

Gary W Ladd

List of Publications by Year in descending order

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Version: 2024-02-01

72
papers

10,894
citations

71097
41
h-index

106340
65
g-index

74
all docs

74
docs citations

74
times ranked

5415
citing authors

#	ARTICLE	IF	CITATIONS
1	Themes and Theories Revisited: Perspectives on Processes in Familyâ€“Peer Relationships. <i>Children</i> , 2021, 8, 507.	1.5	7
2	From social withdrawal to depression: A quasireplication and extension of Boivin, Hymel, and Bukowski (1995).. <i>Developmental Psychology</i> , 2021, 57, 2032-2049.	1.6	0
3	Development of aggressive-victims from childhood through adolescence: Associations with emotion dysregulation, withdrawn behaviors, moral disengagement, peer rejection, and friendships. <i>Development and Psychopathology</i> , 2020, 32, 271-291.	2.3	24
4	Longitudinal Changes in Victimized Youthâ€™s Social Anxiety and Solitary Behavior. <i>Journal of Abnormal Child Psychology</i> , 2019, 47, 1211-1223.	3.5	26
5	Parents and Childrenâ€™s Peer Relationships. , 2019, , 278-315.		25
6	Do positive peer relations mitigate transactions between depressive symptoms and peer victimization in adolescence?. <i>Journal of Applied Developmental Psychology</i> , 2017, 51, 44-54.	1.7	35
7	Developmental continuity and change in physical, verbal, and relational aggression and peer victimization from childhood to adolescence.. <i>Developmental Psychology</i> , 2017, 53, 1709-1721.	1.6	38
8	Peer victimization trajectories from kindergarten through high school: Differential pathways for childrenâ€™s school engagement and achievement?. <i>Journal of Educational Psychology</i> , 2017, 109, 826-841.	2.9	176
9	Costs and benefits of childrenâ€™s physical and relational aggression trajectories on peer rejection, acceptance, and friendships: Variations by aggression subtypes, gender, and age.. <i>Developmental Psychology</i> , 2015, 51, 1756-1770.	1.6	42
10	Developmental Pathways From Childhood Aggressionâ€“Disruptiveness, Chronic Peer Rejection, and Deviant Friendships to Earlyâ€“Adolescent Rule Breaking. <i>Child Development</i> , 2015, 86, 614-631.	3.0	53
11	A synthesis of person- and relational-level factors that influence bullying and bystanding behaviors: Toward an integrative framework. <i>Aggression and Violent Behavior</i> , 2015, 23, 75-86.	2.1	46
12	Bully/victim Profilesâ€™ differential risk for worsening peer acceptance: The role of friendship. <i>Journal of Applied Developmental Psychology</i> , 2015, 41, 38-45.	1.7	47
13	Teachersâ€™ Victimization-Related Beliefs and Strategies: Associations with Studentsâ€™ Aggressive Behavior and Peer Victimization. <i>Journal of Abnormal Child Psychology</i> , 2015, 43, 45-60.	3.5	133
14	The 4R-SUCCESS program: promoting childrenâ€™s social and scholastic skills in dyadic classroom activities. <i>Gruppendynamik Und Organisationsberatung</i> , 2014, 45, 25-44.	1.8	5
15	Relations Among Chronic Peer Group Rejection, Maladaptive Behavioral Dispositions, and Early Adolescents' Peer Perceptions. <i>Child Development</i> , 2014, 85, 971-988.	3.0	40
16	Grade-School Childrenâ€™s Social Collaborative Skills. <i>American Educational Research Journal</i> , 2014, 51, 152-183.	2.7	24
17	Peerâ€“related loneliness across early to late adolescence: Normative trends, intraâ€“individual trajectories, and links with depressive symptoms. <i>Journal of Adolescence</i> , 2013, 36, 1269-1282.	2.4	102
18	The impact of peer victimization on later maladjustment: mediating and moderating effects of hostile and selfâ€“blaming attributions. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2013, 54, 46-55.	5.2	116

