Robert J Coplan

List of Publications by Year
in descending order

185 papers	10,229 citations	36303 51 h-index	43889 91 g-index
217 all docs	217 docs citations	217 times ranked	4150 citing authors

#	Article	IF	Citations
1	Social Withdrawal in Childhood. Annual Review of Psychology, 2009, 60, 141-171.	17.7	995
2	Do You "Want" to Play? Distinguishing Between Conflicted Shyness and Social Disinterest in Early Childhood.. Developmental Psychology, 2004, 40, 244-258.	1.6	497
3	Emotionality, emotion regulation, and preschoolers' social adaptation. Development and Psychopathology, 1995, 7, 49-62.	2.3	323
4	Being Alone, Playing Alone, and Acting Alone: Distinguishing among Reticence and Passive and Active Solitude in Young Children. Child Development, 1994, 65, 129-137.	3.0	274
5	Don't Fret, Be Supportive! Maternal Characteristics Linking Child Shyness to Psychosocial and School Adjustment in Kindergarten. Journal of Abnormal Child Psychology, 2008, 36, 359-371.	3.5	265
6	Being Alone, Playing Alone, and Acting Alone: Distinguishing among Reticence and Passive and Active Solitude in Young Children. Child Development, 1994, 65, 129.	3.0	220
7	Frontal Activation Asymmetry and Social Competence at Four Years of Age. Child Development, 1995, 66, 1770-1784.	3.0	215
8	Alone is a crowd: Social motivations, social withdrawal, and socioemotional functioning in later childhood.. Developmental Psychology, 2013, 49, 861-875.	1.6	203
9	Paying Attention to and Not Neglecting Social Withdrawal and Social Isolation. Merrill-Palmer Quarterly, 2004, 50, 506-534.	0.5	186
10	Frontal Activation Asymmetry and Social Competence at Four Years of Age. Child Development, 1995, 66, 1770.	3.0	179
11	Shyness, teacher-child relationships, and socio-emotional adjustment in grade 1. International Journal of Behavioral Development, 2010, 34, 259-269.	2.4	178
12	A "Multitude" of Solitude: A Closer Look at Social Withdrawal and Nonsocial Play in Early Childhood. Child Development Perspectives, 2007, 1, 26-32.	3.9	175
13	Bashful Boys and Coy Girls: A Review of Gender Differences in Childhood Shyness. Sex Roles, 2014, 70, 255-266.	2.4	162
14	When girls versus boys play alone: Nonsocial play and adjustment in kindergarten.. Developmental Psychology, 2001, 37, 464-474.	1.6	147
15	Gender differences in the behavioral associates of loneliness and social dissatisfaction in kindergarten. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2007, 48, 988-995.	5.2	147
16	Authoritative and Authoritarian Mothers' Parenting Goals, Attributions, and Emotions Across Different Childrearing Contexts. Parenting, 2002, 2, 1-26.	1.4	144
17	Links between empathy, social behavior, and social understanding in early childhood. Early Childhood Research Quarterly, 2006, 21, 347-359.	2.7	143
18	Exploring the associations between maternal personality, child temperament, and parenting: A focus on emotions. Personality and Individual Differences, 2009, 46, 241-246.	2.9	138

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19	Parental Socialization, Vagal Regulation, and Preschoolers' Anxious Difficulties: Direct Mothers and Moderated Fathers. Child Development, 2008, 79, 45-64.	3.0	137
20	Exploring and Assessing Nonsocial Play in the Preschool: The Development and Validation of the Preschool Play Behavior Scale. Social Development, 2001, 7, 72-91.	1.3	124
21	The role of frontal activation in the regulation and dysregulation of social behavior during the preschool years. Development and Psychopathology, 1996, 8, 89-102.	2.3	119
22	Come out and play: Shyness in childhood and the benefits of organized sports participation.. Canadian Journal of Behavioural Science, 2008, 40, 153-161.	0.6	117
23	Shy and soft‐spoken: shyness, pragmatic language, and socio‐emotional adjustment in early childhood. Infant and Child Development, 2009, 18, 238-254.	1.5	111
24	Spending time with teacher: characteristics of preschoolers who frequently elicit versus initiate interactions with teachers. Early Childhood Research Quarterly, 2003, 18, 143-158.	2.7	109
25	Shyness and Unsociability and Their Relations With Adjustment in Chinese and Canadian Children. Journal of Cross-Cultural Psychology, 2015, 46, 371-386.	1.6	108
