learners in early elementary school. Early Childhood Research Quarterly, 2023, 62, 347-359. | 1.6 | 3 |
| 1468 | Teachers' daily physiological stress and positive affect in relation to their general occupational well-being. British Journal of Educational Psychology, 2023, 93, 368-385. | 1.6 | 5 |
| 1469 | Beyond All Splits: Envisioning the Next Generation of Science on Mindfulness and Compassion in Schools for Students. Mindfulness, 2023, 14, 239-254. | 1.6 | 18 |
| 1470 | Teachers "looking into a mirror"™ - a journey through exposure to diverse perspectives. Intercultural Education, 0, , 1-19. | 0.4 | 1 |
| 1471 | Profiles of Teachers'™ Work Engagement in Special Education: The Impact of Burnout and Job Satisfaction. International Journal of Disability Development and Education, 0, , 1-18. | 0.6 | 6 |
| 1472 | A Moderated Mediation Model of Socio-Economic Status, Hope, Teacher-Student Relationship, and Autonomous Learning among Chinese Middle School Students. Child Indicators Research, 0, , . | 1.1 | 0 |
| 1473 | Social and emotional learning. , 2023, , 92-106. | | 0 |
| 1474 | Teaching is influenced by the teacher. , 2023, , 287-303. | | 0 |
| 1475 | The contributions of positive organizational studies to educational leadership and school improvement. , 2023, , 511-523. | | 0 |
| 1476 | Teachers' anti-black biases in disciplinary decisions: The role of mindfulness. Journal of School Psychology, 2023, 96, 75-87. | 1.5 | 6 |
| 1477 | Mindful preparation: An exploration of the effects of mindfulness and SEL training on pre-service teacher efficacy and empathy. Teaching and Teacher Education, 2023, 123, 103986. | 1.6 | 4 |
| 1478 | Mindfulness and academic burnout among chinese elementary school students: The mediating role of perceived teacher support. Teaching and Teacher Education, 2023, 123, 103991. | 1.6 | 1 |
| 1479 | Transformative Innovation in teacher education: Research toward a critical global didactica. Teaching and Teacher Education, 2023, 123, 103974. | 1.6 | 5 |
| 1480 | Understanding academic readiness for kindergarten: The interactive role of emotion knowledge and teacher-child closeness. Journal of Experimental Child Psychology, 2023, 227, 105585. | 0.7 | 0 |
| 1481 | Reconsidering teachers' basic psychological needs in relation to psychological functioning across an academic year. Teaching and Teacher Education, 2023, 123, 103989. | 1.6 | 3 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1482 | Una aproximación al Compromiso Emocional Docente y su relación con otras variables psicoeducativas.. <i>Escritos De Psicología</i> , 2022, 15, 171-181. | 0.2 | 3 |
| 1483 | Constructing multi-theory vignettes to measure the application of knowledge in ambivalent educational situations. <i>Frontiers in Education</i> , 0, 7, . | 1.2 | 0 |
| 1484 | School climate and resilience promoting characteristics: exploring latent patterns of student perceptions in California. <i>Oxford Review of Education</i> , 2023, 49, 664-680. | 1.4 | 1 |
| 1485 | Relational Health as a Pathway from Trauma to Flourishing in School Communities. <i>Journal of School Health</i> , 2023, 93, 628-637. | 0.8 | 2 |
| 1486 | Preventing Depression in Children and Adolescents Through Mindfulness-Based Interventions in Schools. <i>Depression and Personality</i> , 2023, , 29-53. | 0.3 | 0 |
| 1487 | Mapping the Contributions of the <i>Review of Educational Research</i> to Education, 1931â€“2020. <i>Review of Educational Research</i> , 0, , 003465432211327. | 4.3 | 1 |
