

Margaret Burchinal

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

126
papers

16,631
citations

69
h-index

128
g-index

128
ext. papers

18,075
ext. citations

3.8
avg, IF

6.47
L-index

#	Paper	IF	Citations
126	Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. <i>Child Development</i> , 2008 , 79, 732-49	4.9	1084
125	The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade. <i>Child Development</i> , 2001 , 72, 1534-53	4.9	715
124	Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs. <i>Early Childhood Research Quarterly</i> , 2008 , 23, 27-50	3.3	593
123	Are there long-term effects of early child care?. <i>Child Development</i> , 2007 , 78, 681-701	4.9	539
122	Features of Pre-Kindergarten Programs, Classrooms, and Teachers: Do They Predict Observed Classroom Quality and Child-Teacher Interactions?. <i>Applied Developmental Science</i> , 2005 , 9, 144-159	3.6	512
121	Teachers' education, classroom quality, and young children's academic skills: results from seven studies of preschool programs. <i>Child Development</i> , 2007 , 78, 558-80	4.9	511
120	Do effects of early child care extend to age 15 years? Results from the NICHD study of early child care and youth development. <i>Child Development</i> , 2010 , 81, 737-56	4.9	483
119	Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs. <i>Early Childhood Research Quarterly</i> , 2010 , 25, 166-176	3.3	440
118	Development of Academic Skills from Preschool Through Second Grade: Family and Classroom Predictors of Developmental Trajectories. <i>Journal of School Psychology</i> , 2002 , 40, 415-436	4.5	428
117	The home environments of children in the United States part II: relations with behavioral development through age thirteen. <i>Child Development</i> , 2001 , 72, 1868-86	4.9	428
116	The development of cognitive and academic abilities: growth curves from an early childhood educational experiment. <i>Developmental Psychology</i> , 2001 , 37, 231-42	3.7	381
115	Relating quality of center-based child care to early cognitive and language development longitudinally. <i>Child Development</i> , 2000 , 71, 339-57	4.9	348
114	Predicting Child Outcomes at the End of Kindergarten from the Quality of Pre-Kindergarten Teacher-Child Interactions and Instruction. <i>Applied Developmental Science</i> , 2008 , 12, 140-153	3.6	289
113	Trajectories of aggression from toddlerhood to age 9 predict academic and social functioning through age 12. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2006 , 47, 791-800	7.9	273
112	The Effects of Preschool Education: What We Know, How Public Policy Is or Is Not Aligned With the Evidence Base, and What We Need to Know. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2009 , 10, 49-88	18.6	265
111	A Course on Effective Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge, and Observed Practice. <i>American Educational Research Journal</i> , 2012 , 49, 88-123	2.9	250
110	Effects of an early literacy professional development intervention on head start teachers and children.. <i>Journal of Educational Psychology</i> , 2010 , 102, 299-312	5.3	245

