

Relating Effortful Control, Executive Function, and Fals Emerging Math and Literacy Ability in Kindergarten

Child Development

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Citation Report

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175	Magnetic Resonance Imaging Predictors of Executive Functioning in Patients with Pediatric-Onset Multiple Sclerosis. <i>Archives of Clinical Neuropsychology</i> , 2012, 27, 495-509.	0.3	25
176	Predicting Academic Achievement from Cumulative Home Risk: The Mediating Roles of Effortful Control, Academic Relationships, and School Avoidance. <i>Merrill-Palmer Quarterly</i> , 2012, 58, 375-408.	0.3	57
177	Acute effects of physically active versus inactive video game play on executive functioning skills in children. , 2012, , .		0
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180	Growing Up With Assets and Risks: The Importance of Self-Regulation for Academic Achievement. <i>Research in Human Development</i> , 2012, 9, 278-297.	0.8	68
181	Early Childhood Predictors of Post-Kindergarten Executive Function: Behavior, Parent Report, and Psychophysiology. <i>Early Education and Development</i> , 2012, 23, 59-73.	1.6	38
182	Resisting Overzealous Transfer: Coordinating Previously Successful Routines With Needs for New Learning. <i>Educational Psychologist</i> , 2012, 47, 204-214.	4.7	96
183	Insights From Cognitive Neuroscience: The Importance of Executive Function for Early Reading Development and Education. <i>Early Education and Development</i> , 2012, 23, 24-36.	1.6	136
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187	The Development of Executive Function in Autism. <i>Autism Research & Treatment</i> , 2012, 2012, 1-8.	0.1	89
188	What if we considered a novel dimension of school readiness? The importance of classroom engagement for early child adjustment to school. <i>Education As Change</i> , 2012, 16, 333-353.	0.5	5
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190	Contemplative Practices and Mental Training: Prospects for American Education. <i>Child Development Perspectives</i> , 2012, 6, 146-153.	2.1	183

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192	Teacher-child relationships, behavior regulation, and language gain among at-risk preschoolers. <i>Journal of School Psychology</i> , 2012, 50, 681-699.	1.5	74
194	Salivary alpha-amylase and cortisol in infancy and toddlerhood: Direct and indirect relations with executive functioning and academic ability in childhood. <i>Psychoneuroendocrinology</i> , 2012, 37, 1700-1711.	1.3	48
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197	Intelligence: New findings and theoretical developments.. <i>American Psychologist</i> , 2012, 67, 130-159.	3.8	705
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216	The impact of poverty on the development of brain networks. Frontiers in Human Neuroscience, 2012, 6, 238.	1.0	74
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225	Relating Kindergarten Attention to Subsequent Developmental Pathways of Classroom Engagement in Elementary School. Journal of Abnormal Child Psychology, 2012, 40, 715-725.	3.5	55
226	Maternal-Related Predictors of Self-Regulation Among Low-Income Youth. Journal of Child and Family Studies, 2012, 21, 217-227.	0.7	27
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228	Temperament and Social Problem Solving Competence in Preschool: Influences on Academic Skills in Early Elementary School. Social Development, 2012, 21, 761-779.	0.8	24

