

Terje Ogden

List of Publications by Year in descending order

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Version: 2024-02-01

66
papers

1,724
citations

331670

21
h-index

302126

39
g-index

70
all docs

70
docs citations

70
times ranked

1349
citing authors

#	ARTICLE	IF	CITATIONS
1	Treatment effectiveness of parent management training in Norway: A randomized controlled trial of children with conduct problems.. <i>Journal of Consulting and Clinical Psychology</i> , 2008, 76, 607-621.	2.0	174
2	Multisystemic Treatment of Antisocial Adolescents in Norway: Replication of Clinical Outcomes Outside of the US. <i>Child and Adolescent Mental Health</i> , 2004, 9, 77-83.	3.5	154
3	Multisystemic Treatment of Serious Behaviour Problems in Youth: Sustainability of Effectiveness Two Years after Intake. <i>Child and Adolescent Mental Health</i> , 2006, 11, 142-149.	3.5	117
4	Implementation Science. <i>Zeitschrift Fur Psychologie / Journal of Psychology</i> , 2014, 222, 4-11.	1.0	85
5	Treatment Outcomes and Mediators of Parent Management Training: A One-Year Follow-Up of Children with Conduct Problems. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2011, 40, 165-178.	3.4	71
6	IMPLEMENTATION OF PARENT MANAGEMENT TRAINING AT THE NATIONAL LEVEL: THE CASE OF NORWAY. <i>Journal of Social Work Practice</i> , 2005, 19, 317-329.	1.0	70
7	The Validity of Teacher Ratings of Adolescents' Social Skills. <i>Scandinavian Journal of Educational Research</i> , 2003, 47, 63-76.	1.7	59
8	A Randomized Effectiveness Trial of Brief Parent Training in Primary Care Settings. <i>Prevention Science</i> , 2012, 13, 616-626.	2.6	58
9	Social Competence and Antisocial Behavior: Continuity and Distinctiveness Across Early Adolescence. <i>Journal of Research on Adolescence</i> , 2008, 18, 121-144.	3.7	54
10	A randomized trial of group parent training: Reducing child conduct problems in real-world settings. <i>Behaviour Research and Therapy</i> , 2013, 51, 113-121.	3.1	54
11	Working alliance and treatment fidelity as predictors of externalizing problem behaviors in parent management training.. <i>Journal of Consulting and Clinical Psychology</i> , 2013, 81, 1010-1020.	2.0	50
12	Normative development of physical aggression from 8 to 26 months.. <i>Developmental Psychology</i> , 2014, 50, 1710-1720.	1.6	50
13	Immediate Impacts of PALS: A school-wide multi-level programme targeting behaviour problems in elementary school. <i>Scandinavian Journal of Educational Research</i> , 2007, 51, 471-492.	1.7	44
14	School-Wide Positive Behavior Support in Norway: Impacts on Problem Behavior and Classroom Climate. <i>International Journal of School and Educational Psychology</i> , 2015, 3, 202-217.	1.6	44
15	The relation between behavioral problems and social competence: A correlational Meta-analysis. <i>BMC Psychiatry</i> , 2019, 19, 354.	2.6	44
16	Implementing and Evaluating Evidence-Based Treatments of Conduct Problems in Children and Youth in Norway. <i>Research on Social Work Practice</i> , 2009, 19, 582-591.	1.9	42
17	Measurement of implementation components ten years after a nationwide introduction of empirically supported programs - a pilot study. <i>Implementation Science</i> , 2012, 7, 49.	6.9	36
18	Psychometric properties of the Norwegian version of the Evidence-Based Practice Attitude Scale (EBPAS): to measure implementation readiness. <i>Health Research Policy and Systems</i> , 2016, 14, 47.	2.8	26

