

The Official Journal of The Society for the Study of School Psychology

ISSN 0022-4405

JOURNAL OF SCHOOL PSYCHOLOGY

Editor:

Randy G. Floyd, University of Memphis Associate Editors: Craig A. Albers, University of Wisconsin-Madison S. Natasha Beretvas, University of Texas-Austin John S. Carlson, Michigan State University Robin S. Codding, University of Massachusetts-Boston Michelle K. Demaray, Northern Illinois University

Renee O. Hawkins, University of Cincinnati

Patricia H. Manz, Lehigh University

Sterett H. Mercer, University of British Columbia

Andrew T. Roach, Arizona State University

Kathleen Moritz Rudasill, University of Nebraska-Lincoln



Volume 51, Issue 1

February 2013

CONTENTS

Editorial Board

- 1 **Scott P. Ardoin, Theodore J. Christ, Laura S. Morena, Damien C. Cormier and David A. Klingbeil,** A systematic review and summarization of the recommendations and research surrounding Curriculum-Based Measurement of oral reading fluency (CBM-R) decision rules
- 19 **Theodore J. Christ, Cengiz Zopluoglu, Barbara D. Monaghen and Ethan R. Van Norman,** Curriculum-Based Measurement of Oral Reading: Multi-study evaluation of schedule, duration, and dataset quality on progress monitoring outcomes
- 59 **Edward S. Shapiro,** Commentary on progress monitoring with CBM-R and decision making: Problems found and looking for solutions
- 67 Aprile D. Benner, Exit examinations, peer academic climate, and adolescents' developmental outcomes
- 81 Amy M. Briesch, Sandra M. Chafouleas, Sabina Rak Neugebauer and T. Chris Riley-Tillman, Assessing influences on intervention implementation: Revision of the Usage Rating Profile-Intervention
- 97 Paul A. McDermott, Marley W. Watkins, Michael J. Rovine and Samuel H. Rikoon, Assessing changes in socioemotional adjustment across early school transitions–New national scales for children at risk
- 117 Dana Darney, Wendy M. Reinke, Keith C. Herman, Melissa Stormont and Nicholas S. Ialongo, Children with co-occurring academic and behavior problems in first grade: Distal outcomes in twelfth grade
- 129 Christian S. Chan, Jean E. Rhodes, Waylon J. Howard, Sarah R. Lowe, Sarah E.O. Schwartz and Carla Herrera, Pathways of influence in school-based mentoring: The mediating role of parent and teacher relationships
- 143 **Debora L. Roorda, Helma M.Y. Koomen, Jantine L. Spilt, Jochem T. Thijs and Frans J. Oort,** Interpersonal behaviors and complementarity in interactions between teachers and kindergartners with a variety of externalizing and internalizing behaviors

INDEXED IN: Adol. Ment. Hlth. Abst.: Aust. Educ. Indx: Chi. Abstr. to Read. and Learn. Disa.: Curr. Cont.: Curr. Cont./Soc. & Beh. Sci.: Educ. Res. Abst.: ERIC Clear on Counsel. and Person. Serv.: ERIC/CIJE, Except. Child. Educ. Abstr.: Phychol. Abstr.: PsycINFO: PsycLIT: Research Alert[®]: and Soc. Work Res. and Abst. Also covered in the abstract and citation database SciVerse Scopus[®]. Full text available on SciVerse ScienceDirect[®]

JSCPA 51(1)1-190 2013



Volume 51, Issue 2

April 2013

CONTENTS

- 159 Evelyn M. Bergsmann, Rens Van De Schoot, Barbara Schober, Monika Finsterwald and Christiane Spiel, The effect of classroom structure on verbal and physical aggression among peers: A short-term longitudinal study
- 175 Elizabeth Moorman Kim, Susan M. Sheridan, Kyongboon Kwon and Natalie Koziol, Parent beliefs and children's social-behavioral functioning: The mediating role of parent-teacher relationships
- 187 **Geertje Leflot, Pol A.C. van Lier, Patrick Onghena and Hilde Colpin,** The role of children's on-task behavior in the prevention of aggressive behavior development and peer rejection: A randomized controlled study of the Good Behavior Game in Belgian elementary classrooms
- 201 **Rumen Manolov and Antonio Solanas**, A comparison of mean phase difference and generalized least squares for analyzing single-case data
- 217 Richard I. Parker, Kimberly J. Vannest and John L. Davis, Reliability of multi-category rating scales
- 231 **Barbara Stiglbauer, Timo Gnambs, Manuela Gamsjäger and Bernad Batinic,** The upward spiral of adolescents' positive school experiences and happiness: Investigating reciprocal effects over time
- 243 **Amanda L. Sullivan and Samuel Field**, Do preschool special education services make a difference in kindergarten reading and mathematics skills?: A propensity score weighting analysis

