

Mark T Greenberg

List of Publications by Year in descending order

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Version: 2024-02-01

122
papers

20,384
citations

28242

55
h-index

20343

116
g-index

124
all docs

124
docs citations

124
times ranked

12481
citing authors

#	ARTICLE	IF	CITATIONS
1	Does variability across three universities in the implementation of a college course on human flourishing affect student outcomes?. <i>Journal of American College Health</i> , 2023, 71, 1111-1124.	0.8	2
2	Applying the PROSPER prevention delivery system with middle schools: Emerging adulthood effects on substance misuse and conduct problem behaviors through 14 years past baseline. <i>Child Development</i> , 2022, , .	1.7	4
3	Promoting Social and Emotional Learning in Middle School: Intervention Effects of Facing History and Ourselves. <i>Journal of Youth and Adolescence</i> , 2022, 51, 1426-1441.	1.9	2
4	Effectiveness and cost-effectiveness of universal school-based mindfulness training compared with normal school provision in reducing risk of mental health problems and promoting well-being in adolescence: the MYRIAD cluster randomised controlled trial. <i>Evidence-Based Mental Health</i> , 2022, 25, 99-109.	2.2	62
5	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
6	School-based mindfulness training in early adolescence: what works, for whom and how in the MYRIAD trial?. <i>Evidence-Based Mental Health</i> , 2022, 25, 117-124.	2.2	45
7	Mindful Parenting, Parenting Cognitions, and Parent-Youth Communication: Bidirectional Linkages and Mediation Processes. <i>Mindfulness</i> , 2021, 12, 381-391.	1.6	24
8	The Effectiveness of a Teacher-Delivered Mindfulness-Based Curriculum on Adolescent Social-Emotional and Executive Functioning. <i>Mindfulness</i> , 2021, 12, 1234-1251.	1.6	20
9	The Role of Schools in Early Adolescents' Mental Health: Findings From the MYRIAD Study. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 2021, 60, 1467-1478.	0.3	31
10	Update to the effectiveness and cost-effectiveness of a mindfulness training programme in schools compared with normal school provision (MYRIAD): study protocol for a randomised controlled trial. <i>Trials</i> , 2021, 22, 254.	0.7	12
11	Development of individuals' own and perceptions of peers' substance use from early adolescence to adulthood. <i>Addictive Behaviors</i> , 2021, 120, 106958.	1.7	3
12	Systemic social and emotional learning: Promoting educational success for all preschool to high school students.. <i>American Psychologist</i> , 2021, 76, 1128-1142.	3.8	94
13	Teachers "finding peace in a frantic world": An experimental study of self-taught and instructor-led mindfulness program formats on acceptability, effectiveness, and mechanisms.. <i>Journal of Educational Psychology</i> , 2021, 113, 1689-1708.	2.1	21
14	Unfolding Relations among Mindful Parenting, Recurrent Conflict, and Adolescents' Externalizing and Internalizing Problems. <i>Family Process</i> , 2020, 59, 1690-1705.	1.4	16
15	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
16	Effects of Mindfulness Training on Daily Stress Response in College Students: Ecological Momentary Assessment of a Randomized Controlled Trial. <i>Mindfulness</i> , 2020, 11, 1433-1445.	1.6	37
17	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
18	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

