

# Sabine Weinert

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6387225/publications.pdf>

Version: 2024-02-01

39  
papers

1,383  
citations

516710

16  
h-index

361022

35  
g-index

49  
all docs

49  
docs citations

49  
times ranked

986  
citing authors

#	ARTICLE	IF	CITATIONS
1	Home and preschool learning environments and their relations to the development of early numeracy skills. <i>Early Childhood Research Quarterly</i> , 2012, 27, 231-244.	2.7	418
2	Preschool and primary school influences on the development of children's early numeracy skills between the ages of 3 and 7 years in Germany. <i>School Effectiveness and School Improvement</i> , 2013, 24, 195-211.	2.9	86
3	Internal and external influences on vocabulary development in preschool children. <i>School Effectiveness and School Improvement</i> , 2013, 24, 138-154.	2.9	67
4	The development of emotional and behavioral self-regulation and their effects on academic achievement in childhood. <i>International Journal of Behavioral Development</i> , 2018, 42, 192-202.	2.4	63
5	Long-term and domain-specific relations between the early years home learning environment and students' academic outcomes in secondary school. <i>School Effectiveness and School Improvement</i> , 2020, 31, 102-124.	2.9	57
6	5 Development of competencies across the life span. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2011, 14, 67-86.	2.9	55
7	Long-Term Relations Between Children's Language, the Home Literacy Environment, and Socioemotional Development From Ages 3 to 8. <i>Early Education and Development</i> , 2018, 29, 342-356.	2.6	52
8	Links among parents' mental state language, family socioeconomic status, and preschoolers' theory of mind development. <i>Cognitive Development</i> , 2017, 44, 32-48.	1.3	43
9	The influence of academic vocabulary knowledge on school performance. <i>Learning and Instruction</i> , 2017, 49, 157-165.	3.2	38
10	What Impacts Early Language Skills? Effects of Social Disparities and Different Process Characteristics of the Home Learning Environment in the First 2 Years. <i>Frontiers in Psychology</i> , 2020, 11, 557751.	2.1	25
11	Analyzing early child development, influential conditions, and future impacts: prospects of a German newborn cohort study. <i>International Journal of Child Care and Education Policy</i> , 2016, 10, .	1.8	24
12	Predicting school achievement from early theory of mind: Differential effects on achievement tests and teacher ratings. <i>Learning and Individual Differences</i> , 2017, 53, 93-102.	2.7	24
13	The roles of receptive and productive language in children's socioemotional development. <i>Social Development</i> , 2018, 27, 777-792.	1.3	18
14	Bildungssprachliche Anforderungen und H�rverstehen bei Kindern mit deutscher und nicht-deutscher Familiensprache. <i>Zeitschrift Fur Padagogische Psychologie</i> , 2014, 28, 139-149.	3.0	18
15	12 From birth to early child care. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2011, 14, 187-202.	2.9	17
16	Development of academic vocabulary across primary school age: Differential growth and influential factors for German monolinguals and language minority learners.. <i>Developmental Psychology</i> , 2020, 56, 922-936.	1.6	15
17	Differential Effects of the Home Language and Literacy Environment on Child Language and Theory of Mind and Their Relation to Socioeconomic Background. <i>Frontiers in Psychology</i> , 2020, 11, 555654.	2.1	14
18	Differential effect of duration of early childcare under the age of three on socio-emotional outcomes. <i>Early Child Development and Care</i> , 2020, 190, 2505-2519.	1.3	13

#	ARTICLE	IF	CITATIONS
19	Processing of positive-causal and negative-causal coherence relations in primary school children and adults: a test of the cumulative cognitive complexity approach in German. <i>Journal of Child Language</i> , 2017, 44, 297-328.	1.2	12
20	Assessment of metacognitive knowledge in students with special educational needs. <i>Metacognition and Learning</i> , 2014, 9, 333-352.	2.7	11
21	Metacognitive knowledge in children at early elementary school. <i>Metacognition and Learning</i> , 2014, 9, 239-263.	2.7	11
22	The Early Years Home Learning Environment – Associations With Parent-Child-Course Attendance and Children’s Vocabulary at Age 3. <i>Frontiers in Psychology</i> , 2020, 11, 1425.	2.1	11
23	The emergence of social disparities – Evidence on early mother-child interaction and infant development from the German National Educational Panel Study (NEPS). , 2017, , .		10
24	Development of Competencies Across the Life Course. <i>Edition ZfE</i> , 2019, , 57-81.	0.2	10
25	Comprehension of Connectives: Development Across Primary School Age and Influencing Factors. <i>Frontiers in Psychology</i> , 2020, 11, 814.	2.1	10
26	Appropriate Test-Taking Instructions for Students With Special Educational Needs. <i>Journal of Cognitive Education and Psychology</i> , 2017, 16, 227-240.	0.2	10
27	Specific parenting behaviors link maternal education to toddlers’ language and social competence.. <i>Journal of Family Psychology</i> , 2022, 36, 998-1009.	1.3	9
28	13 Kindergarten and elementary school. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2011, 14, 203-216.	2.9	8
29	Testing Students with Special Educational Needs in Large-Scale Assessments – Psychometric Properties of Test Scores and Associations with Test Taking Behavior. <i>Frontiers in Psychology</i> , 2016, 7, 154.	2.1	8
30	Effects of socioeconomic status and language use on academic language proficiency in children with a migration background: An evaluation using quantile regressions. <i>Contemporary Educational Psychology</i> , 2021, 65, 101973.	2.9	6
31	Relations between the comprehension of connectives and school performance in primary school. <i>Learning and Instruction</i> , 2021, 74, 101430.	3.2	6
32	Numeracy skills in young children as predictors of mathematical competence. <i>British Journal of Developmental Psychology</i> , 2022, 40, 224-241.	1.7	6
33	Watch and listen – A cross-cultural study of audio-visual-matching behavior in 4.5-month-old infants in German and Swedish talking faces. , 2018, 52, 121-129.		5
34	Longitudinal interplay of young children’s negative affectivity and maternal interaction quality in the context of unequal psychosocial resources. , 2019, 55, 123-132.		5
35	The Emergence of 5-Year-Olds’ Behavioral Difficulties: Analyzing Risk and Protective Pathways in the United Kingdom and Germany. <i>Frontiers in Psychology</i> , 2021, 12, 769057.	2.1	5
36	Enjoyment of learning and learning effort in primary school: the significance of child individual characteristics and stimulation at home and at preschool. <i>Early Child Development and Care</i> , 2016, 186, 96-116.	1.3	4

#	ARTICLE	IF	CITATIONS
37	Metacognitive Knowledge in Young Children: Development of a New Test Procedure for First Graders. , 2016, , 465-484.		2
38	Sprachentwicklung im Kontext anderer Entwicklungsbereiche. , 2020, , 131-162.		2
39	A cross-linguistic study of multisensory perceptual narrowing in German and Swedish infants during the first year of life. Infant and Child Development, 2021, 30, e2217.	1.5	0