

Marja-Kristiina Lerkkanen

List of Publications by Year in descending order

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Version: 2024-02-01

131
papers

4,204
citations

117571

34
h-index

149623

56
g-index

133
all docs

133
docs citations

133
times ranked

2741
citing authors

#	ARTICLE	IF	CITATIONS
1	Work-related stress of elementary school principals in Finland: Coping strategies and support. <i>Educational Management Administration and Leadership</i> , 2023, 51, 868-888.	2.2	14
2	Educational dialogue of preschool teachers experiencing different levels of stress. <i>Research Papers in Education</i> , 2023, 38, 593-614.	1.7	1
3	Reading Difficulties Identification: A Comparison of Neural Networks, Linear, and Mixture Models. <i>Scientific Studies of Reading</i> , 2023, 27, 39-66.	1.3	1
4	The impact of children's socioemotional development on parenting styles: the moderating effect of social withdrawal. <i>Early Child Development and Care</i> , 2022, 192, 1032-1044.	0.7	7
5	Literacy instruction activities and their associations with first graders' reading performance in two transparent orthographies. <i>Compare</i> , 2022, 52, 92-109.	1.5	6
6	The Predictors of Literacy Skills among Monolingual and Bilingual Finnish-Swedish Children During First Grade. <i>Scandinavian Journal of Educational Research</i> , 2022, 66, 960-976.	1.0	3
7	Teachers' Focus of Attention in First-grade Classrooms: Exploring Teachers Experiencing Less and More Stress Using Mobile Eye-tracking. <i>Scandinavian Journal of Educational Research</i> , 2022, 66, 1076-1092.	1.0	12
8	Professional vision of Grade 1 teachers experiencing different levels of work-related stress. <i>Teaching and Teacher Education</i> , 2022, 110, 103585.	1.6	7
9	Profiles of Work Engagement and Work-Related Effort and Reward Among Teachers: Associations to Occupational Well-Being and Leader-Follower Relationship During the COVID-19 Pandemic. <i>Frontiers in Psychology</i> , 2022, 13, .	1.1	7
10	Teacher beliefs about student agency in whole-class playing. <i>Music Education Research</i> , 2022, 24, 467-481.	0.8	3
11	Teachers' visual focus of attention in relation to students' basic academic skills and teachers' individual support for students: An eye-tracking study. <i>Learning and Individual Differences</i> , 2022, 98, 102179.	1.5	5
12	Students' Positive Expectations and Concerns Prior to the School Transition to Lower Secondary School. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 1252-1265.	1.0	7
13	Screening for Slow Reading Acquisition in Norway and Finland – a Quest for Context Specific Predictors. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 584-600.	1.0	5
14	Early Antecedents of School Burnout in Upper Secondary Education: A Five-year Longitudinal Study. <i>Journal of Youth and Adolescence</i> , 2021, 50, 231-245.	1.9	23
15	Development of reading and arithmetic skills across Grades 1 to 4 in two groups of children receiving part-time special education. <i>Learning and Individual Differences</i> , 2021, 85, 101956.	1.5	3
16	Investigating Bidirectional Links Between the Quality of Teacher-Child Relationships and Children's Interest and Pre-academic Skills in Literacy and Math. <i>Child Development</i> , 2021, 92, 388-407.	1.7	17
17	Kindergarten pre-reading skills predict Grade 9 reading comprehension (PISA Reading) but fail to explain gender difference. <i>Reading and Writing</i> , 2021, 34, 753-771.	1.0	20
18	Teacher-child interaction quality and children's self-regulation in toddler classrooms in Finland and Portugal. <i>Infant and Child Development</i> , 2021, 30, e2222.	0.9	17

