

Matthew C Lambert

List of Publications by Year in descending order

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Version: 2024-02-01

81
papers

969
citations

777949

13
h-index

620720

26
g-index

81
all docs

81
docs citations

81
times ranked

1070
citing authors

#	ARTICLE	IF	CITATIONS
1	Preliminary evidence of key factors in successful flipping: predicting positive student experiences in flipped classrooms. <i>Higher Education</i> , 2023, 85, 503-520.	2.8	14
2	Profiles of Behavioral, Academic, and Demographic Characteristics of Middle School Students With Emotional or Behavioral Needs. <i>Journal of Emotional and Behavioral Disorders</i> , 2023, 31, 171-183.	1.1	1
3	A 22-Year Cross-Sectional Cohort Study of the Emotional and Behavioral Characteristics of Students With Emotional Disturbance. <i>Journal of Special Education</i> , 2023, 57, 36-46.	1.2	1
4	The Role of Parental Involvement in Narrowing the Academic Achievement Gap for High School Students With Elevated Emotional and Behavioral Risks. <i>Journal of Emotional and Behavioral Disorders</i> , 2022, 30, 54-66.	1.1	6
5	Profiles of Emotional Disturbance Across the Five Characteristics of the Federal Definition. <i>Behavioral Disorders</i> , 2022, 47, 223-235.	0.8	2
6	Psychometrics of family empowerment scale scores for caregivers of youth transitioning from therapeutic residential care. <i>Journal of Public Child Welfare</i> , 2021, 15, 433-448.	0.6	2
7	A Review of the Research on the Scales for Assessing Emotional Disturbance: Screener. <i>Journal of Applied School Psychology</i> , 2021, 37, 43-68.	0.4	1
8	Differential item functioning of the Scales for Assessing Emotional Disturbance for White and African American students. <i>Psychology in the Schools</i> , 2021, 58, 553-568.	1.1	7
9	Comparing Behavioral and Emotional Strengths of Students With and Without Emotional Disturbance. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 999-1014.	0.9	4
10	On the Way Home: Promoting Caregiver Empowerment, Self-Efficacy, and Adolescent Stability during Family Reunification following Placements in Residential Care. <i>Residential Treatment for Children and Youth</i> , 2020, 37, 269-292.	0.6	6
11	Parental report of outcomes from a randomized trial of in-home family services.. <i>Journal of Family Psychology</i> , 2020, 34, 79-89.	1.0	3
12	An Examination of the Psychometric Properties and Validation of the Family Resource Scale for Families Seeking Assistance With Their Child's Behavioral Difficulties. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 372-381.	0.9	2
13	Measuring Activation in Parents of Youth with Emotional and Behavioral Disorders. <i>Journal of Behavioral Health Services and Research</i> , 2019, 46, 306-318.	0.6	11
14	A comprehensive review of international research using the Behavioral and Emotional Rating Scale. <i>International Journal of School and Educational Psychology</i> , 2019, 7, 215-226.	1.0	8
15	Legal professional perspectives on barriers and supports for school-aged students and families during reunification from foster care. <i>Children and Youth Services Review</i> , 2019, 107, 104525.	1.0	4
16	Rasch Analysis of the Emotional and Behavioral Screener. <i>School Mental Health</i> , 2019, 11, 413-424.	1.1	1
17	Factors Influencing Acceptance Into Part C Early Intervention Among Low-Risk Graduates of Neonatal Intensive Care Units. <i>Infants and Young Children</i> , 2019, 32, 20-32.	0.5	1
18	A Pilot Study for Improving Classroom Systems Within Schoolwide Positive Behavior Support. <i>Journal of Emotional and Behavioral Disorders</i> , 2019, 27, 25-36.	1.1	2