26	A person-oriented analysis of behavioral inhibition and behavioral activation in children. Personality and Individual Differences, 2006, 41, 917-927.	2.9	107
27	Exploring processes linking shyness and academic achievement in childhood.. School Psychology Quarterly, 2010, 25, 213-222.	2.0	107
28	Is silence golden? Elementary school teachers' strategies and beliefs regarding hypothetical shy/quiet and exuberant/talkative children.. Journal of Educational Psychology, 2011, 103, 939-951.	2.9	107
29	A Prospective Longitudinal Study of Shyness from Infancy to Adolescence: Stability, Age-Related Changes, and Prediction of Socio-Emotional Functioning. Journal of Abnormal Child Psychology, 2012, 40, 1167-1177.	3.5	107
30	Keeping it all inside: Shyness, internalizing coping strategies and socio-emotional adjustment in middle childhood. International Journal of Behavioral Development, 2009, 33, 47-54.	2.4	97
31	Preliminary evaluation of a multimodal early intervention program for behaviorally inhibited preschoolers.. Journal of Consulting and Clinical Psychology, 2015, 83, 534-540.	2.0	97
32	Maternal Emotional Styles and Child Social Adjustment: Assessment, Correlates, Outcomes and Goodness of Fit in Early Childhood. Social Development, 2005, 14, 613-636.	1.3	96
33	Unsociability and Shyness in <scp>C</scp>hinese Children: Concurrent and Predictive Relations with Indices of Adjustment. Social Development, 2014, 23, 119-136.	1.3	92
34	The Stresses of a "Brave New World": Shyness and School Adjustment in Kindergarten. Journal of Research in Childhood Education, 2008, 22, 377-389.	1.0	91
35	Understanding Solitude: Young Children's Attitudes and Responses Toward Hypothetical Socially Withdrawn Peers. Social Development, 2007, 16, 390-409.	1.3	88
36	Kindergarten Teachers' Beliefs and Responses to Hypothetical Prosocial, Asocial, and Antisocial Children. Merrill-Palmer Quarterly, 2007, 53, 291-318.	0.5	87

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37	Does it matter when we want to Be alone? Exploring developmental timing effects in the implications of unsociability. New Ideas in Psychology, 2019, 53, 47-57.	1.9	85
38	The Social Cognitions of Socially Withdrawn Children. Social Development, 2004, 13, 377-392.	1.3	81
39	Conceptual relations between anxiety disorder and fearful temperament. New Directions for Child and Adolescent Development, 2010, 2010, 17-31.	2.2	80
40	"Birds of a Feather...": Behavioral Concordances and Preferential Personal Attraction in Children. Child Development, 1994, 65, 1778.	3.0	78
41	When One Is Company and Two Is a Crowd: Why Some Children Prefer Solitude. Child Development Perspectives, 2015, 9, 133-137.	3.9	77
42	Talking Yourself Out of Being Shy: Shyness, Expressive Vocabulary, and Socioemotional Adjustment in Preschool. Merrill-Palmer Quarterly, 2005, 51, 20-41.	0.5	73
43	Assessment and implications of social withdrawal in early childhood: A first look at social avoidance. Social Development, 2018, 27, 125-139.	1.3	72
44	Shyness and school adjustment in Chinese children: The roles of teachers and peers.. School Psychology Quarterly, 2017, 32, 131-142.	2.0	70
45	Parenting and procrastination: gender differences in the relations between procrastination, parenting style and self-worth in early adolescence. Personality and Individual Differences, 2002, 33, 271-285.	2.9	67
46	Parenting daily hassles, child temperament, and social adjustment in preschool. Early Childhood Research Quarterly, 2003, 18, 376-395.	2.7	66
47	Characteristics of Preschoolers with Lower Perceived Competence. Journal of Abnormal Child Psychology, 2004, 32, 399-408.	3.5	66
48	Preschool teachersâ€™ attitudes, beliefs, and emotional reactions to young children's peer group behaviors. Early Childhood Research Quarterly, 2015, 30, 117-127.	2.7	66
49	The correlates and consequences of early appearing social anxiety in young children. Journal of Anxiety Disorders, 2009, 23, 965-972.	3.2	64
50	Developmental cascade models linking peer victimization, depression, and academic achievement in Chinese children. British Journal of Developmental Psychology, 2018, 36, 47-63.	1.7	62
51	Seeking more solitude: Conceptualization, assessment, and implications of aloneliness. Personality and Individual Differences, 2019, 148, 17-26.	2.9	61