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19	Scaffolding patterns of dialogic exchange in toddler classrooms. <i>Learning, Culture and Social Interaction</i> , 2021, 28, 100489.	1.1	6
20	Longitudinal associations between poor reading skills, bullying and victimization across the transition from elementary to middle school. <i>PLoS ONE</i> , 2021, 16, e0249112.	1.1	7
21	Teacher coping profiles in relation to teacher well-being: A mixed method approach. <i>Teaching and Teacher Education</i> , 2021, 102, 103323.	1.6	36
22	Educational dialogue among teachers experiencing different levels of self-efficacy. <i>Learning, Culture and Social Interaction</i> , 2021, 29, 100493.	1.1	6
23	Patterns of Teachers'™ Occupational Well-Being During the COVID-19 Pandemic: Relations to Experiences of Exhaustion, Recovery, and Interactional Styles of Teaching. <i>Frontiers in Education</i> , 2021, 6, .	1.2	28
24	Promotion of school engagement through dialogic teaching practices in the context of a teacher professional development programme. <i>Learning, Culture and Social Interaction</i> , 2021, 30, 100538.	1.1	2
25	Do teachers'™ professional vision and teaching experience always go hand in hand? Examining knowledge-based reasoning of Finnish Grade 1 teachers. <i>Teaching and Teacher Education</i> , 2021, 106, 103458.	1.6	15
26	Development of Numeracy and Literacy Skills in Early Childhoodâ€”A Longitudinal Study on the Roles of Home Environment and Familial Risk for Reading and Math Difficulties. <i>Frontiers in Education</i> , 2021, 6, .	1.2	11
27	Intraâ€”individual dynamics of lessonâ€”specific engagement: Lagged and crossâ€”lagged effects from one lesson to the next. <i>British Journal of Educational Psychology</i> , 2021, 91, 997-1014.	1.6	5
28	Developmental profiles of reading fluency and reading comprehension from grades 1 to 9 and their early identification.. <i>Developmental Psychology</i> , 2021, 57, 1840-1854.	1.2	8
29	Patterns of dialogic teaching in kindergarten classrooms of Finland and the United Arab Emirates. <i>Learning, Culture and Social Interaction</i> , 2020, 25, 100264.	1.1	9
30	Leisure Reading (But Not Any Kind) and Reading Comprehension Support Each Otherâ€”A Longitudinal Study Across Grades 1 and 9. <i>Child Development</i> , 2020, 91, 876-900.	1.7	81
31	Maternal Affection Moderates the Associations Between Parenting Stress and Early Adolescents'™ Externalizing and Internalizing Behavior. <i>Journal of Early Adolescence</i> , 2020, 40, 221-248.	1.1	14
32	Early Cognitive Precursors of Children's Mathematics Learning Disability and Persistent Low Achievement: A 5â€”Year Longitudinal Study. <i>Child Development</i> , 2020, 91, 7-27.	1.7	42
33	The home literacy model in a highly transparent orthography. <i>School Effectiveness and School Improvement</i> , 2020, 31, 80-101.	1.4	36
34	Classroom effect on primary school students'™ self-concept in literacy and mathematics. <i>European Journal of Psychology of Education</i> , 2020, 35, 625-646.	1.3	4
35	Early cognitive profiles predicting reading and arithmetic skills in grades 1 and 7. <i>Contemporary Educational Psychology</i> , 2020, 60, 101830.	1.6	7
36	School grades as predictors of self-esteem and changes in internalizing problems: A longitudinal study from fourth through seventh grade. <i>Learning and Individual Differences</i> , 2020, 77, 101807.	1.5	19

