

# Rebecca H Berger

## List of Publications by Year in descending order

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Version: 2024-02-01

21  
papers

371  
citations

840776

11  
h-index

839539

18  
g-index

21  
all docs

21  
docs citations

21  
times ranked

311  
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	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
5	Children’s mu suppression is sensitive to witnessing others’ social victimization. <i>Social Neuroscience</i> , 2020, 15, 348-354.	1.3	4
6	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
7	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
8	Bidirectional associations between emotions and school adjustment. <i>Journal of Personality</i> , 2018, 86, 853-867.	3.2	6
9	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
10	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
11	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
12	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
13	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
14	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
15	Observed Emotions as Predictors of Quality of Kindergartners’ Social Relationships. <i>Social Development</i> , 2017, 26, 21-39.	1.3	20
16	Children’s sleep and academic achievement. <i>International Journal of Behavioral Development</i> , 2017, 41, 275-284.	2.4	18
17	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
18	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

#	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	Observed emotion frequency versus intensity as predictors of socioemotional maladjustment.. <i>Emotion</i> , 2015, 15, 699-704.	1.8	15
21	Children'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