

Anna-Maija Poikkeus

List of Publications by Year in descending order

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104
papers

4,345
citations

94381

37
h-index

133188

59
g-index

105
all docs

105
docs citations

105
times ranked

3383
citing authors

#	ARTICLE	IF	CITATIONS
1	Reading Difficulties Identification: A Comparison of Neural Networks, Linear, and Mixture Models. <i>Scientific Studies of Reading</i> , 2023, 27, 39-66.	1.3	1
2	Literacy instruction activities and their associations with first graders' reading performance in two transparent orthographies. <i>Compare</i> , 2022, 52, 92-109.	1.5	6
3	A multidimensional adapted process model of teaching. <i>Educational Assessment, Evaluation and Accountability</i> , 2022, 34, 143-172.	1.3	20
4	Multiple mini-interviews as a selection tool for initial teacher education admissions. <i>Teaching and Teacher Education</i> , 2022, 113, 103660.	1.6	2
5	Relationships of young adults with foster care backgrounds: Tensions and management strategies. <i>Child and Family Social Work</i> , 2021, 26, 358-369.	0.6	2
6	Early Antecedents of School Burnout in Upper Secondary Education: A Five-year Longitudinal Study. <i>Journal of Youth and Adolescence</i> , 2021, 50, 231-245.	1.9	23
7	Kindergarten pre-reading skills predict Grade 9 reading comprehension (PISA Reading) but fail to explain gender difference. <i>Reading and Writing</i> , 2021, 34, 753-771.	1.0	20
8	Comparison of Classroom-Based Sedentary Time and Physical Activity in Conventional Classrooms and Open Learning Spaces Among Elementary School Students. <i>Frontiers in Sports and Active Living</i> , 2021, 3, 626282.	0.9	5
9	Coping strategies in life stories of young adults with foster care backgrounds. <i>European Journal of Social Work</i> , 2021, 24, 910-921.	0.5	1
10	Promotion of school engagement through dialogic teaching practices in the context of a teacher professional development programme. <i>Learning, Culture and Social Interaction</i> , 2021, 30, 100538.	1.1	2
11	Developmental profiles of reading fluency and reading comprehension from grades 1 to 9 and their early identification.. <i>Developmental Psychology</i> , 2021, 57, 1840-1854.	1.2	8
12	Leisure Reading (But Not Any Kind) and Reading Comprehension Support Each Other—A Longitudinal Study Across Grades 1 and 9. <i>Child Development</i> , 2020, 91, 876-900.	1.7	81
13	Classroom effect on primary school students' self-concept in literacy and mathematics. <i>European Journal of Psychology of Education</i> , 2020, 35, 625-646.	1.3	4
14	School grades as predictors of self-esteem and changes in internalizing problems: A longitudinal study from fourth through seventh grade. <i>Learning and Individual Differences</i> , 2020, 77, 101807.	1.5	19
15	Adolescents' engagement profiles and their association with academic performance and situational engagement. <i>Learning and Individual Differences</i> , 2020, 82, 101922.	1.5	11
16	Longitudinal Effects of the Home Learning Environment and Parental Difficulties on Reading and Math Development Across Grades 1–9. <i>Frontiers in Psychology</i> , 2020, 11, 577981.	1.1	21
17	Symptoms of psychological ill-being and school dropout intentions among upper secondary education students: A person-centered approach. <i>Learning and Individual Differences</i> , 2020, 80, 101853.	1.5	28
18	Students' agency profiles in relation to student-perceived teaching practices in university courses. <i>International Journal of Educational Research</i> , 2020, 103, 101604.	1.2	14