| 1488 | Le sentiment dâ€™efficacité personnelle des enseignants en gestion de classe et leur satisfaction au travail: le rôle explicatif des stratégies de gestion des comportements auprès des élèves qui présentent des problèmes de comportement extériorisés. <i>Canadian Journal of Education</i> , 0, , . | 0.3 | 0 |
| 1489 | The well-being of head start teachers: a scoping literature review. <i>Journal of Early Childhood Teacher Education</i> , 2023, 44, 747-772. | 0.9 | 4 |
| 1490 | Student trauma, trauma-informed teaching, and self-care in preservice teachersâ€™ clinical experiences. <i>Teacher Development</i> , 2023, 27, 55-74. | 0.4 | 1 |
| 1491 | Growing Brains, Nurturing Mindsâ€”Neuroscience as an Educational Tool to Support Studentsâ€™ Development as Life-Long Learners. <i>Brain Sciences</i> , 2022, 12, 1622. | 1.1 | 4 |
| 1492 | Perceived-teacher presenteeism scale: A scale development study. <i>International Journal of Assessment Tools in Education</i> , 2022, 9, 848-866. | 0.4 | 1 |
| 1493 | Is Physical Activity Good Medicine for Children and Youth with Attention-Deficit Hyperactivity Disorder? Which Aspects Could Influence Outcomes? an Umbrella Review. <i>International Journal of Disability Development and Education</i> , 0, , 1-16. | 0.6 | 2 |
| 1494 | â€˜Staying Afloatâ€™: A Mixed Methods Study of the Financial and Psychological Well-being of Early Childhood Educators. <i>Early Childhood Education Journal</i> , 2024, 52, 293-304. | 1.6 | 2 |
| 1495 | Using research-practice-policy partnerships to mitigate the effects of childhood trauma on educator burnout. <i>Child Abuse and Neglect</i> , 2022, , 105941. | 1.3 | 1 |
| 1496 | Cultural Adaptation of an Educator Socialâ€“Emotional Learning Program to Support Indigenous Students. <i>School Psychology Review</i> , 0, , 1-17. | 1.8 | 3 |
| 1497 | A DisCrit Critique of Practices for Youth With or At Risk of Emotional and Behavioral Disorders. <i>Journal of Emotional and Behavioral Disorders</i> , 2024, 32, 36-46. | 1.1 | 2 |
| 1498 | Impacto del COVID-19. <i>Human Review</i> , 2022, 11, 1-13. | 0.0 | 1 |
| 1499 | The interconnected school context: Meta-analyses of the associations between peer aggression involvement and teacher-student relationship closeness. <i>School Psychology International</i> , 2023, 44, 396-446. | 1.1 | 2 |

| # | ARTICLE | IF | CITATIONS |
|------|--|-----|-----------|
| 1500 | The boundaries between personal life and professional role: a proposal to apply some principles of the Structural Family Therapy by Salvador Minuchin to teachers. <i>Journal of Education for Teaching</i> , 0, , 1-12. | 1.1 | 1 |
| 1501 | Mindfulness for in-service and preservice teachers: an empirical map of the discourse from 2000 to 2020. <i>European Journal of Teacher Education</i> , 0, , 1-20. | 2.2 | 1 |
| 1502 | <i>â€œYouâ€™re Part of Some Hope and Then You Fall into Despair</i> â€” Exploring the Impact of a Restrictive Immigration Climate on Educators in Latinx Immigrant Communities. <i>Journal of Latinos and Education</i> , 2024, 23, 492-513. | 0.5 | 2 |
| 1503 | Editorial: The role of teachers' emotions in students' outcomes: From the perspective of interpersonal emotions. <i>Frontiers in Psychology</i> , 0, 13, . | 1.1 | 1 |
| 1504 | Adopting the circle pedagogy â€” relatedness, autonomy and competence. <i>Pastoral Care in Education</i> , 2023, 41, 449-472. | 0.9 | 2 |
| 1505 | Modeling the contributions of EFL university professorsâ€™ emotion regulation to self-efficacy, work engagement, and anger. <i>Current Psychology</i> , 2023, 42, 2279-2293. | 1.7 | 16 |
| 1506 | On the rocky road to efficient behavior management: Can emotional competencies signal the better way?. <i>Frontiers in Psychology</i> , 0, 13, . | 1.1 | 1 |
