

# The Impact of Enhancing Students' Social and Emotional Skills Through School-Based Universal Interventions

Child Development

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Citation Report

#	ARTICLE	IF	CITATIONS
1	A school-randomized clinical trial of an integrated social-emotional learning and literacy intervention: Impacts after 1 school year.. <i>Journal of Consulting and Clinical Psychology</i> , 2010, 78, 829-842.	1.6	148
2	Commentary on the Child-Adolescent Mental Health Services (CAMHS) Conferenceâ”Nashville, TN, September 2009. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2010, 37, 135-139.	1.2	0
3	The Effects of a Mindfulness-Based Education Program on Pre- and Early Adolescentsâ” Well-Being and Social and Emotional Competence. <i>Mindfulness</i> , 2010, 1, 137-151.	1.6	466
4	The effects of a multiyear universal social-emotional learning program: The role of student and school characteristics.. <i>Journal of Consulting and Clinical Psychology</i> , 2010, 78, 156-168.	1.6	285
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13	The Influence of Classroom Aggression and Classroom Climate on Aggressive-Disruptive Behavior. <i>Child Development</i> , 2011, 82, 751-757.	1.7	85
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16	Universal screening for social-emotional competencies: A study of the reliability and validity of the DESSAâ”mini. <i>Psychology in the Schools</i> , 2011, 48, 660-671.	1.1	30
17	Predicting teacher commitment: The impact of school climate and social-emotional learning. <i>Psychology in the Schools</i> , 2011, 48, 1034-1048.	1.1	111
19	Delaware School Climate Surveyâ”Student: Its factor structure, concurrent validity, and reliability. <i>Journal of School Psychology</i> , 2011, 49, 157-174.	1.5	208
20	Promoting primary pupilsâ” social-emotional learning and pro-social behaviour: longitudinal evaluation of the Together 4 All Programme in Northern Ireland. <i>Effective Education</i> , 2011, 3, 61-81.	0.3	13

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90	Trends in Youth Internet Victimization: Findings From Three Youth Internet Safety Surveys 2000â€“2010. <i>Journal of Adolescent Health</i> , 2012, 50, 179-186.	1.2	227
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95	Learning About Relationships. , 2012, , 55-72.		7
96	Principalsâ€™ Perspectives on School Mental Health and Wellness in U.S. Catholic Elementary Schools. <i>School Mental Health</i> , 2012, 4, 155-169.	1.1	14
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124	Longitudinal Relationships of Executive Cognitive Function and Parent Influence to Child Substance Use and Physical Activity. <i>Prevention Science</i> , 2013, 14, 229-237.	1.5	41
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136	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
137	Does emotional intelligence predict student teachers' performance?. <i>Teaching and Teacher Education</i> , 2013, 35, 34-42.	1.6	61
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160	Understanding the decline in unwanted online sexual solicitations for U.S. youth 2000-2010: Findings from three Youth Internet Safety Surveys. <i>Child Abuse and Neglect</i> , 2013, 37, 1225-1236.	1.3	44
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162	Effects of Sesame Street: A meta-analysis of children's learning in 15 countries. <i>Journal of Applied Developmental Psychology</i> , 2013, 34, 140-151.	0.8	154
163	Commentary: Disregard for others: empathic dysfunction or emotional volatility? The relationship with future antisocial behavior – reflections on Rhee et al. (2013). <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2013, 54, 167-168.	3.1	8
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165	Dating Violence, Bullying, and Sexual Harassment: Longitudinal Profiles and Transitions Over Time. <i>Journal of Youth and Adolescence</i> , 2013, 42, 607-618.	1.9	86
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1828	The Academic Support Index: A Tool for Contextualizing Student Data. , 2020, , 138-154.		3

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1831	School Environments that Facilitate Delaying Gratification. , 2020, , 213-223.		0
1832	Understanding and Cultivating Hope in School. , 2020, , 224-238.		2
1833	School Settings that Facilitate High Teacher Expectations. , 2020, , 239-259.		1
1834	Parental Autonomy and Relatedness Support. , 2020, , 260-276.		3
1835	Preventing and Minimizing Stereotype Threat in School Settings. , 2020, , 277-294.		0
1836	The Hidden Classroom: How Gender Stereotypes Impact Academic Achievement. , 2020, , 295-314.		2
1837	Adolescent Suicidal Behavior in Schools: What to Know and What to Do. , 2020, , 335-352.		0
1838	Emotional Disturbance versus Social Maladjustment. , 2020, , 353-368.		0
1839	Autism Spectrum Disorder and Illegal Acts. , 2020, , 369-387.		0
1840	Principles of Prevention and Intervention to Close Discipline Gaps in Schools. , 2020, , 409-427.		1
1841	Social and Emotional Learning in Schools. , 2020, , 428-450.		1
1842	Impairments Related to Medical Conditions. , 2020, , 453-470.		0
1843	Psychological Considerations for Asthma. , 2020, , 471-480.		0
1844	Substance Use and Misuse Prevention: Guidance for Practitioners. , 2020, , 481-499.		0
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1848	Transition from School to Work within a Theory-based Problem-Solving Framework. , 2020, , 553-576.		0
1849	School Psychologists in Early Childhood Settings. , 2020, , 579-597.		0
1850	Identifying and Serving Gifted and Talented Students. , 2020, , 598-612.		0
1851	School-Based Interventions for Refugee Children and Adolescents. , 2020, , 634-654.		0
1852	Rising to the Challenge: A School Psychology for All Students. , 2020, , 657-671.		0
1853	Supporting Teachers in Tier 1 Instruction: Use of Coaching and Formative Assessment. , 2020, , 120-137.		0
1854	Cross-Race/Ethnic Friendships in School. , 2020, , 170-193.		1
1855	Internalizing Problems and Disorders of Childhood. , 2020, , 317-334.		0
1856	Effective Bullying Prevention and Intervention Strategies for School Professionals. , 2020, , 388-408.		0
1857	Promoting students' social behavior in primary education through Success for All lessons. Studies in Educational Evaluation, 2020, 67, 100934.	1.2	1
1858	"Sometimes I Wish I Was a Girl, "Cause They Do Shit Like Cry" An Exploration Into Black Boys' Thinking About Emotions. Urban Education, 2022, 57, 224-250.	1.2	4
1859	Systematic Review and Meta-Analysis of Classroom-Wide Social-Emotional Interventions for Preschool Children. Topics in Early Childhood Special Education, 2022, 42, 4-19.	1.5	25
1860	Socioemotional Characteristics of Children With and Without Learning Disabilities. Learning Disability Quarterly, 2020, , 073194872093866.	0.9	1
1861	Persistence and Fade-Out of Educational-Intervention Effects: Mechanisms and Potential Solutions. Psychological Science in the Public Interest: A Journal of the American Psychological Society, 2020, 21, 55-97.	6.7	95
1862	De-schooling Well-being: Toward a Learning-Oriented Definition. ECNU Review of Education, 2020, 3, 452-469.	1.3	5
1863	Promotion of mental health in young adults via mobile phone app: study protocol of the ECoWeB (emotional competence for well-being in Young adults) cohort multiple randomised trials. BMC Psychiatry, 2020, 20, 458.	1.1	22
1864	Effects of teacher's personality traits on EFL learners' foreign language enjoyment. System, 2020, 95, 102369.	1.7	19