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19	A Role for Mindfulness and Mindfulness Training in Substance Use Prevention. <i>Advances in Prevention Science</i> , 2019, , 335-346.	0.3	3
20	Exploring Relationships Between CARE Program Fidelity, Quality, Participant Responsiveness, and Uptake of Mindful Practices. <i>Mindfulness</i> , 2019, 10, 841-853.	1.6	9
21	On the role of mindfulness and compassion skills in students' coping, well-being, and development across the transition to college: A conceptual analysis. <i>Stress and Health</i> , 2019, 35, 146-156.	1.4	47
22	Supporting systemic social and emotional learning with a schoolwide implementation model. <i>Evaluation and Program Planning</i> , 2019, 73, 53-61.	0.9	29
23	The effects of Promoting Alternative Thinking Strategies Preschool Program on teacher-child relationships and children's social competence in Turkey. <i>International Journal of Psychology</i> , 2019, 54, 61-69.	1.7	16
24	A Science-Driven Model of Community Collaboration to Improve Youth Outcomes. <i>American Journal of Public Health</i> , 2018, 108, 592-593.	1.5	0
25	Educators' emotion regulation strategies and their physiological indicators of chronic stress over 1 year. <i>Stress and Health</i> , 2018, 34, 278-285.	1.4	23
26	Changes in Mindful Parenting: Associations With Changes in Parenting, Parent-Youth Relationship Quality, and Youth Behavior. <i>Journal of the Society for Social Work and Research</i> , 2018, 9, 511-529.	0.9	40
27	Promoting healthy transition to college through mindfulness training with first-year college students: Pilot randomized controlled trial. <i>Journal of American College Health</i> , 2017, 65, 259-267.	0.8	132
28	A QUALITATIVE EXPLORATION OF IMPLEMENTATION FACTORS IN A SCHOOL-BASED MINDFULNESS AND YOGA PROGRAM: LESSONS LEARNED FROM STUDENTS AND TEACHERS. <i>Psychology in the Schools</i> , 2017, 54, 53-69.	1.1	49
29	Child Conduct Problems Across Home and School Contexts: a Person-Centered Approach. <i>Journal of Psychopathology and Behavioral Assessment</i> , 2017, 39, 46-57.	0.7	22
30	The effectiveness and cost-effectiveness of a mindfulness training programme in schools compared with normal school provision (MYRIAD): study protocol for a randomised controlled trial. <i>Trials</i> , 2017, 18, 194.	0.7	54
31	Universal Interventions: Fully Exploring Their Impacts and Potential to Produce Population-Level Impacts. <i>Journal of Research on Educational Effectiveness</i> , 2017, 10, 40-67.	0.9	149
32	Social and Emotional Learning as a Public Health Approach to Education. <i>Future of Children</i> , 2017, 27, 13-32.	0.9	228
33	Pathways to Sustainability: 8-Year Follow-Up From the PROSPER Project. <i>Journal of Primary Prevention</i> , 2016, 37, 263-286.	0.8	12
34	An Adolescent Substance Prevention Model Blocks the Effect of <i>CHRNA5</i> Genotype on Smoking During High School. <i>Nicotine and Tobacco Research</i> , 2016, 18, 212-220.	1.4	16
35	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
36	Understanding and Watering the Seeds of Compassion. <i>Research in Human Development</i> , 2015, 12, 280-287.	0.8	28

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37	Parent support for learning at school entry: Benefits for aggressive children in high-risk urban contexts. <i>Early Childhood Research Quarterly</i> , 2015, 31, 9-18.	1.6	10
38	From Mindfulness to Right Mindfulness: the Intersection of Awareness and Ethics. <i>Mindfulness</i> , 2015, 6, 74-78.	1.6	52
39	Understanding How Mindful Parenting May Be Linked to Mother's Adolescent Communication. <i>Journal of Youth and Adolescence</i> , 2015, 44, 1663-1673.	1.9	93
40	Integrating mindfulness with parent training: Effects of the mindfulness-enhanced strengthening families program. <i>Developmental Psychology</i> , 2015, 51, 26-35.	1.2	169
41	PROSPER partnership delivery system: Effects on adolescent conduct problem behavior outcomes through 6.5 years past baseline. <i>Journal of Adolescence</i> , 2015, 45, 44-55.	1.2	17
42	Developmental Differences in Early Adolescent Aggression: A Gene-Environment-Intervention Analysis. <i>Journal of Youth and Adolescence</i> , 2015, 44, 581-597.	1.9	30
43	Reciprocal Relations between Coalition Functioning and the Provision of Implementation Support. <i>Prevention Science</i> , 2015, 16, 101-109.	1.5	22
44	Factors That Predict Financial Sustainability of Community Coalitions: Five Years of Findings from the PROSPER Partnership Project. <i>Prevention Science</i> , 2015, 16, 158-167.	1.5	25
45	The Mindfulness-enhanced Strengthening Families Program: Integrating brief mindfulness activities and parent training within an evidence-based prevention program. <i>New Directions for Youth Development</i> , 2014, 2014, 45-58.	0.6	35
46	Evaluating the Impact of Implementation Factors on Family-Based Prevention Programming: Methods for Strengthening Causal Inference. <i>Prevention Science</i> , 2014, 15, 246-255.	1.5	20
47	The Impact of a Prevention Delivery System on Perceived Social Capital: the PROSPER Project. <i>Prevention Science</i> , 2014, 15, 125-137.	1.5	24
48	Investigating the Potential Causal Relationship Between Parental Knowledge and Youth Risky Behavior: a Propensity Score Analysis. <i>Prevention Science</i> , 2014, 15, 869-878.	1.5	29
49	Unpacking the Effect of Parental Monitoring on Early Adolescent Problem Behavior. <i>Journal of Family Issues</i> , 2014, 35, 1800-1823.	1.0	65
50	Patterns of Early Reading and Social Skills Associated With Academic Success in Elementary School. <i>Early Education and Development</i> , 2014, 25, 1248-1264.	1.6	52
51	Youths' Substance Use and Changes in Parental Knowledge-Related Behaviors During Middle School: A Person-Oriented Approach. <i>Journal of Youth and Adolescence</i> , 2014, 43, 729-744.	1.9	37
52	Can we build an efficient response to the prescription drug abuse epidemic? Assessing the cost effectiveness of universal prevention in the PROSPER trial. <i>Preventive Medicine</i> , 2014, 62, 71-77.	1.6	40
53	Parental Knowledge and Youth Risky Behavior: A Person Oriented Approach. <i>Journal of Youth and Adolescence</i> , 2013, 42, 1732-1744.	1.9	47
54	Evidence for a Multi-Dimensional Latent Structural Model of Externalizing Disorders. <i>Journal of Abnormal Child Psychology</i> , 2013, 41, 223-237.	3.5	100

