

Jeffrey Liew

List of Publications by Year in descending order

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Version: 2024-02-01

82
papers

4,734
citations

147566

31
h-index

102304

66
g-index

87
all docs

87
docs citations

87
times ranked

4199
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Young adults's intergroup prosocial behavior and its associations with social dominance orientation, social identities, prosocial moral obligation, and belongingness. <i>Journal of Social and Personal Relationships</i> , 2023, 40, 2809-2831. | 1.4 | 2 |
| 2 | Cultural Values, Intergenerational Transmission of Internalized Racism, Education, and Career Goals in Chinese American Families. <i>Journal of Career Development</i> , 2022, 49, 1168-1180. | 1.6 | 3 |
| 3 | 'They're Going to Forget About Their Mother Tongue': Influence of Chinese Beliefs in Child Home Language and Literacy Development. <i>Early Childhood Education Journal</i> , 2022, 50, 1109-1120. | 1.6 | 7 |
| 4 | Detecting Children's Fine Motor Skill Development using Machine Learning. <i>International Journal of Artificial Intelligence in Education</i> , 2022, 32, 991-1024. | 3.9 | 6 |
| 5 | Parental burnout and remote learning at home during the COVID-19 pandemic: Parents' motivations for involvement.. <i>School Psychology</i> , 2022, 37, 160-172. | 1.7 | 8 |
| 6 | Two Sides to Face: Integrity- and Achievement-Centered Face-Saving, Parental Psychological Control, and Depressive Symptoms in Chinese American Adolescents. <i>Journal of Cross-Cultural Psychology</i> , 2022, 53, 289-305. | 1.0 | 3 |
| 7 | If Culture is All Around Us, Where Is It In Our Theories and Our Research?. <i>Early Education and Development</i> , 2022, 33, 739-745. | 1.6 | 0 |
| 8 | Predicting differentiated developmental trajectories of prosocial behavior: A 12-year longitudinal study of children facing early risks and vulnerabilities. <i>International Journal of Behavioral Development</i> , 2021, 45, 327-336. | 1.3 | 7 |
| 9 | The structural association between teacher-student relationships and school engagement: Types and informants. <i>International Journal of Educational Research Open</i> , 2021, 2, 100072. | 1.0 | 3 |
| 10 | Correlates and antecedents of theory of mind development during middle childhood and adolescence: An integrated model. <i>Developmental Review</i> , 2021, 59, 100945. | 2.6 | 41 |
| 11 | 'How does the broader construct of self-regulation relate to emotion regulation in young children?'. <i>Developmental Review</i> , 2021, 60, 100965. | 2.6 | 23 |
| 12 | Childhood resilient personality trajectories and associations with developmental trajectories of behavioral, social-emotional, and academic outcomes across childhood and adolescence: A longitudinal study across 12 years. <i>Personality and Individual Differences</i> , 2021, 177, 110789. | 1.6 | 2 |
| 13 | Appetitive Traits and Weight in Children: Evidence for Parents' Controlling Feeding Practices as Mediating Mechanisms. <i>Journal of Genetic Psychology</i> , 2020, 181, 1-13. | 0.6 | 23 |
| 14 | Pathways to Reading Competence: Emotional Self-regulation, Literacy Contexts, and Embodied Learning Processes. <i>Reading Psychology</i> , 2020, 41, 633-659. | 0.7 | 8 |
| 15 | Studying Children's Social-Emotional Development in School and at Home through a Cultural Lens. <i>Early Education and Development</i> , 2020, 31, 927-929. | 1.6 | 4 |
| 16 | The influence of temperament on stress-induced emotional eating in children. <i>Obesity Science and Practice</i> , 2020, 6, 524-534. | 1.0 | 6 |
| 17 | Manifesto for new directions in developmental science. <i>New Directions for Child and Adolescent Development</i> , 2020, 2020, 135-149. | 1.3 | 25 |
| 18 | Spectator Sports as Context for Examining Observers' Agreeableness, Social Identification, and Empathy in a High-Stakes Conflict Situation. <i>Psychological Reports</i> , 2020, 124, 003329412094822. | 0.9 | 2 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | Parental Child-Feeding in the Context of Child Temperament and Appetitive Traits: Evidence for a Biopsychosocial Process Model of Appetite Self-Regulation and Weight Status. <i>Nutrients</i> , 2020, 12, 3353. | 1.7 | 18 |
| 20 | Temperament as Risk and Protective Factors in Obesogenic Eating: Relations Among Parent Temperament, Child Temperament, and Child Food Preference and Eating. <i>Journal of Genetic Psychology</i> , 2019, 180, 75-79. | 0.6 | 17 |
| 21 | Measurement of self-regulation in early childhood: Relations between laboratory and performance-based measures of effortful control and executive functioning. <i>Early Childhood Research Quarterly</i> , 2019, 47, 1-8. | 1.6 | 39 |
| 22 | Relations of Inhibition and Emotion-Related Parenting to Young Children's Prosocial and Vicariously Induced Distress Behavior. <i>Child Development</i> , 2019, 90, 846-858. | 1.7 | 33 |
| 23 | Emotional Self-regulation and Reactivity, School-based Relationships, and School Engagement and Achievement. , 2019, , 42-62. | | 10 |
| 24 | Academic Resilience Despite Early Academic Adversity: A Three-Wave Longitudinal Study on Regulation-Related Resiliency, Interpersonal Relationships, and Achievement in First to Third Grade. <i>Early Education and Development</i> , 2018, 29, 762-779. | 1.6 | 21 |
| 25 | Parts of the Whole: Motor and Behavioral Skills in Self-Regulation and Schooling Outcomes. <i>Early Education and Development</i> , 2018, 29, 909-913. | 1.6 | 10 |
| 26 | Parenting beliefs and practices in toddlerhood as precursors to self-regulatory, psychosocial, and academic outcomes in early and middle childhood in ethnically diverse low-income families. <i>Social Development</i> , 2018, 27, 891-909. | 0.8 | 15 |
| 27 | Measurement equivalence of child feeding and eating measures across gender, ethnicity, and household food security. <i>BMC Obesity</i> , 2018, 5, 17. | 3.1 | 8 |
| 28 | Curiosity and Autonomy as Factors That Promote Personal Growth in the Cross-cultural Transition Process of International Students. <i>Journal of International Students</i> , 2018, 8, . | 0.4 | 6 |
| 29 | Prosocial Tendencies among Chinese American Children in Immigrant Families: Links to Cultural and Socio-demographic Factors and Psychological Adjustment. <i>Social Development</i> , 2017, 26, 165-184. | 0.8 | 64 |
| 30 | Profiles of adolescents' peer and teacher relatedness: Differences in well-being and academic achievement across latent groups. <i>Learning and Individual Differences</i> , 2017, 54, 41-50. | 1.5 | 31 |
| 31 | Family and School Influences on Youths' Behavioral and Academic Outcomes: Cross-Level Interactions between Parental Monitoring and Character Development Curriculum. <i>Journal of Genetic Psychology</i> , 2017, 178, 108-118. | 0.6 | 11 |
| 32 | An examination of the relationship between social self-efficacy and personal growth initiative in international context. <i>International Journal of Intercultural Relations</i> , 2017, 61, 88-96. | 1.0 | 7 |
| 33 | Early Education and Development Special Issue. <i>Early Education and Development</i> , 2017, 28, 921-923. | 1.6 | 1 |
| 34 | Parent-child negative emotion reciprocity and children's school success: An emotion-attention process model. <i>Social Development</i> , 2017, 26, 560-574. | 0.8 | 13 |
| 35 | Pre-Service Teacher Attitudes Toward English Language Learners. <i>NABE Journal of Research and Practice</i> , 2016, 7, 75-105. | 0.2 | 5 |
| 36 | Balanced bilingualism and executive functioning in children. <i>Bilingualism</i> , 2016, 19, 425-431. | 1.0 | 18 |

