

Antje von Suchodoletz

List of Publications by Year in descending order

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Version: 2024-02-01

44
papers

1,102
citations

567281

15
h-index

434195

31
g-index

47
all docs

47
docs citations

47
times ranked

949
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring types of educational classroom talk in early childhood education centres. <i>Research Papers in Education</i> , 2022, 37, 30-51.	3.0	3
2	Editorial: The Potential of School-Based Interventions That Target Executive Function. <i>Frontiers in Psychology</i> , 2022, 13, 831745.	2.1	0
3	Associations Between Parenting Stress and Children's Academic Engagement When Schools Were Closed During the COVID-19 Pandemic: Risk and Protective Factors. <i>Open Education Studies</i> , 2022, 4, 187-205.	0.8	0
4	Effects of parental involvement programs on young children's academic and social-emotional outcomes: A meta-analysis. <i>Journal of Family Psychology</i> , 2022, 36, 1329-1339.	1.3	7
5	Maternal book-sharing styles and goals and children's verbal contributions in three communities. <i>Early Childhood Research Quarterly</i> , 2021, 54, 228-238.	2.7	6
6	Reading for pleasure among Jordanian children: a community-based reading intervention. <i>Journal of Research in Reading</i> , 2021, 44, 360-378.	2.0	6
7	Investigating Bidirectional Links Between the Quality of Teacher-Child Relationships and Children's Interest and Pre-academic Skills in Literacy and Math. <i>Child Development</i> , 2021, 92, 388-407.	3.0	17
8	Cultural values shape the expression of self-evaluative social emotions. <i>Scientific Reports</i> , 2021, 11, 13169.	3.3	10
9	The role of preacademic activities and adult-centeredness in mother-child play in educated urban middle-class families from three cultures. <i>Journal of Research in Reading</i> , 2021, 44, 101600.		2
10	Adrenocortical and psychosocial responses of families in Jordan to the COVID-19 pandemic. <i>Child Development</i> , 2021, 92, e798-e816.	3.0	14
11	Understanding the association between spirituality and mental health outcomes in adolescents in two non-Western countries: Exploring self-control as a potential mediator. <i>Development and Psychopathology</i> , 2021, , 1-10.	2.3	1
12	Patterns of dialogic teaching in kindergarten classrooms of Finland and the United Arab Emirates. <i>Learning, Culture and Social Interaction</i> , 2020, 25, 100264.	1.8	9
13	Examination of teacher-child interactions in early childhood education programmes in the United Arab Emirates. <i>International Journal of Early Years Education</i> , 2020, 28, 6-21.	0.8	9
14	Features of speech in German and US-American mother-toddler dyads during toy play and book-reading. <i>Journal of Child Language</i> , 2020, 47, 112-131.	1.2	5
15	Can mindsets influence college students' motivation to learn? Findings from the United States and the United Arab Emirates. <i>Higher Education</i> , 2020, 79, 731-748.	4.4	5
16	Relations between Kindergarten Teachers' Occupational Well-being and the Quality of Teacher-child Interactions. <i>Early Education and Development</i> , 2020, 31, 994-1010.	2.6	35
17	Teacher emotional support in relation to social competence in preschool classrooms. <i>International Journal of Research and Method in Education</i> , 2020, 43, 444-460.	1.9	30
18	Investigating quality indicators of early childhood education programs in Kosovo, Ukraine and Finland. <i>International Journal of Early Years Education</i> , 2020, , 1-17.	0.8	2

