

# Robert J Coplan

## List of Publications by Year in descending order

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Version: 2024-02-01

185  
papers

10,229  
citations

36203

51  
h-index

43802

91  
g-index

217  
all docs

217  
docs citations

217  
times ranked

4150  
citing authors

#	ARTICLE	IF	CITATIONS
1	Characteristics of Teacher-Nominated Shy Students in Norwegian Elementary Schools. <i>Journal of Research in Childhood Education</i> , 2023, 37, 263-274.	0.6	2
2	Teachers'™ strategies for managing shy students'™ anxiety at school. <i>Nordic Psychology</i> , 2023, 75, 50-74.	0.4	1
3	Measurement Invariance of Two Different Short Forms of Social Interaction Anxiety Scale (SIAS) and Social Phobia Scale (SPS) in Chinese and US Samples. <i>European Journal of Psychological Assessment</i> , 2023, 39, 14-20.	1.7	5
4	Examining links between social withdrawal subtypes and internalizing problems among Italian primary school children. <i>European Journal of Developmental Psychology</i> , 2023, 20, 268-286.	1.0	7
5	Exploring the Role of Play Behaviors in the Links between Preschoolers'™ Shyness and Teacher-Child Relationships. <i>Early Education and Development</i> , 2022, 33, 187-203.	1.6	8
6	Normative Beliefs about Social Withdrawal in Adolescence. <i>Journal of Research on Adolescence</i> , 2022, 32, 372-381.	1.9	18
7	Shyness, Parent'™ Child Relationships, and Peer Difficulties During the Middle School Transition. <i>Journal of Child and Family Studies</i> , 2022, 31, 86-98.	0.7	7
8	Examining launch and snare effects in the longitudinal associations between shyness and socio'™emotional difficulties in childhood. <i>Social Development</i> , 2022, 31, 109-125.	0.8	9
9	Links between Child Shyness and Indices of Internalizing Problems during the COVID-19 Pandemic: The Protective Role of Positivity. <i>Journal of Genetic Psychology</i> , 2022, 183, 91-106.	0.6	6
10	Longitudinal relations between social avoidance, academic achievement, and adjustment in Chinese children. <i>Journal of Applied Developmental Psychology</i> , 2022, 79, 101385.	0.8	14
11	Population-Based Teacher-Rated Assessment of Anxiety Among Canadian Kindergarten Children. <i>Child Psychiatry and Human Development</i> , 2022, , 1.	1.1	0
12	A Parallel Latent Growth Model of Affinity for Solitude and Depressive Symptoms among Chinese Early Adolescents. <i>Journal of Youth and Adolescence</i> , 2022, 51, 904-914.	1.9	3
13	Working relationally with shy students: Pedagogical insights from teachers and students. <i>Learning, Culture and Social Interaction</i> , 2022, 33, 100610.	1.1	1
14	Too Anxious to Talk: Social Anxiety, Academic Communication, and Students'™ Experiences in Higher Education. <i>Journal of Emotional and Behavioral Disorders</i> , 2022, 30, 273-286.	1.1	13
15	Exploring the Links between Unsociability, Parenting Behaviors, and Socio-Emotional Functioning in Young Children in Suburban China. <i>Early Education and Development</i> , 2021, 32, 963-980.	1.6	12
16	Shyness and empathy in early childhood: Examining links between feelings of empathy and empathetic behaviours. <i>British Journal of Developmental Psychology</i> , 2021, 39, 54-77.	0.9	8
17	Unsociability, Peer Rejection, and Loneliness in Chinese Early Adolescents: Testing a Cross-Lagged Model. <i>Journal of Early Adolescence</i> , 2021, 41, 865-885.	1.1	16
18	Social Withdrawal. , 2021, , .		0

