Sara E Rimm-Kaufman

List of Publications by Year
in descending order

81 papers	6,832 citations	81900 39 h-index	66911 78 g-index
82 all docs	82 docs citations	82 times ranked	4003 citing authors

#	Article	IF	Citations
1	Teachersâ€™ judgments of problems in the transition to kindergarten. Early Childhood Research Quarterly, 2000, 15, 147-166.	2.7	738
2	An Ecological Perspective on the Transition to Kindergarten. Journal of Applied Developmental Psychology, 2000, 21, 491-511.	1.7	635
3	The contribution of childrenâ€™s self-regulation and classroom quality to childrenâ€™s adaptive behaviors in the kindergarten classroom.. Developmental Psychology, 2009, 45, 958-972.	1.6	476
4	The contributions of â€˜hotâ€™ and â€˜coolâ€™ executive function to children's academic achievement, learning-related behaviors, and engagement in kindergarten. Early Childhood Research Quarterly, 2009, 24, 337-349.	2.7	412
5	Teacherâ€“child relationship quality: The roles of child temperament and teacherâ€“child interactions. Early Childhood Research Quarterly, 2009, 24, 107-120.	2.7	278
6	Teacherâ€“child interactions and childrenâ€™s achievement trajectories across kindergarten and first grade.. Journal of Educational Psychology, 2009, 101, 912-925.	2.9	218
7	Primary-Grade Teachers' Self-Efficacy Beliefs, Attitudes toward Teaching, and Discipline and Teaching Practice Priorities in Relation to the "Responsive Classroom" Approach. Elementary School Journal, 2004, 104, 321-341.	1.4	210
8	The Contribution of Classroom Setting and Quality of Instruction to Childrenâ€™s Behavior in Kindergarten Classrooms. Elementary School Journal, 2005, 105, 377-394.	1.4	208
9	Early behavioral attributes and teachers' sensitivity as predictors of competent behavior in the kindergarten classroom. Journal of Applied Developmental Psychology, 2002, 23, 451-470.	1.7	177
10	Children's perceptions of the classroom environment and social and academic performance: A longitudinal analysis of the contribution of the Responsive Classroom approach. Journal of School Psychology, 2008, 46, 129-149.	2.9	156
11	Kindergarten Classroom Quality, Behavioral Engagement, and Reading Achievement. School Psychology Review, 2009, 38, 102-120.	3.0	149
12	Patterns of Family-School Contact in Preschool and Kindergarten. School Psychology Review, 1999, 28, 426-438.	3.0	146
13	Promoting social and academic competence in the classroom: An intervention study examining the contribution of theResponsive Classroom approach. Psychology in the Schools, 2007, 44, 397-413.	1.8	144
14	Efficacy of the Responsive Classroom Approach. American Educational Research Journal, 2014, 51, 567-603.	2.7	140
15	To what extent do teacherâ€“student interaction quality and student gender contribute to fifth gradersâ€™ engagement in mathematics learning?. Journal of Educational Psychology, 2015, 107, 170-185.	2.9	130
16	The Contribution of Teachers' Emotional Support to Children's Social Behaviors and Self-Regulatory Skills in First Grade. School Psychology Review, 2012, 41, 141-159.	3.0	128
17	How Do Classroom Conditions and Children's Risk for School Problems Contribute to Children's Behavioral Engagement in Learning?. School Psychology Review, 2007, 36, 413-432.	3.0	127
18	Temperament and Language Skills as Predictors of Teacher-Child Relationship Quality in Preschool. Early Education and Development, 2006, 17, 271-291.	2.6	122

