

# Sally L Staton

## List of Publications by Year in descending order

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Version: 2024-02-01

37  
papers

453  
citations

932766

10  
h-index

794141

19  
g-index

39  
all docs

39  
docs citations

39  
times ranked

460  
citing authors

#	ARTICLE	IF	CITATIONS
1	Do the numbers add up? Questioning measurement that places Australian ECEC teaching as "low quality". Australian Educational Researcher, 2023, 50, 781-800.	1.6	5
2	Children's sleep and fathers' health and wellbeing: A systematic review. Sleep Medicine Reviews, 2022, 61, 101570.	3.8	6
3	Emotional quality of early education programs improves language learning: A within-child across context design. Child Development, 2022, 93, 1680-1697.	1.7	8
4	Eliciting and responding to young children's talk: A systematic review of educators' interactional strategies that promote rich conversations with children aged 2-5 years. Educational Research Review, 2022, 37, 100473.	4.1	4
5	Three things I learn at sleep-time: children's accounts of sleep and rest in their early childhood education programs. Early Years, 2021, 41, 556-573.	0.6	4
6	Working Towards the Australian National Quality Standard for ECEC: what do we know? Where should we go?. Australian Educational Researcher, 2021, 48, 227-247.	1.6	9
7	Environmental light exposure, rest-activity rhythms, and symptoms of inattention and hyperactivity: An observational study of Australian preschoolers. Journal of Environmental Psychology, 2021, 73, 101560.	2.3	5
8	"Did My Child Sleep Today?" Communication Between Parents and Educators in Early Childhood Education and Care Settings. Child and Youth Care Forum, 2020, 49, 265-283.	0.9	4
9	Insider perspectives: the "tricky business" of providing for children's sleep and rest needs in the context of early childhood education and care. Early Years, 2020, 40, 221-236.	0.6	9
10	"Lie in the grass, the soft grass" Relaxation accounts of young children attending childcare. Children and Youth Services Review, 2020, 109, 104722.	1.0	8
11	Many naps, one nap, none: A systematic review and meta-analysis of napping patterns in children 0-12 years. Sleep Medicine Reviews, 2020, 50, 101247.	3.8	39
12	The when and what of measuring ECE quality: Analysis of variation in the Classroom Assessment Scoring System (CLASS) across the ECE day. Early Childhood Research Quarterly, 2020, 53, 274-286.	1.6	23
13	<p></p>Correlates of naptime behaviors in preschool aged children<p></p>. Nature and Science of Sleep, 2019, Volume 11, 27-34.	1.4	9
14	A comparison of maternal feeding responses to child fussy eating in low-income food secure and food insecure households. Appetite, 2019, 137, 259-266.	1.8	17
15	Observed compliance with safe sleeping guidelines in licensed childcare services. Archives of Disease in Childhood, 2019, 104, 1193-1197.	1.0	5
16	Investigating the association between sleep parameters and the weight status of children: night sleep duration matters. Sleep Health, 2018, 4, 147-153.	1.3	8
17	Mandatory Naptimes in Childcare do not Reduce Children's Cortisol Levels. Scientific Reports, 2018, 8, 4545.	1.6	10
18	Mandatory Nap Times and Group Napping Patterns in Child Care: An Observational Study. Behavioral Sleep Medicine, 2017, 15, 129-143.	1.1	20

#	ARTICLE	IF	CITATIONS
19	Weighing in on international growth standards: testing the case in Australian preschool children. <i>Obesity Reviews</i> , 2017, 18, 1111-1121.	3.1	4
20	Severe sleep restriction in expedition adventure race competitors. <i>Sleep Medicine</i> , 2017, 40, e10-e11.	0.8	0
21	Supporting sleep in early care and education: an assessment of observed sleep times using a sleep practices optimality index. <i>Sleep Health</i> , 2016, 2, 30-34.	1.3	6
22	What parents want: parent preference regarding sleep for their preschool child when attending early care and education. <i>Sleep Health</i> , 2016, 2, 12-18.	1.3	9
23	Environmental Light Exposure Is Associated with Increased Body Mass in Children. <i>PLoS ONE</i> , 2016, 11, e0143578.	1.1	16
24	“Do I really need a nap?” The role of sleep science in informing sleep practices in early childhood education and care settings.. <i>Translational Issues in Psychological Science</i> , 2015, 1, 32-44.	0.6	22
25	“I Have to Rest All the Time Because You are Not Allowed to Play” Exploring Children’s Perceptions of Autonomy During Sleep-Time in Long Day Care Services. <i>International Journal of Early Childhood</i> , 2015, 47, 423-442.	0.6	11
26	Mandatory Naptimes in Child Care and Children's Nighttime Sleep. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2015, 36, 235-242.	0.6	31
27	The Sleeping Elephant in the Room: Practices and Policies regarding Sleep/Rest Time in early Childhood Education and Care. <i>Australasian Journal of Early Childhood</i> , 2015, 40, 77-86.	0.8	5
28	Napping, development and health from 0 to 5 years: a systematic review. <i>Archives of Disease in Childhood</i> , 2015, 100, 615-622.	1.0	85
29	Do Twins Differ From Single-Born Children on Rates of Behavioral Difficulty in Early Childhood? A Study of Sibling Relationship Risk Factors. <i>Twin Research and Human Genetics</i> , 2014, 17, 288-295.	0.3	8
30	Getting There, Being There, Staying and Belonging: A Case Study of Two Indigenous Australian Children's Transition to School. <i>Children and Society</i> , 2014, 28, 15-29.	1.0	8
31	Emotional Climate and Behavioral Management during Sleep Time in Early Childhood Education Settings. <i>Early Childhood Research Quarterly</i> , 2014, 29, 660-668.	1.6	25
32	BONDING AND BRIDGING: TRANSITION TO SCHOOL AND SOCIAL CAPITAL FORMATION AMONG A COMMUNITY OF INDIGENOUS AUSTRALIAN CHILDREN. <i>Journal of Community Psychology</i> , 2013, 41, 827-843.	1.0	4
33	To separate or not to separate? Parental decision-making regarding the separation of twins in the early years of schooling. <i>Journal of Early Childhood Research</i> , 2012, 10, 196-208.	0.9	7
34	Testing the Vision: Preschool Settings as Places for Meeting, Bonding and Bridging. <i>Children and Society</i> , 2012, 26, 328-340.	1.0	7
35	Conflict, Closeness and Comfort: The Inter-Twin Relationship as a Risk Factor for Behavioral Difficulties. <i>Twin Research and Human Genetics</i> , 2011, 14, 444-451.	0.3	11
36	Discursive tensions: Outcomes and rights in educators’s accounts of children’s relaxation. <i>Contemporary Issues in Early Childhood</i> , 0, , 146394912098348.	0.9	1

#	ARTICLE	IF	CITATIONS
37	Discarded data: an Ahmedian engagement with young children's gendered accounts of violence and power. <i>Gender and Education</i> , 0, , 1-17.	1.1	0