

# School readiness and later achievement: Replication and Canadian survey.

Developmental Psychology

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Citation Report

#	ARTICLE	IF	CITATIONS
1	The value of reanalysis and replication: Introduction to special section.. <i>Developmental Psychology</i> , 2010, 46, 973-975.	1.2	6
2	CIES Bibliography 2010. <i>Comparative Education Review</i> , 2011, 55, S1-S140.	0.6	1
3	Early literacy and early numeracy: The value of including early literacy skills in the prediction of numeracy development. <i>Journal of Experimental Child Psychology</i> , 2011, 110, 647-658.	0.7	249
4	Innis Lecture: Universal early childhood interventions: what is the evidence base?. <i>Canadian Journal of Economics</i> , 2011, 44, 1069-1105.	0.6	59
5	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
6	Early Exposure to Media Violence and Later Child Adjustment. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2012, 33, 291-297.	0.6	41
7	The role of the left intraparietal sulcus in the relationship between symbolic number processing and children's arithmetic competence. <i>Developmental Cognitive Neuroscience</i> , 2012, 2, 448-457.	1.9	100
8	Manganese exposure from drinking water and children's academic achievement. <i>NeuroToxicology</i> , 2012, 33, 91-97.	1.4	199
9	Early Childhood Education, Child Development and School Readiness: Evidence from Zambia. <i>South African Journal of Childhood Education</i> , 2012, 2, .	0.2	14
10	Ready or not: Kindergarten classroom engagement as an indicator of child school readiness. <i>South African Journal of Childhood Education</i> , 2012, 2, .	0.2	2
11	Relating Kindergarten Attention to Subsequent Developmental Pathways of Classroom Engagement in Elementary School. <i>Journal of Abnormal Child Psychology</i> , 2012, 40, 715-725.	3.5	55
12	A Pilot Study of a Primary Prevention Curriculum to Address Preschool Behavior Problems. <i>Journal of Primary Prevention</i> , 2013, 34, 309-327.	0.8	15
13	Academic Success Across the Transition from Primary to Secondary Schooling Among Lower-Income Adolescents: Understanding the Effects of Family Resources and Gender. <i>Journal of Youth and Adolescence</i> , 2013, 42, 1331-1347.	1.9	56
14	The contribution of executive function and social understanding to preschoolers' letter and math skills. <i>Cognitive Development</i> , 2013, 28, 331-349.	0.7	53
15	Guided Play: Where Curricular Goals Meet a Playful Pedagogy. <i>Mind, Brain, and Education</i> , 2013, 7, 104-112.	0.9	221
16	Language in the prediction of arithmetics in kindergarten and grade 1. <i>Learning and Individual Differences</i> , 2013, 27, 90-96.	1.5	52
17	Investigating the relationship between social behaviors and phonological awareness in preschool children. <i>Journal of Applied Developmental Psychology</i> , 2013, 34, 123-130.	0.8	8
18	Practices that Support Mathematics Learning in a Play-Based Classroom. <i>Advances in Mathematics Education</i> , 2013, , 163-181.	0.2	10

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19	Exploring patterns of Latino/a children's school readiness at kindergarten entry and their relations with Grade 2 achievement. <i>Early Childhood Research Quarterly</i> , 2013, 28, 437-449.	1.6	60
20	Effortful Control and Impulsivity as Concurrent and Longitudinal Predictors of Academic Achievement. <i>Journal of Early Adolescence</i> , 2013, 33, 946-972.	1.1	48
21	Parent-child book reading across early childhood and child vocabulary in the early school years: Findings from the Longitudinal Study of Australian Children. <i>First Language</i> , 2013, 33, 280-293.	0.5	89
22	A Look at the Other 90 Per Cent: Investigating British Sign Language Vocabulary Knowledge in Deaf Children from Different Language Learning Backgrounds. <i>Deafness and Education International</i> , 2013, 15, 91-116.	0.8	8
23	A Two-Minute Paper-and-Pencil Test of Symbolic and Nonsymbolic Numerical Magnitude Processing Explains Variability in Primary School Children's Arithmetic Competence. <i>PLoS ONE</i> , 2013, 8, e67918.	1.1	126
24	Multiple Dimensions of Biological Development: Implications for Kindergarten Readiness Among Young Children in Poverty. <i>Journal of Social Science Studies</i> , 2014, 2, 106.	0.1	5
25	Inclusive education and insufficient school readiness in Grade 1: Policy versus practice. <i>South African Journal of Childhood Education</i> , 2014, 4, 18.	0.2	5
26	Bridging the Gap between Advantaged and Disadvantaged Children:. <i>South African Journal of Childhood Education</i> , 2014, 4, 11.	0.2	5
27	Profiles of Child Developmental Dimensions in Kindergarten and the Prediction of Achievement in the First and Second Grades of Primary School. <i>Early Education and Development</i> , 2014, 25, 703-722.	1.6	6
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29	How Preschoolers' Social-Emotional Learning Predicts Their Early School Success: Developing Theory-Promoting, Competency-Based Assessments. <i>Infant and Child Development</i> , 2014, 23, 426-454.	0.9	173
30	Birth outcomes and academic achievement in childhood: A population record linkage study. <i>Journal of Early Childhood Research</i> , 2014, 12, 234-250.	0.9	14
31	The Relationship between Income and Children's Outcomes: A Synthesis of Canadian Evidence. <i>Canadian Public Policy/ Analyse De Politiques</i> , 2014, 40, 99-109.	0.8	18
32	Number line estimation from kindergarten to grade 2: A longitudinal study. <i>Learning and Instruction</i> , 2014, 33, 19-28.	1.9	31
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34	The Developmental Relationship Between Language and Low Early Numeracy Skills Throughout Kindergarten. <i>Exceptional Children</i> , 2014, 81, 64-78.	1.4	65
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36	Working memory and language: Skill-specific or domain-general relations to mathematics?. <i>Journal of Experimental Child Psychology</i> , 2014, 122, 104-121.	0.7	138