INDEXED IN: Adol. Ment. Hlth. Abst.: Aust. Educ. Indx: Chi. Abstr. to Read. and Learn. Disa.: Curr. Cont.: Curr. Cont./Soc. & Beh. Sci.: Educ. Res. Abst.: ERIC Clear on Counsel. and Person. Serv.: ERIC/CIJE, Except. Child. Educ. Abstr.: Phychol. Abstr.: PsycINFO: PsycLIT: Research Alert[®]: and Soc. Work Res. and Abst. Also covered in the abstract and citation database SciVerse Scopus[®]. Full text available on SciVerse ScienceDirect[®]

JSCPA 51(2)159-260 2013



Volume 51, Issue 3

June 2013

CONTENTS

- 261 **Randy G. Floyd**, Enactment and evolution of the vision of the future of the *Journal of School Psychology*
- 267 Kent McIntosh, Rebecca S. Martinez, Sophie V. Ty and Maryellen B. McClain, Scientific research in school psychology: Leading researchers weigh in on its past, present, and future
- 319 Amy L. Reschly and Sandra L. Christenson, Grade retention: Historical perspectives and new research
- 323 **Mieke Goos, Jan Van Damme, Patrick Onghena, Katja Petry and Jerissa de Bilde,** First-grade retention in the Flemish educational context: Effects on children's academic growth, psychosocial growth, and school career throughout primary education
- 349 **Myung Hee Im, Jan N. Hughes, Oi-man Kwok, Stevie Puckett and Carissa Analise Cerda,** Effect of retention in elementary grades on transition to middle school
- 367 Sandra M. Chafouleas, Stephen P. Kilgus, Rose Jaffery, T. Chris Riley-Tillman, Megan Welsh and Theodore J. Christ, Direct behavior rating as a school-based behavior screener for elementary and middle grades
- 387 Annemarie H. Hindman and Barbara A. Wasik, Vocabulary learning in Head Start: Nature and extent of classroom instruction and its contributions to children's learning
- 407 **Julia Ogg, Melanie M. McMahan, Robert F. Dedrick and Linda Raffaele Mendez,** Middle school students' willingness to engage in activities with peers with ADHD symptoms: A multiple indicators multiple causes (MIMIC) model
- 421 Silja Saarento, Antti Kärnä, Ernest V.E. Hodges and Christina Salmivalli, Student-, classroom-, and school-level risk factors for victimization
- 435 Thijs Bouman, Matty van der Meulen, Frits A. Goossens, Tjeert Olthof, Marjolijn M. Vermande and Elisabeth A. Aleva, Corrigendum to "Peer and self-reports of victimization and bullying: Their differential association with internalizing problems and social adjustment" [Journal of School Psychology 50 (2012) 759–774]
- I Reviewer of the Year Award for 2012
- II Article of The Year Award for 2012
- III Journal Operations Report for 2012

INDEXED IN: Adol. Ment. Hlth. Abst.: Aust. Educ. Indx: Chi. Abstr. to Read. and Learn. Disa.: Curr. Cont.: Curr. Cont./Soc. & Beh. Sci.: Educ. Res. Abst.: ERIC Clear on Counsel. and Person. Serv.: ERIC/CIJE, Except. Child. Educ. Abstr.: Phychol. Abstr.: PsycINFO: PsycLIT: Research Alert[®]: and Soc. Work Res. and Abst. Also covered in the abstract and citation database SciVerse Scopus[®]. Full text available on SciVerse ScienceDirect[®]

JSCPA 51(3)261-436 2013



Volume 51, Issue 4

August 2013

CONTENTS

- 437 **Tashia Abry, Sara E. Rimm-Kaufman, Ross A. Larsen and Alexis J. Brewer,** The influence of fidelity of implementation on teacher–student interaction quality in the context of a randomized controlled trial of the *Responsive Classroom* approach
- 455 **Gregory M. Fosco, Jennifer L. Frank, Elizabeth A. Stormshak and Thomas J. Dishion,** Opening the "Black Box": Family Check-Up intervention effects on self-regulation that prevents growth in problem behavior and substance use
- 469 **Asha Goldweber, Tracy Evian Waasdorp and Catherine P. Bradshaw,** Examining the link between forms of bullying behaviors and perceptions of safety and belonging among secondary school students
- 487 Lindita Imeraj, Inge Antrop, Edmund Sonuga-Barke, Dirk Deboutte, Ellen Deschepper, Sarah Bal and Herbert Roeyers, The impact of instructional context on classroom on-task behavior: A matched comparison of children with ADHD and non-ADHD classmates
- 499 **Ryan J. Kettler and Craig A. Albers,** Predictive validity of curriculumbased measurement and teacher ratings of academic achievement
- 517 **Marjolein Zee, Helma M.Y. Koomen and Ineke Van der Veen,** Studentteacher relationship quality and academic adjustment in upper elementary school: The role of student personality
- 535 **Matthew R. Reynolds, Timothy Z. Keith, Dawn P. Flanagan and Vincent C. Alfonso,** A cross-battery, reference variable, confirmatory factor analytic investigation of the CHC taxonomy

