

Richard A Fabes

List of Publications by Year in descending order

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Version: 2024-02-01

189
papers

24,170
citations

6486

82
h-index

9118

149
g-index

193
all docs

193
docs citations

193
times ranked

11598
citing authors

#	ARTICLE	IF	CITATIONS
1	The Benefits of Buddies: Strategically Pairing Preschoolers with Other-Gender Classmates Promotes Positive Peer Interactions. <i>Early Education and Development</i> , 2023, 34, 1011-1025.	1.6	7
2	Gender integration and elementary-age students' classroom belongingness: The importance of other-gender peers. <i>Psychology in the Schools</i> , 2022, 59, 1492-1510.	1.1	3
3	Preschoolers' interactions with other-gender peers promote prosocial behavior and reduce aggression: An examination of the Buddy Up intervention. <i>Early Childhood Research Quarterly</i> , 2022, 60, 403-413.	1.6	10
4	Being helpful to other-gender peers: School-age children's gender-based intergroup prosocial behaviour. <i>British Journal of Developmental Psychology</i> , 2022, 40, 520-538.	0.9	7
5	Building integrated peer relationships in preschool classrooms: The potential of buddies. <i>Journal of Applied Developmental Psychology</i> , 2021, 73, 101257.	0.8	17
6	Taking A Social-Relational (and Developmental) Perspective on the Roots of Gender Gaps in Political Leadership. <i>Psychological Inquiry</i> , 2021, 32, 117-123.	0.4	2
7	The price of punishment: Days missed due to suspension in U.S. K-12 public schools. <i>Psychology in the Schools</i> , 2021, 58, 1980-1994.	1.1	3
8	Hope levels across adolescence and the transition to high school: Associations with school stress and achievement. <i>Journal of Adolescence</i> , 2021, 91, 48-58.	1.2	15
9	Dimensions of hope in adolescence: Relations to academic functioning and well-being. <i>Psychology in the Schools</i> , 2020, 57, 171-190.	1.1	28
10	Gender Integration and the Promotion of Inclusive Classroom Climates. <i>Educational Psychologist</i> , 2019, 54, 271-285.	4.7	18
11	Trajectories of Italian Children's Peer Rejection: Associations with Aggression, Prosocial Behavior, Physical Attractiveness, and Adolescent Adjustment. <i>Journal of Abnormal Child Psychology</i> , 2018, 46, 1021-1035.	3.5	24
12	Kindergarten School Engagement: Linking Early Temperament and Academic Achievement at the Transition to School. <i>Early Education and Development</i> , 2018, 29, 780-796.	1.6	13
13	Gender integration in coeducational classrooms: Advancing educational research and practice.. <i>School Psychology Quarterly</i> , 2018, 33, 182-190.	2.4	12
14	The transition from preschool to first grade: A transactional model of development. <i>Journal of Applied Developmental Psychology</i> , 2017, 49, 55-67.	0.8	14
15	The efficacy of a relationship building intervention in 5th grade. <i>Journal of School Psychology</i> , 2017, 61, 75-88.	1.5	30
16	Cross-language associations and changes in Spanish-speaking preschoolers' English and Spanish academic abilities. <i>Applied Psycholinguistics</i> , 2017, 38, 347-370.	0.8	15
17	Classroom-level adversity: Associations with children's internalizing and externalizing behaviors across elementary school.. <i>Developmental Psychology</i> , 2017, 53, 497-510.	1.2	22
18	Peer effects on Head Start children's preschool competency.. <i>Developmental Psychology</i> , 2016, 52, 58-70.	1.2	42

