

Sara E Rimm-Kaufman

List of Publications by Year in descending order

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Version: 2024-02-01

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	Empirical benchmarks for changes in social and emotional skills over time. <i>Child Development</i> , 2022, 93, 1129-1144.	3.0	6
2	Can service-learning boost science achievement, civic engagement, and social skills? A randomized controlled trial of Connect Science. <i>Journal of Applied Developmental Psychology</i> , 2021, 74, 101236.	1.7	8
3	Exploring Teacher Adaptive Expertise in the Context of Elementary School Science Reforms. <i>Journal of Science Teacher Education</i> , 2020, 31, 34-55.	2.5	14
4	English learners' achievement in mathematics and science: Examining the role of self-efficacy. <i>Journal of School Psychology</i> , 2020, 79, 1-15.	2.9	10
5	“Because the Sun Is Really Not That Big” Elementary School Journal, 2020, 121, 256-282.	1.4	1
6	Making connections: Elementary students’ ideas about electricity and energy resources. <i>Renewable Energy</i> , 2019, 138, 1078-1086.	8.9	17
7	The importance of structure, clarity, representation, and language in elementary mathematics instruction. <i>Investigations in Mathematics Learning</i> , 2018, 10, 106-127.	1.2	4
8	Does professional development reduce the influence of teacher stress on teacher-child interactions in pre-kindergarten classrooms?. <i>Early Childhood Research Quarterly</i> , 2018, 42, 280-290.	2.7	76
9	How Should Fifth-Grade Mathematics Teachers Start the School Year? Relations between Teacher-Student Interactions and Mathematics Instruction over One Year. <i>Teachers College Record</i> , 2018, 120, 1-36.	0.9	0
10	Scaffolding English language learners' mathematical talk in the context of Calendar Math. <i>Journal of Educational Research</i> , 2017, 110, 199-208.	1.6	9
11	Are All Program Elements Created Equal? Relations Between Specific Social and Emotional Learning Components and Teacher-Student Classroom Interaction Quality. <i>Prevention Science</i> , 2017, 18, 193-203.	2.6	22
12	Warmth and Demand: The Relation Between Students' Perceptions of the Classroom Environment and Achievement Growth. <i>Child Development</i> , 2017, 88, 1321-1337.	3.0	31
13	Teaching practices in Grade 5 mathematics classrooms with high-achieving English learner students. <i>Journal of Educational Research</i> , 2017, 110, 17-31.	1.6	6
14	Leading Together. <i>Journal of School Leadership</i> , 2017, 27, 831-859.	1.9	1
15	5 Strategies for Scaffolding Math Discourse with ELLs. <i>Teaching Children Mathematics</i> , 2016, 23, 100-108.	0.2	7
16	CLASSROOM QUALITY AND STUDENT BEHAVIOR TRAJECTORIES IN ELEMENTARY SCHOOL. <i>Psychology in the Schools</i> , 2016, 53, 690-704.	1.8	11
17	Applications of Psychological Safety to Developmental Science: Reflections and Recommendations for Next Steps. <i>Research in Human Development</i> , 2016, 13, 84-89.	1.3	2
18	A multi-method approach for describing the contributions of student engagement on fifth grade students' social competence and achievement in mathematics. <i>Learning and Individual Differences</i> , 2016, 48, 54-60.	2.7	21