109	Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. <i>Early Childhood Research Quarterly</i> , 2007 , 22, 3-17	3.3	243
108	How do pre-kindergarteners spend their time? Gender, ethnicity, and income as predictors of experiences in pre-kindergarten classrooms. <i>Early Childhood Research Quarterly</i> , 2010 , 25, 177-193	3.3	237
107	The prediction of process quality from structural features of child care. <i>Early Childhood Research Quarterly</i> , 1997 , 12, 281-303	3.3	236
106	Persistent Effects of Early Childhood Education on High-Risk Children and Their Mothers. <i>Applied Developmental Science</i> , 2000 , 4, 2-14	3.6	233
105	Caregiver Training and Classroom Quality in Child Care Centers. <i>Applied Developmental Science</i> , 2002 , 6, 2-11	3.6	232
104	Cumulative risk and early cognitive development: A comparison of statistical risk models. <i>Developmental Psychology</i> , 2000 , 36, 793-807	3.7	229
103	Are teachers' education, major, and credentials related to classroom quality and children's academic gains in pre-kindergarten?. <i>Early Childhood Research Quarterly</i> , 2006 , 21, 174-195	3.3	223
102	Children's classroom engagement and school readiness gains in prekindergarten. <i>Child Development</i> , 2010 , 81, 1534-49	4.9	213
101	Adult outcomes as a function of an early childhood educational program: an Abecedarian Project follow-up. <i>Developmental Psychology</i> , 2012 , 48, 1033-43	3.7	206
100	Children's Social and Cognitive Development and Child-Care Quality: Testing for Differential Associations Related to Poverty, Gender, or Ethnicity. <i>Applied Developmental Science</i> , 2000 , 4, 149-165	3.6	182
99	Structural and Supportive Changes in Couples' Family and Friendship Networks Across the Transition to Parenthood. <i>Journal of Marriage and Family</i> , 2002 , 64, 517-531	4.5	181
98	Marital Perceptions and Interactions Across the Transition to Parenthood. <i>Journal of Marriage and Family</i> , 1999 , 61, 611	4.5	172
97	Early Intervention and Mediating Processes in Cognitive Performance of Children of Low-Income African American Families. <i>Child Development</i> , 1997 , 68, 935-954	4.9	171
96	Quality of Center Child Care and Infant Cognitive and Language Development. <i>Child Development</i> , 1996 , 67, 606	4.9	170
95	The Relations of Observed Pre-K Classroom Quality Profiles to Children's Achievement and Social Competence. <i>Early Education and Development</i> , 2009 , 20, 346-372	1.4	161
94	Do regulable features of child-care homes affect children's development?. <i>Early Childhood Research Quarterly</i> , 2002 , 17, 52-86	3.3	158
93	Quality of Center Child Care and Infant Cognitive and Language Development. <i>Child Development</i> , 1996 , 67, 606-620	4.9	153
92	Family income and its relation to preschool children's adjustment for families in the NICHD Study of Early Child Care. <i>Developmental Psychology</i> , 2004 , 40, 727-45	3.7	149

91	Examining the Black-White achievement gap among low-income children using the NICHD study of early child care and youth development. <i>Child Development</i> , 2011 , 82, 1404-20	4.9	147
90	Neurodevelopmental, health, and growth status at age 6 years of children with birth weights less than 1001 grams. <i>Journal of Pediatrics</i> , 1991 , 118, 768-77	3.6	146
89	Family and classroom correlates of head start children's developmental outcomes. <i>Early Childhood Research Quarterly</i> , 1994 , 9, 289-309	3.3	145
88	Parents as child care consumers. <i>Early Childhood Research Quarterly</i> , 1997 , 12, 35-58	3.3	142
87	Preschool center quality and school readiness: quality effects and variation by demographic and child characteristics. <i>Child Development</i> , 2013 , 84, 1171-90	4.9	141
86	Best practices in quantitative methods for developmentalists. <i>Monographs of the Society for Research in Child Development</i> , 2006 , 71, 1-145	6.6	134
85	Quality in Kindergarten Classrooms: Observational Evidence for the Need to Increase Children's Learning Opportunities in Early Education Classrooms. <i>Early Education and Development</i> , 2009 , 20, 657-692	1.4	133
84	Cumulative Social Risk, Parenting, and Infant Development in Rural Low-Income Communities. <i>Parenting</i> , 2008 , 8, 41-69	1.3	132
83	Social risk and protective factors for African American children's academic achievement and adjustment during the transition to middle school. <i>Developmental Psychology</i> , 2008 , 44, 286-92	3.7	129
82	Measuring Early Care and Education Quality. <i>Child Development Perspectives</i> , 2018 , 12, 3-9	5.5	127
81	The quality of teacher-student interactions: associations with first graders' academic and behavioral outcomes. <i>Journal of School Psychology</i> , 2010 , 48, 457-82	4.5	124
80	Social Risk and Protective Child, Parenting, and Child Care Factors in Early Elementary School Years. <i>Parenting</i> , 2006 , 6, 79-113	1.3	124
79	Diversity, child care quality, and developmental outcomes. <i>Early Childhood Research Quarterly</i> , 2003 , 18, 401-426	3.3	124
78	Developmental patterns of childhood peer relations as predictors of externalizing behavior problems. <i>Development and Psychopathology</i> , 1995 , 7, 825-843	4.3	119
77	Testing a series of causal propositions relating time in child care to children's externalizing behavior. <i>Developmental Psychology</i> , 2010 , 46, 1-17	3.7	111
76	Estimating Individual Developmental Functions: Methods and Their Assumptions. <i>Child Development</i> , 1991 , 62, 23	4.9	111
75	Early development among dual language learners: The roles of language use at home, maternal immigration, country of origin, and socio-demographic variables. <i>Early Childhood Research Quarterly</i> , 2014 , 29, 750-764	3.3	110
74	Early childhood care: relations with family characteristics and preferred care characteristics. <i>Early Childhood Research Quarterly</i> , 2001 , 16, 475-497	3.3	110

