Wendy M Reinke

List of Publications by Year
in descending order

120 papers	5,498 citations	87888 38 h-index	95266 68 g-index
121 all docs	121 docs citations	121 times ranked	3435 citing authors

#	Article	IF	Citations
1	Accounting for Traumatic Historical Events in Educational Randomized Controlled Trials. School Psychology Review, 2024, 53, 96-112.	3.0	2
2	Configural frequency trees. Development and Psychopathology, 2022, 34, 1585-1603.	2.3	5
3	Evaluation of a bibliotherapy-based stress intervention for teachers. Teaching and Teacher Education, 2022, 109, 103543.	3.2	9
4	Examining the validity of the Early Identification System â€" Student Version for screening in an elementary school sample. Journal of School Psychology, 2022, 90, 114-134.	2.9	3
5	Effect of Daily Teacher Feedback on Subsequent Motivation and Mental Health Outcomes in Fifth Grade Students: a Person-Centered Analysis. Prevention Science, 2021, 22, 775-785.	2.6	13
6	Effects of a Universal Classroom Management Intervention on Middle School Students With or At Risk of Behavior Problems. Remedial and Special Education, 2021, 42, 18-30.	2.3	3
7	Development and Preliminary Validity Evidence for the Direct Behavior Rating-Classroom Management (DBR-CM). Journal of Educational and Psychological Consultation, 2021, 31, 215-245.	1.1	2
8	The Incredible Years Teacher Classroom Management Program: Effects for Students Receiving Special Education Services. Remedial and Special Education, 2021, 42, 7-17.	2.3	5
9	Confirmatory Factor Structure and Predictive Validity of the Early Identification Systemâ€"Student Report in a Community Sample of High School Students. School Mental Health, 2021, 13, 28-40.	2.1	5
10	An investigation of the psychometric properties of the early identification systemâ€"student report in a middle school sample.. School Psychology, 2021, 36, 34-46.	2.4	4
11	Impact of the Family Access Center of Excellence (FACE) on Behavioral and Educational Outcomesâ€"A Quasi-Experimental Study. School Psychology Review, 2021, 50, 30-35.	3.0	1
12	Reducing the Societal Prevalence and Burden of Youth Mental Health Problems: Lessons Learned and Next Steps. School Psychology Review, 2021, 50, 122-130.	3.0	1
13	Introduction to the Special Series: The Evidence for Universal Social Emotional Intervention Effectiveness From Randomized Control Trials for Students With or at Risk for Disabilities. Remedial and Special Education, 2021, 42, 3-6.	2.3	1
14	Exploring the link between principal leadership and family engagement across elementary and middle school. Journal of School Psychology, 2021, 84, 49-62.	2.9	7
15	Local Effects of Intervention: a Configural Analysis. Prevention Science, 2021, , 1.	2.6	6
16	Designing Interventions for Implementation in Schools: A Multimethod Investigation of Fidelity of a Self-Monitoring Intervention. School Psychology Review, 2021, 50, 42-51.	3.0	3
17	A Public Health Approach to Reducing the Societal Prevalence and Burden of Youth Mental Health Problems: Introduction to the Special Issue. School Psychology Review, 2021, 50, 8-16.	3.0	11
18	Investigating the Longitudinal Association Between Fidelity to a Large-Scale Comprehensive School Mental Health Prevention and Intervention Model and Student Outcomes. School Psychology Review, 2021, 50, 17-29.	3.0	7