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1866	Components of School-Based Interventions Stimulating Studentsâ€™ Intrapersonal and Interpersonal Domains: A Meta-analysis. <i>Clinical Child and Family Psychology Review</i> , 2020, 23, 605-631.	2.3	18
1867	Transformative Social and Emotional Learning: Work Notes on an Action Research Agenda. <i>Urban Education</i> , 2022, 57, 191-197.	1.2	17
1868	Positive Adolescent Development: Effects of a Psychosocial Intervention Program in a Rural Setting. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 6784.	1.2	8
1869	Examination of the effectiveness of Neuroscience-Informed Child Education (NICE) within Japanese school settings. <i>Children and Youth Services Review</i> , 2020, 118, 105405.	1.0	4
1870	A context-specific social and emotional learning programme to support adolescents following the transition to secondary school. <i>Pastoral Care in Education</i> , 2020, , 1-19.	0.9	2
1871	Interrelations between After-School Settings and the Delinquency and Emotional-Behavioral Problems of Elementary School Children: Findings from Fragile Families and Child Wellbeing Study. <i>Social Sciences</i> , 2020, 9, 161.	0.7	0
1872	How Best to Serve Court-Involved Youth in Schools. , 2020, , 613-633.		0
1873	Social, Emotional and Cultural Learning in Literacy. <i>Literacy Research, Practice and Evaluation</i> , 2020, , 131-140.	0.4	0
1874	Academic performance, subsequent socioeconomic status and suicide attempt in adulthood: path analyses on Swedish cohort data. <i>Journal of Epidemiology and Community Health</i> , 2020, 74, jech-2020-214402.	2.0	3
1875	Effects of a mental health promotion intervention on mental health of Iranian female adolescents: a school-based study. <i>Child and Adolescent Psychiatry and Mental Health</i> , 2020, 14, 36.	1.2	7
1876	School-wide social emotional learning (SEL) and bullying victimization: Moderating role of school climate in elementary, middle, and high schools. <i>Journal of School Psychology</i> , 2020, 82, 49-69.	1.5	41
1877	Promotion of Thriving Among Hong Kong Chinese Adolescents: Evidence From Eight-Wave Data. <i>Research on Social Work Practice</i> , 2020, 30, 870-883.	1.1	28
1878	The Convergence of Emotionally Supportive Learning Environments and College and Career Ready Mathematical Engagement in Upper Elementary Classrooms. <i>AERA Open</i> , 2020, 6, 233285842095761.	1.3	7
1879	The role of social support in differentiating trajectories of adolescent depressed mood. <i>Journal of Adolescence</i> , 2020, 85, 1-11.	1.2	13
1880	Worldwide school-based psychosocial interventions and their effect on aggression among elementary school children: A systematic review 2010â€“2019. <i>Aggression and Violent Behavior</i> , 2020, 55, 101486.	1.2	10
1881	Factors That Influence Curricular Adoption in a Sustainability Focused Marine Science Professional Development for In-Service Teachers. <i>Journal of Education for Sustainable Development</i> , 2020, 14, 5-19.	0.8	3
1882	The proof of the intervention is in the implementation; a systematic review about implementation fidelity of classroom-based interventions facilitating social participation of students with social-emotional problems or behavioural difficulties. <i>International Journal of Educational Research Open</i> , 2020, 1, 100002.	1.0	8

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1884	Cognitive and social/emotional influences on adaptive functioning in children with FASD: Clinical and cultural considerations. Child Neuropsychology, 2020, 26, 1112-1144.	0.8	11
1885	Dream It! Preliminary Evidence for an Educational Tool to Increase Children's Optimistic Thinking. Child and Youth Care Forum, 2020, 49, 877-892.	0.9	4
1886	Exploring the Dimensionality of the Social Skills Improvement System Using Exploratory Graph Analysis and Bifactor-( $1 + 1$ ) Modeling. Assessment, 2022, 29, 257-271.	1.9	7
1887	Rethinking interculturalism: student voices on promoting intercultural school development. Research Papers in Education, 2022, 37, 249-274.	1.7	3
1888	Prosocial digital games for youth: A systematic review of interventions. Computers in Human Behavior Reports, 2020, 2, 100039.	2.3	18
1889	Chinese Preschool Teachers' Implementation of Practices to Support Young Children's Social-Emotional Competence. Early Education and Development, 2021, 32, 1083-1102.	1.6	4
1890	Social-Emotional Learning for Adolescents on the Autism Spectrum: High School Teachers' Perspectives. Australasian Journal of Special and Inclusive Education, 0, , 1-16.	0.3	4
1891	Developing and testing a theory of change for Boy Scouts of America. Applied Developmental Science, 2020, , 1-17.	1.0	4
1892	Social Emotional Learning Program Boosts Early Social and Behavioral Skills in Low-Income Urban Children. Frontiers in Psychology, 2020, 11, 561196.	1.1	16
1893	Hidden talents in harsh environments. Development and Psychopathology, 2022, 34, 95-113.	1.4	111
1894	Do Coping Responses and Racial Identity Promote School Adjustment Among Black Youth? Applying an Equity-Elaborated Social-Emotional Learning Lens. Urban Education, 2022, 57, 198-223.	1.2	12
1895	Children and Violence: Nurturing Social-Emotional Development to Promote Mental Health. Social Policy Report, 2020, 33, 1-27.	1.7	23
1896	Moral disengagement, victimization, empathy, social and emotional competencies as predictors of violence in children and adolescents. Children and Youth Services Review, 2020, 118, 105337.	1.0	16
1897	With Awareness Comes Competency: The Five Awarenesses of Teaching as a Framework for Understanding Teacher Social-Emotional Competency and Well-being. Early Education and Development, 2020, 31, 940-972.	1.6	11
1898	The Development of Respect in Children and Adolescents. Monographs of the Society for Research in Child Development, 2020, 85, 7-99.	6.8	13
1899	Educating for Comprehensive Well-being. ECNU Review of Education, 2020, 3, 406-436.	1.3	12
1900	Implementation of evidence-based practices for early childhood social learning: a viewpoint on the role of teacher attitudes. Journal of Children's Services, 2020, 15, 61-74.	0.5	2

