

Kevin K H Chung

List of Publications by Year in descending order

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Version: 2024-02-01

134
papers

3,005
citations

218381

26
h-index

243296

44
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142
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142
docs citations

142
times ranked

1299
citing authors

#	ARTICLE	IF	CITATIONS
1	Interparental conflict and mindful parenting practices: Transactional effects between mothers and fathers. <i>Journal of Marriage and Family</i> , 2023, 85, 280-292.	1.6	4
2	Parental self-efficacy: Examining its mediating and reciprocally predictive roles in supportive emotion socialization. <i>Family Process</i> , 2022, 61, 779-791.	1.4	3
3	Hong Kong preschool teachers' utilization of culturally responsive teaching to teach Chinese to ethnic minority students: a qualitative exploration. <i>Asia Pacific Journal of Education</i> , 2022, 42, 641-660.	1.2	10
4	Do Taiwanese Undergraduate Students with SLD Use Different Learning Strategies than Students without These Disabilities?. <i>Learning Disabilities Research and Practice</i> , 2022, 37, 6-17.	0.9	2
5	Linking maternal involvement in child online learning to child adjustment during the COVID-19 pandemic: The moderating role of maternal mindfulness. <i>Journal of Social and Personal Relationships</i> , 2022, 39, 1759-1767.	1.4	3
6	Effects of fathers' and mothers' expectations and home literacy involvement on their children's cognitive-linguistic skills, vocabulary, and word reading. <i>Early Childhood Research Quarterly</i> , 2022, 60, 1-12.	1.6	9
7	Does Mindfulness Moderate the Link of Worry About COVID-19 With Adjustment? An Actor-Partner Interdependence Model Approach. <i>Mindfulness</i> , 2022, 13, 627-636.	1.6	8
8	Home learning activities and parental autonomy support as predictors of pre-academic skills: The mediating role of young children's school liking. <i>Learning and Individual Differences</i> , 2022, 94, 102127.	1.5	7
9	What Predicts First- and Second- Language Difficulties? Testing Language and Executive Functioning Skills as Correlates. <i>Learning Disabilities Research and Practice</i> , 2022, 37, 85-99.	0.9	2
10	Contributions of orthographic awareness, letter knowledge, and patterning skills to Chinese literacy skills and arithmetic competence. <i>Educational Psychology</i> , 2022, 42, 530-548.	1.2	5
11	Chronotype and trait self-control as unique predictors of sleep quality in Chinese adults: The mediating effects of sleep hygiene habits and bedtime media use. <i>PLoS ONE</i> , 2022, 17, e0266874.	1.1	10
12	Parental play supportiveness and kindergartners' peer problems: Children's playfulness as a potential mediator. <i>Social Development</i> , 2022, 31, 1126-1137.	0.8	6
13	Being Hopeful and Mindful During Adversity: A Longitudinal Study on College Students' Adjustment During COVID-19. <i>Mindfulness</i> , 2022, 13, 1499-1509.	1.6	3
14	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
15	The direct and indirect relationships among kindergarten children's social mastery motivation, receptive vocabulary, and socioemotional skills. <i>Current Psychology</i> , 2021, 40, 5559-5566.	1.7	5
16	Sibling relationships and civic engagement: A longitudinal study of Chinese young adults. <i>International Journal of Psychology</i> , 2021, 56, 138-142.	1.7	3
17	Remediation of a phonological representation deficit in Chinese children with dyslexia: A comparison between metalinguistic training and working memory training. <i>Developmental Science</i> , 2021, 24, e13065.	1.3	2
18	The relationship between paired associate learning and Chinese word reading in kindergarten children. <i>Journal of Research in Reading</i> , 2021, 44, 264-283.	1.0	11