| 1507 | Educating teachers to enact the science of learning and development. <i>Applied Developmental Science</i> , 2024, 28, 1-21. | 1.0 | 1 |
| 1508 | Content and context for learning relationships: A cohesive framework for individual and whole school development. , 2010, 27, 156-167. | | 12 |
| 1509 | Inclusive and exclusive belonging â€” the impact on individual and community well-being. , 2013, 30, 38-49. | | 43 |
| 1510 | Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural well-being. , 2015, 32, 31-41. | | 26 |
| 1511 | A randomised controlled trial of the<i>FRIENDS for Life</i> emotional resilience programme delivered by teachers in Irish primary schools. , 2016, 33, 69-89. | | 17 |
| 1512 | Understanding primary school teacher wellbeing in Scotland through the lens of Self-Determination Theory. , 2021, 21, 73-83. | | 1 |
| 1513 | What About Me? The Importance of Teacher Social and Emotional Learning and Well-Being in the Classroom. <i>Beyond Behavior</i> , 2023, 32, 53-62. | 0.4 | 2 |
| 1514 | Personality traits, role ambiguity, and relational competence as predictors for teacher subjective wellbeing. <i>Frontiers in Psychology</i> , 0, 13, . | 1.1 | 1 |
| 1515 | Perceptions of Socialâ€”Emotional Learning Among K-12 Teachers in the USA During the COVID-19 Pandemic. <i>School Mental Health</i> , 2023, 15, 484-497. | 1.1 | 6 |
| 1516 | Toward Understanding Classroom Socialization: Teacher Roles in Peer Victimization. , 2023, , 373-394. | | 1 |
| 1517 | The Effects of Teacher Relationships on Student Academic Achievement: A Second Order Meta-Analysis. <i>Participatory Educational Research</i> , 2023, 10, 275-289. | 0.4 | 2 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1518 | Incorporating Mindfulness Practice for Better Performance in Work and Daily Life. <i>Integrated Science</i> , 2023, , 317-345. | 0.1 | 0 |
| 1519 | Special Education Teachers of Color Burnout, Working Conditions, and Recommendations for EBD Research. <i>Journal of Emotional and Behavioral Disorders</i> , 2023, 31, 97-108. | 1.1 | 1 |
| 1520 | Evaluating a training of emotional competence for pre-service teachers. <i>Teaching and Teacher Education</i> , 2023, 123, 103947. | 1.6 | 4 |
| 1521 | Changes in subjective stress experiences and self-efficacy beliefs of preschool teachers in Germany: A longitudinal study during 12 months of the COVID-19 pandemic. <i>Teaching and Teacher Education</i> , 2023, 124, 104015. | 1.6 | 5 |
| 1522 | Reciprocal associations among teacherâ€™child interactions, teachers' work engagement, and children's social competence. <i>Journal of Applied Developmental Psychology</i> , 2023, 85, 101508. | 0.8 | 7 |
| 1523 | EFL Teachersâ€™ Resilience Prediction Based on Academic Self-Efficacy, Problem Solving Skills, and Metacognitive Skills. <i>Iranian Evolutionary Educational Psychology Journal</i> , 2022, 4, 228-243. | 0.0 | 0 |
| 1524 | Interdisciplinary Special Educator and School Counselor Preparation. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2022, , 359-373. | 0.2 | 0 |
| 1525 | Understanding the factors affecting teachersâ€™ burnout during the COVID-19 pandemic: A cross-sectional study. <i>PLoS ONE</i> , 2022, 17, e0279383. | 1.1 | 6 |
| 1526 | The Effects of the ACTIVE VALUES Program on Psychosocial Aspects and Executive Functions. <i>International Journal of Environmental Research and Public Health</i> , 2023, 20, 595. | 1.2 | 4 |
| 1527 | Mathematically productive relationships (MPRs): a potentially effective classroom management approach. <i>Learning Environments Research</i> , 0, , . | 1.8 | 0 |
