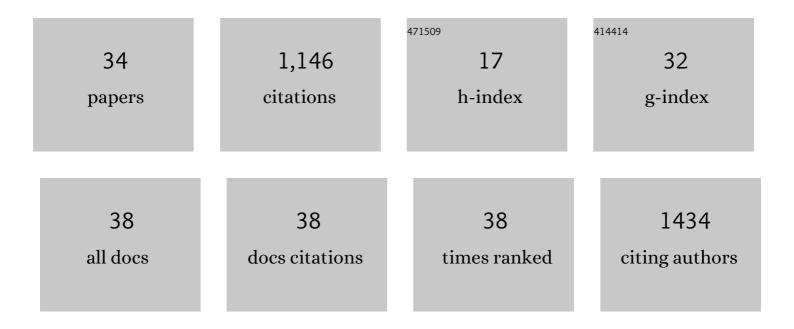
Elian Fink

List of Publications by Year in descending order

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FLIAN FINK

#	Article	IF	CITATIONS
1	Feedback from Outcome Measures and Treatment Effectiveness, Treatment Efficiency, and Collaborative Practice: A Systematic Review. Administration and Policy in Mental Health and Mental Health Services Research, 2016, 43, 325-343.	2.1	127
2	Mental Health Difficulties in Early Adolescence: A Comparison ofÂTwoÂCross-Sectional Studies in England From 2009 to 2014. Journal of Adolescent Health, 2015, 56, 502-507.	2.5	120
3	Friendlessness and theory of mind: A prospective longitudinal study. British Journal of Developmental Psychology, 2015, 33, 1-17.	1.7	99
4	The effects of peer ostracism on children's cognitive processes. European Journal of Developmental Psychology, 2012, 9, 599-613.	1.8	62
5	Gender-differentiated effects of theory of mind, emotion understanding, and social preference on prosocial behavior development: A longitudinal study. Journal of Experimental Child Psychology, 2017, 154, 13-27.	1.4	61
6	Talking theory of mind talk: young school-aged children's everyday conversation and understanding of mind and emotion. Journal of Child Language, 2014, 41, 1179-1193.	1.2	57
7	Child- and school-level predictors of children's bullying behavior: A multilevel analysis in 648 primary schools Journal of Educational Psychology, 2018, 110, 17-26.	2.9	56
8	Falseâ€Belief Understanding and Social Preference Over the First 2ÂYears of School: A Longitudinal Study. Child Development, 2014, 85, 2389-2403.	3.0	55
9	Sports-Embedded Gambling Promotions: A Study of Exposure, Sports Betting Intention and Problem Gambling Amongst Adults. International Journal of Mental Health and Addiction, 2015, 13, 115-135.	7.4	55
10	Adolescent exposure to gambling promotions during televised sport: an exploratory study of links with gambling intentions. International Gambling Studies, 2014, 14, 374-393.	2.1	54
11	Sports bettors' responses to sports-embedded gambling promotions: Implications for compulsive consumption. Journal of Business Research, 2015, 68, 2057-2066.	10.2	53
12	Exploring the relationship between quality of life and mental health problems in children: implications for measurement and practice. European Child and Adolescent Psychiatry, 2016, 25, 659-667.	4.7	39
13	Brief Report: Accuracy and Response Time for the Recognition of Facial Emotions in a Large Sample of Children with Autism Spectrum Disorders. Journal of Autism and Developmental Disorders, 2014, 44, 2363-8.	2.7	26
14	Assessing the bullying and victimisation experiences of children with special educational needs in mainstream schools: Development and validation of the Bullying Behaviour and Experience Scale. Research in Developmental Disabilities, 2015, 36, 611-619.	2.2	26
15	Bullying victimisation in adolescence: prevalence and inequalities by gender, socioeconomic status and academic performance across 71 countries. EClinicalMedicine, 2021, 41, 101142.	7.1	26
16	Expression and Regulation of Attachment-Related Emotions in Children with Conduct Problems and Callous–Unemotional Traits. Child Psychiatry and Human Development, 2016, 47, 647-656.	1.9	25
17	Bullying-related behaviour in adolescents with autism: Links with autism severity and emotional and behavioural problems. Autism, 2018, 22, 684-692.	4.1	24
18	Understanding changes to children's connection to nature during the COVIDâ€19 pandemic and implications for child wellâ€being. People and Nature, 2022, 4, 155-165.	3.7	23

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#	Article	IF	CITATIONS
19	School characteristics and children's mental health: A linked survey-administrative data study. Preventive Medicine, 2020, 141, 106292.	3.4	18
20	Friends, friendlessness, and the social consequences of gaining a theory of mind. British Journal of Developmental Psychology, 2015, 33, 27-30.	1.7	14
21	Unpacking the associations between heterogeneous externalising symptom development and academic attainment in middle childhood. European Child and Adolescent Psychiatry, 2016, 25, 493-500.	4.7	14
22	Validation of the Peer Social Maturity Scale for Assessing Children's Social Skills. Infant and Child Development, 2013, 22, 539-552.	1.5	13
23	Making sense of social pretense: The effect of the dyad, sex, and language ability in a large observational study of children's behaviors in a social pretend play context. Social Development, 2020, 29, 526-543.	1.3	13
24	Changes in peer and sibling victimization in early adolescence: longitudinal associations with multiple indices of mental health in a prospective birth cohort study. European Child and Adolescent Psychiatry, 2022, 31, 737-746.	4.7	13
25	Crying babies, empathic toddlers, responsive mothers and fathers: Exploring parent-toddler interactions in an empathy paradigm. Journal of Experimental Child Psychology, 2019, 179, 23-37.	1.4	12
26	Dispositional playfulness in young children: A crossâ€sectional and longitudinal examination of the psychometric properties of a new child selfâ€reported playfulness scale and associations with social behaviour. Infant and Child Development, 2020, 29, e2181.	1.5	11
27	Bullying-related behaviour in a mainstream high school versus a high school for autism: Self-report and peer-report. Autism, 2016, 20, 562-571.	4.1	10
28	Using a "child'sâ€eye view―of social success to understand the importance of school readiness at the transition to formal schooling. Social Development, 2019, 28, 186-199.	1.3	9
29	Couple relationship quality and the infant home language environment: Gender-specific findings Journal of Family Psychology, 2020, 34, 155-164.	1.3	9
30	Blood volume pulse (BVP) derived vagal tone (VT) between 5 and 7 years of age: A methodological investigation of measurement and longitudinal stability. Developmental Psychobiology, 2014, 56, 23-35.	1.6	7
31	Young Children's Affective Responses to Another's Distress: Dynamic and Physiological Features. PLoS ONE, 2015, 10, e0121735.	2.5	6
32	Early pathways to bullying: A prospective longitudinal study examining the influences of theory of mind and social preference on bullying behaviour during the first 3Âyears of school. British Journal of Developmental Psychology, 2020, 38, 458-477.	1.7	3
33	Participant engagement with play research – examples and lessons learned from the Centre for Play in Education, Development and Learning. International Journal of Play, 2020, 9, 365-381.	0.5	2
34	Dyadic association between aggressive pretend play and children's anger expression. British Journal of Developmental Psychology, 2021, 39, 153-168.	1.7	2