INDEXED IN: Adol. Ment. Hlth. Abst.: Aust. Educ. Indx: Chi. Abstr. to Read. and Learn. Disa.: Curr. Cont.: Curr. Cont./Soc. & Beh. Sci.: Educ. Res. Abst.: ERIC Clear on Counsel. and Person. Serv.: ERIC/CIJE, Except. Child. Educ. Abstr.: Phychol. Abstr.: PsycINFO: PsycLIT: Research Alert[®]: and Soc. Work Res. and Abst. Also covered in the abstract and citation database SciVerse Scopus[®]. Full text available on SciVerse ScienceDirect[®]

JSCPA 51(4)437-556 2013



Volume 51, Issue 5

October 2013

CONTENTS

- 557 **Timothy W. Curby, Sara E. Rimm-Kaufman and Tashia Abry,** Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction?
- 571 **Judy Hutchings, Pam Martin-Forbes, David Daley and Margiad Elen Williams,** A randomized controlled trial of the impact of a teacher classroom management program on the classroom behavior of children with and without behavior problems
- 587 **Michael D. Lyons, E. Scott Huebner, Kimberly J. Hills and M. Lee Van Horn,** Mechanisms of change in adolescent life satisfaction: A longitudinal analysis
- 599 **Mary M. Mitchell and Catherine P. Bradshaw**, Examining classroom influences on student perceptions of school climate: The role of classroom management and exclusionary discipline strategies
- 611 Meghan P. McCormick, Erin E. O'Connor, Elise Cappella and Sandee G. McClowry, Teacher-child relationships and academic achievement: A multilevel propensity score model approach
- 625 **Joseph F.T. Nese, Gina Biancarosa, Kelli Cummings, Patrick Kennedy, Julie Alonzo and Gerald Tindal,** In search of average growth: Describing within-year oral reading fluency growth across Grades 1–8
- 643 **Kristin M. Rispoli, Kara E. McGoey, Natalie A. Koziol and James B. Schreiber,** The relation of parenting, child temperament, and attachment security in early childhood to social competence at school entry

INDEXED IN: Adol. Ment. Hlth. Abst.: Aust. Educ. Indx: Chi. Abstr. to Read. and Learn. Disa.: Curr. Cont.: Curr. Cont./Soc. & Beh. Sci.: Educ. Res. Abst.: ERIC Clear on Counsel. and Person. Serv.: ERIC/CIJE, Except. Child. Educ. Abstr.: Phychol. Abstr.: PsycINFO: PsycLIT: Research Alert[®]: and Soc. Work Res. and Abst. Also covered in the abstract and citation database Scopus[®]. Full text available on ScienceDirect[®]

JSCPA 51(5)557-658 2013



Volume 51, Issue 6

December 2013

CONTENTS

- 659 **Peter M. Nelson, Matthew K. Burns, Rebecca Kanive and James E. Ysseldyke,** Comparison of a math fact rehearsal and a mnemonic strategy approach for improving math fact fluency
- 669 Jeroen Pronk, Frits A. Goossens, Tjeert Olthof, Langha De Mey and Agnes M. Willemen, Children's intervention strategies in situations of victimization by bullying: Social cognitions of outsiders versus defenders
- 683 **Linda A. Reddy, Gregory A. Fabiano, Christopher M. Dudek and Louis Hsu,** Instructional and behavior management practices implemented by elementary general education teachers
- 701 **Kathleen Moritz Rudasill, Kate Niehaus, Eric Buhs and Jamie M. White,** Temperament in early childhood and peer interactions in third grade: The role of teacher–child relationships in early elementary grades
- 717 **Susan M. Sheridan, Ji Hoon Ryoo, S. Andrew Garbacz, Gina M. Kunz and Frances L. Chumney,** The efficacy of conjoint behavioral consultation on parents and children in the home setting: Results of a randomized controlled trial
- 735 **Maja Tadić, Arnold B. Bakker and Wido G.M. Oerlemans,** Work happiness among teachers: A day reconstruction study on the role of self-concordance
- 751 **Margit Wiesner and G. Thomas Schanding,** Exploratory structural equation modeling, bifactor models, and standard confirmatory factor analysis models: Application to the BASC-2 Behavioral and Emotional Screening System Teacher Form

INDEXED IN: Adol. Ment. Hlth. Abst.: Aust. Educ. Indx: Chi. Abstr. to Read. and Learn. Disa.: Curr. Cont.: Curr. Cont./Soc. & Beh. Sci.: Educ. Res. Abst.: ERIC Clear on Counsel. and Person. Serv.: ERIC/CIJE, Except. Child. Educ. Abstr.: Phychol. Abstr.: PsycINFO: PsycLIT: Research Alert[®]: and Soc. Work Res. and Abst. Also covered in the abstract and citation database Scopus[®]. Full text available on ScienceDirect[®]

JSCPA 51(6)659-764 2013

