

Jeffrey Liew

List of Publications by Year in descending order

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82
papers

4,734
citations

147726

31
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102432

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87
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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

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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