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19	The roles of social mastery motivation and parental response in preschoolers'™ vocabulary knowledge and self-regulation. <i>Early Child Development and Care</i> , 2021, 191, 21-35.	0.7	10
20	The relationships between paired associate learning and Chinese word writing in kindergarten children. <i>Reading and Writing</i> , 2021, 34, 2127-2148.	1.0	6
21	Relationships between test anxiety and metacognition in Chinese young adults with and without specific learning disabilities. <i>Annals of Dyslexia</i> , 2021, 71, 103-126.	1.2	8
22	Association between Children's™ Imaginational Overexcitability and Parent's™ Reported Creative Potential: Cognitive and Affective Play Processes as Potential Mediators. <i>Journal of Creative Behavior</i> , 2021, 55, 962-969.	1.6	5
23	Associations between overexcitabilities and playfulness of kindergarten children. <i>Thinking Skills and Creativity</i> , 2021, 40, 100834.	1.9	8
24	Understanding adolescents'™ perceived social responsibility: The role of family cohesion, interdependent self-construal, and social trust. <i>Journal of Adolescence</i> , 2021, 89, 55-62.	1.2	11
25	Sibling relationship qualities and peer and academic adjustment: A multi-informant longitudinal study of Chinese families.. <i>Journal of Family Psychology</i> , 2021, 35, 584-594.	1.0	5
26	Associations between maternal reactions to child negative emotions and child social competence: A longitudinal study.. <i>Journal of Family Psychology</i> , 2021, 35, 671-679.	1.0	5
27	Parents'™ Depressive Symptoms and Child Adjustment: the Mediating Role of Mindful Parenting and Children's™ Self-Regulation. <i>Mindfulness</i> , 2021, 12, 2729-2742.	1.6	16
28	Evaluation of a school-based dissemination of the movement guidelines for young children in Hong Kong: Study protocol. <i>Archives of Public Health</i> , 2021, 79, 184.	1.0	2
29	Maternal differential treatment and child socioemotional competencies: A multi-informant longitudinal study of Chinese families. <i>Journal of Social and Personal Relationships</i> , 2021, 38, 1046-1065.	1.4	2
30	Risk Perception, Perception of Collective Efficacy and Sleep Quality in Chinese Adults during COVID-19 Pandemic in Hong Kong: A Cross-Sectional Study. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 11533.	1.2	4
31	Building preschool teachers'™ capacity for teaching Chinese to ethnic minority children in Hong Kong: A qualitative study. <i>Journal of Early Childhood Teacher Education</i> , 2020, 41, 284-305.	0.9	6
32	The role of socioeconomic status in Chinese word reading and writing among Chinese kindergarten children. <i>Reading and Writing</i> , 2020, 33, 377-397.	1.0	21
33	Linking Maternal Caregiving Burden to Maternal and Child Adjustment: Testing Maternal Coping Strategies as Mediators and Moderators. <i>Journal of Developmental and Physical Disabilities</i> , 2020, 32, 323-338.	1.0	6
34	Writing motivation and performance in Chinese children. <i>Reading and Writing</i> , 2020, 33, 427-449.	1.0	18
35	Longitudinal associations of phonological processing skills, Chinese word reading, and arithmetic. <i>Reading and Writing</i> , 2020, 33, 1679-1699.	1.0	22
36	Cognitive-Linguistic Skills Underlying Word Reading and Spelling Difficulties in Chinese Adolescents With Dyslexia. <i>Journal of Learning Disabilities</i> , 2020, 53, 48-59.	1.5	31