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19	Evaluation of a Social Media Campaign on Youth Mental Health Stigma and Help-Seeking. School Psychology Review, 2021, 50, 36-41.	3.0	5
20	Individual and school predictors of teacher stress, coping, and wellness during the COVID-19 pandemic.. School Psychology, 2021, 36, 483-493.	2.4	40
21	Does Child Likeability Mediate the Link Between Academic Competence and Depressive Symptoms in Early Elementary School?. Child Development, 2020, 91, e331-e344.	3.0	4
22	Profiles of middle school teacher stress and coping: Concurrent and prospective correlates. Journal of School Psychology, 2020, 78, 54-68.	2.9	74
23	Prevention Science as a Platform for Solving Major Societal Problems and Improving Population Health. Journal of Prevention and Health Promotion, 2020, 1, 131-151.	0.9	2
24	Does Teacher Emotional Exhaustion and Efficacy Predict Student Discipline Sanctions?. School Psychology Review, 2020, 49, 239-255.	3.0	27
25	Enhancing the Outcomes of Tier 2 Interventions through Planful Adaptations. Journal of Applied School Psychology, 2020, 36, 227-234.	0.9	2
26	Advances in understanding and intervening in teacher stress and coping: The Coping-Competence-Context Theory. Journal of School Psychology, 2020, 78, 69-74.	2.9	53
27	Prosocial skills causally mediate the relation between effective classroom management and academic competence: An application of direction dependence analysis.. Developmental Psychology, 2020, 56, 1723-1735.	1.6	14
28	Effects of a universal classroom management teacher training program on elementary children with aggressive behaviors.. School Psychology, 2020, 35, 128-136.	2.4	16
29	Single-item teacher stress and coping measures: Concurrent and predictive validity and sensitivity to change. Journal of School Psychology, 2019, 76, 17-32.	2.9	50
30	Kindergarten Academic and Behavior Readiness Scale: Matching Screening Data with Instructional Support Needs. Children and Schools, 2019, 41, 249-252.	0.8	0
31	Do organizational conditions influence teacher implementation of effective classroom management practices: Findings from a randomized trial. Journal of School Psychology, 2019, 72, 134-149.	2.9	11
32	Teacher Recognition, Concern, and Referral of Children's Internalizing and Externalizing Behavior Problems. School Mental Health, 2019, 11, 228-239.	2.1	67
33	An Investigation of the Psychometric Properties of the Early Identification System–Student Report. Journal of Psychoeducational Assessment, 2019, 37, 473-485.	1.5	12
34	Empirically Derived Subclasses of Academic Skill Among Children at Risk for Behavior Problems and Association With Distal Academic Outcomes. Journal of Emotional and Behavioral Disorders, 2019, 27, 131-142.	1.7	11
35	The Missouri Prevention Center: A multidisciplinary approach to reducing the societal prevalence and burden of youth mental health problems.. American Psychologist, 2019, 74, 315-328.	4.2	13
36	Understanding family–school engagement across and within elementary- and middle-school contexts.. School Psychology, 2019, 34, 363-375.	2.4	27

#	ARTICLE	IF	CITATIONS
37	Family-school engagement across child and adolescent development.. School Psychology, 2019, 34, 346-349.	2.4	16
38	Teacher-rated school readiness items in a kindergarten sample: Outcomes in first grade.. School Psychology, 2019, 34, 612-621.	2.4	3
39	The County Schools Mental Health Coalition: A Model for Community-Level Impact. School Mental Health, 2018, 10, 173-180.	2.1	19
40	Empirically Derived Profiles of Teacher Stress, Burnout, Self-Efficacy, and Coping and Associated Student Outcomes. Journal of Positive Behavior Interventions, 2018, 20, 90-100.	1.7	294
41	General Education Teachers' Natural Rates of Praise: A Preliminary Investigation. Behavioral Disorders, 2018, 43, 411-422.	1.2	52
42	Promoting Cultural Responsivity and Student Engagement Through Double Check Coaching of Classroom Teachers: An Efficacy Study. School Psychology Review, 2018, 47, 118-134.	3.0	106
43	Children of incarcerated parents: Development of externalizing behaviors across adolescence. Children and Youth Services Review, 2018, 94, 628-635.	1.9	12
44	The Incredible Years Teacher Classroom Management Program: Outcomes from a Group Randomized Trial. Prevention Science, 2018, 19, 1043-1054.	2.6	49
45	Using latent profile and transition analyses to understand patterns of informant ratings of child depressive symptoms. Journal of School Psychology, 2018, 69, 84-99.	2.9	12
46	The Social and Emotional Dimensions of a Single Item Overall School Readiness Screener and its Relation to Academic Outcomes. Assessment for Effective Intervention, 2017, 42, 67-76.	0.8	16
47	Impact of Incredible Years® on teacher perceptions of parental involvement: A latent transition analysis. Journal of School Psychology, 2017, 62, 51-65.	2.9	21
48	Family engagement in education and intervention: Implementation and evaluation to maximize family, school, and student outcomes. Journal of School Psychology, 2017, 62, 1-10.	2.9	92
49	The utility of single-item readiness screeners in middle school. Journal of School Psychology, 2017, 64, 1-16.	2.9	7
50	Conceptualizing Family Risk in a Racially/Ethnically Diverse, Low-Income Kindergarten Population. Contemporary School Psychology, 2017, 21, 125-139.	1.3	1
51	Praise Research Trends and Future Directions: Characteristics and Teacher Training. Behavioral Disorders, 2017, 43, 227-243.	1.2	46
52	County Schools Mental Health Coalition: A Model for a Systematic Approach to Supporting Youths. Children and Schools, 2017, 39, 209-218.	0.8	14
53	Improving teacher perceptions of parent involvement patterns: Findings from a group randomized trial.. School Psychology Quarterly, 2017, 32, 89-104.	2.0	26
54	Language Delays and Child Depressive Symptoms: the Role of Early Stimulation in the Home. Prevention Science, 2016, 17, 533-543.	2.6	5

