Can Explicit Instruction in Social and Emotional Learning Social-Emotional Development, Well-being, and Academic

Citation Report

#	ARTICLE	IF	CITATIONS
1	Seeking Children's Perspectives on their Wellbeing in Early Childhood Settings. International Journal of Early Childhood, 2012, 44, 231-247.	0.6	72
2	Achievement for All: Improving psychosocial outcomes for students with special educational needs and disabilities. Research in Developmental Disabilities, 2013, 34, 1210-1225.	1.2	30
3	The Strength of Self-Acceptance. , 2013, , .		13
4	The prevention of childhood anxiety and promotion of resilience among preschool-aged children: a universal school based trial. Advances in School Mental Health Promotion, 2013, 6, 93-121.	0.9	58
5	Prevention of depression and anxiety symptoms in adolescents: 42 and 54 months follow-up of the Aussie Optimism Program-Positive Thinking Skills. Frontiers in Psychology, 2014, 5, 364.	1.1	24
6	Preventive Mental Health at School. , 2014, , .		22
7	Promoting Children's Healthy Social-Emotional Growth: Dialogue Journal. Journal of Education and Learning, 2016, 6, 246.	0.2	7
8	Supporting Children's Resilience: Early Childhood Educator Understandings. Australasian Journal of Early Childhood, 2016, 41, 58-65.	0.8	4
9	Children's Physical Resilience Outcomes: Meta-Analysis of Vulnerability and Protective Factors. Journal of Pediatric Nursing, 2016, 31, 701-711.	0.7	11
10	Child-Centered Group Play Therapy: Impact on Social-Emotional Assets of Kindergarten Children. Journal for Specialists in Group Work, 2016, 41, 209-237.	0.7	26
11	The impact of trial stage, developer involvement and international transferability on universal social and emotional learning programme outcomes: a meta-analysis. Cambridge Journal of Education, 2016, 46, 347-376.	1.6	159
12	A Review of Classwide or Universal Social, Emotional, Behavioral Programs for Students in Kindergarten. Review of Educational Research, 2017, 87, 512-543.	4.3	22
13	Developing Social Emotional Competence in the Early Years. , 2017, , 391-411.		10
14	Effects of the cognitive-behavioral You Can Do It! Education program on the resilience of Japanese elementary school students: A preliminary investigation. International Journal of Educational Research, 2017, 86, 50-58.	1.2	25
15	A Review of the Provision of Social and Emotional Learning in Australia, the United States, Poland, and Portugal. Journal of Relationships Research, 2017, 8, .	0.6	14
16	A Thematic and Content Analysis of Instructional and Rehearsal Procedures of Preschool Social Emotional Learning Programs. Australasian Journal of Early Childhood, 2017, 42, 82-91.	0.8	4
17	Preventing Internalizing Problems in Young Children: A Randomized Controlled Trial of the Feelings and Friends (Year 3) Program with a Motor Skills Component. Frontiers in Psychology, 2017, 8, 291.	1.1	6
18	How does gender relate to social skills? Exploring differences in social skills mindsets, academics, and behaviors among high-school freshmen students. Psychology in the Schools, 2018, 55, 429-442.	1.1	11

#	Article	IF	Citations
19	The results of a targeted open trial of the Fun FRIENDS combined with a concurrent parent-based intervention. Mental Health and Prevention, 2018, 10, 35-41.	0.7	5
20	Do universal school‐based mental health promotion programmes improve the mental health and emotional wellbeing of young people? A literature review. Journal of Clinical Nursing, 2018, 27, e412-e426.	1.4	95
21	Nuancing the critique of commercialisation in schools: recognising teacher agency. Journal of Education Policy, 2018, 33, 617-631.	2.1	21
22	Growing to give: Transforming learning via new pedagogies for the 21st century. Global Studies of Childhood, 2018, 8, 131-151.	0.2	1
