

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.. Developmental Psychology, 2010, 46, 973-975.	1.6	6
2	CIES Bibliography 2010. Comparative Education Review, 2011, 55, S1-S140.	0.8	1
3	Early literacy and early numeracy: The value of including early literacy skills in the prediction of numeracy development. Journal of Experimental Child Psychology, 2011, 110, 647-658.	1.4	249
4	Innis Lecture: Universal early childhood interventions: what is the evidence base?. Canadian Journal of Economics, 2011, 44, 1069-1105.	1.2	59
5	What if we considered a novel dimension of school readiness? The importance of classroom engagement for early child adjustment to school. Education As Change, 2012, 16, 333-353.	0.5	5
6	Early Exposure to Media Violence and Later Child Adjustment. Journal of Developmental and Behavioral Pediatrics, 2012, 33, 291-297.	1.1	41
7	The role of the left intraparietal sulcus in the relationship between symbolic number processing and children's arithmetic competence. Developmental Cognitive Neuroscience, 2012, 2, 448-457.	4.0	100
8	Manganese exposure from drinking water and children's academic achievement. NeuroToxicology, 2012, 33, 91-97.	3.0	199
9	Early Childhood Education, Child Development and School Readiness: Evidence from Zambia. South African Journal of Childhood Education, 2012, 2, .	0.3	14
10	Ready or not: Kindergarten classroom engagement as an indicator of child school readiness. South African Journal of Childhood Education, 2012, 2, .	0.3	2
11	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
12	A Pilot Study of a Primary Prevention Curriculum to Address Preschool Behavior Problems. Journal of Primary Prevention, 2013, 34, 309-327.	1.6	15
13	Academic Success Across the Transition from Primary to Secondary Schooling Among Lower-Income Adolescents: Understanding the Effects of Family Resources and Gender. Journal of Youth and Adolescence, 2013, 42, 1331-1347.	3.5	56
14	The contribution of executive function and social understanding to preschoolers' letter and math skills. Cognitive Development, 2013, 28, 331-349.	1.3	53
15	Guided Play: Where Curricular Goals Meet a Playful Pedagogy. Mind, Brain, and Education, 2013, 7, 104-112.	1.9	221
16	Language in the prediction of arithmetics in kindergarten and grade 1. Learning and Individual Differences, 2013, 27, 90-96.	2.7	52
17	Investigating the relationship between social behaviors and phonological awareness in preschool children. Journal of Applied Developmental Psychology, 2013, 34, 123-130.	1.7	8
18	Practices that Support Mathematics Learning in a Play-Based Classroom. Advances in Mathematics Education, 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.	2.7	60
20	Effortful Control and Impulsivity as Concurrent and Longitudinal Predictors of Academic Achievement. <i>Journal of Early Adolescence</i> , 2013, 33, 946-972.	1.9	48
21	Parental 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.	1.2	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.	1.3	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.	2.5	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.	0.3	5
26	Bridging the Gap between Advantaged and Disadvantaged Children:. <i>South African Journal of Childhood Education</i> , 2014, 4, 11.	0.3	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.	2.6	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.	1.5	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.	1.6	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.	1.6	18
32	Number line estimation from kindergarten to grade 2: A longitudinal study. <i>Learning and Instruction</i> , 2014, 33, 19-28.	3.2	31
33	Prenatal and Postnatal Maternal Mental Health and School-Age Child Development: A Systematic Review. <i>Maternal and Child Health Journal</i> , 2014, 18, 1728-1741.	1.5	179
34	The Developmental Relationship Between Language and Low Early Numeracy Skills Throughout Kindergarten. <i>Exceptional Children</i> , 2014, 81, 64-78.	2.2	65
35	Promoting School Readiness in the Context of Socio-Economic Adversity: Associations with Parental Demoralization and Support for Learning. <i>Child and Youth Care Forum</i> , 2014, 43, 353-371.	1.6	15
36	Working memory and language: Skill-specific or domain-general relations to mathematics?. <i>Journal of Experimental Child Psychology</i> , 2014, 122, 104-121.	1.4	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.	1.1	7
41	Preschoolers' Engineering Play Behaviors: Differences in Gender and Play Context. Children, Youth and Environments, 2015, 25, 1.	0.3	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 ^o Ano do Ensino Fundamental. Psico, 2015, 46, 16.	0.2	11
44	The Acquisition of Preschool Mathematical Abilities: Theoretical, Methodological and Educational Considerations. Mathematical Thinking and Learning, 2015, 17, 99-115.	1.2	21
45	Sprachverst�ndnisleistungen 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.	2.7	7
47	Early Numeracy and Literacy: Untangling the Relation Between Specific Components. Mathematical Thinking and Learning, 2015, 17, 197-218.	1.2	53
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49	Discussion From a Mathematics Education Perspective. Mathematical Thinking and Learning, 2015, 17, 244-252.	1.2	4