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55	Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): Results of a randomized controlled trial.. School Psychology Quarterly, 2013, 28, 374-390.	2.4	360
56	Promoting Healthy Outcomes Among Youth with Multiple Risks: Innovative Approaches. Annual Review of Public Health, 2013, 34, 253-270.	7.6	68
57	Worldwide application of prevention science in adolescent health. Lancet, The, 2012, 379, 1653-1664.	6.3	551
58	Aggression as an equifinal outcome of distinct neurocognitive and neuroaffective processes. Development and Psychopathology, 2012, 24, 985-1002.	1.4	30
59	Infusing Developmental Neuroscience Into School-based Preventive Interventions: Implications and Future Directions. Journal of Adolescent Health, 2012, 51, S41-S47.	1.2	39
60	Nurturing Mindfulness in Children and Youth: Current State of Research. Child Development Perspectives, 2012, 6, 161-166.	2.1	299
61	Salivary Cortisol Mediates Effects of Poverty and Parenting on Executive Functions in Early Childhood. Child Development, 2011, 82, 1970-1984.	1.7	453
62	Modeling multiple risks during infancy to predict quality of the caregiving environment: Contributions of a person-centered approach. , 2011, 34, 390-406.		60
63	Team factors that predict to sustainability indicators for community-based prevention teams. Evaluation and Program Planning, 2011, 34, 283-291.	0.9	39
64	A Dyadic Approach to Understanding the Relationship of Maternal Knowledge of Youths' Activities to Youths' Problem Behavior Among Rural Adolescents. Journal of Youth and Adolescence, 2011, 40, 1178-1191.	1.9	47
65	Impact Challenges in Community Science with Practice: Lessons from PROSPER on Transformative Practitioner-Scientist Partnerships and Prevention Infrastructure Development. American Journal of Community Psychology, 2011, 48, 106-119.	1.2	62
66	Factors Influencing the Development of School Bonding Among Middle School Students. Journal of Early Adolescence, 2011, 31, 463-487.	1.1	53
67	Early Risk for Problem Behavior and Substance Use: Targeted Interventions for the Promotion of Inhibitory Control. , 2011, , 249-262.		8
68	Feasibility and Preliminary Outcomes of a School-Based Mindfulness Intervention for Urban Youth. Journal of Abnormal Child Psychology, 2010, 38, 985-994.	3.5	370
69	Changing Parents' Mindfulness, Child Management Skills and Relationship Quality With Their Youth: Results From a Randomized Pilot Intervention Trial. Journal of Child and Family Studies, 2010, 19, 203-217.	0.7	263
70	Determinants of Community Coalition Ability to Support Evidence-Based Programs. Prevention Science, 2010, 11, 287-297.	1.5	48
71	Integrated models of school-based prevention: Logic and theory. Psychology in the Schools, 2010, 47, 71-88.	1.1	249
72	Modeling the interplay of multilevel risk factors for future academic and behavior problems: A person-centered approach. Development and Psychopathology, 2010, 22, 313-335.	1.4	147