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55	The Brief Student–Teacher Classroom Interaction Observation. Assessment for Effective Intervention, 2016, 42, 32-42.	0.8	36
56	Using latent class analysis to identify academic and behavioral risk status in elementary students.. School Psychology Quarterly, 2016, 31, 43-57.	2.0	20
57	Meaningful Effect Sizes, Intraclass Correlations, and Proportions of Variance Explained by Covariates for Planning Two- and Three-Level Cluster Randomized Trials of Social and Behavioral Outcomes. Evaluation Review, 2016, 40, 334-377.	1.0	25
58	Teaching Students With Behavior Problems to Take a Break. Intervention in School and Clinic, 2016, 51, 301-306.	1.0	3
59	The Overlooked Children: How Teachers Can Support Children with Internalizing Behaviors. Beyond Behavior, 2015, 24, 39-45.	0.5	16
60	The Brief Classroom Interaction Observation–Revised. Journal of Positive Behavior Interventions, 2015, 17, 159-169.	1.7	36
61	Coaching Teachers' Use of Social Behavior Interventions to Improve Children's Outcomes. Journal of Positive Behavior Interventions, 2015, 17, 69-82.	1.7	77
62	The Kindergarten Academic and Behavior Readiness Screener: The utility of single-item teacher ratings of kindergarten readiness.. School Psychology Quarterly, 2015, 30, 212-228.	2.0	31
63	Understanding mental health intervention and assessment within a multi-tiered framework: Contemporary science, practice, and policy.. School Psychology Quarterly, 2015, 30, 159-165.	2.0	32
64	Five Methods to Score the Teacher Observation of Classroom Adaptation Checklist and to Examine Group Differences. Journal of Experimental Education, 2015, 83, 24-50.	2.6	8
65	RATES AND TYPES OF TEACHER PRAISE: A REVIEW AND FUTURE DIRECTIONS. Psychology in the Schools, 2015, 52, 463-476.	1.8	78
66	Use of Coaching and Behavior Support Planning for Students With Disruptive Behavior Within a Universal Classroom Management Program. Journal of Emotional and Behavioral Disorders, 2014, 22, 74-82.	1.7	105
67	School practitioners' perspectives on planning, implementing, and evaluating evidence-based practices. Children and Youth Services Review, 2014, 47, 314-322.	1.9	15
68	Managing Classrooms and Challenging Behavior. Journal of Emotional and Behavioral Disorders, 2014, 22, 67-73.	1.7	35
69	Providing Performance Feedback for Teachers to Increase Treatment Fidelity. Intervention in School and Clinic, 2014, 49, 219-224.	1.0	67
70	Using Coaching to Support Teacher Implementation of Classroom-based Interventions. Journal of Behavioral Education, 2014, 23, 150-167.	1.3	135
71	Latent Profile Analysis of Observed Parenting Behaviors in a Clinic Sample. Journal of Abnormal Child Psychology, 2014, 42, 731-742.	3.5	27
72	Motivational interviewing as a framework to guide school-based coaching. Advances in School Mental Health Promotion, 2014, 7, 225-239.	0.8	15