50	Socioeconomic Status and Preschoolers' Mathematical Knowledge: The Contribution of Home Activities and Parent Beliefs. Early Education and Development, 2015, 26, 319-341.	2.6	119
51	Growth trajectories of mathematics achievement: Longitudinal tracking of student academic progress. British Journal of Educational Psychology, 2015, 85, 154-171.	2.9	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.	1.6	13
53	Starting Strong: A School-Based Indicated Prevention Program During the Transition to Kindergarten. School Psychology Review, 2016, 45, 141-170.	3.0	8
54	Early childhood profiles of sleep problems and self-regulation predict later school adjustment. British Journal of Educational Psychology, 2016, 86, 331-350.	2.9	68
55	Probing the nature of deficits in the "Approximate Number System"™ in children with persistent Developmental Dyscalculia. Developmental Science, 2016, 19, 817-833.	2.4	78
56	Social-Emotional Factors and Academic Outcomes Among Elementary-Aged Children. Infant and Child Development, 2016, 25, 119-136.	1.5	21

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58	Predicting growth trajectories in early academic learning: Evidence from growth curve modeling with Head Start children. Early Childhood Research Quarterly, 2016, 36, 244-258.	2.7	27
59	Using the Early Development Instrument to examine cognitive and non-cognitive school readiness and elementary student achievement. Early Childhood Research Quarterly, 2016, 35, 63-75.	2.7	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. Early Childhood Research Quarterly, 2016, 35, 76-84.	2.7	72
61	Risk and protective factors in early child development: Results from the All Our Babies (AOB) pregnancy cohort. Research in Developmental Disabilities, 2016, 58, 20-30.	2.2	79
62	Dressed and Groomed for Success in Elementary School: Student Appearance and Academic Adjustment. Elementary School Journal, 2016, 117, 30-45.	1.4	14
63	Evaluating Longitudinal Mathematics Achievement Growth. Educational Researcher, 2016, 45, 347-357.	5.4	25
64	Early Childhood Mathematics Skill Development in the Home Environment. , 2016, , .		14
65	Protective factors for child development at age 2 in the presence of poor maternal mental health: results from the All Our Babies (AOB) pregnancy cohort. BMJ Open, 2016, 6, e012096.	1.9	25
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67	Review of measures of social and emotional development. Journal of Applied Developmental Psychology, 2016, 45, 8-18.	1.7	194
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70	Social, emotional and behavioural influences on young children’s pre-reading and word reading development. Journal of Applied Developmental Psychology, 2016, 43, 54-61.	1.7	10
71	Early childhood social and emotional development: Advancing the field of measurement. Journal of Applied Developmental Psychology, 2016, 45, 1-7.	1.7	129
72	Causal Connections Between Mathematical Language and Mathematical Knowledge: A Dialogic Reading Intervention. Journal of Research on Educational Effectiveness, 2017, 10, 116-137.	1.6	114
73	Emotional self-efficacy, conduct problems, and academic attainment: Developmental cascade effects in early adolescence. European Journal of Developmental Psychology, 2017, 14, 172-189.	1.8	20
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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.	2.7	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.	1.9	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.	1.6	31
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80	Executive Function Buffers the Association between Early Math and Later Academic Skills. <i>Frontiers in Psychology</i> , 2017, 8, 869.	2.1	64
81	Executive control goes to school: Implications of preschool executive performance for observed elementary classroom learning engagement.. <i>Developmental Psychology</i> , 2017, 53, 836-844.	1.6	49
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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.	2.7	20
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86	Trajectories of maternal stress and anxiety from pregnancy to three years and child development at 3 years of age: Findings from the All Our Families (AOF) pregnancy cohort. <i>Journal of Affective Disorders</i> , 2018, 234, 318-326.	4.1	48
87	Executive Function Mediates the Association Between Toddler Negative Affectivity and Early Academic Achievement. <i>Early Education and Development</i> , 2018, 29, 641-654.	2.6	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.	1.4	8
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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.	0.8	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.	1.4	116

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94	Child physical punishment, parenting, and school readiness. <i>Infant and Child Development</i> , 2018, 27, e2050.	1.5	2
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97	Building a structural model for understanding school readiness. <i>European Early Childhood Education Research Journal</i> , 2018, 26, 718-737.	1.9	4
98	The Impact of a Summer Mathematics Academy on Rising Kindergartners's Understanding of Early Number Concepts. <i>Journal of Research in Childhood Education</i> , 2018, 32, 419-434.	1.0	3