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230	Inhibitory control and teacher's child conflict: Reciprocal associations across the elementary-school years. <i>Journal of Applied Developmental Psychology</i> , 2012, 33, 66-76.	0.8	46
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232	Brain stimulation and inhibitory control. <i>Brain Stimulation</i> , 2012, 5, 63-69.	0.7	53
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234	Self-Regulation in Early Childhood: Improving Conceptual Clarity and Developing Ecologically Valid Measures. <i>Child Development Perspectives</i> , 2012, 6, 136-142.	2.1	389
235	Linking Students' Emotions and Academic Achievement: When and Why Emotions Matter. <i>Child Development Perspectives</i> , 2012, 6, 129-135.	2.1	233
236	Effortful Control, Executive Functions, and Education: Bringing Self-Regulatory and Social-Emotional Competencies to the Table. <i>Child Development Perspectives</i> , 2012, 6, 105-111.	2.1	273
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238	The Potential Benefits of Mindfulness Training in Early Childhood: A Developmental Social Cognitive Neuroscience Perspective. <i>Child Development Perspectives</i> , 2012, 6, 154-160.	2.1	281
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250	The link between logic, mathematics and imagination: evidence from children with developmental dyscalculia and mathematically gifted children. <i>Developmental Science</i> , 2013, 16, 542-553.	1.3	48
251	Maternal hypothyroxinemia and effects on cognitive functioning in childhood: how and why?. <i>Clinical Endocrinology</i> , 2013, 79, 152-162.	1.2	117
252	Personality factors in elementary school children: Contributions to academic performance over and above executive functions?. <i>Learning and Individual Differences</i> , 2013, 25, 118-125.	1.5	22
253	Early childhood television viewing and kindergarten entry readiness. <i>Pediatric Research</i> , 2013, 74, 350-355.	1.1	76
254	The Role of Attention in the Academic Attainment of Children with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2013, 43, 2147-2158.	1.7	49
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256	II. NIH TOOLBOX COGNITION BATTERY (CB): MEASURING EXECUTIVE FUNCTION AND ATTENTION. <i>Monographs of the Society for Research in Child Development</i> , 2013, 78, 16-33.	6.8	506
257	Individual Differences in Inhibitory Control Skills at Three Years of Age. <i>Developmental Neuropsychology</i> , 2013, 38, 1-21.	1.0	31
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259	Temperament in the school context: a historical review. <i>European Journal of Psychology of Education</i> , 2013, 28, 923-944.	1.3	7
260	Working memory and mathematics in primary school children: A meta-analysis. <i>Educational Research Review</i> , 2013, 10, 29-44.	4.1	381
262	Guided Play: Where Curricular Goals Meet a Playful Pedagogy. <i>Mind, Brain, and Education</i> , 2013, 7, 104-112.	0.9	221
263	Behavior Regulation and Early Math and Vocabulary Knowledge in German Preschool Children. <i>Early Education and Development</i> , 2013, 24, 310-331.	1.6	26
264	Effortful Control, Behavior Problems, and Peer Relations: What Predicts Academic Adjustment in Kindergartners from Low-Income Families?. <i>Early Education and Development</i> , 2013, 24, 813-828.	1.6	31
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267	Links Between Preschoolers' Behavioral Regulation and School Readiness Skills: The Role of Child Gender. <i>Early Education and Development</i> , 2013, 24, 468-490.	1.6	33
268	Executive Functions. <i>Annual Review of Psychology</i> , 2013, 64, 135-168.	9.9	7,750
269	ANS acuity and mathematics ability in preschoolers from low-income homes: contributions of inhibitory control. <i>Developmental Science</i> , 2013, 16, 136-148.	1.3	254
270	Associations among Maternal Behavior, Delay of Gratification, and School Readiness across the Early Childhood Years. <i>Social Development</i> , 2013, 22, 180-196.	0.8	37
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276	School readiness in children living in non-parental care: Impacts of Head Start. <i>Journal of Applied Developmental Psychology</i> , 2013, 34, 28-37.	0.8	44
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279	Reflection training improves executive function in preschool-age children: Behavioral and neural effects. <i>Developmental Cognitive Neuroscience</i> , 2013, 4, 3-15.	1.9	112
280	Associations between classroom quality and children's vocabulary and executive function skills in an urban public prekindergarten program. <i>Early Childhood Research Quarterly</i> , 2013, 28, 199-209.	1.6	160
281	Visuospatial working memory and mathematical ability at different ages throughout primary school. <i>Learning and Individual Differences</i> , 2013, 27, 182-192.	1.5	69
282	Shifting ability predicts math and reading performance in children: A meta-analytical study. <i>Learning and Individual Differences</i> , 2013, 23, 1-9.	1.5	272
283	Relations among peer acceptance, inhibitory control, and math achievement in early adolescence. <i>Journal of Applied Developmental Psychology</i> , 2013, 34, 45-51.	0.8	48