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1902	Blended learning in higher education: a transition to experiential classrooms. <i>International Journal of Educational Management</i> , 2020, 34, 1357-1374.	0.9	14
1903	21st Century Competencies in Light of the History of Integrated Curriculum. <i>Frontiers in Education</i> , 2020, 5, .	1.2	18
1904	The P.E.A.C.E. Pack Program in Italian High Schools: An Intervention for Victims of Bullying. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 5162.	1.2	11
1905	Implementing a comprehensive behavioral health model for social, emotional, and behavioral development in an urban district: An applied study. <i>Psychology in the Schools</i> , 2020, 57, 1475-1491.	1.1	8
1906	Breaking down buyâ€™in: Can lessons from social psychology increase teacher use of proactive behavior management?. <i>Psychology in the Schools</i> , 2020, 57, 1771-1786.	1.1	4
1907	Burnout and Teacherâ€™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
1908	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
1909	Toward Equity-Oriented Assessment of Social and Emotional Learning: Examining Equivalence of Concepts and Measures. <i>Urban Education</i> , 2022, 57, 289-317.	1.2	6
1910	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
1911	Life Stress and Inhibitory Control Deficits: Teaching BrainWise as a Neurocognitive Intervention in Vulnerable Populations. , 0, , .		1
1912	Childrenâ€™s negative experiences as a part of quality evaluation in early childhood education and care. <i>Early Child Development and Care</i> , 2022, 192, 795-806.	0.7	7
1913	Designing a creative storytelling workshop to build self-confidence and trust among adolescents. <i>Thinking Skills and Creativity</i> , 2020, 38, 100704.	1.9	8
1914	Promising pathways from school restorative practices to educational equity. <i>Journal of Moral Education</i> , 2020, , 1-19.	0.9	8
1915	Children witnessing domestic violence. <i>Journal of Children's Services</i> , 2020, 15, 161-174.	0.5	9
1916	The Relationship between Emotion Regulation and Emotion Knowledge in Preschoolers: A Longitudinal Study. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 5726.	1.2	13
1917	Associations between Mindfulness, Executive Function, Social-Emotional Skills, and Quality of Life among Hispanic Children. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 7796.	1.2	6
1918	The Cognitive Diagnosis Based on the Framework of Junior High School Mathematics Knowledge and Ability. , 2020, , .		0



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1920	Promoting Sustainable Wellbeing: Integrating Positive Psychology and Environmental Sustainability in Education. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 6968.	1.2	15
1921	Examining Emotional Literacy Development Using a Brief On-Line Positive Psychology Intervention with Primary School Children. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 7612.	1.2	3
1922	A grounded theory of educational psychologists' mental health casework in schools: connection, direction and reconstruction through consultation. <i>Educational Psychology in Practice</i> , 2020, 36, 422-442.	0.5	7
1923	Occupational ideation and participation among middle school students in a college-going culture program. <i>Journal of Occupational Science</i> , 2020, , 1-14.	0.7	1
1924	The VIP Partnership Programme in Norwegian Schools: An Assessment of Intervention Effects. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 1238-1251.	1.0	2
1925	The effect of STARS for students with high incidence disabilities: a randomized pilot study. <i>Preventing School Failure</i> , 2020, 65, 12-19.	0.4	3
1926	Tuned in: the importance of peer feedback with foster youth creating media. <i>Reflective Practice</i> , 2020, 21, 659-671.	0.7	1
1927	Risk and protective factors related to alcohol and drug use amongst American Indian youth: An application of the social development model. <i>Journal of Ethnicity in Substance Abuse</i> , 2022, 21, 939-958.	0.6	3
1928	Students With Disabilities in Social and Emotional Learning Interventions: A Systematic Review. <i>Remedial and Special Education</i> , 2021, 42, 384-397.	1.7	13
1929	Effectiveness of an Emotional Intelligence Intervention and Its Impact on Academic Performance in Spanish Pre-Adolescent Elementary Students: Results from the EDI Program. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 7621.	1.2	4
1930	A pilot feasibility study of an adapted social and emotional learning intervention in an alternative school. <i>Preventing School Failure</i> , 2020, 65, 48-57.	0.4	1
1931	The building blocks of social competence: Contributions of the Consortium of Individual Development. <i>Developmental Cognitive Neuroscience</i> , 2020, 45, 100861.	1.9	44
1932	Development and Validation of Two Questionnaires to Study the Perception of Conflict in Physical Education. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 6241.	1.2	6
1933	Evaluation of an Urban School-Based Social, Emotional, and Behavioral Health Professional Development and Consultation Model. <i>Children and Schools</i> , 2020, 42, 79-87.	0.6	2
1934	The Impact of Entertainment Education for Social and Emotional Learning in Elementary Schools. <i>American Journal of Health Education</i> , 2020, 51, 299-309.	0.3	1
1935	Developmental trajectories of teacher-student relationships and longitudinal associations with children's conduct problems from Grades 1 to 12. <i>Journal of School Psychology</i> , 2020, 82, 17-35.	1.5	22
1936	Broadening the Focus of School Psychology Practice. , 2020, , 1-8.		0

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1937	Enhancing Reading Motivation in Schools. , 2020, , 11-29.		0
1938	Addressing “Won”t Do” Issues in Mathematics. , 2020, , 30-47.		1
1939	Learning Disabilities in Mathematics. , 2020, , 48-63.		0
1940	Executive Function and School Performance. , 2020, , 64-82.		0
1941	Are Principals’ Social Networks Associated with Interventions’ Social Validity?. School Mental Health, 2020, 12, 812-825.	1.1	2
1942	Integrating Social Emotional Learning Strategies in Higher Education. European Journal of Investigation in Health, Psychology and Education, 2020, 10, 848-858.	1.1	19
1943	Socioeconomic Inequalities and Mental Health Problems in Children and Adolescents. Mental Health and Illness Worldwide, 2020, , 257-274.	0.1	2
1944	Will it work here? A realist approach to local decisions about implementing interventions evaluated as effective elsewhere. Journal of Epidemiology and Community Health, 2020, 75, jech-2020-214287.	2.0	8
1945	Sensory processing sensitivity and culturally modified resilience education: Differential susceptibility in Japanese adolescents. PLoS ONE, 2020, 15, e0239002.	1.1	20
1946	Developing young people’s mental health awareness through education and sport: Insights from the Tackling the Blues programme. European Physical Education Review, 2020, 26, 664-681.	1.2	8
1947	An Alternative Conceptualization of the Teaching Personal and Social Responsibility Model. Journal of Physical Education, Recreation and Dance, 2020, 91, 8-14.	0.1	8
1948	Using qualitative research to explore intervention mechanisms: findings from the trial of the Learning Together whole-school health intervention. Trials, 2020, 21, 774.	0.7	13
1949	The Home-based Involvement Experiences of Low-income Latino Families with Preschoolers Transitioning to Kindergarten: Qualitative Findings. Journal of Child and Family Studies, 2020, 29, 2678-2696.	0.7	9
1950	Impact of MindUP Among Young Children: Improvements in Behavioral Problems, Adaptive Skills, and Executive Functioning. Mindfulness, 2020, 11, 2433-2444.	1.6	23
1951	Development of Online Professional Development for School Resource Officers: Understanding Trauma, Social-Emotional Learning, Restorative Discipline, and Cultural Diversity. Journal of Police and Criminal Psychology, 2022, 37, 737-751.	1.2	11
1952	Overlapping Opportunities for Social-Emotional and Literacy Learning in Elementary-Grade Project-Based Instruction. American Journal of Education, 2020, 126, 573-601.	0.7	6
1953	Mindfulness and social-emotional skills in Latino pre-adolescents in the U.S.: The mediating role of executive function. Health and Social Care in the Community, 2021, 29, 1010-1018.	0.7	3
1954	Impact of a Combined Philosophy and Mindfulness Intervention on Positive and Negative Indicators of Mental Health Among Pre-kindergarten Children: Results From a Pilot and Feasibility Study. Frontiers in Psychiatry, 2020, 11, 510320.	1.3	1

