

# Susanne A Denham

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1634497/publications.pdf>

Version: 2024-02-01

102  
papers

9,676  
citations

61687

45  
h-index

45040

94  
g-index

105  
all docs

105  
docs citations

105  
times ranked

5063  
citing authors

#	ARTICLE	IF	CITATIONS
1	Teachersâ€™ Emotional Expressiveness and Coping Reactions to Studentsâ€™ Emotions: Associations with Studentsâ€™ Social-Emotional Competences and School Adjustment. <i>Early Education and Development</i> , 2023, 34, 607-625.	1.6	6
2	The impact of <i>begin to</i> ECSEL on childrenâ€™s self-regulation, executive functions and learning. <i>Early Child Development and Care</i> , 2023, 193, 159-173.	0.7	2
3	Teachersâ€™ consistency of emotional support moderates the association between young children's regulation capacities and their preschool adjustment. <i>Psychology in the Schools</i> , 2022, 59, 1051-1074.	1.1	5
4	â€œYou hit me! That's not nice and it makes me sad!!â€™: relations of young children's social information processing and early school success. <i>Early Child Development and Care</i> , 2020, 190, 791-805.	0.7	10
5	Computerized social-emotional assessment measures for early childhood settings. <i>Early Childhood Research Quarterly</i> , 2020, 51, 55-66.	1.6	6
6	Psychometric Properties of the Book Readings for An Affective Classroom Education (BRACE) Coding System. <i>Reading Psychology</i> , 2020, 41, 322-346.	0.7	7
7	Preschool teachers' socialization of emotion knowledge: Considering socioeconomic Risk. <i>Journal of Applied Developmental Psychology</i> , 2020, 69, 101160.	0.8	18
8	"You Hit Me! That's Not Nice and it Makes Me Sad!!": Relations of Young Children's Social Information Processing and Early School Success. <i>Early Child Development and Care</i> , 2020, 190, 791-805.	0.7	2
9	Emotional Competence During Childhood and Adolescence. , 2019, , 493-541.		17
10	Working Toward Cross-Cultural Adaptation: Preliminary Psychometric Evaluation of the Affect Knowledge Test in Japanese Preschoolers. <i>SAGE Open</i> , 2019, 9, 215824401984668.	0.8	5
11	Early childhood teachersâ€™ socialization of childrenâ€™s emotional competence. <i>Journal of Research in Innovative Teaching &amp; Learning</i> , 2019, 12, 133-150.	1.5	18
12	Indirect effects of cognitive self-regulation on the relation between emotion knowledge and emotionality. <i>Early Child Development and Care</i> , 2018, 188, 966-979.	0.7	3
13	Personal and Professional Emotional Characteristics of Early Childhood Teachers and Their Proneness to Communicate with Parents and Colleagues About Childrenâ€™s Emotions. <i>Child and Youth Care Forum</i> , 2018, 47, 303-316.	0.9	17
14	Implications of Preschoolersâ€™ Emotional Competence in the Classroom. <i>Plenum Series on Human Exceptionality</i> , 2018, , 135-171.	2.0	4
15	Teachersâ€™ Perspectives on the Consequences of Managing Classroom Climate. <i>Child and Youth Care Forum</i> , 2018, 47, 787-802.	0.9	18
16	Implications of Carolyn Saarniâ€™s work for preschoolersâ€™ emotional competence. <i>European Journal of Developmental Psychology</i> , 2018, 15, 643-657.	1.0	6
17	Temperament in the classroom. <i>International Journal of Behavioral Development</i> , 2017, 41, 4-14.	1.3	26
18	Emotion Knowledge and Attention Problems in Young Children: a Cross-Lagged Panel Study on the Direction of Effects. <i>Journal of Abnormal Child Psychology</i> , 2017, 45, 45-56.	3.5	22