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19	Associations Between Fifth Graders' Gender Atypical Problem Behavior and Peer Relationships: A Short-Term Longitudinal Study. <i>Journal of Youth and Adolescence</i> , 2012, 41, 1022-1034.	3.5	16
20	Longitudinal Associations Among Youth Depressive Symptoms, Peer Victimization, and Low Peer Acceptance: An Interpersonal Process Perspective. <i>Child Development</i> , 2012, 83, 637-650.	3.0	241
21	Characterizing and Comparing the Friendships of Anxious-Solitary and Unsociable Preadolescents. <i>Child Development</i> , 2011, 82, 1434-1453.	3.0	95
22	Continuity and change in early school engagement: Predictive of children's achievement trajectories from first to eighth grade?. <i>Journal of Educational Psychology</i> , 2009, 101, 190-206.	2.9	362
23	Harsh parenting, insufficient income and infant aggression predict preschool peer victimisation. <i>Evidence-Based Mental Health</i> , 2009, 12, 73-73.	4.5	0
24	The Child Behavior Scale (CBS) revisited: A longitudinal evaluation of CBS subscales with children, preadolescents, and adolescents.. <i>Psychological Assessment</i> , 2009, 21, 325-339.	1.5	40
25	Does Chronic Classroom Peer Rejection Predict the Development of Children's Classroom Participation During the Grade School Years?. <i>Child Development</i> , 2008, 79, 1001-1015.	3.0	105
26	Peer Rejection, Aggressive or Withdrawn Behavior, and Psychological Maladjustment from Ages 5 to 12: An Examination of Four Predictive Models. <i>Child Development</i> , 2006, 77, 822-846.	3.0	378
27	School Readiness: Are There Social Prerequisites?. <i>Early Education and Development</i> , 2006, 17, 115-150.	2.6	135
28	Peer exclusion and victimization: Processes that mediate the relation between peer group rejection and children's classroom engagement and achievement?. <i>Journal of Educational Psychology</i> , 2006, 98, 1-13.	2.9	588
29	Trajectories of Peer Victimization and Perceptions of the Self and Schoolmates: Precursors to Internalizing and Externalizing Problems. <i>Child Development</i> , 2005, 76, 1072-1091.	3.0	225
30	Commentaries in Honor of the 50th Anniversary of Merrill-Palmer Quarterly : An Introduction to the July 2004 and October 2004 Issues. <i>Merrill-Palmer Quarterly</i> , 2004, 50, 203-205.	0.5	1
31	Commentaries in Honor of the 50th Anniversary of Merrill-Palmer Quarterly: An Introduction to the October 2004 Issue. <i>Merrill-Palmer Quarterly</i> , 2004, 50, 415-417.	0.5	0
32	Probing the Adaptive Significance of Children's Behavior and Relationships in the School Context: A Child by Environment Perspective. <i>Advances in Child Development and Behavior</i> , 2004, 31, 43-104.	1.3	63
33	Anxious Solitude and Peer Exclusion: A Diathesis-Stress Model of Internalizing Trajectories in Childhood. <i>Child Development</i> , 2003, 74, 257-278.	3.0	520
34	The Role of Chronic Peer Difficulties in the Development of Children's Psychological Adjustment Problems. <i>Child Development</i> , 2003, 74, 1344-1367.	3.0	500
35	Identifying victims of peer aggression from early to middle childhood: Analysis of cross-informant data for concordance, estimation of relational adjustment, prevalence of victimization, and characteristics of identified victims.. <i>Psychological Assessment</i> , 2002, 14, 74-96.	1.5	143
36	Do Relational Risks and Protective Factors Moderate the Linkages between Childhood Aggression and Early Psychological and School Adjustment?. <i>Child Development</i> , 2001, 72, 1579-1601.	3.0	399