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73	School-based prevention: current status and future challenges. <i>Effective Education</i> , 2010, 2, 27-52.	0.3	163
74	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
75	A Model of Mindful Parenting: Implications for Parent-Child Relationships and Prevention Research. <i>Clinical Child and Family Psychology Review</i> , 2009, 12, 255-270.	2.3	582
76	Pilot Study to Gauge Acceptability of a Mindfulness-Based, Family-Focused Preventive Intervention. <i>Journal of Primary Prevention</i> , 2009, 30, 605-618.	0.8	58
77	Long-Term Protective Factor Outcomes of Evidence-based Interventions Implemented by Community Teams Through a Community-University Partnership. <i>Journal of Primary Prevention</i> , 2009, 30, 513-530.	0.8	82
78	The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. <i>Review of Educational Research</i> , 2009, 79, 491-525.	4.3	1,785
79	How do implementation efforts relate to program adherence? examining the role of organizational, implementer, and program factors. <i>Journal of Community Psychology</i> , 2008, 36, 744-760.	1.0	63
80	Promoting Academic and Social-Emotional School Readiness: The Head Start REDI Program. <i>Child Development</i> , 2008, 79, 1802-1817.	1.7	632
81	Testing an Idealized Dynamic Cascade Model of the Development of Serious Violence in Adolescence. <i>Child Development</i> , 2008, 79, 1907-1927.	1.7	316
82	Personality and community prevention teams: Dimensions of team leader and member personality predicting team functioning. <i>Evaluation and Program Planning</i> , 2008, 31, 403-409.	0.9	2
83	Executive functions and school readiness intervention: Impact, moderation, and mediation in the Head Start REDI program. <i>Development and Psychopathology</i> , 2008, 20, 821-843.	1.4	620
84	Predictors and Level of Sustainability of Community Prevention Coalitions. <i>American Journal of Preventive Medicine</i> , 2008, 34, 495-501.	1.6	81
85	Maximizing the Implementation Quality of Evidence-Based Preventive Interventions in Schools: A Conceptual Framework. <i>Advances in School Mental Health Promotion</i> , 2008, 1, 6-28.	0.9	491
86	Community readiness as a multidimensional construct. <i>Journal of Community Psychology</i> , 2007, 35, 347-365.	1.0	81
87	Commentary on "The role of emotion theory and research in child therapy development".. <i>Clinical Psychology: Science and Practice</i> , 2007, 14, 372-376.	0.6	4
88	Community and Team Member Factors that Influence the Operations Phase of Local Prevention Teams: The PROSPER Project. <i>Prevention Science</i> , 2007, 8, 214-226.	1.5	35
89	Effects of the Communities That Care Model in Pennsylvania on Youth Risk and Problem Behaviors. <i>Prevention Science</i> , 2007, 8, 261-270.	1.5	77
90	Community and Team Member Factors that Influence the Early Phase Functioning of Community Prevention Teams: The PROSPER Project. <i>Journal of Primary Prevention</i> , 2007, 28, 485-504.	0.8	36