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19	Teacher-student interaction and lower secondary school students' situational engagement. <i>British Journal of Educational Psychology</i> , 2019, 89, 374-392.	1.6	54
20	Longitudinal Stability of Reading Difficulties: Examining the Effects of Measurement Error, Cut-Offs, and Buffer Zones in Identification. <i>Frontiers in Psychology</i> , 2019, 10, 2841.	1.1	12
21	Mediating effects of motor performance, cardiorespiratory fitness, physical activity, and sedentary behaviour on the associations of adiposity and other cardiometabolic risk factors with academic achievement in children. <i>Journal of Sports Sciences</i> , 2018, 36, 2296-2303.	1.0	7
22	Comorbid Fluency Difficulties in Reading and Math: Longitudinal Stability Across Early Grades. <i>Exceptional Children</i> , 2018, 84, 298-311.	1.4	28
23	Profiles of school motivation and emotional well-being among adolescents: Associations with math and reading performance. <i>Learning and Individual Differences</i> , 2018, 61, 196-204.	1.5	43
24	National context and teacher characteristics: Exploring the critical non-cognitive attributes of novice teachers in four countries. <i>Teaching and Teacher Education</i> , 2018, 72, 64-74.	1.6	64
25	Cross-Lagged Associations Between Problem Behaviors and Teacher-Student Relationships in Early Adolescence. <i>Journal of Early Adolescence</i> , 2018, 38, 1100-1141.	1.1	35
26	Quality of educational dialogue and association with students' academic performance. <i>Learning and Instruction</i> , 2018, 55, 67-79.	1.9	55
27	A child's psychological adjustment impacts teachers' instructional support and affective response. <i>European Journal of Psychology of Education</i> , 2018, 33, 629-648.	1.3	9
28	Student participation in learning environment improvement: analysis of a co-design project in a Finnish upper secondary school. <i>Learning Environments Research</i> , 2018, 21, 19-41.	1.8	32
29	Variation in situation-specific engagement among lower secondary school students. <i>Learning and Instruction</i> , 2018, 53, 64-73.	1.9	31
30	Development of pre-academic skills and motivation in kindergarten: a subgroup analysis between classroom quality profiles. <i>Research Papers in Education</i> , 2018, 33, 515-543.	1.7	5
31	Becoming agentic teachers: Experiences of the home group approach as a resource for supporting teacher students' agency. <i>Teaching and Teacher Education</i> , 2018, 76, 116-125.	1.6	27
32	Reading outcomes of children with delayed early vocabulary: A follow-up from age 2 to 16. <i>Research in Developmental Disabilities</i> , 2018, 78, 114-124.	1.2	23
33	The precursors of double dissociation between reading and spelling in a transparent orthography. <i>Annals of Dyslexia</i> , 2017, 67, 42-62.	1.2	24
34	Children's beliefs concerning school transition. <i>Early Child Development and Care</i> , 2017, 187, 1446-1459.	0.7	21
35	Assessing agency of university students: validation of the AUS Scale. <i>Studies in Higher Education</i> , 2017, 42, 2061-2079.	2.9	64
36	Patterns of word reading skill, interest and self-concept of ability. <i>Educational Psychology</i> , 2017, 37, 712-732.	1.2	30

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37	Externalizing behavior problems and interest in reading as predictors of later reading skills and educational aspirations. <i>Contemporary Educational Psychology</i> , 2017, 49, 324-336.	1.6	19
38	Peer selection and influence on children's reading skills in early primary grades: a social network approach. <i>Reading and Writing</i> , 2017, 30, 1473-1500.	1.0	8
39	Changes in achievement values from primary to lower secondary school among students with and without externalizing problems. <i>Learning and Individual Differences</i> , 2017, 58, 75-82.	1.5	7
40	Longitudinal associations between teacher-child interactions and academic skills in elementary school. <i>Journal of Applied Developmental Psychology</i> , 2017, 52, 191-202.	0.8	16
41	Classroom interaction and literacy activities in kindergarten: Longitudinal links to Grade 1 readers at risk and not at risk of reading difficulties. <i>Contemporary Educational Psychology</i> , 2017, 51, 321-335.	1.6	12
42	Associations Among Teacher's Child Interactions, Teacher Curriculum Emphases, and Reading Skills in Grade 1. <i>Early Education and Development</i> , 2017, 28, 858-879.	1.6	6
43	Covariation between reading and arithmetic skills from Grade 1 to Grade 7. <i>Contemporary Educational Psychology</i> , 2017, 51, 131-140.	1.6	45
44	Knowledge-building patterns in educational dialogue. <i>International Journal of Educational Research</i> , 2017, 81, 25-37.	1.2	30
45	Diet quality and academic achievement: a prospective study among primary school children. <i>European Journal of Nutrition</i> , 2017, 56, 2299-2308.	1.8	32
46	Physical activity and sedentary time in relation to academic achievement in children. <i>Journal of Science and Medicine in Sport</i> , 2017, 20, 583-589.	0.6	51
47	Assessment of students' situation-specific classroom engagement by an InSitu Instrument. <i>Learning and Individual Differences</i> , 2016, 52, 46-52.	1.5	17
48	The effectiveness of increased support in reading and its relationship to teachers' affect and children's motivation. <i>Learning and Individual Differences</i> , 2016, 45, 53-64.	1.5	18
49	Scaffolding through dialogic teaching in early school classrooms. <i>Teaching and Teacher Education</i> , 2016, 55, 143-154.	1.6	55
50	Child-centered versus teacher-directed teaching practices: Associations with the development of academic skills in the first grade at school. <i>Early Childhood Research Quarterly</i> , 2016, 36, 145-156.	1.6	61
51	Counting and rapid naming predict the fluency of arithmetic and reading skills. <i>Contemporary Educational Psychology</i> , 2016, 44-45, 83-94.	1.6	54
52	Identifying Finnish Children's Impulsivity Trajectories From Kindergarten to Grade 4: Associations With Academic and Socioemotional Development. <i>Early Education and Development</i> , 2015, 26, 615-644.	1.6	5
53	Positive teacher and peer relations combine to predict primary school students' academic skill development.. <i>Developmental Psychology</i> , 2015, 51, 434-446.	1.2	65
54	Developmental dynamics between children's externalizing problems, task-avoidant behavior, and academic performance in early school years: A 4-year follow-up.. <i>Journal of Educational Psychology</i> , 2015, 107, 246-257.	2.1	53

