

Elana R Mcdermott

List of Publications by Year in descending order

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Version: 2024-02-01

25
papers

308
citations

1040056

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940533

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docs citations

25
times ranked

301
citing authors

#	ARTICLE	IF	CITATIONS
1	The structure of educational inequity: Adolescents' access to parent education through friendship networks and its impact on academic outcomes. <i>Social Development</i> , 2022, 31, 27-51.	1.3	3
2	Comparing relations of ethnic-racial public regard, centrality, and intergroup contact attitudes among ethno-racially diverse adolescents. <i>Group Processes and Intergroup Relations</i> , 2022, 25, 833-852.	3.9	1
3	Coping with Ethnic'racial Discrimination: Short-term Longitudinal Relations Among Black and Latinx College Students. <i>Journal of Research on Adolescence</i> , 2022, 32, 1530-1545.	3.7	3
4	Contextual Moderators of a School-Based Ethnic-Racial Identity Intervention: The Roles of Family Ethnic Socialization and Ethnic-Racial Background. <i>Prevention Science</i> , 2021, 22, 378-385.	2.6	6
5	Mexican-Origin Adolescent Mothers' Economic Contexts, Educational Re-engagement, and Their Children's School Readiness. <i>Child Development</i> , 2021, 92, e513-e530.	3.0	1
6	Measurement equivalence testing of the American Identity Questionnaire across Black, Latino, and White adolescents.. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 2021, 27, 376-385.	2.0	3
7	Adolescents' ethnic-racial centrality moderates effect of school-based intervention on ethnic-racial identity exploration.. <i>Developmental Psychology</i> , 2021, 57, 432-442.	1.6	6
8	Looking through a kaleidoscope: The phenomenological ethnic-racial socialization conceptual model and its application to U.S. Black and Latino Youth and families. <i>Journal of Social Issues</i> , 2021, 77, 1327-1350.	3.3	7
9	National Identity Development and Friendship Network Dynamics among Immigrant and Non-Immigrant Youth. <i>Journal of Youth and Adolescence</i> , 2020, 49, 706-723.	3.5	18
10	Ethnic-racial discrimination experiences and ethnic-racial identity predict adolescents' psychosocial adjustment: Evidence for a compensatory risk-resilience model. <i>International Journal of Behavioral Development</i> , 2020, 44, 433-440.	2.4	8
11	Testing invariance of ethnic-racial discrimination and identity measures for adolescents across ethnic-racial groups and contexts.. <i>Psychological Assessment</i> , 2020, 32, 509-526.	1.5	29
12	Measuring Latino Adolescents' Coping With Ethnic-Racial Discrimination. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 730-742.	1.5	6
13	Self-control and persistence in the transition to adulthood: employment outcomes among individuals with no credential, a GED, and a high school diploma. <i>Compare</i> , 2019, 49, 742-758.	2.1	2
14	Why do students drop out? Turning points and long-term experiences. <i>Journal of Educational Research</i> , 2019, 112, 270-282.	1.6	25
15	Profiles of Coping with Ethnic-Racial Discrimination and Latina/o Adolescents' Adjustment. <i>Journal of Youth and Adolescence</i> , 2019, 48, 908-923.	3.5	22
16	Family ethnic socialization predicts better academic outcomes via proactive coping with discrimination and increased self-efficacy. <i>Journal of Adolescence</i> , 2018, 65, 189-195.	2.4	12
17	Reproducing economic inequality: Longitudinal relations of self-control, social support, and maternal education. <i>Journal of Applied Developmental Psychology</i> , 2018, 56, 79-88.	1.7	8
18	Dropout typologies: Relating profiles of risk and support to later educational re-engagement. <i>Applied Developmental Science</i> , 2018, 22, 217-232.	1.7	23

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19	Youth-serving institutional resources and neighborhood safety: Ties with positive youth development.. American Journal of Orthopsychiatry, 2018, 88, 78-87.	1.5	8
20	Factors that Promote High School Graduation: a Review of the Literature. Educational Psychology Review, 2017, 29, 447-476.	8.4	52
21	SELF-CONTROL AND ADOLESCENT INTERNALIZING AND EXTERNALIZING PROBLEMS: NEIGHBORHOOD-BASED DIFFERENCES. Journal of Community Psychology, 2017, 45, 297-314.	1.8	20
22	Building relationships between mentors and youth: Development of the TRICS model. Children and Youth Services Review, 2017, 79, 385-398.	1.9	17
23	Exploring positive youth development among young people who leave school without graduating high school: A focus on social and emotional competencies.. Qualitative Psychology, 2016, 3, 26-45.	6.1	9
24	A Psychometric Analysis of Hope, Persistence, and Engagement Among Reengaged Youth. Journal of Psychoeducational Assessment, 2016, 34, 136-152.	1.5	5
25	Ecology matters: Neighborhood differences in the protective role of self-control and social support for adolescent antisocial behavior.. American Journal of Orthopsychiatry, 2015, 85, 536-549.	1.5	14