

# Robin A Banerjee

## List of Publications by Year in descending order

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Version: 2024-02-01

81  
papers

2,971  
citations

159525

30  
h-index

182361

51  
g-index

87  
all docs

87  
docs citations

87  
times ranked

2316  
citing authors

#	ARTICLE	IF	CITATIONS
1	Peer audience effects on children's vocal masculinity and femininity. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2022, 377, 20200397.	1.8	3
2	Clinical and cost-effectiveness of social recovery therapy for the prevention and treatment of long-term social disability among young people with emerging severe mental illness (PRODIGY): randomised controlled trial. <i>British Journal of Psychiatry</i> , 2022, 220, 154-162.	1.7	5
3	A conceptual replication study of a self-affirmation intervention to improve the academic achievement of low-income pupils in England. <i>Educational Research and Evaluation</i> , 2022, 27, 83-116.	0.9	5
4	The development of explicit occupational gender stereotypes in children: Comparing perceived gender ratios and competence beliefs. <i>Journal of Vocational Behavior</i> , 2022, 134, 103703.	1.9	5
5	“People like me don’t do well at school”: The roles of identity compatibility and school context in explaining the socioeconomic attainment gap. <i>British Journal of Educational Psychology</i> , 2022, , e12494.	1.6	4
6	Voice Cues Influence Children’s Assessment of Adults’ Occupational Competence. <i>Journal of Nonverbal Behavior</i> , 2021, 45, 281-296.	0.6	2
7	“It All Makes Us Feel Together”: Young People's Experiences of Virtual Group Music-Making During the COVID-19 Pandemic. <i>Frontiers in Psychology</i> , 2021, 12, 703892.	1.1	11
8	Social recovery therapy for young people with emerging severe mental illness: the Prodigy RCT. <i>Health Technology Assessment</i> , 2021, 25, 1-98.	1.3	1
9	A Model of Psychological Mechanisms of Inclusive Music-Making: Empowerment of Marginalized Young People. <i>Music &amp; Science</i> , 2021, 4, 205920432110597.	0.6	5
10	Television exposure, consumer culture values, and lower well-being among preadolescent children: The mediating role of consumer-focused coping strategies. <i>British Journal of Social Psychology</i> , 2020, 59, 26-48.	1.8	5
11	Theory of mind and peer relationships: The role of social anxiety. <i>Social Development</i> , 2020, 29, 478-493.	0.8	28
12	Physiological and perceptual correlates of masculinity in children's voices. <i>Hormones and Behavior</i> , 2020, 117, 104616.	1.0	6
13	Civic knowledge and open classroom discussion: explaining tolerance of corruption among 8th-grade students in Latin America. <i>Educational Psychology</i> , 2020, 40, 186-206.	1.2	12
14	“This Is What a Mechanic Sounds Like”: Children’s Vocal Control Reveals Implicit Occupational Stereotypes. <i>Psychological Science</i> , 2020, 31, 957-967.	1.8	4
15	Accountability, performance management and inspection: how to enable positive responses to diversity?. <i>Journal of Research in Special Educational Needs</i> , 2020, 20, 146-171.	0.5	2
16	Children can control the expression of masculinity and femininity through the voice. <i>Royal Society Open Science</i> , 2019, 6, 190656.	1.1	16
17	The role of sex-related voice variation in children's gender-role stereotype attributions. <i>British Journal of Developmental Psychology</i> , 2019, 37, 396-409.	0.9	6
18	Psychological benefits of networking technologies in children’s experience of ensemble music making. <i>International Journal of Music Education</i> , 2019, 37, 59-77.	1.0	7