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285	The contributions of parental management language to executive function in preschool children. <i>Early Childhood Research Quarterly</i> , 2013, 28, 529-539.	1.6	56
286	Relations between preschool attention span-persistence and age 25 educational outcomes. <i>Early Childhood Research Quarterly</i> , 2013, 28, 314-324.	1.6	347
287	A population-based inquiry of homeless episode characteristics and early educational well-being. <i>Children and Youth Services Review</i> , 2013, 35, 966-972.	1.0	45
288	The structure of executive functions in children: A closer examination of inhibition, shifting, and updating. <i>British Journal of Developmental Psychology</i> , 2013, 31, 70-87.	0.9	96
289	Is approximate number precision a stable predictor of math ability?. <i>Learning and Individual Differences</i> , 2013, 25, 126-133.	1.5	196
290	Qualitative change in executive control during childhood and adulthood. <i>Cognition</i> , 2013, 128, 1-12.	1.1	57
291	Boosting brain functions: Improving executive functions with behavioral training, neurostimulation, and neurofeedback. <i>International Journal of Psychophysiology</i> , 2013, 88, 1-16.	0.5	115
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296	Behavioral self-regulation and relations to emergent academic skills among children in Germany and Iceland. <i>Early Childhood Research Quarterly</i> , 2013, 28, 62-73.	1.6	123
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298	Effect of yoga or physical exercise on physical, cognitive and emotional measures in children: a randomized controlled trial. <i>Child and Adolescent Psychiatry and Mental Health</i> , 2013, 7, 37.	1.2	109
299	Neuropsychological Testing in a Rural African School-Age Population. <i>Assessment</i> , 2013, 20, 776-784.	1.9	30
300	Longitudinal associations among interest, persistence, supportive parenting, and achievement in early childhood. <i>Early Childhood Research Quarterly</i> , 2013, 28, 658-667.	1.6	51
301	The Neural Development of Response Inhibition in 5- and 6-Year-Old Preschoolers: An ERP and EEG Study. <i>Developmental Neuropsychology</i> , 2013, 38, 301-316.	1.0	25

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303	Reforming Preschool to Ready Children for Academic Achievement: A Case Study of the Impact of Pre-K Reform on the Issue of School Readiness. <i>Early Education and Development</i> , 2013, 24, 554-573.	1.6	28
304	Dual-Language Education for Low-Income Children: Preliminary Evidence of Benefits for Executive Function. <i>Bilingual Research Journal</i> , 2013, 36, 295-310.	1.0	24
305	Family adversity and inhibitory control for economically disadvantaged children: Preschool relations and associations with school readiness.. <i>Journal of Family Psychology</i> , 2013, 27, 443-452.	1.0	55
306	The impact of pretend play on children's development: A review of the evidence.. <i>Psychological Bulletin</i> , 2013, 139, 1-34.	5.5	562
307	Sexual selection and sex differences in the prevalence of childhood externalizing and adolescent internalizing disorders.. <i>Psychological Bulletin</i> , 2013, 139, 1221-1259.	5.5	225
308	Task-Oriented Kindergarten Behavior Pays Off in Later Childhood. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2013, 34, 94-101.	0.6	40
309	The Cognitive Profiles of Maltreated Children in Care and Their Educational Needs: Supporting Good Outcomes. <i>Children Australia</i> , 2013, 38, 28-35.	0.3	7
310	Understanding Neurodevelopmental Outcomes of Prematurity. <i>Advances in Neonatal Care</i> , 2013, 13, S21-S26.	0.5	2
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313	Early Violence Exposure and Self-Regulatory Development: A Bioecological Systems Perspective. <i>Human Development</i> , 2013, 56, 254-273.	1.2	61
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316	Approaches to Learning and Hispanic Children's Math Scores. <i>Hispanic Journal of Behavioral Sciences</i> , 2013, 35, 241-259.	1.1	9
317	Cognitive Control Predicts Academic Achievement in Kindergarten Children. <i>Mind, Brain, and Education</i> , 2013, 7, 40-48.	0.9	12
318	Longitudinal Relations Among Language Skills, Anger Expression, and Regulatory Strategies in Early Childhood. <i>Child Development</i> , 2013, 84, 891-905.	1.7	109
319	Roles of Attention Shifting and Inhibitory Control in Fourth-Grade Reading Comprehension. <i>Reading Research Quarterly</i> , 2013, 48, 333-348.	1.8	170

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326	Unpacking the Black Box of the Chicago School Readiness Project Intervention: The Mediating Roles of Teacher-Child Relationship Quality and Self-Regulation. Early Education and Development, 2013, 24, 1043-1064.	1.6	79
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330	Using an adoption design to separate genetic, prenatal, and temperament influences on toddler executive function.. Developmental Psychology, 2013, 49, 1045-1057.	1.2	49
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335	Risk and Resilience in Development. , 2013, , .		27
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339	Self-Regulation and School Success. , 2013, , 208-230.		110
341	Poverty as a predictor of 4-year-olds' executive function: New perspectives on models of differential susceptibility.. Developmental Psychology, 2013, 49, 292-304.	1.2	320
342	Effects of Exergame Play on EF in Children and Adolescents at a Summer Camp for Low Income Youth. Journal of Educational and Developmental Psychology, 2013, 4, 209-225.	0.0	27
343	Individual Differences in Inhibitory Control, Not Non-Verbal Number Acuity, Correlate with Mathematics Achievement. PLoS ONE, 2013, 8, e67374.	1.1	370
344	Quantitative Deficits of Preschool Children at Risk for Mathematical Learning Disability. Frontiers in Psychology, 2013, 4, 195.	1.1	44