#	ARTICLE	IF	CITATIONS
19	Early Childhood Teachersâ€™ Socialization of Emotion: Contextual and Individual Contributors. <i>Child and Youth Care Forum</i> , 2017, 46, 805-824.	0.9	27
20	Commentary on the review of measures of early childhood social and emotional development: Conceptualization, critique, and recommendations. <i>Journal of Applied Developmental Psychology</i> , 2016, 45, 19-41.	0.8	107
21	Key considerations in assessing young childrenâ€™s emotional competence. <i>Cambridge Journal of Education</i> , 2016, 46, 299-317.	1.6	36
22	Early childhood directors as socializers of emotional climate. <i>Learning Environments Research</i> , 2016, 19, 267-290.	1.8	20
23	Emotional and organizational supports for preschoolersâ€™ emotion regulation: Relations with school adjustment.. <i>Emotion</i> , 2016, 16, 263-279.	1.5	25
24	Associations Between Preschoolers' Social-Emotional Competence and Preliteracy Skills. <i>Infant and Child Development</i> , 2015, 24, 549-570.	0.9	65
25	â€œPractice What You Preachâ€ Teachersâ€™ Perceptions of Emotional Competence and Emotionally Supportive Classroom Practices. <i>Early Education and Development</i> , 2015, 26, 899-919.	1.6	30
26	Self-Regulation, Language Skills, and Emotion Knowledge in Young Children From Northern Germany. <i>Early Education and Development</i> , 2015, 26, 792-806.	1.6	31
27	â€œNo-o-o Peekingâ€ Preschoolersâ€™ Executive Control, Social Competence, and Classroom Adjustment. <i>Journal of Research in Childhood Education</i> , 2015, 29, 212-225.	0.6	18
28	Structure and Validity of Affect Knowledge Test (AKT) in a Sample of Italian Preschoolers. <i>Journal of Genetic Psychology</i> , 2015, 176, 330-347.	0.6	18
29	â€œI Know How You Feelâ€ Preschoolersâ€™ emotion knowledge contributes to early school success. <i>Journal of Early Childhood Research</i> , 2015, 13, 252-262.	0.9	91
30	â€œHow Would You Feel? What Would You Do?â€ Development and Underpinnings of Preschoolersâ€™ Social Information Processing. <i>Journal of Research in Childhood Education</i> , 2014, 28, 182-202.	0.6	37
31	Relations between executive function and emotionality in preschoolers: Exploring a transitive cognition-â€emotion linkage. <i>Frontiers in Psychology</i> , 2014, 5, 487.	1.1	66
32	A Mixed-Method Examination of Preschool Teacher Beliefs About Social-Emotional Learning and Relations to Observed Emotional Support. <i>Infant and Child Development</i> , 2014, 23, 471-493.	0.9	70
33	How Preschoolers' Social-Emotional Learning Predicts Their Early School Success: Developing Theory-Promoting, Competency-Based Assessments. <i>Infant and Child Development</i> , 2014, 23, 426-454.	0.9	173
34	Social and emotional information processing in preschoolers: indicator of early school success?. <i>Early Child Development and Care</i> , 2013, 183, 667-688.	0.7	29
35	Questioning as a component of scaffolding in predicting emotion knowledge in preschoolers. <i>Early Child Development and Care</i> , 2013, 183, 265-279.	0.7	25
36	Preschoolers' social information processing and early school success: The challenging situations task. <i>British Journal of Developmental Psychology</i> , 2013, 31, 180-197.	0.9	34

#	ARTICLE	IF	CITATIONS
37	Preschoolers'™ Emotion Expression and Regulation: Relations with School Adjustment. <i>Journal of Genetic Psychology</i> , 2013, 174, 642-663.	0.6	86
38	Relations Among Teachers'™ Emotion Socialization Beliefs and Practices and Preschoolers'™ Emotional Competence. <i>Early Education and Development</i> , 2013, 24, 979-999.	1.6	73
39	The Structure of Preschoolers'™ Emotion Knowledge: Model Equivalence and Validity Using a Structural Equation Modeling Approach. <i>Early Education and Development</i> , 2012, 23, 259-279.	1.6	59
40	Preschoolers'™ emotion knowledge: Self-regulatory foundations, and predictions of early school success. <i>Cognition and Emotion</i> , 2012, 26, 667-679.	1.2	153
41	Observing Preschoolers'™ Social-Emotional Behavior: Structure, Foundations, and Prediction of Early School Success. <i>Journal of Genetic Psychology</i> , 2012, 173, 246-278.	0.6	132
42	Factor structure of self-regulation in preschoolers: Testing models of a field-based assessment for predicting early school readiness. <i>Journal of Experimental Child Psychology</i> , 2012, 111, 386-404.	0.7	82
43	Social'™ emotional learning profiles of preschoolers' early school success: A person-centered approach. <i>Learning and Individual Differences</i> , 2012, 22, 178-189.	1.5	152
44	Refining the Preschool Self'™ Regulation Assessment for Use in Preschool Classrooms. <i>Infant and Child Development</i> , 2012, 21, 596-616.	0.9	45
45	Early Childhood Teachers as Socializers of Young Children'™s Emotional Competence. <i>Early Childhood Education Journal</i> , 2012, 40, 137-143.	1.6	250
46	Computerizing Social-Emotional Assessment for School Readiness: First Steps toward an Assessment Battery for Early Childhood Settings. <i>Journal of Applied Research on Children</i> , 2012, 3, .	0.5	0
47	The role of gender in the socialization of emotion: Key concepts and critical issues. <i>New Directions for Child and Adolescent Development</i> , 2010, 2010, 1-9.	1.3	54
48	Gender differences in the socialization of preschoolers' emotional competence. <i>New Directions for Child and Adolescent Development</i> , 2010, 2010, 29-49.	1.3	58
49	'™Plays Nice With Others'™ Social'™ Emotional Learning and Academic Success. <i>Early Education and Development</i> , 2010, 21, 652-680.	1.6	309
50	Assessing social-emotional development in children from a longitudinal perspective. <i>Journal of Epidemiology and Community Health</i> , 2009, 63, i37-i52.	2.0	188
51	Social-Emotional Competence as Support for School Readiness: What Is It and How Do We Assess It?. <i>Early Education and Development</i> , 2006, 17, 57-89.	1.6	516
52	Definitional Issues in Emotion Regulation Research. <i>Child Development</i> , 2004, 75, 340-345.	1.7	174
53	Rudolph Schaffer: A Celebration of His Editorship. <i>Social Development</i> , 2004, 13, 327-328.	0.8	0
54	Playing it cool: Temperament, emotion regulation, and social behavior in preschoolers. <i>Journal of School Psychology</i> , 2004, 42, 419-443.	1.5	199

