

Lynne Vernon-Feagans, Lynne Feagans,

List of Publications by Year in descending order

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82
papers

4,080
citations

159358

30
h-index

128067

60
g-index

83
all docs

83
docs citations

83
times ranked

3509
citing authors

#	ARTICLE	IF	CITATIONS
1	Targeted Reading Instruction: Four Guiding Principles. <i>Reading Teacher</i> , 2021, 74, 505-515.	0.4	3
2	Examining the Effects of Changes in Classroom Quality on Within-Child Changes in Achievement and Behavioral Outcomes. <i>Child Development</i> , 2021, 92, e439-e456.	1.7	4
3	Differential Effects of the Targeted Reading Intervention for Students With Low Phonological Awareness and/or Vocabulary. <i>Learning Disability Quarterly</i> , 2020, 43, 214-226.	0.9	3
4	School-entry skills predicting school-age academic and social-emotional trajectories. <i>Early Childhood Research Quarterly</i> , 2020, 51, 67-80.	1.6	38
5	How Early Maternal Language Input Varies by Race and Education and Predicts Later Child Language. <i>Child Development</i> , 2020, 91, 1098-1115.	1.7	39
6	Targeted Reading Intervention Teacher Certification: An Approach to Building and Sustaining Teacher Expertise in Rural Schools. <i>Literacy Research and Instruction</i> , 2020, 59, 346-369.	0.6	3
7	Infant and Toddler Child-Care Quality and Stability in Relation to Proximal and Distal Academic and Social Outcomes. <i>Child Development</i> , 2020, 91, 1854-1864.	1.7	27
8	Mothers' and Fathers' Mental State Talk: Ethnicity, Partner Talk, and Sensitivity. <i>Journal of Marriage and Family</i> , 2020, 82, 1696-1716.	1.6	2
9	Early Development and Family Life in Rural America. <i>National Symposium on Family Issues</i> , 2020, , 201-235.	0.2	1
10	Associations between teacher-child relationships, children's literacy achievement, and social competencies for struggling and non-struggling readers in early elementary school. <i>Early Childhood Research Quarterly</i> , 2019, 47, 124-133.	1.6	13
11	Rural classroom environments as contexts for teacher-child relationships. <i>Journal of Educational Research</i> , 2019, 112, 411-420.	0.8	4
12	Cumulative years of classroom quality from kindergarten to third grade: Prediction to children's third grade literacy skills. <i>Early Childhood Research Quarterly</i> , 2019, 47, 531-540.	1.6	27
13	Mothers' and Fathers' Language Input from 6 to 36 Months in Rural Two-Parent-Families: Relations to children's kindergarten achievement. <i>Early Childhood Research Quarterly</i> , 2019, 47, 385-395.	1.6	30
14	Early student (dis)engagement: Contributions of household chaos, parenting, and self-regulatory skills. <i>Developmental Psychology</i> , 2019, 55, 1480-1492.	1.2	14
15	Investigating the Efficacy of a Web-Based Early Reading and Professional Development Intervention for Young English Learners. <i>Reading Research Quarterly</i> , 2018, 53, 155-174.	1.8	15
16	Improving Struggling Readers' Early Literacy Skills through a Tier 2 Professional Development Program for Rural Classroom Teachers: The Targeted Reading Intervention. <i>Elementary School Journal</i> , 2018, 118, 525-548.	0.9	21
17	Kindergarten and first grade teachers' content and pedagogical content knowledge of reading and associations with teacher characteristics at rural low-wealth schools. <i>Teaching and Teacher Education</i> , 2018, 74, 190-204.	1.6	18
18	Depth, persistence, and timing of poverty and the development of school readiness skills in rural low-income regions: Results from the family life project. <i>Early Childhood Research Quarterly</i> , 2018, 45, 115-130.	1.6	15