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1955	The impact of school gardens on youth social and emotional learning: a scoping review. <i>Journal of Adventure Education and Outdoor Learning</i> , 2021, 21, 371-384.	1.2	10
1956	Historicity in Advocating Studentâ€œWithinâ€œEnvironment: Being a Socially Just School Counselor. <i>Journal of Humanistic Counseling</i> , 2020, 59, 173-187.	0.3	2
1957	Exploring the Impact of a TPSR Program on Transference of Responsibility Goals within a Preschool Setting: An Action Research Study. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 9449.	1.2	6
1958	Heuristic fuzzy logic approach for analyzing the effects of emotional intelligence in teachers' teaching quality and teamwork in dance training institutions. <i>Aggression and Violent Behavior</i> , 2020, , 101537.	1.2	0
1959	The effects of a â€œpretend playâ€œbased trainingâ€œ™ designed to promote the development of emotion comprehension, emotion regulation, and prosocial behaviour in 5â€œto 6â€œyearâ€œold Swiss children. <i>British Journal of Psychology</i> , 2021, 112, 690-719.	1.2	14
1960	Implementation and perceived benefits of an after-school soccer program designed to promote social and emotional learning. <i>Journal of Amateur Sport</i> , 2020, 6, 125-145.	0.2	9
1961	The response of clinical practice curriculum in teacher education to the Covid-19 breakout: A case study from Israel. <i>Prospects</i> , 2021, 51, 449-462.	1.3	7
1962	Flourishing Students: The Efficacy of an Extensive Positive Education Program on Adolescentsâ€œ™ Positive and Negative Affect. <i>International Journal of Applied Positive Psychology</i> , 2021, 6, 253-276.	1.2	4
1963	Adolescent girls' and boys' academic burnout and its associations with cognitive emotion regulation strategies. <i>Educational Psychology</i> , 2021, 41, 1061-1077.	1.2	19
1964	Development of emotional literacy and empathy among elementary-aged Japanese children. <i>International Journal of School and Educational Psychology</i> , 2020, , 1-20.	1.0	0
1965	The Effects of School-based Mindfulness Intervention on Executive Functioning in a Cluster Randomized Controlled Trial. <i>Developmental Neuropsychology</i> , 2020, 45, 469-484.	1.0	6
1966	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
1967	Influence of Mothersâ€œ™ Habits on Reading Skills and Emotional Intelligence of University Students: Relationships in the Social and Educational Context. <i>Behavioral Sciences (Basel, Switzerland)</i> , 2020, 10, 187.	1.0	7
1968	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
1969	Racial equity in academic success: The role of school climate and social emotional learning. <i>Children and Youth Services Review</i> , 2020, 119, 105623.	1.0	12
1970	Letâ€œ™s teach peer support skills to all college students: Hereâ€œ™s how and why. <i>Journal of American College Health</i> , 2020, , 1-5.	0.8	4
1971	Teaching emotional and social competencies: Efficacy of a work readiness program designed for vulnerable youth. <i>Work</i> , 2020, 67, 407-418.	0.6	2
1973	Building Resilience and Fortitude Among Victims of School Bullying: Lessons from a Customized Yoga Education Program by Older Adult Volunteers. <i>Contemporary School Psychology</i> , 2020, , 1.	0.9	0

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1974	Youth Practitionersâ€™ Perspectives on Building Agency and Supporting Transitions with and for Young People Experiencing Disadvantage. <i>Journal of Applied Youth Studies</i> , 2020, 3, 293-310.	0.9	8
1975	Race and ethnicity in educational intervention research: A systematic review and recommendations for sampling, reporting, and analysis. <i>Educational Research Review</i> , 2020, 31, 100356.	4.1	17
1976	How can schools be integrated in promoting well-being, preventing mental health problems and averting substance-use disorders in urban populations?. <i>Current Opinion in Psychiatry</i> , 2020, 33, 255-263.	3.1	6
1977	Effectiveness of the Reasoning and Rehabilitation V2 Programme for Improving Personal and Social Skills in Spanish Adolescent Students. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 3040.	1.2	4
1978	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
1979	How Schools Often Make a Bad Situation Worse. <i>International Journal on Child Maltreatment: Research, Policy and Practice</i> , 2020, 3, 211-228.	0.7	9
1980	Can We Move the Needle on School Mental Health Quality Through Systematic Quality Improvement Collaboratives?. <i>School Mental Health</i> , 2020, 12, 478-492.	1.1	8
1981	Classroom Management Meta-Review Continuation of Research-Based Programs for Preventing and Solving Discipline Problems. <i>Journal of Education for Students Placed at Risk</i> , 2020, 25, 319-337.	1.5	6
1982	Middle Level Studentsâ€™ Perceptions of Their Social and Emotional Learning: An Exploratory Study. <i>RMLE Online</i> , 2020, 43, 1-15.	0.9	10
1983	Addressing violence against teachers: A social-ecological analysis of teachers' perspectives. <i>Psychology in the Schools</i> , 2020, 57, 1040-1056.	1.1	11
1984	Social-emotional learning for children with learning disabilities: a systematic review. <i>Educational Psychology in Practice</i> , 2020, 36, 208-222.	0.5	10
1985	Conciencia de las capacidades personales y rendimiento acadÃ©mico en la implementaci3n de un programa psicoeducativo. <i>Universitas Psychologica</i> , 2020, 18, 1-18.	0.6	2
1986	Evaluating the Implementation Quality of a Social and Emotional Learning Program: A Mixed Methods Approach. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 3249.	1.2	15
1987	Childrenâ€™s Perspectives on a School-Based Social and Emotional Learning Program. <i>Children and Schools</i> , 2020, 42, 121-130.	0.6	5
1988	O QUE FACILITA E DIFICULTA A APRENDIZAGEM? A PERSPETIVA DE ADOLESCENTES. <i>Psicologia Em Estudo</i> , 0, 25, .	0.2	4
1989	Teacher-student ratings of social, emotional, behavioural needs among high school freshmen students. <i>Educational Studies</i> , 2020, , 1-19.	1.4	1
1990	Taking a Skills Focused, Harm Reduction Approach to School Drug Education. , 2020, , 269-288.		3
1991	Effectiveness of a SEL/mindfulness program on Northern Ugandan children. <i>International Journal of School and Educational Psychology</i> , 2021, 9, S113-S131.	1.0	12