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19	The contribution of the Responsive Classroom Approach on children's academic achievement: Results from a three year longitudinal study. Journal of School Psychology, 2007, 45, 401-421.	2.9	117
20	The Teacher Belief Q-Sort: A measure of teachers' priorities in relation to disciplinary practices, teaching practices, and beliefs about children. Journal of School Psychology, 2006, 44, 141-165.	2.9	105
21	Do student self-efficacy and teacher-student interaction quality contribute to emotional and social engagement in fifth grade math?. Journal of School Psychology, 2015, 53, 359-373.	2.9	105
22	The psychological significance of changes in skin temperature. Motivation and Emotion, 1996, 20, 63-78.	1.3	99
23	Infant Predictors of Kindergarten Behavior: The Contribution of Inhibited and Uninhibited Temperament Types. Behavioral Disorders, 2005, 30, 331-347.	1.2	90
24	The Responsive Classroom approach and fifth grade studentsâ€™ math and science anxiety and self-efficacy.. School Psychology Quarterly, 2013, 28, 360-373.	2.0	89
25	Teacher-Rated Family Involvement and Children's Social and Academic Outcomes in Kindergarten. Early Education and Development, 2003, 14, 179-198.	2.6	85
26	The Role of Psychological and Developmental Science in Efforts to Improve Teacher Quality. Teachers College Record, 2010, 112, 2988-3023.	0.9	81
27	Early Adjustment, Gender Differences, and Classroom Organizational Climate in First Grade. Elementary School Journal, 2009, 110, 142-162.	1.4	80
28	Relationships Between Teachers and Preschoolers Who Are At Risk: Contribution of Children's Language Skills, Temperamentally Based Attributes, and Gender. Early Education and Development, 2008, 19, 600-621.	2.6	77
29	Does professional development reduce the influence of teacher stress on teacherâ€“child interactions in pre-kindergarten classrooms?. Early Childhood Research Quarterly, 2018, 42, 280-290.	2.7	76
30	Family and Sociodemographic Predictors of School Readiness Among African American Boys in Kindergarten. Early Education and Development, 2012, 23, 833-854.	2.6	71
31	Using Indices of Fidelity to Intervention Core Components to Identify Program Active Ingredients. American Journal of Evaluation, 2015, 36, 320-338.	2.1	69
32	Family-School Communication in Preschool and Kindergarten in the Context of a Relationship-Enhancing Intervention. Early Education and Development, 2005, 16, 287-316.	2.6	63
33	Collaboration in building partnerships between families and schools: The National Center for Early Development and Learningâ€™s Kindergarten Transition Interventionâ†. Early Childhood Research Quarterly, 2001, 16, 117-132.	2.7	62
34	Sense of School Community for Preschool Teachers Serving At-Risk Children. Early Education and Development, 2008, 19, 361-384.	2.6	57
35	The influence of fidelity of implementation on teacherâ€“student interaction quality in the context of a randomized controlled trial of the Responsive Classroom approach. Journal of School Psychology, 2013, 51, 437-453.	2.9	57
36	The behavioral and emotional correlates of epilepsy in adolescence: a 7-year follow-up study. Epilepsy and Behavior, 2002, 3, 358-367.	1.7	51

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37	Improving the Sensitivity and Responsivity of Preservice Teachers Toward Young Children with Disabilities. Topics in Early Childhood Special Education, 2003, 23, 151-163.	2.2	48
38	Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction?. Journal of School Psychology, 2013, 51, 557-569.	2.9	46
39	Maternal Sensitivity and Child Wariness in the Transition to Kindergarten. Parenting, 2002, 2, 355-377.	1.4	41
40	Kindergarten to 1st Grade: Classroom Characteristics and the Stability and Change of Children's Classroom Experiences. Journal of Research in Childhood Education, 2006, 21, 189-202.	1.0	40
41	Positive Motherâ€“child Interactions in Kindergarten: Predictors of School Success in High School. School Psychology Review, 2008, 37, 499-515.	3.0	40
42	Relationships Among Informant Based Measures of Social Skills and Student Achievement: A Longitudinal Examination of Differential Effects by Sex. Applied Developmental Science, 2010, 14, 18-34.	1.7	40
43	Setting-Level Influences on Implementation of the Responsive Classroom Approach. Prevention Science, 2013, 14, 40-51.	2.6	37
44	Mathematical Knowledge for Teaching, Standards-Based Mathematics Teaching Practices, and Student Achievement in the Context of the Responsive Classroom Approach. American Educational Research Journal, 2015, 52, 787-821.	2.7	37
45	Introducing an observational measure of standards-based mathematics teaching practices: Evidence of validity and score reliability. Educational Studies in Mathematics, 2014, 85, 109-128.	2.8	36
46	Teacher collaboration in the context of theResponsive Classroomapproach. Teachers and Teaching: Theory and Practice, 2007, 13, 211-245.	1.9	33
47	Warmth and Demand: The Relation Between Students' Perceptions of the Classroom Environment and Achievement Growth. Child Development, 2017, 88, 1321-1337.	3.0	31
48	The Social Ecology of the Transition to School: Classrooms, Families, and Children. , 0, , 490-507.		28
49	The Link Between Responsive Classroom Training and Studentâ€“Teacher Relationship Quality in the Fifth Grade: A Study of Fidelity of Implementation. School Psychology Review, 2014, 43, 69-85.	3.0	28
50	Engagement in Training as a Mechanism to Understanding Fidelity of Implementation of the Responsive Classroom Approach. Prevention Science, 2015, 16, 1107-1116.	2.6	23
51	The role of social competence in predicting gifted enrollment. Psychology in the Schools, 2008, 45, 729-744.	1.8	22
52	Are All Program Elements Created Equal? Relations Between Specific Social and Emotional Learning Components and Teacherâ€“Student Classroom Interaction Quality. Prevention Science, 2017, 18, 193-203.	2.6	22
53	Contexts of reading instruction: Implications for literacy skills and kindergartenersâ€™ behavioral engagement. Early Childhood Research Quarterly, 2011, 26, 157-168.	2.7	21
54	A multi-method approach for describing the contributions of student engagement on fifth grade students' social competence and achievement in mathematics. Learning and Individual Differences, 2016, 48, 54-60.	2.7	21