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19	Maternal depressive symptoms, mother-child interactions, and children's executive function.. Developmental Psychology, 2018, 54, 71-82.	1.2	54
20	Child Skills and Teacher Qualifications: Associations with Elementary Classroom Teachers' Reading Instruction for Struggling Readers. Learning Disabilities Research and Practice, 2017, 32, 270-283.	0.9	8
21	Internalizing Behaviors and Hyperactivity/Inattention: Consequences for Young Struggling Readers, and Especially Boys. Journal of Early Intervention, 2017, 39, 218-235.	1.1	9
22	Rural families' use of multiple child care arrangements from 6 to 58 months and children's kindergarten behavioral and academic outcomes. Early Childhood Research Quarterly, 2017, 41, 161-173.	1.6	8
23	Classroom Management Affects Literacy Development of Students With Emotional and Behavioral Disorders. Exceptional Children, 2017, 83, 123-142.	1.4	33
24	Rural Parenting: Cumulative Risk and Parenting Process. , 2017, , 203-229.		1
25	The interplay among socioeconomic status, household chaos, and parenting in the prediction of child conduct problems and callous/unemotional behaviors. Development and Psychopathology, 2016, 28, 757-771.	1.4	90
26	Exploring magnitude of change in teacher efficacy and implications for students' literacy growth. Teaching and Teacher Education, 2016, 55, 228-239.	1.6	23
27	The contribution of children's time-specific and longitudinal expressive language skills on developmental trajectories of executive function. Journal of Experimental Child Psychology, 2016, 148, 20-34.	0.7	67
28	The role of household chaos in understanding relations between early poverty and children's academic achievement. Early Childhood Research Quarterly, 2016, 37, 16-25.	1.6	42
29	Home Literacy Environments and Foundational Literacy Skills for Struggling and Nonstruggling Readers in Rural Early Elementary Schools. Learning Disabilities Research and Practice, 2016, 31, 6-21.	0.9	26
30	Predictors of behavioral regulation in kindergarten: Household chaos, parenting, and early executive functions.. Developmental Psychology, 2016, 52, 430-441.	1.2	184
31	Racial Discrimination as a Correlate of African American Mothers' Emotion Talk to Young Children. Journal of Family Issues, 2016, 37, 970-996.	1.0	18
32	Household chaos and children's cognitive and socio-emotional development in early childhood: Does childcare play a buffering role?. Early Childhood Research Quarterly, 2016, 34, 115-127.	1.6	77
33	Minority Families in the Rural United States: Family Processes, Child Care, and Early Schooling. Advancing Responsible Adolescent Development, 2016, , 143-164.	0.2	3
34	Multiple aspects of self-regulation uniquely predict mathematics but not letter-word knowledge in the early elementary grades.. Developmental Psychology, 2015, 51, 459-472.	1.2	152
35	Child care instability from 6 to 36 months and the social adjustment of children in prekindergarten. Early Childhood Research Quarterly, 2015, 30, 106-116.	1.6	34
36	Child Care Subsidy Use and Child Care Quality in Low-Wealth, Rural Communities. Journal of Family and Economic Issues, 2015, 36, 383-395.	1.3	10

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37	Diverging Destinies in Rural America. National Symposium on Family Issues, 2015, , 35-49.	0.2	10
38	Early Communicative Gestures Prospectively Predict Language Development and Executive Function in Early Childhood. Child Development, 2014, 85, 1898-1914.	1.7	123
39	Thresholds in the association between child care quality and child outcomes in rural preschool children. Early Childhood Research Quarterly, 2014, 29, 41-51.	1.6	72
40	Child care and cortisol across early childhood: Context matters.. Developmental Psychology, 2014, 50, 514-525.	1.2	36
41	Work characteristics and fathers' vocabulary to infants in African American families. Journal of Applied Developmental Psychology, 2013, 34, 73-81.	0.8	9
42	II. RECRUITMENT OF THE FAMILY LIFE PROJECT SAMPLE. Monographs of the Society for Research in Child Development, 2013, 78, 24-35.	6.8	14
43	Caregiverâ€œchild verbal interactions in child care: A buffer against poor language outcomes when maternal language input is less. Early Childhood Research Quarterly, 2013, 28, 858-873.	1.6	79
44	Nonstandard maternal work schedules: Implications for African American children's early language outcomes. Early Childhood Research Quarterly, 2013, 28, 379-387.	1.6	27
45	Development of studentâ€œteacher relationships in rural early elementary classrooms. Early Childhood Research Quarterly, 2013, 28, 520-528.	1.6	23
46	Child Care Changes, Home Environment Quality, and the Social Competence of African American Children at Age 3. Early Education and Development, 2013, 24, 1065-1081.	1.6	10
47	Live webcam coaching to help early elementary classroom teachers provide effective literacy instruction for struggling readers: The Targeted Reading Intervention.. Journal of Educational Psychology, 2013, 105, 1175-1187.	2.1	58
48	Early Maternal Language Use During Book Sharing in Families From Low-Income Environments. American Journal of Speech-Language Pathology, 2013, 22, 71-83.	0.9	18
49	Rural Neighborhood Context, Child Care Quality, and Relationship to Early Language Development. Early Education and Development, 2013, 24, 792-812.	1.6	36
50	I. POVERTY, RURALITY, PARENTING, AND RISK: AN INTRODUCTION. Monographs of the Society for Research in Child Development, 2013, 78, 1-23.	6.8	168
51	Targeted Reading Intervention. Learning Disability Quarterly, 2012, 35, 102-114.	0.9	31
52	Modeling Family Economic Conditions and Young Childrenâ€™s Development in Rural United States: Implications for Poverty Research. Journal of Family and Economic Issues, 2012, 33, 410-420.	1.3	21
53	Chaos, poverty, and parenting: Predictors of early language development. Early Childhood Research Quarterly, 2012, 27, 339-351.	1.6	156
54	The Effectiveness of a Technologically Facilitated Classroom-Based Early Reading Intervention. Elementary School Journal, 2011, 112, 107-131.	0.9	38