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37	Home Literacy Activities and Children's Reading Skills, Independent Reading, and Interest in Literacy Activities From Kindergarten to Grade 2. <i>Frontiers in Psychology</i> , 2020, 11, 1508.	1.1	39
38	Relations between Kindergarten Teachers' Occupational Well-being and the Quality of Teacher-child Interactions. <i>Early Education and Development</i> , 2020, 31, 994-1010.	1.6	35
39	Dialogue through the eyes: Exploring teachers' focus of attention during educational dialogue. <i>International Journal of Educational Research</i> , 2020, 102, 101607.	1.2	12
40	Adolescents' engagement profiles and their association with academic performance and situational engagement. <i>Learning and Individual Differences</i> , 2020, 82, 101922.	1.5	11
41	Teacher emotional support in relation to social competence in preschool classrooms. <i>International Journal of Research and Method in Education</i> , 2020, 43, 444-460.	1.1	30
42	Investigating quality indicators of early childhood education programs in Kosovo, Ukraine and Finland. <i>International Journal of Early Years Education</i> , 2020, , 1-17.	0.4	2
43	Longitudinal Effects of the Home Learning Environment and Parental Difficulties on Reading and Math Development Across Grades 1-9. <i>Frontiers in Psychology</i> , 2020, 11, 577981.	1.1	21
44	Parental Teaching of Reading and Spelling Across the Transition From Kindergarten to Grade 1. <i>Frontiers in Psychology</i> , 2020, 11, 610870.	1.1	9
45	Supportive Parenting Buffers the Effects of Low Peer Acceptance on Children's Internalizing Problem Behaviors. <i>Child and Youth Care Forum</i> , 2019, 48, 865-887.	0.9	9
46	Students' academic and emotional adjustment during the transition from primary to secondary school: A cross-lagged study. <i>Journal of School Psychology</i> , 2019, 76, 140-158.	1.5	23
47	Longitudinal associations of first-grade teaching with reading in early primary school. <i>Journal of Applied Developmental Psychology</i> , 2019, 63, 23-32.	0.8	6
48	Early prediction of reading trajectories of children with and without reading instruction in kindergarten: a comparison study of Estonia and Finland. <i>Journal of Research in Reading</i> , 2019, 42, 389-410.	1.0	7
49	Teacher-student interaction and lower secondary school students' situational engagement. <i>British Journal of Educational Psychology</i> , 2019, 89, 374-392.	1.6	54
50	Reading comprehension from grade 1 to 6 in two shallow orthographies: comparison of Estonian and Finnish students. <i>Compare</i> , 2019, 49, 681-699.	1.5	5
51	Longitudinal Stability of Reading Difficulties: Examining the Effects of Measurement Error, Cut-Offs, and Buffer Zones in Identification. <i>Frontiers in Psychology</i> , 2019, 10, 2841.	1.1	12
52	Comorbid Fluency Difficulties in Reading and Math: Longitudinal Stability Across Early Grades. <i>Exceptional Children</i> , 2018, 84, 298-311.	1.4	28
53	The role of part-time special education supporting students with reading and spelling difficulties from grade 1 to grade 2 in Finland. <i>European Journal of Special Needs Education</i> , 2018, 33, 316-333.	1.5	10
54	Cross-Lagged Associations Between Problem Behaviors and Teacher-Student Relationships in Early Adolescence. <i>Journal of Early Adolescence</i> , 2018, 38, 1100-1141.	1.1	35