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19	Social Withdrawal in Childhood. , 2021, , 7767-7775.		0
20	How Peruvian Elementary Teachers React with Victims and Bystanders? A Content Analysis Perspective. Advances in Intelligent Systems and Computing, 2021, , 476-486.	0.5	0
21	Social Withdrawal and Loneliness in Adolescence: Examining the Implications of Too Much and Not Enough Solitude. Journal of Youth and Adolescence, 2021, 50, 1219-1233.	1.9	31
22	Time alone well spent? A person-centered analysis of adolescents' solitary activities. Social Development, 2021, 30, 1114-1130.	0.8	22
23	Social Avoidance and Social Adjustment: The Moderating Role of Emotion Regulation and Emotion Lability/Negativity Among Chinese Preschool Children. Frontiers in Psychology, 2021, 12, 618670.	1.1	12
24	Examining the language of solitude versus loneliness in tweets. Journal of Social and Personal Relationships, 2021, 38, 1596-1610.	1.4	15
25	Examining Reciprocal Links between Parental Autonomy-Support and Children's Peer Preference in Mainland China. Children, 2021, 8, 508.	0.6	8
26	Longitudinal Relations between Rejection Sensitivity and Adjustment in Chinese Children: Moderating Effect of Emotion Regulation. Journal of Genetic Psychology, 2021, 182, 422-434.	0.6	4
27	A cross-cultural examination of implicit attitudes toward shyness in Canada and China. Journal of Research in Personality, 2021, 93, 104119.	0.9	6
28	Exploring the relations between parenting practices, child shyness, and internalizing problems in Chinese culture.. Journal of Family Psychology, 2021, 35, 833-843.	1.0	12
29	Daily routines, parent-child conflict, and psychological maladjustment among Chinese children and adolescents during the COVID-19 pandemic.. Journal of Family Psychology, 2021, 35, 1077-1085.	1.0	31
30	Coaches' Beliefs About Shy Children and Adolescents in the Context of Team Sports. International Sport Coaching Journal, 2021, 8, 328-337.	0.5	1
31	Longitudinal Pathways From Shyness in Early Childhood to Personality in Adolescence: Do Peers Matter?. Journal of Research on Adolescence, 2020, 30, 362-379.	1.9	20
32	Young children's perceptions and beliefs about hypothetical shy, unsociable, and socially avoidant peers at school. Social Development, 2020, 29, 89-109.	0.8	20
33	Examining the roles of child temperament and teacher-child relationships as predictors of Turkish children's social competence and antisocial behavior. Current Psychology, 2020, 39, 2231-2245.	1.7	13
34	When is it Okay to be Alone? Gender Differences in Normative Beliefs about Social Withdrawal in Emerging Adulthood. Sex Roles, 2020, 82, 482-492.	1.4	18
35	Coaching the quiet: Exploring coaches' beliefs about shy children in a sport context. Psychology of Sport and Exercise, 2020, 47, 101640.	1.1	2
36	Unsociability, peer relations, and psychological maladjustment among children: A moderated-mediated model. Social Development, 2020, 29, 1014-1030.	0.8	11

