# Targeted identity-safety interventions cause lasting reductions in discipline citations among negatively stereotyped boys

| # | Paper | IF | Citations |
|---|-------|-----|-----------|
| 31 | Effects of a brief psychological intervention on students' sense of belonging and educational outcomes: The role of students' migration and educational background. *Journal of School Psychology*, **2019**, 75, 41-57 | 4.5 | 17 |
| 30 | Bolstering trust and reducing discipline incidents at a diverse middle school: How self-affirmation affects behavioral conduct during the transition to adolescence. *Journal of School Psychology*, **2019**, 75, 74-88 | 4.5 | 11 |
| 29 | Incorporating Hope and Positivity Into Educational Policy. *Policy Insights From the Behavioral and Brain Sciences*, **2019**, 6, 130-137 | 2.1 | 2 |
| 28 | Reappraising academic and social adversity improves middle school students' academic achievement, behavior, and well-being. *Proceedings of the National Academy of Sciences of the United States of America*, **2019**, 116, 16286-16291 | 11.5 | 18 |
| 27 | A brief social-belonging intervention in college improves adult outcomes for black Americans. *Science Advances*, **2020**, 6, eaay3689 | 14.3 | 24 |
| 26 | Social Safety Theory: A Biologically Based Evolutionary Perspective on Life Stress, Health, and Behavior. *Annual Review of Clinical Psychology*, **2020**, 16, 265-295 | 20.5 | 82 |
| 25 | Strategies to Overcome Middle School Teachers' Classroom Management Stress. *Advances in Early Childhood and K-12 Education*, **2021**, 217-235 | 0.2 | 1 |
| 24 | A meta-analysis of the effect of values affirmation on academic achievement. *Journal of Social Issues*, **2021**, 77, 702-750 | 3.2 | 9 |
| 23 | Psychological affordances help explain where a self-transcendent purpose intervention improves performance. *Journal of Personality and Social Psychology*, **2021**, 120, 1-15 | 6.5 | 5 |
| 22 | "Here I can just be myself": How youth and adults collaboratively develop an identity-safe community across difference. *Journal of Community Psychology*, **2021**, 49, 1024-1043 | 2.2 | 1 |
| 21 | Early Childhood Adversity, Toxic Stress, and the Impacts of Racism on the Foundations of Health. *Annual Review of Public Health*, **2021**, 42, 115-134 | 20.6 | 43 |
| 20 | Beyond students: how teacher psychology shapes educational inequality. *Trends in Cognitive Sciences*, **2021**, 25, 697-709 | 14 | 4 |
| 19 | A Replicable Identity-Based Intervention Reduces the Black-White Suspension Gap at Scale. *American Educational Research Journal*, 000283122110422 | 2.9 | 0 |
| 18 | Teacher- versus researcher-provided affirmation effects on students task engagement and positive perceptions of teachers. *Journal of Social Issues*, **2021**, 77, 751-768 | 3.2 | 6 |
| 17 | Parental Support, Peer Support and School Connectedness as Foundations for Student Engagement and Academic Achievement in Australian Youth. *Springer Series on Child and Family Studies*, **2021**, 219-236 | 0.2 | 1 |
| 16 | Lifting the Bar: A Relationship-Orienting Intervention Reduces Recidivism Among Children Reentering School From Juvenile Detention. *Psychological Science*, **2021**, 32, 1747-1767 | 7.9 | 2 |
| 15 | How Personal and Social Selves Influence the Development of Children and Adolescents at School. *Zeitschrift Fur Padagogische Psychologie*, **2020**, 34, 65-85 | 1.3 | |

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| 14 | Replicating a Scalable Intervention That Helps Students Reappraise Academic and Social Adversity During the Transition to Middle School. *Journal of Research on Educational Effectiveness*, **2020**, 13, 652-678 | 1.4 | 1 |
| 13 | Belonging as Compensator. *Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie*, **2020**, 52, 116-126 | 0.8 | 2 |
| 12 | Resourceful Actors, Not Weak Victims: Reframing Refugees' Stigmatized Identity Enhances Long-Term Academic Engagement. *Psychological Science*, **2021**, 9567976211028978 | 7.9 | 4 |
| 11 | The good and bad of a reputation: Race and punishment in K-12 schools. *Journal of Experimental Social Psychology*, **2022**, 100, 104287 | 2.6 | |
| 10 | Educators Need More Than a Strong Belief in the Importance of Student Relationships. *School Mental Health*, 1 | 2.6 | |
| 9 | What Characterises an Effective Mindset Intervention in Enhancing Students Learning? A Systematic Literature Review. *Sustainability*, **2022**, 14, 3811 | 3.6 | 0 |
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| 7 | Reducing suspension for minor infraction and improving school climate perceptions among black adolescents via cultural socialization: A multi-informant longitudinal study. *Learning and Instruction*, **2022**, 80, 101621 | 5.8 | 0 |
| 6 | Controlled lab experiments are one of many useful scientific methods to investigate bias.. *Behavioral and Brain Sciences*, **2022**, 45, e85 | 0.9 | 1 |
| 5 | Strategies to Overcome Middle School Teachers' Classroom Management Stress. **2022**, 822-840 | | |
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| 3 | Separate and Still Unequal. **2022**, 136-165 | | 0 |
| 2 | On Reducing Disparities in Office Discipline Referrals: A Systematic Review of Underlying Theories. 1-23 | | 1 |
| 1 | Teacher Perceptions of Past Classroom Behaviors Influence Adolescents Receptivity and Responsiveness to a Belonging Intervention. 016237372311546 | | 0 |