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346	Mindfulness training improves attentional task performance in incarcerated youth: a group randomized controlled intervention trial. <i>Frontiers in Psychology</i> , 2013, 4, 792.	1.1	65
347	Executive Functions in 5- to 8-Year Olds: Developmental Changes and Relationship to Academic Achievement. <i>Journal of Educational and Developmental Psychology</i> , 2013, 3, .	0.0	46
348	Prenatal serotonin reuptake inhibitor (SRI) antidepressant exposure and serotonin transporter promoter genotype (SLC6A4) influence executive functions at 6 years of age. <i>Frontiers in Cellular Neuroscience</i> , 2013, 7, 180.	1.8	53
350	Positive Development of Minority Children and commentaries. <i>Social Policy Report</i> , 2013, 27, 1-30.	1.7	70
351	Commentaries and Conclusions. <i>Advances in Digital Education and Lifelong Learning</i> , 2013, , 173-185.	0.1	0
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1323	The Effects of Co-Treatment on Concept Development in Children With Down Syndrome. <i>Communication Disorders Quarterly</i> , 2020, 41, 176-187.	0.5	2
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1337	Older sibling contribution to younger children's working memory and cognitive flexibility. <i>Social Development</i> , 2020, 29, 57-72.	0.8	5
1338	Obstructive Sleep Apnoea Contributes to Executive Function Impairment in Young Children with Down Syndrome. <i>Behavioral Sleep Medicine</i> , 2020, 18, 611-621.	1.1	26
1339	The Effect of Teacher-Child Race/Ethnicity Matching and Classroom Diversity on Children's Socioemotional and Academic Skills. <i>Child Development</i> , 2020, 91, e597-e618.	1.7	31

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1342	Temperament Predicts Processing Speed in Low Socioeconomic Status Rural Preschoolers. <i>Mind, Brain, and Education</i> , 2020, 14, 61-70.	0.9	2
1343	Automaticity and Control: How Do Executive Functions and Reading Fluency Interact in Predicting Reading Comprehension?. <i>Reading Research Quarterly</i> , 2020, 55, 147-166.	1.8	27
1344	Heterogeneity of executive functions among preschool children with psychiatric symptoms. <i>European Child and Adolescent Psychiatry</i> , 2020, 29, 1237-1249.	2.8	7
1345	Monitoring of attentional oscillations through Spectral Similarity Analysis predicts reading comprehension. <i>Brain and Language</i> , 2020, 200, 104709.	0.8	5
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1348	Preschoolers find ways to resist temptation after learning that willpower can be energizing. <i>Developmental Science</i> , 2020, 23, e12905.	1.3	17
1349	Dataâ€driven identification of subtypes of executive function across typical development, attention deficit hyperactivity disorder, and autism spectrum disorders. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2020, 61, 51-61.	3.1	71
1350	Influences of executive function, language comprehension, and fluency on young childrenâ€™s reading comprehension. <i>Journal of Early Childhood Research</i> , 2020, 18, 44-57.	0.9	9
1351	Cognitive Stimulation as a Mechanism Linking Socioeconomic Status With Executive Function: A Longitudinal Investigation. <i>Child Development</i> , 2020, 91, e762-e779.	1.7	103
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1438	Developing adaptive control: Age-related differences in task choices and awareness of proactive and reactive control demands. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2021, 21, 561-572.	1.0	18
1439	Arithmetic in developmental cognitive disabilities. <i>Research in Developmental Disabilities</i> , 2020, 107, 103778.	1.2	5
1440	Electronic media use and academic performance in late childhood: A longitudinal study. <i>PLoS ONE</i> , 2020, 15, e0237908.	1.1	24
1441	The relation between pretence and emergent executive functioning in toddlers. <i>Infant and Child Development</i> , 2020, 29, e2200.	0.9	0
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1445	Enhancing Reading Motivation in Schools. , 2020, , 11-29.		0
1446	Addressing "Won't Do" Issues in Mathematics. , 2020, , 30-47.		1
1447	Learning Disabilities in Mathematics. , 2020, , 48-63.		0