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19	Considering child effortful control in the context of teacher effortful control: Implications for kindergarten success. <i>Learning and Individual Differences</i> , 2016, 45, 199-207.	1.5	5
20	Peer Influence on Academic Performance: A Social Network Analysis of Social-Emotional Intervention Effects. <i>Prevention Science</i> , 2016, 17, 903-913.	1.5	53
21	Preschool Contexts and Teacher Interactions: Relations with School Readiness. <i>Early Education and Development</i> , 2016, 27, 623-641.	1.6	23
22	Gender-Biased Attitudes and Attributions Among Young Italian Children: Relation to Peer Dyadic Interaction. <i>Sex Roles</i> , 2015, 73, 427-441.	1.4	12
23	Coping Across the Transition to Adolescence. <i>Journal of Early Adolescence</i> , 2015, 35, 947-965.	1.1	19
24	US principals' attitudes about and experiences with single-sex schooling. <i>Educational Studies</i> , 2015, 41, 293-311.	1.4	10
25	Gender-Segregated Schooling. <i>Educational Policy</i> , 2015, 29, 431-447.	1.4	14
26	Peer influences on gender differences in educational aspiration and attainment. , 2014, , 29-52.		8
27	Gendered-Peer Relationships in Educational Contexts. <i>Advances in Child Development and Behavior</i> , 2014, 47, 151-187.	0.7	30
28	With Whom and Where You Play: Preschoolers' Social Context Predicts Peer Victimization. <i>Social Development</i> , 2014, 23, 357-375.	0.8	7
29	English exposure in the home and classroom: Predictions to Spanish-speaking preschoolers' English vocabulary skills. <i>Applied Psycholinguistics</i> , 2014, 35, 1163-1187.	0.8	36
30	Playing with others: Head Start children's peer play and relations with kindergarten school competence. <i>Early Childhood Research Quarterly</i> , 2014, 29, 345-356.	1.6	47
31	Linking Positive Affect and Positive Self-beliefs in Daily Life. <i>Journal of Happiness Studies</i> , 2014, 15, 1479-1493.	1.9	25
32	The Role of Sex of Peers and Gender-Typed Activities in Young Children's Peer Affiliative Networks: A Longitudinal Analysis of Selection and Influence. <i>Child Development</i> , 2013, 84, 921-937.	1.7	133
33	Classroom sex composition and first-grade school outcomes: The role of classroom behavior. <i>Social Science Research</i> , 2013, 42, 1650-1658.	1.1	4
34	Gender-typed behaviors, achievement, and adjustment among racially and ethnically diverse boys during early adolescence.. <i>American Journal of Orthopsychiatry</i> , 2013, 83, 252-264.	1.0	36
35	Gender-segregated schooling and gender stereotyping. <i>Educational Studies</i> , 2013, 39, 315-319.	1.4	29
36	Bringing the Cognitive and the Social Together. , 2013, , 306-313.		6

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37	Response to "Single-Sex Education: Parameters Too Narrow." <i>Science</i> , 2012, 335, 166-168.	6.0	5
38	The importance of mutual positive expressivity in social adjustment: Understanding the role of peers and gender.. <i>Emotion</i> , 2012, 12, 304-313.	1.5	21
39	Aggression by whom "aggression toward whom: Behavioral predictors of same- and other-gender aggression in early childhood.. <i>Developmental Psychology</i> , 2012, 48, 1450-1462.	1.2	23
40	Children's Gender-Typed Activity Choices Across Preschool Social Contexts. <i>Sex Roles</i> , 2012, 67, 435-451.	1.4	51
41	The effects of young children's affiliations with prosocial peers on subsequent emotionality in peer interactions. <i>British Journal of Developmental Psychology</i> , 2012, 30, 569-585.	0.9	42
42	Preschool Children with Gender Normative and Gender Non-Normative Peer Preferences: Psychosocial and Environmental Correlates. <i>Archives of Sexual Behavior</i> , 2012, 41, 831-847.	1.2	18
43	Gender consistency and flexibility: using dynamics to understand the relationship between gender and adjustment. <i>Nonlinear Dynamics, Psychology, and Life Sciences</i> , 2012, 16, 159-84.	0.2	12
44	The Pseudoscience of Single-Sex Schooling. <i>Science</i> , 2011, 333, 1706-1707.	6.0	233
45	Gender Development Research in Sex Roles: Historical Trends and Future Directions. <i>Sex Roles</i> , 2011, 64, 826-842.	1.4	89
46	Experienced and Expected Similarity to Same-Gender Peers: Moving Toward a Comprehensive Model of Gender Segregation. <i>Sex Roles</i> , 2011, 65, 421-434.	1.4	59
47	Fundamental principles of network formation among preschool children. <i>Social Networks</i> , 2010, 32, 61-71.	1.3	119
48	Gender and Temperament in Young Children's Social Interactions. , 2010, , .		1
49	The Breadth of Peer Relationships Among Preschoolers: An Application of the Q-connectivity Method to Externalizing Behavior. <i>Child Development</i> , 2008, 79, 1119-1136.	1.7	11
50	Sex Differences in Children's Play. , 2007, , 275-290.		6
51	The developmental trajectories of attention focusing, attentional and behavioral persistence, and externalizing problems during school-age years.. <i>Developmental Psychology</i> , 2007, 43, 369-385.	1.2	124
52	Preschoolers' academic readiness: What role does the teacher-child relationship play?. <i>Early Childhood Research Quarterly</i> , 2007, 22, 407-422.	1.6	134
53	Using the Q-connectivity method to study frequency of interaction with multiple peer triads: Do preschoolers' peer group interactions at school relate to academic skills?. <i>New Directions for Child and Adolescent Development</i> , 2007, 2007, 9-24.	1.3	10
54	Relation of emotion-related regulation to children's social competence: A longitudinal study.. <i>Emotion</i> , 2006, 6, 498-510.	1.5	281

