

Arya Ansari

List of Publications by Year in descending order

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Version: 2024-02-01

80
papers

1,530
citations

304743

22
h-index

454955

30
g-index

80
all docs

80
docs citations

80
times ranked

1033
citing authors

#	ARTICLE	IF	CITATIONS
1	Classrooms are Complex Host Environments: An Integrative Theoretical Measurement Model of the Pre-K to Grade 3 Classroom Ecology. <i>Early Education and Development</i> , 2023, 34, 979-1009.	2.6	1
2	The long-term benefits of Montessori pre-K for Latinx children from low-income families. <i>Applied Developmental Science</i> , 2022, 26, 252-266.	1.7	7
3	Preschool Teachers' Emotional Exhaustion in Relation to Classroom Instruction and Teacher-child Interactions. <i>Early Education and Development</i> , 2022, 33, 107-120.	2.6	32
4	Academics of the Early Primary Grades: Investigating the Alignment of Instructional Practices from Pre-K to Third Grade. <i>Early Education and Development</i> , 2022, 33, 1237-1255.	2.6	15
5	School uniforms and student behavior: is there a link?. <i>Early Childhood Research Quarterly</i> , 2022, 58, 278-286.	2.7	7
6	Classroom age composition and preschoolers' language and literacy gains: The role of classroom engagement. <i>Early Childhood Research Quarterly</i> , 2022, 60, 49-58.	2.7	4
7	Classrooms with high rates of absenteeism and individual success: Exploring students' achievement, executive function, and socio-behavioral outcomes. <i>Early Childhood Research Quarterly</i> , 2022, 59, 215-227.	2.7	7
8	Early childcare enrollment and the pursuit of higher education: A Canadian longitudinal study. <i>Learning and Instruction</i> , 2022, 80, 101615.	3.2	1
9	Can parents do it all? Changes in parent involvement from 1997 to 2009 among Head Start families. <i>Children and Youth Services Review</i> , 2021, 120, 105780.	1.9	3
10	Enrollment in public-prekindergarten and school readiness skills at kindergarten entry: Differential associations by home language, income, and program characteristics. <i>Early Childhood Research Quarterly</i> , 2021, 54, 60-71.	2.7	23
11	Detailing New Dangers. <i>Elementary School Journal</i> , 2021, 121, 484-503.	1.4	7
12	The Grade-Level and Cumulative Outcomes of Absenteeism. <i>Child Development</i> , 2021, 92, e548-e564.	3.0	19
13	The Role of Preschool Peers in Children's Language Development. <i>Seminars in Speech and Language</i> , 2021, 42, 088-100.	0.8	4
14	Reconsidering the relation between parental functioning and child externalizing behaviors: A meta-analysis on child-driven effects. <i>Journal of Family Psychology</i> , 2021, 35, 225-235.	1.3	35
15	Does the timing of kindergarten absences matter for children's early school success?. <i>School Psychology</i> , 2021, 36, 131-141.	2.4	2
16	Mothers' Depressive Symptoms and Children's Internalizing and Externalizing Behaviors: Examining Reciprocal Trait-State Effects from Age 2 to 15. <i>Child Development</i> , 2021, 92, 2496-2508.	3.0	5
17	What do parents want from preschool? Perspectives of low-income Latino/a immigrant families. <i>Early Childhood Research Quarterly</i> , 2020, 52, 38-48.	2.7	11
18	Community contexts and utilization of early childhood care and education among Mexican-origin children. <i>Early Childhood Research Quarterly</i> , 2020, 52, 4-14.	2.7	6

