

Sabine Weinert

List of Publications by Year in descending order

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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 | Specific parenting behaviors link maternal education to toddlers'™ language and social competence.. Journal of Family Psychology, 2022, 36, 998-1009. | 1.3 | 9 |
| 2 | Numeracy skills in young children as predictors of mathematical competence. British Journal of Developmental Psychology, 2022, 40, 224-241. | 1.7 | 6 |
| 3 | Effects of socioeconomic status and language use on academic language proficiency in children with a migration background: An evaluation using quantile regressions. Contemporary Educational Psychology, 2021, 65, 101973. | 2.9 | 6 |
| 4 | Relations between the comprehension of connectives and school performance in primary school. Learning and Instruction, 2021, 74, 101430. | 3.2 | 6 |
| 5 | 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 |
| 6 | The Emergence of 5-Year-Olds'™ Behavioral Difficulties: Analyzing Risk and Protective Pathways in the United Kingdom and Germany. Frontiers in Psychology, 2021, 12, 769057. | 2.1 | 5 |
| 7 | Differential effect of duration of early childcare under the age of three on socio-emotional outcomes. Early Child Development and Care, 2020, 190, 2505-2519. | 1.3 | 13 |
| 8 | Long-term and domain-specific relations between the early years home learning environment and students'™ academic outcomes in secondary school. School Effectiveness and School Improvement, 2020, 31, 102-124. | 2.9 | 57 |
| 9 | What Impacts Early Language Skills? Effects of Social Disparities and Different Process Characteristics of the Home Learning Environment in the First 2 Years. Frontiers in Psychology, 2020, 11, 557751. | 2.1 | 25 |
| 10 | Differential Effects of the Home Language and Literacy Environment on Child Language and Theory of Mind and Their Relation to Socioeconomic Background. Frontiers in Psychology, 2020, 11, 555654. | 2.1 | 14 |
| 11 | Comprehension of Connectives: Development Across Primary School Age and Influencing Factors. Frontiers in Psychology, 2020, 11, 814. | 2.1 | 10 |
| 12 | The Early Years Home Learning Environment '™ Associations With Parent-Child-Course Attendance and Children'™s Vocabulary at Age 3. Frontiers in Psychology, 2020, 11, 1425. | 2.1 | 11 |
| 13 | Development of academic vocabulary across primary school age: Differential growth and influential factors for German monolinguals and language minority learners.. Developmental Psychology, 2020, 56, 922-936. | 1.6 | 15 |
| 14 | Sprachentwicklung im Kontext anderer Entwicklungsbereiche. , 2020, , 131-162. | | 2 |
| 15 | Development of Competencies Across the Life Course. Edition ZfE, 2019, , 57-81. | 0.2 | 10 |
| 16 | Longitudinal interplay of young children's negative affectivity and maternal interaction quality in the context of unequal psychosocial resources. , 2019, 55, 123-132. | | 5 |
| 17 | Long-Term Relations Between Children'™s Language, the Home Literacy Environment, and Socioemotional Development From Ages 3 to 8. Early Education and Development, 2018, 29, 342-356. | 2.6 | 52 |
| 18 | The development of emotional and behavioral self-regulation and their effects on academic achievement in childhood. International Journal of Behavioral Development, 2018, 42, 192-202. | 2.4 | 63 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | 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 |
| 20 | The roles of receptive and productive language in children’s socioemotional development. Social Development, 2018, 27, 777-792. | 1.3 | 18 |
| 21 | The influence of academic vocabulary knowledge on school performance. Learning and Instruction, 2017, 49, 157-165. | 3.2 | 38 |
| 22 | 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. Journal of Child Language, 2017, 44, 297-328. | 1.2 | 12 |
| 23 | Predicting school achievement from early theory of mind: Differential effects on achievement tests and teacher ratings. Learning and Individual Differences, 2017, 53, 93-102. | 2.7 | 24 |
| 24 | The emergence of social disparities – Evidence on early mother-child interaction and infant development from the German National Educational Panel Study (NEPS). , 2017, , . | | 10 |
| 25 | Links among parents’ mental state language, family socioeconomic status, and preschoolers’ theory of mind development. Cognitive Development, 2017, 44, 32-48. | 1.3 | 43 |
| 26 | Appropriate Test-Taking Instructions for Students With Special Educational Needs. Journal of Cognitive Education and Psychology, 2017, 16, 227-240. | 0.2 | 10 |
| 27 | Testing Students with Special Educational Needs in Large-Scale Assessments – Psychometric Properties of Test Scores and Associations with Test Taking Behavior. Frontiers in Psychology, 2016, 7, 154. | 2.1 | 8 |
| 28 | Analyzing early child development, influential conditions, and future impacts: prospects of a German newborn cohort study. International Journal of Child Care and Education Policy, 2016, 10, . | 1.8 | 24 |
| 29 | Metacognitive Knowledge in Young Children: Development of a New Test Procedure for First Graders. , 2016, , 465-484. | | 2 |
| 30 | Enjoyment of learning and learning effort in primary school: the significance of child individual characteristics and stimulation at home and at preschool. Early Child Development and Care, 2016, 186, 96-116. | 1.3 | 4 |
| 31 | Assessment of metacognitive knowledge in students with special educational needs. Metacognition and Learning, 2014, 9, 333-352. | 2.7 | 11 |
| 32 | Metacognitive knowledge in children at early elementary school. Metacognition and Learning, 2014, 9, 239-263. | 2.7 | 11 |
| 33 | Bildungssprachliche Anforderungen und Hrverstehen bei Kindern mit deutscher und nicht-deutscher Familiensprache. Zeitschrift Fur Padagogische Psychologie, 2014, 28, 139-149. | 3.0 | 18 |
| 34 | Preschool and primary school influences on the development of children's early numeracy skills between the ages of 3 and 7 years in Germany. School Effectiveness and School Improvement, 2013, 24, 195-211. | 2.9 | 86 |
| 35 | Internal and external influences on vocabulary development in preschool children. School Effectiveness and School Improvement, 2013, 24, 138-154. | 2.9 | 67 |
| 36 | Home and preschool learning environments and their relations to the development of early numeracy skills. Early Childhood Research Quarterly, 2012, 27, 231-244. | 2.7 | 418 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 37 | 5 Development of competencies across the life span. Zeitschrift Fur Erziehungswissenschaft, 2011, 14, 67-86. | 2.9 | 55 |
| 38 | 12 From birth to early child care. Zeitschrift Fur Erziehungswissenschaft, 2011, 14, 187-202. | 2.9 | 17 |
| 39 | 13 Kindergarten and elementary school. Zeitschrift Fur Erziehungswissenschaft, 2011, 14, 203-216. | 2.9 | 8 |