

Elise Cappella

List of Publications by Year in descending order

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Version: 2024-02-01

52
papers

1,945
citations

361413

20
h-index

265206

42
g-index

52
all docs

52
docs citations

52
times ranked

1744
citing authors

#	ARTICLE	IF	CITATIONS
1	The Art of Social Justice: Examining Arts Programming as a Context for Critical Consciousness Development Among Youth. <i>Journal of Youth and Adolescence</i> , 2022, 51, 409-427.	3.5	1
2	Long-Term Effects of Social-Emotional Learning on Academic Skills: Evidence from a Randomized Trial of <i>INSIGHTS</i> . <i>Journal of Research on Educational Effectiveness</i> , 2021, 14, 1-27.	1.6	4
3	Embedding Causal Research Designs in Pre-K Systems at Scale. <i>Future of Children</i> , 2021, 31, 97-117.	1.0	0
4	The role of teachers' commitment to implement in delivering evidence-based social-emotional learning programs. <i>Journal of School Psychology</i> , 2021, 88, 85-100.	2.9	11
5	Fostering positive youth and staff development: Understanding the roles and experiences of the afterschool workforce. <i>Journal of Community Psychology</i> , 2020, 48, 2457-2473.	1.8	2
6	Long-Term Effects of Social-Emotional Learning on Receipt of Special Education and Grade Retention: Evidence From a Randomized Trial of <i>INSIGHTS</i> . <i>AERA Open</i> , 2019, 5, 233285841986729.	2.1	8
7	Who are they and What do they Need: Characterizing and Supporting the Early Childhood Assistant Teacher Workforce in a Large Urban District. <i>American Journal of Community Psychology</i> , 2019, 63, 312-323.	2.5	9
8	New Perspectives on the Child and Youth-Serving Workforce in Low-Resource Communities: Fostering Best Practices and Professional Development. <i>American Journal of Community Psychology</i> , 2019, 63, 245-252.	2.5	6
9	Early Childhood Teachers' Lives in Context: Implications for Professional Development in Under-Resourced Areas. <i>American Journal of Community Psychology</i> , 2019, 63, 270-285.	2.5	23
10	Teachers' Lives in Context: A Framework for Understanding Barriers to High-Quality Teaching Within Resource Deprived Settings. <i>Journal of Research on Educational Effectiveness</i> , 2019, 12, 160-190.	1.6	10
11	A National Sample of Eighth-Grade Students: The Impact of Middle Grade Schools on Academic and Psychosocial Competence. <i>Journal of Early Adolescence</i> , 2019, 39, 167-200.	1.9	10
12	Instructional Support and Academic Skills: Impacts of <i>INSIGHTS</i> in Classrooms With Shy Children. <i>Early Education and Development</i> , 2018, 29, 691-715.	2.6	6
13	Teacher Job Stress and Satisfaction in Urban Schools: Disentangling Individual-, Classroom-, and Organizational-Level Influences. <i>Behavior Therapy</i> , 2018, 49, 494-508.	2.4	68
14	Classroom Practices and Academic Outcomes in Urban Afterschool Programs: Alleviating Social-Behavioral Risk. <i>Journal of Emotional and Behavioral Disorders</i> , 2018, 26, 42-51.	1.7	9
15	Rethinking Early Elementary Grade Retention: Examining Long-Term Academic and Psychosocial Outcomes. <i>Journal of Research on Educational Effectiveness</i> , 2018, 11, 559-587.	1.6	13
16	Schooling and Children's Mental Health: Realigning Resources to Reduce Disparities and Advance Public Health. <i>Annual Review of Clinical Psychology</i> , 2017, 13, 123-147.	12.3	52
17	Mapping the Social World of Classrooms: A Multi-Level, Multi-Reporter Approach to Social Processes and Behavioral Engagement. <i>American Journal of Community Psychology</i> , 2016, 57, 20-35.	2.5	20
18	Implementation of Teacher Consultation and Coaching in Urban Schools: A Mixed Method Study. <i>School Mental Health</i> , 2016, 8, 222-237.	2.1	14