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19	Race/ethnicity, human capital, and the selection of young children into early childhood education. <i>Social Science Research</i> , 2020, 85, 102364.	2.0	6
20	Children's school readiness skills across the pre-K year: Associations with teacher-student interactions, teacher practices, and exposure to academic content. <i>Journal of Applied Developmental Psychology</i> , 2020, 66, 101084.	1.7	42
21	Changes in academic instructional experiences in Head Start classrooms from 2001â€“2015. <i>Early Childhood Research Quarterly</i> , 2020, 53, 534-550.	2.7	11
22	Early Childhood Educational Experiences and Preschool Absenteeism. <i>Elementary School Journal</i> , 2020, 121, 34-51.	1.4	8
23	Teacher-student relationships across the first seven years of education and adolescent outcomes. <i>Journal of Applied Developmental Psychology</i> , 2020, 71, 101200.	1.7	54
24	The classroom relational environment and childrenâ€™s early development in preschool. <i>Social Development</i> , 2020, 29, 1071-1091.	1.3	25
25	Absenteeism in the First Decade of Education Forecasts Civic Engagement and Educational and Socioeconomic Prospects in Young Adulthood. <i>Journal of Youth and Adolescence</i> , 2020, 49, 1835-1848.	3.5	29
26	Persistence and convergence: The end of kindergarten outcomes of pre-K graduates and their nonattending peers.. <i>Developmental Psychology</i> , 2020, 56, 2027-2039.	1.6	23
27	Transactional effects between parental sensitivity and child social adjustment: Specifying traitâ€™state aspects of parenting.. <i>Developmental Psychology</i> , 2020, 56, 1331-1342.	1.6	11
28	Teacherâ€™child interaction quality as a function of classroom age diversity and teachersâ€™ beliefs and qualifications. <i>Applied Developmental Science</i> , 2019, 23, 294-304.	1.7	32
29	Do teachers' instructional practices change when more students are absent?. <i>Teaching and Teacher Education</i> , 2019, 86, 102888.	3.2	1
30	School absenteeism in the first decade of education and outcomes in adolescence. <i>Journal of School Psychology</i> , 2019, 76, 48-61.	2.9	39
31	Classroom age composition and the early learning of preschoolers. <i>Journal of Educational Research</i> , 2019, 112, 234-242.	1.6	4
32	Starting Early: The Benefits of Attending Early Childhood Education Programs at Age 3. <i>American Educational Research Journal</i> , 2019, 56, 1495-1523.	2.7	21
33	Raising the bar: Teaching kindergartners with emotional and behavioral disabilities and teachersâ€™ readiness expectations. <i>Early Childhood Research Quarterly</i> , 2019, 48, 75-83.	2.7	3
34	Change in Risk Patterns Across Early Childhood and Childrenâ€™s First-grade Adjustment. <i>Journal of Child and Family Studies</i> , 2019, 28, 490-504.	1.3	3
35	Power of Two: The Impact of 2 Years of High Quality Teacher Child Interactions. <i>Early Education and Development</i> , 2019, 30, 60-81.	2.6	39
36	Intrusive parenting and child externalizing behaviors across childhood: The antecedents and consequences of child-driven effects.. <i>Journal of Family Psychology</i> , 2019, 33, 661-670.	1.3	10

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37	The role of elementary school quality in the persistence of preschool effects. <i>Children and Youth Services Review</i> , 2018, 86, 120-127.	1.9	20
38	Effects of an early childhood educator coaching intervention on preschoolers: The role of classroom age composition. <i>Early Childhood Research Quarterly</i> , 2018, 44, 101-113.	2.7	11
39	School Absenteeism through the Transition to Kindergarten. <i>Journal of Education for Students Placed at Risk</i> , 2018, 23, 24-38.	2.5	8
40	Classroom Age Composition and Preschoolers' School Readiness: The Implications of Classroom Quality and Teacher Qualifications. <i>AERA Open</i> , 2018, 4, 233285841875830.	2.1	16
41	Absenteeism in Head Start and Children's Academic Learning. <i>Child Development</i> , 2018, 89, 1088-1098.	3.0	33
42	Strengthening Causal Estimates for Links Between Spanking and Children's Externalizing Behavior Problems. <i>Psychological Science</i> , 2018, 29, 110-120.	3.3	54
43	Mothers' affective experiences and child behaviors: A diary study examining child-driven effects among Chinese preschoolers. <i>Children and Youth Services Review</i> , 2018, 94, 572-578.	1.9	2
44	Maternal Employment, Community Contexts, and the Child Care Arrangements of Diverse Groups. <i>Journal of Marriage and Family</i> , 2018, 80, 1210-1224.	2.6	11
45	Early Childhood Educational Settings and School Absenteeism for Children With Disabilities. <i>AERA Open</i> , 2018, 4, 233285841878557.	2.1	4
46	Commentary: What happens next? Delivering on the promise of preschool. <i>Early Childhood Research Quarterly</i> , 2018, 45, 177-182.	2.7	9
47	Continuity and changes in classroom age composition and achievement in Head Start. <i>Journal of Applied Developmental Psychology</i> , 2018, 58, 86-95.	1.7	5
48	Classroom Process and Practices in Public Pre-K Programs: Describing and Predicting Educational Opportunities in the Early Learning Sector. <i>Early Education and Development</i> , 2018, 29, 797-813.	2.6	14
49	Does Attendance in Private Schools Predict Student Outcomes at Age 15? Evidence From a Longitudinal Study. <i>Educational Researcher</i> , 2018, 47, 419-434.	5.4	23
50	The Benefits of Center-Based Care and Full-Day Kindergarten for School Attendance in the Early Grades. <i>Child and Youth Care Forum</i> , 2018, 47, 701-724.	1.6	5
51	The Transition into Kindergarten for English Language Learners. , 2018, , 185-204.		5
52	Variation in the long-term benefits of child care: The role of classroom quality in elementary school.. <i>Developmental Psychology</i> , 2018, 54, 1854-1867.	1.6	40
53	The persistence of preschool effects from early childhood through adolescence.. <i>Journal of Educational Psychology</i> , 2018, 110, 952-973.	2.9	40
54	Multigrade kindergarten classrooms and children's academic achievement, executive function, and socioemotional development. <i>Infant and Child Development</i> , 2017, 26, e2036.	1.5	9

