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 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
2	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
3	Gender integration and elementary‐age students' classroom belongingness: The importance of other‐gender peers. Psychology in the Schools, 2022, 59, 1492-1510.	1.8	3
4	Preschoolers' 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
5	Being helpful to <scp>other‐gender</scp> peers: <scp>School‐age</scp> children's <scp>gender‐based</scp> intergroup prosocial behaviour. British Journal of Developmental Psychology, 2022, 40, 520-538.	1.7	7
6	A dyadic perspective on aggressive behavior between friends. Aggressive Behavior, 2021, 47, 194-204.	2.4	4
7	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
8	Peer Relationships in Childhood. , 2021, , 5857-5869.		0
9	Building integrated peer relationships in preschool classrooms: The potential of buddies. Journal of Applied Developmental Psychology, 2021, 73, 101257.	1.7	17
10	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
11	Gender Integration and the Promotion of Inclusive Classroom Climates. Educational Psychologist, 2019, 54, 271-285.	9.0	18
12	Predicting the development of victimization from early childhood internalizing and externalizing behavior. Journal of Applied Developmental Psychology, 2019, 62, 294-305.	1.7	8
13	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
14	Relations between close friendships and adolescent aggression: Structural and behavioral friendship features. Social Development, 2018, 27, 293-307.	1.3	5
15	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
16	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
17	Gender integration in coeducational classrooms: Advancing educational research and practice.. School Psychology Quarterly, 2018, 33, 182-190.	2.0	12
18	Peer Relationships in Childhood. , 2018, , 1-13.		0

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19	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
20	The transition from preschool to first grade: A transactional model of development. Journal of Applied Developmental Psychology, 2017, 49, 55-67.	1.7	14
21	The efficacy of a relationship building intervention in 5th grade. Journal of School Psychology, 2017, 61, 75-88.	2.9	30
22	Preschool Teachers' Facilitation of Gender-Typed and Gender- Neutral Activities during Free Play. Sex Roles, 2017, 76, 498-510.	2.4	14
23	Cross-language associations and changes in Spanish-speaking preschoolers' English and Spanish academic abilities. Applied Psycholinguistics, 2017, 38, 347-370.	1.1	15
24	Reciprocal Associations between Delinquent Behavior and Social Network Position during Middle School. Journal of Youth and Adolescence, 2017, 46, 1918-1932.	3.5	4
25	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
26	Peer effects on Head Start children's preschool competency.. Developmental Psychology, 2016, 52, 58-70.	1.6	42
27	Peer Influence on Academic Performance: A Social Network Analysis of Social-Emotional Intervention Effects. Prevention Science, 2016, 17, 903-913.	2.6	53
28	Being in the Know. Journal of Early Adolescence, 2016, 36, 646-678.	1.9	4
29	Preschool Contexts and Teacher Interactions: Relations with School Readiness. Early Education and Development, 2016, 27, 623-641.	2.6	23
30	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
31	A relational framework for understanding bullying: Developmental antecedents and outcomes.. American Psychologist, 2015, 70, 311-321.	4.2	200
32	Gender-Segregated Schooling. Educational Policy, 2015, 29, 431-447.	2.0	14
33	Peer influences on gender differences in educational aspiration and attainment. , 2014, , 29-52.		8
34	Gendered-Peer Relationships in Educational Contexts. Advances in Child Development and Behavior, 2014, 47, 151-187.	1.3	30
35	With Whom and Where You Play: Preschoolers' Social Context Predicts Peer Victimization. Social Development, 2014, 23, 357-375.	1.3	7
36	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