#	ARTICLE	IF	CITATIONS
19	Is There a Scale-up Penalty? Testing Behavioral Change in the Scaling up of Parent Management Training in Norway. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2017, 44, 203-216.	2.1	26
20	The Evolution of Evidence-based Practices. <i>European Journal of Behavior Analysis</i> , 2008, 9, 81-95.	0.9	25
21	Sustainability of the effectiveness of a programme of multisystemic treatment (MST) across participant groups in the second year of operation. <i>Journal of Children's Services</i> , 2007, 2, 4-14.	0.7	24
22	Hospitals implementing changes in law to protect children of ill parents: a cross-sectional study. <i>BMC Health Services Research</i> , 2018, 18, 609.	2.2	22
23	Building strength through enhancing social competence in immigrant students in primary school. A pilot study. <i>Emotional and Behavioural Difficulties</i> , 2007, 12, 105-117.	1.2	20
24	Predictors of family focused practice: organisation, profession, or the role as child responsible personnel?. <i>BMC Health Services Research</i> , 2019, 19, 793.	2.2	20
25	How to implement Illness Management and Recovery (IMR) in mental health service settings: evaluation of the implementation strategy. <i>International Journal of Mental Health Systems</i> , 2017, 11, 13.	2.7	19
26	A randomized effectiveness trial of individual child social skills training: six-month follow-up. <i>Child and Adolescent Psychiatry and Mental Health</i> , 2014, 8, 31.	2.5	18
27	Children With Conduct Problems and Co-occurring ADHD: Behavioral Improvements Following Parent Management Training. <i>Child and Family Behavior Therapy</i> , 2015, 37, 1-19.	0.6	18
28	What works for whom? Gender differences in intake characteristics and treatment outcomes following Multisystemic Therapy. <i>Journal of Adolescence</i> , 2009, 32, 1425-1435.	2.4	17
29	Intensive Quality Assurance of Therapist Adherence to Behavioral Interventions for Adolescent Substance Use Problems. <i>Journal of Child and Adolescent Substance Abuse</i> , 2011, 20, 289-313.	0.5	16
30	Growth in Oral Reading Fluency in a Semitransparent Orthography: Concurrent and Predictive Relations With Reading Proficiency in Norwegian, Grades 2â€“5. <i>Reading Research Quarterly</i> , 2017, 52, 177-201.	3.3	16
31	Bridging the Gap Between Science and Practice: The Effective Nationwide Transport of MST Programs in Norway. <i>Journal of Child and Adolescent Substance Abuse</i> , 2008, 17, 93-109.	0.5	14
32	Examining Teacher Outcomes of the School-Wide Positive Behavior Support Model in Norway. <i>SAGE Open</i> , 2016, 6, 215824401665191.	1.7	14
33	Gender differences in intake characteristics and behavior change among children in families receiving parent management training. <i>Children and Youth Services Review</i> , 2009, 31, 823-830.	1.9	12
34	Special Needs Education in Norway â€“ The Past, Present, and Future of the Field. <i>Advances in Learning and Behavioral Disabilities</i> , 2014, , 213-238.	0.3	12
35	The short Working Alliance Inventory in parent training: Factor structure and longitudinal invariance. <i>Psychotherapy Research</i> , 2016, 26, 719-726.	1.8	12
36	Behavioral Trajectories During Middle Childhood: Differential Effects of the School-Wide Positive Behavior Support Model. <i>Prevention Science</i> , 2018, 19, 1055-1065.	2.6	12

