

Laura Wante

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8432878/publications.pdf>

Version: 2024-02-01

20
papers

344
citations

933447

10
h-index

940533

16
g-index

20
all docs

20
docs citations

20
times ranked

344
citing authors

#	ARTICLE	IF	CITATIONS
1	Emotion Regulation in Children with Emotional Problems. <i>Cognitive Therapy and Research</i> , 2014, 38, 493-504.	1.9	76
2	How do I feel right now? Emotional awareness, emotion regulation, and depressive symptoms in youth. <i>European Child and Adolescent Psychiatry</i> , 2019, 28, 389-398.	4.7	36
3	The effects of emotion regulation strategies on positive and negative affect in early adolescents. <i>Cognition and Emotion</i> , 2018, 32, 988-1002.	2.0	32
4	The mediating effect of adaptive and maladaptive emotion regulation strategies on executive functioning impairment and depressive symptoms among adolescents. <i>Child Neuropsychology</i> , 2017, 23, 935-953.	1.3	31
5	Associations Between Temperament, Emotion Regulation, and Depression in Youth: The Role of Positive Temperament. <i>Journal of Child and Family Studies</i> , 2016, 25, 1954-1968.	1.3	24
6	Early Maladaptive Schemas as Moderators of the Association between Bullying Victimization and Depressive Symptoms in Adolescents. <i>Cognitive Therapy and Research</i> , 2018, 42, 24-35.	1.9	24
7	Joint Contributions of Negative Emotionality, Positive Emotionality, and Effortful Control on Depressive Symptoms in Youth. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2019, 48, 131-142.	3.4	24
8	Training Adaptive Emotion Regulation Skills in Early Adolescents: The Effects of Distraction, Acceptance, Cognitive Reappraisal, and Problem Solving. <i>Cognitive Therapy and Research</i> , 2020, 44, 678-696.	1.9	23
9	Boost Camp™, a universal school-based transdiagnostic prevention program targeting adolescent emotion regulation; evaluating the effectiveness by a clustered RCT: a protocol paper. <i>BMC Public Health</i> , 2018, 18, 904.	2.9	17
10	Is the cognitive triad a clear marker of depressive symptoms in youngsters?. <i>European Child and Adolescent Psychiatry</i> , 2015, 24, 1261-1268.	4.7	15
11	The Role of Interference and Inhibition Processes in Dysphoric Early Adolescents. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2018, 47, 608-619.	3.4	9
12	The Evaluation of Boost Camp: A Universal School-Based Prevention Program Targeting Adolescent Emotion Regulation Skills. <i>School Mental Health</i> , 2022, 14, 440-453.	2.1	9
13	Internal shifting impairments in response to emotional information in dysphoric adolescents. <i>Journal of Behavior Therapy and Experimental Psychiatry</i> , 2017, 57, 70-79.	1.2	8
14	The impact of happy and angry faces on working memory in depressed adolescents. <i>Journal of Experimental Child Psychology</i> , 2018, 169, 59-72.	1.4	8
15	Altered Working Memory Processing of Emotion in Adolescents with Dysphoric Symptomatology: An Eye Tracking Study. <i>Child Psychiatry and Human Development</i> , 2018, 49, 875-887.	1.9	4
16	Comparing emotional working memory in adolescents and young adults with and without depressive symptoms: developmental and psychopathological differences. <i>BMC Psychology</i> , 2022, 10, .	2.1	4
17	Emotieregulatie trainen binnen een schoolse context. , 2019, , 101-115.		0
18	Emotieregulatie aanleren aan kinderen en adolescenten. , 2019, , 119-138.		0

#	ARTICLE	IF	CITATIONS
19	Afsluiting. , 2019, , 249-254.		0
20	Emotieregulatie bij klinische groepen. , 2019, , 41-59.		0