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37	What did your child do today? Describing young children's daily activities outside of school. <i>Journal of Early Childhood Research</i> , 2020, 18, 189-199.	0.9	8
38	Relations between different components of rejection sensitivity and adjustment in Chinese children. <i>Journal of Applied Developmental Psychology</i> , 2020, 67, 101119.	0.8	7
39	Parental beliefs about young children's leisure activity involvement. <i>Journal of Leisure Research</i> , 2020, 51, 469-488.	1.0	6
40	Shy and outgoing preservice teachers and their responses to hypothetical problem behaviors in the classroom. <i>Educational Psychology</i> , 2020, , 1-16.	1.2	4
41	Shy but Getting By: Protective Factors in the Links Between Childhood Shyness and Socio-Emotional Functioning. , 2020, , 63-87.		16
42	Shyness. , 2020, , 4939-4943.		1
43	Play skills for shy preschoolers: A social skills training and facilitated play (SST-FP) early intervention program. , 2020, , 165-179.		2
44	Evaluating Links Among Shyness, Peer Relations, and Internalizing Problems in Chinese Young Adolescents. <i>Journal of Research on Adolescence</i> , 2019, 29, 696-709.	1.9	55
45	Children's cognitive appraisal moderates associations between psychologically controlling parenting and children's depressive symptoms. <i>Journal of Adolescence</i> , 2019, 76, 109-119.	1.2	34
46	Seeking more solitude: Conceptualization, assessment, and implications of loneliness. <i>Personality and Individual Differences</i> , 2019, 148, 17-26.	1.6	61
47	Shyness and Socioemotional Functioning in Young Chinese Children: The Moderating Role of Receptive Vocabulary. <i>Early Education and Development</i> , 2019, 30, 590-607.	1.6	15
48	Active emotion regulation mediates links between shyness and social adjustment in preschool. <i>Social Development</i> , 2019, 28, 893-907.	0.8	21
49	Shame on me? Shyness, social experiences at preschool, and young children's self-conscious emotions. <i>Early Childhood Research Quarterly</i> , 2019, 47, 229-238.	1.6	25
50	Sad, Scared, or Rejected? A Short-Term Longitudinal Study of the Predictors of Social Avoidance in Chinese Children. <i>Journal of Abnormal Child Psychology</i> , 2019, 47, 1265-1276.	3.5	31
51	Does it matter when we want to Be alone? Exploring developmental timing effects in the implications of unsociability. <i>New Ideas in Psychology</i> , 2019, 53, 47-57.	1.2	85
52	Chinese pre-service teachers' beliefs about hypothetical children's social withdrawal and aggression: Comparisons across years of teacher education. <i>Teaching and Teacher Education</i> , 2018, 71, 366-375.	1.6	4
53	Unsociability and socio-emotional functioning in young Chinese children: A short-term longitudinal study. <i>Infant and Child Development</i> , 2018, 27, e2099.	0.9	9
54	Future Directions for Research on Early Intervention for Young Children at Risk for Social Anxiety. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2018, 47, 655-667.	2.2	52

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55	Young children's preference for solitary play: Implications for socio-emotional and school adjustment. <i>British Journal of Developmental Psychology</i> , 2018, 36, 501-507.	0.9	22
56	Linking Shyness With Social and School Adjustment in Early Childhood: The Moderating Role of Inhibitory Control. <i>Early Education and Development</i> , 2018, 29, 675-690.	1.6	32
57	Assessment and Implications of Social Avoidance in Chinese Early Adolescents. <i>Journal of Early Adolescence</i> , 2018, 38, 554-573.	1.1	43
58	Developmental cascade models linking peer victimization, depression, and academic achievement in Chinese children. <i>British Journal of Developmental Psychology</i> , 2018, 36, 47-63.	0.9	62
59	Assessment and implications of social withdrawal in early childhood: A first look at social avoidance. <i>Social Development</i> , 2018, 27, 125-139.	0.8	72
60	Cross-Lagged Panel Analyses of Child Shyness, Maternal and Paternal Authoritarian Parenting, and Teacher-Child Relationships in Mainland China. <i>Journal of Child and Family Studies</i> , 2018, 27, 4116-4125.	0.7	21
61	Establishing a protocol for building a pan-Canadian population-based monitoring system for early childhood development for children with health disorders: Canadian Children's Health in Context Study (CCHICS). <i>BMJ Open</i> , 2018, 8, e023688.	0.8	13
62	The role of adolescents' perceived parental psychological control in the links between shyness and socio-emotional adjustment among youth. <i>Journal of Adolescence</i> , 2018, 68, 117-126.	1.2	25
63	Self-Regulation, Learning Problems, and Maternal Authoritarian Parenting in Chinese Children: A Developmental Cascades Model. <i>Journal of Child and Family Studies</i> , 2018, 27, 4060-4070.	0.7	21
64	Generalization of an Early Intervention for Inhibited Preschoolers to the Classroom Setting. <i>Journal of Child and Family Studies</i> , 2018, 27, 2943-2953.	0.7	29
65	Social Withdrawal in Childhood. , 2018, , 1-10.		1
66	Why classroom climate matters for children high in anxious solitude: A study of differential susceptibility.. <i>School Psychology Quarterly</i> , 2018, 33, 94-102.	2.4	23
67	Social Withdrawal. , 2018, , 3717-3731.		0
68	Cognitive biases among early adolescents with elevated symptoms of anxiety, depression, and co-occurring symptoms of anxiety-depression. <i>Infant and Child Development</i> , 2017, 26, e2011.	0.9	15
69	Shyness, Unsociability, and Socio-Emotional Functioning at Preschool: The Protective Role of Peer Acceptance. <i>Journal of Child and Family Studies</i> , 2017, 26, 1196-1205.	0.7	53
70	Elementary preservice teachers' attitudes and pedagogical strategies toward hypothetical shy, exuberant, and average children. <i>Learning and Individual Differences</i> , 2017, 56, 85-95.	1.5	26
71	Shyness and school adjustment in Chinese children: The roles of teachers and peers.. <i>School Psychology Quarterly</i> , 2017, 32, 131-142.	2.4	70
72	Concomitants and outcomes of anxiety in Chinese kindergarteners: A one-year longitudinal study. <i>Journal of Applied Developmental Psychology</i> , 2017, 52, 24-33.	0.8	9