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37	Bidirectionality in kindergarten children's school readiness and emotional regulation. <i>Social Development</i> , 2020, 29, 801-817.	0.8	8
38	The roles of executive functioning and oral language skills in young Chinese children's arithmetic competence. <i>Learning and Individual Differences</i> , 2020, 77, 101810.	1.5	11
39	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
40	Emotion dysregulation between mothers, fathers, and adolescents: Implications for adolescents' internalizing problems. <i>Journal of Adolescence</i> , 2020, 83, 62-71.	1.2	15
41	Mathematics, executive functioning, and visual-spatial skills in Chinese kindergarten children: Examining the bidirectionality. <i>Journal of Experimental Child Psychology</i> , 2020, 199, 104923.	0.7	16
42	University Students' Perceived Peer Support and Experienced Depressive Symptoms during the COVID-19 Pandemic: The Mediating Role of Emotional Well-Being. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 9308.	1.2	51
43	Contributions of executive functioning to Chinese and English reading comprehension in Chinese adolescent readers with dyslexia. <i>Reading and Writing</i> , 2020, 33, 1721-1743.	1.0	9
44	Executive functioning and word reading in Hong Kong Chinese children: A 1-year longitudinal perspective. <i>Journal of Research in Reading</i> , 2020, 43, 382-393.	1.0	8
45	Longitudinal relationships between syntactic skills and Chinese written composition in Grades 3 to 6. <i>Journal of Research in Reading</i> , 2020, 43, 201-228.	1.0	0
46	The link between auditory temporal processing and knowledge of the phonological coding system in learning to read Chinese. <i>Learning and Individual Differences</i> , 2020, 80, 101883.	1.5	4
47	Trait Mindfulness Moderates the Longitudinal Association of Family Financial Strain with Perceived Cognitive Difficulties. <i>Mindfulness</i> , 2020, 11, 1267-1274.	1.6	4
48	Development and Validation of the Chinese Inventory of Children's Socioemotional Competence (CICSEC). <i>Early Education and Development</i> , 2020, 31, 854-872.	1.6	12
49	Longitudinal contributions of executive functioning and visual-spatial skills to mathematics learning in young Chinese children. <i>Educational Psychology</i> , 2019, 39, 678-704.	1.2	28
50	Bidirectional relationships between children's executive functioning, visual skills, and word reading ability during the transition from kindergarten to primary school. <i>Contemporary Educational Psychology</i> , 2019, 59, 101779.	1.6	22
51	Gender Differences in Social Mastery Motivation and Its Relationships to Vocabulary Knowledge, Behavioral Self-Regulation, and Socioemotional Skills. <i>Early Education and Development</i> , 2019, 30, 280-293.	1.6	22
52	Linking parents' self-stigma to the adjustment of children with disabilities. <i>American Journal of Orthopsychiatry</i> , 2019, 89, 212-221.	1.0	13
53	Co-morbidities in Chinese children with attention deficit/hyperactivity disorder and reading disabilities. <i>Dyslexia</i> , 2018, 24, 276-293.	0.8	5
54	Visuomotor integration and executive functioning are uniquely linked to Chinese word reading and writing in kindergarten children. <i>Reading and Writing</i> , 2018, 31, 155-171.	1.0	36

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55	Within- and cross-language contributions of morphological awareness to word reading and vocabulary in Chinese-English bilingual learners. <i>Reading and Writing</i> , 2018, 31, 1765-1786.	1.0	14
56	Family Risks and Adolescent Adjustment in Chinese Contexts: Testing the Mediating Role of Emotional Intelligence. <i>Journal of Child and Family Studies</i> , 2018, 27, 3887-3896.	0.7	22
57	The Impact of Morphological Awareness on Word Reading and Dictation in Chinese Early Adolescent Readers With and Without Dyslexia. <i>Frontiers in Psychology</i> , 2018, 9, 511.	1.1	13
58	Parental Warmth and Hostility and Child Executive Function Problems: A Longitudinal Study of Chinese Families. <i>Frontiers in Psychology</i> , 2018, 9, 1063.	1.1	36
59	Cognitive-linguistic profiles of Chinese typical-functioning adolescent dyslexics and high-functioning dyslexics. <i>Annals of Dyslexia</i> , 2018, 68, 229-250.	1.2	16
60	Fit in but stand out: A qualitative study of parents' and teachers' perspectives on socioemotional competence of children. <i>Early Childhood Research Quarterly</i> , 2018, 44, 275-287.	1.6	17
61	The link between coparenting cooperation and child social competence: The moderating role of child negative affect.. <i>Journal of Family Psychology</i> , 2018, 32, 692-698.	1.0	16
62	Understanding and supporting children with dyslexia and late-emerging reading difficulties. , 2018, , 531-541.		1
63	How socioeconomic status, executive functioning and verbal interactions contribute to early academic achievement in Chinese children. <i>Educational Psychology</i> , 2017, 37, 402-420.	1.2	62
64	Perception of Native English Reduced Forms in Chinese Learners: Its Role in Listening Comprehension and Its Phonological Correlates. <i>TESOL Quarterly</i> , 2017, 51, 7-31.	1.5	24
65	Development of lexical tone awareness in Chinese children with and without dyslexia. <i>Contemporary Educational Psychology</i> , 2017, 49, 203-214.	1.6	18
66	Perception of Native English Reduced Forms in Adverse Environments by Chinese Undergraduate Students. <i>Journal of Psycholinguistic Research</i> , 2017, 46, 1149-1165.	0.7	8
67	The role of transcription skills and oral language skills in Chinese writing among children in upper elementary grades. <i>Applied Psycholinguistics</i> , 2017, 38, 211-231.	0.8	6
68	A Simple View of Writing in Chinese. <i>Reading Research Quarterly</i> , 2017, 52, 333-355.	1.8	22
69	Associations of sleep problems with externalizing behaviors and preacademic performance: The moderating role of family socioeconomic status. <i>Infant and Child Development</i> , 2017, 26, e2026.	0.9	9
70	Ka-ho, a Case Study of a Chinese Adolescent with Dyslexia. , 2017, , 68-86.		0
71	The role of stroke knowledge in reading and spelling in Chinese. <i>Journal of Research in Reading</i> , 2016, 39, 367-388.	1.0	17
72	Coarse and fine N1 tuning for print in younger and older Chinese children: Orthography, phonology, or semantics driven?. <i>Neuropsychologia</i> , 2016, 91, 109-119.	0.7	15