#	ARTICLE	IF	CITATIONS
19	Development and Piloting of a Classroom-Focused Measurement Feedback System. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2016, 43, 379-393.	2.1	15
20	Do Effects of Social-Emotional Learning Programs Vary by Level of Parent Participation? Evidence From the Randomized Trial of INSIGHTS. <i>Journal of Research on Educational Effectiveness</i> , 2016, 9, 364-394.	1.6	13
21	Non-academic Self-Concept Among Urban Youth: Associations with Academic Success. <i>School Mental Health</i> , 2016, 8, 278-291.	2.1	5
22	Classwide Efficacy of INSIGHTS. <i>Elementary School Journal</i> , 2015, 116, 217-241.	1.4	9
23	Redesigning community mental health services for urban children: Supporting schooling to promote mental health.. <i>Journal of Consulting and Clinical Psychology</i> , 2015, 83, 839-852.	2.0	56
24	Aggression Norms in the Classroom Social Network: Contexts of Aggressive Behavior and Social Preference in Middle Childhood. <i>American Journal of Community Psychology</i> , 2015, 56, 293-306.	2.5	23
25	Extracurricular Participation and Course Performance in the Middle Grades: A Study of Low-Income, Urban Youth. <i>American Journal of Community Psychology</i> , 2015, 56, 307-320.	2.5	18
26	Peer Contexts in Schools: Avenues Toward Behavioral Health in Early Adolescence. <i>Behavioral Medicine</i> , 2015, 41, 80-89.	1.9	10
27	Context Matters for Social-Emotional Learning: Examining Variation in Program Impact by Dimensions of School Climate. <i>American Journal of Community Psychology</i> , 2015, 56, 101-119.	2.5	35
28	Getting a good start in school: Effects of INSIGHTS on children with high maintenance temperaments. <i>Early Childhood Research Quarterly</i> , 2015, 30, 128-139.	2.7	23
29	Enhancing the Academic Development of Shy Children: A Test of the Efficacy of INSIGHTS. <i>School Psychology Review</i> , 2014, 43, 239-259.	3.0	27
30	An examination of the efficacy of INSIGHTS in enhancing the academic and behavioral development of children in early grades.. <i>Journal of Educational Psychology</i> , 2014, 106, 1156-1169.	2.9	58
31	The bright side of positive perceptual bias: Children's estimations of network centrality and aggression. <i>Aggressive Behavior</i> , 2014, 40, 140-151.	2.4	6
32	CHILDREN'S POSITIVE SCHOOL BEHAVIORS AND SOCIAL PREFERENCE IN URBAN ELEMENTARY CLASSROOMS. <i>Journal of Community Psychology</i> , 2014, 42, 143-161.	1.8	14
33	I Know Who My Friends Are, but Do You? Predictors of Self-Reported and Peer-Inferred Relationships. <i>Child Development</i> , 2014, 85, 1366-1372.	3.0	18
34	Navigating Middle Grades: Role of Social Contexts in Middle Grade School Climate. <i>American Journal of Community Psychology</i> , 2014, 54, 28-45.	2.5	28
35	Classroom Peer Relationships and Behavioral Engagement in Elementary School: The Role of Social Network Equity. <i>American Journal of Community Psychology</i> , 2013, 52, 367-379.	2.5	84
36	Teacher-child relationships and academic achievement: A multilevel propensity score model approach. <i>Journal of School Psychology</i> , 2013, 51, 611-624.	2.9	114

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37	Parent Involvement, Emotional Support, and Behavior Problems. <i>Elementary School Journal</i> , 2013, 114, 277-300.	1.4	23
38	Teaching through Interactions. <i>Elementary School Journal</i> , 2013, 113, 461-487.	1.4	432
39	Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools.. <i>Journal of Consulting and Clinical Psychology</i> , 2012, 80, 597-610.	2.0	93
40	CHILD DISRUPTIVE BEHAVIOR AND PARENTING EFFICACY: A COMPARISON OF THE EFFECTS OF TWO MODELS OF INSIGHTS. <i>Journal of Community Psychology</i> , 2012, 40, 555-572.	1.8	31
41	A Classmate at Your Side: Teacher Practices, Peer Victimization, and Network Connections in Urban Schools. <i>School Mental Health</i> , 2012, 4, 81-94.	2.1	26
42	An Examination of Network Position and Childhood Relational Aggression: Integrating Resource Control and Social Exchange Theories. <i>Aggressive Behavior</i> , 2012, 38, 126-140.	2.4	20
43	Advancing Intervention Research in School Psychology: Finding the Balance Between Process and Outcome for Social and Behavioral Interventions. <i>School Psychology Review</i> , 2011, 40, 455-464.	3.0	17
44	Bridging Mental Health and Education in Urban Elementary Schools: Participatory Research to Inform Intervention Development. <i>School Psychology Review</i> , 2011, 40, 486-508.	3.0	34
45	Seeing Eye to Eye: Predicting Teacherâ€™Student Agreement on Classroom Social Networks. <i>Social Development</i> , 2011, 20, 376-393.	1.3	50
46	Enhancing Schoolsâ€™ Capacity to Support Children in Poverty: An Ecological Model of School-Based Mental Health Services. <i>Administration and Policy in Mental Health and Mental Health Services Research</i> , 2008, 35, 395-409.	2.1	167
47	International Family, Adult, and Child Enhancement Services (FACES): A community-based comprehensive services model for refugee children in resettlement.. <i>American Journal of Orthopsychiatry</i> , 2008, 78, 121-132.	1.5	68
48	Transferring a University-Led HIV/AIDS Prevention Initiative to a Community Agency. <i>Social Work in Mental Health</i> , 2007, 5, 269-293.	1.0	9
49	The Prevention of Social Aggression Among Girls. <i>Social Development</i> , 2006, 15, 434-462.	1.3	32
50	Hybrid Research Models: Natural Opportunities for Examining Mental Health in Context.. <i>Clinical Psychology: Science and Practice</i> , 2006, 13, 105-108.	0.9	26
51	Turning around reading achievement: Predictors of high school students' academic resilience.. <i>Journal of Educational Psychology</i> , 2001, 93, 758-771.	2.9	94
52	Classroom Peer Relationships and Behavioral Engagement in Elementary School: The Role of Social Network Equity. , 0, .		1