

# Caroline Bouchard

## List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

35  
papers

317  
citations

9  
h-index

17  
g-index

36  
ext. papers

381  
ext. citations

1.4  
avg, IF

3.41  
L-index

#	Paper	IF	Citations
35	Language Problems Among Abused and Neglected Children: A Meta-Analytic Review. <i>Child Maltreatment</i> , <b>2016</b> , 21, 47-58	2.8	54
34	A Comparative Study of Structural and Process Quality in Center-Based and Family-Based Child Care Services. <i>Child and Youth Care Forum</i> , <b>2010</b> , 39, 129-150	2.4	46
33	Gender differences in language development in French Canadian children between 8 and 30 months of age. <i>Applied Psycholinguistics</i> , <b>2009</b> , 30, 685-707	1.4	42
32	The role of executive functions in the pragmatic skills of children age 4-5. <i>Frontiers in Psychology</i> , <b>2014</b> , 5, 240	3.4	27
31	Comprehension of Inferences in a Narrative in 3- to 6-Year-Old Children. <i>Journal of Speech, Language, and Hearing Research</i> , <b>2016</b> , 59, 1099-1110	2.8	18
30	The role of language skills in perceived prosociality in kindergarten boys and girls. <i>European Journal of Developmental Psychology</i> , <b>2008</b> , 5, 338-357	1.5	18
29	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> , <b>2015</b> , 50, 737-49	2.9	13
28	Différences garçons-filles en matière de prosocialité. <i>Enfance</i> , <b>2006</b> , 58, 377	0.2	12
27	Quality of classroom interactions in kindergarten and executive functions among five year-old children. <i>Cogent Education</i> , <b>2016</b> , 3, 1207909	0.9	10
26	Perceived, expressed and observed prosociality among four-year-old girls and boys in childcare centres. <i>Early Child Development and Care</i> , <b>2015</b> , 185, 44-65	0.9	9
25	Early Childhood Educators' Use of Language-Support Practices with 4-Year-Old Children in Child Care Centers. <i>Early Childhood Education Journal</i> , <b>2010</b> , 37, 371-379	1.3	9
24	The Pragmatic Language Skills of Severely Neglected 42-Month-Old Children: Results of the ELLAN Study. <i>Child Maltreatment</i> , <b>2019</b> , 24, 244-253	2.8	7
23	Stress parental, soutien social, comportements de l'enfant et fréquentation des services de garde. <i>Enfances, Familles, Generations</i> , <b>2009</b> ,	0.9	6
22	Respecting but not sustaining play: early childhood educators' and home childcare providers' practices that support children's play. <i>Early Years</i> , <b>2016</b> , 36, 383-398	0.6	5
21	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> , <b>2012</b> , 55, 115-127		5
20	Prosocialité des enfants à la maternelle québécoise : une explication des différences liées au genre. <i>Bulletin De Psychologie</i> , <b>2006</b> , Numfo 484, 369	0.3	5
19	Parental behaviors associated with the level of pragmatic language ability among 42-month-old neglected children. <i>Child Abuse and Neglect</i> , <b>2020</b> , 104, 104482	4.3	4

18	Quebecâ Child Care Services: What Are the Mechanisms Influencing Childrenâ Behaviors Across Quantity, Type, and Quality of Care Experienced?. <i>Journal of Research in Childhood Education</i> , <b>2015</b> , 29, 147-172	1.1	4
17	Les facteurs prdisposant ^ la russite ducative d la petite enfance. <i>Revue Des Sciences De Lducation</i> , <b>2012</b> , 38, 469-482	0.1	4
16	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> , <b>2020</b> , 40, 1190-1210	2.2	4
15	Morphosyntactic Development and Severe Parental Neglect in 4-Year-Old French-Speaking Children: ELLAN study. <i>Child Maltreatment</i> , <b>2019</b> , 24, 254-264	2.8	3
14	Qualitde lâaccueil denfants de 3 ans en centre de la petite enfance au Qubec et en maternelle en France. <i>Enfances, Familles, Generations</i> , <b>2020</b> ,	0.9	3
13	Relating Child Care During Infancy to Externalizing and Internalizing Behaviors in Toddlerhood: How Specific Features of Child Care Quality Matter Depending on a Childâ Gender and Temperament. <i>International Journal of Early Childhood</i> , <b>2014</b> , 46, 143-170	3.1	2
12	Transition de lâvie de lâducation prscolaire vers lâenseignement primaire. <i>Nouveaux Cahiers De La Recherche En ducation</i> , <b>2013</b> , 16, 147-181	0.2	2
11	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> , <b>2017</b> , 187, 1987-2001	0.9	1
10	Development of active control within working memory: Active retrieval versus monitoring in children. <i>International Journal of Behavioral Development</i> , <b>2014</b> , 38, 239-246	2.6	1
9	Profiles of teacher-child interaction quality in groups of 3-year-old children in Quebec and France. <i>SN Social Sciences</i> , <b>2021</b> , 1, 263		1
8	Conception and validation of the Quality of EducatorsâObservation and Planning Practices Scale (QEOPPS). <i>Early Years</i> , <b>2018</b> , 1-17	0.6	1
7	Le dveloppement des fonctions excutives chez les enfants. <i>Les Dossiers Des Sciences De Lducation</i> , <b>2017</b> , 121-137	0.1	0
6	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> , <b>2021</b> , 41, 336-360	1.5	0
5	Le lien entre les habilets dautorgulation observes chez lenfant  de 5 ans et la qualitdes interactions en classe dducation prscolaire. <i>Neuroeducation</i> , <b>2020</b> , 6, 6-23	0.3	
4	Regards croiss sur les pratiques de communication parent-ducatrice en centre de la petite enfance au Qubec. <i>La Revue Internationale De Lducation Familiale</i> , <b>2017</b> , 42, 19	0.2	
3	Observer et soutenir la qualitdes interactions en maternelle. <i>Les Dossiers Des Sciences De Lducation</i> , <b>2017</b> , 69-86	0.1	
2	Examination of the Quality of Interactions as Observed in Childcare Centers and Reported by Early Childhood Educators. <i>SAGE Open</i> , <b>2020</b> , 10, 215824402093291	1.5	
1	Childrenâ engagement in Quebec childcare centres: progression from 3 to 5 years old and predictor variables. <i>Early Child Development and Care</i> , 1-17	0.9	

