

# Nathalie Nader-Grosbois

## List of Publications by Citations

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34  
papers

398  
citations

13  
h-index

18  
g-index

35  
ext. papers

476  
ext. citations

1.7  
avg, IF

4.06  
L-index

#	Paper	IF	Citations
34	Theory of Mind "emotion", developmental characteristics and social understanding in children and adolescents with intellectual disabilities. <i>Research in Developmental Disabilities</i> , <b>2008</b> , 29, 414-30	2.7	45
33	Self-regulation during pretend play in children with intellectual disability and in normally developing children. <i>Research in Developmental Disabilities</i> , <b>2008</b> , 29, 256-72	2.7	35
32	Theory of mind "beliefs", developmental characteristics and social understanding in children and adolescents with intellectual disabilities. <i>Research in Developmental Disabilities</i> , <b>2008</b> , 29, 547-66	2.7	33
31	Self-perception, self-regulation and metacognition in adolescents with intellectual disability. <i>Research in Developmental Disabilities</i> , <b>2014</b> , 35, 1334-48	2.7	32
30	Theory of mind, socio-emotional problem-solving, socio-emotional regulation in children with intellectual disability and in typically developing children. <i>Journal of Autism and Developmental Disorders</i> , <b>2013</b> , 43, 1080-97	4.6	31
29	Theory of Mind and socio-affective abilities in disabled children and adolescents. <i>Alter</i> , <b>2008</b> , 2, 133-155	0.7	23
28	Perceived social acceptance, theory of mind and social adjustment in children with intellectual disabilities. <i>Research in Developmental Disabilities</i> , <b>2012</b> , 33, 1871-80	2.7	20
27	Le développement cognitif et communicatif du jeune enfant <b>2006</b> ,		17
26	How could Theory of Mind contribute to the differentiation of social adjustment profiles of children with externalizing behavior disorders and children with intellectual disabilities?. <i>Research in Developmental Disabilities</i> , <b>2013</b> , 34, 2642-60	2.7	16
25	Self-regulation and performance in problem-solving using physical materials or computers in children with intellectual disability. <i>Research in Developmental Disabilities</i> , <b>2011</b> , 32, 1492-505	2.7	15
24	Emotion Regulation, Personality and Social Adjustment in Children with Autism Spectrum Disorders. <i>Psychology</i> , <b>2014</b> , 05, 1750-1767	0.5	15
23	Socio-emotional regulation in children with intellectual disability and typically developing children in interactive contexts. <i>Alter</i> , <b>2012</b> , 6, 75-93	0.7	14
22	Mother's, father's regulation and child's self-regulation in a computer-mediated learning situation. <i>European Journal of Psychology of Education</i> , <b>2008</b> , 23, 95-115	2.3	13
21	Socio-emotional regulation in children with intellectual disability and typically developing children, and teachers' perceptions of their social adjustment. <i>Research in Developmental Disabilities</i> , <b>2013</b> , 34, 2774-87	2.7	11
20	Do Parents Talk about Emotions with Their Children? The Questionnaire of Parent-Child Conversations about Emotions (QPCCE). <i>Psychology</i> , <b>2017</b> , 08, 987-1007	0.5	9
19	How are parental reactions to children's emotions linked with Theory of Mind in children with Autism Spectrum Disorder?. <i>Research in Autism Spectrum Disorders</i> , <b>2017</b> , 40, 41-53	3	8
18	Sensorimotor development and dysregulation of activity in young children with autism and with intellectual disabilities. <i>Research in Autism Spectrum Disorders</i> , <b>2008</b> , 2, 46-59	3	8

17	Validation of a method of assessing socioemotional regulation in preschoolers. <i>Revue Europeenne De Psychologie Appliquee</i> , <b>2011</b> , 61, 185-194	0.9	7
16	Emotional Cognition: Theory of Mind and Face Recognition <b>2011</b> , 127-157		6
15	Parents' regulation and self-regulation and performance in children with intellectual disability in problem-solving using physical materials or computers. <i>Research in Developmental Disabilities</i> , <b>2012</b> , 33, 449-60	2.7	5
14	Laboration et validation d'un dispositif méthodologique pour l'observation de la régulation socio-motionnelle chez l'enfant. <i>Enfance</i> , <b>2011</b> , 2011, 179	0.2	5
13	Variability and Predictors of Mothers and Fathers' Socialization Behaviors and Bidirectional Links with Their Preschoolers Socio-Emotional Competences. <i>Journal of Behavioral and Brain Science</i> , <b>2017</b> , 07, 621-653	0.3	5
12	Compétences motrices, régulation motrice en contextes interactifs et ToM-motives chez des enfants typiques et avec déficience intellectuelle <b>2011</b> , 213		4
11	Comment soutenir efficacement les compétences motrices et sociales d'enfants à besoins spécifiques en milieu préscolaire et scolaire?. <i>Bulletin De Psychologie</i> , <b>2016</b> , Numéro544, 295	0.3	4
10	Functional abilities and neuropsychological dysfunctions in young children with autism and with intellectual disabilities. <i>Alter</i> , <b>2008</b> , 2, 230-252	0.7	3
9	Social Cognition in Children With Non-specific Intellectual Disabilities: An Exploratory Study. <i>Frontiers in Psychology</i> , <b>2020</b> , 11, 1884	3.4	3
8	Entraîner la cognition sociale auprès d'enfants présentant une déficience intellectuelle. <i>Revue Francophone De La Défiance Intellectuelle</i> , <b>2017</b> , 27, 127-140	0.3	2
7	Soi motrice d'enfants ayant une déficience intellectuelle : comment l'évaluer et en identifier les variabilités?. <i>Revue Francophone De La Défiance Intellectuelle</i> , <b>2014</b> , 24, 108-125	0.3	2
6	Canevas pour évaluer et stimuler des compétences socio-motrices d'enfants ayant une déficience intellectuelle, avec autisme ou trouble de comportement. <i>Revue Francophone De La Défiance Intellectuelle</i> , <b>2012</b> , 23, 34-42	0.3	2
5	Profils longitudinaux du développement de la Théorie de l'Esprit. <i>Devenir</i> , <b>2008</b> , 20, 361	0.5	2
4	Relationships Between Mother-Child Conversations About Emotion and Socioemotional Development of Children with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , <b>2021</b> , 1	4.6	2
3	Preschoolers' Empathy Profiles and Their Social Adjustment.. <i>Frontiers in Psychology</i> , <b>2021</b> , 12, 782500	3.4	1
2	La perception de soi et l'autorégulation en résolution de problèmes chez des adolescents présentant une déficience intellectuelle. <i>La Nouvelle Revue - Éducation Et Sociétés Inclusives</i> , <b>2013</b> , 63, 97	0.5	
1	Trisomie 21 et variabilité de l'efficacité de l'entraînement des habiletés fonctionnelles. <i>Revue Francophone De La Défiance Intellectuelle</i> , <b>2021</b> , 31, 39	0.3	