

Ruben Fukkink

List of Publications by Year in descending order

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Version: 2024-02-01

51
papers

1,624
citations

430874

18
h-index

330143

37
g-index

51
all docs

51
docs citations

51
times ranked

1343
citing authors

#	ARTICLE	IF	CITATIONS
1	Social interactions among nonparental adults and parents in the neighbourhood: a mixed-method vignette study. <i>European Journal of Social Work</i> , 2022, 25, 376-390.	0.9	1
2	Caregiver-child relationships in after-school care: the role of gender and the gender match. <i>Early Child Development and Care</i> , 2022, 192, 2665-2678.	1.3	2
3	Exploring children's well-being in daycare: how do children feel all day?. <i>European Early Childhood Education Research Journal</i> , 2022, 30, 730-744.	1.9	2
4	Practical solution or missed opportunity? The impact of language of instruction on Dutch history teachers' application of pedagogical content knowledge (PCK). <i>Teaching and Teacher Education</i> , 2022, 115, 103721.	3.2	2
5	Standardising coaching of preservice teachers in the classroom: Development and trial of the synchronous online feedback tool (SOFT). <i>Teaching and Teacher Education</i> , 2022, 117, 103780.	3.2	3
6	Teachers' Experiences With Difficult Bullying Situations in the School: An Explorative Study. <i>Journal of Early Adolescence</i> , 2021, 41, 43-69.	1.9	18
7	Effects of Implementing Multiple Components in a School-Wide Antibullying Program: A Randomized Controlled Trial in Elementary Schools. <i>Child Development</i> , 2021, 92, 1605-1623.	3.0	1
8	The effects of a preschool-based intervention for Early Childhood Education and Care teachers in promoting healthy eating and physical activity in young children: A cluster randomised controlled trial. <i>PLoS ONE</i> , 2021, 16, e0255023.	2.5	6
9	SMS counselling at a child helpline: counsellor strategies, children's stressors and well-being. <i>British Journal of Guidance and Counselling</i> , 2020, 48, 263-275.	1.2	4
10	Inclusive early childhood education and care: a longitudinal study into the growth of interprofessional collaboration. <i>Journal of Interprofessional Care</i> , 2020, 34, 362-372.	1.7	18
11	The impact of in-service professional development on the quality of teacher-child interactions in early education and care: A meta-analysis. <i>Educational Research Review</i> , 2020, 29, 100309.	7.8	41
12	A showdown between bilingual and mainstream education: the impact of language of instruction on learning subject content knowledge. <i>International Journal of Bilingual Education and Bilingualism</i> , 2020, , 1-14.	2.1	3
13	The Effects of the PLAYTOD Program on Children's Physical Activity at Preschool Playgrounds in a Deprived Urban Area: A Randomized Controlled Trial. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 329.	2.6	9
14	Pedagogical quality of after-school care: Relaxation and/or enrichment?. <i>Children and Youth Services Review</i> , 2020, 112, 104903.	1.9	7
15	The effects of instructional focus and task type on pre-vocational learners' ability in EFL oral interaction. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2020, 171, 153-190.	1.4	1
16	A Realist Synthesis of Interprofessional Collaboration in the Early Years; Becoming Familiar with Other Professionals. <i>International Journal of Integrated Care</i> , 2020, 20, 16.	0.2	5
17	Maladaptive behavior in relation to the basic psychological needs of students in secondary education. <i>European Journal of Psychology of Education</i> , 2019, 34, 601-619.	2.6	14
18	Fostering Students' Appraisals of the Relevance of History by Comparing Analogous Cases of an Enduring Human Issue: A Quasi-Experimental Study. <i>Cognition and Instruction</i> , 2019, 37, 512-533.	2.9	7