52	The social behaviours of inhibited children in and out of preschool. British Journal of Developmental Psychology, 2009, 27, 891-905.	1.7	60
53	Knowing when not to use the Internet: Shyness and adolescentsâ€™ on-line and off-line interactions with friends. Computers in Human Behavior, 2013, 29, 51-57.	8.5	56
54	A Personâ€Oriented Analysis of Social Withdrawal in Chinese Children. Social Development, 2016, 25, 794-811.	1.3	56

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55	Evaluating Links Among Shyness, Peer Relations, and Internalizing Problems in Chinese Young Adolescents. Journal of Research on Adolescence, 2019, 29, 696-709.	3.7	55
56	Shyness, Unsociability, and Socio-Emotional Functioning at Preschool: The Protective Role of Peer Acceptance. Journal of Child and Family Studies, 2017, 26, 1196-1205.	1.3	53
57	Relations of shyness–sensitivity and unsociability with adjustment in middle childhood and early adolescence in suburban Chinese children. International Journal of Behavioral Development, 2017, 41, 681-687.	2.4	53
58	Future Directions for Research on Early Intervention for Young Children at Risk for Social Anxiety. Journal of Clinical Child and Adolescent Psychology, 2018, 47, 655-667.	3.4	52
59	The role of child temperament as a predictor of early literacy and numeracy skills in preschoolers. Early Childhood Research Quarterly, 1999, 14, 537-553.	2.7	51
60	A longitudinal study of the links between temperamental shyness, activity, and trajectories of internalising problems from infancy to middle childhood. Australian Journal of Psychology, 2011, 63, 36-43.	2.8	47
61	Shy children in the classroom: From research to educational practice.. Translational Issues in Psychological Science, 2015, 1, 149-157.	1.0	45
62	'I Want to Play Alone': Assessment and Correlates of Self‐Reported Preference for Solitary Play in Young Children. Infant and Child Development, 2014, 23, 229-238.	1.5	44
63	Predictive relations between peer victimization and academic achievement in Chinese children.. School Psychology Quarterly, 2014, 29, 89-98.	2.0	44
64	Combining child social skills training with a parent early intervention program for inhibited preschool children. Journal of Anxiety Disorders, 2017, 51, 32-38.	3.2	44
65	Young Chinese children's beliefs about the implications of subtypes of social withdrawal: A first look at social avoidance. British Journal of Developmental Psychology, 2015, 33, 159-173.	1.7	43
66	Assessment and Implications of Social Avoidance in Chinese Early Adolescents. Journal of Early Adolescence, 2018, 38, 554-573.	1.9	43
67	'Play skills' for shy children: development of a *Social Skills Facilitated Play* early intervention program for extremely inhibited preschoolers. Infant and Child Development, 2010, 19, 223-237.	1.5	42
68	Self-reported shyness in Chinese children: Validation of the Children's Shyness Questionnaire and exploration of its links with adjustment and the role of coping. Personality and Individual Differences, 2014, 68, 183-188.	2.9	41
69	Solitary-Active Play Behavior: A Marker Variable for Maladjustment in the Preschool?. Journal of Research in Childhood Education, 2001, 15, 164-172.	1.0	40
70	An investigation of maternal personality, parenting styles, and subjective well-being. Personality and Individual Differences, 2008, 44, 587-597.	2.9	37
71	Preliminary Evaluation of a Social Skills Training and Facilitated Play Early Intervention Programme for Extremely Shy Young Children in China. Infant and Child Development, 2016, 25, 565-574.	1.5	36
72	Exploring links between shyness, romantic relationship quality, and well-being.. Canadian Journal of Behavioural Science, 2013, 45, 287-295.	0.6	34

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73	Children's cognitive appraisal moderates associations between psychologically controlling parenting and children's depressive symptoms. Journal of Adolescence, 2019, 76, 109-119.	2.4	34
74	At a loss for words? Introduction to the special issue on shyness and language in childhood. Infant and Child Development, 2009, 18, 211-215.	1.5	33
75	Conceptualization and Assessment of Multiple Forms of Social Withdrawal in <scp>T</scp>urkey. Social Development, 2015, 24, 142-165.	1.3	33
