

Nathalie Nader-Grosbois

List of Publications by Year in Descending Order

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Version: 2024-04-28

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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.

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	Relationships Between Mother-Child Conversations About Emotion and Socioemotional Development of Children with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2021 , 1	4.6	2
33	Trisomie 21 et variabilit� de l'efficacit� de l'entra�nement des habilit�s fonctionnelles. <i>Revue Francophone De La D�fiance Intellectuelle</i> , 2021 , 31, 39	0.3	
32	Preschoolers' Empathy Profiles and Their Social Adjustment.. <i>Frontiers in Psychology</i> , 2021 , 12, 782500	3.4	1
31	Social Cognition in Children With Non-specific Intellectual Disabilities: An Exploratory Study. <i>Frontiers in Psychology</i> , 2020 , 11, 1884	3.4	3
30	Entra�ner la cognition sociale aupr�s d'enfants pr�sentant une d�ficience intellectuelle. <i>Revue Francophone De La D�fiance Intellectuelle</i> , 2017 , 27, 127-140	0.3	2
29	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> , 2017 , 40, 41-53	3	8
28	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> , 2017 , 07, 621-653	0.3	5
27	Do Parents Talk about Emotions with Their Children? The Questionnaire of Parent-Child Conversations about Emotions (QPCCE). <i>Psychology</i> , 2017 , 08, 987-1007	0.5	9
26	Comment soutenir efficacement les comp�tences motivationnelles et sociales d'enfants � besoins sp�cifiques en milieu pr�scolaire et scolaire?. <i>Bulletin De Psychologie</i> , 2016 , Num�ro544, 295	0.3	4
25	Self-perception, self-regulation and metacognition in adolescents with intellectual disability. <i>Research in Developmental Disabilities</i> , 2014 , 35, 1334-48	2.7	32
24	Soi�motionnel d'enfants ayant une d�ficience intellectuelle : comment l'�valuer et en identifier les variabilit�s?. <i>Revue Francophone De La D�fiance Intellectuelle</i> , 2014 , 24, 108-125	0.3	2
23	Emotion Regulation, Personality and Social Adjustment in Children with Autism Spectrum Disorders. <i>Psychology</i> , 2014 , 05, 1750-1767	0.5	15
22	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> , 2013 , 43, 1080-97	4.6	31
21	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> , 2013 , 34, 2642-60	2.7	16
20	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> , 2013 , 34, 2774-87	2.7	11
19	La perception de soi et l'autor�gulation en r�solution de probl�mes chez des adolescents pr�sentant une d�ficience intellectuelle. <i>La Nouvelle Revue - �ducation Et Soci�t� Inclusive</i> , 2013 , 63, 97	0.5	
18	Canevas pour �valuer et stimuler des comp�tences socio-motivationnelles d'enfants ayant une d�ficience intellectuelle, avec autisme ou trouble de comportement. <i>Revue Francophone De La D�fiance Intellectuelle</i> , 2012 , 23, 34-42	0.3	2

17	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> , 2012 , 33, 449-60	2.7	5
16	Socio-emotional regulation in children with intellectual disability and typically developing children in interactive contexts. <i>Alter</i> , 2012 , 6, 75-93	0.7	14
15	Perceived social acceptance, theory of mind and social adjustment in children with intellectual disabilities. <i>Research in Developmental Disabilities</i> , 2012 , 33, 1871-80	2.7	20
14	Self-regulation and performance in problem-solving using physical materials or computers in children with intellectual disability. <i>Research in Developmental Disabilities</i> , 2011 , 32, 1492-505	2.7	15
13	Élaboration et validation d'un dispositif méthodologique pour l'observation de la régulation socioémotionnelle chez l'enfant. <i>Enfance</i> , 2011 , 2011, 179	0.2	5
12	Compétences émotionnelles, régulation émotionnelle en contextes interactifs et ToM-émotions chez des enfants typiques et avec déficience intellectuelle 2011 , 213		4
11	Validation of a method of assessing socioemotional regulation in preschoolers. <i>Revue Européenne De Psychologie Appliquée</i> , 2011 , 61, 185-194	0.9	7
10	Emotional Cognition: Theory of Mind and Face Recognition 2011 , 127-157		6
9	Theory of Mind and socio-affective abilities in disabled children and adolescents. <i>Alter</i> , 2008 , 2, 133-155	0.7	23
8	Functional abilities and neuropsychological dysfunctions in young children with autism and with intellectual disabilities. <i>Alter</i> , 2008 , 2, 230-252	0.7	3
7	Sensorimotor development and dysregulation of activity in young children with autism and with intellectual disabilities. <i>Research in Autism Spectrum Disorders</i> , 2008 , 2, 46-59	3	8
6	Self-regulation during pretend play in children with intellectual disability and in normally developing children. <i>Research in Developmental Disabilities</i> , 2008 , 29, 256-72	2.7	35
5	Theory of Mind "emotion", developmental characteristics and social understanding in children and adolescents with intellectual disabilities. <i>Research in Developmental Disabilities</i> , 2008 , 29, 414-30	2.7	45
4	Theory of mind "beliefs", developmental characteristics and social understanding in children and adolescents with intellectual disabilities. <i>Research in Developmental Disabilities</i> , 2008 , 29, 547-66	2.7	33
3	Mother's, father's regulation and child's self-regulation in a computer-mediated learning situation. <i>European Journal of Psychology of Education</i> , 2008 , 23, 95-115	2.3	13
2	Profils longitudinaux du développement de la Théorie de l'Esprit. <i>Devenir</i> , 2008 , 20, 361	0.5	2
1	Le développement cognitif et communicatif du jeune enfant 2006 ,		17