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73	Relations of shynessâ€™ sensitivity and unsociability with adjustment in middle childhood and early adolescence in suburban Chinese children. <i>International Journal of Behavioral Development</i> , 2017, 41, 681-687.	1.3	53
74	Selfâ€™control, peer preference, and loneliness in Chinese children: A threeâ€™year longitudinal study. <i>Social Development</i> , 2017, 26, 876-890.	0.8	26
75	Maternal Agreeableness Moderates Associations Between Young Children's Emotion Dysregulation and Socioemotional Functioning at School. <i>Journal of Genetic Psychology</i> , 2017, 178, 102-107.	0.6	6
76	Combining child social skills training with a parent early intervention program for inhibited preschool children. <i>Journal of Anxiety Disorders</i> , 2017, 51, 32-38.	1.5	44
77	Beyond bashful: Examining links between social anxiety and young childrenâ€™s socio-emotional and school adjustment. <i>Early Childhood Research Quarterly</i> , 2017, 41, 74-83.	1.6	10
78	Processes and conditions underlying the link between shyness and school adjustment among Turkish children. <i>British Journal of Developmental Psychology</i> , 2017, 35, 218-236.	0.9	18
79	Leave Well Enough Alone? The Costs and Benefits of Solitude. , 2017, , 129-147.		5
80	Preliminary Evaluation of a Social Skills Training and Facilitated Play Early Intervention Programme for Extremely Shy Young Children in China. <i>Infant and Child Development</i> , 2016, 25, 565-574.	0.9	36
81	The role of emotion knowledge in the links between shyness and children's socioâ€™emotional functioning at preschool. <i>British Journal of Developmental Psychology</i> , 2016, 34, 471-488.	0.9	26
82	A Personâ€™Oriented Analysis of Social Withdrawal in Chinese Children. <i>Social Development</i> , 2016, 25, 794-811.	0.8	56
83	Canadian Early-Childhood Educatorsâ€™ Perceptions of Childrenâ€™s Gendered Shy, Aggressive, and Prosocial Behaviors. <i>Journal of Research in Childhood Education</i> , 2016, 30, 320-333.	0.6	7
84	Validation of the Self-Regulation Scale in Chinese Children. <i>Journal of Psychoeducational Assessment</i> , 2016, 34, 589-594.	0.9	4
85	Canadian early childhood educatorsâ€™ perceptions of young childrenâ€™s gender-role play and cultural identity. <i>Journal of Early Childhood Research</i> , 2016, 14, 324-332.	0.9	6
86	Assessment and Implications of Social Withdrawal Subtypes in Young Chinese Children: The Chinese Version of the Child Social Preference Scale. <i>Journal of Genetic Psychology</i> , 2016, 177, 97-101.	0.6	28
87	Assessment and Implications of Coping Styles in Response to a Social Stressor Among Early Adolescents in China. <i>Journal of Early Adolescence</i> , 2016, 36, 222-250.	1.1	12
88	Chinese kindergarten teachersâ€™ beliefs about young childrenâ€™s classroom social behavior. <i>Early Childhood Research Quarterly</i> , 2016, 36, 122-132.	1.6	26
89	RU mad @ me? Social anxiety and interpretation of ambiguous text messages. <i>Computers in Human Behavior</i> , 2016, 54, 368-379.	5.1	31
90	Cognitive Biases and the Link Between Shyness and Social Anxiety in Early Adolescence. <i>Journal of Early Adolescence</i> , 2016, 36, 1095-1117.	1.1	21