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1992	The importance of teacher-student relationships in classrooms with "difficult" students: a multi-level moderation analysis of nine Berlin secondary schools. <i>European Journal of Special Needs Education</i> , 2020, , 1-16.	1.5	7
1993	Primary-school-based art therapy: A mixed methods comparison study on children's classroom learning. <i>International Journal of Art Therapy: Inscap</i> , 2020, 25, 119-131.	0.6	7
1994	Influencing Social and Emotional Awareness and Empathy with a Visual Arts and Music Intervention for Adolescents. <i>Children and Schools</i> , 2020, 42, 111-119.	0.6	9
1995	Targeted school-based interventions for improving reading and mathematics for students with, or at risk of, academic difficulties in Grades 7-12: A systematic review. <i>Campbell Systematic Reviews</i> , 2020, 16, e1081.	1.2	12
1996	Mindfulness in education for sustainable development to nurture socioemotional competencies: a systematic review and meta-analysis. <i>Environmental Education Research</i> , 2020, 26, 1527-1555.	1.6	13
1997	A longitudinal perspective on frequency of parent-child activities and social-emotional development. <i>Early Child Development and Care</i> , 2022, 192, 458-469.	0.7	11
1998	Design, Implementation and Evaluation of an Emotional Education Program: Effects on Academic Performance. <i>Frontiers in Psychology</i> , 2020, 11, 1100.	1.1	7
1999	Analysis of Safety Policy Making: Implications for School Psychologists. <i>Contemporary School Psychology</i> , 2020, 24, 279-294.	0.9	3
2000	Individual and Systemic Factors Related to Safety and Relationships in Schools as Moderators of Adolescents' Subjective Well-Being During Unsettling Times. <i>Contemporary School Psychology</i> , 2020, 24, 252-265.	0.9	5
2001	Efficacy of School-based SEL Programs: Aligning with Health and Physical Education Standards. <i>Journal of Physical Education, Recreation and Dance</i> , 2020, 91, 16-19.	0.1	3
2002	The Relationship Between Queer Identity, Social Connection, School Bullying, and Suicidal Ideations Among Youth of Color. <i>Journal of LGBT Issues in Counseling</i> , 2020, 14, 74-99.	1.1	12
2003	Banishing "Siberia" and Student Seclusion: Leading Trauma-Informed Systems Change in a Rural School. <i>Journal of Cases in Educational Leadership</i> , 2020, 23, 85-97.	0.2	5
2004	Integrating the health.moves.minds. Program into PETE. <i>Journal of Physical Education, Recreation and Dance</i> , 2020, 91, 6-15.	0.1	2
2005	Educaci3n Socioemocional: Descripci3n y Evaluaci3n de un Programa de Capacitaci3n de Profesores. <i>Revista Iberoamericana De Evaluaci3n Educativa</i> , 2020, 13, 185.	0.1	6
2006	Promoting Social Competence in Preschool with an Executive Functions Program Conducted by Teachers. <i>Sustainability</i> , 2020, 12, 4408.	1.6	9
2007	Post-migration risks, developmental processes, and learning among Syrian refugee children in Lebanon. <i>Journal of Applied Developmental Psychology</i> , 2020, 69, 101142.	0.8	20
2008	The Effects of Implementation Quality of a School-Based Social and Emotional Well-Being Program on Students' Outcomes. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2020, 10, 595-614.	1.1	16
2009	Personal and Social Responsibility Programme Effects, Prosocial Behaviours, and Physical Activity Levels in Adolescents and Their Families. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 3184.	1.2	10

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2011	Adolescent extracurricular activity participation: Associations with parenting stress, mother's adolescent closeness, and social skills. <i>Children and Youth Services Review</i> , 2020, 116, 105110.	1.0	4
2012	Assessment of multiple intelligences in elementary school students in Mexico: An exploratory study. <i>Heliyon</i> , 2020, 6, e03777.	1.4	8
2013	School-based yoga intervention increases adolescent resilience: a pilot trial. <i>Journal of Child and Adolescent Mental Health</i> , 2020, 32, 1-10.	1.7	13
2014	Relation between perceived emotional intelligence and social factors in the educational context of Brazilian adolescents. <i>Psicologia: Reflexao E Critica</i> , 2020, 33, 1.	0.4	13
2015	Can Schools Reduce Adolescent Psychological Stress? A Multilevel Meta-Analysis of the Effectiveness of School-Based Intervention Programs. <i>Journal of Youth and Adolescence</i> , 2020, 49, 1127-1145.	1.9	50
2016	“They can even make waiting in line fun”: A quantitative content analysis of autistic children's friendship conceptualizations. <i>Psychology in the Schools</i> , 2020, 57, 973-989.	1.1	4
2017	The early academic resilience of children from low-income, immigrant families. <i>Early Childhood Research Quarterly</i> , 2020, 51, 446-461.	1.6	15
2018	Trajectories of prosociality from early to middle childhood in children at risk of Developmental Language Disorder. <i>Journal of Communication Disorders</i> , 2020, 85, 105984.	0.8	15
2019	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
2020	How children spend their out-of-school time “ A comparative view across 14 countries. <i>Children and Youth Services Review</i> , 2020, 112, 104935.	1.0	11
2021	A Meta-Analytic Review of Preschool Social and Emotional Learning Interventions. <i>Review of Educational Research</i> , 2020, 90, 227-263.	4.3	86
2022	Gender Differences in Risk and Protective Factors Among Youth With EBD: Findings From the NLTS2. <i>Behavioral Disorders</i> , 2020, 46, 29-41.	0.8	6
2023	Trends in Student Social-Emotional Learning: Evidence From the First Large-Scale Panel Student Survey. <i>Educational Evaluation and Policy Analysis</i> , 2020, 42, 279-303.	1.6	30
2024	Inclusion of Theory for Evidence-Based School Counseling Practice and Scholarship. <i>Professional School Counseling</i> , 2020, 23, 2156759X2090357.	0.7	6
2025	Child Safety Matters: Randomized Control Trial of a School-Based, Child Victimization Prevention Curriculum. <i>Journal of Interpersonal Violence</i> , 2022, 37, 538-556.	1.3	13
2027	Testing the “Zero-Sum Game” Hypothesis: An Examination of School Health Policies and Practices and Inequalities in Educational Outcomes. <i>Journal of School Health</i> , 2020, 90, 415-424.	0.8	10
2028	School-Based Practices for the 21st Century: Noncognitive Factors in Student Learning and Psychosocial Outcomes. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2020, 7, 44-51.	1.4	3

