

Sarah N Lang

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/10593272/publications.pdf>

Version: 2024-02-01

14
papers

310
citations

1040056

9
h-index

1125743

13
g-index

15
all docs

15
docs citations

15
times ranked

235
citing authors

#	ARTICLE	IF	CITATIONS
1	Early childhood teachers' stress and children's social, emotional, and behavioral functioning. <i>Journal of Applied Developmental Psychology</i> , 2019, 61, 21-32.	1.7	72
2	Associations between prenatal coparenting behavior and observed coparenting behavior at 9-months postpartum.. <i>Journal of Family Psychology</i> , 2014, 28, 495-504.	1.3	49
3	A cocaring framework for infants and toddlers: Applying a model of coparenting to parentâ€“teacher relationships. <i>Early Childhood Research Quarterly</i> , 2016, 34, 40-52.	2.7	29
4	Relations Between Fathersâ€™ and Mothersâ€™ Infant Engagement Patterns in Dual-Earner Families and Toddler Competence. <i>Journal of Family Issues</i> , 2014, 35, 1107-1127.	1.6	28
5	Preschool Teachersâ€™ Professional Training, Observational Feedback, Child-Centered Beliefs and Motivation: Direct and Indirect Associations with Social and Emotional Responsiveness. <i>Child and Youth Care Forum</i> , 2017, 46, 69-90.	1.6	26
6	Social Emotional Learning for Teachers (SELF-T): A Short-term, Online Intervention to Increase Early Childhood Educatorsâ€™ Resilience. <i>Early Education and Development</i> , 2020, 31, 1112-1132.	2.6	25
7	Toddlersâ€™ Differential Susceptibility to the Effects of Coparenting on Socialâ€“Emotional Adjustment. <i>International Journal of Behavioral Development</i> , 2017, 41, 228-237.	2.4	22
8	Associations Between Parentâ€“Teacher Cocaring Relationships, Parentâ€“Child Relationships, and Young Childrenâ€™s Social Emotional Development. <i>Child and Youth Care Forum</i> , 2020, 49, 623-646.	1.6	19
9	Examining a Self-Report Measure of Parentâ€“Teacher Cocaring Relationships and Associations With Parental Involvement. <i>Early Education and Development</i> , 2017, 28, 96-114.	2.6	17
10	Identifying primary and secondary stressors, buffers, and supports that impact ECE teacher wellbeing: implications for teacher education. <i>Journal of Early Childhood Teacher Education</i> , 2021, 42, 143-161.	1.5	8
11	Family Child Care Support and Implementation: Current Challenges and Strategies from the Perspectives of Providers. <i>Child and Youth Care Forum</i> , 2021, 50, 1037-1062.	1.6	7
12	The role of coparenting in the association between parental neuroticism and harsh intrusive parenting.. <i>Journal of Family Psychology</i> , 2019, 33, 945-953.	1.3	5
13	An observational assessment of parentâ€“teacher cocaring relationships in infantâ€“toddler classrooms. <i>European Early Childhood Education Research Journal</i> , 2018, 26, 212-228.	1.9	2
14	Examining associations among provider-family relationships, provider coping strategies, and family child care providersâ€™ relationships with children. <i>European Early Childhood Education Research Journal</i> , 0, , 1-18.	1.9	1