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91	Social Withdrawal. , 2016, , 1-14.		14
92	Shyness. , 2016, , 1-5.		0
93	Preliminary evaluation of a multimodal early intervention program for behaviorally inhibited preschoolers.. Journal of Consulting and Clinical Psychology, 2015, 83, 534-540.	1.6	97
94	Shy children in the classroom: From research to educational practice.. Translational Issues in Psychological Science, 2015, 1, 149-157.	0.6	45
95	Naturalistic Observations of Schoolyard Social Participation. Journal of Early Adolescence, 2015, 35, 628-650.	1.1	30
96	Examining the Implications of Social Anxiety in a Community Sample of Mainland Chinese Children. Journal of Clinical Psychology, 2015, 71, 979-993.	1.0	20
97	When One Is Company and Two Is a Crowd: Why Some Children Prefer Solitude. Child Development Perspectives, 2015, 9, 133-137.	2.1	77
98	Shyness and Unsociability and Their Relations With Adjustment in Chinese and Canadian Children. Journal of Cross-Cultural Psychology, 2015, 46, 371-386.	1.0	108
99	Canadian female and male early childhood educators' perceptions of child aggression and rough-and-tumble play. Early Child Development and Care, 2015, 185, 1134-1147.	0.7	13
100	Young Chinese children's beliefs about the implications of subtypes of social withdrawal: A first look at social avoidance. British Journal of Developmental Psychology, 2015, 33, 159-173.	0.9	43
101	Starting small: Revisiting young children's perceptions of social withdrawal in China. British Journal of Developmental Psychology, 2015, 33, 183-186.	0.9	1
102	Conceptualization and Assessment of Multiple Forms of Social Withdrawal in Turkey. Social Development, 2015, 24, 142-165.	0.8	33
103	Longitudinal Outcomes of Shyness From Childhood to Emerging Adulthood. Journal of Genetic Psychology, 2015, 176, 408-413.	0.6	20
104	Preschool teachers' attitudes, beliefs, and emotional reactions to young children's peer group behaviors. Early Childhood Research Quarterly, 2015, 30, 117-127.	1.6	66
105	Unsociability and Shyness in Chinese Children: Concurrent and Predictive Relations with Indices of Adjustment. Social Development, 2014, 23, 119-136.	0.8	92
106	"I Want to Play Alone": Assessment and Correlates of Self-Reported Preference for Solitary Play in Young Children. Infant and Child Development, 2014, 23, 229-238.	0.9	44
107	Predictive relations between peer victimization and academic achievement in Chinese children.. School Psychology Quarterly, 2014, 29, 89-98.	2.4	44
108	Canadian Elementary School Teachers' Perceptions of Gender Differences in Shy Girls and Boys in the Classroom. Canadian Journal of School Psychology, 2014, 29, 100-115.	1.6	6