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55	Understanding Nonsocial Play in Early Childhood. <i>Early Childhood Education Journal</i> , 2006, 33, 67-72.	1.6	16
56	Sleep Disturbances and Correlates of Children with Autism Spectrum Disorders. <i>Child Psychiatry and Human Development</i> , 2006, 37, 179-191.	1.1	280
57	The Relations of Problem Behavior Status to Children's Negative Emotionality, Effortful Control, and Impulsivity: Concurrent Relations and Prediction of Change.. <i>Developmental Psychology</i> , 2005, 41, 193-211.	1.2	362
58	The Social Context of Young Children's Peer Victimization. <i>Social Development</i> , 2005, 14, 2-19.	0.8	51
59	Relations Among Positive Parenting, Children's Effortful Control, and Externalizing Problems: A Three-Wave Longitudinal Study. <i>Child Development</i> , 2005, 76, 1055-1071.	1.7	622
60	Social dynamics in the preschool. <i>Developmental Review</i> , 2005, 25, 299-327.	2.6	74
61	Exposure to Externalizing Peers in Early Childhood: Homophily and Peer Contagion Processes. <i>Journal of Abnormal Child Psychology</i> , 2005, 33, 267-281.	3.5	110
62	The Next 50 Years: Considering Gender as a Context for Understanding Young Children's Peer Relationships. <i>Merrill-Palmer Quarterly</i> , 2004, 50, 260-273.	0.3	41
63	The expression and regulation of negative emotions: Risk factors for young children's peer victimization. <i>Development and Psychopathology</i> , 2004, 16, 335-53.	1.4	155
64	The Relations of Effortful Control and Impulsivity to Children's Resiliency and Adjustment. <i>Child Development</i> , 2004, 75, 25-46.	1.7	395
65	Concurrent and Across Time Prediction of Young Adolescents' Social Functioning: The Role of Emotionality and Regulation. <i>Social Development</i> , 2004, 13, 56-86.	0.8	66
66	The relations of mothers' negative expressivity to children's experience and expression of negative emotion. <i>Journal of Applied Developmental Psychology</i> , 2004, 25, 215-235.	0.8	27
67	Prediction of Children's Empathy-Related Responding From Their Effortful Control and Parents' Expressivity.. <i>Developmental Psychology</i> , 2004, 40, 911-926.	1.2	137
68	The Relation of Children's Everyday Nonsocial Peer Play Behavior to Their Emotionality, Regulation, and Social Functioning.. <i>Developmental Psychology</i> , 2004, 40, 67-80.	1.2	133
69	The Relations of Parental Expressivity and Support to Children's Coping With Daily Stress.. <i>Journal of Family Psychology</i> , 2004, 18, 97-106.	1.0	89
70	Title is missing!. <i>Motivation and Emotion</i> , 2003, 27, 27-56.	0.8	77
71	The Relations of Effortful Control and Reactive Control to Children's Externalizing Problems: A Longitudinal Assessment. <i>Journal of Personality</i> , 2003, 71, 1171-1196.	1.8	136
72	The Relations of Parenting, Effortful Control, and Ego Control to Children's Emotional Expressivity. <i>Child Development</i> , 2003, 74, 875-895.	1.7	88