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37	English exposure in the home and classroom: Predictions to Spanish-speaking preschoolersâ€™ English vocabulary skills. Applied Psycholinguistics, 2014, 35, 1163-1187.	1.1	36
38	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
39	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
40	Gender-segregated schooling and gender stereotyping. Educational Studies, 2013, 39, 315-319.	2.4	29
41	Looking Toward the Future of Bullying Research: Recommendations for Research and Funding Priorities. Journal of School Violence, 2013, 12, 283-295.	1.9	19
42	Responseâ€"Single-Sex Education: Parameters Too Narrow. Science, 2012, 335, 166-168.	12.6	5
43	The importance of mutual positive expressivity in social adjustment: Understanding the role of peers and gender.. Emotion, 2012, 12, 304-313.	1.8	21
44	Aggression by whomâ€"aggression toward whom: Behavioral predictors of same- and other-gender aggression in early childhood.. Developmental Psychology, 2012, 48, 1450-1462.	1.6	23
45	Migration Timing and Parenting Practices: Contributions to Social Development in Preschoolers With Foreignâ€Born and Nativeâ€Born Mothers. Child Development, 2012, 83, 1527-1542.	3.0	29
46	Childrenâ€™s Gender-Typed Activity Choices Across Preschool Social Contexts. Sex Roles, 2012, 67, 435-451.	2.4	51
47	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
48	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
49	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
50	The Pseudoscience of Single-Sex Schooling. Science, 2011, 333, 1706-1707.	12.6	233
51	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
52	Fundamental principles of network formation among preschool children. Social Networks, 2010, 32, 61-71.	2.1	119
53	Gender and Temperament in Young Childrenâ€™s Social Interactions. , 2010, , .		1
54	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

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55	Sex Differences in Children's Play. , 2007, , 275-290.		6
56	Preschoolers' academic readiness: What role does the teacher–child relationship play?. Early Childhood Research Quarterly, 2007, 22, 407-422.	2.7	134
57	Bridging children's social development and social network analysis. New Directions for Child and Adolescent Development, 2007, 2007, 1-8.	2.2	11
58	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
59	The Social Context of Young Children's Peer Victimization. Social Development, 2005, 14, 2-19.	1.3	51
60	Social dynamics in the preschool. Developmental Review, 2005, 25, 299-327.	4.7	74
61	Exposure to Externalizing Peers in Early Childhood: Homophily and Peer Contagion Processes. Journal of Abnormal Child Psychology, 2005, 33, 267-281.	3.5	110
62	Aggressive Victims, Passive Victims, and Bullies: Developmental Continuity or Developmental Change?. Merrill-Palmer Quarterly, 2004, 50, 17-38.	0.5	156
63	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
64	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
65	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
66	Young Children's Play Qualities in Same-, Other-, and Mixed-Sex Peer Groups. Child Development, 2003, 74, 921-932.	3.0	215
67	Children at Play: The Role of Peers in Understanding the Effects of Child Care. Child Development, 2003, 74, 1039-1043.	3.0	104
68	Early school competence: The roles of sex-segregated play and effortful control.. Developmental Psychology, 2003, 39, 848-858.	1.6	100
69	Young Children's Negative Emotionality and Social Isolation: A Latent Growth Curve Analysis. Merrill-Palmer Quarterly, 2002, 48, 284-307.	0.5	51
70	A longitudinal analysis of patterns of adjustment following peer victimization. Development and Psychopathology, 2002, 14, 69-89.	2.3	305
71	Evaluating process in child and family interventions: Aggression prevention as an example.. Journal of Family Psychology, 2002, 16, 220-236.	1.3	31
72	PATTERNS OF CHANGE IN FAMILY‐BASED AGGRESSION PREVENTION. Journal of Marital and Family Therapy, 2001, 27, 213-226.	1.1	9

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73	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
74	Predictors of Peer Victimization among Urban Youth. Social Development, 2000, 9, 521-543.	1.3	125
75	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
76	The Relations of Emotionality and Regulation to Preschoolers' Social Skills and Sociometric Status. Child Development, 1993, 64, 1418.	3.0	350
77	The Relations of Emotionality and Regulation to Preschoolers' Social Skills and Sociometric Status. Child Development, 1993, 64, 1418-1438.	3.0	447