73	Environmental risk factors and children's achievement from middle childhood to early adolescence.. <i>Developmental Psychology</i> , 1996 , 32, 755-767	3.7	107
72	Structural predictors of child care quality in child care homes. <i>Early Childhood Research Quarterly</i> , 2002 , 17, 87-105	3.3	106
71	Predicting process quality from structural quality in preschool programs: a cross-country comparison. <i>Early Childhood Research Quarterly</i> , 1999 , 14, 339-361	3.3	97
70	The relations of maternal social support and family structure with maternal responsiveness and child outcomes among African American families.. <i>Developmental Psychology</i> , 1996 , 32, 1073-1083	3.7	97
69	Measuring success: Within and cross-domain predictors of academic and social trajectories in elementary school. <i>Early Childhood Research Quarterly</i> , 2019 , 46, 112-125	3.3	91
68	What is Pre-Kindergarten? Characteristics of Public Pre-Kindergarten Programs. <i>Applied Developmental Science</i> , 2005 , 9, 126-143	3.6	89
67	Instruction, Teacher-Student Relations, and Math Achievement Trajectories in Elementary School. <i>Journal of Educational Psychology</i> , 2010 , 102, 407-417	5.3	88
66	A randomized controlled trial of group cognitive-behavioral therapy vs. enhanced supportive therapy for auditory hallucinations. <i>Schizophrenia Research</i> , 2009 , 109, 52-9	3.6	86
65	Otitis media, hearing sensitivity, and maternal responsiveness in relation to language during infancy. <i>Journal of Pediatrics</i> , 1995 , 126, 481-9	3.6	84
64	Cumulative risk and early cognitive development: a comparison of statistical risk models. <i>Developmental Psychology</i> , 2000 , 36, 793-807	3.7	84
63	Spanish-Speaking Children's Social and Language Development in Pre-Kindergarten Classrooms. <i>Early Education and Development</i> , 2007 , 18, 243-269	1.4	80
62	Young adult outcomes of the Abecedarian and CARE early childhood educational interventions. <i>Early Childhood Research Quarterly</i> , 2008 , 23, 452-466	3.3	77
61	Otitis media in early childhood and later language. <i>Journal of Speech, Language, and Hearing Research</i> , 1991 , 34, 1158-68	2.8	76
60	Thresholds in the association between quality of teacher-child interactions and preschool children's school readiness skills. <i>Early Childhood Research Quarterly</i> , 2016 , 36, 561-571	3.3	73
59	Depression, disease severity, and sickle cell disease. <i>Journal of Behavioral Medicine</i> , 1999 , 22, 115-26	3.6	70
58	Parents' report of vocabulary and grammatical development of African American preschoolers: child and environmental associations. <i>Child Development</i> , 1999 , 70, 92-106	4.9	69
57	Attachment and marital functioning: Comparison of spouses with continuous-secure, earned-secure, dismissing, and preoccupied attachment stances.. <i>Journal of Family Psychology</i> , 1999 , 13, 580-597	2.7	68
56	Otitis media in early childhood in relation to children's school-age language and academic skills. <i>Pediatrics</i> , 2002 , 110, 696-706	7.4	67