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73	Young Children's Play Qualities in Same-, Other-, and Mixed-Sex Peer Groups. <i>Child Development</i> , 2003, 74, 921-932.	1.7	215
74	Children at Play: The Role of Peers in Understanding the Effects of Child Care. <i>Child Development</i> , 2003, 74, 1039-1043.	1.7	104
75	Longitudinal relations among parental emotional expressivity, children's regulation, and quality of socioemotional functioning.. <i>Developmental Psychology</i> , 2003, 39, 3-19.	1.2	225
76	Early school competence: The roles of sex-segregated play and effortful control.. <i>Developmental Psychology</i> , 2003, 39, 848-858.	1.2	100
77	Children's Physiological Indices of Empathy and Their Socioemotional Adjustment: Does Caregivers' Expressivity Matter?. <i>Journal of Family Psychology</i> , 2003, 17, 584-597.	1.0	42
78	The relations of effortful control and ego control to children's resiliency and social functioning.. <i>Developmental Psychology</i> , 2003, 39, 761-776.	1.2	173
79	Longitudinal relations among parental emotional expressivity, children's regulation, and quality of socioemotional functioning. <i>Developmental Psychology</i> , 2003, 39, 3-19.	1.2	99
80	Young Children's Negative Emotionality and Social Isolation: A Latent Growth Curve Analysis. <i>Merrill-Palmer Quarterly</i> , 2002, 48, 284-307.	0.3	51
81	The role of emotionality and regulation in children's social competence and adjustment. , 2002, , 46-70.		48
82	Richard A. Fabes, Department of Family and Human Development, Box 872502, Arizona State University,		

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91	The Relations of Regulation and Emotionality to Children's Externalizing and Internalizing Problem Behavior. <i>Child Development</i> , 2001, 72, 1112-1134.	1.7	1,137
92	Preschoolers' Spontaneous Emotion Vocabulary: Relations to Likability. <i>Early Education and Development</i> , 2001, 12, 11-27.	1.6	53
93	Mothers' emotional expressivity and children's behavior problems and social competence: mediation through children's regulation. <i>Developmental Psychology</i> , 2001, 37, 475-90.	1.2	184
94	Parental socialization of children's dysregulated expression of emotion and externalizing problems. <i>Journal of Family Psychology</i> , 2001, 15, 183-205.	1.0	62
95	Dispositional emotionality and regulation: Their role in predicting quality of social functioning.. <i>Journal of Personality and Social Psychology</i> , 2000, 78, 136-157.	2.6	861
96	Criteria for Evaluating the Significance of Developmental Research in the Twenty-First Century: Force and Counterforce. <i>Child Development</i> , 2000, 71, 212-221.	1.7	28
97	Prediction of Elementary School Children's Externalizing Problem Behaviors from Attentional and Behavioral Regulation and Negative Emotionality. <i>Child Development</i> , 2000, 71, 1367-1382.	1.7	338
98	Contemporaneous and Longitudinal Relations of Dispositional Sympathy to Emotionality, Regulation, and Social Functioning. <i>Journal of Early Adolescence</i> , 1999, 19, 66-97.	1.1	97
99	Social Cognition on the Playground: Children's Beliefs about Playing with Girls Versus Boys and their Relations to Sex Segregated Play. <i>Journal of Social and Personal Relationships</i> , 1999, 16, 751-771.	1.4	89
100	Early Adolescence and Prosocial/Moral Behavior I:. <i>Journal of Early Adolescence</i> , 1999, 19, 5-16.	1.1	236
101	Early Adolescence and Prosocial/Moral Behavior II:. <i>Journal of Early Adolescence</i> , 1999, 19, 133-147.	1.1	134
102	Regulation, Emotionality, and Preschoolers' Socially Competent Peer Interactions. <i>Child Development</i> , 1999, 70, 432-442.	1.7	224
103	Parental Reactions to Children's Negative Emotions: Longitudinal Relations to Quality of Children's Social Functioning. <i>Child Development</i> , 1999, 70, 513-534.	1.7	427
104	Prediction of elementary school children's socially appropriate and problem behavior from anger reactions at age 4â€“6 years. <i>Journal of Applied Developmental Psychology</i> , 1999, 20, 119-142.	0.8	39
105	The Relations of Parental Affect and Encouragement to Children's Moral Emotions and Behaviour. <i>Journal of Moral Education</i> , 1999, 28, 323-337.	0.9	51
106	The Relations of Children's Situational Empathy-related Emotions to Dispositional Prosocial Behaviour. <i>International Journal of Behavioral Development</i> , 1998, 22, 169-193.	1.3	119
107	Contemporaneous and longitudinal prediction of children's sympathy from dispositional regulation and emotionality.. <i>Developmental Psychology</i> , 1998, 34, 910-924.	1.2	135
108	Shyness and Children's Emotionality, Regulation, and Coping: Contemporaneous, Longitudinal, and Across-Context Relations. <i>Child Development</i> , 1998, 69, 767-790.	1.7	134