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55	Associations Between Reading Skills, Interest in Reading, and Teaching Practices in First Grade. <i>Scandinavian Journal of Educational Research</i> , 2018, 62, 832-849.	1.0	19
56	Maternal parenting styles, homework help, and children's literacy development in language minority and Finnish-speaking families. <i>European Journal of Psychology of Education</i> , 2018, 33, 235-250.	1.3	10
57	Quality of educational dialogue and association with students' academic performance. <i>Learning and Instruction</i> , 2018, 55, 67-79.	1.9	55
58	Teachers' Ability to Identify Children at Early Risk for Reading Difficulties in Grade 1. <i>Early Childhood Education Journal</i> , 2018, 46, 497-509.	1.6	20
59	A child's psychological adjustment impacts teachers' instructional support and affective response. <i>European Journal of Psychology of Education</i> , 2018, 33, 629-648.	1.3	9
60	Student participation in learning environment improvement: analysis of a co-design project in a Finnish upper secondary school. <i>Learning Environments Research</i> , 2018, 21, 19-41.	1.8	32
61	Variation in situation-specific engagement among lower secondary school students. <i>Learning and Instruction</i> , 2018, 53, 64-73.	1.9	31
62	Development of pre-academic skills and motivation in kindergarten: a subgroup analysis between classroom quality profiles. <i>Research Papers in Education</i> , 2018, 33, 515-543.	1.7	5
63	The Influence of Instructional Practices on Reading Motivation in Finland. <i>Literacy Studies</i> , 2018, , 65-78.	0.2	3
64	The precursors of double dissociation between reading and spelling in a transparent orthography. <i>Annals of Dyslexia</i> , 2017, 67, 42-62.	1.2	24
65	Validating the early childhood classroom observation measure in first and third grade classrooms. <i>Scandinavian Journal of Educational Research</i> , 2017, 61, 275-294.	1.0	11
66	Children's beliefs concerning school transition. <i>Early Child Development and Care</i> , 2017, 187, 1446-1459.	0.7	21
67	Patterns of word reading skill, interest and self-concept of ability. <i>Educational Psychology</i> , 2017, 37, 712-732.	1.2	30
68	Profiles of teaching practices and reading skills at the first and third grade in Finland and Estonia. <i>Teaching and Teacher Education</i> , 2017, 64, 150-161.	1.6	16
69	Externalizing behavior problems and interest in reading as predictors of later reading skills and educational aspirations. <i>Contemporary Educational Psychology</i> , 2017, 49, 324-336.	1.6	19
70	Peer selection and influence on children's reading skills in early primary grades: a social network approach. <i>Reading and Writing</i> , 2017, 30, 1473-1500.	1.0	8
71	Changes in achievement values from primary to lower secondary school among students with and without externalizing problems. <i>Learning and Individual Differences</i> , 2017, 58, 75-82.	1.5	7
72	Longitudinal associations between teacher-child interactions and academic skills in elementary school. <i>Journal of Applied Developmental Psychology</i> , 2017, 52, 191-202.	0.8	16

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73	Classroom interaction and literacy activities in kindergarten: Longitudinal links to Grade 1 readers at risk and not at risk of reading difficulties. <i>Contemporary Educational Psychology</i> , 2017, 51, 321-335.	1.6	12
74	Associations Among Teacherâ€™Child Interactions, Teacher Curriculum Emphases, and Reading Skills in Grade 1. <i>Early Education and Development</i> , 2017, 28, 858-879.	1.6	6
75	Covariation between reading and arithmetic skills from Grade 1 to Grade 7. <i>Contemporary Educational Psychology</i> , 2017, 51, 131-140.	1.6	45
76	Knowledge-building patterns in educational dialogue. <i>International Journal of Educational Research</i> , 2017, 81, 25-37.	1.2	30
77	Knowing, applying, and reasoning about arithmetic: Roles of domain-general and numerical skills in multiple domains of arithmetic learning.. <i>Developmental Psychology</i> , 2017, 53, 2304-2318.	1.2	47
78	Assessment of students' situation-specific classroom engagement by an InSitu Instrument. <i>Learning and Individual Differences</i> , 2016, 52, 46-52.	1.5	17
79	Maternal literacy teaching, causal attributions and childrenâ€™s literacy skills in Finnish-speaking and language minority families. <i>International Journal of Educational Research</i> , 2016, 77, 99-108.	1.2	6
80	The effectiveness of increased support in reading and its relationship to teachers' affect and children's motivation. <i>Learning and Individual Differences</i> , 2016, 45, 53-64.	1.5	18
81	Scaffolding through dialogic teaching in early school classrooms. <i>Teaching and Teacher Education</i> , 2016, 55, 143-154.	1.6	55
82	Child-centered versus teacher-directed teaching practices: Associations with the development of academic skills in the first grade at school. <i>Early Childhood Research Quarterly</i> , 2016, 36, 145-156.	1.6	61
83	Counting and rapid naming predict the fluency of arithmetic and reading skills. <i>Contemporary Educational Psychology</i> , 2016, 44-45, 83-94.	1.6	54
84	Family- and classroom-related factors and motherâ€™kindergarten teacher trust in Estonia and Finland. <i>Educational Psychology</i> , 2016, 36, 47-72.	1.2	8
85	Identifying Finnish Childrenâ€™s Impulsivity Trajectories From Kindergarten to Grade 4: Associations With Academic and Socioemotional Development. <i>Early Education and Development</i> , 2015, 26, 615-644.	1.6	5
86	The developmental dynamics of childrenâ€™s academic performance and mothersâ€™ homework-related affect and practices.. <i>Developmental Psychology</i> , 2015, 51, 419-433.	1.2	55
87	Positive teacher and peer relations combine to predict primary school studentsâ€™ academic skill development.. <i>Developmental Psychology</i> , 2015, 51, 434-446.	1.2	65
88	Children evoke similar affective and instructional responses from their teachers and mothers. <i>International Journal of Behavioral Development</i> , 2015, 39, 432-444.	1.3	22
89	Developmental dynamics between childrenâ€™s externalizing problems, task-avoidant behavior, and academic performance in early school years: A 4-year follow-up.. <i>Journal of Educational Psychology</i> , 2015, 107, 246-257.	2.1	53
90	Does early reading instruction promote the rate of acquisition? A comparison of two transparent orthographies. <i>Learning and Instruction</i> , 2015, 38, 14-23.	1.9	51