76	Linking Shyness With Social and School Adjustment in Early Childhood: The Moderating Role of Inhibitory Control. Early Education and Development, 2018, 29, 675-690.	2.6	32
77	Young children's perceptions of social withdrawal in China and Canada. Early Child Development and Care, 2012, 182, 591-607.	1.3	31
78	RU mad @ me? Social anxiety and interpretation of ambiguous text messages. Computers in Human Behavior, 2016, 54, 368-379.	8.5	31
79	Sad, Scared, or Rejected? A Short-Term Longitudinal Study of the Predictors of Social Avoidance in Chinese Children. Journal of Abnormal Child Psychology, 2019, 47, 1265-1276.	3.5	31
80	Social Withdrawal and Aloneliness in Adolescence: Examining the Implications of Too Much and Not Enough Solitude. Journal of Youth and Adolescence, 2021, 50, 1219-1233.	3.5	31
81	Daily routines, parent–child conflict, and psychological maladjustment among Chinese children and adolescents during the COVID-19 pandemic.. Journal of Family Psychology, 2021, 35, 1077-1085.	1.3	31
82	Shy but Getting By? An Examination of the Complex Links Among Shyness, Coping, and Socioemotional Functioning in Childhood. Social Development, 2013, 22, 126-145.	1.3	30
83	Naturalistic Observations of Schoolyard Social Participation. Journal of Early Adolescence, 2015, 35, 628-650.	1.9	30
84	Generalization of an Early Intervention for Inhibited Preschoolers to the Classroom Setting. Journal of Child and Family Studies, 2018, 27, 2943-2953.	1.3	29
85	Assessment and Implications of Social Withdrawal Subtypes in Young Chinese Children: The Chinese Version of the Child Social Preference Scale. Journal of Genetic Psychology, 2016, 177, 97-101.	1.2	28
86	Socioemotional characteristics and school adjustment of socially withdrawn children in India. International Journal of Behavioral Development, 2007, 31, 123-132.	2.4	27
87	Mothers' Gender-Role Attitudes and Their Responses to Young Children's Hypothetical Display of Shy and Aggressive Behaviors. Sex Roles, 2012, 66, 506-517.	2.4	27
88	The role of emotion knowledge in the links between shyness and children's socio-emotional functioning at preschool. British Journal of Developmental Psychology, 2016, 34, 471-488.	1.7	26
89	Chinese kindergarten teachers' beliefs about young children's classroom social behavior. Early Childhood Research Quarterly, 2016, 36, 122-132.	2.7	26
90	Elementary preservice teachers' attitudes and pedagogical strategies toward hypothetical shy, exuberant, and average children. Learning and Individual Differences, 2017, 56, 85-95.	2.7	26

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91	Self‑control, peer preference, and loneliness in Chinese children: A three‑year longitudinal study. Social Development, 2017, 26, 876-890.	1.3	26
92	The role of adolescents' perceived parental psychological control in the links between shyness and socio‑emotional adjustment among youth. Journal of Adolescence, 2018, 68, 117-126.	2.4	25
93	Shame on me? Shyness, social experiences at preschool, and young children's self-conscious emotions. Early Childhood Research Quarterly, 2019, 47, 229-238.	2.7	25
94	Covering all the BAS's: A closer look at the links between BIS, BAS, and socio-emotional functioning in childhood. Personality and Individual Differences, 2013, 55, 521-526.	2.9	24
95	Why classroom climate matters for children high in anxious solitude: A study of differential susceptibility.. School Psychology Quarterly, 2018, 33, 94-102.	2.0	23
96	Behavioral and relational correlates of low self-perceived competence in young children. Early Childhood Research Quarterly, 2009, 24, 350-361.	2.7	22
97	Young children's preference for solitary play: Implications for socio‑emotional and school adjustment. British Journal of Developmental Psychology, 2018, 36, 501-507.	1.7	22
98	Time alone well spent? A person‑centered analysis of adolescents' solitary activities. Social Development, 2021, 30, 1114-1130.	1.3	22
99	Cognitive Biases and the Link Between Shyness and Social Anxiety in Early Adolescence. Journal of Early Adolescence, 2016, 36, 1095-1117.	1.9	21
