

# Andrea Baroncelli

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/208348/publications.pdf>

Version: 2024-02-01

19  
papers

497  
citations

932766

10  
h-index

839053

18  
g-index

19  
all docs

19  
docs citations

19  
times ranked

560  
citing authors

#	ARTICLE	IF	CITATIONS
1	The Association between Callous-Unemotional Traits and Behavioral and Academic Adjustment in Children: Further Validation of the Inventory of Callous-Unemotional Traits. <i>Journal of Psychopathology and Behavioral Assessment</i> , 2014, 36, 189-200.	0.7	137
2	Unique effects of different components of trait emotional intelligence in traditional bullying and cyberbullying. <i>Journal of Adolescence</i> , 2014, 37, 807-815.	1.2	117
3	The emotional core of bullying: Further evidences of the role of callousâ€“unemotional traits and empathy. <i>Personality and Individual Differences</i> , 2014, 67, 69-74.	1.6	54
4	The Emotional Correlates to Callousâ€“Unemotional Traits in Children. <i>Journal of Child and Family Studies</i> , 2015, 24, 2374-2387.	0.7	29
5	Measuring Positive Affect, Negative Affect, and Physiological Hyperarousal among Italian Youth: Translations of the PANAS-C and PH-C. <i>Journal of Psychopathology and Behavioral Assessment</i> , 2017, 39, 373-382.	0.7	23
6	Emotion-Related Personality Traits and Peer Social Standing: Unique and Interactive Effects in Cyberbullying Behaviors. <i>Cyberpsychology, Behavior, and Social Networking</i> , 2014, 17, 584-590.	2.1	22
7	Meta-emotion philosophy in early childhood teachers: Psychometric properties of the CrÃ“che Educator Emotional Styles Questionnaire. <i>Early Childhood Research Quarterly</i> , 2015, 33, 1-11.	1.6	18
8	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
9	Emotional Arousal and Regulation: Further Evidence of the Validity of the â€œHow I Feelâ€“Questionnaire for Use With Schoolâ€“Age Children. <i>Journal of School Health</i> , 2016, 86, 195-203.	0.8	15
10	Not Just for Adults: Using the Triarchic Model of Psychopathy to Inform Developmental Models of Conduct Problems in Adolescence. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2020, 49, 897-911.	2.2	12
11	Bidirectional Effects Between Callous-Unemotional Traits and Student-Teacher Relationship Quality Among Middle School Students. <i>Journal of Abnormal Child Psychology</i> , 2020, 48, 277-288.	3.5	11
12	Triarchic Model Traits as Predictors of Bullying and Cyberbullying in Adolescence. <i>Journal of Interpersonal Violence</i> , 2022, 37, NP3242-NP3268.	1.3	11
13	Attentional Orienting to Emotional Faces Moderates the Association Between Callous-Unemotional Traits and Peer-Nominated Aggression in Young Adolescent School Children. <i>Journal of Abnormal Child Psychology</i> , 2018, 46, 1011-1019.	3.5	9
14	The Impact of the COVID-19 Pandemic on Affect, Fear, and Personality of Primary School Children Measured During the Second Wave of Infections in 2020. <i>Frontiers in Psychiatry</i> , 2021, 12, 803270.	1.3	9
15	The associations between callous-unemotional traits and emotional awareness in youth. <i>Personality and Individual Differences</i> , 2018, 120, 247-252.	1.6	7
16	Sensitivity to teachersâ€™ punishment and social affiliation with teachers: Unique and interactive effects to callous-unemotional traits among preadolescents. <i>Journal of Research in Personality</i> , 2022, 99, 104247.	0.9	3
17	Callous-unemotional traits, borderline personality, and self-injury in gothic subculture. <i>European Journal of Developmental Psychology</i> , 2018, 15, 580-593.	1.0	1
18	Preliminary evidence of efficacy of the Ethics of Human Relations approach on teachersâ€™ emotional competence. <i>Journal of Education for Teaching</i> , 2020, 46, 690-692.	1.1	1

#	ARTICLE	IF	CITATIONS
19	Facing the pandemic lockdown questionnaire - FPLQ: A brief tool to assess individual differences in front of pandemic experience. <i>Current Psychology</i> , 2022, , 1-18.	1.7	1