

Carlos Valiente

List of Publications by Year in descending order

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68
papers

5,868
citations

126907

33
h-index

102487

66
g-index

70
all docs

70
docs citations

70
times ranked

4244
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	Homeschooling: What do we know and what do we need to learn?. <i>Child Development Perspectives</i> , 2022, 16, 48-53.	3.9	5
3	Chronic stress predicts post-traumatic stress disorder symptoms via executive function deficits among urban American Indian children. <i>Stress</i> , 2022, 25, 97-104.	1.8	3
4	Early life socioeconomic differences in associations between childhood sleep and academic performance. <i>Journal of Applied Developmental Psychology</i> , 2022, 79, 101392.	1.7	3
5	The validity of the higher-order structure of effortful control as defined by inhibitory control, attention shifting, and focusing: A longitudinal and multi-informant study. <i>Journal of Personality</i> , 2022, 90, 781-798.	3.2	3
6	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
7	School readiness and achievement in early elementary school: Moderation by Students' temperament. <i>Journal of Applied Developmental Psychology</i> , 2021, 74, 101265.	1.7	10
8	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
9	Similarities and differences between actigraphy and parent-reported sleep in a Hispanic and non-Hispanic White sample. <i>Sleep Medicine</i> , 2021, 83, 160-167.	1.6	8
10	Emotion-related socialization in the classroom: Considering the roles of teachers, peers, and the classroom context.. <i>Developmental Psychology</i> , 2020, 56, 578-594.	1.6	58
11	Early elementary student-teacher relationship trajectories predict girls' math and boys' reading achievement. <i>Early Childhood Research Quarterly</i> , 2019, 49, 109-121.	2.7	14
12	Toddler risk and protective characteristics: Common and unique genetic and environmental influences. <i>Social Development</i> , 2019, 28, 482-498.	1.3	4
13	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
14	Emotional Self-regulation and Reactivity, School-based Relationships, and School Engagement and Achievement. , 2019, , 42-62.		10
15	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
16	Bidirectional associations between emotions and school adjustment. <i>Journal of Personality</i> , 2018, 86, 853-867.	3.2	6
17	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
18	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

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19	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
20	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
21	Relations of positive and negative expressivity and effortful control to kindergartenersâ€™ student-teacher relationship, academic engagement, and externalizing problems at school. <i>Journal of Research in Personality</i> , 2017, 67, 3-14.	1.7	63
22	Relations from temperamental approach reactivity and effortful control to academic achievement and peer relations in early elementary school. <i>Journal of Research in Personality</i> , 2017, 67, 15-26.	1.7	8
23	Concurrent and longitudinal associations of peersâ€™ acceptance with emotion and effortful control in kindergarten. <i>International Journal of Behavioral Development</i> , 2017, 41, 30-40.	2.4	22
24	Observed Emotions as Predictors of Quality of Kindergartnersâ€™ Social Relationships. <i>Social Development</i> , 2017, 26, 21-39.	1.3	20
25	Childrenâ€™s sleep and academic achievement. <i>International Journal of Behavioral Development</i> , 2017, 41, 275-284.	2.4	18
26	Elementary studentsâ€™ 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
27	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
28	Teachersâ€™ Effortful Control and Student Functioning: Mediating and Moderating Processes. <i>Social Development</i> , 2016, 25, 623-645.	1.3	8
29	Role of temperament in early adolescent pure and co-occurring internalizing and externalizing problems using a bifactor model: Moderation by parenting and gender. <i>Development and Psychopathology</i> , 2016, 28, 1487-1504.	2.3	35
30	Emotional expression in school context, social relationships, and academic adjustment in kindergarten.. <i>Emotion</i> , 2016, 16, 553-566.	1.8	54
31	Observed emotion frequency versus intensity as predictors of socioemotional maladjustment.. <i>Emotion</i> , 2015, 15, 699-704.	1.8	15
32	Conscientiousness: Origins in childhood?. <i>Developmental Psychology</i> , 2014, 50, 1331-1349.	1.6	205
33	Longitudinal Relations Among Parents' Reactions to Children's Negative Emotions, Effortful Control, and Math Achievement in Early Elementary School. <i>Child Development</i> , 2014, 85, 1932-1947.	3.0	20
34	Childrenâ€™s effortful control and academic achievement: do relational peer victimization and classroom participation operate as mediators?. <i>Journal of School Psychology</i> , 2014, 52, 433-445.	2.9	28
35	Children's shyness, popularity, school liking, cooperative participation, and internalizing problems in the early school years. <i>Early Childhood Research Quarterly</i> , 2014, 29, 85-94.	2.7	42
36	Arizona Twin Project: A Focus on Early Resilience. <i>Twin Research and Human Genetics</i> , 2013, 16, 404-411.	0.6	21