#	ARTICLE	IF	CITATIONS
19	Do student self-efficacy and teacher-student interaction quality contribute to emotional and social engagement in fifth grade math?. <i>Journal of School Psychology</i> , 2015, 53, 359-373.	2.9	105
20	To what extent do teacher-student interaction quality and student gender contribute to fifth graders' engagement in mathematics learning?. <i>Journal of Educational Psychology</i> , 2015, 107, 170-185.	2.9	130
21	Mathematical Knowledge for Teaching, Standards-Based Mathematics Teaching Practices, and Student Achievement in the Context of the Responsive Classroom Approach. <i>American Educational Research Journal</i> , 2015, 52, 787-821.	2.7	37
22	Using Indices of Fidelity to Intervention Core Components to Identify Program Active Ingredients. <i>American Journal of Evaluation</i> , 2015, 36, 320-338.	2.1	69
23	Engagement in Training as a Mechanism to Understanding Fidelity of Implementation of the Responsive Classroom Approach. <i>Prevention Science</i> , 2015, 16, 1107-1116.	2.6	23
24	Principal Actions Related to Increases in Teacher-Principal Trust: Comparative Case Studies. <i>Journal of School Public Relations</i> , 2015, 36, 260-291.	0.1	3
25	Using the Partial Credit Model to Evaluate the Student Engagement in Mathematics Scale. <i>Journal of Applied Measurement</i> , 2015, 16, 251-67.	0.3	4
26	The Link Between Responsive Classroom Training and Student-Teacher Relationship Quality in the Fifth Grade: A Study of Fidelity of Implementation. <i>School Psychology Review</i> , 2014, 43, 69-85.	3.0	28
27	HOW HOMES INFLUENCE SCHOOLS: EARLY PARENTING PREDICTS AFRICAN AMERICAN CHILDREN'S CLASSROOM SOCIAL-EMOTIONAL FUNCTIONING. <i>Psychology in the Schools</i> , 2014, 51, 722-735.	1.8	13
28	Delay of gratification in first grade: The role of instructional context. <i>Learning and Individual Differences</i> , 2014, 29, 81-88.	2.7	7
29	Introducing an observational measure of standards-based mathematics teaching practices: Evidence of validity and score reliability. <i>Educational Studies in Mathematics</i> , 2014, 85, 109-128.	2.8	36
30	Efficacy of the Responsive Classroom Approach. <i>American Educational Research Journal</i> , 2014, 51, 567-603.	2.7	140
31	Classroom instructional quality, exposure to mathematics instruction and mathematics achievement in fifth grade. <i>Learning Environments Research</i> , 2014, 17, 243-262.	2.8	13
32	The influence of fidelity of implementation on teacher-student interaction quality in the context of a randomized controlled trial of the Responsive Classroom approach. <i>Journal of School Psychology</i> , 2013, 51, 437-453.	2.9	57
33	Setting-Level Influences on Implementation of the Responsive Classroom Approach. <i>Prevention Science</i> , 2013, 14, 40-51.	2.6	37
34	Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction?. <i>Journal of School Psychology</i> , 2013, 51, 557-569.	2.9	46
35	Does the Responsive Classroom Approach Affect the Use of Standards-Based Mathematics Teaching Practices?. <i>Elementary School Journal</i> , 2013, 113, 434-457.	1.4	12
36	The Responsive Classroom approach and fifth grade students' math and science anxiety and self-efficacy.. <i>School Psychology Quarterly</i> , 2013, 28, 360-373.	2.0	89

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37	Family and Sociodemographic Predictors of School Readiness Among African American Boys in Kindergarten. <i>Early Education and Development</i> , 2012, 23, 833-854.	2.6	71
38	The Contribution of Teachers' Emotional Support to Children's Social Behaviors and Self-Regulatory Skills in First Grade. <i>School Psychology Review</i> , 2012, 41, 141-159.	3.0	128
39	Contexts of reading instruction: Implications for literacy skills and kindergarteners' behavioral engagement. <i>Early Childhood Research Quarterly</i> , 2011, 26, 157-168.	2.7	21
40	Relationships Among Informant Based Measures of Social Skills and Student Achievement: A Longitudinal Examination of Differential Effects by Sex. <i>Applied Developmental Science</i> , 2010, 14, 18-34.	1.7	40
41	The Responsive Classroom Approach and Its Implications for Improving Reading and Writing. <i>Reading and Writing Quarterly</i> , 2010, 27, 5-24.	1.4	2
42	A reflection framework for teaching math. <i>Teaching Children Mathematics</i> , 2010, 17, 238-248.	0.2	4
43	The Role of Psychological and Developmental Science in Efforts to Improve Teacher Quality. <i>Teachers College Record</i> , 2010, 112, 2988-3023.	0.9	81
44	Kindergarten Classroom Quality, Behavioral Engagement, and Reading Achievement. <i>School Psychology Review</i> , 2009, 38, 102-120.	3.0	149
45	Teacher-child interactions and children's achievement trajectories across kindergarten and first grade.. <i>Journal of Educational Psychology</i> , 2009, 101, 912-925.	2.9	218
46	Teacher-child relationship quality: The roles of child temperament and teacher-child interactions. <i>Early Childhood Research Quarterly</i> , 2009, 24, 107-120.	2.7	278
47	The contributions of "hot" and "cool" executive function to children's academic achievement, learning-related behaviors, and engagement in kindergarten. <i>Early Childhood Research Quarterly</i> , 2009, 24, 337-349.	2.7	412
48	Introduction to the Special Issue on Data-Based Investigations of the Quality of Preschool and Early Child Care Environments. <i>Early Education and Development</i> , 2009, 20, 201-210.	2.6	4
49	Kindergarten Adjustment Difficulty: The Contribution of Children's Effortful Control and Parental Control. <i>Early Education and Development</i> , 2009, 20, 775-798.	2.6	19
50	Early Adjustment, Gender Differences, and Classroom Organizational Climate in First Grade. <i>Elementary School Journal</i> , 2009, 110, 142-162.	1.4	80
51	The contribution of children's self-regulation and classroom quality to children's adaptive behaviors in the kindergarten classroom.. <i>Developmental Psychology</i> , 2009, 45, 958-972.	1.6	476
52	The role of social competence in predicting gifted enrollment. <i>Psychology in the Schools</i> , 2008, 45, 729-744.	1.8	22
53	Children's perceptions of the classroom environment and social and academic performance: A longitudinal analysis of the contribution of the Responsive Classroom approach. <i>Journal of School Psychology</i> , 2008, 46, 129-149.	2.9	156
54	Sense of School Community for Preschool Teachers Serving At-Risk Children. <i>Early Education and Development</i> , 2008, 19, 361-384.	2.6	57