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19	Confirmatory factor analysis of the Warwick-Edinburgh Mental Wellbeing Scale among youth in Mexico. <i>International Social Work</i> , 2019, 62, 309-315.	1.1	10
20	Comparing a Framework for Conceptualizing Parental Involvement in Education Between Students at Risk of Emotional and Behavioral Issues and Students Without Disabilities. <i>Journal of Emotional and Behavioral Disorders</i> , 2019, 27, 67-75.	1.1	6
21	Convergent and Concurrent Validity of the Lithuanian Version of the Behavioral and Emotional Rating Scale-2 Teacher Rating Scale. <i>Journal of International Special Needs Education</i> , 2019, 22, 35-42.	0.2	2
22	The impact of English language learner status on screening for emotional and behavioral disorders: A differential item functioning (DIF) study. <i>Psychology in the Schools</i> , 2018, 55, 229-239.	1.1	6
23	Investigating the factor structure and validity of the family empowerment scale for parents of children with emotional disturbance in middle school. <i>Children and Youth Services Review</i> , 2018, 86, 14-20.	1.0	8
24	Students at Enrollment Into Community-Based Systems of Care: Characteristics and Predictors of Functioning in School. <i>Journal of Emotional and Behavioral Disorders</i> , 2018, 26, 67-78.	1.1	0
25	An initial study of the diagnostic utility of the emotional and behavioural screener in Lithuania. <i>European Journal of Special Needs Education</i> , 2018, 33, 73-85.	1.5	0
26	Latent Structure of Scores From the Emotional and Behavioral Screener. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 249-260.	0.9	6
27	Differential Item Functioning of the Emotional and Behavioral Screener for Caucasian and African American Elementary School Students. <i>Journal of Applied School Psychology</i> , 2018, 34, 201-214.	0.4	6
28	Health Literacy of Students with and without Individualized Education Programs: A Brief Report. <i>Exceptionality</i> , 2018, 26, 35-45.	1.1	2
29	Promoting Stability for Youth Returning from Residential Care: Attorney Perspectives. <i>Juvenile and Family Court Journal</i> , 2018, 69, 5-18.	0.3	1
30	Identifying and discriminating expository text structures: An experiment with 4th and 5th grade struggling readers. <i>Reading and Writing</i> , 2018, 31, 2115-2145.	1.0	12
31	Differential item functioning across race and ethnicity for the Emotional and Behavioral Screener.. <i>School Psychology Quarterly</i> , 2018, 33, 399-407.	2.4	4
32	Longitudinal associations of student-teacher relationships and behavioural and emotional strengths on academic achievement. <i>Educational Psychology</i> , 2017, 37, 457-467.	1.2	71
33	Using Caregiver Strain to Predict Participation in a Peer-Support Intervention for Parents of Children With Emotional or Behavioral Needs. <i>Journal of Emotional and Behavioral Disorders</i> , 2017, 25, 170-177.	1.1	11
34	Important Elements of Aftercare Services for Youth Departing Group Homes. <i>Journal of Child and Family Studies</i> , 2017, 26, 1603-1613.	0.7	9
35	The Role of Therapeutic Alliance and Fidelity in Predicting Youth Outcomes During Therapeutic Residential Care. <i>Journal of Emotional and Behavioral Disorders</i> , 2017, 25, 37-45.	1.1	28
36	The impact of family group decision-making on preventing removals. <i>Children and Youth Services Review</i> , 2017, 78, 89-92.	1.0	8