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2030	Common Elements of Childhood Universal Mental Health Programming. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2020, 47, 475-486.	1.2	27
2031	Evaluating the effectiveness of KooLKIDS: An interactive social emotional learning program for Australian primary school children. <i>Psychology in the Schools</i> , 2020, 57, 851-867.	1.1	8
2032	Strengths-based blended personalized learning: An impact study using virtual comparison group. <i>Journal of Research on Technology in Education</i> , 2020, 52, 353-370.	4.0	18
2033	A Randomized Field Experiment Using Self-Reflection on School Behavior to Help Students in Secondary School Reach Their Performance Potential. <i>Frontiers in Psychology</i> , 2020, 11, 1356.	1.1	4
2034	Positive Youth Development and Adolescent Depression: A Longitudinal Study Based on Mainland Chinese High School Students. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 4457.	1.2	68
2035	The relevance of subtyping children with mathematical learning disabilities. <i>Research in Developmental Disabilities</i> , 2020, 104, 103704.	1.2	16
2036	Exploring the Potential for Students to Develop Self-Awareness through Personalized Learning. <i>Journal of Educational Research</i> , 2020, 113, 165-176.	0.8	8
2037	Higher Education Expansion, Selections Based on Non-Cognitive Abilities and Gender Differences: The Case of China. <i>Frontiers of Education in China</i> , 2020, 15, 279-312.	2.2	0
2038	Empathy and Emotional Intelligence in Adolescent Cyberaggressors and Cybervictims. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 4681.	1.2	10
2039	A Review of School-Based Interventions to Reduce Stigma towards Schizophrenia. <i>Psychiatric Quarterly</i> , 2020, 91, 983-1002.	1.1	5
2040	Nothing Lost, Something Gained? Impact of a Universal Social-Emotional Learning Program on Future State Test Performance. <i>Educational Researcher</i> , 2020, 49, 5-19.	3.3	13
2041	Game On—Complier Average Causal Effect Estimation Reveals Sleeper Effects on Academic Attainment in a Randomized Trial of the Good Behavior Game. <i>Prevention Science</i> , 2020, 21, 222-233.	1.5	4
2042	English language teaching of attitude and emotion in digital multimodal composition. <i>Journal of Second Language Writing</i> , 2020, 47, 100712.	1.4	42
2043	Effectiveness of a Prevention Program for Gender-Based Intimate Partner Violence at a Colombian Primary School. <i>Frontiers in Psychology</i> , 2020, 10, 3012.	1.1	11
2044	Bullying Victimization Profiles of School-Aged Adolescents and Associations With Weight Statuses: A Latent Class Analysis. <i>Journal of Interpersonal Violence</i> , 2021, 36, NP12949-NP12972.	1.3	10
2045	Factors affecting the implementation of a whole school mindfulness program: a qualitative study using the consolidated framework for implementation research. <i>BMC Health Services Research</i> , 2020, 20, 133.	0.9	46
2046	Family incivility and cyberbullying in adolescence: A moderated mediation model. <i>Computers in Human Behavior</i> , 2020, 110, 106315.	5.1	29

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2048	Investigating the association between bullying victimization and suicidal ideation among adolescents: Evidence from the 2017 Youth Risk Behavior Survey. <i>Child Abuse and Neglect</i> , 2020, 102, 104417.	1.3	67
2049	Examining the predictor effect of parents'™ emotional literacy level on the emotion regulation and social problem-solving skills of children. <i>Early Child Development and Care</i> , 2021, 191, 2516-2531.	0.7	6
2050	“Don't worry” be happy: The sad state of happiness research in gifted students. <i>High Ability Studies</i> , 2021, 32, 125-142.	1.0	13
2051	Board Games on Emotional Competences for School-Age Children. <i>Games for Health Journal</i> , 2020, 9, 187-196.	1.1	5
2052	Bridging gaps and moving forward: Building a new model for socioemotional formation and regulation. <i>Educational Psychologist</i> , 2020, 55, 53-68.	4.7	28
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2054	The Effects of Practitioner-Delivered School-Based Mental Health on Aggression and Violence Victimization in Middle Schoolers. <i>School Mental Health</i> , 2020, 12, 417-427.	1.1	1
2055	Principles of risk, screening, and prevention in psychiatry. , 2020, , 11-43.		2
2056	Mediators of Effects of Cooperative Learning on Prosocial Behavior in Middle School. <i>International Journal of Applied Positive Psychology</i> , 2020, 5, 37-52.	1.2	27
2057	Commentary: A Pilot Digital Intervention Targeting Loneliness in Youth Mental Health. <i>Frontiers in Psychiatry</i> , 2019, 10, 959.	1.3	9
2058	The adolescent peer system and academic engagement. <i>Educational Psychology</i> , 2022, 42, 459-478.	1.2	7
2059	The sustainability of public health interventions in schools: a systematic review. <i>Implementation Science</i> , 2020, 15, 4.	2.5	162
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2061	The moderating role of teacher-student relationships on the association between peer victimization and depression in students with intellectual disabilities. <i>Research in Developmental Disabilities</i> , 2020, 98, 103572.	1.2	10
2062	Social and emotional skills in curriculum reform: a red line for measurability?. <i>Journal of Curriculum Studies</i> , 2021, 53, 435-448.	1.2	8
2063	Can Computers Teach Social Skills to Children? Examining the Efficacy of “The Social Express” in an African-American Sample. <i>Contemporary School Psychology</i> , 2021, 25, 321-331.	0.9	3
2064	Using child rights education to infuse a social justice framework into universal programming. <i>School Psychology International</i> , 2020, 41, 13-36.	1.1	6



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2065	Social norms and e-motions in problematic social media use among adolescents. <i>Addictive Behaviors Reports</i> , 2020, 11, 100250.	1.0	61
2066	Effective Components of Social Skills Training Programs for Children and Adolescents in Nonclinical Samples: A Multilevel Meta-analysis. <i>Clinical Child and Family Psychology Review</i> , 2020, 23, 250-264.	2.3	38
2067	Who benefits most? Predicting the effectiveness of a social and emotional learning intervention according to children's emotional and behavioural difficulties. <i>School Psychology International</i> , 2020, 41, 197-217.	1.1	15
2068	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
2069	Enhancing Social and Emotional Wellbeing of Aboriginal Boarding Students: Evaluation of a Social and Emotional Learning Pilot Program. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 771.	1.2	11
2070	Another education war? The coming debates over social and emotional learning. <i>Phi Delta Kappan</i> , 2020, 101, 42-48.	0.4	14
2071	Factors Promoting Learning With a Web Application on Earthquake-Related Emotional Preparedness in Primary School. <i>Frontiers in Psychology</i> , 2020, 11, 621.	1.1	16
2072	Painting Practical Support: A Study about the Usage of Painting Materials in Children's Painting Works. <i>Social Sciences</i> , 2020, 9, 33.	0.7	0
2073	Psychometric properties of the Basic Empathy Scale in Polish children and adolescents. <i>Current Psychology</i> , 2022, 41, 1957-1966.	1.7	6
2074	A Scoping Review of School-Based Efforts to Support Students Who Have Experienced Trauma. <i>School Mental Health</i> , 2020, 12, 442-477.	1.1	34
2075	Inequality in socio-emotional skills: A cross-cohort comparison. <i>Journal of Public Economics</i> , 2020, 191, 104171.	2.2	23
2076	A response to constructive criticism of Social and Emotional Learning. <i>Phi Delta Kappan</i> , 2020, 101, 52-57.	0.4	24
2077	Interpreting Effect Sizes of Education Interventions. <i>Educational Researcher</i> , 2020, 49, 241-253.	3.3	452
2078	Using Complier Average Causal Effect Estimation to Examine Student Outcomes of the PAX Good Behavior Game When Integrated with the PATHS Curriculum. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2020, 47, 972-986.	1.2	6
2079	A Multidimensional, Multi-tiered System of Supports Model to Promote School Attendance and Address School Absenteeism. <i>Clinical Child and Family Psychology Review</i> , 2020, 23, 316-337.	2.3	60
2080	Effects of a Universal School-Based Mental Health Program on the Self-concept, Coping Skills, and Perceptions of Social Support of Students with Developmental Disabilities. <i>Journal of Autism and Developmental Disorders</i> , 2020, 50, 4069-4084.	1.7	12
2081	Parents' perceptions and evaluation of the implementation of a resilience curriculum in Greek schools. <i>International Journal of School and Educational Psychology</i> , 2020, 8, 104-118.	1.0	5
2082	School Climate as a Universal Intervention to Prevent Substance Use Initiation in Early Adolescence: A Longitudinal Study. <i>Health Education and Behavior</i> , 2020, 47, 402-411.	1.3	18