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73	The role of SES in Chinese (L1) and English (L2) word reading in Chinese-speaking kindergarteners. <i>Journal of Research in Reading</i> , 2016, 39, 268-291.	1.0	29
74	Orthographic skills important to Chinese literacy development: the role of radical representation and orthographic memory of radicals. <i>Reading and Writing</i> , 2016, 29, 1935-1958.	1.0	27
75	Development of word order and morphosyntactic skills in reading comprehension among Chinese elementary school children. <i>Learning and Individual Differences</i> , 2016, 47, 61-69.	1.5	11
76	Neural specialization for print in Chinese-English language learners. <i>Journal of Neurolinguistics</i> , 2016, 38, 42-55.	0.5	10
77	A componential model of reading in Chinese. <i>Learning and Individual Differences</i> , 2016, 45, 11-24.	1.5	34
78	Understanding the Microstructure and Macrostructure of Passages Among Chinese Elementary School Children. <i>Journal of Psycholinguistic Research</i> , 2016, 45, 1287-1300.	0.7	5
79	Understanding developmental dyslexia in Chinese: linking research to practice. <i>Asia Pacific Journal of Developmental Differences</i> , 2016, 4, 3-15.	0.1	10
80	Socioeconomic Status and Academic Achievement. , 2015, , 924-930.		16
81	Beyond phonological and morphological processing: pure copying as a marker of dyslexia in Chinese but not poor reading of English. <i>Annals of Dyslexia</i> , 2015, 65, 53-68.	1.2	31
82	Performance in a Visual Search Task Uniquely Predicts Reading Abilities in Third-Grade Hong Kong Chinese Children. <i>Scientific Studies of Reading</i> , 2015, 19, 307-324.	1.3	62
83	Behavioural self-regulation and its contribution to reading among Chinese poor readers. <i>Asia Pacific Journal of Developmental Differences</i> , 2015, 2, 5-25.	0.1	8
84	A Short Test of English Silent Word Reading for English Language Learners. <i>Child Studies in Asia-Pacific Context</i> , 2015, 5, 95-105.	0.3	5
85	Syntactic and discourse skills in Chinese adolescent readers with dyslexia: a profiling study. <i>Annals of Dyslexia</i> , 2014, 64, 222-247.	1.2	17
86	Behavioral characteristics of Chinese adolescents with dyslexia: The use of teachers'™ behavior checklist in Hong Kong. <i>Applied Psycholinguistics</i> , 2014, 35, 1235-1257.	0.8	3
87	Two-Character Chinese Compound Word Processing in Chinese Children With and Without Dyslexia: ERP Evidence. <i>Developmental Neuropsychology</i> , 2014, 39, 285-301.	1.0	12
88	What are the Early Indicators of Persistent Word Reading Difficulties among Chinese Readers in Elementary Grades?. <i>Dyslexia</i> , 2014, 20, 119-145.	0.8	15
89	Segmental and suprasegmental features in speech perception in Chinese-speaking second graders: An ERP study. <i>Psychophysiology</i> , 2014, 51, 1158-1168.	1.2	12
90	Sensitivity to the positional information of morphemes inside Chinese compound words and its relationship with word reading. <i>Reading and Writing</i> , 2014, 27, 431-450.	1.0	10

