

Courtney N Baker

List of Publications by Year in descending order

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Version: 2024-02-01

27
papers

1,005
citations

567281

15
h-index

552781

26
g-index

27
all docs

27
docs citations

27
times ranked

1204
citing authors

#	ARTICLE	IF	CITATIONS
1	Enrollment and Attendance in a Parent Training Prevention Program for Conduct Problems. <i>Prevention Science</i> , 2011, 12, 126-138.	2.6	190
2	Development and Psychometric Evaluation of the Attitudes Related to Trauma-Informed Care (ARTIC) Scale. <i>School Mental Health</i> , 2016, 8, 61-76.	2.1	128
3	Identifying Autism in a Brief Observation. <i>Pediatrics</i> , 2015, 135, e330-e338.	2.1	87
4	Risking connection trauma training: A pathway toward trauma-informed care in child congregate care settings.. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i> , 2012, 4, 507-515.	2.1	79
5	Predicting teacher participation in a classroom-based, integrated preventive intervention for preschoolers. <i>Early Childhood Research Quarterly</i> , 2010, 25, 270-283.	2.7	62
6	The Association Between Forms of Aggression, Leadership, and Social Status Among Urban Youth. <i>Journal of Youth and Adolescence</i> , 2013, 42, 263-274.	3.5	61
7	Parental child-rearing strategies influence self-regulation, socio-emotional adjustment, and psychopathology in early adulthood: Evidence from a retrospective cohort study. <i>Personality and Individual Differences</i> , 2012, 52, 800-805.	2.9	57
8	Evaluating foundational professional development training for trauma-informed approaches in schools.. <i>Psychological Services</i> , 2019, 16, 95-102.	1.5	49
9	Teacher (mis)perceptions of preschoolers' academic skills: Predictors and associations with longitudinal outcomes.. <i>Journal of Educational Psychology</i> , 2015, 107, 805-820.	2.9	43
10	Experiential avoidance and interpersonal problems: A moderated mediation model. <i>Journal of Contextual Behavioral Science</i> , 2014, 3, 291-298.	2.6	38
11	Validation of the Attitudes Related to Trauma-Informed Care Scale (ARTIC).. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i> , 2021, 13, 505-513.	2.1	34
12	An analysis of social justice research in school psychology. <i>International Journal of School and Educational Psychology</i> , 2018, 6, 77-89.	1.6	29
13	A Pilot Study Examining the Effectiveness of the PEERS Program on Social Skills and Anxiety in Adolescents with Autism Spectrum Disorder. <i>Journal of Developmental and Physical Disabilities</i> , 2017, 29, 797-808.	1.6	23
14	The Relationship Between Maternal Beliefs and Behavior During Shared Reading. <i>Early Education and Development</i> , 2008, 19, 138-160.	2.6	22
15	Developing Measures of Community-Relevant Outcomes for Violence Prevention Programs: A Community-Based Participatory Research Approach to Measurement. <i>American Journal of Community Psychology</i> , 2013, 52, 249-262.	2.5	18
16	Social cognitions, distress, and leadership self-efficacy: Associations with aggression for high-risk minority youth. <i>Development and Psychopathology</i> , 2014, 26, 759-772.	2.3	15
17	The implementation and effect of trauma-informed care within residential youth services in rural Canada: A mixed methods case study.. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i> , 2018, 10, 666-674.	2.1	14
18	Cultural Adaptations to Youth Mental Health Interventions: A Systematic Review. <i>Journal of Child and Family Studies</i> , 2021, 30, 2539-2562.	1.3	10

#	ARTICLE	IF	CITATIONS
19	Associations Between Depressive Symptoms, Fear of Hypoglycemia, Adherence to Management Behaviors and Metabolic Control in Children and Adolescents with Type 1 Diabetes. <i>Journal of Clinical Psychology in Medical Settings</i> , 2020, 27, 385-395.	1.4	9
20	Understanding staff- and system-level contextual factors relevant to trauma-informed care implementation.. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i> , 2021, 13, 249-257.	2.1	9
21	MEASURING SCHOOL PSYCHOLOGY TRAINEE SELF-EFFICACY. <i>Psychology in the Schools</i> , 2017, 54, 655-670.	1.8	5
22	Examining the effectiveness of Trauma Smart® training: Staff satisfaction, knowledge, and attitudes.. <i>Psychological Trauma: Theory, Research, Practice, and Policy</i> , 2021, 13, 891-898.	2.1	5
23	Compassion Satisfaction, Secondary Traumatic Stress, and Burnout: A Mixed Methods Analysis in a Sample of Public-School Educators Working in Marginalized Communities. <i>School Mental Health</i> , 2022, 14, 933-950.	2.1	5
24	Centering trauma-informed approaches in schools within a social justice framework. <i>Psychology in the Schools</i> , 2022, 59, 2453-2470.	1.8	4
25	Understanding Teacher Self-Efficacy to Address Students' Social-Emotional Needs in the COVID-19 Pandemic. <i>Urban Education</i> , 0, , 004208592210998.	1.8	4
26	Components Analyses of a School-Based Cognitive Behavioral Treatment for Youth Depression. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2019, 48, S180-S193.	3.4	3
27	Trauma-informed care training with HIV and related community service workers: Short and long term effects on attitudes.. <i>Psychological Services</i> , 2021, 18, 695-702.	1.5	2