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55	Bidirectional relations between intrusive caregiving among parents and teachers and children's externalizing behavior problems. <i>Early Childhood Research Quarterly</i> , 2017, 41, 13-20.	2.7	11
56	Gender Differences in Parents' Prenatal Wishes for their Children's Future: A Mixed-Methods Study. <i>Journal of Child and Family Studies</i> , 2017, 26, 1865-1874.	1.3	3
57	The selection of preschool for immigrant and native-born Latino families in the United States. <i>Early Childhood Research Quarterly</i> , 2017, 41, 149-160.	2.7	24
58	Association Between Television Viewing and Parent-Child Reading in the Early Home Environment. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2017, 38, 521-527.	1.1	25
59	Differential Third-Grade Outcomes Associated With Attending Publicly Funded Preschool Programs for Low-Income Latino Children. <i>Child Development</i> , 2017, 88, 1743-1756.	3.0	40
60	Activity settings in full-day kindergarten classrooms and children's early learning. <i>Early Childhood Research Quarterly</i> , 2017, 38, 23-32.	2.7	37
61	Changes in parents' spanking and reading as mechanisms for Head Start impacts on children.. <i>Journal of Family Psychology</i> , 2016, 30, 480-491.	1.3	24
62	Parent Involvement in Head Start and Children's Development: Indirect Effects Through Parenting. <i>Journal of Marriage and Family</i> , 2016, 78, 562-579.	2.6	52
63	Family Socioeconomic Status, Immigration, and Children's Transitions into School. <i>Family Relations</i> , 2016, 65, 73-84.	1.9	14
64	The selection of children from low-income families into preschool.. <i>Developmental Psychology</i> , 2016, 52, 599-612.	1.6	57
65	Child adjustment and parent functioning: Considering the role of child-driven effects.. <i>Journal of Family Psychology</i> , 2016, 30, 297-308.	1.3	17
66	Latin American Immigration, Maternal Education, and Approaches to Managing Children's Schooling in the United States. <i>Journal of Marriage and Family</i> , 2016, 78, 60-74.	2.6	23
67	Kindergarten readiness for low-income and ethnically diverse children attending publicly funded preschool programs in Miami. <i>Early Childhood Research Quarterly</i> , 2016, 37, 69-80.	2.7	29
68	Parenting Gains in Head Start as a Function of Initial Parenting Skill. <i>Journal of Marriage and Family</i> , 2016, 78, 1195-1207.	2.6	14
69	Maternal Depression and Children's Cognitive and Socio-Emotional Development at First Grade: The Moderating Role of Classroom Emotional Climate. <i>Journal of Child and Family Studies</i> , 2016, 25, 1247-1256.	1.3	11
70	Classroom Age Composition and the School Readiness of 3- and 4-Year-Olds in the Head Start Program. <i>Psychological Science</i> , 2016, 27, 53-63.	3.3	33
71	Children's hyperactivity, television viewing, and the potential for child effects. <i>Children and Youth Services Review</i> , 2016, 61, 135-140.	1.9	21
72	Combating Obesity in Head Start. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2015, 36, 605-612.	1.1	41

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73	Latin American immigrant parents and their children's teachers in U.S. early childhood education programmes. <i>International Journal of Psychology</i> , 2015, 50, 431-439.	2.8	22
74	Learning-related Social Skills as a Mediator between Teacher Instruction and Child Achievement in Head Start. <i>Social Development</i> , 2015, 24, 699-715.	1.3	11
75	Immigration and the interplay of parenting, preschool enrollment, and young children's academic skills.. <i>Journal of Family Psychology</i> , 2015, 29, 382-393.	1.3	20
76	Children's elicitation of changes in parenting during the early childhood years. <i>Early Childhood Research Quarterly</i> , 2015, 32, 139-149.	2.7	18
77	Montessori public school pre-K programs and the school readiness of low-income Black and Latino children.. <i>Journal of Educational Psychology</i> , 2014, 106, 1066-1079.	2.9	43
78	Stability and sequence of center-based and family childcare: Links with low-income children's school readiness. <i>Children and Youth Services Review</i> , 2013, 35, 358-366.	1.9	30
79	School readiness among low-income, Latino children attending family childcare versus centre-based care. <i>Early Child Development and Care</i> , 2012, 182, 1465-1485.	1.3	50
80	Mothers' implicit and explicit attitudes towards infant crying: predicting postpartum depressive symptoms. <i>Early Child Development and Care</i> , 0, , 1-12.	1.3	1