23	Enhancing Social‐emotional Development through Evidence-based Resources. Australasian Journal of Early Childhood, 2018, 43, 4-12.	0.8	1
24	Social and Emotional Learning Associated With Universal Curriculum-Based Interventions in Early Childhood Education and Care Centers. JAMA Network Open, 2018, 1, e185727.	2.8	92
25	Facilitating Social Emotional Learning in Kindergarten Classrooms: Situational Factors and Teachers' Strategies. International Journal of Early Childhood, 2018, 50, 335-352.	0.6	16
26	Coaching for Rational Living. , 2018, , .		10
27	SEARCH: A Meta-Framework and Review of the Field of Positive Education. International Journal of Applied Positive Psychology, 2019, 4, 1-46.	1.2	61
28	Setting the scene for holistic development. Early Years Educator, 2019, 21, 25-27.	0.0	0
29	Fostering childhood resilience: A call to educators. Preventing School Failure, 2019, 63, 195-202.	0.4	6
30	An empirical basis for linking social and emotional learning to academic performance. Contemporary Educational Psychology, 2019, 56, 193-204.	1.6	67
31	Advances in REBT. , 2019, , .		8
32	Rational Emotive Behavior Education in Schools. , 2019, , 289-306.		3
33	Exploring Social Competence as a Mediator of Head Start's Impact on Children's Early Math Skills: Evidence from the Head Start Impact Study. Early Education and Development, 2019, 30, 655-677.	1.6	7
34	Combining the Skill Themes Approach with Teaching Personal and Social Responsibility to Teach Social and Emotional Learning in Elementary Physical Education. Journal of Physical Education, Recreation and Dance, 2019, 90, 35-44.	0.1	29
35	Social‐Behavioral Stories in the Kindergarten Classroom: An App-Based Counseling Intervention for Increasing Social Skills. Professional School Counseling, 2019, 23, 2156759X2091937.	0.7	1
36	Social and emotional learning for parents through Conscious Discipline. Journal of Research in Innovative Teaching & Learning, 2019, 12, 85-99.	1.5	6

#	Article	IF	Citations
37	Social and Emotional Learning in Graduate School to Improve Student Well‑Being and Performance: A Proposed Training Program. New Directions for Teaching and Learning, 2019, 2019, 91-105.	0.2	3
38	Investment in Early Childhood Education in a Globalized World. , 2019, , .		2
39	Can Early Childhood Curriculum Enhance Social-Emotional Competence in Low-Income Children? A Meta-Analysis of the Educational Effects. Early Education and Development, 2019, 30, 36-59.	1.6	52
40	A multiple‑group confirmatory factor analysis of teacher perceptions of social and emotional learning in rural Malawi. British Journal of Educational Psychology, 2019, 89, 600-615.	1.6	5
41	Supporting personal and social development through child-led art projects in the early years settings. Early Child Development and Care, 2019, 189, 1889-1900.	0.7	4
42	An empirical study comparing different art forms to develop social and personal skills in early years education. Education 3-13, 2020, 48, 471-482.	0.6	3
43	Emotional scaffolding in early childhood education. Educational Studies, 2020, 46, 570-589.	1.4	5
44	Subjective well‑being and academic performance among middle schoolers: A two‑wave longitudinal study. Journal of Adolescence, 2020, 84, 11-22.	1.2	19
45	Health and Education Interdependence. , 2020, , .		1
46	Care worker perspectives on the socio-emotional adjustment of orphans in residential homes. Vulnerable Children and Youth Studies, 2020, 15, 77-84.	0.5	0
47	Designing Toys and Play Activities for the Development of Social Skills in Childhood. Design Journal, 2020, 23, 199-217.	0.5	3