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19	Adolescents'™ Conceptualizations of Kindness and its Links with Well-being: A Focus Group Study. <i>Journal of Social and Personal Relationships</i> , 2019, 36, 599-617.	1.4	29
20	Supporting the education and well-being of children who are looked-after: what is the role of the virtual school?. <i>European Journal of Psychology of Education</i> , 2019, 34, 101-121.	1.3	11
21	‘œI just feel so guilty’œ: The role of introjected regulation in linking appearance goals for exercise with women’s™ body image. <i>Body Image</i> , 2017, 20, 120-129.	1.9	33
22	‘œIt makes me feel alive’œ™: the socio-motivational impact of drama and theatre on marginalised young people. <i>Emotional and Behavioural Difficulties</i> , 2017, 22, 35-49.	0.7	9
23	Theory of mind and school achievement: The mediating role of social competence. <i>Cognitive Development</i> , 2017, 44, 85-97.	0.7	39
24	Prevention and treatment of long-term social disability amongst young people with emerging severe mental illness with social recovery therapy (The PRODIGY Trial): study protocol for a randomised controlled trial. <i>Trials</i> , 2017, 18, 315.	0.7	14
25	Conversations about mental states and theory of mind development during middle childhood: A training study. <i>Journal of Experimental Child Psychology</i> , 2016, 149, 41-61.	0.7	57
26	Lateralization of infant holding by mothers: A longitudinal evaluation of variations over the first 12 weeks. <i>Laterality</i> , 2016, 21, 12-33.	0.5	34
27	Self-Presentation and the Role of Perspective Taking and Social Motivation in Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 649-657.	1.7	15
28	Better to be equal? Challenges to equality for cognitively able children with autism spectrum disorders in a social decision game. <i>Autism</i> , 2015, 19, 178-186.	2.4	18
29	Control of voice gender in pre-pubertal children. <i>British Journal of Developmental Psychology</i> , 2014, 32, 100-106.	0.9	28
30	Consumer culture ideals, extrinsic motivations, and well-being in children. <i>European Journal of Social Psychology</i> , 2014, 44, 349-359.	1.5	24
31	Working with ‘œSocial and Emotional Aspects of Learning’œ™ (<scp>SEAL</scp>): associations with school ethos, pupil social experiences, attendance, and attainment. <i>British Educational Research Journal</i> , 2014, 40, 718-742.	1.4	62
32	Childhood social anxiety and social support-seeking: distinctive links with perceived support from teachers. <i>European Journal of Psychology of Education</i> , 2014, 29, 43-62.	1.3	9
33	To have or to learn? The effects of materialism on British and Chinese children’s™ learning.. <i>Journal of Personality and Social Psychology</i> , 2014, 106, 803-821.	2.6	41
34	The Role of Social Goals in Bullies' and Victims' Social Information Processing in Response to Ambiguous and Overtly Hostile Provocation. <i>Social Development</i> , 2014, 23, 593-610.	0.8	8
35	Promoting theory of mind during middle childhood: A training program. <i>Journal of Experimental Child Psychology</i> , 2014, 126, 52-67.	0.7	109
36	Situating maltreatment in the social context: Challenges for research. <i>Developmental Review</i> , 2013, 33, 279-284.	2.6	1

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37	Differentiated associations between childhood maltreatment experiences and social understanding: A meta-analysis and systematic review. <i>Developmental Review</i> , 2013, 33, 1-28.	2.6	136
38	Developmetrics A balanced and short Best Friend Index for children and young adolescents. <i>European Journal of Developmental Psychology</i> , 2013, 10, 634-641.	1.0	8
39	Children's Understanding of Disclaimers. <i>Social Cognition</i> , 2012, 30, 18-36.	0.5	12
40	Bicultural adolescents' anger regulation: In between two cultures?. <i>Cognition and Emotion</i> , 2012, 26, 577-586.	1.2	9
41	Are materialistic teenagers less motivated to learn? Cross-sectional and longitudinal evidence from the United Kingdom and Hong Kong.. <i>Journal of Educational Psychology</i> , 2012, 104, 74-86.	2.1	50
42	Longitudinal effects of theory of mind on later peer relations: The role of prosocial behavior.. <i>Developmental Psychology</i> , 2012, 48, 257-270.	1.2	274
43	Children's Reasoning About Self-Presentation Following Rule Violations: The Role of Self-Focused Attention. <i>Child Development</i> , 2012, 83, 1805-1821.	1.7	22
44	Social Anxiety and Content Specificity of Interpretation and Judgemental Bias in Children. <i>Infant and Child Development</i> , 2012, 21, 298-309.	0.9	22
45	Maltreated Children's Social Understanding and Empathy: A Preliminary Exploration of Foster Carers' Perspectives. <i>Journal of Child and Family Studies</i> , 2012, 21, 237-246.	0.7	29
46	Peer play, emotion understanding, and socio-moral explanation: The role of gender. <i>British Journal of Developmental Psychology</i> , 2011, 29, 188-196.	0.9	34
47	Peer Relations and the Understanding of Faux Pas: Longitudinal Evidence for Bidirectional Associations. <i>Child Development</i> , 2011, 82, 1887-1905.	1.7	149
48	Anger response styles in Chinese and Dutch children: A socio-cultural perspective on anger regulation. <i>British Journal of Developmental Psychology</i> , 2011, 29, 806-822.	0.9	11
49	The understanding and self-reported use of emotional display rules in children with autism spectrum disorders. <i>Cognition and Emotion</i> , 2011, 25, 947-956.	1.2	9
50	Children's reasoning about the self-presentational consequences of apologies and excuses following rule violations. <i>British Journal of Developmental Psychology</i> , 2010, 28, 799-815.	0.9	34
51	Upsetting others and provoking ridicule: Children's reasoning about the self-presentational consequences of rule violation. <i>British Journal of Developmental Psychology</i> , 2010, 28, 941-947.	0.9	7
52	Depression and Social Anxiety in Children: Differential Links with Coping Strategies. <i>Journal of Abnormal Child Psychology</i> , 2010, 38, 405-419.	3.5	88
53	Can you tell me something about yourself?. <i>Autism</i> , 2010, 14, 457-473.	2.4	35
54	Social Interaction Anxiety and the Discounting of Positive Interpersonal Events. <i>Behavioural and Cognitive Psychotherapy</i> , 2010, 38, 597-609.	0.9	34