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55	Fathers' Early Emotion Talk: Associations With Income, Ethnicity, and Family Factors. <i>Journal of Marriage and Family</i> , 2011, 73, 335-353.	1.6	37
56	Paternal Work Stress and Latent Profiles of Father-Infant Parenting Quality. <i>Journal of Marriage and Family</i> , 2011, 73, 588-604.	1.6	41
57	A Diagnostic Teaching Intervention for Classroom Teachers: Helping Struggling Readers in Early Elementary School. <i>Learning Disabilities Research and Practice</i> , 2010, 25, 183-193.	0.9	17
58	Buffers of Racial Discrimination: Links With Depression Among Rural African American Mothers. <i>Journal of Marriage and Family</i> , 2010, 72, 346-359.	1.6	60
59	Fathers'™ early contributions to children's language development in families from low-income rural communities. <i>Early Childhood Research Quarterly</i> , 2010, 25, 450-463.	1.6	163
60	The relationship of maternal work characteristics to childcare type and quality in rural communities. <i>Community, Work and Family</i> , 2009, 12, 369-387.	1.5	15
61	The quality of caregiving in child care: relations to teacher complexity of thinking and perceived supportiveness of the work environment. <i>Infant and Child Development</i> , 2008, 17, 203-222.	0.9	23
62	Predictors of maternal language to infants during a picture book task in the home: Family SES, child characteristics and the parenting environment. <i>Journal of Applied Developmental Psychology</i> , 2008, 29, 213-226.	0.8	85
63	Family relationships during infancy and later mother and father vocabulary use with young children. <i>Early Childhood Research Quarterly</i> , 2008, 23, 493-503.	1.6	16
64	Cumulative Social Risk, Parenting, and Infant Development in Rural Low-Income Communities. <i>Parenting</i> , 2008, 8, 41-69.	1.0	161
65	Early Environmental Correlates of Maternal Emotion Talk. <i>Parenting</i> , 2008, 8, 117-152.	1.0	45
66	Quality of childcare and otitis media: Relationship to children's language during naturalistic interactions at 18, 24, and 36 months. <i>Journal of Applied Developmental Psychology</i> , 2007, 28, 115-133.	0.8	9
67	Mother and father language input to young children: Contributions to later language development. <i>Journal of Applied Developmental Psychology</i> , 2006, 27, 571-587.	0.8	256
68	Maternal Iron Deficiency Anemia Affects Postpartum Emotions and Cognition. <i>Journal of Nutrition</i> , 2005, 135, 267-272.	1.3	318
69	Mother-Infant Interactions and Infant Development Are Altered by Maternal Iron Deficiency Anemia. <i>Journal of Nutrition</i> , 2005, 135, 850-855.	1.3	159
70	Otitis media, the quality of child care, and the social/communicative behavior of toddlers: A replication and extension. <i>Early Childhood Research Quarterly</i> , 2005, 20, 306-328.	1.6	16
71	Parental Perceived Control Over Caregiving and Its Relationship to Parent-Infant Interaction. <i>Child Development</i> , 2004, 75, 134-146.	1.7	43
72	Otitis Media, Hearing Loss, and Language Learning. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2004, 25, 110-122.	0.6	140

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73	The influence of family environment and child temperament on work/family role strain for mothers and fathers. <i>Infant and Child Development</i> , 2003, 12, 421-439.	0.9	22
74	The role of context in mother-child interactions: an analysis of communicative intents expressed during toy play and book reading with 12-month-olds. <i>Journal of Pragmatics</i> , 2003, 35, 435-454.	0.8	80
75	The effect of otitis media and daycare quality on mother/child bookreading and language use at 48 months of age. <i>Journal of Applied Developmental Psychology</i> , 2002, 23, 113-133.	0.8	14
76	Caring for infant daughters and sons in dual-earner households: maternal reports of father involvement in weekday time and tasks. <i>Infant and Child Development</i> , 2002, 11, 305-320.	0.9	64
77	Why Should We Care About Noise in Classrooms and Child Care Settings?. <i>Child and Youth Care Forum</i> , 2001, 30, 55-64.	0.9	28
78	Early communicative intents expressed by 12-month-old children with and without chronic otitis media. <i>First Language</i> , 2001, 21, 265-287.	0.5	7
79	Infant Daycare and Otitis Media. <i>Journal of Applied Developmental Psychology</i> , 2000, 21, 357-378.	0.8	15
80	The effect of otitis media and quality of daycare on children's language development. <i>Journal of Applied Developmental Psychology</i> , 1997, 18, 395-409.	0.8	27
81	Otitis Media and the Social Behavior of Day-Care-Attending Children. <i>Child Development</i> , 1996, 67, 1528.	1.7	28
82	Otitis Media and the Social Behavior of Day-Care-Attending Children. <i>Child Development</i> , 1996, 67, 1528-1539.	1.7	30