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91	Elementary school teachers adapt their instructional support according to students' academic skills. <i>International Journal of Behavioral Development</i> , 2015, 39, 391-401.	1.3	20
92	The relationship between classroom quality and students' engagement in secondary school. <i>Educational Psychology</i> , 2015, 35, 963-983.	1.2	44
93	Linguistic and Spatial Skills Predict Early Arithmetic Development via Counting Sequence Knowledge. <i>Child Development</i> , 2014, 85, 1091-1107.	1.7	147
94	Student behavioral engagement as a mediator between teacher, family, and peer support and school truancy. <i>Learning and Individual Differences</i> , 2014, 36, 201-206.	1.5	36
95	Social withdrawal in children moderates the association between parenting styles and the children's own socioemotional development. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2014, 55, 1260-1269.	3.1	42
96	Task-Focused Behavior Mediates the Associations Between Supportive Interpersonal Environments and Students' Academic Performance. <i>Psychological Science</i> , 2014, 25, 1018-1024.	1.8	39
97	The double deficit hypothesis in the transparent Finnish orthography: a longitudinal study from kindergarten to Grade 2. <i>Reading and Writing</i> , 2013, 26, 1353-1380.	1.0	72
98	The role of letters and syllables in typical and dysfluent reading in a transparent orthography. <i>Reading and Writing</i> , 2013, 26, 845-864.	1.0	17
99	Teachers adapt their instruction in reading according to individual children's literacy skills. <i>Learning and Individual Differences</i> , 2013, 23, 72-79.	1.5	37
100	Children's poor academic performance evokes parental homework assistance but does it help?. <i>International Journal of Behavioral Development</i> , 2013, 37, 44-56.	1.3	62
101	Mothers' trust toward teachers in relation to teaching practices. <i>Early Childhood Research Quarterly</i> , 2013, 28, 153-165.	1.6	36
102	Social Competence Among 6-year-old Children and Classroom Instructional Support and Teacher Stress. <i>Early Education and Development</i> , 2013, 24, 877-897.	1.6	44
103	A Validation of the Early Childhood Classroom Observation Measure in Finnish and Estonian Kindergartens. <i>Early Education and Development</i> , 2012, 23, 323-350.	1.6	29
104	The role of parenting styles and teacher interactional styles in children's reading and spelling development. <i>Journal of School Psychology</i> , 2012, 50, 799-823.	1.5	47
105	The role of teaching practices in the development of children's interest in reading and mathematics in kindergarten. <i>Contemporary Educational Psychology</i> , 2012, 37, 266-279.	1.6	99
106	Observed Classroom Quality Profiles of Kindergarten Classrooms in Finland. <i>Early Education and Development</i> , 2012, 23, 654-677.	1.6	45
107	Teacher-perceived supportive classroom climate protects against detrimental impact of reading disability risk on peer rejection. <i>Learning and Instruction</i> , 2012, 22, 331-339.	1.9	44
108	Dialogical patterns of interaction in pre-school classrooms. <i>International Journal of Educational Research</i> , 2012, 53, 138-149.	1.2	35