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55	Elementary school teachers adapt their instructional support according to students'™ academic skills. <i>International Journal of Behavioral Development</i> , 2015, 39, 391-401.	1.3	20
56	Individual variance in responsiveness to early computerized mathematics intervention. <i>Learning and Individual Differences</i> , 2015, 43, 124-131.	1.5	18
57	The relationship between classroom quality and students'™ engagement in secondary school. <i>Educational Psychology</i> , 2015, 35, 963-983.	1.2	44
58	Associations of Physical Activity and Sedentary Behavior with Academic Skills – A Follow-Up Study among Primary School Children. <i>PLoS ONE</i> , 2014, 9, e107031.	1.1	52
59	Associations Between Toddler-Age Communication and Kindergarten-Age Self-Regulatory Skills. <i>Journal of Speech, Language, and Hearing Research</i> , 2014, 57, 1405-1417.	0.7	27
60	Associations of Motor and Cardiovascular Performance with Academic Skills in Children. <i>Medicine and Science in Sports and Exercise</i> , 2014, 46, 1016-1024.	0.2	79
61	Student behavioral engagement as a mediator between teacher, family, and peer support and school truancy. <i>Learning and Individual Differences</i> , 2014, 36, 201-206.	1.5	36
62	Social withdrawal in children moderates the association between parenting styles and the children's own socioemotional development. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2014, 55, 1260-1269.	3.1	42
63	Task-Focused Behavior Mediates the Associations Between Supportive Interpersonal Environments and Students'™ Academic Performance. <i>Psychological Science</i> , 2014, 25, 1018-1024.	1.8	39
64	The cross-lagged associations between classroom interactions and children's™ achievement behaviors. <i>Contemporary Educational Psychology</i> , 2014, 39, 248-261.	1.6	38
65	The double deficit hypothesis in the transparent Finnish orthography: a longitudinal study from kindergarten to Grade 2. <i>Reading and Writing</i> , 2013, 26, 1353-1380.	1.0	72
66	Resilience strategies employed by teachers with dyslexia working at tertiary education. <i>Teaching and Teacher Education</i> , 2013, 34, 77-85.	1.6	27
67	Teachers adapt their instruction in reading according to individual children's literacy skills. <i>Learning and Individual Differences</i> , 2013, 23, 72-79.	1.5	37
68	The Role of Reading Disability Risk and Environmental Protective Factors in Students' Reading Fluency in Grade 4. <i>Reading Research Quarterly</i> , 2013, 48, 349-368.	1.8	28
69	Developmental profiles of task-avoidant behaviour and reading skills in Grades 1 and 2. <i>Learning and Individual Differences</i> , 2013, 23, 22-31.	1.5	9
70	Social Competence Among 6-year-old Children and Classroom Instructional Support and Teacher Stress. <i>Early Education and Development</i> , 2013, 24, 877-897.	1.6	44
71	Early Language and Behavioral Regulation Skills as Predictors of Social Outcomes. <i>Journal of Speech, Language, and Hearing Research</i> , 2012, 55, 395-408.	0.7	37
72	A Validation of the Early Childhood Classroom Observation Measure in Finnish and Estonian Kindergartens. <i>Early Education and Development</i> , 2012, 23, 323-350.	1.6	29