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37	Connectedness and autonomy support in parent-child relationships: Links to children's socioemotional orientation and peer relationships.. Developmental Psychology, 2000, 36, 485-498.	1.6	289
38	PEER RELATIONSHIPS AND SOCIAL COMPETENCE DURING EARLY AND MIDDLE CHILDHOOD. Annual Review of Psychology, 1999, 50, 333-359.	17.7	374
39	Charting the Relationship Trajectories of Aggressive, Withdrawn, and Aggressive/Withdrawn Children during Early Grade School. Child Development, 1999, 70, 910-929.	3.0	379
40	Children's Social and Scholastic Lives in Kindergarten: Related Spheres of Influence?. Child Development, 1999, 70, 1373-1400.	3.0	831
41	Parenting behaviors and parent-child relationships: Correlates of peer victimization in kindergarten?. Developmental Psychology, 1998, 34, 1450-1458.	1.6	102
42	Victimized children's responses to peers' aggression: Behaviors associated with reduced versus continued victimization. Development and Psychopathology, 1997, 9, 59-73.	2.3	301
43	Children's Classroom Peer Relationships and Early School Attitudes: Concurrent and Longitudinal Associations. Early Education and Development, 1997, 8, 51-66.	2.6	81
44	The teacher-child relationship and children's early school adjustment. Journal of School Psychology, 1997, 35, 61-79.	2.9	1,203
45	Children: Ethnic and Political Violence. Child Development, 1996, 67, 14-18.	3.0	73
46	Peer victimization: Manifestations and relations to school adjustment in kindergarten. Journal of School Psychology, 1996, 34, 267-283.	2.9	189
47	The Child Behavior Scale: A teacher-report measure of young children's aggressive, withdrawn, and prosocial behaviors.. Developmental Psychology, 1996, 32, 1008-1024.	1.6	511
48	Do mothers' perceptions and concerns about preschoolers' peer competence predict their peer-management practices?. Social Development, 1994, 3, 205-221.	1.3	16
49	Solitary Behavior During Childhood: Causes and Consequences. PsycCritiques, 1994, 39, 312-313.	0.0	0
50	The parental support networks of mothers and fathers: A multidimensional approach. Infant and Child Development, 1993, 2, 169-182.	0.4	4
51	Children's perceptions of their peer experiences: Attributions, loneliness, social anxiety, and social avoidance.. Developmental Psychology, 1993, 29, 244-254.	1.6	210
52	Maternal Support Networks, Maternal Cognitions, and Young Children's Social and Cognitive Development. Child Development, 1993, 64, 1401-1417.	3.0	58
53	Commentary: May, Parenting, and Peer Partners: Keys to Understanding Children's Social Development?. Early Education and Development, 1992, 3, 401-406.	2.6	3
54	Creating informal play opportunities: Are parents' and preschoolers' initiations related to children's competence with peers?. Developmental Psychology, 1992, 28, 1179-1187.	1.6	84

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55	Family-Peer Relations During Childhood: Pathways to Competence and Pathology?. Journal of Social and Personal Relationships, 1991, 8, 307-314.	2.3	14
56	Children's Expectations of the Outcomes of Social Strategies: Relations with Sociometric Status and Maternal Disciplinary Styles. Child Development, 1990, 61, 127.	3.0	87
57	Children's Expectations of the Outcomes of Social Strategies: Relations with Sociometric Status and Maternal Disciplinary Styles. Child Development, 1990, 61, 127-137.	3.0	130
58	Children's perceptions of the outcomes of social strategies: Do the ends justify being mean?. Developmental Psychology, 1990, 26, 612-620.	1.6	133
59	A cognitive-social learning approach to social skill training with low-status preschool children.. Developmental Psychology, 1990, 26, 388-397.	1.6	74
60	Predicting preschoolers' peer behavior and status from their interpersonal strategies: A comparison of verbal and enactive responses to hypothetical social dilemmas.. Developmental Psychology, 1988, 24, 782-788.	1.6	95
61	Parents' management of preschooler's peer relations: Is it related to children's social competence?. Developmental Psychology, 1988, 24, 109-117.	1.6	119
62	In Search of Friendship: Beyond Attraction and Acquaintance. PsycCritiques, 1988, 33, 135-136.	0.0	0
63	Predicting Children's Social and School Adjustment Following the Transition from Preschool to Kindergarten. Child Development, 1987, 58, 1168.	3.0	471
64	Being Social Comes Easily: It's Being Skillful That's Difficult. PsycCritiques, 1987, 32, 822-823.	0.0	0
65	Reliability and Validity of Preschoolers' Perceptions of Peer Behavior. Journal of Clinical Child and Adolescent Psychology, 1986, 15, 16-25.	2.1	66
66	Promoting Children's Cognitive and Social Competence: The Relation between Parents' Perceptions of Task Difficulty and Children's Perceived and Actual Competence. Child Development, 1986, 57, 446.	3.0	1
67	Promoting positive peer relations with young children: Rationales and strategies. Child Care Quarterly, 1985, 14, 221-237.	0.3	10
68	Children's Selective Use of Peer Informants: Criteria for Making Information-Seeking Decisions. Journal of Genetic Psychology, 1985, 146, 541-550.	1.2	1
69	Social skill training with children: Issues in research and practice. Clinical Psychology Review, 1984, 4, 317-337.	11.4	25
70	Shared knowledge in children's friendships.. Developmental Psychology, 1984, 20, 932-940.	1.6	39
71	Social Skills Training and Assessment with Children.. Child and Youth Services, 1982, 5, 61-74.	0.8	4
72	Assessment of children's self-efficacy for social interactions with peers.. Developmental Psychology, 1982, 18, 795-805.	1.6	167