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40	Imagining a Future in PreK: How Professional Identity Shapes Notions of Early Mathematics. Anthropology and Education Quarterly, 2015, 46, 37-54.	0.6	7
41	Preschoolers' Engineering Play Behaviors: Differences in Gender and Play Context. Children, Youth and Environments, 2015, 25, 1.	0.1	21
42	What to Do About Canada's Declining Math Scores?. SSRN Electronic Journal, 0, , .	0.4	9
43	Preditores de Desempenho Escolar no 5 <sup>o</sup> Ano do Ensino Fundamental. Psico, 2015, 46, 16.	0.1	11
44	The Acquisition of Preschool Mathematical Abilities: Theoretical, Methodological and Educational Considerations. Mathematical Thinking and Learning, 2015, 17, 99-115.	0.7	21
45	SprachverstÄndnisseleistungen als zentrale Voraussetzung schulischen Lernens. Rezeptive Sprachleistungen im Fokus. , 2015, , 169-174.		0
46	The Effects of Different Pedagogical Approaches on the Learning of Length Measurement in Kindergarten. Early Childhood Education Journal, 2015, 43, 531-539.	1.6	7
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51	Growth trajectories of mathematics achievement: Longitudinal tracking of student academic progress. British Journal of Educational Psychology, 2015, 85, 154-171.	1.6	20
52	Dimensionality and Measurement Invariance of a School Readiness Screener by Gender and Parent Education Levels. International Journal of School and Educational Psychology, 2015, 3, 167-177.	1.0	13
53	Starting Strong: A School-Based Indicated Prevention Program During the Transition to Kindergarten. School Psychology Review, 2016, 45, 141-170.	1.8	8
54	Early childhood profiles of sleep problems and self-regulation predict later school adjustment. British Journal of Educational Psychology, 2016, 86, 331-350.	1.6	68
55	Probing the nature of deficits in the "Approximate Number System"™ in children with persistent Developmental Dyscalculia. Developmental Science, 2016, 19, 817-833.	1.3	78
56	Social-Emotional Factors and Academic Outcomes Among Elementary-Aged Children. Infant and Child Development, 2016, 25, 119-136.	0.9	21