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109	Coping with Stress. <i>Issues in Clinical Child Psychology</i> , 1997, , 41-70.	0.2	191
110	The Relations of Regulation and Emotionality to Resiliency and Competent Social Functioning in Elementary School Children. <i>Child Development</i> , 1997, 68, 295.	1.7	229
111	Contemporaneous and Longitudinal Prediction of Children's Social Functioning from Regulation and Emotionality. <i>Child Development</i> , 1997, 68, 642.	1.7	229
112	Roles of temperamental arousal and gender-segregated play in young children's social adjustment.. <i>Developmental Psychology</i> , 1997, 33, 693-702.	1.2	56
113	Regulatory control and adults' stress-related responses to daily life events.. <i>Journal of Personality and Social Psychology</i> , 1997, 73, 1107-1117.	2.6	237
114	The Relations of Regulation and Emotionality to Resiliency and Competent Social Functioning in Elementary School Children. <i>Child Development</i> , 1997, 68, 295-311.	1.7	211
115	Contemporaneous and Longitudinal Prediction of Children's Social Functioning from Regulation and Emotionality. <i>Child Development</i> , 1997, 68, 642-664.	1.7	283
116	The Relations of Regulation and Emotionality to Children's Situational Empathy-Related Responding. <i>Motivation and Emotion</i> , 1997, 21, 87-108.	0.8	61
117	Roles of temperamental arousal and gender-segregated play in young children's social adjustment. <i>Developmental Psychology</i> , 1997, 33, 693-702.	1.2	17
118	Regulatory control and adults' stress-related responses to daily life events. <i>Journal of Personality and Social Psychology</i> , 1997, 73, 1107-17.	2.6	84
119	The relations of children's dispositional empathy-related responding to their emotionality, regulation, and social functioning.. <i>Developmental Psychology</i> , 1996, 32, 195-209.	1.2	505
120	The Relations of Children's Dispositional Prosocial Behavior to Emotionality, Regulation, and Social Functioning. <i>Child Development</i> , 1996, 67, 974.	1.7	183
121	Getting Angry at Peers: Associations with Liking of the Provocateur. <i>Child Development</i> , 1996, 67, 942.	1.7	22
122	Relations of moral reasoning and vicarious emotion to young children's prosocial behavior toward peers and adults.. <i>Developmental Psychology</i> , 1996, 32, 210-219.	1.2	155
123	Concerns about drawing causal inferences from meta-analyses: An example in the study of gender differences in aggression.. <i>Psychological Bulletin</i> , 1996, 119, 410-421.	5.5	158
124	Getting Angry at Peers: Associations with Liking of the Provocateur. <i>Child Development</i> , 1996, 67, 942-956.	1.7	25
125	The Relations of Children's Dispositional Prosocial Behavior to Emotionality, Regulation, and Social Functioning. <i>Child Development</i> , 1996, 67, 974-992.	1.7	224
126	Parents' Reactions to Children's Negative Emotions: Relations to Children's Social Competence and Comforting Behavior. <i>Child Development</i> , 1996, 67, 2227-2247.	1.7	436