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73	Increasing Parental Engagement in School-Based Interventions Using Team Engagement and Motivation Methods. Issues in Clinical Child Psychology, 2014, , 223-236.	0.2	3
74	Children with co-occurring academic and behavior problems in first grade: Distal outcomes in twelfth grade. Journal of School Psychology, 2013, 51, 117-128.	2.9	134
75	Trajectories of Depressive Symptoms and Externalizing Behaviors across Adolescence: Associations with Histories of Suicide Attempt and Ideation in Early Adulthood. Suicide and Life-Threatening Behavior, 2013, 43, 50-66.	1.9	51
76	Implementing Tier 2 Social Behavioral Interventions: Current Issues, Challenges, and Promising Approaches. Journal of Applied School Psychology, 2013, 29, 121-125.	0.9	60
77	Illustrating the Multiple Facets and Levels of Fidelity of Implementation to a Teacher Classroom Management Intervention. Administration and Policy in Mental Health and Mental Health Services Research, 2013, 40, 494-506.	2.1	39
78	Latent profile analysis of teacher perceptions of parent contact and comfort.. School Psychology Quarterly, 2013, 28, 195-209.	2.0	30
79	Gender Differences in Reading Skill and Problem Behavior in Elementary School. Journal of Positive Behavior Interventions, 2013, 15, 51-60.	1.7	25
80	Differentiating Tier 2 Social Behavioral Interventions According to Function of Behavior. Journal of Applied School Psychology, 2013, 29, 148-166.	0.9	17
81	Developmental Trajectories of Maladaptive Perfectionism Among African American Adolescents. Child Development, 2013, 84, 1633-1650.	3.0	41
82	Classroom-Level Positive Behavior Supports in Schools Implementing SW-PBIS. Journal of Positive Behavior Interventions, 2013, 15, 39-50.	1.7	209
83	Using the Classroom Check-Up model to support implementation of PATHS to PAX. Advances in School Mental Health Promotion, 2012, 5, 220-232.	0.8	29
84	Integrating the Family Check-Up and the parent Coping Power program. Advances in School Mental Health Promotion, 2012, 5, 208-219.	0.8	17
85	Joint Trajectories of Symptoms of Disruptive Behavior Problems and Depressive Symptoms During Early Adolescence and Adjustment Problems During Emerging Adulthood. Journal of Abnormal Child Psychology, 2012, 40, 1123-1136.	3.5	76
86	Developing and implementing integrated school-based mental health interventions. Advances in School Mental Health Promotion, 2012, 5, 158-160.	0.8	9
87	The Role of Assessment in a Prevention Science Framework. School Psychology Review, 2012, 41, 306-314.	3.0	55
88	The incredible years teacher classroom management program: Using coaching to support generalization to realâ€world classroom settings. Psychology in the Schools, 2012, 49, 416-428.	1.8	54
89	Latent Classes of Psychiatric Symptoms Among Chinese Children Living in Poverty. Journal of Child and Family Studies, 2012, 21, 391-402.	1.3	10
90	The Role of Assessment in a Prevention Science Framework. School Psychology Review, 2012, 41, 306-314.	3.0	8