100	Cross-Lagged Panel Analyses of Child Shyness, Maternal and Paternal Authoritarian Parenting, and Teacher-Child Relationships in Mainland China. Journal of Child and Family Studies, 2018, 27, 4116-4125.	1.3	21
101	Self-Regulation, Learning Problems, and Maternal Authoritarian Parenting in Chinese Children: A Developmental Cascades Model. Journal of Child and Family Studies, 2018, 27, 4060-4070.	1.3	21
102	Active emotion regulation mediates links between shyness and social adjustment in preschool. Social Development, 2019, 28, 893-907.	1.3	21
103	Shyness, Sibling Relationships, and Young Children's Socioemotional Adjustment at Preschool. Journal of Research in Childhood Education, 2012, 26, 435-449.	1.0	20
104	A person‑centred analysis of teacher–child relationships in early childhood. British Journal of Educational Psychology, 2014, 84, 253-267.	2.9	20
105	Examining the Implications of Social Anxiety in a Community Sample of Mainland Chinese Children. Journal of Clinical Psychology, 2015, 71, 979-993.	1.9	20
106	Longitudinal Outcomes of Shyness From Childhood to Emerging Adulthood. Journal of Genetic Psychology, 2015, 176, 408-413.	1.2	20
107	Longitudinal Pathways From Shyness in Early Childhood to Personality in Adolescence: Do Peers Matter?. Journal of Research on Adolescence, 2020, 30, 362-379.	3.7	20
108	Young children's perceptions and beliefs about hypothetical shy, unsociable, and socially avoidant peers at school. Social Development, 2020, 29, 89-109.	1.3	20

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109	Shyness and little boy blue: Iris pigmentation, gender, and social wariness in preschoolers. Developmental Psychobiology, 1998, 32, 37-44.	1.6	19
110	Processes and conditions underlying the link between shyness and school adjustment among Turkish children. British Journal of Developmental Psychology, 2017, 35, 218-236.	1.7	18
111	When is it Okay to be Alone? Gender Differences in Normative Beliefs about Social Withdrawal in Emerging Adulthood. Sex Roles, 2020, 82, 482-492.	2.4	18
112	Normative Beliefs about Social Withdrawal in Adolescence. Journal of Research on Adolescence, 2022, 32, 372-381.	3.7	18
113	Shy childrenâ€™s coping with a social conflict: The role of personality self-theories. Personality and Individual Differences, 2013, 54, 64-69.	2.9	17
114	Unsociability, Peer Rejection, and Loneliness in Chinese Early Adolescents: Testing a Cross-Lagged Model. Journal of Early Adolescence, 2021, 41, 865-885.	1.9	16
115	Shy but Getting By: Protective Factors in the Links Between Childhood Shyness and Socio-Emotional Functioning. , 2020, , 63-87.		16
116	A Closer Look at Children's Knowledge About Social Isolation. Journal of Research in Childhood Education, 2003, 18, 93-104.	1.0	15
117	Cognitive biases among early adolescents with elevated symptoms of anxiety, depression, and coâ€occurring symptoms of anxietyâ€depression. Infant and Child Development, 2017, 26, e2011.	1.5	15
118	Shyness and Socioemotional Functioning in Young Chinese Children: The Moderating Role of Receptive Vocabulary. Early Education and Development, 2019, 30, 590-607.	2.6	15
119	Examining the language of solitude versus loneliness in tweets. Journal of Social and Personal Relationships, 2021, 38, 1596-1610.	2.3	15
120	Conceptual and empirical links between children's social spheres: Relating maternal beliefs and preschoolers' behaviors with peers. New Directions for Child and Adolescent Development, 1999, 1999, 43-59.	2.2	14
121	Social Withdrawal. , 2016, , 1-14.		14
122	Longitudinal relations between social avoidance, academic achievement, and adjustment in Chinese children. Journal of Applied Developmental Psychology, 2022, 79, 101385.	1.7	14
123	Daily Patterns of Communication and Contact Between Italian Early Adolescents and Their Friends. Cyberpsychology, Behavior, and Social Networking, 2011, 14, 467-471.	3.9	13
124	Children's talking and listening within the classroom: teachers' insights. Early Child Development and Care, 2014, 184, 247-265.	1.3	13
125	Canadian female and male early childhood educators' perceptions of child aggression and rough-and-tumble play. Early Child Development and Care, 2015, 185, 1134-1147.	1.3	13