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1467	Cardiac vagal tone and executive functions: Moderation by physical fitness and family support. <i>Journal of Applied Developmental Psychology</i> , 2020, 67, 101120.	0.8	3
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1471	Language experiences and cognitive control: A dynamic perspective. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 2020, 72, 27-52.	0.5	5
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1476	Relationship between interference control and working memory with academic performance in high school students: The Adolescent Student Academic Performance longitudinal study (ASAP). <i>Journal of Adolescence</i> , 2020, 80, 204-213.	1.2	13
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1481	Reactive attachment disorder in the classroom. <i>Preventing School Failure</i> , 2020, 64, 240-248.	0.4	1
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1491	Associations between Subjective and Objective Measures of the Community Food Environment and Executive Function in Early Childhood. <i>Nutrients</i> , 2020, 12, 1944.	1.7	7
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1513	The dynamic roles of cognitive reappraisal and self-regulated learning during mathematics problem solving: A mixed methods investigation. <i>Contemporary Educational Psychology</i> , 2020, 61, 101869.	1.6	10
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1515	Specific Mental Arithmetic Difficulties and General Arithmetic Learning Difficulties: The Role of Phonological Working Memory. <i>Psychological Reports</i> , 2021, 124, 720-751.	0.9	4
1516	Relations among Executive Function, Decoding, and Reading Comprehension: An Investigation of Sex Differences. <i>Discourse Processes</i> , 2021, 58, 42-59.	1.1	11
1517	Baseline Inequalities: Social Skills at Preschool Entry Moderate Math Development. <i>Journal of Research in Childhood Education</i> , 2021, 35, 1-21.	0.6	5
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1519	How executive functions contribute to reading comprehension. <i>British Journal of Educational Psychology</i> , 2021, 91, 169-192.	1.6	46
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1521	Inhibitory Control and Preschoolers' Use of Irregular Past Tense Verbs. <i>Journal of Child Language</i> , 2021, 48, 480-498.	0.8	6
1522	Using Number Games to Support Mathematical Learning in Preschool and Home Environments. <i>Early Education and Development</i> , 2021, 32, 459-479.	1.6	9
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1526	The Cognitive Benefits of Participating in Structured Sports for Preschoolers. <i>Early Education and Development</i> , 2021, 32, 729-740.	1.6	8
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1528	Socio-Emotional Learning among Low-Income Prekindergarteners: The Roles of Individual Factors and Early Intervention. <i>Early Education and Development</i> , 2021, 32, 360-384.	1.6	7
1529	Executive function following pediatric stroke. A systematic review. <i>Child Neuropsychology</i> , 2021, 27, 209-231.	0.8	10
1530	Indexing Early Visual Memory Durability in Infancy. <i>Child Development</i> , 2021, 92, e221-e235.	1.7	1
1531	Spanish-speaking preschoolers' effortful control and their English vocabulary and letter-word skills. <i>Early Childhood Research Quarterly</i> , 2021, 54, 260-270.	1.6	0
1532	Enrollment in public-prekindergarten and school readiness skills at kindergarten entry: Differential associations by home language, income, and program characteristics. <i>Early Childhood Research Quarterly</i> , 2021, 54, 60-71.	1.6	23
1533	Prevalence and prediction of kindergarten-transition difficulties. <i>Early Childhood Research Quarterly</i> , 2021, 55, 15-23.	1.6	14
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1896	A Digital Wooden Tabletop Maze for Estimation of Cognitive Capabilities in Children. <i>Lecture Notes in Computer Science</i> , 2019, , 622-632.	1.0	3
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1900	A National Crisis and a Call to Action. , 2019, , 232-255.		1
1902	Executive functions in early childhood. <i>Comprehensive Child Studies</i> , 2019, 1, 330-337.	0.0	0
1903	FORMATIVE ASSESSMENT USING THE �THINK ALOUD� METHOD FOR THE DEVELOPMENT OF EXECUTIVE FUNCTIONS AND MATHEMATICAL PROBLEM-SOLVING ABILITY. <i>IJAEDU- International E-Journal of Advances in Education</i> , 0, , 298-306.	0.4	0
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1909	The Acute Effects of a Reduced Sitting Preschool Day on Executive Function and Musculoskeletal Health in Preschoolers: A Randomized Cross-Over Study. <i>Pediatric Exercise Science</i> , 2019, 31, 505-513.	0.5	2