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109	Successful transition to elementary school and the implementation of facilitative practices specified in the Reggio-Emilia philosophy. <i>School Psychology International</i> , 2014, 35, 447-462.	1.1	8
110	Parlance, Places, Process, and Paradox: Revisiting the Discussion of Gender Differences in Childhood Shyness. <i>Sex Roles</i> , 2014, 70, 309-314.	1.4	2
111	A person-centred analysis of teacher-child relationships in early childhood. <i>British Journal of Educational Psychology</i> , 2014, 84, 253-267.	1.6	20
112	Children's talking and listening within the classroom: teachers' insights. <i>Early Child Development and Care</i> , 2014, 184, 247-265.	0.7	13
113	Bashful Boys and Coy Girls: A Review of Gender Differences in Childhood Shyness. <i>Sex Roles</i> , 2014, 70, 255-266.	1.4	162
114	Self-reported shyness in Chinese children: Validation of the Children's Shyness Questionnaire and exploration of its links with adjustment and the role of coping. <i>Personality and Individual Differences</i> , 2014, 68, 183-188.	1.6	41
115	Early childhood educators' reflections on teaching practices: the role of gender and culture. <i>Reflective Practice</i> , 2013, 14, 381-391.	0.7	11
116	Knowing when not to use the Internet: Shyness and adolescents' on-line and off-line interactions with friends. <i>Computers in Human Behavior</i> , 2013, 29, 51-57.	5.1	56
117	Covering all the BASs: A closer look at the links between BIS, BAS, and socio-emotional functioning in childhood. <i>Personality and Individual Differences</i> , 2013, 55, 521-526.	1.6	24
118	Shy but Getting By? An Examination of the Complex Links Among Shyness, Coping, and Socioemotional Functioning in Childhood. <i>Social Development</i> , 2013, 22, 126-145.	0.8	30
119	Shy children's coping with a social conflict: The role of personality self-theories. <i>Personality and Individual Differences</i> , 2013, 54, 64-69.	1.6	17
120	Exploring links between shyness, romantic relationship quality, and well-being.. <i>Canadian Journal of Behavioural Science</i> , 2013, 45, 287-295.	0.5	34
121	Alone is a crowd: Social motivations, social withdrawal, and socioemotional functioning in later childhood.. <i>Developmental Psychology</i> , 2013, 49, 861-875.	1.2	203
122	Shyness, Sibling Relationships, and Young Children's Socioemotional Adjustment at Preschool. <i>Journal of Research in Childhood Education</i> , 2012, 26, 435-449.	0.6	20
123	A Prospective Longitudinal Study of Shyness from Infancy to Adolescence: Stability, Age-Related Changes, and Prediction of Socio-Emotional Functioning. <i>Journal of Abnormal Child Psychology</i> , 2012, 40, 1167-1177.	3.5	107
124	Young children's perceptions of social withdrawal in China and Canada. <i>Early Child Development and Care</i> , 2012, 182, 591-607.	0.7	31
125	Mothers' Gender-Role Attitudes and Their Responses to Young Children's Hypothetical Display of Shy and Aggressive Behaviors. <i>Sex Roles</i> , 2012, 66, 506-517.	1.4	27
126	Someone to Lean on: Assessment and Implications of Social Surrogate Use in Childhood. <i>Social Development</i> , 2012, 21, 254-272.	0.8	9



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127	Daily Patterns of Communication and Contact Between Italian Early Adolescents and Their Friends. <i>Cyberpsychology, Behavior, and Social Networking</i> , 2011, 14, 467-471.	2.1	13
128	A longitudinal study of the links between temperamental shyness, activity, and trajectories of internalising problems from infancy to middle childhood. <i>Australian Journal of Psychology</i> , 2011, 63, 36-43.	1.4	47
129	Is silence golden? Elementary school teachers' strategies and beliefs regarding hypothetical shy/quiet and exuberant/talkative children.. <i>Journal of Educational Psychology</i> , 2011, 103, 939-951.	2.1	107
130	Exploring processes linking shyness and academic achievement in childhood.. <i>School Psychology Quarterly</i> , 2010, 25, 213-222.	2.4	107
131	â€œPlay skillsâ€™ for shy children: development of a <i>Social Skills Facilitated Play</i> early intervention program for extremely inhibited preschoolers. <i>Infant and Child Development</i> , 2010, 19, 223-237.	0.9	42
132	Conceptual relations between anxiety disorder and fearful temperament. <i>New Directions for Child and Adolescent Development</i> , 2010, 2010, 17-31.	1.3	80
133	Not Just â€œPlaying Aloneâ€ Exploring Multiple Forms of Nonsocial Play in Childhood. , 2010, , .		0
134	Where do anxious children â€œfitâ€™ best? <i>Childcare and the emergence of anxiety in early childhood.. Canadian Journal of Behavioural Science</i> , 2010, 42, 185-193.	0.5	10
135	Shyness, teacher-child relationships, and socio-emotional adjustment in grade 1. <i>International Journal of Behavioral Development</i> , 2010, 34, 259-269.	1.3	178
136	Keeping it all inside: Shyness, internalizing coping strategies and socio-emotional adjustment in middle childhood. <i>International Journal of Behavioral Development</i> , 2009, 33, 47-54.	1.3	97
137	Exploring the associations between maternal personality, child temperament, and parenting: A focus on emotions. <i>Personality and Individual Differences</i> , 2009, 46, 241-246.	1.6	138
138	At a loss for words? Introduction to the special issue on shyness and language in childhood. <i>Infant and Child Development</i> , 2009, 18, 211-215.	0.9	33
139	Shy and softâ€spoken: shyness, pragmatic language, and socioâ€emotional adjustment in early childhood. <i>Infant and Child Development</i> , 2009, 18, 238-254.	0.9	111
140	The social behaviours of inhibited children in and out of preschool. <i>British Journal of Developmental Psychology</i> , 2009, 27, 891-905.	0.9	60
141	Behavioral and relational correlates of low self-perceived competence in young children. <i>Early Childhood Research Quarterly</i> , 2009, 24, 350-361.	1.6	22
142	The correlates and consequences of early appearing social anxiety in young children. <i>Journal of Anxiety Disorders</i> , 2009, 23, 965-972.	1.5	64
143	Social Withdrawal in Childhood. <i>Annual Review of Psychology</i> , 2009, 60, 141-171.	9.9	995
144	Donâ€™t Fret, Be Supportive! Maternal Characteristics Linking Child Shyness to Psychosocial and School Adjustment in Kindergarten. <i>Journal of Abnormal Child Psychology</i> , 2008, 36, 359-371.	3.5	265