126	Establishing a protocol for building a pan-Canadian population-based monitoring system for early childhood development for children with health disorders: Canadian Childrenâ€™s Health in Context Study (CCHICS). BMJ Open, 2018, 8, e023688.	1.9	13

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127	Examining the roles of child temperament and teacher-child relationships as predictors of Turkish childrenâ€™s social competence and antisocial behavior. Current Psychology, 2020, 39, 2231-2245.	2.8	13
128	Too Anxious to Talk: Social Anxiety, Academic Communication, and Studentsâ€™ Experiences in Higher Education. Journal of Emotional and Behavioral Disorders, 2022, 30, 273-286.	1.7	13
129	Assessment and Implications of Coping Styles in Response to a Social Stressor Among Early Adolescents in China. Journal of Early Adolescence, 2016, 36, 222-250.	1.9	12
130	Exploring the Links between Unsociability, Parenting Behaviors, and Socio-Emotional Functioning in Young Children in Suburban China. Early Education and Development, 2021, 32, 963-980.	2.6	12
131	Social Avoidance and Social Adjustment: The Moderating Role of Emotion Regulation and Emotion Lability/Negativity Among Chinese Preschool Children. Frontiers in Psychology, 2021, 12, 618670.	2.1	12
132	Exploring the relations between parenting practices, child shyness, and internalizing problems in Chinese culture.. Journal of Family Psychology, 2021, 35, 833-843.	1.3	12
133	Early childhood educatorsâ€™ reflections on teaching practices: the role of gender and culture. Reflective Practice, 2013, 14, 381-391.	1.4	11
134	Unsociability, peer relations, and psychological maladjustment among children: A moderatedâ€mediated model. Social Development, 2020, 29, 1014-1030.	1.3	11
135	Where do anxious children â€œfitâ€•best? Childcare and the emergence of anxiety in early childhood.. Canadian Journal of Behavioural Science, 2010, 42, 185-193.	0.6	10
136	Beyond bashful: Examining links between social anxiety and young childrenâ€™s socio-emotional and school adjustment. Early Childhood Research Quarterly, 2017, 41, 74-83.	2.7	10
137	Someone to Lean on: Assessment and Implications of Social Surrogate Use in Childhood. Social Development, 2012, 21, 254-272.	1.3	9
138	Concomitants and outcomes of anxiety in Chinese kindergarteners: A one-year longitudinal study. Journal of Applied Developmental Psychology, 2017, 52, 24-33.	1.7	9
139	Unsociability and socioâ€emotional functioning in young Chinese children: A shortâ€term longitudinal study. Infant and Child Development, 2018, 27, e2099.	1.5	9
140	Examining launch and snare effects in the longitudinal associations between shyness and socioâ€emotional difficulties in childhood. Social Development, 2022, 31, 109-125.	1.3	9
141	The â€œDegreeâ€•of Instructor Education and Child Outcomes in Junior Kindergarten: A Comparison of Certificated Teachers and Early Childhood Educators. Journal of Research in Childhood Education, 1999, 14, 78-90.	1.0	8
142	Successful transition to elementary school and the implementation of facilitative practices specified in the Reggio-Emilia philosophy. School Psychology International, 2014, 35, 447-462.	1.9	8
143	What did your child do today? Describing young childrenâ€™s daily activities outside of school. Journal of Early Childhood Research, 2020, 18, 189-199.	1.6	8
144	Shyness and empathy in early childhood: Examining links between feelings of empathy and empathetic behaviours. British Journal of Developmental Psychology, 2021, 39, 54-77.	1.7	8

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145	Exploring the Role of Play Behaviors in the Links between Preschoolers' Shyness and Teacher-Child Relationships. Early Education and Development, 2022, 33, 187-203.	2.6	8
146	Examining Reciprocal Links between Parental Autonomy-Support and Children's Peer Preference in Mainland China. Children, 2021, 8, 508.	1.5	8
147	Canadian Early-Childhood Educators' Perceptions of Children's Gendered Shy, Aggressive, and Prosocial Behaviors. Journal of Research in Childhood Education, 2016, 30, 320-333.	1.0	7
148	Relations between different components of rejection sensitivity and adjustment in Chinese children. Journal of Applied Developmental Psychology, 2020, 67, 101119.	1.7	7
149	Shyness, Parent–Child Relationships, and Peer Difficulties During the Middle School Transition. Journal of Child and Family Studies, 2022, 31, 86-98.	1.3	7