| 1528 | Promoting psychological well-being in preschool children: study protocol for a randomized controlled trial of a mindfulness- and yoga-based socio-emotional learning intervention. <i>Trials</i> , 2022, 23, . | 0.7 | 2 |
| 1529 | Wypalenie zawodowe nauczycieli w szkołach specjalnych. <i>Przedsiębiorczość - Edukacja</i> , 2022, 18, . | 0.1 | 0 |
| 1530 | Do I look fat in this? When self-image, intuitive eating and childhood parenting practices merge across gender. , 2020, 29, 37-48. | | 5 |
| 1531 | The Perceived Effects of the Onset of the COVID-19 Pandemic: A Focus on Educatorsâ€™ Perceptions of the Negative Effects on Educator Stress and Student Well-Being. <i>School Psychology Review</i> , 2024, 53, 82-95. | 1.8 | 6 |
| 1532 | Satisfied teachers are good teachers: The association between teacher job satisfaction and instructional quality. <i>British Educational Research Journal</i> , 2023, 49, 476-498. | 1.4 | 9 |
| 1533 | Encouraging Advances in the Science on Mindfulness and Compassion in Schools: Current Research, Lingering Questions, and Future Directions. <i>Mindfulness</i> , 2023, 14, 300-306. | 1.6 | 4 |
| 1534 | Transformative Learning in Design. <i>International Journal of Art Culture and Design Technologies</i> , 2023, 12, 1-15. | 0.0 | 0 |
| 1535 | How Teacher Social-Emotional Competence Affects Job Burnout: The Chain Mediation Role of Teacher-Student Relationship and Well-Being. <i>Sustainability</i> , 2023, 15, 2061. | 1.6 | 3 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1536 | El aprendizaje socioemocional en la Educación Primaria: una investigación sobre las concepciones y las prácticas de los maestros en el aula. Revista Colombiana De Educacion, 2023, , . | 0.0 | 1 |
| 1537 | Social and emotional learning: From individual skills to class cohesion. , 2019, 36, 78-90. | | 5 |
| 1538 | Caring for the Caregiver: Promoting the Resilience of Educators. , 2023, , 511-524. | | 0 |
| 1539 | Predicting implementation of the PAX Good Behavior Game + MyTeachingPartner interventions. Frontiers in Psychology, 0, 14, . | 1.1 | 1 |
| 1540 | Teacher Outcomes with a School-Based Mindfulness Intervention during COVID-19. OBM Integrative and Complementary Medicine, 2023, 08, 1-18. | 0.1 | 0 |
| 1541 | The effect of Universal Teacherâ€œChild Interaction Training on Hispanic teachersâ€™ sense of self-efficacy in early childhood education and care settings. International Journal of Child Care and Education Policy, 2023, 17, . | 0.8 | 2 |
| 1542 | Early childhood teachers' sense of community and work engagement: Associations with children's social, emotional, and behavioral functioning. Journal of School Psychology, 2023, 98, 133-147. | 1.5 | 0 |
| 1543 | Testing a teacher costs to caring resilience model to identify burnout mediators. Teaching and Teacher Education, 2023, 127, 104078. | 1.6 | 2 |
| 1544 | Lehrer*innen-SchÃ¼ler*innen-Beziehung. , 2022, , 979-997. | | 0 |
| 1545 | Teachers' self-efficacy and perceptions of school climate are uniquely associated with students' externalizing and internalizing behavior problems. Journal of Applied Developmental Psychology, 2023, 85, 101512. | 0.8 | 6 |
| 1546 | School Leadership, Climate, and Professional Isolation as Predictors of Special Education Teachersâ€™ Stress and Coping Profiles. Journal of Emotional and Behavioral Disorders, 2023, 31, 120-131. | 1.1 | 4 |
| 1547 | Profiles of Well-Being Among Early Childhood Educators. Early Education and Development, 2023, 34, 1414-1428. | 1.6 | 1 |
