Laura D Hanish

List of Publications by Year
in descending order

77 papers	4,447 citations	172457 29 h-index	110387 64 g-index
78 all docs	78 docs citations	78 times ranked	2951 citing authors

#	Article	IF	Citations
1	The Relations of Emotionality and Regulation to Preschoolers' Social Skills and Sociometric Status. Child Development, 1993, 64, 1418-1438.	3.0	447
2	The Relations of Emotionality and Regulation to Preschoolers' Social Skills and Sociometric Status. Child Development, 1993, 64, 1418.	3.0	350
3	A longitudinal analysis of patterns of adjustment following peer victimization. Development and Psychopathology, 2002, 14, 69-89.	2.3	305
4	The Pseudoscience of Single-Sex Schooling. Science, 2011, 333, 1706-1707.	12.6	233
5	Young Children's Play Qualities in Same-, Other-, and Mixed-Sex Peer Groups. Child Development, 2003, 74, 921-932.	3.0	215
6	The Roles of Ethnicity and School Context in Predicting Children's Victimization by Peers. American Journal of Community Psychology, 2000, 28, 201-223.	2.5	200
7	A relational framework for understanding bullying: Developmental antecedents and outcomes.. American Psychologist, 2015, 70, 311-321.	4.2	200
8	Aggressive Victims, Passive Victims, and Bullies: Developmental Continuity or Developmental Change?. Merrill-Palmer Quarterly, 2004, 50, 17-38.	0.5	156
9	The expression and regulation of negative emotions: Risk factors for young children's peer victimization. Development and Psychopathology, 2004, 16, 335-53.	2.3	155
10	Preschoolersâ€™ academic readiness: What role does the teacherâ€"child relationship play?. Early Childhood Research Quarterly, 2007, 22, 407-422.	2.7	134
11	The Relation of Children's Everyday Nonsocial Peer Play Behavior to Their Emotionality, Regulation, and Social Functioning.. Developmental Psychology, 2004, 40, 67-80.	1.6	133
12	The Role of Sex of Peers and Genderâ€Typed Activities in Young Children's Peer Affiliative Networks: A Longitudinal Analysis of Selection and Influence. Child Development, 2013, 84, 921-937.	3.0	133
13	Predictors of Peer Victimization among Urban Youth. Social Development, 2000, 9, 521-543.	1.3	125
14	Fundamental principles of network formation among preschool children. Social Networks, 2010, 32, 61-71.	2.1	119
15	Exposure to Externalizing Peers in Early Childhood: Homophily and Peer Contagion Processes. Journal of Abnormal Child Psychology, 2005, 33, 267-281.	3.5	110
16	Children at Play: The Role of Peers in Understanding the Effects of Child Care. Child Development, 2003, 74, 1039-1043.	3.0	104
17	Early school competence: The roles of sex-segregated play and effortful control.. Developmental Psychology, 2003, 39, 848-858.	1.6	100
18	Social dynamics in the preschool. Developmental Review, 2005, 25, 299-327.	4.7	74

