

# 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	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
2	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
3	Social Emotional Learning for Teachers (SELF-T): A Short-term, Online Intervention to Increase Early Childhood Educators' Resilience. <i>Early Education and Development</i> , 2020, 31, 1112-1132.	2.6	25
4	Associations Between Parent-Teacher Cocaring Relationships, Parent-Child Relationships, and Young Children's Social Emotional Development. <i>Child and Youth Care Forum</i> , 2020, 49, 623-646.	1.6	19
5	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
6	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
7	An observational assessment of parent-teacher cocaring relationships in infant-toddler classrooms. <i>European Early Childhood Education Research Journal</i> , 2018, 26, 212-228.	1.9	2
8	Toddlers' Differential Susceptibility to the Effects of Coparenting on Social-Emotional Adjustment. <i>International Journal of Behavioral Development</i> , 2017, 41, 228-237.	2.4	22
9	Examining a Self-Report Measure of Parent-Teacher Cocaring Relationships and Associations With Parental Involvement. <i>Early Education and Development</i> , 2017, 28, 96-114.	2.6	17
10	Preschool Teachers' 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
11	A cocaring framework for infants and toddlers: Applying a model of coparenting to parent-teacher relationships. <i>Early Childhood Research Quarterly</i> , 2016, 34, 40-52.	2.7	29
12	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
13	Relations Between Fathers' and Mothers' Infant Engagement Patterns in Dual-Earner Families and Toddler Competence. <i>Journal of Family Issues</i> , 2014, 35, 1107-1127.	1.6	28
14	Examining associations among provider-family relationships, provider coping strategies, and family child care providers' relationships with children. <i>European Early Childhood Education Research Journal</i> , 0, , 1-18.	1.9	1