#	ARTICLE	IF	CITATIONS
55	Preschool Emotional Competence: Pathway to Social Competence?. Child Development, 2003, 74, 238-256.	1.7	922
56	EE&D MISSION STATEMENT: A New Vision for Early Education & Development. Early Education and Development, 2003, 14, 4-6.	1.6	0
57	Social and Emotional Prevention and Intervention Programming for Preschoolers. , 2003, , .		107
58	Social and Emotional Learning, Early Childhood. , 2003, , 1009-1018.		8
59	Kindergarten Social-Emotional Competence: Developmental Predictors and Psychosocial Implications. Early Child Development and Care, 2002, 172, 451-462.	0.7	49
60	Parental Contributions to Preschoolers' Understanding of Emotion. Marriage and Family Review, 2002, 34, 311-343.	0.7	187
61	The Contribution of Older Siblings' Reactions to Emotions to Preschoolers' Emotional and Social Competence. Marriage and Family Review, 2002, 34, 182-212.	0.7	16
62	Compromised emotional competence: Seeds of violence sown early?. American Journal of Orthopsychiatry, 2002, 72, 70-82.	1.0	76
63	Preschool understanding of emotions: contributions to classroom anger and aggression. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2002, 43, 901-916.	3.1	199
64	Compromised emotional competence: seeds of violence sown early?. American Journal of Orthopsychiatry, 2002, 72, 70-82.	1.0	28
65	Dealing with Feelings: Foundations and Consequences of Young Children's Emotional Competence. Early Education and Development, 2001, 12, 5-10.	1.6	15
66	Affective Social Competence. Social Development, 2001, 10, 79-119.	0.8	544
67	Spinning the Pinwheel, Together: More Thoughts on Affective Social Competence. Social Development, 2001, 10, 130-136.	0.8	12
68	Preschoolers at play: Co-socialisers of emotional and social competence. International Journal of Behavioral Development, 2001, 25, 290-301.	1.3	88
69	Q-sort assessment of attachment security during the preschool years: Links from home to school.. Developmental Psychology, 2000, 36, 274-282.	1.2	107
70	Prediction of externalizing behavior problems from early to middle childhood: The role of parental socialization and emotion expression. Development and Psychopathology, 2000, 12, 23-45.	1.4	384
71	Q-sort assessment of attachment security during the preschool years: links from home to school. Developmental Psychology, 2000, 36, 274-82.	1.2	44
72	Practicing What We Preach: Giving Away Developmental Knowledge for the Betterment of Children and Adults. PsycCritiques, 1999, 44, 70-72.	0.0	0