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19	Effects of antibullying programs on teachers' interventions in bullying situations. A meta-analysis. <i>Psychology in the Schools</i> , 2019, 56, 1522-1539.	1.8	37
20	Caregivers' Mind-Mindedness in Early Center-based Childcare. <i>Early Education and Development</i> , 2019, 30, 854-871.	2.6	7
21	A preschool-based intervention for Early Childhood Education and Care (ECEC) teachers in promoting healthy eating and physical activity in toddlers: study protocol of the cluster randomized controlled trial PreSchool@HealthyWeight. <i>BMC Public Health</i> , 2019, 19, 278.	2.9	15
22	Training Interaction Skills of Pre-service ECEC Teachers: Moving from in-Service to Pre-service Professional Development. <i>Early Childhood Education Journal</i> , 2019, 47, 497-507.	2.7	9
23	A Comparative Exploration of the Pedagogical Quality of Parent-Led Child Care Centers and Regular Child Care in The Netherlands. <i>Early Education and Development</i> , 2019, 30, 98-113.	2.6	1
24	The development of interaction skills in preservice teacher education: A mixed-methods study of Dutch pre-service teachers. <i>Early Childhood Education Journal</i> , 2019, 47, 321-329.	2.7	10
25	Oral Interaction in the EFL Classroom: The Effects of Instructional Focus and Task Type on Learner Affect. <i>Modern Language Journal</i> , 2019, 103, 308-326.	2.3	20
26	Young children's exploration of the indoor playroom space in center-based childcare. <i>Early Childhood Research Quarterly</i> , 2018, 43, 33-41.	2.7	12
27	Impact of In-Service Professional Development Programs for Early Childhood Teachers on Quality Ratings and Child Outcomes: A Meta-Analysis. <i>Review of Educational Research</i> , 2018, 88, 401-433.	7.5	191
28	Effects of early childhood education training and video interaction guidance on teachers' interactive skills. <i>Journal of Early Childhood Teacher Education</i> , 2018, 39, 278-292.	1.5	11
29	Content and Language Integrated Learning in Dutch bilingual education. <i>Dutch Journal of Applied Linguistics</i> , 2018, 7, 156-176.	0.3	5
30	Effects of the Caregiver Interaction Profile Training on Caregiver-Child Interactions in Dutch Child Care Centers: A Randomized Controlled Trial. <i>Child and Youth Care Forum</i> , 2017, 46, 413-436.	1.6	26
31	Improving quality of the child care environment through a consultancy programme for centre directors. <i>International Journal of Early Years Education</i> , 2017, 25, 361-378.	0.8	3
32	Men and women in childcare: a study of caregiver-child interactions. <i>European Early Childhood Education Research Journal</i> , 2017, 25, 412-424.	1.9	16
33	Children's executive and social functioning and family context as predictors of preschool vocabulary. <i>Learning and Individual Differences</i> , 2017, 57, 1-8.	2.7	8
34	Mind-Mindedness of Male and Female Caregivers in Childcare and the Relation to Sensitivity and Attachment: An Exploratory Study. , 2017, 48, 134-146.		14
35	A meta-analysis of the impact of early childhood interventions on the development of children in the Netherlands: an inconvenient truth?. <i>European Early Childhood Education Research Journal</i> , 2017, 25, 656-666.	1.9	22
36	Is Caregiver Gender Important for Boys and Girls? Gender-Specific Child-Caregiver Interactions and Attachment Relationships. <i>Early Education and Development</i> , 2017, 28, 559-571.	2.6	15

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37	Single session email consultation for parents: an evaluation of its effect on empowerment. <i>British Journal of Guidance and Counselling</i> , 2015, 43, 131-143.	1.2	9
38	Child Care Quality in The Netherlands Over the Years: A Closer Look. <i>Early Education and Development</i> , 2015, 26, 89-105.	2.6	29
39	Measuring the Interactive Skills of Caregivers in Child Care Centers: Development and Validation of the Caregiver Interaction Profile Scales. <i>Early Education and Development</i> , 2014, 25, 770-790.	2.6	50
40	Practitioner Response to Parental Need in Email Consultation: How Do They Match? A Content Analysis. <i>Child and Youth Care Forum</i> , 2014, 43, 553-567.	1.6	4
41	Online programs as tools to improve parenting: A meta-analytic review. <i>Children and Youth Services Review</i> , 2013, 35, 1823-1829.	1.9	116
42	Peer Counseling in an Online Chat Service: A Content Analysis of Social Support. <i>Cyberpsychology, Behavior, and Social Networking</i> , 2011, 14, 247-251.	3.9	38
43	Missing pages? A study of textbooks for Dutch early childhood teacher education. <i>Teaching and Teacher Education</i> , 2010, 26, 371-376.	3.2	10
44	Effects of Video Interaction Guidance on early childhood teachers. <i>Teaching and Teacher Education</i> , 2010, 26, 1652-1659.	3.2	64
45	Counseling children at a helpline: chatting or calling?. <i>Journal of Community Psychology</i> , 2009, 37, 939-948.	1.8	51
46	Children's experiences with chat support and telephone support. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2009, 50, 759-766.	5.2	88
47	Video feedback in widescreen: A meta-analysis of family programs. <i>Clinical Psychology Review</i> , 2008, 28, 904-916.	11.4	168
48	Child Care in The Netherlands: Trends in Quality Over the Years 1995-2005. <i>Journal of Genetic Psychology</i> , 2008, 169, 360-385.	1.2	56
49	Does training matter? A meta-analysis and review of caregiver training studies. <i>Early Childhood Research Quarterly</i> , 2007, 22, 294-311.	2.7	238
50	Does Training in Second-Language Word Recognition Skills Affect Reading Comprehension? An Experimental Study. <i>Modern Language Journal</i> , 2005, 89, 54-75.	2.3	58
51	The relevance of delivery mode and other programme characteristics for the effectiveness of early childhood intervention. <i>International Journal of Behavioral Development</i> , 2005, 29, 35-47.	2.4	79