99	Literacy Difficulties and Emotional and Behavior Disorders: Causes and Consequences. <i>Journal of Education for Students Placed at Risk</i> , 2018, 23, 259-279.	2.5	5
100	Tablets instead of paper-based tests for young children? Comparability between paper and tablet versions of the mathematical Heidelberg Rechen Test 1-4. <i>Educational Assessment</i> , 2018, 23, 195-210.	1.5	17
101	Infants Born Large for Gestational Age and Developmental Attainment in Early Childhood. <i>International Journal of Pediatrics (United Kingdom)</i> , 2018, 2018, 1-7.	0.8	8
102	Emotional Intelligence in Education. <i>Plenum Series on Human Exceptionality</i> , 2018, , .	2.0	36
103	Implications of Preschoolers's Emotional Competence in the Classroom. <i>Plenum Series on Human Exceptionality</i> , 2018, , 135-171.	2.0	4
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105	Influence of Social Skills and Stressors on Academic Achievement in the Sixth-Grade. <i>Paideia</i> , 2018, 28, .	0.1	7
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107	Kindergarten Children's Executive Functions Predict Their Second-Grade Academic Achievement and Behavior. <i>Child Development</i> , 2019, 90, 1802-1816.	3.0	73
108	The Associations Between Math Achievement and Perceived Relationships in School Among High Intelligent Versus Average Adolescents. <i>Scandinavian Journal of Educational Research</i> , 2019, 63, 1041-1055.	1.7	2
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110	Multi-factorial approach to early numeracy—The effects of cognitive skills, language factors and kindergarten attendance on early numeracy performance of South African first graders. <i>International Journal of Educational Research</i> , 2019, 97, 65-76.	2.2	17

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115	The socio-emotional development of language-minority children entering primary school in Ireland. Irish Educational Studies, 2019, 38, 519-534.	2.5	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.	4.1	26
118	An empirical basis for linking social and emotional learning to academic performance. Contemporary Educational Psychology, 2019, 56, 193-204.	2.9	67
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120	Early Identification of, and Interventions for, Kindergarten Students at Risk for Mathematics Difficulties. , 2019, , 57-78.		1
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124	Input, Interaction, and Learning in Early Language Development. , 2019, , 19-30.		7
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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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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 “ via Education “ to Humane Social Relationships Is Driven by Language (and) Tj ETQq0 0 0 rgBT /Q Overlock 1		0
138	Young Bilingualsâ€™ Extended Discourse Skills. , 2019, , 179-191.		3
139	How Does Vocabulary Instruction in Reading Help Chinese Young Minority Children Learn Vocabulary in Two Languages?. , 2019, , 192-204.		0
140	Young Monolingual and Bilingual Childrenâ€™s Exposure to Academic Language as Related to Language Development and School Achievement. , 2019, , 205-217.		4
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142	Pushing the Limits. , 2019, , 235-246.		2
143	Discussion 1 Bilingualism as Action. , 2019, , 247-253.		0
144	Discussion 2 Multilingualism and Socioeconomic Development. , 2019, , 254-256.		0
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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.	2.7	23
155	Digging deeper: Shared deep structures of early literacy and mathematics involve symbolic mapping and relational reasoning. <i>Early Childhood Research Quarterly</i> , 2019, 46, 201-212.	2.7	18
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.	2.7	17
157	Peer influences in self-regulation development and interventions in early childhood. <i>Early Child Development and Care</i> , 2020, 190, 1053-1064.	1.3	11
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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.	2.6	16
162	Exploring math anxious parents' emotional experience surrounding math homework-help. <i>International Journal of Educational Research</i> , 2020, 99, 101526.	2.2	22
163	Using Internalizing Symptoms to Predict Math Achievement Among Low-Income Urban Elementary Students. <i>Contemporary School Psychology</i> , 2020, 24, 89-101.	1.3	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.	2.7	9
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173	Maternal depressive symptoms and children's cognitive development: Does early childcare and child's sex matter?. PLoS ONE, 2020, 15, e0227179.	2.5	13
174	Formal literacy practices through play: exposure to adult literacy practices increases child-led learning and interest. International Journal of Early Years Education, 2021, 29, 6-24.	0.8	9
175	Identifying Children with Persistent Developmental Dyscalculia from a 2-min Test of Symbolic and Nonsymbolic Numerical Magnitude Processing. Mind, Brain, and Education, 2021, 15, 88-102.	1.9	5
176	Early school adjustment: Do social integration and persistence mediate the effects of school-entry skills on later achievement?. Learning and Instruction, 2021, 71, 101374.	3.2	5
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