#	ARTICLE	IF	CITATIONS
73	“Are You My Friend?” How Two Young Children Learned To Get Along with Others. <i>Journal of Research in Childhood Education</i> , 1998, 12, 210-224.	0.6	4
74	The Impact of Early Intervention Legislation. <i>Topics in Early Childhood Special Education</i> , 1998, 18, 183-190.	1.5	1
75	“When I have a Bad Dream, Mommy Holds Me”: Preschoolers’ Conceptions of Emotions, Parental Socialisation, and Emotional Competence. <i>International Journal of Behavioral Development</i> , 1997, 20, 301-319.	1.3	62
76	Q-Sort Assessment of Child-Teacher Attachment Relationships and Social Competence in the Preschool. <i>Early Education and Development</i> , 1997, 8, 27-39.	1.6	112
77	Parental Contributions to Preschoolers’ Emotional Competence: Direct and Indirect Effects. <i>Motivation and Emotion</i> , 1997, 21, 65-86.	0.8	364
78	A social-emotional intervention for at-risk 4-year-olds. <i>Journal of School Psychology</i> , 1996, 34, 225-245.	1.5	119
79	Scaffolding Young Children’s Prosocial Responsiveness: Preschoolers’ Responses to Adult Sadness, Anger, and Pain. <i>International Journal of Behavioral Development</i> , 1995, 18, 489-504.	1.3	27
80	Mothers’ Attachment to Infants: Relations with Infant Temperament, Stress, and Responsive Maternal Behavior. <i>Early Child Development and Care</i> , 1994, 98, 1-6.	0.7	14
81	Mother-Child Emotional Communication and Preschoolers’ Security of Attachment and Dependency. <i>Journal of Genetic Psychology</i> , 1994, 155, 119-121.	0.6	14
82	Socialization of preschoolers’ emotion understanding. <i>Developmental Psychology</i> , 1994, 30, 928-936.	1.2	357
83	Cross-validation of Lewis & Michalson’s system for measurement of children’s emotional states. <i>Infant Mental Health Journal</i> , 1993, 14, 133-146.	0.7	6
84	Socialization of emotion: Pathway to preschoolers’ emotional and social competence. <i>Journal of Nonverbal Behavior</i> , 1993, 17, 205-227.	0.6	96
85	Maternal Emotional Responsiveness and Toddlers’ Social-Emotional Competence. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 1993, 34, 715-728.	3.1	95
86	Sociometric Nominations of Preschoolers: A Psychometric Analysis. <i>Early Education and Development</i> , 1993, 4, 109-122.	1.6	26
87	Preschoolers’ likability as cause or consequence of their social behavior. <i>Developmental Psychology</i> , 1993, 29, 271-275.	1.2	132
88	“Baby looks <i>very</i> sad”: Implications of conversations about feelings between mother and preschooler. <i>British Journal of Developmental Psychology</i> , 1992, 10, 301-315.	0.9	86
89	Soft Object and Pacifier Attachments in Young Children: The Role of Security of Attachment to the Mother. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 1992, 33, 1205-1215.	3.1	27
90	Working and Playing Together: Prediction of Preschool Social-Emotional Competence from Mother-Child Interaction. <i>Child Development</i> , 1991, 62, 242-249.	1.7	95

#	ARTICLE	IF	CITATIONS
91	Working and Playing Together: Prediction of Preschool Social-Emotional Competence from Mother-Child Interaction. <i>Child Development</i> , 1991, 62, 242.	1.7	103
92	Social-Emotional Predictors of Preschoolers' Responses to Adult Negative Emotion. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 1991, 32, 595-608.	3.1	35
93	Social competence in young children's peer relations: Patterns of development and change. <i>Child Psychiatry and Human Development</i> , 1991, 22, 29-44.	1.1	33
94	Teaching thinking skills: The "what" and the "how" of young children's thinking. <i>Early Child Development and Care</i> , 1991, 71, 35-44.	0.7	2
95	"When My Hamster Died, I Cried": Preschoolers' Attributions of the Causes of Emotions. <i>Journal of Genetic Psychology</i> , 1991, 152, 371-373.	0.6	22
96	Emotional and Behavioral Predictors of Preschool Peer Ratings. <i>Child Development</i> , 1990, 61, 1145.	1.7	328
97	Emotional and Behavioral Predictors of Preschool Peer Ratings. <i>Child Development</i> , 1990, 61, 1145-1152.	1.7	350
98	Maternal affect and toddlers' social-emotional competence.. <i>American Journal of Orthopsychiatry</i> , 1989, 59, 368-376.	1.0	62
99	Preschool Children and the Cigarette Lighter. <i>Proceedings of the Human Factors Society Annual Meeting</i> , 1989, 33, 923-927.	0.1	0
100	Children's social problem-solving skills, behavioral adjustment, and interventions: A meta-analysis evaluating theory and practice. <i>Journal of Applied Developmental Psychology</i> , 1987, 8, 391-409.	0.8	88
101	Social Cognition, Prosocial Behavior, and Emotion in Preschoolers: Contextual Validation. <i>Child Development</i> , 1986, 57, 194.	1.7	571
102	The Emotional Basis of Learning and Development in Early Childhood Education. , 0, , .		1