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145	Parental Socialization, Vagal Regulation, and Preschoolers's™ Anxious Difficulties: Direct Mothers and Moderated Fathers. <i>Child Development</i> , 2008, 79, 45-64.	1.7	137
146	An investigation of maternal personality, parenting styles, and subjective well-being. <i>Personality and Individual Differences</i> , 2008, 44, 587-597.	1.6	37
147	The Stresses of a "Brave New World": Shyness and School Adjustment in Kindergarten. <i>Journal of Research in Childhood Education</i> , 2008, 22, 377-389.	0.6	91
148	Come out and play: Shyness in childhood and the benefits of organized sports participation.. <i>Canadian Journal of Behavioural Science</i> , 2008, 40, 153-161.	0.5	117
149	Socioemotional characteristics and school adjustment of socially withdrawn children in India. <i>International Journal of Behavioral Development</i> , 2007, 31, 123-132.	1.3	27
150	Kindergarten Teachers' Beliefs and Responses to Hypothetical Prosocial, Asocial, and Antisocial Children. <i>Merrill-Palmer Quarterly</i> , 2007, 53, 291-318.	0.3	87
151	A "Multitude" of Solitude: A Closer Look at Social Withdrawal and Nonsocial Play in Early Childhood. <i>Child Development Perspectives</i> , 2007, 1, 26-32.	2.1	175
152	Understanding Solitude: Young Children's Attitudes and Responses Toward Hypothetical Socially Withdrawn Peers. <i>Social Development</i> , 2007, 16, 390-409.	0.8	88
153	Gender differences in the behavioral associates of loneliness and social dissatisfaction in kindergarten. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2007, 48, 988-995.	3.1	147
154	Multi-agent models of social dynamics in children. <i>Cognitive Systems Research</i> , 2007, 8, 1-14.	1.9	2
155	Links between empathy, social behavior, and social understanding in early childhood. <i>Early Childhood Research Quarterly</i> , 2006, 21, 347-359.	1.6	143
156	A person-oriented analysis of behavioral inhibition and behavioral activation in children. <i>Personality and Individual Differences</i> , 2006, 41, 917-927.	1.6	107
157	Maternal Emotional Styles and Child Social Adjustment: Assessment, Correlates, Outcomes and Goodness of Fit in Early Childhood. <i>Social Development</i> , 2005, 14, 613-636.	0.8	96
158	Not too "shy"™ to help catch a thief: Recall memory of shy versus non-shy witnesses. <i>Personality and Individual Differences</i> , 2005, 39, 1361-1372.	1.6	4
159	Talking Yourself Out of Being Shy: Shyness, Expressive Vocabulary, and Socioemotional Adjustment in Preschool. <i>Merrill-Palmer Quarterly</i> , 2005, 51, 20-41.	0.3	73
160	Paying Attention to and Not Neglecting Social Withdrawal and Social Isolation. <i>Merrill-Palmer Quarterly</i> , 2004, 50, 506-534.	0.3	186
161	The Social Cognitions of Socially Withdrawn Children. <i>Social Development</i> , 2004, 13, 377-392.	0.8	81
162	Characteristics of Preschoolers with Lower Perceived Competence. <i>Journal of Abnormal Child Psychology</i> , 2004, 32, 399-408.	3.5	66