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55	Kindergarten Adjustment Difficulty: The Contribution of Children's Effortful Control and Parental Control. Early Education and Development, 2009, 20, 775-798.	2.6	19
56	Making connections: Elementary studentsâ€™ ideas about electricity and energy resources. Renewable Energy, 2019, 138, 1078-1086.	8.9	17
57	Ideology and Intuition in Moral Education. International Journal of Developmental Sciences, 2008, 2, 269-286.	0.5	14
58	Exploring Teacher Adaptive Expertise in the Context of Elementary School Science Reforms. Journal of Science Teacher Education, 2020, 31, 34-55.	2.5	14
59	HOW HOMES INFLUENCE SCHOOLS: EARLY PARENTING PREDICTS AFRICAN AMERICAN CHILDREN'S CLASSROOM SOCIAL-EMOTIONAL FUNCTIONING. Psychology in the Schools, 2014, 51, 722-735.	1.8	13
60	Classroom instructional quality, exposure to mathematics instruction and mathematics achievement in fifth grade. Learning Environments Research, 2014, 17, 243-262.	2.8	13
61	Father-School Communication in Preschool and Kindergarten. School Psychology Review, 2005, 34, 287-308.	3.0	12
62	Does the Responsive Classroom Approach Affect the Use of Standards-Based Mathematics Teaching Practices?. Elementary School Journal, 2013, 113, 434-457.	1.4	12
63	CLASSROOM QUALITY AND STUDENT BEHAVIOR TRAJECTORIES IN ELEMENTARY SCHOOL. Psychology in the Schools, 2016, 53, 690-704.	1.8	11
64	English learners' achievement in mathematics and science: Examining the role of self-efficacy. Journal of School Psychology, 2020, 79, 1-15.	2.9	10
65	Scaffolding English language learners' mathematical talk in the context of Calendar Math. Journal of Educational Research, 2017, 110, 199-208.	1.6	9
66	Can service-learning boost science achievement, civic engagement, and social skills? A randomized controlled trial of Connect Science. Journal of Applied Developmental Psychology, 2021, 74, 101236.	1.7	8
67	Asymmetry of finger temperature and early behavior. Developmental Psychobiology, 1995, 28, 443-451.	1.6	7
68	Delay of gratification in first grade: The role of instructional context. Learning and Individual Differences, 2014, 29, 81-88.	2.7	7
69	5 Strategies for Scaffolding Math Discourse with ELLs. Teaching Children Mathematics, 2016, 23, 100-108.	0.2	7
70	Teaching practices in Grade 5 mathematics classrooms with high-achieving English learner students. Journal of Educational Research, 2017, 110, 17-31.	1.6	6
71	Empirical benchmarks for changes in social and emotional skills over time. Child Development, 2022, 93, 1129-1144.	3.0	6
72	Introduction to the Special Issue on Data-Based Investigations of the Quality of Preschool and Early Child Care Environments. Early Education and Development, 2009, 20, 201-210.	2.6	4

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73	The importance of structure, clarity, representation, and language in elementary mathematics instruction. Investigations in Mathematics Learning, 2018, 10, 106-127.	1.2	4
74	A reflection framework for teaching math. Teaching Children Mathematics, 2010, 17, 238-248.	0.2	4
75	Using the Partial Credit Model to Evaluate the Student Engagement in Mathematics Scale. Journal of Applied Measurement, 2015, 16, 251-67.	0.3	4
76	Principal Actions Related to Increases in Teacher-Principal Trust: Comparative Case Studies. Journal of School Public Relations, 2015, 36, 260-291.	0.1	3
77	The Responsive Classroom Approach and Its Implications for Improving Reading and Writing. Reading and Writing Quarterly, 2010, 27, 5-24.	1.4	2
78	Applications of Psychological Safety to Developmental Science: Reflections and Recommendations for Next Steps. Research in Human Development, 2016, 13, 84-89.	1.3	2
79	Leading Together. Journal of School Leadership, 2017, 27, 831-859.	1.9	1
80	â€œBecause the Sun Is Really Not That Bigâ€• Elementary School Journal, 2020, 121, 256-282.	1.4	1
81	How Should Fifth-Grade Mathematics Teachers Start the School Year? Relations between Teacherâ€“Student Interactions and Mathematics Instruction over One Year. Teachers College Record, 2018, 120, 1-36.	0.9	0