

# 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	Knowledge and Will: An Explorative Study on the Implementation of School-Wide Positive Behavior Support in Sweden. <i>Frontiers in Psychology</i> , 2021, 12, 618099.	2.1	5
2	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
3	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
4	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
5	Impacts of school-wide positive behaviour support: Results from National Longitudinal Register Data. <i>International Journal of Psychology</i> , 2020, 55, 4-15.	2.8	9
6	Can Pre-Academic Activities in Norway's Early Childhood Education and Care Program Boost Later Academic Achievements in Preschoolers at Risk?. <i>Scandinavian Journal of Educational Research</i> , 2020, 64, 440-456.	1.7	4
7	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
8	The relation between behavioral problems and social competence: A correlational Meta-analysis. <i>BMC Psychiatry</i> , 2019, 19, 354.	2.6	44
9	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
10	Significance of Leaders for Sustained Use of Evidence-Based Practices: A Qualitative Focus-Group Study with Mental Health Practitioners. <i>Community Mental Health Journal</i> , 2019, 55, 1344-1353.	2.0	8
11	Parent training: Effects beyond conduct problems. <i>Children and Youth Services Review</i> , 2019, 100, 405-414.	1.9	3
12	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
13	Assessing Children's Social Functioning and Reading Proficiency: A Systematic Review of the Quality of Educational Assessment Instruments Used in Norwegian Elementary Schools. <i>Scandinavian Journal of Educational Research</i> , 2019, 63, 465-490.	1.7	9
14	General and specific factors of working alliance in parent training: A bifactor exploratory structural equation modelling approach. <i>Psychotherapy Research</i> , 2019, 29, 267-276.	1.8	6
15	Dimensionality of oppositional defiant disorder. <i>Child and Adolescent Mental Health</i> , 2018, 23, 121-129.	3.5	5
16	Validation of the elementary social behaviour assessment: teacher ratings of students' social skills adapted to Norwegian, grades 1-6. <i>Emotional and Behavioural Difficulties</i> , 2018, 23, 39-54.	1.2	7
17	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
18	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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19	Differences in implementation of family focused practice in hospitals: a cross-sectional study. <i>International Journal of Mental Health Systems</i> , 2018, 12, 77.	2.7	11
20	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
21	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
22	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
23	Predictors of changes in child behaviour following parent management training: Child, context, and therapy factors. <i>International Journal of Psychology</i> , 2017, 52, 106-115.	2.8	10
24	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
25	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
26	Examining Teacher Outcomes of the School-Wide Positive Behavior Support Model in Norway. <i>SAGE Open</i> , 2016, 6, 215824401665191.	1.7	14
27	The short Working Alliance Inventory in parent training: Factor structure and longitudinal invariance. <i>Psychotherapy Research</i> , 2016, 26, 719-726.	1.8	12
28	From training to practice: a survey study of clinical challenges in implementing cognitive behavioural therapy in Norway. <i>The Cognitive Behaviour Therapist</i> , 2015, 8, .	1.0	4
29	School-Wide Positive Behavior Supportâ€“Norway: Impacts on Problem Behavior and Classroom Climate. <i>International Journal of School and Educational Psychology</i> , 2015, 3, 202-217.	1.6	44
30	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
31	Comparing two evidence-based parent training interventions for aggressive children. <i>Journal of Children's Services</i> , 2014, 9, 319-329.	0.7	6
32	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
33	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
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	Normative development of physical aggression from 8 to 26 months.. <i>Developmental Psychology</i> , 2014, 50, 1710-1720.	1.6	50
36	Reducing Threats to Validity by Design in a Nonrandomized Experiment of a School-Wide Prevention Model. <i>International Journal of School and Educational Psychology</i> , 2014, 2, 235-246.	1.6	9

#	ARTICLE	IF	CITATIONS
37	Complex Roots and Branches of Antisocial Behavior. , 2014, , 2577-2591.		2
38	Facing the Challenges of Implementation. Zeitschrift Fur Psychologie / Journal of Psychology, 2014, 222, 1-3.	1.0	12
39	Implementation Science. Zeitschrift Fur Psychologie / Journal of Psychology, 2014, 222, 4-11.	1.0	85
40	A randomized trial of group parent training: Reducing child conduct problems in real-world settings. Behaviour Research and Therapy, 2013, 51, 113-121.	3.1	54
41	Working alliance and treatment fidelity as predictors of externalizing problem behaviors in parent management training.. Journal of Consulting and Clinical Psychology, 2013, 81, 1010-1020.	2.0	50
42	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
43	A Randomized Effectiveness Trial of Brief Parent Training in Primary Care Settings. Prevention Science, 2012, 13, 616-626.	2.6	58
44	Measurement of implementation components ten years after a nationwide introduction of empirically supported programs – a pilot study. Implementation Science, 2012, 7, 49.	6.9	36
45	Intensive Quality Assurance of Therapist Adherence to Behavioral Interventions for Adolescent Substance Use Problems. Journal of Child and Adolescent Substance Abuse, 2011, 20, 289-313.	0.5	16
46	Treatment Outcomes and Mediators of Parent Management Training: A One-Year Follow-Up of Children with Conduct Problems. Journal of Clinical Child and Adolescent Psychology, 2011, 40, 165-178.	3.4	71
47	Linking research, policy and practice in welfare services and education in Norway. Evidence and Policy, 2010, 6, 161-177.	1.0	5
48	Implementing and Evaluating Evidence-Based Treatments of Conduct Problems in Children and Youth in Norway. Research on Social Work Practice, 2009, 19, 582-591.	1.9	42
49	Gender differences in intake characteristics and behavior change among children in families receiving parent management training. Children and Youth Services Review, 2009, 31, 823-830.	1.9	12
50	What works for whom? Gender differences in intake characteristics and treatment outcomes following Multisystemic Therapy. Journal of Adolescence, 2009, 32, 1425-1435.	2.4	17
51	Intervention and prevention with adolescents. Journal of Adolescence, 2009, 32, 1343-1345.	2.4	1
52	Social Competence and Antisocial Behavior: Continuity and Distinctiveness Across Early Adolescence. Journal of Research on Adolescence, 2008, 18, 121-144.	3.7	54
53	Bridging the Gap Between Science and Practice: The Effective Nationwide Transport of MST Programs in Norway. Journal of Child and Adolescent Substance Abuse, 2008, 17, 93-109.	0.5	14
54	Treatment effectiveness of parent management training in Norway: A randomized controlled trial of children with conduct problems.. Journal of Consulting and Clinical Psychology, 2008, 76, 607-621.	2.0	174

#	ARTICLE	IF	CITATIONS
55	The Evolution of Evidence-based Practices. <i>European Journal of Behavior Analysis</i> , 2008, 9, 81-95.	0.9	25
56	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
57	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
58	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
59	Coping Styles, Learning Environment and Emotional and Behavioural Problems. <i>Scandinavian Journal of Educational Research</i> , 2007, 51, 347-368.	1.7	11
60	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
61	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
62	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
63	The Validity of Teacher Ratings of Adolescents' Social Skills. <i>Scandinavian Journal of Educational Research</i> , 2003, 47, 63-76.	1.7	59
64	Competent Girls and Problematic Boys?. <i>Childhood</i> , 1996, 3, 331-350.	1.0	10
65	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
66	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