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163	Do You "Want" to Play? Distinguishing Between Conflicted Shyness and Social Disinterest in Early Childhood.. <i>Developmental Psychology</i> , 2004, 40, 244-258.	1.2	497
164	A Closer Look at Children's Knowledge About Social Isolation. <i>Journal of Research in Childhood Education</i> , 2003, 18, 93-104.	0.6	15
165	Spending time with teacher: characteristics of preschoolers who frequently elicit versus initiate interactions with teachers. <i>Early Childhood Research Quarterly</i> , 2003, 18, 143-158.	1.6	109
166	Parenting daily hassles, child temperament, and social adjustment in preschool. <i>Early Childhood Research Quarterly</i> , 2003, 18, 376-395.	1.6	66
167	Authoritative and Authoritarian Mothers' Parenting Goals, Attributions, and Emotions Across Different Childrearing Contexts. <i>Parenting</i> , 2002, 2, 1-26.	1.0	144
168	Parenting and procrastination: gender differences in the relations between procrastination, parenting style and self-worth in early adolescence. <i>Personality and Individual Differences</i> , 2002, 33, 271-285.	1.6	67
169	When girls versus boys play alone: Nonsocial play and adjustment in kindergarten.. <i>Developmental Psychology</i> , 2001, 37, 464-474.	1.2	147
170	Exploring and Assessing Nonsocial Play in the Preschool: The Development and Validation of the Preschool Play Behavior Scale. <i>Social Development</i> , 2001, 7, 72-91.	0.8	124
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173	The role of child temperament as a predictor of early literacy and numeracy skills in preschoolers. <i>Early Childhood Research Quarterly</i> , 1999, 14, 537-553.	1.6	51
174	The "Degree" of Instructor Education and Child Outcomes in Junior Kindergarten: A Comparison of Certificated Teachers and Early Childhood Educators. <i>Journal of Research in Childhood Education</i> , 1999, 14, 78-90.	0.6	8
175	Shyness and little boy blue: Iris pigmentation, gender, and social wariness in preschoolers. , 1998, 32, 37-44.		19
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177	The role of frontal activation in the regulation and dysregulation of social behavior during the preschool years. <i>Development and Psychopathology</i> , 1996, 8, 89-102.	1.4	119
178	Frontal Activation Asymmetry and Social Competence at Four Years of Age. <i>Child Development</i> , 1995, 66, 1770.	1.7	179
179	Frontal Activation Asymmetry and Social Competence at Four Years of Age. <i>Child Development</i> , 1995, 66, 1770-1784.	1.7	215
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181	Being Alone, Playing Alone, and Acting Alone: Distinguishing among Reticence and Passive and Active Solitude in Young Children. <i>Child Development</i> , 1994, 65, 129-137.	1.7	274
182	"Birds of a Feather...": Behavioral Concordances and Preferential Personal Attraction in Children. <i>Child Development</i> , 1994, 65, 1778.	1.7	78
183	Being Alone, Playing Alone, and Acting Alone: Distinguishing among Reticence and Passive and Active Solitude in Young Children. <i>Child Development</i> , 1994, 65, 129.	1.7	220
184	Young Argentine Children's Attributions about Hypothetical Socially Withdrawn Peers. <i>Journal of Genetic Psychology</i> , 0, , 1-14.	0.6	3
185	Evaluating Links between Social Withdrawal Motivations and Indices of Psychosocial Adjustment among Norwegian Emerging Adults. <i>Journal of Genetic Psychology</i> , 0, , 1-15.	0.6	4