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2083	Indiana Social-Emotional Learning Competencies: A Neurodevelopmental, Culturally Responsive Framework. <i>Professional School Counseling</i> , 2020, 23, 2156759X2090448.	0.7	2
2084	Evidence-Based School Counseling: Expanding the Existing Paradigm. <i>Professional School Counseling</i> , 2020, 23, 2156759X2090450.	0.7	10
2085	Kindergartners Are Ready to Learn: Applying Studentâ€œWithinâ€œEnvironment Theory to a School Counseling Intervention. <i>Journal of Humanistic Counseling</i> , 2020, 59, 3-19.	0.3	8
2086	The impact of a school-based life skills intervention in Ugandan secondary schools: perspectives of teachers and students. <i>Pastoral Care in Education</i> , 2021, 39, 4-23.	0.9	1
2087	Measuring social and emotional skills in elementary students: Development of self-report Likert, situational judgment test, and forced choice items. <i>Personality and Individual Differences</i> , 2021, 169, 110012.	1.6	13
2088	Workshop Training to Facilitate Parent-Child Instructional Opportunities for Reading and Social Development with Kindergarten Students. <i>Journal of Research in Childhood Education</i> , 2021, 35, 438-457.	0.6	1
2089	A scoping review critically examining research connecting social and emotional learning with three model-based practices in physical education: Have we been doing this all along?. <i>European Physical Education Review</i> , 2021, 27, 76-95.	1.2	41
2090	I Can Succeed for Preschools: A Randomized Control Trial of a New Social-emotional Learning Program. <i>Early Education and Development</i> , 2021, 32, 343-359.	1.6	6
2091	Childhood Risk and Protective Factors as Predictors of Adolescent Bullying Roles. <i>International Journal of Bullying Prevention</i> , 2021, 3, 138-146.	1.3	25
2092	I can succeed, a new social emotional learning program for children based on interpersonal psychotherapy for adolescents. <i>European Journal of Developmental Psychology</i> , 2021, 18, 112-130.	1.0	5
2093	Effects of a Universal Classroom Management Intervention on Middle School Students With or At Risk of Behavior Problems. <i>Remedial and Special Education</i> , 2021, 42, 18-30.	1.7	3
2094	â€œBeing a team, working together, and being kindâ€™: Primary studentsâ€™ perspectives of cooperative learning's contribution to their social and emotional learning. <i>Physical Education and Sport Pedagogy</i> , 2021, 26, 137-154.	1.8	15
2095	Effective interventions targeting the mental health of children and young adults: A scoping review. <i>Scandinavian Journal of Public Health</i> , 2021, 49, 333-345.	1.2	8
2096	The causal effect of resilience on risk for drug abuse: a Swedish national instrumental variable, co-relative and propensity-score analysis. <i>Psychological Medicine</i> , 2021, 51, 846-852.	2.7	1
2097	Examining academic burnout: profiles and coping patterns among Estonian middle school students. <i>Educational Studies</i> , 2021, 47, 1-18.	1.4	5
2098	Preparing Teacher Educators for Statewide Scale-Up of Multi-Tiered System of Support (MTSS). <i>Teacher Education and Special Education</i> , 2021, 44, 24-41.	1.6	22
2099	A Comprehensive Meta-Analysis of Randomized Evaluations of the Effect of Child Social Skills Training on Antisocial Development. <i>Journal of Developmental and Life-Course Criminology</i> , 2021, 7, 41-65.	0.8	31
2100	Managing the disconnect: A critical case study of neoliberalism in youth development practice. <i>Journal of Community Psychology</i> , 2021, 49, 907-926.	1.0	4

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2102	Evaluation of a School-led Sustainable Class Wide Intervention Programme to Improve Elementary Children's Social Emotional and Academic Performance. <i>International Journal of Disability Development and Education</i> , 2021, 68, 496-520.	0.6	0
2103	Classroom racial/ethnic diversity and upper elementary children's social-emotional development. <i>Applied Developmental Science</i> , 2021, 25, 183-199.	1.0	8
2104	Fostering the X-Factor in Pakistan's university students. <i>Current Psychology</i> , 2021, 40, 3073-3102.	1.7	13
2105	Towards neuroparenting? An analysis of the discourses underpinning social and emotional learning (SEL) initiatives in English schools. <i>Educational Review</i> , 2021, 73, 279-296.	2.2	1
2106	Understanding the interpretation and implementation of social and emotional learning in physical education. <i>Curriculum Journal</i> , 2021, 32, 67-86.	1.0	15
2107	School-based interventions to reduce suspension and arrest: A meta-analysis. <i>Aggression and Violent Behavior</i> , 2021, 56, 101518.	1.2	5
2108	Long-Term Effects of Social-Emotional Learning on Academic Skills: Evidence from a Randomized Trial of <i>INSIGHTS</i> . <i>Journal of Research on Educational Effectiveness</i> , 2021, 14, 1-27.	0.9	4
2109	Schools As a Vital Component of the Child and Adolescent Mental Health System. <i>Psychiatric Services</i> , 2021, 72, 37-48.	1.1	45
2110	High School Students With Emotional and Behavioral Disorders Perceptions of School Climate. <i>Journal of Disability Policy Studies</i> , 2021, 32, 83-94.	0.9	5
2111	A Self-Regulated Learner Framework for Students With Learning Disabilities and Math Anxiety. <i>Intervention in School and Clinic</i> , 2021, 56, 163-171.	0.8	7
2112	The Effects of Two Elementary School-Based Universal Preventive Interventions on Special Education Students' Socioemotional Outcomes. <i>Remedial and Special Education</i> , 2021, 42, 31-43.	1.7	3
2113	Education for a "Post-Truth" World: New Directions for Research and Practice. <i>Educational Researcher</i> , 2021, 50, 51-60.	3.3	60
2114	Setting the stage for Social Emotional Learning (SEL) policy and the arts. <i>Arts Education Policy Review</i> , 2021, 122, 205-209.	0.9	7
2115	"Happy Children" project that has the aim of developing emotional literacy and conflict resolution skills. A Maltese Case Study. <i>Pastoral Care in Education</i> , 2021, 39, 48-66.	0.9	1
2116	"If You're Hyper It Calms You Down"; Young People's Experiences of an Irish Equine Facilitated Program. <i>Journal of Creativity in Mental Health</i> , 2021, 16, 153-167.	0.6	2
2117	Youth Mental Health First Aid (Y-MHFA) Trainings for Educators: A Systematic Review. <i>School Mental Health</i> , 2021, 13, 1-12.	1.1	5
2118	School Bullying, Mental Health, and Wellbeing in Adolescents: Mediating Impact of Positive Psychological Orientations. <i>Child Indicators Research</i> , 2021, 14, 1007-1026.	1.1	41