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127	Relations of School Children's Comforting Behavior to Empathy-Related Reactions and Shyness. <i>Social Development</i> , 1996, 5, 330-351.	0.8	61
128	Parents' Reactions to Children's Negative Emotions: Relations to Children's Social Competence and Comforting Behavior. <i>Child Development</i> , 1996, 67, 2227.	1.7	404
129	The relations of regulation and emotionality to problem behavior in elementary school children. <i>Development and Psychopathology</i> , 1996, 8, 141-162.	1.4	421
130	The Role of Emotionality and Regulation in Children's Social Functioning: A Longitudinal Study. <i>Child Development</i> , 1995, 66, 1360.	1.7	384
131	Relations of shyness and low sociability to regulation and emotionality.. <i>Journal of Personality and Social Psychology</i> , 1995, 68, 505-517.	2.6	110
132	Children's disclosure of vicariously induced emotions. , 1995, , 111-134.		2
133	The relation of young children's vicarious emotional responding to social competence, regulation, and emotionality. <i>Cognition and Emotion</i> , 1995, 9, 203-228.	1.2	81
134	The Role of Emotionality and Regulation in Children's Social Functioning: A Longitudinal Study. <i>Child Development</i> , 1995, 66, 1360-1384.	1.7	430
135	New Directions in the Study of Individual Differences. <i>PsycCritiques</i> , 1995, 40, 834-836.	0.0	0
136	The Relations of Emotionality and Regulation to Children's Anger-related Reactions. <i>Child Development</i> , 1994, 65, 109-128.	1.7	285
137	Physiological, emotional, and behavioral correlates of gender segregation. <i>New Directions for Child and Adolescent Development</i> , 1994, 1994, 19-34.	1.3	25
138	The Relations of Children's Emotion Regulation to Their Vicarious Emotional Responses and Comforting Behaviors. <i>Child Development</i> , 1994, 65, 1678-1693.	1.7	118
139	The relations of emotionality and regulation to dispositional and situational empathy-related responding.. <i>Journal of Personality and Social Psychology</i> , 1994, 66, 776-797.	2.6	522
140	Socialization of children's vicarious emotional responding and prosocial behavior: Relations with mothers' perceptions of children's emotional reactivity.. <i>Developmental Psychology</i> , 1994, 30, 44-55.	1.2	100
141	The Relations of Children's Emotion Regulation to Their Vicarious Emotional Responses and Comforting Behaviors. <i>Child Development</i> , 1994, 65, 1678.	1.7	109
142	The Relations of Emotionality and Regulation to Children's Anger-Related Reactions. <i>Child Development</i> , 1994, 65, 109.	1.7	239
143	The Relations of Empathy-Related Emotions and Maternal Practices to Children's Comforting Behavior. <i>Journal of Experimental Child Psychology</i> , 1993, 55, 131-150.	0.7	49
144	Children's Coping in Self- and Other-Relevant Contexts. <i>Journal of Experimental Child Psychology</i> , 1993, 55, 208-226.	0.7	37