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91	Neural correlates of acoustic cues of English lexical stress in Cantonese-speaking children. <i>Brain and Language</i> , 2014, 138, 61-70.	0.8	15
92	Helping Children with Reading Disability in Chinese: The Response to Intervention Approach with Effective Evidence-Based Curriculum. <i>Literacy Studies</i> , 2014, , 103-124.	0.2	7
93	General auditory processing, speech perception and phonological awareness skills in Chinese-English biliteracy. <i>Journal of Research in Reading</i> , 2013, 36, 202-222.	1.0	55
94	Modeling the relationships between cognitive-linguistic skills and writing in Chinese among elementary grades students. <i>Reading and Writing</i> , 2013, 26, 1195-1221.	1.0	37
95	Contributions of Syntactic Awareness to Reading in Chinese-speaking Adolescent Readers with and without Dyslexia. <i>Dyslexia</i> , 2013, 19, 11-36.	0.8	22
96	A model of reading comprehension in Chinese elementary school children. <i>Learning and Individual Differences</i> , 2013, 25, 55-66.	1.5	65
97	Longitudinal predictors of Chinese word reading and spelling among elementary grade students. <i>Applied Psycholinguistics</i> , 2013, 34, 1245-1277.	0.8	61
98	Contribution of Oral Language Skills, Linguistic Skills, and Transcription Skills to Chinese Written Composition Among Fourth-Grade Students. <i>Discourse Processes</i> , 2013, 50, 498-529.	1.1	10
99	The Hong Kong Behaviour Checklist for Primary Students: Developing a brief dyslexia screening measure. <i>International Journal of Disability Development and Education</i> , 2012, 59, 173-196.	0.6	9
100	Evidence for a deficit in orthographic structure processing in Chinese developmental dyslexia: An event-related potential study. <i>Brain Research</i> , 2012, 1472, 20-31.	1.1	28
101	The core components of reading instruction in Chinese. <i>Reading and Writing</i> , 2012, 25, 857-886.	1.0	25
102	Contribution of discourse and morphosyntax skills to reading comprehension in Chinese dyslexic and typically developing children. <i>Annals of Dyslexia</i> , 2012, 62, 1-18.	1.2	51
103	Syntactic skills in sentence reading comprehension among Chinese elementary school children. <i>Reading and Writing</i> , 2012, 25, 679-699.	1.0	46
104	Copying skills in relation to word reading and writing in Chinese children with and without dyslexia. <i>Journal of Experimental Child Psychology</i> , 2011, 110, 422-433.	0.7	77
105	Cognitive skills and literacy performance of Chinese adolescents with and without dyslexia. <i>Reading and Writing</i> , 2011, 24, 835-859.	1.0	52
106	Reading and Spelling Chinese Among Beginning Readers: What Skills Make a Difference?. <i>Scientific Studies of Reading</i> , 2011, 15, 285-313.	1.3	139
107	Executive functioning skills uniquely predict Chinese word reading.. <i>Journal of Educational Psychology</i> , 2011, 103, 909-921.	2.1	101
108	Speech perception, metalinguistic awareness, reading, and vocabulary in Chinese-English bilingual children.. <i>Journal of Educational Psychology</i> , 2010, 102, 367-380.	2.1	76