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1913	Using Apps in Formal Education to Improve Executive Functions in Preschoolers. , 0, , .		2
1914	Barn i barnevernet og skolefaglig utvikling. <i>Tidsskriftet Norges Barnevern</i> , 2019, 96, 246-260.	0.1	2
1916	Estimación de las funciones ejecutivas y su influencia en el rendimiento académico en escolares de primero básico. <i>Interdisciplinaria</i> , 2020, 37, .	0.1	0
1917	It takes two: Infants' moderate negative reactivity and maternal sensitivity predict self-regulation in the preschool years.. <i>Developmental Psychology</i> , 2020, 56, 869-879.	1.2	9
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1928	Improving Cognitive Ability amongst School Aged Children Born Pre-Term. <i>Malaysian Journal of Paediatrics and Child Health</i> , 2020, 26, 20-26.	0.1	0
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1932	Behavioral and electrophysiological indices of inhibitory control in maltreated adolescents and nonmaltreated adolescents. Development and Psychopathology, 2022, 34, 1054-1063.	1.4	3
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1957	The Relationship between Emotion Regulation, School Belonging, and Psychosocial Difficulties among Adolescents with Specific Learning Disorder. <i>Children and Schools</i> , 2021, 42, 216-224.	0.6	8
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1961	Okula HazÄ±r OluÅ ve YÄ¼rÄ¼tÄ¼cÄ¼ Ä°Å¼lev PerformanslarÄ± ArasÄ±ndaki Ä°liÅ¼ki. <i>Erken Ä¼ocukluk Ä¼alÄ¼malarÄ± Dergisi</i> , 2020, 4, 66-87.	0.0	3
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1968	Initial performance modulates the effects of cathodal transcranial direct current stimulation (tDCS) over the right dorsolateral prefrontal cortex on inhibitory control. <i>Brain Research</i> , 2022, 1774, 147722.	1.1	7
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1979	Young Children's Spontaneous Manifestation of Self-Regulation and Metacognition during Constructional Play Tasks. Teachers College Record, 2017, 119, 1-28.	0.4	8
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1986	Āçocukluk DĀřnemi YĀ¼rĀ¼tĀ¼cĀ¼ Ā°Āylevler Envanteri-Ebeveyn Formunun Okul Āncesi DĀřnem ĀçocuklarĀ¼ Ā°Āsin GeĀřerlik ve GĀ¼venirlilik Ā¼alĀ±ĀYmasĀ±. EĀYitimde Kuram Ve Uygulama, 2021, 17, 1-10.	0.7	2
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1990	Meta-analysis on the relation between visuomotor integration and academic achievement: Role of educational stage and disability. <i>Educational Research Review</i> , 2022, 35, 100412.	4.1	3
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1993	Troubling Messages: Agency and Learning in the Early Schooling Experiences of Children of Latinx Immigrants. <i>Teachers College Record</i> , 2018, 120, 1-40.	0.4	23
1995	Çocuklarda Yaratıcı Aktivitelerin Gelişimini Değerlendirme –İlginç ve Eğlenceli Oyunlar. <i>Erken Çocukluk Araştırmaları Dergisi</i> , 2020, 4, 49-65.	0.0	1
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2000	Differences between Pre-K and Kindergarten classroom experiences: do they predict children's social-emotional skills and self-regulation across the transition to kindergarten?. <i>Early Childhood Research Quarterly</i> , 2022, 59, 287-299.	1.6	12
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2010	Is more child-initiated always better? Exploring relations between child-initiated instruction and preschoolers's school readiness. <i>Educational Assessment, Evaluation and Accountability</i> , 0, , 1.	1.3	0
2011	Chinese preschool children's physical fitness, motor competence, executive functioning, and receptive language, math, and science performance in Kindergarten. <i>Children and Youth Services Review</i> , 2022, 136, 106397.	1.0	7
2012	What Ability Can Predict Mathematics Performance in Typically Developing Preschoolers and Those with Autism Spectrum Disorder?. <i>Journal of Autism and Developmental Disorders</i> , 2023, 53, 2062-2077.	1.7	1
2013	The influence of peripheral emotions on inhibitory control among children. <i>Acta Psychologica</i> , 2022, 223, 103507.	0.7	1
2014	Bidirectional associations among executive functions, visual-spatial skills, and mathematical achievement in primary school students: Insights from a longitudinal study. <i>Cognitive Development</i> , 2022, 62, 101149.	0.7	6
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2020	Teachers's consistency of emotional support moderates the association between young children's regulation capacities and their preschool adjustment. <i>Psychology in the Schools</i> , 2022, 59, 1051-1074.	1.1	5
