

Cathrine Neilsen-Hewett

List of Publications by Citations

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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.

17
papers

91
citations

7
h-index

9
g-index

19
ext. papers

140
ext. citations

2
avg, IF

2.56
L-index

#	Paper	IF	Citations
17	Evaluating the viability of a structured observational approach to assessing early self-regulation. <i>Early Childhood Research Quarterly</i> , 2019 , 48, 186-197	3.3	15
16	Teacher Education, Teaching Experience and Bullying Policies: Links with Early Childhood Teachers' Perceptions and Attitudes to Bullying. <i>Australasian Journal of Early Childhood</i> , 2013 , 38, 32-40	1	13
15	Family, child and location factors and parents' reasons for multiple concurrent childcare arrangements in the years before school in Australia. <i>Early Childhood Research Quarterly</i> , 2014 , 29, 52-63	3.3	10
14	Everyday Practices and Activities to Improve Pre-school Self-Regulation: Cluster RCT Evaluation of the PRSIST Program. <i>Frontiers in Psychology</i> , 2020 , 11, 137	3.4	9
13	Approaches to conflict and conflict resolution in toddler relationships. <i>Journal of Early Childhood Research</i> , 2012 , 10, 145-161	0.9	8
12	Measuring interactional quality in pre-school settings: introduction and validation of the Sustained Shared Thinking and Emotional Wellbeing (SSTEW) scale. <i>Early Child Development and Care</i> , 2020 , 190, 1017-1030	0.9	8
11	Evaluation of the Preschool Situational Self-Regulation Toolkit (PRSIST) Program for Supporting children's early self-regulation development: study protocol for a cluster randomized controlled trial. <i>Trials</i> , 2018 , 19, 64	2.8	7
10	Preparing and supporting early childhood pre-service teachers in their professional journey. <i>Australian Educational Researcher</i> , 2019 , 46, 621-637	2	4
9	Comparing regulatory and non-regulatory indices of early childhood education and care (ECEC) quality in the Australian early childhood sector. <i>Australian Educational Researcher</i> , 2019 , 46, 365-383	2	4
8	Executive Function and Self-Regulation: Bi-Directional Longitudinal Associations and Prediction of Early Academic Skills. <i>Frontiers in Psychology</i> , 2021 , 12, 733328	3.4	4
7	Predicting Academic School Readiness and Risk Status from Different Assessment Approaches and Constructs of Early Self-Regulation. <i>Child and Youth Care Forum</i> , 1	2.4	3
6	Fostering Effective Early Learning (FEEL) through a professional development programme for early childhood educators to improve professional practice and child outcomes in the year before formal schooling: study protocol for a cluster randomised controlled trial. <i>Trials</i> , 2016 , 17, 602	2.8	2
5	Validity, reliability and viability of pre-school educators' use of early years toolbox early numeracy. <i>Australasian Journal of Early Childhood</i> , 183693912110611	1	1
4	Application of an Evidence-Based Early Intervention Model for Children With ASD in Mainstream Early Childhood Education and Care Settings via a Targeted Professional Development Program. <i>Australasian Journal of Special and Inclusive Education</i> , 1-15	0.4	
3	How educators in high-quality preschool services understand and support early self-regulation: a qualitative study of knowledge and practice. <i>Australian Educational Researcher</i> , 1	2	
2	Validity and Reliability of a Fine Motor Assessment for Preschool Children. <i>Early Childhood Education Journal</i> , 1	1.3	
1	Early childhood leadership: Risk and protective factors during the COVID-19 pandemic. <i>Australasian Journal of Early Childhood</i> , 183693912211032	1	

