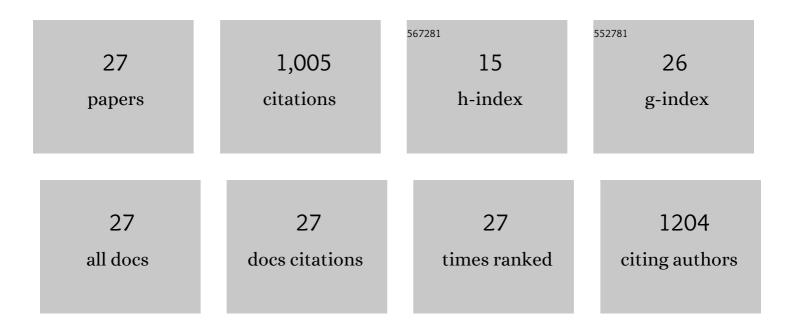
Courtney N Baker

List of Publications by Year in descending order

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#	Article	IF	CITATIONS
1	Centering traumaâ€informed approaches in schools within a social justice framework. Psychology in the Schools, 2022, 59, 2453-2470.	1.8	4
2	Compassion Satisfaction, Secondary Traumatic Stress, and Burnout: A Mixed Methods Analysis in a Sample of Public-School Educators Working in Marginalized Communities. School Mental Health, 2022, 14, 933-950.	2.1	5
3	Understanding staff- and system-level contextual factors relevant to trauma-informed care implementation Psychological Trauma: Theory, Research, Practice, and Policy, 2021, 13, 249-257.	2.1	9
4	Examining the effectiveness of Trauma Smart® training: Staff satisfaction, knowledge, and attitudes Psychological Trauma: Theory, Research, Practice, and Policy, 2021, 13, 891-898.	2.1	5
5	Cultural Adaptations to Youth Mental Health Interventions: A Systematic Review. Journal of Child and Family Studies, 2021, 30, 2539-2562.	1.3	10
6	Validation of the Attitudes Related to Trauma-Informed Care Scale (ARTIC) Psychological Trauma: Theory, Research, Practice, and Policy, 2021, 13, 505-513.	2.1	34
7	Trauma-informed care training with HIV and related community service workers: Short and long term effects on attitudes Psychological Services, 2021, 18, 695-702.	1.5	2
8	Associations Between Depressive Symptoms, Fear of Hypoglycemia, Adherence to Management Behaviors and Metabolic Control in Children and Adolescents with Type 1 Diabetes. Journal of Clinical Psychology in Medical Settings, 2020, 27, 385-395.	1.4	9
9	Components Analyses of a School-Based Cognitive Behavioral Treatment for Youth Depression. Journal of Clinical Child and Adolescent Psychology, 2019, 48, S180-S193.	3.4	3
10	Evaluating foundational professional development training for trauma-informed approaches in schools Psychological Services, 2019, 16, 95-102.	1.5	49
11	An analysis of social justice research in school psychology. International Journal of School and Educational Psychology, 2018, 6, 77-89.	1.6	29
12	The implementation and effect of trauma-informed care within residential youth services in rural Canada: A mixed methods case study Psychological Trauma: Theory, Research, Practice, and Policy, 2018, 10, 666-674.	2.1	14
13	MEASURING SCHOOL PSYCHOLOGY TRAINEE SELFâ€EFFICACY. Psychology in the Schools, 2017, 54, 655-670.	1.8	5
14	A Pilot Study Examining the Effectiveness of the PEERS Program on Social Skills and Anxiety in Adolescents with Autism Spectrum Disorder. Journal of Developmental and Physical Disabilities, 2017, 29, 797-808.	1.6	23
15	Development and Psychometric Evaluation of the Attitudes Related to Trauma-Informed Care (ARTIC) Scale. School Mental Health, 2016, 8, 61-76.	2.1	128
16	Teacher (mis)perceptions of preschoolers' academic skills: Predictors and associations with longitudinal outcomes Journal of Educational Psychology, 2015, 107, 805-820.	2.9	43
17	Identifying Autism in a Brief Observation. Pediatrics, 2015, 135, e330-e338.	2.1	87
18	Social cognitions, distress, and leadership self-efficacy: Associations with aggression for high-risk minority youth. Development and Psychopathology, 2014, 26, 759-772.	2.3	15

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#	Article	IF	CITATIONS
19	Experiential avoidance and interpersonal problems: A moderated mediation model. Journal of Contextual Behavioral Science, 2014, 3, 291-298.	2.6	38
20	Developing Measures of Communityâ€Relevant Outcomes for Violence Prevention Programs: A Communityâ€Based Participatory Research Approach to Measurement. American Journal of Community Psychology, 2013, 52, 249-262.	2.5	18
21	The Association Between Forms of Aggression, Leadership, and Social Status Among Urban Youth. Journal of Youth and Adolescence, 2013, 42, 263-274.	3.5	61
22	Risking connection trauma training: A pathway toward trauma-informed care in child congregate care settings Psychological Trauma: Theory, Research, Practice, and Policy, 2012, 4, 507-515.	2.1	79
23	Parental child-rearing strategies influence self-regulation, socio-emotional adjustment, and psychopathology in early adulthood: Evidence from a retrospective cohort study. Personality and Individual Differences, 2012, 52, 800-805.	2.9	57
24	Enrollment and Attendance in a Parent Training Prevention Program for Conduct Problems. Prevention Science, 2011, 12, 126-138.	2.6	190
25	Predicting teacher participation in a classroom-based, integrated preventive intervention for preschoolers. Early Childhood Research Quarterly, 2010, 25, 270-283.	2.7	62
26	The Relationship Between Maternal Beliefs and Behavior During Shared Reading. Early Education and Development, 2008, 19, 138-160.	2.6	22
27	Understanding Teacher Self-Efficacy to Address Students' Social-Emotional Needs in the COVID-19 Pandemic. Urban Education, 0, , 004208592210998.	1.8	4