48	Cognitive Behavioural Therapy for Anxiety Disorders in Young Children: A Dutch Open Trial of the Fun FRIENDS Program. Behaviour Change, 2020, 37, 1-12.	0.6	3
49	Effectively Integrating Direct Instruction and Discrete Trial Training Across Routines, Activities, and Environments. Beyond Behavior, 2020, 29, 152-161.	0.4	1
50	Developmental Differences in the Association of Peer Relationships with Traumatic Stress Symptoms. Prevention Science, 2020, 21, 841-849.	1.5	4
51	Student perceptions of learning challenges in year 7. Australian Educational Researcher, 2021, 48, 303-319.	1.6	0
52	Learning Skills, System Equity, and Implicit Bias Within Ontario, Canada. Educational Policy, 2021, 35, 395-421.	1.4	5
53	How Disability and Other Socio-Economic Factors Matter to Children's Socio-Emotional Outcomes: Results from a Longitudinal Study Conducted in Ireland. Child Indicators Research, 2021, 14, 391-409.	1.1	4
54	Using Social and Emotional Instructional Activities to Indigenise Early Childhood Education in a Post-colonial Society. , 2021, , 181-201.		0

#	Article	IF	Citations
55	Measuring Tool of Children's Social-Emotional Development Through Digital Technology. , 0, , .		0
56	Enhancing empathy in preschoolers: a comparison of social and emotional learning approaches. Educational and Developmental Psychologist, 2021, 38, 64-76.	0.4	6
57	Why Not Social and Emotional Learning?. English Language Teaching, 2021, 14, 9.	0.2	0
58	The improvement of preschoolers' social emotional skills. Society and Innovations, 2021, 2, 583-590.	0.0	0
59	Identifying Social-Emotional Learning Skills in Turkish Language Curriculum. Ankara Ãœniversitesi EÄŸitim Bilimleri FakÃ¼ltesi Dergisi, 0, , 205-224.	0.3	1
60	The Relationship Between Preschool Children's Social Competence Skills and Their Ability to Communicate With Their Mothers. Participatory Educational Research, 2021, 8, 435-459.	0.4	2
61	Beyond Language and Academics: Investigating Teachers' Preparation to Promote the Social-Emotional Well-Being of Emergent Bilingual Learners. Journal of Teacher Education, 0, , 002248712110275.	2.0	6
62	Effects of Positive Action in Elementary School on Student Behavioral and Social-Emotional Outcomes. Elementary School Journal, 2021, 121, 635-655.	0.9	2
63	Metacognitive Competences and Implicit Theories of Intelligence in Relation with School Achievement. Review of Artistic Education, 2021, 22, 301-309.	0.1	2
64	Shifting children's attentional focus to emotions during art museum experiences. British Journal of Developmental Psychology, 2022, 40, 73-91.	0.9	3
65	The Development of Teachers' and Their Students' Social and Emotional Learning During the "Learning to Be Project"Training Course in Five European Countries. Frontiers in Psychology, 2021, 12, 705336.	1.1	5
66	Positive Education Pedagogy: Shifting Teacher Mindsets, Practice, and Language to Make Wellbeing Visible in Classrooms. , 2021, , 137-164.		11
67	Gaming Literacy and Its Potential for Teaching Social and Emotional Learning to Adolescent Children. Advances in Educational Technologies and Instructional Design Book Series, 2021, , 1-25.	0.2	0
68	A Co-Teaching Insight on SEL Curriculum Development and Implementation. Advances in Early Childhood and K-12 Education, 2021, , 39-63.	0.2	0
69	The Relationship Between Living with Dogs and Social and Emotional Development in Childhood. Anthrozoos, 2021, 34, 33-46.	0.7	8
70	Self-Acceptance in the Education and Counseling of Young People. , 2013, , 155-192.		12
71	Social and Emotional Learning: Role of School Psychologists in Australia. , 2017, , 503-519.		5
72	Universal Mental Health Promotion and Prevention Programs for Students. , 2017, , 127-139.		5