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57	The Relationship Between the Duration of Preschool Education and Primary School Readiness. <i>Childhood Education</i> , 2016, 92, 396-404.	0.1	3
58	Predicting growth trajectories in early academic learning: Evidence from growth curve modeling with Head Start children. <i>Early Childhood Research Quarterly</i> , 2016, 36, 244-258.	1.6	27
59	Using the Early Development Instrument to examine cognitive and non-cognitive school readiness and elementary student achievement. <i>Early Childhood Research Quarterly</i> , 2016, 35, 63-75.	1.6	85
60	Associations of teacher-rated social, emotional, and cognitive development in kindergarten to self-reported wellbeing, peer relations, and academic test scores in middle childhood. <i>Early Childhood Research Quarterly</i> , 2016, 35, 76-84.	1.6	72
61	Risk and protective factors in early child development: Results from the All Our Babies (AOB) pregnancy cohort. <i>Research in Developmental Disabilities</i> , 2016, 58, 20-30.	1.2	79
62	Dressed and Groomed for Success in Elementary School: Student Appearance and Academic Adjustment. <i>Elementary School Journal</i> , 2016, 117, 30-45.	0.9	14
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66	Does social behavioral adjustment mediate the relation between executive function and academic readiness?. <i>Journal of Applied Developmental Psychology</i> , 2016, 46, 22-30.	0.8	27
67	Review of measures of social and emotional development. <i>Journal of Applied Developmental Psychology</i> , 2016, 45, 8-18.	0.8	194
68	Mathematics and language: Individual and group differences in mathematical language skills in young children. <i>Early Childhood Research Quarterly</i> , 2016, 36, 259-268.	1.6	132
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70	Social, emotional and behavioural influences on young children's pre-reading and word reading development. <i>Journal of Applied Developmental Psychology</i> , 2016, 43, 54-61.	0.8	10
71	Early childhood social and emotional development: Advancing the field of measurement. <i>Journal of Applied Developmental Psychology</i> , 2016, 45, 1-7.	0.8	129
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73	Emotional self-efficacy, conduct problems, and academic attainment: Developmental cascade effects in early adolescence. <i>European Journal of Developmental Psychology</i> , 2017, 14, 172-189.	1.0	20
74	Number Knowledge and Young Children's Ability to Measure Length. <i>Early Education and Development</i> , 2017, 28, 1-17.	1.6	2

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76	Beyond bashful: Examining links between social anxiety and young children's socio-emotional and school adjustment. <i>Early Childhood Research Quarterly</i> , 2017, 41, 74-83.	1.6	10
77	Early identification of children at risk for academic difficulties using standardized assessment: stability and predictive validity of preschool math and language scores. <i>European Early Childhood Education Research Journal</i> , 2017, 25, 698-716.	1.2	6
78	Preschool writing and premathematics predict Grade 3 achievement for low-income, ethnically diverse children. <i>Journal of Educational Research</i> , 2017, 110, 528-537.	0.8	31
79	Family Routines and School Readiness During the Transition to Kindergarten. <i>Early Education and Development</i> , 2017, 28, 59-77.	1.6	39
80	Executive Function Buffers the Association between Early Math and Later Academic Skills. <i>Frontiers in Psychology</i> , 2017, 8, 869.	1.1	64
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84	The roles of anxious and prosocial behavior in early academic performance: A population-based study examining unique and moderated effects. <i>Learning and Individual Differences</i> , 2018, 62, 141-152.	1.5	20
85	Early developmental trajectories of number knowledge and math achievement from 4 to 10 years: Low-persistent profile and early-life predictors. <i>Journal of School Psychology</i> , 2018, 68, 84-98.	1.5	35
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87	Executive Function Mediates the Association Between Toddler Negative Affectivity and Early Academic Achievement. <i>Early Education and Development</i> , 2018, 29, 641-654.	1.6	12
88	Development of early numerical abilities of Spanish-speaking Mexican preschoolers: A new assessment tool. <i>Applied Neuropsychology: Child</i> , 2018, 7, 117-128.	0.7	8
89	The Play-Literacy Interface in Full-day Kindergarten Classrooms. <i>Early Childhood Education Journal</i> , 2018, 46, 117-127.	1.6	25
90	Community-based screening to detect school readiness problems in very preterm children. <i>Journal of Paediatrics and Child Health</i> , 2018, 54, 238-246.	0.4	7
91	Making the Case for Playful Learning. <i>Springer International Handbooks of Education</i> , 2018, , 1245-1263.	0.1	9
92	The home literacy and numeracy environment in preschool: Cross-domain relations of parent-child practices and child outcomes. <i>Journal of Experimental Child Psychology</i> , 2018, 166, 581-603.	0.7	116