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2029	Developing Cognitive Control and Flexible Adaptation during Childhood. , 2022, , 452-471.		1
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2035	In her shoes: Partner reflective functioning promotes family-level resilience to maternal depression. <i>Development and Psychopathology</i> , 2023, 35, 958-971.	1.4	1
2036	Central executive training for ADHD: Effects on academic achievement, productivity, and success in the classroom.. <i>Neuropsychology</i> , 2022, 36, 330-345.	1.0	8
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2038	Teachers predicting self-regulation skills of children: the relationships among teacher beliefs, teaching intentions and preschoolers' self-regulation skills. <i>Education 3-13</i> , 2023, 51, 1195-1207.	0.6	0
2039	A Hierarchical Integrated Model of Self-Regulation. <i>Frontiers in Psychology</i> , 2022, 13, 725828.	1.1	15
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2096	Socioeconomic status and early reading achievement: How working memory and cognitive flexibility mediate the relation in low-achieving and typically developing K to first grade students. <i>Journal of Research in Reading</i> , 2022, 45, 204-222.	1.0	6
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2098	Self-regulation in preschool: Are executive function and effortful control overlapping constructs?. <i>Developmental Science</i> , 2022, 25, e13272.	1.3	14
2099	Executive functions in children engaging in open- and closed-skilled sports. <i>Psychology of Sport and Exercise</i> , 2022, 61, 102218.	1.1	7
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2104	The Association Between Emergent Literacy and Cognitive Abilities in Kindergarten Children. <i>Child and Youth Care Forum</i> , 2023, 52, 467-488.	0.9	1
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2123	OKUL Ā–NCESĀ° DĀ–NEM ĀŦOCUKLARININ BAĀŹIMSIZ Ā–ĀŹRENME DAVRANIĀŹLARININ SOSYAL KONUM DEĀŹĀ°ĀŹKENLERĀ° ĀœZERĀ°NDEKĀ° YORDAYICI ETKĀ°LERĀ°NĀ°N Ā°NCELENMESĀ°. Recep Tayyip ErdoĀYan Āœniversitesi Sosyal Bilimler Dergisi, 2022, 9, 170-184.		1
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2125	The Moderating Effects of Maternal Parenting Behavior on the Relationship between Children's™ Reading Time and Executive Function Difficulty. <i>Gajeonggwa Samui Jil Yeongu</i> , 2022, 40, 31-45.	0.1	0
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2131	Questions that Fuel the Mind: Exploring the Associations between Teacher-Child Higher-Level Interaction and Preschoolers' Development of Executive Functions. <i>Early Education and Development</i> , 2023, 34, 1213-1235.	1.6	0
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2133	The Directionality of the Relationship Between Executive Functions and Language Skills: A Literature Review. <i>Frontiers in Psychology</i> , 0, 13, .	1.1	7
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2203	Understanding academic readiness for kindergarten: The interactive role of emotion knowledge and teacherâ€“child closeness. <i>Journal of Experimental Child Psychology</i> , 2023, 227, 105585.	0.7	0

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2224	Threat of war on cognitive development of refugee children. <i>East European Journal of Psycholinguistics</i> , 2022, 9, .	0.0	0
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2236	Executive function and mathematics in preschool children: Training and transfer effects. <i>Journal of Experimental Child Psychology</i> , 2023, 232, 105663.	0.7	4
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2254	Stimulation of the Executive Functions Mediated by Digital Games: Current Challenges in the School Context. <i>Communications in Computer and Information Science</i> , 2023, , 187-206.	0.4	0
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2257	An investigation of Head Start preschool children's executive function, early literacy, and numeracy learning in the midst of the COVID-19 pandemic. <i>Early Childhood Research Quarterly</i> , 2023, 64, 255-265.	1.6	4
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2276	Executive Function in Children and Adolescents: A Concept in Need of Clarity. <i>Autism and Child Psychopathology Series</i> , 2023, , 235-268.	0.1	0
2281	Stimulation of Executive Functions with Embedded Preliteracy Skills in High Ability Preschoolers: An Educational Software. , 2023, , 195-220.		0
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