

# Caroline Bouchard

## List of Publications by Year in descending order

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Version: 2024-02-01

34  
papers

449  
citations

840585

11  
h-index

752573

20  
g-index

36  
all docs

36  
docs citations

36  
times ranked

428  
citing authors

#	ARTICLE	IF	CITATIONS
1	Language Problems Among Abused and Neglected Children. <i>Child Maltreatment</i> , 2016, 21, 47-58.	2.0	79
2	Gender differences in language development in French Canadian children between 8 and 30 months of age. <i>Applied Psycholinguistics</i> , 2009, 30, 685-707.	0.8	60
3	A Comparative Study of Structural and Process Quality in Center-Based and Family-Based Child Care Services. <i>Child and Youth Care Forum</i> , 2010, 39, 129-150.	0.9	59
4	The role of executive functions in the pragmatic skills of children age 4-5. <i>Frontiers in Psychology</i> , 2014, 5, 240.	1.1	38
5	Comprehension of Inferences in a Narrative in 3- to 6-Year-Old Children. <i>Journal of Speech, Language, and Hearing Research</i> , 2016, 59, 1099-1110.	0.7	24
6	The role of language skills in perceived prosociality in kindergarten boys and girls. <i>European Journal of Developmental Psychology</i> , 2008, 5, 338-357.	1.0	18
7	Inferential comprehension of 3-6 year olds within the context of story grammar: a scoping review. <i>International Journal of Language and Communication Disorders</i> , 2015, 50, 737-749.	0.7	16
8	Early Childhood Educators' Use of Language-Support Practices with 4-Year-Old Children in Child Care Centers. <i>Early Childhood Education Journal</i> , 2010, 37, 371-379.	1.6	14
9	The Pragmatic Language Skills of Severely Neglected 42-Month-Old Children: Results of the ELLAN Study. <i>Child Maltreatment</i> , 2019, 24, 244-253.	2.0	14
10	Perceived, expressed and observed prosociality among four-year-old girls and boys in childcare centres. <i>Early Child Development and Care</i> , 2015, 185, 44-65.	0.7	13
11	Quality of classroom interactions in kindergarten and executive functions among five year-old children. <i>Cogent Education</i> , 2016, 3, 1207909.	0.6	12
12	Why are boys perceived as less prosocial than girls by their early childhood educators? The role of pragmatic skills in preschool and kindergarten children. <i>Educational Psychology</i> , 2020, 40, 1190-1210.	1.2	9
13	Morphosyntactic Development and Severe Parental Neglect in 4-Year-Old French-Speaking Children: ELLAN study. <i>Child Maltreatment</i> , 2019, 24, 254-264.	2.0	8
14	Parental behaviors associated with the level of pragmatic language ability among 42-month-old neglected children. <i>Child Abuse and Neglect</i> , 2020, 104, 104482.	1.3	8
15	Les facteurs prÃ©disposant Ã la rÃ©ussite Ã©ducative de la petite enfance. <i>Revue Des Sciences De L'Ã©ducation</i> , 0, 38, 469-482.	0.2	6
16	Educational Daycare from Infancy and Externalizing and Internalizing Behaviors in Early Childhood: Differential Effect by Children's Vulnerability. <i>Procedia, Social and Behavioral Sciences</i> , 2012, 55, 115-127.	0.5	6
17	Respecting but not sustaining play: early childhood educators' and home childcare providers' practices that support children's play. <i>Early Years</i> , 2016, 36, 383-398.	0.6	6
18	Stress parental, soutien social, comportements de lâ'enfant et frÃ©quentation des services de garde. <i>Enfances, Familles, Generations</i> , 2009, .	0.1	6

#	ARTICLE	IF	CITATIONS
19	Qualité de l'accueil d'enfants de 3 ans en centre de la petite enfance au Québec et en maternelle en France. <i>Enfances, Familles, Generations</i> , 0, , .	0.1	6
20	Quebec's Child Care Services: What Are the Mechanisms Influencing Children's Behaviors Across Quantity, Type, and Quality of Care Experienced?. <i>Journal of Research in Childhood Education</i> , 2015, 29, 147-172.	0.6	4
21	Sustaining the support in four-year-olds in childcare services with the goal of promoting their cognitive and language development. <i>Early Child Development and Care</i> , 2017, 187, 1987-2001.	0.7	3
22	Transition de l'élève de l'éducation préscolaire vers l'enseignement primaire. <i>Nouveaux Cahiers De La Recherche En Éducation</i> , 0, 16, 147-181.	0.0	3
23	Lien entre l'engagement des enfants âgés de 4-5 ans dans leurs apprentissages et des profils de la qualité des interactions en centre de la petite enfance. <i>Canadian Journal of Education</i> , 2021, 44, 337-370.	0.3	3
24	Relating Child Care During Infancy to Externalizing and Internalizing Behaviors in Toddlerhood: How Specific Features of Child Care Quality Matter Depending on a Child's Gender and Temperament. <i>International Journal of Early Childhood</i> , 2014, 46, 143-170.	0.6	2
25	Conception and validation of the Quality of Educators' Observation and Planning Practices Scale (QEOPPS). <i>Early Years</i> , 2021, 41, 144-160.	0.6	2
26	Profiles of teacher-child interaction quality in groups of 3-year-old children in Quebec and France. <i>SN Social Sciences</i> , 2021, 1, 263.	0.4	2
27	Development of active control within working memory. <i>International Journal of Behavioral Development</i> , 2014, 38, 239-246.	1.3	1
28	Examination of the Quality of Interactions as Observed in Childcare Centers and Reported by Early Childhood Educators. <i>SAGE Open</i> , 2020, 10, 215824402093291.	0.8	1
29	Quality of interactions in ECE settings and mean length of utterances among 4-year-old neglected children: Results from the ELLAN Study. <i>First Language</i> , 2021, 41, 336-360.	0.5	1
30	Le développement des fonctions exécutives chez les enfants. <i>Les Dossiers Des Sciences De L'Éducation</i> , 2017, , 121-137.	0.1	1
31	Children's engagement in Quebec childcare centres: progression from 3 to 5 years old and predictor variables. <i>Early Child Development and Care</i> , 2022, 192, 2629-2645.	0.7	1
32	Regards croisés sur les pratiques de communication parent-éducatrice en centre de la petite enfance au Québec. <i>La Revue Internationale De L'Éducation Familiale</i> , 2018, n° 42, 19-40.	0.2	0
33	Observer et soutenir la qualité des interactions en maternelle. <i>Les Dossiers Des Sciences De L'Éducation</i> , 2017, , 69-86.	0.1	0
34	Le lien entre les habiletés d'autorégulation observées chez l'enfant âgé de 5 ans et la qualité des interactions en classe d'éducation préscolaire. <i>Neuroeducation</i> , 2020, 6, 6-23.	0.3	0