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37	Caregiver perceptions of empowerment and self-efficacy following youths' discharge from residential care. <i>Journal of Family Social Work</i> , 2017, 20, 433-456.	0.8	4
38	Confirmatory factor analyses comparing parental involvement frameworks with secondary students. <i>Psychology in the Schools</i> , 2017, 54, 947-964.	1.1	8
39	Latent Class Analysis of Brain Injury Symptomatology among College Students. <i>Current Research Concussion</i> , 2017, 04, e14-e22.	0.3	8
40	Reliability and Validity of the Youth Empowerment Scale—Mental Health in Youth Departing Residential Care and Reintegrating into School and Community Settings. <i>Education and Treatment of Children</i> , 2017, 40, 547-570.	0.6	9
41	TPACK updated to measure pre-service teachers' twenty-first century skills. <i>Australasian Journal of Educational Technology</i> , 2017, 33, .	2.0	125
42	"That sonofabitch could cut your throat": Bigger and the Black Rat in Richard Wright's <i>Native Son</i> . <i>Journal of the Midwest Modern Language Association</i> , 2016, 49, 75-92.	0.0	1
43	Availability of Aftercare for Youth Departing Group Homes. <i>Residential Treatment for Children and Youth</i> , 2016, 33, 270-285.	0.6	3
44	Parent and teacher ratings of attention-deficit/hyperactivity disorder symptoms: Factor structure and normative data.. <i>Psychological Assessment</i> , 2016, 28, 214-225.	1.2	149
45	Parental directiveness and responsivity toward young children with complex communication needs. <i>International Journal of Speech-Language Pathology</i> , 2016, 18, 53-64.	0.6	10
46	Mastery motivation in children with complex communication needs: longitudinal data analysis. <i>AAC: Augmentative and Alternative Communication</i> , 2016, 32, 208-218.	0.8	10
47	Convergent, Criterion and Social Validity of the Emotional and Behavioral Screener. <i>Journal of Child and Family Studies</i> , 2016, 25, 77-85.	0.7	9
48	Factor Analysis of the Preschool Behavioral and Emotional Rating Scale for Children in Head Start Programs. <i>Journal of Psychoeducational Assessment</i> , 2016, 34, 473-486.	0.9	3
49	Medical Service Utilization Among Youth with School-Identified Disabilities in Residential Care. <i>Child and Youth Care Forum</i> , 2016, 45, 315-327.	0.9	1
50	Internal Consistency and Cross-Informant Agreement of the Lithuanian-Translated Behavioral and Emotional Rating Scale. <i>International Journal of School and Educational Psychology</i> , 2015, 3, 135-141.	1.0	3
51	Psychometrics of the Symptoms and Functioning Severity Scale for High-Risk Youth. <i>Journal of Emotional and Behavioral Disorders</i> , 2015, 23, 206-214.	1.1	4
52	Examining Change in Therapeutic Alliance to Predict Youth Mental Health Outcomes. <i>Journal of Emotional and Behavioral Disorders</i> , 2015, 23, 90-100.	1.1	20
53	A Survival Analysis of Psychostimulant Prescriptions in New South Wales from 1990 to 2010. <i>Journal of Child and Adolescent Psychopharmacology</i> , 2015, 25, 475-481.	0.7	2
54	Psychostimulant Prescription for ADHD in New South Wales. <i>Journal of Attention Disorders</i> , 2015, 19, 284-292.	1.5	11