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73	The role of parenting styles and teacher interactional styles in children's reading and spelling development. <i>Journal of School Psychology</i> , 2012, 50, 799-823.	1.5	47
74	The role of teaching practices in the development of children's interest in reading and mathematics in kindergarten. <i>Contemporary Educational Psychology</i> , 2012, 37, 266-279.	1.6	99
75	Observed Classroom Quality Profiles of Kindergarten Classrooms in Finland. <i>Early Education and Development</i> , 2012, 23, 654-677.	1.6	45
76	Teacher-perceived supportive classroom climate protects against detrimental impact of reading disability risk on peer rejection. <i>Learning and Instruction</i> , 2012, 22, 331-339.	1.9	44
77	Dialogical patterns of interaction in pre-school classrooms. <i>International Journal of Educational Research</i> , 2012, 53, 138-149.	1.2	35
78	The frequency of parents' reading-related activities at home and children's reading skills during kindergarten and Grade 1. <i>Journal of Applied Developmental Psychology</i> , 2012, 33, 302-310.	0.8	81
79	Cross-lagged relations between kindergarten teachers' causal attributions, and children's interest value and performance in mathematics. <i>Social Psychology of Education</i> , 2012, 15, 181-206.	1.2	23
80	Instructional support predicts children's task avoidance in kindergarten. <i>Early Childhood Research Quarterly</i> , 2011, 26, 376-386.	1.6	60
81	The cross-lagged relations between children's academic skill development, task-avoidance, and parental beliefs about success. <i>Learning and Instruction</i> , 2011, 21, 664-675.	1.9	23
82	Task Avoidance, Number Skills and Parental Learning Difficulties as Predictors of Poor Response to Instruction. <i>Journal of Learning Disabilities</i> , 2011, 44, 459-471.	1.5	24
83	Mothers' reading-related activities at home and learning to read during kindergarten. <i>European Journal of Psychology of Education</i> , 2010, 25, 243-264.	1.3	31
84	Classroom organization and teacher stress predict learning motivation in kindergarten children. <i>European Journal of Psychology of Education</i> , 2010, 25, 281-300.	1.3	85
85	A Validation of the Classroom Assessment Scoring System in Finnish Kindergartens. <i>Early Education and Development</i> , 2010, 21, 95-124.	1.6	183
86	Effects of Multidomain Risk Accumulation on Cognitive, Academic, and Behavioural Outcomes. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2009, 38, 883-898.	2.2	25
87	Cross-lagged relations between task motivation and performance in arithmetic and literacy in kindergarten. <i>Learning and Instruction</i> , 2009, 19, 335-344.	1.9	77
88	Mothers' Causal Attributions Concerning the Reading Achievement of Their Children With and Without Familial Risk for Dyslexia. <i>Journal of Learning Disabilities</i> , 2008, 41, 274-285.	1.5	7
89	Modeling the Early Paths of Phonological Awareness and Factors Supporting its Development in Children With and Without Familial Risk of Dyslexia. <i>Scientific Studies of Reading</i> , 2007, 11, 73-103.	1.3	69
90	Very early phonological and language skills: estimating individual risk of reading disability. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2007, 48, 923-931.	3.1	191

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91	Reading development subtypes and their early characteristics. <i>Annals of Dyslexia</i> , 2007, 57, 3-32.	1.2	115
92	Predicting delayed letter knowledge development and its relation to Grade 1 reading achievement among children with and without familial risk for dyslexia.. <i>Developmental Psychology</i> , 2006, 42, 1128-1142.	1.2	138
93	Trajectories of Reading Development: A Follow-up From Birth to School Age of Children With and Without Risk for Dyslexia. <i>Merrill-Palmer Quarterly</i> , 2006, 52, 514-546.	0.3	114
94	Brain Event-Related Potentials (ERPs) Measured at Birth Predict Later Language Development in Children with and Without Familial Risk for Dyslexia. <i>Cortex</i> , 2005, 41, 291-303.	1.1	196
95	The development of children at familial risk for dyslexia: Birth to early school age. <i>Annals of Dyslexia</i> , 2004, 54, 184-220.	1.2	148
96	Emerging phonological awareness differentiates children with and without familial risk for dyslexia after controlling for general language skills. <i>Annals of Dyslexia</i> , 2004, 54, 221-243.	1.2	34
97	Assessment of Three-and-a-Half-Year-Old Children's Emerging Phonological Awareness in a Computer Animation Context. <i>Journal of Learning Disabilities</i> , 2003, 36, 416-423.	1.5	32
98	Language Development and Symbolic Play in Children With and Without Familial Risk for Dyslexia. <i>Journal of Speech, Language, and Hearing Research</i> , 2001, 44, 873-885.	0.7	101
99	Developmental Pathways of Children With and Without Familial Risk for Dyslexia During the First Years of Life. <i>Developmental Neuropsychology</i> , 2001, 20, 535-554.	1.0	131
100	The development and predictive relations of play and language across the second year. <i>Scandinavian Journal of Psychology</i> , 1999, 40, 177-186.	0.8	65
101	Shared reading interaction in families with and without genetic risk for dyslexia: implications for toddlers' language development. <i>Infant and Child Development</i> , 1999, 8, 179-195.	0.9	42
102	Task-related variation in communication of mothers and their sons with learning disability. <i>European Journal of Psychology of Education</i> , 1995, 10, 3-12.	1.3	5
103	Off on the wrong foot: Task avoidance at the outset of primary school anticipates academic difficulties and declining peer acceptance. <i>European Journal of Developmental Psychology</i> , 0, , 1-15.	1.0	1
104	Literacy instruction in first grade: classroom-level associations between reading skills and literacy instruction activities. <i>Journal of Research in Reading</i> , 0, , .	1.0	4