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91	The Role of Preventive Interventions in Enhancing Neurocognitive Functioning and Promoting Competence in Adolescence. , 2007, , 441-462.		9
92	Promoting Resilience in Children and Youth: Preventive Interventions and Their Interface with Neuroscience. Annals of the New York Academy of Sciences, 2006, 1094, 139-150.	1.8	232
93	The Mediation Role of Neurocognition in the Behavioral Outcomes of a Social-Emotional Prevention Program in Elementary School Students: Effects of the PATHS Curriculum. Prevention Science, 2006, 7, 91-102.	1.5	410
94	Structure and validity of people in my life: A self-report measure of attachment in late childhood. Journal of Youth and Adolescence, 2006, 35, 1037-1053.	1.9	91
95	Toward a Comprehensive Strategy for Effective Practitioner-Scientist Partnerships and Larger-Scale Community Health and Well-Being. American Journal of Community Psychology, 2005, 35, 107-126.	1.2	124
96	Social Networks and Community Prevention Coalitions. Journal of Primary Prevention, 2005, 26, 279-298.	0.8	56
97	Sustainability of Community Coalitions: An Evaluation of Communities That Care. Prevention Science, 2005, 6, 199-202.	1.5	48
98	Sustained Effects of the PATHS Curriculum on the Social and Psychological Adjustment of Children in Special Education. Journal of Emotional and Behavioral Disorders, 2004, 12, 66-78.	1.1	187
99	Readiness, Functioning, and Perceived Effectiveness in Community Prevention Coalitions: A Study of Communities That Care. American Journal of Community Psychology, 2004, 33, 163-176.	1.2	127
100	After-School Youth Development Programs: A Developmental-Ecological Model of Current Research. Clinical Child and Family Psychology Review, 2004, 7, 177-190.	2.3	62
101	Current and Future Challenges in School-Based Prevention: The Researcher Perspective. Prevention Science, 2004, 5, 5-13.	1.5	157
102	Concurrent and 2-Year Longitudinal Relations Between Executive Function and the Behavior of 1st and 2nd Grade Children. Child Neuropsychology, 2004, 9, 267-276.	0.8	199
103	Examining the role of implementation quality in school-based prevention using the PATHS curriculum. Promoting Alternative THinking Skills Curriculum. Prevention Science, 2003, 4, 55-63.	1.5	404
104	Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning.. American Psychologist, 2003, 58, 466-474.	3.8	1,376
105	The effects of training community leaders in prevention science: Communities That Care in Pennsylvania. Evaluation and Program Planning, 2002, 25, 245-259.	0.9	49
106	Correlates of clinic referral for early conduct problems: Variable- and person-oriented approaches. Development and Psychopathology, 2001, 13, 255-276.	1.4	139
107	Relationships with teachers and bonds with school: Social emotional adjustment correlates for children with and without disabilities. Psychology in the Schools, 2001, 38, 25-41.	1.1	162
108	Children's Relationship with Teachers and Bonds with School An Investigation of Patterns and Correlates in Middle Childhood. Journal of School Psychology, 2000, 38, 423-445.	1.5	234

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109	The Study of Implementation: Current Findings From Effective Programs that Prevent Mental Disorders in School-Aged Children. <i>Journal of Educational and Psychological Consultation</i> , 2000, 11, 193-221.	1.0	333
110	A two-year longitudinal study of neuropsychological and cognitive performance in relation to behavioral problems and competencies in elementary school children. <i>Journal of Abnormal Child Psychology</i> , 1999, 27, 51-63.	3.5	123
111	Predicting developmental outcomes at school entry using a multiple-risk model: Four American communities.. <i>Developmental Psychology</i> , 1999, 35, 403-417.	1.2	86
112	Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. <i>Development and Psychopathology</i> , 1995, 7, 117-136.	1.4	673
113	Children's experience of life stress: The role of family social support and social problem-solving skills as protective factors. <i>Journal of Clinical Child and Adolescent Psychology</i> , 1994, 23, 295-305.	2.1	55
114	The role of attachment in the early development of disruptive behavior problems. <i>Development and Psychopathology</i> , 1993, 5, 191-213.	1.4	384
115	Environmental influences on early language development: The context of social risk. <i>Development and Psychopathology</i> , 1990, 2, 127-149.	1.4	110
116	Parent and peer attachment in early adolescent depression. <i>Journal of Abnormal Child Psychology</i> , 1990, 18, 683-697.	3.5	315
117	The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. <i>Journal of Youth and Adolescence</i> , 1987, 16, 427-454.	1.9	2,888
118	The multiple determinants of symbolic development: Evidence from preterm children. <i>New Directions for Child and Adolescent Development</i> , 1987, 1987, 69-86.	1.3	15
119	The nature and importance of attachment relationships to parents and peers during adolescence. <i>Journal of Youth and Adolescence</i> , 1983, 12, 373-386.	1.9	417
120	The Understanding of Emotional and Social Attributions in Deaf Adolescents. <i>Journal of Clinical Child and Adolescent Psychology</i> , 1983, 12, 153-160.	2.1	29
121	Preschoolers' changing conceptions of their mothers: A social-cognitive study of mother's child attachment. <i>New Directions for Child and Adolescent Development</i> , 1982, 1982, 47-60.	1.3	11
122	Testing a Community Prevention Focused Model of Coalition Functioning and Sustainability: A Comprehensive Study of Communities That Care in Pennsylvania. , 0, , 129-142.		22