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|----|--|-----|-----------|
| 37 | Early Education and Development Special Issue. <i>Early Education and Development</i> , 2016, 27, 1101-1102. | 1.6 | 1 |
| 38 | The Use of Interactive Environments to Promote Self-Regulation in Online Learning: A Literature Review. <i>European Journal of Contemporary Education</i> , 2016, 15, . | 0.7 | 24 |
| 39 | Toward a System for Longitudinal Emotion Sensing. , 2015, , . | | 0 |
| 40 | Parentâ€™Adolescent Conflict as Sequences of Reciprocal Negative Emotion: Links with Conflict Resolution and Adolescentsâ€™ Behavior Problems. <i>Journal of Youth and Adolescence</i> , 2015, 44, 1607-1622. | 1.9 | 69 |
| 41 | Gender Gaps in Overestimation of Math Performance. <i>Sex Roles</i> , 2015, 72, 536-546. | 1.4 | 71 |
| 42 | Predicting Sympathy and Prosocial Behavior From Young Children's Dispositional Sadness. <i>Social Development</i> , 2015, 24, 76-94. | 0.8 | 32 |
| 43 | Self-determination and STEM education: Effects of autonomy, motivation, and self-regulated learning on high school math achievement. <i>Learning and Individual Differences</i> , 2015, 43, 156-163. | 1.5 | 154 |
| 44 | What are Asian-American Youth Consuming? A Systematic Literature Review. <i>Journal of Immigrant and Minority Health</i> , 2015, 17, 591-604. | 0.8 | 21 |
| 45 | Influences of Fruit and Vegetable Intake among Asian Youth on Texas WIC. <i>Health Behavior and Policy Review</i> , 2015, 2, 429-437. | 0.3 | 2 |
| 46 | A Vision for Education: Transforming How Formal Systems are Taught Within Mass Lectures by Using Pen Technology to Create a Personalized Learning Environment. <i>Human-computer Interaction Series</i> , 2015, , 355-363. | 0.4 | 3 |
| 47 | Avoidance temperament and social-evaluative threat in college students' math performance: a mediation model of math and test anxiety. <i>Anxiety, Stress and Coping</i> , 2014, 27, 650-661. | 1.7 | 32 |
| 48 | Controlling parental feeding practices and child body composition in ethnically and economically diverse preschool children. <i>Appetite</i> , 2014, 73, 163-171. | 1.8 | 76 |
| 49 | Effects of interactivity and instructional scaffolding on learning: Self-regulation in online video-based environments. <i>Computers and Education</i> , 2014, 78, 312-320. | 5.1 | 176 |
| 50 | Parental autonomy support predicts academic achievement through emotion-related self-regulation and adaptive skills in Chinese American adolescents.. <i>Asian American Journal of Psychology</i> , 2014, 5, 214-222. | 0.7 | 63 |
| 51 | The development of prosocial moral reasoning and a prosocial orientation in young adulthood: Concurrent and longitudinal correlates.. <i>Developmental Psychology</i> , 2014, 50, 58-70. | 1.2 | 54 |
| 52 | Teacher Empathy and Science Education: A Collective Case Study. <i>Eurasia Journal of Mathematics, Science and Technology Education</i> , 2013, 9, . | 0.7 | 18 |
| 53 | Differential susceptibility and the early development of aggression: Interactive effects of respiratory sinus arrhythmia and environmental quality.. <i>Developmental Psychology</i> , 2012, 48, 755-768. | 1.2 | 93 |
| 54 | Relations over Time among Children's Shyness, Emotionality, and Internalizing Problems. <i>Social Development</i> , 2012, 21, 109-129. | 0.8 | 28 |

