

# Joana Cadima

## List of Publications by Year in Descending Order

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**Version:** 2024-04-27

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

39  
papers

680  
citations

14  
h-index

25  
g-index

43  
ext. papers

832  
ext. citations

2.3  
avg, IF

4.23  
L-index

#	Paper	IF	Citations
39	Teacher-child dependency in preschool: links with teacher-child closeness, conflict and children's effortful control. <i>Attachment and Human Development</i> , <b>2021</b> , 23, 540-555	2.8	1
38	The Strengths and Difficulties Questionnaire: An examination of factorial, convergent, and discriminant validity using multitrait-multirater data. <i>Psychological Assessment</i> , <b>2021</b> , 33, 45-59	5.3	5
37	Teacher-child interaction quality and children's self-regulation in toddler classrooms in Finland and Portugal. <i>Infant and Child Development</i> , <b>2021</b> , 30, e2222	1.4	1
36	Scaffolding patterns of dialogic exchange in toddler classrooms. <i>Learning, Culture and Social Interaction</i> , <b>2021</b> , 28, 100489	1.4	1
35	Elementary school children's perspectives on distributive justice in trade. <i>Journal of Educational Research</i> , <b>2021</b> , 114, 418-430	1.1	
34	Activity settings in toddler classrooms and quality of group and individual interactions. <i>Journal of Applied Developmental Psychology</i> , <b>2020</b> , 67, 101100	2.5	8
33	UTILIZAÇÃO DO VÍDEO NO DESENVOLVIMENTO PROFISSIONAL: PERSPETIVAS DOS EDUCADORES DE CRECHE. <i>Cadernos De Pesquisa</i> , <b>2020</b> , 50, 234-254	0.1	
32	Relations between child self-control, maternal relational frustration, and teacher-child conflict: a longitudinal study with children from dual-earner families. <i>Development and Psychopathology</i> , <b>2020</b> , 1-14	4.3	
31	Examining differential trajectories of engagement over the transition to secondary school: The role of perceived control. <i>International Journal of Behavioral Development</i> , <b>2020</b> , 44, 313-324	2.6	4
30	Artistic Activities in Crèche and the Quality of Interactions. <i>Early Education and Development</i> , <b>2020</b> , 31, 582-598	1.4	2
29	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> , <b>2019</b> , 36, 269-283	1.3	2
28	Quality of infant child care and early infant development in Portuguese childcare centers. <i>Early Childhood Research Quarterly</i> , <b>2019</b> , 48, 246-255	3.3	4
27	Child Engagement in Inclusive Preschools: Contributions of Classroom Quality and Activity Setting. <i>Early Education and Development</i> , <b>2019</b> , 30, 800-816	1.4	13
26	Classroom quality and children's social skills and problem behaviors: Dosage and disability status as moderators. <i>Early Childhood Research Quarterly</i> , <b>2019</b> , 49, 81-92	3.3	6
25	Self-Regulation, Engagement, and Developmental Functioning in Preschool-Aged Children. <i>Journal of Early Intervention</i> , <b>2019</b> , 41, 105-124	1.4	7
24	Predictors of parent-teacher communication during infant transition to childcare in Portugal. <i>Early Child Development and Care</i> , <b>2019</b> , 189, 2126-2140	0.9	5
23	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> , <b>2019</b> , 46, 75-86	3.3	16

22	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> , <b>2018</b> , 45, 93-105	3.3	10
21	Trajectories of parental engagement in early childhood among dual-earner families: Effects on child self-control. <i>Developmental Psychology</i> , <b>2018</b> , 54, 731-743	3.7	14
20	The quality of caregiver-child interactions in infant classrooms in Portugal: the role of caregiver education. <i>Research Papers in Education</i> , <b>2018</b> , 33, 427-451	1.6	6
19	Stability and change in teacher-infant interaction quality over time. <i>Early Childhood Research Quarterly</i> , <b>2017</b> , 40, 87-97	3.3	8
18	Work-family conflict, psychological availability, and child emotion regulation: Spillover and crossover in dual-earner families. <i>Personal Relationships</i> , <b>2017</b> , 24, 623-639	1.2	66
17	Workplace Family Support, Parental Satisfaction, and Work-family Conflict: Individual and Crossover Effects among Dual-Earner Couples. <i>Applied Psychology</i> , <b>2017</b> , 66, 628-652	4.3	20
16	Infant child care quality in Portugal: Associations with structural characteristics. <i>Early Childhood Research Quarterly</i> , <b>2016</b> , 37, 118-130	3.3	16
15	Classroom Interactions, Dyadic Teacher-Child Relationships, and Self-Regulation in Socially Disadvantaged Young Children. <i>Journal of Abnormal Child Psychology</i> , <b>2016</b> , 44, 7-17	4	61
14	Risco e regulaç�o emocional em idade pr�-escolar: a qualidade das intera�es dos educadores de inf�ncia como potencial moderador. <i>Analise Psicologica</i> , <b>2016</b> , 34, 235-248	1.3	2
13	Self-regulation in early childhood: the interplay between family risk, temperament and teacher-child interactions. <i>European Journal of Developmental Psychology</i> , <b>2016</b> , 13, 341-360	1.5	15
12	Preschool Children's Prosocial Behavior: The Role of Mother-Child, Father-Child and Teacher-Child Relationships. <i>Journal of Child and Family Studies</i> , <b>2016</b> , 25, 1829-1839	2.3	49
11	Child engagement in the transition to school: Contributions of self-regulation, teacher-child relationships and classroom climate. <i>Early Childhood Research Quarterly</i> , <b>2015</b> , 32, 1-12	3.3	73
10	Associations Between Early Family Risk, Children's Behavioral Regulation, and Academic Achievement in Portugal. <i>Early Education and Development</i> , <b>2015</b> , 26, 708-728	1.4	40
9	Examining teacher-child relationship quality across two countries. <i>Educational Psychology</i> , <b>2015</b> , 35, 946-962	2.2	15
8	Observed classroom quality in first grade: associations with teacher, classroom, and school characteristics. <i>European Journal of Psychology of Education</i> , <b>2014</b> , 29, 139-158	2.3	11
7	Predicting child outcomes from preschool quality in Portugal. <i>European Journal of Psychology of Education</i> , <b>2013</b> , 28, 399-420	2.3	29
6	Environmental risk factors and children's literacy skills during the transition to elementary school. <i>International Journal of Behavioral Development</i> , <b>2010</b> , 34, 24-33	2.6	37
5	The quality of teacher-student interactions: associations with first graders' academic and behavioral outcomes. <i>Journal of School Psychology</i> , <b>2010</b> , 48, 457-82	4.5	124

4	Variations of Quality of TeacherâInfant Interactions Across Play and Care Routine Activities. <i>Early Education and Development</i> ,1-16	1.4	0
3	MothersâEducational level and literacy beliefs: associations with home literacy experiences. <i>International Journal of Early Years Education</i> ,1-17	0.7	2
2	Unique and joint contributions of behavioral and emotional self-regulation to school readiness. <i>Applied Developmental Science</i> ,1-20	3.6	0
1	In what conditions are intercultural practices implemented in disadvantaged and diverse settings in Portugal? associations with professional and organization-related variables. <i>Social Psychology of Education</i> ,1	2	