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109	The frequency of parents's reading-related activities at home and children's reading skills during kindergarten and Grade 1. <i>Journal of Applied Developmental Psychology</i> , 2012, 33, 302-310.	0.8	81
110	Cross-lagged relations between kindergarten teachers's causal attributions, and children's interest value and performance in mathematics. <i>Social Psychology of Education</i> , 2012, 15, 181-206.	1.2	23
111	Instructional support predicts children's task avoidance in kindergarten. <i>Early Childhood Research Quarterly</i> , 2011, 26, 376-386.	1.6	60
112	A teacher-report measure of children's task-avoidant behavior: A validation study of the Behavioral Strategy Rating Scale. <i>Learning and Individual Differences</i> , 2011, 21, 690-698.	1.5	47
113	Computer-Assisted Remedial Reading Intervention for School Beginners at Risk for Reading Disability. <i>Child Development</i> , 2011, 82, 1013-1028.	1.7	145
114	Task Avoidance, Number Skills and Parental Learning Difficulties as Predictors of Poor Response to Instruction. <i>Journal of Learning Disabilities</i> , 2011, 44, 459-471.	1.5	24
115	Mothers's reading-related activities at home and learning to read during kindergarten. <i>European Journal of Psychology of Education</i> , 2010, 25, 243-264.	1.3	31
116	Classroom organization and teacher stress predict learning motivation in kindergarten children. <i>European Journal of Psychology of Education</i> , 2010, 25, 281-300.	1.3	85
117	A Validation of the Classroom Assessment Scoring System in Finnish Kindergartens. <i>Early Education and Development</i> , 2010, 21, 95-124.	1.6	183
118	Reading development subtypes and their early characteristics. <i>Annals of Dyslexia</i> , 2007, 57, 3-32.	1.2	115
119	Mathematical performance predicts progress in reading comprehension among 7-year olds. <i>European Journal of Psychology of Education</i> , 2005, 20, 121-137.	1.3	44
120	Predicting reading performance during the first and the second year of primary school. <i>British Educational Research Journal</i> , 2004, 30, 67-92.	1.4	79
121	Reading performance and its developmental trajectories during the first and the second grade. <i>Learning and Instruction</i> , 2004, 14, 111-130.	1.9	42
122	Developmental Dynamics of Math Performance From Preschool to Grade 2.. <i>Journal of Educational Psychology</i> , 2004, 96, 699-713.	2.1	527
123	Off on the wrong foot: Task avoidance at the outset of primary school anticipates academic difficulties and declining peer acceptance. <i>European Journal of Developmental Psychology</i> , 0, , 1-15.	1.0	1
124	Special Education Teachers's Identification of Students's Reading Difficulties in Grade 6. <i>Scandinavian Journal of Educational Research</i> , 0, , 1-14.	1.0	5
125	Reading Skills, Social Competence, and Physiological Stress in the First Grade. <i>School Mental Health</i> , 0, , 1.	1.1	0
126	Longitudinal associations between third-grade teaching styles and sixth-grade reading skills: a 3-year follow-up study. <i>Journal of Research in Reading</i> , 0, , .	1.0	2

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127	Literacy instruction in first grade: classroom-level associations between reading skills and literacy instruction activities. <i>Journal of Research in Reading</i> , 0, , .	1.0	4
128	Assessment conceptions of Finnish pre-service teachers. <i>European Journal of Teacher Education</i> , 0, , 1-19.	2.2	5
129	Teacher and student teacher views of agency in feedback. <i>European Journal of Teacher Education</i> , 0, , 1-16.	2.2	4
130	Parental Trust in Teachers and Children's Interest in Reading and Math: A Longitudinal Study. <i>European Education</i> , 0, , 1-16.	0.7	0
131	Children's beliefs concerning their school performance at the end of the first grade in Finland. <i>Early Child Development and Care</i> , 0, , 1-14.	0.7	0