

Annalisa Guarini

List of Publications by Year in descending order

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Version: 2024-02-01

53
papers

2,142
citations

331670

21
h-index

254184

43
g-index

56
all docs

56
docs citations

56
times ranked

1753
citing authors

#	ARTICLE	IF	CITATIONS
1	Why are Some Victims Also Bullies? The Role of Peer Relationship Management and Anger Regulation in Traditional Bullying. <i>Youth and Society</i> , 2023, 55, 1056-1078.	2.3	4
2	Distance Education among Italian Teachers: Differences and Experiences. <i>Education and Information Technologies</i> , 2022, 27, 9263-9292.	5.7	5
3	Integrating Gestures and Words to Communicate in Full-Term and Low-Risk Preterm Late Talkers. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 3918.	2.6	1
4	Mindful Parenting Intervention MinUTo App for Parents of Preschool Children: Study Protocol of a Randomised Controlled Trial. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 7564.	2.6	2
5	Harmful Peer Aggression in Four World Regions: Relationship between Aggressed and Aggressor. <i>Journal of School Violence</i> , 2021, 20, 1-16.	1.9	4
6	Magnitude Comparisons, Number Knowledge and Calculation in VeryPreterm Children and Children With Specific Learning Disability: A Cross-Population Study Using Eye-Tracking. <i>Journal of Learning Disabilities</i> , 2021, 54, 83-96.	2.2	6
7	Editorial: Understanding Trajectories and Promoting Change From Early to Complex Skills in Typical and Atypical Development: A Cross-Population Approach. <i>Frontiers in Psychology</i> , 2021, 12, 647464.	2.1	1
8	Was that (cyber)bullying? Investigating the operational definitions of bullying and cyberbullying from adolescentsâ€™ perspective. <i>International Journal of Clinical and Health Psychology</i> , 2021, 21, 100221.	5.1	29
9	Language Profiles and Their Relation to Cognitive and Motor Skills at 30 Months of Age: An Online Investigation of Low-Risk Preterm and Full-Term Children. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 2715-2733.	1.6	8
10	Promoting the integration of technology in teaching: An analysis of the factors that increase the intention to use technologies among Italian teachers. <i>Journal of Computer Assisted Learning</i> , 2021, 37, 1566-1577.	5.1	10
11	The Effects of a Parent-Implemented Language Intervention on Late-Talkersâ€™ Expressive Skills: The Mediation Role of Parental Speech Contingency and Dialogic Reading Abilities. <i>Frontiers in Psychology</i> , 2021, 12, 723366.	2.1	7
12	Using the quality circle approach to empower disadvantaged youth in addressing cyberbullying: an exploration across five European countries. <i>Pastoral Care in Education</i> , 2020, 38, 254-272.	1.8	8
13	The P.E.A.C.E. Pack Program in Italian High Schools: An Intervention for Victims of Bullying. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 5162.	2.6	11
14	Predictors of Childrenâ€™s Early Numeracy: Environmental Variables, Intergenerational Pathways, and Childrenâ€™s Cognitive, Linguistic, and Non-symbolic Number Skills. <i>Frontiers in Psychology</i> , 2020, 11, 505065.	2.1	8
15	A Parent-Implemented Language Intervention for Late Talkers: An Exploratory Study on Low-Risk Preterm and Full-Term Children. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 9123.	2.6	9
16	Speech and Language Skills of Low-Risk Preterm and Full-Term Late Talkers: The Role of Child Factors and Parent Input. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 7684.	2.6	21
17	Do 6-Month Motor Skills Have Cascading Effects on 12-Month Motor and Cognitive Development in Extremely Preterm and Full-Term Infants?. <i>Frontiers in Psychology</i> , 2020, 11, 1297.	2.1	8
18	Moral Disengagement and Risk Prototypes in the Context of Adolescent Cyberbullying: Findings From Two Countries. <i>Frontiers in Psychology</i> , 2019, 10, 1823.	2.1	9

