

# Joana Cadima

## List of Publications by Year in descending order

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Version: 2024-02-01

42  
papers

1,048  
citations

567144

15  
h-index

477173

29  
g-index

43  
all docs

43  
docs citations

43  
times ranked

895  
citing authors

#	ARTICLE	IF	CITATIONS
1	The quality of teacher–student interactions: Associations with first graders' academic and behavioral outcomes. <i>Journal of School Psychology</i> , 2010, 48, 457-482.	1.5	153
2	Classroom Interactions, Dyadic Teacher–Child Relationships, and Self–Regulation in Socially Disadvantaged Young Children. <i>Journal of Abnormal Child Psychology</i> , 2016, 44, 7-17.	3.5	104
3	Child engagement in the transition to school: Contributions of self-regulation, teacher–child relationships and classroom climate. <i>Early Childhood Research Quarterly</i> , 2015, 32, 1-12.	1.6	103
4	Work–family conflict, psychological availability, and child emotion regulation: Spillover and crossover in dual–earner families. <i>Personal Relationships</i> , 2017, 24, 623-639.	0.9	82
5	Preschool Children’s Prosocial Behavior: The Role of Mother–Child, Father–Child and Teacher–Child Relationships. <i>Journal of Child and Family Studies</i> , 2016, 25, 1829-1839.	0.7	74
6	Associations Between Early Family Risk, Children’s Behavioral Regulation, and Academic Achievement in Portugal. <i>Early Education and Development</i> , 2015, 26, 708-728.	1.6	56
7	Environmental risk factors and children’s literacy skills during the transition to elementary school. <i>International Journal of Behavioral Development</i> , 2010, 34, 24-33.	1.3	49
8	Bidirectional associations between vocabulary and self-regulation in preschool and their interplay with teacher–child closeness and autonomy support. <i>Early Childhood Research Quarterly</i> , 2019, 46, 75-86.	1.6	39
9	Predicting child outcomes from preschool quality in Portugal. <i>European Journal of Psychology of Education</i> , 2013, 28, 399-420.	1.3	37
10	Workplace Family Support, Parental Satisfaction, and Work–Family Conflict: Individual and Crossover Effects among Dual–Earner Couples. <i>Applied Psychology</i> , 2017, 66, 628-652.	4.4	35
11	Infant child care quality in Portugal: Associations with structural characteristics. <i>Early Childhood Research Quarterly</i> , 2016, 37, 118-130.	1.6	27
12	Trajectories of parental engagement in early childhood among dual-earner families: Effects on child self-control.. <i>Developmental Psychology</i> , 2018, 54, 731-743.	1.2	25
13	Self-regulation in early childhood: the interplay between family risk, temperament and teacher–child interactions. <i>European Journal of Developmental Psychology</i> , 2016, 13, 341-360.	1.0	24
14	Child Engagement in Inclusive Preschools: Contributions of Classroom Quality and Activity Setting. <i>Early Education and Development</i> , 2019, 30, 800-816.	1.6	22
15	Examining teacher–child relationship quality across two countries. <i>Educational Psychology</i> , 2015, 35, 946-962.	1.2	21
16	Activity settings in toddler classrooms and quality of group and individual interactions. <i>Journal of Applied Developmental Psychology</i> , 2020, 67, 101100.	0.8	18
17	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
18	Observed classroom quality in first grade: associations with teacher, classroom, and school characteristics. <i>European Journal of Psychology of Education</i> , 2014, 29, 139-158.	1.3	16