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|----|--|-----|-----------|
| 55 | Effortful Control, Executive Functions, and Education: Bringing Self-Regulatory and Social-Emotional Competencies to the Table. <i>Child Development Perspectives</i> , 2012, 6, 105-111. | 2.1 | 273 |
| 56 | Parental Expressivity, Child Physiological and Behavioral Regulation, and Child Adjustment: Testing a Three-Path Mediation Model. <i>Early Education and Development</i> , 2011, 22, 549-573. | 1.6 | 21 |
| 57 | Effortful Persistence and Body Mass as Predictors of Running Achievement in Children and Youth: A Longitudinal Study. <i>Journal of Physical Activity and Health</i> , 2011, 8, 234-243. | 1.0 | 12 |
| 58 | Physiological Regulation and Fearfulness as Predictors of Young Children's Empathy-related Reactions. <i>Social Development</i> , 2011, 20, 111-134. | 0.8 | 99 |
| 59 | Principles and Practices for Building Academic Self-Efficacy in Middle Grades Language Arts Classrooms. <i>The Clearing House</i> , 2011, 84, 114-118. | 0.7 | 5 |
| 60 | Children's Effortful Control and Academic Achievement: Mediation Through Social Functioning. <i>Early Education and Development</i> , 2011, 22, 411-433. | 1.6 | 93 |
| 61 | Relations of Temperament to Maladjustment and Ego Resiliency in At-Risk Children. <i>Social Development</i> , 2010, 19, 577-600. | 0.8 | 23 |
| 62 | Children's Adjustment and Child Mental Health Service Use: The Role of Parents' Attitudes and Personal Service Use in an Upper Middle Class Sample. <i>Community Mental Health Journal</i> , 2010, 46, 231-240. | 1.1 | 37 |
| 63 | Joint contributions of peer acceptance and peer academic reputation to achievement in academically at-risk children: Mediating processes. <i>Journal of Applied Developmental Psychology</i> , 2010, 31, 448-459. | 0.8 | 40 |
| 64 | Child effortful control, teacher-student relationships, and achievement in academically at-risk children: Additive and interactive effects. <i>Early Childhood Research Quarterly</i> , 2010, 25, 51-64. | 1.6 | 175 |
| 65 | Academic Resilience and Reading: Building Successful Readers. <i>Reading Teacher</i> , 2009, 62, 422-432. | 0.4 | 25 |
| 66 | Classifying Academically At-Risk First Graders into Engagement Types: Association with Long-Term Achievement Trajectories. <i>Elementary School Journal</i> , 2009, 109, 380-405. | 0.9 | 44 |
| 67 | Positive and negative emotionality: Trajectories across six years and relations with social competence.. <i>Emotion</i> , 2009, 9, 15-28. | 1.5 | 105 |
| 68 | Longitudinal relations of children's effortful control, impulsivity, and negative emotionality to their externalizing, internalizing, and co-occurring behavior problems.. <i>Developmental Psychology</i> , 2009, 45, 988-1008. | 1.2 | 518 |
| 69 | Adaptive and effortful control and academic self-efficacy beliefs on achievement: A longitudinal study of 1st through 3rd graders. <i>Early Childhood Research Quarterly</i> , 2008, 23, 515-526. | 1.6 | 149 |
| 70 | Relations of maternal socialization and toddlers' effortful control to children's adjustment and social competence.. <i>Developmental Psychology</i> , 2007, 43, 1170-1186. | 1.2 | 322 |
| 71 | The relations of effortful control and impulsivity to children's sympathy: A longitudinal study. <i>Cognitive Development</i> , 2007, 22, 544-567. | 0.7 | 96 |
| 72 | Relations among mothers' expressivity, children's effortful control, and their problem behaviors: A four-year longitudinal study.. <i>Emotion</i> , 2006, 6, 459-472. | 1.5 | 100 |

