

# Joseph L Mahoney

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10643340/publications.pdf>

Version: 2024-02-01

28  
papers

3,215  
citations

361413

20  
h-index

552781

26  
g-index

30  
all docs

30  
docs citations

30  
times ranked

1872  
citing authors

#	ARTICLE	IF	CITATIONS
1	Leisure activities and adolescent antisocial behavior: The role of structure and social context. <i>Journal of Adolescence</i> , 2000, 23, 113-127.	2.4	502
2	School Extracurricular Activity Participation as a Moderator in the Development of Antisocial Patterns. <i>Child Development</i> , 2000, 71, 502-516.	3.0	448
3	Do extracurricular activities protect against early school dropout?. <i>Developmental Psychology</i> , 1997, 33, 241-253.	1.6	430
4	Promoting interpersonal competence and educational success through extracurricular activity participation.. <i>Journal of Educational Psychology</i> , 2003, 95, 409-418.	2.9	346
5	Organized Activity Participation, Positive Youth Development, and the Over-scheduling Hypothesis. <i>Social Policy Report</i> , 2006, 20, 1-32.	3.2	176
6	An Ecological Analysis of After-School Program Participation and the Development of Academic Performance and Motivational Attributes for Disadvantaged Children. <i>Child Development</i> , 2005, 76, 811-825.	3.0	164
7	Structured after-school activities as a moderator of depressed mood for adolescents with detached relations to their parents. <i>Journal of Community Psychology</i> , 2002, 30, 69-86.	1.8	151
8	Unstructured youth recreation centre participation and antisocial behaviour development: Selection influences and the moderating role of antisocial peers. <i>International Journal of Behavioral Development</i> , 2004, 28, 553-560.	2.4	96
9	Youth recreation centre participation and criminal offending: A 20-year longitudinal study of Swedish boys. <i>International Journal of Behavioral Development</i> , 2001, 25, 509-520.	2.4	93
10	The Over-scheduling Hypothesis Revisited: Intensity of Organized Activity Participation During Adolescence and Young Adult Outcomes. <i>Journal of Research on Adolescence</i> , 2012, 22, 409-418.	3.7	83
11	Developing and Improving After-School Programs to Enhance Youth's Personal Growth and Adjustment: A Special Issue of AJCP. <i>American Journal of Community Psychology</i> , 2010, 45, 285-293.	2.5	58
12	Conceptual and methodological considerations in a developmental approach to the study of positive adaptation. <i>Journal of Applied Developmental Psychology</i> , 2002, 23, 195-217.	1.7	55
13	A Developmental Approach to Prevention Research: Configural Antecedents of Early Parenthood. <i>American Journal of Community Psychology</i> , 1999, 27, 543-565.	2.5	51
14	After-School Program Engagement: Links to Child Competence and Program Quality and Content. <i>Elementary School Journal</i> , 2007, 107, 385-404.	1.4	48
15	Afterschool Program Participation and the Development of Child Obesity and Peer Acceptance. <i>Applied Developmental Science</i> , 2005, 9, 202-215.	1.7	47
16	Neighborhood crime and self-care: Risks for aggression and lower academic performance.. <i>Developmental Psychology</i> , 2007, 43, 1321-1333.	1.6	45
17	Afterschool Programs in America: Origins, Growth, Popularity, and Politics. <i>Journal of Youth Development</i> , 2009, 4, 23-42.	0.3	32
18	Translating science to policy under the No Child Left Behind Act of 2001: Lessons from the national evaluation of the 21st-Century Community Learning Centers. <i>Journal of Applied Developmental Psychology</i> , 2006, 27, 282-294.	1.7	30

#	ARTICLE	IF	CITATIONS
19	Processes of adjustment in organized out-of-school activities: Opportunities and risks. <i>New Directions for Youth Development</i> , 2004, 2004, 115-144.	0.6	29
20	Adolescent summer care arrangements and risk for obesity the following school year. <i>Journal of Adolescence</i> , 2011, 34, 737-749.	2.4	27
21	School Extracurricular Activity Participation and Early School Dropout: A Mixed-Method Study of the Role of Peer Social Networks. <i>Journal of Educational and Developmental Psychology</i> , 2013, 4, .	0.2	17
22	Through a Looking Glass or a Hall of Mirrors? Self-ratings and Teacher-ratings of Academic Competence over Development. <i>International Journal of Behavioral Development</i> , 1999, 23, 163-183.	2.4	16
23	Residential mobility and exposure to neighborhood crime: risks for young children's aggression. <i>Journal of Community Psychology</i> , 2009, 37, 559-578.	1.8	16
24	Should We Care About Adolescents Who Care for Themselves? What We Have Learned and What We Need to Know About Youth in Self-Care. <i>Child Development Perspectives</i> , 2009, 3, 189-195.	3.9	16
25	A holistic person approach for research on positive development.. , 2003, , 227-243.		15
26	Parent participation in community activities and the persistence of criminality. <i>Development and Psychopathology</i> , 2001, 13, 125-141.	2.3	9
27	Parental Knowledge as a Mediator of the Relation Between Adolescent Summer Care Arrangement Configurations and Adjustment the Following School Year. <i>Applied Developmental Science</i> , 2012, 16, 84-97.	1.7	8
28	Translating science to policy: Response to Dynarksi. <i>Journal of Applied Developmental Psychology</i> , 2006, 27, 298-299.	1.7	0