150	Examining links between social withdrawal subtypes and internalizing problems among Italian primary school children. European Journal of Developmental Psychology, 2023, 20, 268-286.	1.8	7
151	Canadian Elementary School Teachers' Perceptions of Gender Differences in Shy Girls and Boys in the Classroom. Canadian Journal of School Psychology, 2014, 29, 100-115.	2.9	6
152	Canadian early childhood educators' perceptions of young children's gender-role play and cultural identity. Journal of Early Childhood Research, 2016, 14, 324-332.	1.6	6
153	Maternal Agreeableness Moderates Associations Between Young Children's Emotion Dysregulation and Socioemotional Functioning at School. Journal of Genetic Psychology, 2017, 178, 102-107.	1.2	6
154	Parental beliefs about young children's leisure activity involvement. Journal of Leisure Research, 2020, 51, 469-488.	1.4	6
155	A cross-cultural examination of implicit attitudes toward shyness in Canada and China. Journal of Research in Personality, 2021, 93, 104119.	1.7	6
156	Links between Child Shyness and Indices of Internalizing Problems during the COVID-19 Pandemic: The Protective Role of Positivity. Journal of Genetic Psychology, 2022, 183, 91-106.	1.2	6
157	Leave Well Enough Alone? The Costs and Benefits of Solitude. , 2017, , 129-147.		5
158	Measurement Invariance of Two Different Short Forms of Social Interaction Anxiety Scale (SIAS) and Social Phobia Scale (SPS) in Chinese and US Samples. European Journal of Psychological Assessment, 2023, 39, 14-20.	3.0	5
159	Not too 'shy' to help catch a thief: Recall memory of shy versus non-shy witnesses. Personality and Individual Differences, 2005, 39, 1361-1372.	2.9	4
160	Validation of the Self-Regulation Scale in Chinese Children. Journal of Psychoeducational Assessment, 2016, 34, 589-594.	1.5	4
161	Chinese pre-service teachers' beliefs about hypothetical children's social withdrawal and aggression: Comparisons across years of teacher education. Teaching and Teacher Education, 2018, 71, 366-375.	3.2	4
162	Shy and outgoing preservice teachers and their responses to hypothetical problem behaviors in the classroom. Educational Psychology, 2020, , 1-16.	2.7	4

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163	Longitudinal Relations between Rejection Sensitivity and Adjustment in Chinese Children: Moderating Effect of Emotion Regulation. Journal of Genetic Psychology, 2021, 182, 422-434.	1.2	4
164	Evaluating Links between Social Withdrawal Motivations and Indices of Psychosocial Adjustment among Norwegian Emerging Adults. Journal of Genetic Psychology, 0, , 1-15.	1.2	4
165	A Parallel Latent Growth Model of Affinity for Solitude and Depressive Symptoms among Chinese Early Adolescents. Journal of Youth and Adolescence, 2022, 51, 904-914.	3.5	3
166	Young Argentine Children's Attributions about Hypothetical Socially Withdrawn Peers. Journal of Genetic Psychology, 0, , 1-14.	1.2	3
167	Multi-agent models of social dynamics in children. Cognitive Systems Research, 2007, 8, 1-14.	2.7	2
168	Parlance, Places, Process, and Paradox: Revisiting the Discussion of Gender Differences in Childhood Shyness. Sex Roles, 2014, 70, 309-314.	2.4	2
169	Coaching the quiet: Exploring coaches' beliefs about shy children in a sport context. Psychology of Sport and Exercise, 2020, 47, 101640.	2.1	2
170	Play skills for shy preschoolers: A social skills training and facilitated play (SST-FP) early intervention program. , 2020, , 165-179.		2
171	Characteristics of Teacher-Nominated Shy Students in Norwegian Elementary Schools. Journal of Research in Childhood Education, 2023, 37, 263-274.	1.0	2
172	Starting small: Revisiting young children's perceptions of social withdrawal in <scp>C</scp>hina. British Journal of Developmental Psychology, 2015, 33, 183-186.	1.7	1
173	Coaches' Beliefs About Shy Children and Adolescents in the Context of Team Sports. International Sport Coaching Journal, 2021, 8, 328-337.	0.7	1
174	Shyness and little boy blue: Iris pigmentation, gender, and social wariness in preschoolers. , 1998, 32, 37.		1
175	Social Withdrawal in Childhood. , 2018, , 1-10.		1
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