#	ARTICLE	IF	CITATIONS
19	Young, Bullying, and Connected. Common Pathways to Cyberbullying and Problematic Internet Use in Adolescence. <i>Frontiers in Psychology</i> , 2019, 10, 1467.	2.1	34
20	RPC Teacher-Based Program for Improving Coping Strategies to Deal with Cyberbullying. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 948.	2.6	21
21	The profile of very preterm children on academic achievement. A cross-population comparison with children with specific learning disorders. <i>Research in Developmental Disabilities</i> , 2019, 87, 54-63.	2.2	16
22	Low Rates of Pointing in 18-Month-Olds at Risk for Autism Spectrum Disorder and Extremely Preterm Infants: A Common Index of Language Delay?. <i>Frontiers in Psychology</i> , 2019, 10, 2131.	2.1	16
23	Coping with Cybervictimization: The Role of Direct Confrontation and Resilience on Adolescent Wellbeing. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 4893.	2.6	19
24	Neuroconstructivism to understand the effect of very preterm birth on language and literacy. , 2019, , 23-36.		1
25	Maternal responses and development of communication skills in extremely preterm infants. <i>First Language</i> , 2018, 38, 175-197.	1.2	10
26	Does early object exploration support gesture and language development in extremely preterm infants and full-term infants?. <i>Journal of Communication Disorders</i> , 2018, 76, 91-100.	1.5	17
27	Self-reported harm of adolescent peer aggression in three world regions. <i>Child Abuse and Neglect</i> , 2018, 85, 101-117.	2.6	18
28	Does the native language influence lexical composition in very preterm children at the age of two years? A cross-linguistic comparison study of Italian and Finnish children. <i>First Language</i> , 2017, 37, 368-390.	1.2	7
29	Object exploration in extremely preterm infants between 6 and 9 months and relation to cognitive and language development at 24 months. <i>Research in Developmental Disabilities</i> , 2017, 68, 140-152.	2.2	44
30	Linguistic features in children born very preterm at preschool age. <i>Developmental Medicine and Child Neurology</i> , 2016, 58, 949-956.	2.1	36
31	Object engagement and manipulation in extremely preterm and full term infants at 6 months of age. <i>Research in Developmental Disabilities</i> , 2016, 55, 173-184.	2.2	24
32	Finger counting habit and spatialâ€“numerical association in children and adults. <i>Consciousness and Cognition</i> , 2016, 40, 45-53.	1.5	12
33	Early communicative behaviors and their relationship to motor skills in extremely preterm infants. <i>Research in Developmental Disabilities</i> , 2016, 48, 132-144.	2.2	35
34	Dyadic co-regulation, affective intensity and infant's development at 12 months: A comparison among extremely preterm and full-term dyads. , 2015, 40, 29-40.		60
35	Structural validation and cross-cultural robustness of the European Cyberbullying Intervention Project Questionnaire. <i>Computers in Human Behavior</i> , 2015, 50, 141-147.	8.5	244
36	Noun and predicate comprehension/production and gestures in extremely preterm children at two years of age: Are they delayed?. <i>Journal of Communication Disorders</i> , 2015, 58, 126-142.	1.5	14

#	ARTICLE	IF	CITATIONS
37	A Comparison of Classification Approaches for Cyberbullying and Traditional Bullying Using Data From Six European Countries. <i>Journal of School Violence</i> , 2015, 14, 47-65.	1.9	82
38	Basic numerical processes in very preterm children: A critical transition from preschool to school age. <i>Early Human Development</i> , 2014, 90, 103-111.	1.8	25
39	Language, motor and cognitive development of extremely preterm children: Modeling individual growth trajectories over the first three years of life. <i>Journal of Communication Disorders</i> , 2014, 49, 55-68.	1.5	74
40	Predictors of victimisation across direct bullying, indirect bullying and cyberbullying. <i>Emotional and Behavioural Difficulties</i> , 2012, 17, 375-388.	1.2	126
41	The Emotional Impact of Bullying and Cyberbullying on Victims: A European Cross-National Study. <i>Aggressive Behavior</i> , 2012, 38, 342-356.	2.4	243
42	Retrasos lingüísticos y cognitivos en niños prematuros extremos a los 2 años: ¿retrasos generales o específicos?. <i>Revista De Logopedia, Foniatria Y Audiología</i> , 2011, 31, 133-147.	0.5	16
43	The effect of gestational age on developmental outcomes: a longitudinal study in the first 2 years of life. <i>Child: Care, Health and Development</i> , 2011, 37, 26-36.	1.7	50
44	Longitudinal trajectories of gestural and linguistic abilities in very preterm infants in the second year of life. <i>Neuropsychologia</i> , 2011, 49, 3677-3688.	1.6	96
45	Preterm Birth: Neuropsychological Profiles and Atypical Developmental Pathways. <i>Developmental Disabilities Research Reviews</i> , 2011, 17, 102-113.	2.9	79
46	Early development of gestures, object-related-actions, word comprehension and word production, and their relationships in Italian infants. <i>Gesture</i> , 2010, 10, 52-85.	0.2	32
47	Does preterm birth increase a child's risk for language impairment?. <i>Early Human Development</i> , 2010, 86, 765-772.	1.8	117
48	Long-term effects of preterm birth on language and literacy at eight years. <i>Journal of Child Language</i> , 2010, 37, 865-885.	1.2	73
49	Horizons " Cyberbullying: Abusive Relationships in Cyberspace. <i>Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie</i> , 2009, 217, 233-239.	1.0	20
50	Reconsidering the impact of preterm birth on language outcome. <i>Early Human Development</i> , 2009, 85, 639-645.	1.8	88
51	The role and practice of interpersonal relationships in European early education settings: sites for enhancing social inclusion, personal growth and learning? European Early Childhood Education Research Journal, 2007, 15, 379-406.	1.9	17
52	Are early grammatical and phonological working memory abilities affected by preterm birth?. <i>Journal of Communication Disorders</i> , 2007, 40, 239-256.	1.5	71
53	Early relations between lexical and grammatical development in very immature Italian preterms. <i>Journal of Child Language</i> , 2006, 33, 199-216.	1.2	66