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37	Facing the Challenges of Implementation. Zeitschrift Fur Psychologie / Journal of Psychology, 2014, 222, 1-3.	1.0	12
38	Coping Styles, Learning Environment and Emotional and Behavioural Problems. Scandinavian Journal of Educational Research, 2007, 51, 347-368.	1.7	11
39	Differences in implementation of family focused practice in hospitals: a cross-sectional study. International Journal of Mental Health Systems, 2018, 12, 77.	2.7	11
40	Competent Girls and Problematic Boys?. Childhood, 1996, 3, 331-350.	1.0	10
41	Predictors of changes in child behaviour following parent management training: Child, context, and therapy factors. International Journal of Psychology, 2017, 52, 106-115.	2.8	10
42	Reducing Threats to Validity by Design in a Nonrandomized Experiment of a School-Wide Prevention Model. International Journal of School and Educational Psychology, 2014, 2, 235-246.	1.6	9
43	Assessing Children's Social Functioning and Reading Proficiency: A Systematic Review of the Quality of Educational Assessment Instruments Used in Norwegian Elementary Schools. Scandinavian Journal of Educational Research, 2019, 63, 465-490.	1.7	9
44	Impacts of school-wide positive behaviour support: Results from National Longitudinal Register Data. International Journal of Psychology, 2020, 55, 4-15.	2.8	9
45	The PALS School-Wide Positive Behaviour Support Model in Norwegian Primary Schools – Implementation and Evaluation. International Perspectives on Inclusive Education, 2012, , 39-55.	0.2	8
46	Significance of Leaders for Sustained Use of Evidence-Based Practices: A Qualitative Focus-Group Study with Mental Health Practitioners. Community Mental Health Journal, 2019, 55, 1344-1353.	2.0	8
47	Validation of the elementary social behaviour assessment: teacher ratings of students' social skills adapted to Norwegian, grades 1-6. Emotional and Behavioural Difficulties, 2018, 23, 39-54.	1.2	7
48	Comparing two evidence-based parent training interventions for aggressive children. Journal of Children's Services, 2014, 9, 319-329.	0.7	6
49	General and specific factors of working alliance in parent training: A bifactor exploratory structural equation modelling approach. Psychotherapy Research, 2019, 29, 267-276.	1.8	6
50	Linking research, policy and practice in welfare services and education in Norway. Evidence and Policy, 2010, 6, 161-177.	1.0	5
51	Dimensionality of oppositional defiant disorder. Child and Adolescent Mental Health, 2018, 23, 121-129.	3.5	5
52	Knowledge and Will: An Explorative Study on the Implementation of School-Wide Positive Behavior Support in Sweden. Frontiers in Psychology, 2021, 12, 618099.	2.1	5
53	From training to practice: a survey study of clinical challenges in implementing cognitive behavioural therapy in Norway. The Cognitive Behaviour Therapist, 2015, 8, .	1.0	4
54	Can Pre-Academic Activities in Norway's Early Childhood Education and Care Program Boost Later Academic Achievements in Preschoolers at Risk?. Scandinavian Journal of Educational Research, 2020, 64, 440-456.	1.7	4

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55	What is social competence? An investigation into the concept among children with antisocial behaviours. <i>Emotional and Behavioural Difficulties</i> , 2020, 25, 80-93.	1.2	4
56	Heterogeneity in Short- and Long-Term Impacts of School-Wide Positive Behavior Support (SWPBS) on Academic Outcomes, Behavioral Outcomes, and Criminal Activity. <i>Journal of Research on Educational Effectiveness</i> , 2021, 14, 379-409.	1.6	4
57	Exploring how intervention characteristics affect implementability: A mixed methods case study of common elements-based academic support in child welfare services. <i>Children and Youth Services Review</i> , 2021, 129, 106180.	1.9	4
58	Awareness and perceptions of clinical guidelines for the diagnostics and treatment of severe behavioural problems in children across Europe: A qualitative survey with academic experts. <i>European Psychiatry</i> , 2019, 57, 1-9.	0.2	3
59	Parent training: Effects beyond conduct problems. <i>Children and Youth Services Review</i> , 2019, 100, 405-414.	1.9	3
60	Parenting Practices and Child Conduct Problems in a Norwegian Subclinical Sample: Variable and Person-Centered Approaches. <i>Family Relations</i> , 2021, 70, 1102-1116.	1.9	3
61	Conduct problems in children. Characteristics of families recruited for a clinical outcome trial as compared to families in an implementation study. <i>Children and Youth Services Review</i> , 2014, 42, 1-9.	1.9	2
62	Complex Roots and Branches of Antisocial Behavior. , 2014, , 2577-2591.		2
63	Intervention and prevention with adolescents. <i>Journal of Adolescence</i> , 2009, 32, 1343-1345.	2.4	1
64	The Home and Community Social Behaviour Scales (HCSBS): dimensionality in social competence and antisocial behaviours. <i>Emotional and Behavioural Difficulties</i> , 2016, , 1-10.	1.2	1
65	Youth Level of Service/Case Management Inventory Assessments as Predictors of Behavioral Change in Multisystemic Therapy and Functional Family Therapy in Norway. <i>Research on Social Work Practice</i> , 0, , 104973152210866.	1.9	1
66	Teacher's Assessment of Gender Differences in School Performance, Social Skills, and Externalizing Behavior From Fourth Through Seventh Grade. <i>Journal of Education</i> , 0, , 002205742110250.	1.1	0