

Claire E Cameron

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6439991/publications.pdf>

Version: 2024-02-01

21
papers

2,507
citations

687363

13
h-index

713466

21
g-index

21
all docs

21
docs citations

21
times ranked

2064
citing authors

#	ARTICLE	IF	CITATIONS
1	Links between behavioral regulation and preschoolers' literacy, vocabulary, and math skills.. Developmental Psychology, 2007, 43, 947-959.	1.6	1,108
2	Predictors of early growth in academic achievement: the head-toes-knees-shoulders task. Frontiers in Psychology, 2014, 5, 599.	2.1	367
3	Fine Motor Skills and Executive Function Both Contribute to Kindergarten Achievement. Child Development, 2012, 83, 1229-1244.	3.0	322
4	How Are Motor Skills Linked to Children's School Performance and Academic Achievement?. Child Development Perspectives, 2016, 10, 93-98.	3.9	165
5	The Contribution of Teachers' Emotional Support to Children's Social Behaviors and Self-Regulatory Skills in First Grade. School Psychology Review, 2012, 41, 141-159.	3.0	128
6	Developing together: The role of executive function and motor skills in children's early academic lives. Early Childhood Research Quarterly, 2019, 46, 142-151.	2.7	94
7	Developmental Relations Among Motor and Cognitive Processes and Mathematics Skills. Child Development, 2018, 89, 476-494.	3.0	62
8	Visuomotor integration and inhibitory control compensate for each other in school readiness.. Developmental Psychology, 2015, 51, 1529-1543.	1.6	56
9	Bidirectional and co-developing associations of cognitive, mathematics, and literacy skills during kindergarten. Journal of Applied Developmental Psychology, 2019, 62, 135-144.	1.7	45
10	Nonlinear Gompertz curve models of achievement gaps in mathematics and reading.. Journal of Educational Psychology, 2015, 107, 789-804.	2.9	42
11	Implications of Visuospatial Skills and Executive Functions for Learning Mathematics. AERA Open, 2016, 2, 233285841667512.	2.1	27
12	The Head-Toes-Knees-Shoulders Revised: Links to Academic Outcomes and Measures of EF in Young Children. Frontiers in Psychology, 2021, 12, 721846.	2.1	18
13	Teacher Activity Orienting Predicts Preschoolers' Academic and Self-Regulatory Skills. Early Education and Development, 2011, 22, 620-648.	2.6	16
14	Unique and compensatory associations of executive functioning and visuomotor integration with mathematics performance in early elementary school. Early Childhood Research Quarterly, 2018, 42, 21-30.	2.7	14
15	Psychometric Properties of the Teacher-Reported Motor Skills Rating Scale. Journal of Psychoeducational Assessment, 2015, 33, 640-651.	1.5	12
16	Unique contributions of attentional control and visuomotor integration on concurrent teacher-reported classroom functioning in early elementary students. Early Childhood Research Quarterly, 2016, 36, 379-390.	2.7	12
17	Parts of the Whole: Motor and Behavioral Skills in Self-Regulation and Schooling Outcomes. Early Education and Development, 2018, 29, 909-913.	2.6	10
18	What Preschool Classroom Experiences Are Associated With Whether Children Improve in Visuomotor Integration?. Early Education and Development, 2016, 27, 976-1003.	2.6	4

#	ARTICLE	IF	CITATIONS
19	Financial scarcity is indirectly related to multiple aspects of executive function through stress and the strength of association depends on childhood poverty. <i>Journal of Theoretical Social Psychology</i> , 2021, 5, 464-477.	1.9	3
20	Early Education and Development Special Issue. <i>Early Education and Development</i> , 2016, 27, 1101-1102.	2.6	1
21	Examining conceptions of assessment among a social media-based sample of early childhood professionals. <i>Journal of Early Childhood Teacher Education</i> , 2023, 44, 288-309.	1.5	1