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19	Experienced and Expected Similarity to Same-Gender Peers: Moving Toward a Comprehensive Model of Gender Segregation. Sex Roles, 2011, 65, 421-434.	2.4	59
20	Peer Influence on Academic Performance: A Social Network Analysis of Social-Emotional Intervention Effects. Prevention Science, 2016, 17, 903-913.	2.6	53
21	Young Children's Negative Emotionality and Social Isolation: A Latent Growth Curve Analysis. Merrill-Palmer Quarterly, 2002, 48, 284-307.	0.5	51
22	The Social Context of Young Children's Peer Victimization. Social Development, 2005, 14, 2-19.	1.3	51
23	Children's Gender-Typed Activity Choices Across Preschool Social Contexts. Sex Roles, 2012, 67, 435-451.	2.4	51
24	Playing with others: Head Start children's peer play and relations with kindergarten school competence. Early Childhood Research Quarterly, 2014, 29, 345-356.	2.7	47
25	The effects of young children's affiliations with prosocial peers on subsequent emotionality in peer interactions. British Journal of Developmental Psychology, 2012, 30, 569-585.	1.7	42
26	Peer effects on Head Start children's preschool competency.. Developmental Psychology, 2016, 52, 58-70.	1.6	42
27	The Next 50 Years: Considering Gender as a Context for Understanding Young Children's Peer Relationships. Merrill-Palmer Quarterly, 2004, 50, 260-273.	0.5	41
28	English exposure in the home and classroom: Predictions to Spanish-speaking preschoolers' English vocabulary skills. Applied Psycholinguistics, 2014, 35, 1163-1187.	1.1	36
29	Targeted Victimization: Exploring Linear and Curvilinear Associations Between Social Network Prestige and Victimization. Journal of Youth and Adolescence, 2016, 45, 1772-1785.	3.5	31
30	Evaluating process in child and family interventions: Aggression prevention as an example.. Journal of Family Psychology, 2002, 16, 220-236.	1.3	31
31	Gendered-Peer Relationships in Educational Contexts. Advances in Child Development and Behavior, 2014, 47, 151-187.	1.3	30
32	The efficacy of a relationship building intervention in 5th grade. Journal of School Psychology, 2017, 61, 75-88.	2.9	30
33	Migration Timing and Parenting Practices: Contributions to Social Development in Preschoolers With Foreign-Born and Native-Born Mothers. Child Development, 2012, 83, 1527-1542.	3.0	29
34	Gender-segregated schooling and gender stereotyping. Educational Studies, 2013, 39, 315-319.	2.4	29
35	Criteria for Evaluating the Significance of Developmental Research in the Twenty-First Century: Force and Counterforce. Child Development, 2000, 71, 212-221.	3.0	28
36	Assessing the Impact of Homophobic Name Calling on Early Adolescent Mental Health: A Longitudinal Social Network Analysis of Competing Peer Influence Effects. Journal of Youth and Adolescence, 2017, 46, 955-969.	3.5	27

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37	Aggression by whom–aggression toward whom: Behavioral predictors of same- and other-gender aggression in early childhood.. Developmental Psychology, 2012, 48, 1450-1462.	1.6	23
38	Preschool Contexts and Teacher Interactions: Relations with School Readiness. Early Education and Development, 2016, 27, 623-641.	2.6	23
39	The importance of mutual positive expressivity in social adjustment: Understanding the role of peers and gender.. Emotion, 2012, 12, 304-313.	1.8	21
40	Looking Toward the Future of Bullying Research: Recommendations for Research and Funding Priorities. Journal of School Violence, 2013, 12, 283-295.	1.9	19
41	Preschool Children with Gender Normative and Gender Non-Normative Peer Preferences: Psychosocial and Environmental Correlates. Archives of Sexual Behavior, 2012, 41, 831-847.	1.9	18
42	Why the bully/victim relationship is so pernicious: A gendered perspective on power and animosity among bullies and their victims. Development and Psychopathology, 2014, 26, 689-704.	2.3	18
43	The Influence of Peers During Adolescence: Does Homophobic Name Calling by Peers Change Gender Identity?. Journal of Youth and Adolescence, 2018, 47, 636-649.	3.5	18
44	Gender Integration and the Promotion of Inclusive Classroom Climates. Educational Psychologist, 2019, 54, 271-285.	9.0	18
45	Does an aggressor's target choice matter? Assessing change in the social network prestige of aggressive youth. Aggressive Behavior, 2017, 43, 364-374.	2.4	17
46	Building integrated peer relationships in preschool classrooms: The potential of buddies. Journal of Applied Developmental Psychology, 2021, 73, 101257.	1.7	17
47	Cross-language associations and changes in Spanish-speaking preschoolers' English and Spanish academic abilities. Applied Psycholinguistics, 2017, 38, 347-370.	1.1	15
48	Gender-Segregated Schooling. Educational Policy, 2015, 29, 431-447.	2.0	14
49	The transition from preschool to first grade: A transactional model of development. Journal of Applied Developmental Psychology, 2017, 49, 55-67.	1.7	14
50	Preschool Teachers' Facilitation of Gender-Typed and Gender- Neutral Activities during Free Play. Sex Roles, 2017, 76, 498-510.	2.4	14
51	Kindergarten School Engagement: Linking Early Temperament and Academic Achievement at the Transition to School. Early Education and Development, 2018, 29, 780-796.	2.6	13
52	Does gender-bending help or hinder friending? The roles of gender and gender similarity in friendship dissolution.. Developmental Psychology, 2020, 56, 1157-1169.	1.6	13
53	Gender integration in coeducational classrooms: Advancing educational research and practice.. School Psychology Quarterly, 2018, 33, 182-190.	2.0	12
54	Gender consistency and flexibility: using dynamics to understand the relationship between gender and adjustment. Nonlinear Dynamics, Psychology, and Life Sciences, 2012, 16, 159-84.	0.2	12