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91	Advancing Intervention Research in School Psychology: Finding the Balance Between Process and Outcome for Social and Behavioral Interventions. School Psychology Review, 2011, 40, 455-464.	3.0	17
92	Teachersâ€™ Characteristics and Ratings for Evidence-Based Behavioral Interventions. Behavioral Disorders, 2011, 37, 19-29.	1.2	26
93	Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers.. School Psychology Quarterly, 2011, 26, 1-13.	2.0	521
94	Teachersâ€™ Knowledge of Evidence-Based Interventions and Available School Resources for Children with Emotional and Behavioral Problems. Journal of Behavioral Education, 2011, 20, 138-147.	1.3	88
95	Commentary on â€œBuilding Local Capacity for Training and Coaching Data-Based Problem Solving With Positive Behavior Intervention and Support Teamsâ€. Journal of Applied School Psychology, 2011, 27, 246-251.	0.9	1
96	Enhancing Family Engagement in Interventions for Mental Health Problems in Youth. Residential Treatment for Children and Youth, 2011, 28, 102-119.	0.9	14
97	The impact of the Incredible Years parent, child, and teacher training programs on children's co-occurring internalizing symptoms.. School Psychology Quarterly, 2011, 26, 189-201.	2.0	104
98	Developmental origins of perfectionism among African American youth.. Journal of Counseling Psychology, 2011, 58, 321-334.	2.0	41
99	The Incredible Years Teacher Classroom Management Training: The Methods and Principles That Support Fidelity of Training Delivery. School Psychology Review, 2011, 40, 509-529.	3.0	87
100	Introduction to the special issue: Using prevention science to address mental health issues in schools. Psychology in the Schools, 2010, 47, 1-4.	1.8	13
101	Training the next generation of school professionals to be prevention scientists: The Missouri Prevention Center model. Psychology in the Schools, 2010, 47, 101-110.	1.8	4
102	Combining school and family interventions for the prevention and early intervention of disruptive behavior problems in children: A public health perspective. Psychology in the Schools, 2009, 46, 33-43.	1.8	59
103	Childhood depression: Rethinking the role of the school. Psychology in the Schools, 2009, 46, 433-446.	1.8	38
104	Empirically Derived Subtypes of Child Academic and Behavior Problems: Co-Occurrence and Distal Outcomes. Journal of Abnormal Child Psychology, 2008, 36, 759-770.	3.5	128
105	Heterotyic and Homotypic Continuity: The Moderating Effects of Age and Gender. Journal of Abnormal Child Psychology, 2008, 36, 1109-1121.	3.5	23
106	Low academic competence in first grade as a risk factor for depressive cognitions and symptoms in middle school.. Journal of Counseling Psychology, 2008, 55, 400-410.	2.0	75
107	The Classroom Check-Up: A Classwide Teacher Consultation Model for Increasing Praise and Decreasing Disruptive Behavior. School Psychology Review, 2008, 37, 315-332.	3.0	232
108	Implementation of School-Wide Positive Behavioral Interventions and Supports (PBIS) in Elementary Schools: Observations from a Randomized Trial. Education and Treatment of Children, 2008, 31, 1-26.	0.9	159

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109	The Classroom Check-up: A Classwide Teacher Consultation Model for Increasing Praise and Decreasing Disruptive Behavior. School Psychology Review, 2008, 37, 315-332.	3.0	122
110	The Effect of Visual Performance Feedback on Teacher Use of Behavior-Specific Praise. Behavior Modification, 2007, 31, 247-263.	1.6	128
111	Building and sustaining communities that prevent mental disorders: Lessons from the field of special education. Psychology in the Schools, 2006, 43, 313-329.	1.8	14
112	Promoting Teacher Efficacy for Working With Culturally Diverse Students. Preventing School Failure, 2005, 50, 29-34.	0.7	76
113	The role of school psychology in preventing depression. Psychology in the Schools, 2004, 41, 763-775.	1.8	39
114	Self-efficacy, goal orientation, and fear of failure as predictors of school engagement in high school students. Psychology in the Schools, 2003, 40, 417-427.	1.8	248
115	Maladaptive Behavior in African-American Children: A Self-Regulation Theory-Based Approach. Educational Forum, 2002, 66, 220-227.	1.8	2
116	Teacher and child variables as predictors of academic engagement among low-income African American children. Psychology in the Schools, 2002, 39, 477-488.	1.8	141
117	Creating school environments that deter antisocial behaviors in youth. Psychology in the Schools, 2002, 39, 549-559.	1.8	141
118	A research agenda for school violence prevention.. American Psychologist, 2002, 57, 796-797.	4.2	7
119	An Examination of Teacher Engagement in Intervention Training and Sustained Intervention Implementation. School Mental Health, 0, , 1.	2.1	3
120	School Bullying and Gender Minority Youth: Victimization Experiences and Perceived Prevalence. School Psychology Review, 0, , 1-14.	3.0	6