#	ARTICLE	IF	CITATIONS
19	Exploring Diurnal Cortisol Rhythms of Kindergarten Teachers in Kosovo and Ukraine. <i>American Journal of Community Psychology</i> , 2019, 63, 286-297.	2.5	4
20	Exploring a bidirectional model of executive functions and fluid intelligence across early development. <i>Intelligence</i> , 2019, 75, 111-121.	3.0	6
21	Facilitators, teachers, observers, and play partners: Exploring how mothers describe their role in play activities across three communities. <i>Learning, Culture and Social Interaction</i> , 2019, 21, 223-233.	1.8	7
22	Bidirectionality in preschool children's executive functions and language skills: Is one developing skill the better predictor of the other?. <i>Early Childhood Research Quarterly</i> , 2018, 42, 205-214.	2.7	80
23	Personal and contextual factors associated with growth in preschool teachers' self-efficacy beliefs during a longitudinal professional development study. <i>Teaching and Teacher Education</i> , 2018, 75, 278-289.	3.2	46
24	Measuring executive function in Indian mothers and their 4-year-old daughters. <i>PsyCh Journal</i> , 2017, 6, 16-28.	1.1	7
25	Boys have caught up, family influences still continue: Influences on executive functioning and behavioral self-regulation in elementary students in Germany. <i>PsyCh Journal</i> , 2017, 6, 29-42.	1.1	10
26	Boys have not caught up, family influences still continue: Influences on executive functioning and behavioral self-regulation in elementary students in Germany. <i>PsyCh Journal</i> , 2017, 6, 205-218.	1.1	7
27	Measuring cognitive reappraisal and expressive suppression in children: A parent-rating version of the emotion regulation questionnaire. <i>European Journal of Developmental Psychology</i> , 2017, 14, 489-497.	1.8	4
28	The Role of Attention Shifting in Orthographic Competencies: Cross-Sectional Findings from 1st, 3rd, and 8th Grade Students. <i>Frontiers in Psychology</i> , 2017, 8, 1665.	2.1	8
29	Home literacy as cultural transmission: Parent preferences for shared reading in the United Arab Emirates. <i>Learning, Culture and Social Interaction</i> , 2016, 11, 142-152.	1.8	8
30	Reading and spelling skills in German third graders: Examining the role of student and context characteristics. <i>British Journal of Educational Psychology</i> , 2015, 85, 533-550.	2.9	11
31	Self-Regulation Across Different Contexts: Findings in Young Albanian Children. <i>Early Education and Development</i> , 2015, 26, 829-846.	2.6	20
32	Boys Might Catch Up, Family Influences Continue: Influences on Behavioral Self-Regulation in Children From an Affluent Region in Germany Before School Entry. <i>Early Education and Development</i> , 2015, 26, 645-662.	2.6	15
33	Face it or hide it: parental socialization of reappraisal and response suppression. <i>Frontiers in Psychology</i> , 2014, 4, 992.	2.1	45
34	The Impact of Self-Regulation on Preschool Mathematical Achievement. <i>Child Indicators Research</i> , 2014, 7, 805-820.	2.3	19
35	Early Behavioral Self-Regulation, Academic Achievement, and Gender: Longitudinal Findings From France, Germany, and Iceland. <i>Applied Developmental Science</i> , 2014, 18, 90-109.	1.7	103
36	A typical morning in preschool: Observations of teacher-child interactions in German preschools. <i>Early Childhood Research Quarterly</i> , 2014, 29, 509-519.	2.7	136

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37	Preschoolers' use of suppression influences subsequent self-control but does not interfere with verbal memory. <i>Learning and Individual Differences</i> , 2014, 32, 219-224.	2.7	8
38	Erfassung der Selbstregulation vor dem Schuleintritt. <i>Physics and Chemistry of Minerals</i> , 2014, 61, 165.	0.8	11
39	Behavior Regulation and Early Math and Vocabulary Knowledge in German Preschool Children. <i>Early Education and Development</i> , 2013, 24, 310-331.	2.6	26
40	Behavioral self-regulation and relations to emergent academic skills among children in Germany and Iceland. <i>Early Childhood Research Quarterly</i> , 2013, 28, 62-73.	2.7	123
41	Kindergarten children's attachment security, inhibitory control, and the internalization of rules of conduct. <i>Frontiers in Psychology</i> , 2013, 4, 133.	2.1	14
42	Self-Efficacy in Regulating Positive and Negative Emotions. <i>European Journal of Psychological Assessment</i> , 2013, 29, 197-204.	3.0	39
43	Linking Maternal Warmth and Responsiveness to Children's Self-regulation. <i>Social Development</i> , 2011, 20, 486-503.	1.3	77
44	Transition to school: The role of kindergarten children's behavior regulation. <i>Learning and Individual Differences</i> , 2009, 19, 561-566.	2.7	75