

Francesc Sidera

List of Publications by Year in descending order

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Version: 2024-02-01

28
papers

155
citations

1306789

7
h-index

1281420

11
g-index

33
all docs

33
docs citations

33
times ranked

151
citing authors

#	ARTICLE	IF	CITATIONS
1	Affective and Cognitive Theory of Mind in Children with Down Syndrome: A Brief Report. <i>International Journal of Disability Development and Education</i> , 2024, 71, 180-188.	0.6	0
2	Effects of Cybervictimization on the Mental Health of Primary School Students. <i>Frontiers in Public Health</i> , 2021, 9, 588209.	1.3	10
3	Pretending emotions in the early years: The role of language and symbolic play. <i>Infancy</i> , 2021, 26, 920-931.	0.9	0
4	Understanding Pretend Emotions in Children Who Are Deaf and Hard of Hearing. <i>Journal of Deaf Studies and Deaf Education</i> , 2020, 25, 141-152.	0.7	6
5	Identifying Emotional Expressions: Children's Reasoning About Pretend Emotions of Sadness and Anger. <i>Frontiers in Psychology</i> , 2020, 11, 602385.	1.1	4
6	Bullying in Primary School Children: The Relationship between Victimization and Perception of Being a Victim. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 9540.	1.2	8
7	Does Emotional Intelligence Have an Impact on Linguistic Competences? A Primary Education Study. <i>Sustainability</i> , 2020, 12, 10474.	1.6	7
8	Adquisici3 del llenguatge i comprensi3 emocional en infants amb sordesa. <i>Llengua, Societat i Comunicaci3: Language, Society and Communication</i> , 2020, , 64-79.	0.0	0
9	Aplicaci3n de un programa de aprendizaje socioemocional y moral para mejorar la convivencia en educaci3n secundaria. <i>Universitas Psychologica</i> , 2019, 18, 1-14.	0.6	4
10	Emotion recognition skills in children with hearing loss. , 2019, , 169-184.		0
11	Maestros y maestras ante situaciones de acoso y ciberacoso escolar. <i>International Journal of Developmental and Educational Psychology Revista INFAD De Psicolog3a</i> , 2019, 3, 421.	0.0	1
12	Why Is Theory of Mind Important for Referential Communication?. <i>Current Psychology</i> , 2018, 37, 82-97.	1.7	14
13	Design of a Self-esteem Scale for Schoolchildren: EVA 2015. <i>Universitas Psychologica</i> , 2018, 17, 1-11.	0.6	0
14	Development of self-esteem in the early school years. <i>Quadernos De Psicologia</i> , 2018, 20, 173.	0.1	0
15	Influences on Facial Emotion Recognition in Deaf Children. <i>Journal of Deaf Studies and Deaf Education</i> , 2017, 22, 164-177.	0.7	26
16	Improving Social Understanding of Preschool Children: Evaluation of a Training Program. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 8, .	0.2	5
17	Children's understanding of pretend emotions: The role of the vocabulary and the syntax of complementation with cognitive and communicative verbs. <i>Annee Psychologique</i> , 2014, 114, 231-249.	0.2	3
18	Fostering theory of mind development. Short- and medium-term effects of training false belief understanding / Favorecer el desarrollo de la teor3a de la mente. Efectos a corto y medio plazo de un entrenamiento en comprensi3n de la falsa creencia. <i>Infancia Y Aprendizaje</i> , 2014, 37, 498-529.	0.5	5

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19	Developmental Readiness in the Understanding of Own and Other's False Beliefs. <i>Child Development Research</i> , 2014, 2014, 1-7.	1.8	0
20	A distinç�o entre emoç�o aparente e real no faz-de-conta e em situaç�es de engano. <i>Psicologia</i> , 2014, 22, 33.	0.1	1
21	Children's understanding of pretend emotions: The role of the vocabulary and the syntax of complementation with cognitive and communicative verbs. <i>Annee Psychologique</i> , 2014, Vol. 114, 231-249.	0.2	0
22	Are You Really Happy? Children's Understanding of Real vs. Pretend Emotions. <i>Current Psychology</i> , 2013, 32, 18-31.	1.7	16
23	Labelling Improves False Belief Understanding. A Training Study. <i>Spanish Journal of Psychology</i> , 2013, 16, E6.	1.1	14
24	Entrenar la comprensi�n de la falsa creencia en ni�os con alteraciones del lenguaje. <i>Revista De Logopedia, Foniatria Y Audiologia</i> , 2012, 32, 109-119.	0.4	3
25	Hablando de emociones fingidas: la relaci�n entre la sintaxis de la complementaci�n y la comprensi�n de la simulaci�n emocional. <i>Anales De Psicologia</i> , 2012, 28, .	0.3	1
26	Argument omissions in preschool Catalan and Spanish speaking children with SLI. <i>Infancia Y Aprendizaje</i> , 2011, 34, 49-66.	0.5	17
27	Do Children Realize That Pretend Emotions Might Be Unreal?. <i>Journal of Genetic Psychology</i> , 2011, 172, 40-55.	0.6	10
28	Establir i mantenir normes i rutines a l'aula. Una proposta de treball pels Graus de mestre. <i>Revista D Innovaci� Docent Universit�ria</i> , 0, , 143-157.	0.0	0