#	Article	IF	Citations
73	Foregrounding Emotional Imagination in Everyday Preschool Practices to Support Emotion Regulation. Perspectives in Cultural-historical Research, 2017, , 85-103.	0.1	5
74	Social and Emotional Learning and Resilience Education. , 2020, , 205-223.		6
75	A cluster randomized trial of the Social Skills Improvement System-Classwide Intervention Program (SSIS-CIP) in first grade.. Journal of Educational Psychology, 2018, 110, 1-16.	2.1	37
76	Implementation matters: Using complier average causal effect estimation to determine the impact of the Promoting Alternative Thinking Strategies (PATHS) curriculum on children's quality of life.. Journal of Educational Psychology, 2020, 112, 236-253.	2.1	17
77	Turning the focus to behavioral, emotional, and social well-being: The impact of child-centered play therapy.. International Journal of Play Therapy, 2018, 27, 227-241.	0.2	5
78	The Who, What, and Where of School Kindness: Exploring Students' Perspectives. Canadian Journal of School Psychology, 2019, 34, 22-37.	1.6	25
79	Diverse books for diverse children: Building an early childhood diverse booklist for social and emotional learning. Journal of Early Childhood Literacy, 2022, 22, 66-95.	0.4	9
80	Aprendizaje socioemocional en estudiantes de quinto y sexto grado: presentación y evaluación de impacto del programa BASE. Ensaio, 2013, 21, 645-666.	0.2	6
81	The Impact of Trauma on Brain Development. , 2019, , 217-238.		1
82	Ecological conditions and interpersonal skills leading to ECE teacher competences in working with immigrant children in Slovenia. European Early Childhood Education Research Journal, 0, , 1-15.	1.2	1
83	Adapting Programs for Young Children. , 2014, , 233-252.		1
84	The Impact of Trauma on Brain Development. Advances in Psychology, Mental Health, and Behavioral Studies, 2017, , 20-41.	0.1	1
85	Evaluation of the "Steps for Life"Personal and Social Skills Greek K-Curriculum. Creative Education, 2017, 08, 1912-1940.	0.2	2
86	Social learning. , 2017, , 77-96.		0
87	SOSYAL DUYGUSAL ÖĞRENME NEDİR NEDEN ÖNEMLİDİR (İNSAN İLİŞKİLERİNDE BEŽ DUYGU ALANI). Sinop Üniversitesi Sosyal Bilimler Dergisi, 2017, 1, 1-16.	0.3	5
88	Coaching in Schools. , 2018, , 397-412.		2
89	Family Socioeconomic Status and Social-emotional Development among Young Children in Malaysia. Journal of Applied Sciences, 2018, 18, 122-128.	0.1	7
90	From A Nation at Risk to No Child Left Behind to Race to the Top: The US Response to Global Competition. , 2019, , 107-158.		0

#	Article	IF	Citations
91	REBT and Positive Psychology. , 2019, , 247-266.		1
92	STRIVE to improve educational outcomes: supporting students with disabilities in the general education classroom. Educational Psychology, 2019, 58, 171-185.	0.0	0
93	Emotion Knowledge and Theory of Mind among Chinese Preschoolers: A Curriculum-Based Approach. Early Education and Development, 2022, 33, 764-785.	1.6	1
94	Rational Emotive, Cognitive Behavioral Approaches to the Challenge of Child and Adolescent Mental Health. , 2020, , 3-30.		1
95	REBT Coaching for Young People to Achieve Goals and Develop in Life. , 2020, , 453-473.		1
96	Rational Emotive Education as Social–Emotional Learning. , 2020, , 419-452.		0
97	Youth with Connections to the Juvenile Justice System: A Priority Population for School Behavioral Health. , 2020, , 75-93.		0
99	Children's self-talk in naturalistic classroom settings in middle childhood: A systematic literature review. Educational Research Review, 2022, 35, 100432.	4.1	5
100	Teachers' experiences: social emotional engagement – knowledge and skills. Educational Research, 2022, 64, 41-59.	0.9	2