#	ARTICLE	IF	CITATIONS
19	Process quality in Portuguese preschool classrooms serving children at-risk of poverty and social exclusion and children with disabilities. <i>Early Childhood Research Quarterly</i> , 2018, 45, 93-105.	1.6	16
20	Classroom quality and children's social skills and problem behaviors: Dosage and disability status as moderators. <i>Early Childhood Research Quarterly</i> , 2019, 49, 81-92.	1.6	16
21	Self-Regulation, Engagement, and Developmental Functioning in Preschool-Aged Children. <i>Journal of Early Intervention</i> , 2019, 41, 105-124.	1.1	13
22	Stability and change in teacher-infant interaction quality over time. <i>Early Childhood Research Quarterly</i> , 2017, 40, 87-97.	1.6	11
23	The Strengths and Difficulties Questionnaire: An examination of factorial, convergent, and discriminant validity using multitrait-multirater data.. <i>Psychological Assessment</i> , 2021, 33, 45-59.	1.2	11
24	Quality of infant child care and early infant development in Portuguese childcare centers. <i>Early Childhood Research Quarterly</i> , 2019, 48, 246-255.	1.6	10
25	Predictors of parent-teacher communication during infant transition to childcare in Portugal. <i>Early Child Development and Care</i> , 2019, 189, 2126-2140.	0.7	10
26	The quality of caregiver-child interactions in infant classrooms in Portugal: the role of caregiver education. <i>Research Papers in Education</i> , 2018, 33, 427-451.	1.7	8
27	Teacher-child dependency in preschool: links with teacher-child closeness, conflict and children's effortful control. <i>Attachment and Human Development</i> , 2021, 23, 540-555.	1.2	8
28	A experiência do bebé na creche: Perceções de mães e de educadoras no período de transição do contexto familiar para a creche. <i>Análise Psicológica</i> , 2017, 35, 247-262.	0.2	7
29	Examining differential trajectories of engagement over the transition to secondary school: The role of perceived control. <i>International Journal of Behavioral Development</i> , 2020, 44, 313-324.	1.3	6
30	Scaffolding patterns of dialogic exchange in toddler classrooms. <i>Learning, Culture and Social Interaction</i> , 2021, 28, 100489.	1.1	6
31	Parent- and Family-Focused Support in Portugal: Context and Analysis of Services/Programmes from an Equity Perspective. <i>Child and Adolescent Social Work Journal</i> , 2019, 36, 269-283.	0.7	5
32	Risco e regulação emocional em idade pré-escolar: a qualidade das interações dos educadores de infância como potencial moderador. <i>Análise Psicológica</i> , 2016, 34, 235-248.	0.2	4
33	Unique and joint contributions of behavioral and emotional self-regulation to school readiness. <i>Applied Developmental Science</i> , 2023, 27, 136-155.	1.0	4
34	The bidirectional interplay between self-regulation and expressive vocabulary during toddlerhood.. <i>Developmental Psychology</i> , 2022, 58, 1652-1664.	1.2	3
35	Artistic Activities in Crèche and the Quality of Interactions. <i>Early Education and Development</i> , 2020, 31, 582-598.	1.6	2
36	Parceria família-creche na transição do bebé para a creche. <i>Análise Psicológica</i> , 2015, 33, 373-389.	0.2	2

#	ARTICLE	IF	CITATIONS
37	Mothers' educational level and literacy beliefs: associations with home literacy experiences. International Journal of Early Years Education, 2022, 30, 167-183.	0.4	2
38	Relations between child self-control, maternal relational frustration, and teacher-child conflict: a longitudinal study with children from dual-earner families. Development and Psychopathology, 2022, 34, 183-196.	1.4	1
39	Variations of Quality of Teacher-infant Interactions Across Play and Care Routine Activities. Early Education and Development, 0, , 1-16.	1.6	1
40	Elementary school children's perspectives on distributive justice in trade. Journal of Educational Research, 2021, 114, 418-430.	0.8	0
41	UTILIZAÇÃO DO VÍDEO NO DESENVOLVIMENTO PROFISSIONAL: PERSPETIVAS DOS EDUCADORES DE CRECHE. Cadernos De Pesquisa, 2020, 50, 234-254.	0.3	0
42	In what conditions are intercultural practices implemented in disadvantaged and diverse settings in Portugal? associations with professional and organization-related variables. Social Psychology of Education, 0, , 1.	1.2	0