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55	Bridging children's social development and social network analysis. New Directions for Child and Adolescent Development, 2007, 2007, 1-8.	2.2	11
56	The Breadth of Peer Relationships Among Preschoolers: An Application of the <i>Q</i>â€Connectivity Method to Externalizing Behavior. Child Development, 2008, 79, 1119-1136.	3.0	11
57	Using the Q-connectivity method to study frequency of interaction with multiple peer triads: Do preschoolers' peer group interactions at school relate to academic skills?. New Directions for Child and Adolescent Development, 2007, 2007, 9-24.	2.2	10
58	Who Engages in Gender Bullying? The Role of Homophobic Name-Calling, Gender Pressure, and Gender Conformity. Educational Researcher, 2021, 50, 215-224.	5.4	10
59	Preschoolersâ€™ interactions with other-gender peers promote prosocial behavior and reduce aggression: An examination of the Buddy Up intervention. Early Childhood Research Quarterly, 2022, 60, 403-413.	2.7	10
60	PATTERNS OF CHANGE IN FAMILYâ€BASED AGGRESSION PREVENTION. Journal of Marital and Family Therapy, 2001, 27, 213-226.	1.1	9
61	Peer influences on gender differences in educational aspiration and attainment. , 2014, , 29-52.		8
62	Predicting the development of victimization from early childhood internalizing and externalizing behavior. Journal of Applied Developmental Psychology, 2019, 62, 294-305.	1.7	8
63	With Whom and Where You Play: Preschoolers' Social Context Predicts Peer Victimization. Social Development, 2014, 23, 357-375.	1.3	7
64	Being helpful to <scp>otherâ€gender</scp> peers: <scp>Schoolâ€age</scp> children's <scp>genderâ€based</scp> intergroup prosocial behaviour. British Journal of Developmental Psychology, 2022, 40, 520-538.	1.7	7
65	The Benefits of Buddies: Strategically Pairing Preschoolers with Other-Gender Classmates Promotes Positive Peer Interactions. Early Education and Development, 2023, 34, 1011-1025.	2.6	7
66	Sex Differences in Childrenâ€™s Play. , 2007, , 275-290.		6
67	Responseâ€"Single-Sex Education: Parameters Too Narrow. Science, 2012, 335, 166-168.	12.6	5
68	Relations between close friendships and adolescent aggression: Structural and behavioral friendship features. Social Development, 2018, 27, 293-307.	1.3	5
69	Being in the Know. Journal of Early Adolescence, 2016, 36, 646-678.	1.9	4
70	Reciprocal Associations between Delinquent Behavior and Social Network Position during Middle School. Journal of Youth and Adolescence, 2017, 46, 1918-1932.	3.5	4
71	A dyadic perspective on aggressive behavior between friends. Aggressive Behavior, 2021, 47, 194-204.	2.4	4
72	Gender integration and elementaryâ€age students' classroom belongingness: The importance of otherâ€gender peers. Psychology in the Schools, 2022, 59, 1492-1510.	1.8	3

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73	Dyadic Peer Interactions: the Impact of Aggression on Impression Formation with New Peers. Journal of Abnormal Child Psychology, 2019, 47, 839-850.	3.5	2
74	Gender and Temperament in Young Children's Social Interactions. , 2010, , .		1
75	Power in Aggressor-Victim Relationships: Exploring Social, Physical, Gender- and Ethnicity-Based Power. Journal of Youth and Adolescence, 2022, 51, 208-224.	3.5	1
76	Peer Relationships in Childhood. , 2021, , 5857-5869.		0
77	Peer Relationships in Childhood. , 2018, , 1-13.		0