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109	The processing of morphological structure information in Chinese coordinative compounds: An event-related potential study. <i>Brain Research</i> , 2010, 1352, 157-166.	1.1	32
110	Cognitive profiles of chinese adolescents with dyslexia. <i>Dyslexia</i> , 2010, 16, 2-23.	0.8	75
111	Teachers' checklist on reading-related behavioral characteristics of Chinese primary students: A Rasch measurement model analysis. <i>Australian Journal of Learning Difficulties</i> , 2010, 15, 151-170.	0.2	1
112	Second Language Learning Difficulties in Chinese Children With Dyslexia: What Are the Reading-Related Cognitive Skills That Contribute to English and Chinese Word Reading?. <i>Journal of Learning Disabilities</i> , 2010, 43, 195-211.	1.5	96
113	Dyslexia in Chinese language: An overview of research and practice. <i>Australian Journal of Learning Difficulties</i> , 2010, 15, 213-224.	0.2	30
114	Holistic versus analytic processing: Evidence for a different approach to processing of Chinese at the word and character levels in Chinese children. <i>Journal of Experimental Child Psychology</i> , 2010, 107, 466-478.	0.7	59
115	Perception of tone and aspiration contrasts in Chinese children with dyslexia. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2009, 50, 726-733.	3.1	59
116	The role of visual and auditory temporal processing for Chinese children with developmental dyslexia. <i>Annals of Dyslexia</i> , 2008, 58, 15-35.	1.2	110
117	What effect do mixed sensory mode instructional formats have on both novice and experienced learners of Chinese characters?. <i>Learning and Instruction</i> , 2008, 18, 96-108.	1.9	20
118	Estimating incidence of developmental dyslexia in Hong Kong: What differences do different criteria make?. <i>Australian Journal of Learning Difficulties</i> , 2008, 13, 1-16.	0.2	25
119	Presentation Factors in the Learning of Chinese Characters: The order and position of Hanyu pinyin and English translations. <i>Educational Psychology</i> , 2007, 27, 1-20.	1.2	34
120	In search of subtypes of Chinese developmental dyslexia. <i>Journal of Experimental Child Psychology</i> , 2007, 97, 61-83.	0.7	93
121	Prevalence, gender ratio and gender differences in reading-related cognitive abilities among Chinese children with dyslexia in Hong Kong. <i>Educational Studies</i> , 2007, 33, 249-265.	1.4	89
122	Exploring the reading-writing connection in Chinese children with dyslexia in Hong Kong. <i>Reading and Writing</i> , 2006, 19, 543-561.	1.0	84
123	Word learning deficit among Chinese dyslexic children. <i>Journal of Child Language</i> , 2006, 33, 145-161.	0.8	27
124	Effects of cognitive-based instruction on mathematical problem solving by learners with mild intellectual disabilities. <i>Journal of Intellectual and Developmental Disability</i> , 2005, 30, 207-216.	1.1	29
125	Screening for Chinese Children with Dyslexia in Hong Kong: The use of the Teachers' Behaviour Checklist. <i>Educational Psychology</i> , 2004, 24, 811-824.	1.2	12
126	Lexical and non-lexical speech automatisms in aphasic Cantonese speakers. <i>Clinical Linguistics and Phonetics</i> , 2004, 2, 32-42.	0.3	8

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127	Effects of Pinyin and First Language Words in Learning of Chinese Characters as a Second Language. <i>Journal of Behavioral Education</i> , 2003, 12, 207-223.	0.9	11
128	Reading-related behavioral characteristics of chinese children with dyslexia: The use of the teachersâ€™ behavior checklist in Hong Kong. <i>Annals of Dyslexia</i> , 2003, 53, 300-323.	1.2	12
129	Effective Use of Hanyu Pinyin and English Translations as Extra Stimulus Prompts on Learning of Chinese Characters. <i>Educational Psychology</i> , 2002, 22, 149-164.	1.2	21
130	Language transfer and blocking in second language vocabulary learning. <i>Journal of Behavioral Education</i> , 1996, 6, 173-190.	0.9	10
131	The Effects of Bilingual Reading Program on Chinese Children from Low Socioeconomic Status Families. <i>Early Education and Development</i> , 0, , 1-15.	1.6	1
132	Bidirectional Relations among Paired Associate Learning, Language-Specific Skills and Chinese Word Reading in Kindergarten Children. <i>Early Education and Development</i> , 0, , 1-16.	1.6	2
133	Chapter 5. The complexities of written Chinese and the cognitive-linguistic precursors to reading, with consequent implications for reading interventions. <i>Bilingual Processing and Acquisition</i> , 0, , 99-120.	0.2	1
134	Linking Mindfulness to Psychological, Parenting, and Family Well-being: an Actor-Partner Interdependence Approach. <i>Mindfulness</i> , 0, , 1.	1.6	0