| 1548 | How mindfulness, self-compassion, and experiential avoidance are related to perceived stress in a sample of university students. PLoS ONE, 2023, 18, e0280791. | 1.1 | 3 |
| 1549 | Happy teacher, healthy class? Linking teachersâ€™ subjective well-being to high-school and university studentsâ€™ physical and mental health in a three-level longitudinal study. Social Psychology of Education, 2023, 26, 811-831. | 1.2 | 4 |
| 1550 | The effects of a childcare training program on childcare quality and child development: Evidence from a quasi-experimental study in Vietnam. Children and Youth Services Review, 2023, 147, 106844. | 1.0 | 2 |
| 1551 | Negative Bias or Positive Deficiency, or Both? The Relationship Between Individual Authenticity and Depression Among Preschool Teachers: The Sequential Mediation Effects of Mindfulness and Self-Alienation. Psychology Research and Behavior Management, 0, Volume 16, 333-349. | 1.3 | 1 |
| 1552 | What's the matter with ACEs? Recommendations for considering early adversity in educational contexts. Child Abuse and Neglect, 2023, 142, 106073. | 1.3 | 3 |
| 1553 | Prosocial behavior in students with intellectual disabilities: Individual level predictors and the role of the classroom peer context. PLoS ONE, 2023, 18, e0281598. | 1.1 | 1 |

| # | ARTICLE | IF | CITATIONS |
|------|---|-----|-----------|
| 1554 | Teacher depressive symptoms and children's school readiness in Ghana. <i>Child Development</i> , 0, , . | 1.7 | 0 |
| 1555 | Educational Dialogue and Teacher Occupational Stress in Relation to Student Math Performance. <i>Scandinavian Journal of Educational Research</i> , 2024, 68, 539-557. | 1.0 | 0 |
| 1556 | Untying the Text: Organizational Prosociality and Kindness. <i>Behavioral Sciences (Basel, Switzerland)</i> , 2023, 13, 186. | 1.0 | 4 |
| 1557 | Sustainable positive psychology interventions enhance primary teachers' wellbeing and beyond – A qualitative case study in England. <i>Teaching and Teacher Education</i> , 2023, 125, 104072. | 1.6 | 2 |
| 1558 | Validity, Reliability, and Relevance of a Measurement Tool for Childcare Providers' Work-Related Stress and Job Satisfaction. <i>Early Education and Development</i> , 2024, 35, 551-571. | 1.6 | 1 |
| 1559 | Emotional Intelligence and Teachers' Work Engagement: The Mediating and Moderating Role of Perceived Stress. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 2023, 157, 212-226. | 0.9 | 2 |
| 1560 | Transforming trauma-informed understanding into trauma-informed practice: The Reflective Circle Education Model. <i>Australian Journal of Education</i> , 0, , 000494412211465. | 0.9 | 1 |
| 1561 | Classroom-Level Authoritative Teaching and Its Associations with Bullying Perpetration and Victimization. <i>Journal of School Violence</i> , 2023, 22, 276-289. | 1.1 | 3 |
| 1562 | Perspective-taking by teachers in coping with disruptive classroom behavior: A scoping review. <i>Social Sciences & Humanities Open</i> , 2023, 7, 100439. | 1.3 | 1 |
| 1563 | Interventions for Students Exposed to Trauma. <i>Issues in Clinical Child Psychology</i> , 2023, , 73-90. | 0.2 | 0 |
| 1564 | Prioritizing well-being in K-12 education: lessons from a multiple case study of Canadian school districts. <i>Health Promotion International</i> , 2023, 38, . | 0.9 | 1 |
| 1566 | Les habiletés relationnelles chez les enseignantes à la maternelle au Québec: un domaine de compétences socio-émotionnelles à développer pour favoriser leur bien-être. <i>Phronesis</i> , 0, 12, 257-270. | 0.1 | 0 |
| 1567 | Can engagement and performance be improved through online training on emotional intelligence? A quasi-experimental approach. <i>International Journal of Educational Management</i> , 2023, 37, 449-464. | 0.9 | 2 |