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37	Effortful Control and Impulsivity as Concurrent and Longitudinal Predictors of Academic Achievement. <i>Journal of Early Adolescence</i> , 2013, 33, 946-972.	1.9	48
38	Predicting Academic Achievement from Cumulative Home Risk: The Mediating Roles of Effortful Control, Academic Relationships, and School Avoidance. <i>Merrill-Palmer Quarterly</i> , 2012, 58, 375-408.	0.5	57
39	Kindergartners' Temperament, Classroom Engagement, and Student-teacher Relationship: Moderation by Effortful Control. <i>Social Development</i> , 2012, 21, 558-576.	1.3	87
40	Linking Students' Emotions and Academic Achievement: When and Why Emotions Matter. <i>Child Development Perspectives</i> , 2012, 6, 129-135.	3.9	233
41	Predicting Early Adolescents' Academic Achievement, Social Competence, and Physical Health From Parenting, Ego Resilience, and Engagement Coping. <i>Journal of Early Adolescence</i> , 2011, 31, 548-576.	1.9	83
42	Relations of Children's Effortful Control and Teacher-Child Relationship Quality to School Attitudes in a Low-Income Sample. <i>Early Education and Development</i> , 2011, 22, 434-460.	2.6	59
43	Parental Expressivity and Parenting Styles in Chinese Families: Prospective and Unique Relations to Children's Psychological Adjustment. <i>Parenting</i> , 2011, 11, 288-307.	1.4	50
44	Children's Effortful Control and Academic Achievement: Mediation Through Social Functioning. <i>Early Education and Development</i> , 2011, 22, 411-433.	2.6	93
45	Prediction of kindergartners' academic achievement from their effortful control and emotionality: Evidence for direct and moderated relations. <i>Journal of Educational Psychology</i> , 2010, 102, 550-560.	2.9	126
46	The Factor Structure of Effortful Control and Measurement Invariance Across Ethnicity and Sex in a High-Risk Sample. <i>Journal of Psychopathology and Behavioral Assessment</i> , 2010, 32, 8-22.	1.2	83
47	Self-Regulation and School Readiness. <i>Early Education and Development</i> , 2010, 21, 681-698.	2.6	277
48	How the study of regulation can inform the study of coping. <i>New Directions for Child and Adolescent Development</i> , 2009, 2009, 75-86.	2.2	20
49	Children's responses to daily social stressors: relations with parenting, children's effortful control, and adjustment. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2009, 50, 707-717.	5.2	51
50	Longitudinal relations of children's effortful control, impulsivity, and negative emotionality to their externalizing, internalizing, and co-occurring behavior problems. <i>Developmental Psychology</i> , 2009, 45, 988-1008.	1.6	518
51	Prediction of children's academic competence from their effortful control, relationships, and classroom participation. <i>Journal of Educational Psychology</i> , 2008, 100, 67-77.	2.9	324
52	The relations of effortful control and impulsivity to children's sympathy: A longitudinal study. <i>Cognitive Development</i> , 2007, 22, 544-567.	1.3	96
53	Pathways to Problem Behaviors: Chaotic Homes, Parent and Child Effortful Control, and Parenting. <i>Social Development</i> , 2007, 16, 249-267.	1.3	203
54	Longitudinal Relations Among Parental Emotional Expressivity and Sympathy and Prosocial Behavior in Adolescence. <i>Social Development</i> , 2007, 16, 286-309.	1.3	56

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55	Relation of emotion-related regulation to children's social competence: A longitudinal study.. Emotion, 2006, 6, 498-510.	1.8	281
56	Relations among mothers' expressivity, children's effortful control, and their problem behaviors: A four-year longitudinal study.. Emotion, 2006, 6, 459-472.	1.8	100
57	Children's coping strategies and coping efficacy: Relations to parent socialization, child adjustment, and familial alcoholism. Development and Psychopathology, 2006, 18, 445-69.	2.3	33
58	The Relations of Problem Behavior Status to Children's Negative Emotionality, Effortful Control, and Impulsivity: Concurrent Relations and Prediction of Change.. Developmental Psychology, 2005, 41, 193-211.	1.6	362
59	Relations Among Positive Parenting, Children's Effortful Control, and Externalizing Problems: A Three-Wave Longitudinal Study. Child Development, 2005, 76, 1055-1071.	3.0	622
60	Elaborations on a Theme: Beyond Main Effects in Relations of Parenting to Children's Coping and Regulation. Parenting, 2004, 4, 319-323.	1.4	14
61	The Relations of Effortful Control and Impulsivity to Children's Resiliency and Adjustment. Child Development, 2004, 75, 25-46.	3.0	395
62	The relations of mothers' negative expressivity to children's experience and expression of negative emotion. Journal of Applied Developmental Psychology, 2004, 25, 215-235.	1.7	27
63	Prediction of Children's Empathy-Related Responding From Their Effortful Control and Parents' Expressivity.. Developmental Psychology, 2004, 40, 911-926.	1.6	137
64	The Relations of Parental Expressivity and Support to Children's Coping With Daily Stress.. Journal of Family Psychology, 2004, 18, 97-106.	1.3	89
65	The Relations of Effortful Control and Reactive Control to Children's Externalizing Problems: A Longitudinal Assessment. Journal of Personality, 2003, 71, 1171-1196.	3.2	136
66	Longitudinal relations among parental emotional expressivity, children's regulation, and quality of socioemotional functioning.. Developmental Psychology, 2003, 39, 3-19.	1.6	225
67	Longitudinal relations among parental emotional expressivity, children's regulation, and quality of socioemotional functioning.. Developmental Psychology, 2003, 39, 3-19.	1.6	99
68	The interaction between parental warmth and the teacherâ€student relationship predicts changes in early elementary children's problem behaviors. Social Development, 0, , .	1.3	3