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145	The Relations of Emotionality and Regulation to Preschoolers' Social Skills and Sociometric Status. <i>Child Development</i> , 1993, 64, 1418.	1.7	350
146	Behavioral and physiological correlates of children's reactions to others in distress.. <i>Developmental Psychology</i> , 1993, 29, 655-663.	1.2	166
147	The Relations of Emotionality and Regulation to Preschoolers' Social Skills and Sociometric Status. <i>Child Development</i> , 1993, 64, 1418-1438.	1.7	447
148	Young Children's Coping with Interpersonal Anger. <i>Child Development</i> , 1992, 63, 116-128.	1.7	217
149	Young Children's Coping with Interpersonal Anger. <i>Child Development</i> , 1992, 63, 116.	1.7	168
150	The Relations of Maternal Practices and Characteristics to Children's Vicarious Emotional Responsiveness. <i>Child Development</i> , 1992, 63, 583.	1.7	93
151	The Relations of Maternal Practices and Characteristics to Children's Vicarious Emotional Responsiveness. <i>Child Development</i> , 1992, 63, 583-602.	1.7	141
152	Preschoolers' beliefs about sex and age differences in emotionality. <i>Sex Roles</i> , 1992, 27, 377-390.	1.4	22
153	Emotional responsivity to others: Behavioral correlates and socialization antecedents. <i>New Directions for Child and Adolescent Development</i> , 1992, 1992, 57-73.	1.3	71
154	Young Children's Emotional Arousal and Anger/Aggressive Behaviors. <i>Recent Research in Psychology</i> , 1992, , 85-101.	0.5	14
155	The Relations of Parental Characteristics and Practices to Children's Vicarious Emotional Responding. <i>Child Development</i> , 1991, 62, 1393-1408.	1.7	170
156	The Relations of Parental Characteristics and Practices to Children's Vicarious Emotional Responding. <i>Child Development</i> , 1991, 62, 1393.	1.7	127
157	Young children's appraisals of others' spontaneous emotional reactions.. <i>Developmental Psychology</i> , 1991, 27, 858-866.	1.2	75
158	Personality and socialization correlates of vicarious emotional responding.. <i>Journal of Personality and Social Psychology</i> , 1991, 61, 459-470.	2.6	217
159	Gender and Age Stereotypes of Emotionality. <i>Personality and Social Psychology Bulletin</i> , 1991, 17, 532-540.	1.9	290
160	Maternal correlates of children's vicarious emotional responsiveness.. <i>Developmental Psychology</i> , 1990, 26, 639-648.	1.2	88
161	Empathy: Conceptualization, measurement, and relation to prosocial behavior. <i>Motivation and Emotion</i> , 1990, 14, 131-149.	0.8	624
162	A Time to Reexamine the Role of Television in Family Life. <i>Family Relations</i> , 1989, 38, 337.	1.1	9

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163	Mothers' emotional arousal as a moderator in the socialization of children's empathy. <i>New Directions for Child and Adolescent Development</i> , 1989, 1989, 65-83.	1.3	12
164	Sympathy and personal distress: Development, gender differences, and interrelations of indexes. <i>New Directions for Child and Adolescent Development</i> , 1989, 1989, 107-126.	1.3	59
165	The Role of Sympathy and Altruistic Personality Traits in Helping: A Reexamination. <i>Journal of Personality</i> , 1989, 57, 41-67.	1.8	175
166	Family Television Viewing: Implications for Family Life Education. <i>Family Relations</i> , 1989, 38, 210.	1.1	9
167	Effects of rewards on children's prosocial motivation: A socialization study.. <i>Developmental Psychology</i> , 1989, 25, 509-515.	1.2	80
168	Relation of sympathy and personal distress to prosocial behavior: A multimethod study.. <i>Journal of Personality and Social Psychology</i> , 1989, 57, 55-66.	2.6	495
169	Gender-Related traits and helping in a nonemergency situation. <i>Sex Roles</i> , 1988, 19, 605-618.	1.4	62
170	Reward, affect, and young children's motivational orientation. <i>Motivation and Emotion</i> , 1988, 12, 155-169.	0.8	18
171	Preschoolers' attributions of the situational determinants of others' naturally occurring emotions.. <i>Developmental Psychology</i> , 1988, 24, 376-385.	1.2	49
172	Differentiation of personal distress and sympathy in children and adults.. <i>Developmental Psychology</i> , 1988, 24, 766-775.	1.2	94
173	Differentiation of vicariously induced emotional reactions in children.. <i>Developmental Psychology</i> , 1988, 24, 237-246.	1.2	202
174	Effects of Reward Contexts on Young Children's Task Interest. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 1987, 121, 5-19.	0.9	13
175	Introversion-Extraversion and Dimensions of Olfactory Perception. <i>Perceptual and Motor Skills</i> , 1987, 64, 695-699.	0.6	18
176	Does intrinsic motivation theory explain the adverse effects of rewards on immediate task performance?. <i>Journal of Personality and Social Psychology</i> , 1987, 52, 1027-1033.	2.6	4
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