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|----|--|-----|-----------|
| 73 | Children's coping strategies and coping efficacy: Relations to parent socialization, child adjustment, and familial alcoholism. <i>Development and Psychopathology</i> , 2006, 18, 445-69. | 1.4 | 33 |
| 74 | Relations Among Positive Parenting, Children's Effortful Control, and Externalizing Problems: A Three-Wave Longitudinal Study. <i>Child Development</i> , 2005, 76, 1055-1071. | 1.7 | 622 |
| 75 | Preschoolers's effortful control and negative emotionality, immediate reactions to disappointment, and quality of social functioning. <i>Journal of Experimental Child Psychology</i> , 2004, 89, 298-319. | 0.7 | 72 |
| 76 | The Longitudinal Relations of Regulation and Emotionality to Quality of Indonesian Children's Socioemotional Functioning.. <i>Developmental Psychology</i> , 2004, 40, 790-804. | 1.2 | 66 |
| 77 | Children's Physiological Indices of Empathy and Their Socioemotional Adjustment: Does Caregivers' Expressivity Matter?. <i>Journal of Family Psychology</i> , 2003, 17, 584-597. | 1.0 | 42 |
| 78 | Hate Speech: Asian American Students' Justice Judgments and Psychological Responses. <i>Journal of Social Issues</i> , 2002, 58, 363-381. | 1.9 | 48 |
| 79 | The relations of parental emotional expressivity with quality of Indonesian children's social functioning.. <i>Emotion</i> , 2001, 1, 116-136. | 1.5 | 72 |
| 80 | The Relations of Regulation and Negative Emotionality to Indonesian Children's Social Functioning. <i>Child Development</i> , 2001, 72, 1747-1763. | 1.7 | 114 |
| 81 | Emotion, Emotion-Related Regulation, and Social Functioning. , 0, , 170-198. | | 26 |
| 82 | Communication and Affective Synchrony between Parents and Their Children with Autism during a Multimodal Communication Parent-Coaching Intervention. <i>Child and Family Behavior Therapy</i> , 0, , 1-22. | 0.5 | 0 |