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2119	An intervention promoting understanding of achievement emotions with middle school students. <i>European Journal of Psychology of Education</i> , 2021, 36, 759-780.	1.3	10
2120	Three Decades of Research: The Case for Comprehensive Sex Education. <i>Journal of Adolescent Health</i> , 2021, 68, 13-27.	1.2	222
2121	Teaching Explicit Social-Emotional Skills With Contextual Supports for Students With Intensive Intervention Needs. <i>Journal of Emotional and Behavioral Disorders</i> , 2021, 29, 14-23.	1.1	10
2122	The responsibility of knowledge: Identifying and reporting students with evidence of psychological distress in large-scale school-based studies. <i>Research Ethics</i> , 2021, 17, 193-216.	0.8	2
2123	Corollary child outcomes from the Pyramid Model professional development intervention efficacy trial. <i>Early Childhood Research Quarterly</i> , 2021, 54, 204-218.	1.6	24
2124	Crime Prevention through Environmental Design in schools: Students' perceptions of safety and psychological comfort. <i>Psychology in the Schools</i> , 2021, 58, 475-493.	1.1	7
2125	Adolescent mental health, COVID-19, and the value of school-community partnerships. <i>Injury Prevention</i> , 2021, 27, 85-86.	1.2	55
2126	The significance of emotional intelligence to students' learning motivation and academic achievement: A study in Hong Kong with a Confucian heritage. <i>Children and Youth Services Review</i> , 2021, 121, 105847.	1.0	18
2127	Multidimensional six-stage model for flood emergency response in schools: a case study of Pakistan. <i>Natural Hazards</i> , 2021, 105, 1977-2005.	1.6	12
2128	Pilot Evaluation of K-12 School Security Professionals Online Training: Understanding Trauma and Social-Emotional Learning. <i>School Mental Health</i> , 2021, 13, 41-54.	1.1	7
2129	Dynamic Associations of Parent-Adolescent Closeness and Friend Support With Adolescent Depressive Symptoms Across Ages 12-19. <i>Journal of Research on Adolescence</i> , 2021, 31, 299-316.	1.9	21
2130	Supporting students with mental health challenges in the classroom. <i>Preventing School Failure</i> , 2021, 65, 97-107.	0.4	2
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2132	Taking Skills Seriously: Toward an Integrative Model and Agenda for Social, Emotional, and Behavioral Skills. <i>Current Directions in Psychological Science</i> , 2021, 30, 26-33.	2.8	41
2133	Labour integration of young people at risk of social exclusion through the development of key competencies. <i>Economic Research-Ekonomska Istrazivanja</i> , 2021, 34, 2651-2668.	2.6	2
2134	Adolescent Achievement: Relative Contributions of Social Emotional Learning, Self-efficacy, and Microsystem Supports. <i>Education and Urban Society</i> , 2021, 53, 561-584.	0.8	6
2135	Kindness: a perspective from developmental psychology. <i>European Journal of Developmental Psychology</i> , 2021, 18, 629-657.	1.0	24
2136	Addressing trauma and empowering students through school-based mindfulness practices. <i>Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice</i> , 2021, 24, 107-122.	0.7	0

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2137	Using the CSCORE Protocol to Identify Evidence-Based Practices in School Counseling Intervention Research. <i>Counseling Outcome Research and Evaluation</i> , 2021, 12, 91-104.	0.9	2
2138	A Randomized Control Trial of Elementary Teachers'™ Perceptions of School Counselor Impact. <i>Counseling Outcome Research and Evaluation</i> , 2021, 12, 105-116.	0.9	0
2139	An Ecobehavioral Analysis of Social Behavior Across Learning Contexts in Kindergarten. <i>Early Childhood Education Journal</i> , 2021, 49, 657-668.	1.6	2
2140	Twice as Nice? Sustained Exposure to a Universal Social-™Emotional Learning Program Across Multiple Grades. <i>School Mental Health</i> , 2021, 13, 84-100.	1.1	0
2141	Initial Development and Validation of the Social Skills Improvement System-™Social and Emotional Learning Brief Scales-Teacher Form. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 166-181.	0.9	11
2142	Project STRONG: an Online, Parent-™Son Intervention for the Prevention of Dating Violence among Early Adolescent Boys. <i>Prevention Science</i> , 2021, 22, 193-204.	1.5	17
2143	Socioeconomic Status Gradients in Young Children-™s Well-™Being at School. <i>Child Development</i> , 2021, 92, e91-e105.	1.7	18
2144	The Relations and Role of Social Competencies and Belonging with Math and Science Interest and Efficacy for Adolescents in Informal STEM Programs. <i>Journal of Youth and Adolescence</i> , 2021, 50, 314-323.	1.9	19
2145	Technology-Assisted Teachers-™ Training to Promote Socioemotional Well-Being of Children in Public Schools in Rural Pakistan. <i>Psychiatric Services</i> , 2021, 72, 69-76.	1.1	10
2146	Problem Behaviors and Response to Reading Intervention for Upper Elementary Students With Reading Difficulties. <i>Remedial and Special Education</i> , 2021, 42, 169-181.	1.7	9
2147	Interactions between vocational and attitudinal skills in labour market outcomes: findings from the skills-™ assessment of garment factory workers in Ethiopia. <i>Journal of Vocational Education and Training</i> , 2021, 73, 24-46.	0.9	7
2148	Promoting Mental Health and Preventing Loneliness in Upper Secondary School in Norway: Effects of a Randomized Controlled Trial. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 181-194.	1.0	8
2149	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
2150	Community Partnership Consultation Model: A Consultative Approach for Supporting School-Based Behavioral Health. <i>Journal of Educational and Psychological Consultation</i> , 2021, 31, 82-98.	1.0	4
2151	Validation of the Anger Expression Scale for Children With Fourth and Fifth Graders: Implications for Identifying Students at Risk for Behavior Problems. <i>Assessment</i> , 2021, 28, 1418-1433.	1.9	2
2152	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
2153	Association between social-emotional strengths and school membership: A cross-cultural comparison. <i>International Journal of School and Educational Psychology</i> , 2021, 9, 158-171.	1.0	10
2154	Understanding Classroom Bullying Climates: the Role of Student Body Composition, Relationships, and Teaching Quality. <i>International Journal of Bullying Prevention</i> , 2021, 3, 34-47.	1.3	22

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3800	øšù,,ø³ø-ù-ùšø± ù-øšù,,ø³øù,ù, ù...ù† øµøø© øšù,,ø³ù,ùšùšù... øšù,,ø-ù-ù,,ùš ù,,ù,,ø³ø¹ù,,ù'ù... øšù,,øšø-ø³ù..øšø¹ùš ù		
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