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94	Child physical punishment, parenting, and school readiness. <i>Infant and Child Development</i> , 2018, 27, e2050.	0.9	2
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102	Emotional Intelligence in Education. <i>Plenum Series on Human Exceptionality</i> , 2018, , .	2.0	36
103	Implications of Preschoolers'™ Emotional Competence in the Classroom. <i>Plenum Series on Human Exceptionality</i> , 2018, , 135-171.	2.0	4
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112	How to Improve Spatial and Numerical Cognition with a Game-Based and Technology-Enhanced Learning Approach. Lecture Notes in Computer Science, 2019, , 32-41.	1.0	2
113	Assessing Mathematical School Readiness. Frontiers in Psychology, 2019, 10, 1173.	1.1	6
114	Delivering Elder- and Community-Led Aboriginal Early Childhood Development Research: Lessons from the Ngulluk Koolunga Ngulluk Koort Project. Children, 2019, 6, 106.	0.6	7
115	The socio-emotional development of language-minority children entering primary school in Ireland. Irish Educational Studies, 2019, 38, 519-534.	1.5	5
116	Development of Mathematical Language in Preschool and Its Role in Learning Numeracy Skills. , 2019, , 175-193.		9
117	Trajectories of maternal distress and risk of child developmental delays: Findings from the All Our Families (AOF) pregnancy cohort. Journal of Affective Disorders, 2019, 248, 1-12.	2.0	26
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124	Input, Interaction, and Learning in Early Language Development. , 2019, , 19-30.		7
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126	Learning More than Language through Language during Early Childhood. , 2019, , 40-51.		1
128	Theory- and Evidence-Based Language Learning and Teaching for Young Children. , 2019, , 64-73.		0
129	The Relationship between Early Childhood Development and Later Elementary School Performance in Chile. , 2019, , 74-83.		0
130	Discussion Reflections on Learning through Language from Infancy to Preschool and Early Elementary School Years. , 2019, , 84-92.		0



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131	Learning the Language for School Literacy. , 2019, , 95-109.		7
132	Observational Research on Vocabulary and Comprehension in Upper Elementary School Classrooms. , 2019, , 110-122.		0
133	Improving Struggling Readersâ€™ Literacy Skills through Talk about Text. , 2019, , 123-134.		0
134	Classroom Conversations as Support for Vocabulary Learning. , 2019, , 135-146.		0
135	Measurement of Reading Comprehension, Processing, and Growth. , 2019, , 147-158.		0
136	Discussion 1 Time, Complexity, and the Enduring Importance of Words. , 2019, , 159-169.		1
137	Discussion 2 The Road â€œ via Education â€œ to Humane Social Relationships Is Driven by Language (and) Tj ETQq0 0 0 rgBT /Q Overlock 1		0
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142	Pushing the Limits. , 2019, , 235-246.		2
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144	Discussion 2 Multilingualism and Socioeconomic Development. , 2019, , 254-256.		0
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149	Placement in Care in Early Childhood and School Readiness: A Retrospective Cohort Study. Child Maltreatment, 2019, 24, 66-75.	2.0	7
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151	Explaining school entry math and reading achievement in Canadian children using the Opportunity-Propensity framework. Learning and Instruction, 2019, 59, 65-75.	1.9	8

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152	Executive function deficits in kindergarten predict repeated academic difficulties across elementary school. <i>Early Childhood Research Quarterly</i> , 2019, 46, 20-32.	1.6	77
153	Relations among language comprehension, oral counting, and numeral knowledge of ethnic and racial minority young children from low-income communities. <i>Early Childhood Research Quarterly</i> , 2019, 46, 5-19.	1.6	10
154	Stability and instability in the co-development of mathematics, executive function skills, and visual-motor integration from prekindergarten to first grade. <i>Early Childhood Research Quarterly</i> , 2019, 46, 262-274.	1.6	23
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156	Prediction of English and Spanish kindergarten mathematics from English and Spanish cognitive and linguistic abilities in Hispanic dual language learners. <i>Early Childhood Research Quarterly</i> , 2019, 46, 213-227.	1.6	17
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161	Pre-Schoolers' Home Numeracy and Home Literacy Experiences and Their Relationships with Early Number Skills: Evidence from a UK Study. <i>Early Education and Development</i> , 2020, 31, 113-136.	1.6	16
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163	Using Internalizing Symptoms to Predict Math Achievement Among Low-Income Urban Elementary Students. <i>Contemporary School Psychology</i> , 2020, 24, 89-101.	0.9	2
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167	Identifying the preschool home learning experiences that predict early number skills: Evidence from a longitudinal study. <i>Early Childhood Research Quarterly</i> , 2020, 53, 314-328.	1.6	9
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171	Insights Into First Grade Students' Development of Conceptual Numerical Understanding as Drawn From Progression-Based Assessments. <i>Frontiers in Education</i> , 2020, 5, .	1.2	4
172	The Texas Kindergarten Entry Assessment: Development, Psychometrics, and Scale-Up of a Comprehensive Screener. <i>Early Education and Development</i> , 2020, 31, 701-738.	1.6	6
173	Maternal depressive symptoms and children's cognitive development: Does early childcare and child's sex matter?. <i>PLoS ONE</i> , 2020, 15, e0227179.	1.1	13
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