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55	Self-presentational features in childhood social anxiety. <i>Journal of Anxiety Disorders</i> , 2010, 24, 34-41.	1.5	15
56	Self-reported Use of Emotional Display Rules in the Netherlands and Iran: Evidence for Sociocultural Influence. <i>Social Development</i> , 2009, 18, 397-411.	0.8	34
57	Experimental modification of interpretation bias in socially anxious children: Changes in interpretation, anticipated interpersonal anxiety, and social anxiety symptoms. <i>Behaviour Research and Therapy</i> , 2009, 47, 1085-1089.	1.6	101
58	Brief Report: Self-Presentation of Children with Autism Spectrum Disorders. <i>Journal of Autism and Developmental Disorders</i> , 2008, 38, 1187-1191.	1.7	27
59	Post-event processing and autobiographical memory in social anxiety: The influence of negative feedback and rumination. <i>Journal of Anxiety Disorders</i> , 2008, 22, 1190-1204.	1.5	35
60	Interpretations and judgments regarding positive and negative social scenarios in childhood social anxiety. <i>Behaviour Research and Therapy</i> , 2008, 46, 870-876.	1.6	46
61	Individual Differences in Children's Materialism: The Role of Peer Relations. <i>Personality and Social Psychology Bulletin</i> , 2008, 34, 17-31.	1.9	119
62	The verbal threat information pathway to fear in children: The longitudinal effects on fear cognitions and the immediate effects on avoidance behavior.. <i>Journal of Abnormal Psychology</i> , 2008, 117, 214-224.	2.0	93
63	Social cognition and anxiety in children. , 2008, , 239-270.		21
64	The effects of verbal information on children's fear beliefs about social situations. <i>Behaviour Research and Therapy</i> , 2007, 45, 21-37.	1.6	34
65	Children's differentiation between beliefs about matters of fact and matters of opinion.. <i>Developmental Psychology</i> , 2007, 43, 1084-1096.	1.2	14
66	Children's understanding of modesty in front of peer and adult audiences. <i>Infant and Child Development</i> , 2007, 16, 227-236.	0.9	55
67	Children's Differentiation Between Ingratiation and Self-Promotion. <i>Social Development</i> , 2007, 16, 758-776.	0.8	18
68	Popular and Rejected Children's Reasoning Regarding Negative Emotions in Social Situations: The Role of Gender. <i>Social Development</i> , 2006, 15, 418-433.	0.8	19
69	Children's representations of the earth: A methodological comparison. <i>British Journal of Developmental Psychology</i> , 2006, 24, 353-372.	0.9	27
70	Social Anxiety and Self-Evaluation of Social Performance in a Nonclinical Sample of Children. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2006, 35, 292-301.	2.2	54
71	Is the world round or flat? Children's understanding of the earth. <i>European Journal of Developmental Psychology</i> , 2006, 3, 124-141.	1.0	19
72	The role of social experience in advanced social understanding. <i>Behavioral and Brain Sciences</i> , 2004, 27, .	0.4	6

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73	Children's Understanding of Self-Presentational Behavior: Links With Mental-State Reasoning and the Attribution of Embarrassment. Merrill-Palmer Quarterly, 2002, 48, 378-404.	0.3	64
74	Individual differences in children's understanding of social evaluation concerns. Infant and Child Development, 2002, 11, 237-252.	0.9	17
75	Audience Effects on Self-Presentation in Childhood. Social Development, 2002, 11, 487-507.	0.8	92
76	Social-Cognitive Factors in Childhood Social Anxiety: A Preliminary Investigation. Social Development, 2001, 10, 558-572.	0.8	89
77	Boys will be Boys: The Effect of Social Evaluation Concerns on Genderâ€™Typing. Social Development, 2000, 9, 397-408.	0.8	50
78	The development of an understanding of modesty. British Journal of Developmental Psychology, 2000, 18, 499-517.	0.9	73
79	Children's understanding of self-presentational display rules: Associations with mental-state understanding. British Journal of Developmental Psychology, 1999, 17, 111-124.	0.9	90
80	Children's explanations for self-presentational behaviour. European Journal of Social Psychology, 1999, 29, 105-111.	1.5	120
81	Quiet time via transcendental meditation in secondary school pupils with special educational needs: effects on well-being and behaviour. Pastoral Care in Education, 0, , 1-16.	0.9	0