| 1568 | Effets du développement des compétences émotionnelles des enseignants sur la relation enseignant-élève: une revue systématique de la littérature anglophone. <i>Phronesis</i> , 0, 12, 97-113. | 0.1 | 0 |
| 1569 | The effect of high emotionally intelligent teachers on their teaching effectiveness at universities: the moderating effect of personality traits. <i>International Journal of Educational Management</i> , 2023, 37, 575. | 0.9 | 1 |
| 1570 | Assessing Social and Emotional Competencies in Educational Settings: Supporting Resilience in Young People. , 2023, , 237-249. | | 2 |
| 1571 | Characteristics and influencing factors of early childhood teachers' work stress and burnout: A comparative study between China, Ghana, and Pakistan. <i>Frontiers in Psychology</i> , 0, 14, . | 1.1 | 0 |
| 1572 | Modeling unobserved heterogeneity using person-centered approaches: Latent profiles of preservice teachers' emotional awareness. <i>International Journal of Assessment Tools in Education</i> , 2023, 10, 129-144. | 0.4 | 0 |

| # | ARTICLE | IF | CITATIONS |
|------|--|-----|-----------|
| 1573 | Early Childhood Education Teacher Workforce: Stress in Relation to Identity and Choices. <i>Early Childhood Education Journal</i> , 0, , . | 1.6 | 0 |
| 1574 | Fostering Social Support and Professional Learning for Special Educators: Building a Community of Practice. <i>Journal of Emotional and Behavioral Disorders</i> , 0, , 106342662311541. | 1.1 | 0 |
| 1575 | Development and validation of the Scale of Emotional Functioning: Education (SEF:ED). <i>Psychology in the Schools</i> , 0, , . | 1.1 | 0 |
| 1576 | Emotional competence training promotes teachersâ€™ emotion socialization and classroom environment: Effects from a TIK-in-School pilot study. <i>Mental Health and Prevention</i> , 2023, 30, 200273. | 0.7 | 0 |
| 1577 | Teacher PLCs and the Advancement of SEL. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2023, , 251-270. | 0.2 | 1 |
| 1578 | Integrating SEL Into Online Learning for Lower Elementary Learners in an International School Context. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2023, , 1-22. | 0.2 | 0 |
| 1579 | Teacher Dispositions Necessary to Teach Social and Emotional Learning. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2023, , 296-311. | 0.2 | 0 |
| 1580 | Stress and Well-Being of Greek Primary School Educators: A Cross-Sectional Study. <i>International Journal of Environmental Research and Public Health</i> , 2023, 20, 5390. | 1.2 | 0 |
| 1581 | A serial mediation model testing associations between teacherâ€™student relationship, resilience, autonomous learning and academic performance in the Chinese EFL context. <i>Language Teaching Research</i> , 0, , 136216882311667. | 2.1 | 0 |
| 1582 | Socialâ€™emotional skills of teachers: Mapping the content space and defining taxonomy requirements. <i>Frontiers in Education</i> , 0, 8, . | 1.2 | 0 |
| 1583 | Transforming Empathy-Based Stress to Compassion: Skillful Means to Preventing Teacher Burnout. <i>Mindfulness</i> , 2023, 14, 2311-2322. | 1.6 | 2 |
| 1584 | Applying qualitative youth and adult perspectives to investigate quantitative survey components with a novel â€™crosswalkâ€™-analysis. <i>Methods in Psychology</i> , 2023, 8, 100121. | 1.2 | 0 |
| 1585 | 6. New Perspectives in Developing Teachersâ€™ Social-Emotional Skills to Prevent Bullying: The Role of Forum Theatre. <i>Review of Artistic Education</i> , 2023, 25, 137-147. | 0.1 | 1 |