102	"I can teach what's in the book" Understanding the why and how behind teachers' implementation of a social–emotional learning (SEL) focused curriculum in rural Malawi. British Journal of Educational Psychology, 2021, , e12483.	1.6	2
103	Secret Agent Society: A Randomized Controlled Trial of a Transdiagnostic Youth Social Skills Group Treatment. Research on Child and Adolescent Psychopathology, 2022, 50, 1107-1119.	1.4	4
105	The relationships between school children's wellbeing, socio-economic disadvantage and after-school activities: a cross-sectional study. BMC Pediatrics, 2022, 22, .	0.7	6
106	Contribution of children's reading motivation and prosocial efficacy to reading growth. Learning and Individual Differences, 2022, 97, 102163.	1.5	4
107	Classroom-Wide School Interventions for Preschoolers' Social-Emotional Learning: A Systematic Review of Evidence-Based Programs. Educational Psychology Review, 2022, 34, 2971-3010.	5.1	8
108	Insights from investigating early childhood ebooks on literacy, cognitive development, and social and emotional learning outcomes. E-Learning and Digital Media, 2023, 20, 300-313.	1.5	1
109	"A Piece of Normal Life When Everything Else is Changed" Remote Early Childhood Music Classes and Toddler Socialization. Early Childhood Education Journal, 0, , .	1.6	0
110	Supporting every teacher: Using the Holistic Teacher Assessment (HTA) to measure social-emotional experiences of educators. Teaching and Teacher Education, 2022, 119, 103827.	1.6	1
111	Creating Compassion: Creatively-Focused Explicit Behavioral Instruction for Empathy Development. School Psychology Review, 0, , 1-16.	1.8	1

#	ARTICLE	IF	CITATIONS
113	Positive Effects of Digital Technology Use by Adolescents: A Scoping Review of the Literature. International Journal of Environmental Research and Public Health, 2022, 19, 14009.	1.2	6
114	â€œWhereâ€™s Wally?â€•Identifying theory of mind in school-based social skills interventions. Frontiers in Psychology, 0, 13, .	1.1	2
115	Hayat Bilgisi Ã–ÄŸretim ProgramÄ±nÄ±n Sosyal-Duygusal Beceriler AÃ§Ä±sÄ±ndan DeÄŸerlendirilmesi. UÅŸak Ãœniversitesi EÄŸitim AraÅŸtÄ±rmalarÄ± Dergisi, 2022, 8, 16-35.	2.7	1
116	Developmentally Appropriate Prevention of Behavioral and Emotional Problems, Social-Emotional Learning, and Developmentally Appropriate Practice for Early Childhood Education and Care: The Papilio-3to6 Program. International Journal of Developmental Sciences, 2023, 16, 81-97.	0.3	4
117	A Systematic Review of Intervention Programs Promoting Peer Relationships Among Children and Adolescents: Methods and Targets Used in Effective Programs. Adolescent Research Review, 2023, 8, 297-321.	2.3	4
118	Australian School Staff and Allied Health Professional Perspectives of Mental Health Literacy in Schools: a Mixed Methods Study. Educational Psychology Review, 2023, 35, .	5.1	6
119	Studentsâ€™ self-regulated learning strategies and science achievement: exploring the moderating effect of learnersâ€™ emotional skills. Cambridge Journal of Education, 0, , 1-22.	1.6	1
120	A Scoping Review on the Use and Potential of School-Based Drama Therapy to Enhance Socio-emotional Skills in Early Childhood. Early Childhood Education Journal, 0, , .	1.6	0
123	Self-Talk with Superhero Zip: Supporting Childrenâ€™s Socioemotional Learning with Conversational Agents. , 2023, , .		0
125	Playing With Differences. Advances in Educational Technologies and Instructional Design Book Series, 2023, , 269-291.	0.2	0
129	Creating Authentic Spaces in Early Childhood Classrooms. Advances in Early Childhood and K-12 Education, 2023, , 1-24.	0.2	0
134	Self-Determination and Social & Emotional Learning for Students with Special Educational Needs. , 2023, , 167-202.		0