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55	Validation of the Symptoms and Functioning Severity Scale in Residential Group Care. Administration and Policy in Mental Health and Mental Health Services Research, 2015, 42, 356-362.	1.2	5
56	Centrality of enactive experiences, framing, and motivation to student teachers' emerging professional identity. Teaching Education, 2015, 26, 196-221.	0.9	18
57	PSYCHOMETRICS OF THE PRESCHOOL BEHAVIORAL AND EMOTIONAL RATING SCALE WITH CHILDREN FROM EARLY CHILDHOOD SPECIAL EDUCATION SETTINGS. Infant Mental Health Journal, 2015, 36, 287-297.	0.7	1
58	Cross-informant agreement of the Behavioral and Emotional Rating Scale for youth in community mental health settings. Children and Youth Services Review, 2015, 53, 34-38.	1.0	2
59	Psychometric Evaluation of the Symptoms and Functioning Severity Scale (SFSS) Short Forms with Out-of-Home Care Youth. Child and Youth Care Forum, 2015, 44, 239-249.	0.9	4
60	Convergent Validity of the Behavioral and Emotional Rating Scale for Youth in Community Mental Health Settings. Journal of Child and Family Studies, 2015, 24, 3827-3832.	0.7	8
61	Program records as a source for program implementation assessment and youth outcomes predictors during residential care. Children and Youth Services Review, 2015, 58, 153-162.	1.0	5
62	Prevalence of physical health issues of youth with school identified disabilities in residential settings: A brief report. Disability and Health Journal, 2015, 8, 118-122.	1.6	5
63	Convergent Validity of the Strength-Based Behavioral and Emotional Rating Scale with Youth in a Residential Setting. Journal of Behavioral Health Services and Research, 2015, 42, 346-354.	0.6	9
64	Psychometrics and Measurement Invariance of the Emotional and Behavioral Screener. Behavioral Disorders, 2014, 39, 89-101.	0.8	12
65	Prevalence of Weight Problems among Youth with High-Incidence Disabilities in Residential Care. Behavioral Disorders, 2014, 39, 165-174.	0.8	3
66	The Diagnostic Quality of the Emotional and Behavioral Screener. Journal of Psychoeducational Assessment, 2014, 32, 51-61.	0.9	11
67	Item-Based Psychometrics of the Preschool Behavioral and Emotional Rating Scale. Journal of Early Intervention, 2014, 36, 212-222.	1.1	0
68	Behavioral and emotional strength-based assessment of Finnish elementary students: psychometrics of the BERS-2. European Journal of Psychology of Education, 2014, 29, 1-19.	1.3	15
69	Confirmatory factor analysis of the PedsQL among youth in a residential treatment setting. Quality of Life Research, 2013, 22, 2151-2157.	1.5	2
70	Measurement Properties of the Motivation for Youth Treatment Scale with a Residential Group Home Population. Child and Youth Care Forum, 2013, 42, 555-570.	0.9	5
71	Teacher Possible Selves: How Thinking about the Future Contributes to the Formation of Professional Identity. Self and Identity, 2013, 12, 307-336.	1.0	29
72	Therapeutic alliance between youth and staff in residential group care: Psychometrics of the therapeutic alliance quality scale. Children and Youth Services Review, 2013, 35, 56-64.	1.0	18

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73	Comparison of On the Way Home aftercare supports to traditional care following discharge from a residential setting: a pilot randomized controlled trial. <i>Child Welfare</i> , 2013, 92, 27-45.	1.3	16
74	The Jumpstart Model: The Contours of a New Force in Early Literacy. <i>Educational Forum</i> , 2012, 76, 234-247.	0.9	1
75	Expediting permanent placement from foster care systems: The role of family group decision-making. <i>Children and Youth Services Review</i> , 2012, 34, 845-850.	1.0	31
76	Professional Development+Coaching=Enhanced Teaching: Increasing Usage of Math Mediated Language in Preschool Classrooms. <i>Early Childhood Education Journal</i> , 2009, 37, 63-69.	1.6	52
77	Mathematical Language in Early Childhood Settings: What Really Counts?. <i>Early Childhood Education Journal</i> , 2008, 36, 75-80.	1.6	51
78	Differential Item Functioning of the Scales for Assessing Emotional Disturbance-3 for White and Hispanic Students. <i>Journal of Emotional and Behavioral Disorders</i> , 0, , 106342662098865.	1.1	6
79	Differences between Students with Emotional Disturbance, Learning Disabilities, and without Disabilities on the Five Dimensions of Emotional Disturbance. <i>Journal of Applied School Psychology</i> , 0, , 1-16.	0.4	7
80	Factor Structure of the Scales for Assessing Emotional Disturbance : 3 Rating Scale for Students Identified With Emotional Disturbance. <i>Behavioral Disorders</i> , 0, , 019874292110123.	0.8	5
81	An Initial Study of the Emotional and Behavioral Characteristics of Black Students School Identified as Emotionally Disturbed. <i>Behavioral Disorders</i> , 0, , 019874292110380.	0.8	2