

Maciel M Hernández

List of Publications by Year in descending order

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Version: 2024-02-01

25
papers

493
citations

687363

13
h-index

713466

21
g-index

25
all docs

25
docs citations

25
times ranked

496
citing authors

#	ARTICLE	IF	CITATIONS
1	Effortful Control and Extensive Observations of Negative Emotion as Joint Predictors of Teacher–Student Conflict in Childhood. <i>Early Education and Development</i> , 2022, 33, 1-16.	2.6	3
2	Longitudinal associations among teacher–child relationship quality, behavioral engagement, and academic achievement. <i>Early Childhood Research Quarterly</i> , 2022, 61, 25-35.	2.7	4
3	Do peer and child temperament jointly predict student–teacher conflict and closeness?. <i>Journal of Applied Developmental Psychology</i> , 2021, 76, 101319.	1.7	0
4	Prediction of children’s early academic adjustment from their temperament: The moderating role of peer temperament.. <i>Journal of Educational Psychology</i> , 2019, 111, 542-555.	2.9	12
5	The association between home chaos and academic achievement: The moderating role of sleep.. <i>Journal of Family Psychology</i> , 2019, 33, 975-981.	1.3	10
6	Balance in Positive Emotional Expressivity Across School Contexts Relates to Kindergartners’ Adjustment. <i>Early Education and Development</i> , 2018, 29, 1-13.	2.6	7
7	Bidirectional associations between emotions and school adjustment. <i>Journal of Personality</i> , 2018, 86, 853-867.	3.2	6
8	Emotions in school and symptoms of psychological maladjustment from kindergarten to first grade. <i>Journal of Experimental Child Psychology</i> , 2018, 176, 101-112.	1.4	1
9	Sleep Duration Moderates the Association Between Children’s Temperament and Academic Achievement. <i>Early Education and Development</i> , 2018, 29, 624-640.	2.6	15
10	Self-Regulation and Academic Measures Across the Early Elementary School Grades: Examining Longitudinal and Bidirectional Associations. <i>Early Education and Development</i> , 2018, 29, 914-938.	2.6	32
11	Trajectories of the expression of negative emotion from kindergarten to first grade: Associations with academic outcomes.. <i>Journal of Educational Psychology</i> , 2018, 110, 324-337.	2.9	14
12	Relations of positive and negative expressivity and effortful control to kindergartners’ student–teacher relationship, academic engagement, and externalizing problems at school. <i>Journal of Research in Personality</i> , 2017, 67, 3-14.	1.7	63
13	Concurrent and longitudinal associations of peers’ acceptance with emotion and effortful control in kindergarten. <i>International Journal of Behavioral Development</i> , 2017, 41, 30-40.	2.4	22
14	Observed Emotions as Predictors of Quality of Kindergartners’ Social Relationships. <i>Social Development</i> , 2017, 26, 21-39.	1.3	20
15	Elementary students’ effortful control and academic achievement: The mediating role of teacher–student relationship quality. <i>Early Childhood Research Quarterly</i> , 2017, 40, 98-109.	2.7	37
16	Effortful control and school adjustment: The moderating role of classroom chaos. <i>Journal of Applied Developmental Psychology</i> , 2017, 53, 108-119.	1.7	8
17	Ethnic pride, self-esteem, and school belonging: A reciprocal analysis over time.. <i>Developmental Psychology</i> , 2017, 53, 2384-2396.	1.6	26
18	A Behavioral Process Model of Familism. <i>Journal of Family Theory and Review</i> , 2016, 8, 463-483.	2.3	64

#	ARTICLE	IF	CITATIONS
19	Emotional expression in school context, social relationships, and academic adjustment in kindergarten.. <i>Emotion</i> , 2016, 16, 553-566.	1.8	54
20	Developmental Outcomes of School Attachment Among Students of Mexican Origin. <i>Journal of Research on Adolescence</i> , 2016, 26, 753-768.	3.7	8
21	School Belonging, Generational Status, and Socioeconomic Effects on Mexican Origin Children's Later Academic Competence and Expectations. <i>Journal of Research on Adolescence</i> , 2016, 26, 241-256.	3.7	25
22	Observed emotion frequency versus intensity as predictors of socioemotional maladjustment.. <i>Emotion</i> , 2015, 15, 699-704.	1.8	15
23	Cultural Socialization and Ethnic Pride Among Mexican Origin Adolescents During the Transition to Middle School. <i>Child Development</i> , 2014, 85, 695-708.	3.0	41
24	The interaction between parental warmth and the teacher-student relationship predicts changes in early elementary children's problem behaviors. <i>Social Development</i> , 0, , .	1.3	3
25	Fostering academic competence in Latinx youth: The role of cultural values and parenting behaviors. <i>Journal of Social and Personal Relationships</i> , 0, , 026540752210950.	2.3	3