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55	Relationships Between Teachers and Preschoolers Who Are At Risk: Contribution of Children's Language Skills, Temperamentally Based Attributes, and Gender. <i>Early Education and Development</i> , 2008, 19, 600-621.	2.6	77
56	Ideology and Intuition in Moral Education. <i>International Journal of Developmental Sciences</i> , 2008, 2, 269-286.	0.5	14
57	Positive Mother-child Interactions in Kindergarten: Predictors of School Success in High School. <i>School Psychology Review</i> , 2008, 37, 499-515.	3.0	40
58	Teacher collaboration in the context of the Responsive Classroom approach. <i>Teachers and Teaching: Theory and Practice</i> , 2007, 13, 211-245.	1.9	33
59	How Do Classroom Conditions and Children's Risk for School Problems Contribute to Children's Behavioral Engagement in Learning?. <i>School Psychology Review</i> , 2007, 36, 413-432.	3.0	127
60	The contribution of the Responsive Classroom Approach on children's academic achievement: Results from a three year longitudinal study. <i>Journal of School Psychology</i> , 2007, 45, 401-421.	2.9	117
61	Promoting social and academic competence in the classroom: An intervention study examining the contribution of the Responsive Classroom approach. <i>Psychology in the Schools</i> , 2007, 44, 397-413.	1.8	144
62	Kindergarten to 1st Grade: Classroom Characteristics and the Stability and Change of Children's Classroom Experiences. <i>Journal of Research in Childhood Education</i> , 2006, 21, 189-202.	1.0	40
63	The Teacher Belief Q-Sort: A measure of teachers' priorities in relation to disciplinary practices, teaching practices, and beliefs about children. <i>Journal of School Psychology</i> , 2006, 44, 141-165.	2.9	105
64	Temperament and Language Skills as Predictors of Teacher-Child Relationship Quality in Preschool. <i>Early Education and Development</i> , 2006, 17, 271-291.	2.6	122
65	Infant Predictors of Kindergarten Behavior: The Contribution of Inhibited and Uninhibited Temperament Types. <i>Behavioral Disorders</i> , 2005, 30, 331-347.	1.2	90
66	Father-School Communication in Preschool and Kindergarten. <i>School Psychology Review</i> , 2005, 34, 287-308.	3.0	12
67	Family-School Communication in Preschool and Kindergarten in the Context of a Relationship-Enhancing Intervention. <i>Early Education and Development</i> , 2005, 16, 287-316.	2.6	63
68	The Contribution of Classroom Setting and Quality of Instruction to Children's Behavior in Kindergarten Classrooms. <i>Elementary School Journal</i> , 2005, 105, 377-394.	1.4	208
69	Primary-Grade Teachers' Self-Efficacy Beliefs, Attitudes toward Teaching, and Discipline and Teaching Practice Priorities in Relation to the "Responsive Classroom" Approach. <i>Elementary School Journal</i> , 2004, 104, 321-341.	1.4	210
70	Improving the Sensitivity and Responsivity of Preservice Teachers Toward Young Children with Disabilities. <i>Topics in Early Childhood Special Education</i> , 2003, 23, 151-163.	2.2	48
71	Teacher-Rated Family Involvement and Children's Social and Academic Outcomes in Kindergarten. <i>Early Education and Development</i> , 2003, 14, 179-198.	2.6	85
72	Maternal Sensitivity and Child Wariness in the Transition to Kindergarten. <i>Parenting</i> , 2002, 2, 355-377.	1.4	41

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73	The behavioral and emotional correlates of epilepsy in adolescence: a 7-year follow-up study. <i>Epilepsy and Behavior</i> , 2002, 3, 358-367.	1.7	51
74	Early behavioral attributes and teachers' sensitivity as predictors of competent behavior in the kindergarten classroom. <i>Journal of Applied Developmental Psychology</i> , 2002, 23, 451-470.	1.7	177
75	Collaboration in building partnerships between families and schools: The National Center for Early Development and Learning's Kindergarten Transition Intervention. <i>Early Childhood Research Quarterly</i> , 2001, 16, 117-132.	2.7	62
76	An Ecological Perspective on the Transition to Kindergarten. <i>Journal of Applied Developmental Psychology</i> , 2000, 21, 491-511.	1.7	635
77	Teachers' judgments of problems in the transition to kindergarten. <i>Early Childhood Research Quarterly</i> , 2000, 15, 147-166.	2.7	738
78	Patterns of Family-School Contact in Preschool and Kindergarten. <i>School Psychology Review</i> , 1999, 28, 426-438.	3.0	146
79	The psychological significance of changes in skin temperature. <i>Motivation and Emotion</i> , 1996, 20, 63-78.	1.3	99
80	Asymmetry of finger temperature and early behavior. <i>Developmental Psychobiology</i> , 1995, 28, 443-451.	1.6	7
81	The Social Ecology of the Transition to School: Classrooms, Families, and Children. , 0, , 490-507.		28