| 1586 | Impact of Classroom Management on studentsâ€™ Academic Achievement at Secondary School Level in Peshawar. <i>Journal of Social Sciences Review</i> , 2023, 3, 19-26. | 0.0 | 0 |
| 1587 | A framework for promoting learning and development in the context of adversity: An introduction to the special issue. <i>Child Abuse and Neglect</i> , 2023, , 106176. | 1.3 | 1 |
| 1588 | Social and Emotional Learning and Early Literacy Skills: A Quasi-Experimental Study of RULER. <i>Education Sciences</i> , 2023, 13, 397. | 1.4 | 0 |
| 1589 | Linking professional development to classroom quality: Differences by ECE sector. <i>Early Childhood Research Quarterly</i> , 2023, 64, 266-277. | 1.6 | 5 |
| 1590 | Promoting reflective practice in an infant and early childhood training program. <i>Infant Mental Health Journal</i> , 0, , . | 0.7 | 0 |

| # | ARTICLE | IF | CITATIONS |
|------|--|-----|-----------|
| 1591 | Teachersâ€™ contributions to the school climate and using empathy at work: implications from qualitative research in two European countries. <i>Frontiers in Psychology</i> , 0, 14, . | 1.1 | 2 |
| 1592 | â€œWell-being, that word is very wideâ€ Understanding how teachers in Uganda define and navigate their occupational well-being. <i>International Journal of Educational Research</i> , 2023, 119, 102185. | 1.2 | 0 |
| 1593 | The â€œProblem Treeâ€ of SEL: A Sociopolitical Literature Review. <i>New Educator</i> , 2023, 19, 146-167. | 0.9 | 2 |
| 1656 | How Are Socioemotional Competencies Taught in Initial Teacher Education? Affectivity, Learning, and Didactics of Emotions in the University Classroom. , 2023, , 377-393. | | 0 |
| 1665 | Nurturing Organized Imagination and Emotional Intelligence in Education. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , 2023, , 269-284. | 0.1 | 0 |
| 1693 | Compassion-Focused Social-Emotional Learning in the Online Classroom. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2023, , 16-38. | 0.2 | 0 |
| 1694 | The Contextual Dynamics of Mindfulness for Authentic Leadership: Industry and Work Influences. <i>Palgrave Studies in Workplace Spirituality and Fulfillment</i> , 2023, , 193-214. | 0.2 | 0 |
| 1695 | Caring for Yourself as an Adjunct Faculty Member. <i>Advances in Educational Marketing, Administration, and Leadership Book Series</i> , 2023, , 98-118. | 0.1 | 1 |
| 1710 | Personal Leadership for Wellbeing. , 2023, , 103-123. | | 0 |
| 1712 | Whole School, Whole Community, Whole Child: Sustainable and Comprehensive Change With Foundational Social and Emotional Supports. <i>Advances in Learning and Behavioral Disabilities</i> , 2023, , 117-133. | 0.3 | 0 |
| 1720 | Recommendations From Teachers on Schools' Roles in Identifying Problems and Building Awareness Among Students. <i>Advances in Psychology, Mental Health, and Behavioral Studies</i> , 2023, , 157-180. | 0.1 | 0 |
| 1721 | Social-emotional learning during the COVID-19 pandemic in an Indonesian EFL teacher education context. <i>AIP Conference Proceedings</i> , 2023, , . | 0.3 | 0 |
| 1736 | Autonomy-Supportive Teaching on Teacher Social-Emotional Competencies. , 2023, , 249-265. | | 0 |
| 1737 | A Self-determination Approach to Socioemotional Learning: Supporting Studentsâ€™ Needs as an Essential Foundation for the Cultivation of Socioemotional Skills. , 2023, , 269-294. | | 0 |
| 1739 | Autonomy-Supportive Mentoring: Self Determination Theory-Based Model of Mentoring that Supports Beginning Teachersâ€™ Social and Emotional Learning in the Induction Period. , 2023, , 225-248. | | 0 |
| 1744 | Re-imagining Pedagogical Approaches to Support Student Engagement in Secondary Schools. , 2023, , 47-70. | | 1 |