55	An eco-behavioral approach to examining the contextual effects of early childhood classrooms. <i>Early Childhood Research Quarterly</i> , 2002 , 17, 239-258	3.3	65
54	Preschool center care quality effects on academic achievement: an instrumental variables analysis. <i>Developmental Psychology</i> , 2014 , 50, 2559-71	3.7	61
53	Otitis media, the caregiving environment, and language and cognitive outcomes at 2 years. <i>Pediatrics</i> , 1998 , 102, 346-54	7.4	61
52	Social and family risk factors for infant development at one year: An application of the cumulative risk model. <i>Journal of Applied Developmental Psychology</i> , 1998 , 19, 85-96	2.5	60
51	Children enrolled in public pre-K: the relation of family life, neighborhood quality, and socioeconomic resources to early competence. <i>American Journal of Orthopsychiatry</i> , 2006 , 76, 265-276	2.8	59
50	Thresholds in the association between child care quality and child outcomes in rural preschool children. <i>Early Childhood Research Quarterly</i> , 2014 , 29, 41-51	3.3	58
49	Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners. <i>Early Childhood Research Quarterly</i> , 2012 , 27, 188-197	3.3	56
48	Child and Parenting Outcomes After 1½ Year of Educare. <i>Child Development</i> , 2017 , 88, 1671-1688	4.9	54
47	Neighborhood Characteristics, and Child Care Type and Quality. <i>Early Education and Development</i> , 2008 , 19, 702-725	1.4	52
46	Early child care and adolescent functioning at the end of high school: Results from the NICHD Study of Early Child Care and Youth Development. <i>Developmental Psychology</i> , 2016 , 52, 1634-1645	3.7	52
45	Classroom Quality at Pre-kindergarten and Kindergarten and Children's Social Skills and Behavior Problems. <i>Early Childhood Research Quarterly</i> , 2016 , 36, 212-222	3.3	49
44	The Quality of Toddler Child Care and Cognitive Skills at 24 Months: Propensity Score Analysis Results from the ECLS-B. <i>Early Childhood Research Quarterly</i> , 2014 , 28, 12-12	3.3	49
43	High-quality early education: Age of entry and time in care differences in student outcomes for English-only and dual language learners. <i>Early Childhood Research Quarterly</i> , 2015 , 32, 23-39	3.3	47
42	European American and African American Mothers' Beliefs About Parenting and Disciplining Infants: A Mixed-Method Analysis. <i>Parenting</i> , 2010 , 10, 79-96	1.3	47
41	Early child care experiences and their association with family and child characteristics during middle childhood. <i>Early Childhood Research Quarterly</i> , 1995 , 10, 33-61	3.3	46
40	Phonological process decline from 2 1/2 to 8 years. <i>Journal of Communication Disorders</i> , 1990 , 23, 205-171.9	1.9	45
39	Effects of transitions to new child care classes on infant/toddler distress and behavior. <i>Early Childhood Research Quarterly</i> , 2005 , 20, 37-56	3.3	40
38	A cross-lag analysis of longitudinal associations between preschool teachers' instructional support identification skills and observed behavior. <i>Early Childhood Research Quarterly</i> , 2014 , 29, 144-154	3.3	37

37	Early language and the development of children's reading skills. <i>Journal of School Psychology</i> , 2004 , 42, 315-332	4.5	37
36	Family selection and child care experiences: implications for studies of child outcomes. <i>Early Childhood Research Quarterly</i> , 2000 , 15, 385-411	3.3	36
35	Early childhood education quality and child outcomes in China: Evidence from Zhejiang Province. <i>Early Childhood Research Quarterly</i> , 2016 , 36, 427-438	3.3	32
34	II. QUALITY THRESHOLDS, FEATURES, AND DOSAGE IN EARLY CARE AND EDUCATION: METHODS. <i>Monographs of the Society for Research in Child Development</i> , 2016 , 81, 27-45	6.6	30
33	Using early care and education quality measures with dual language learners: A review of the research. <i>Early Childhood Research Quarterly</i> , 2014 , 29, 786-803	3.3	27
32	Quality of Prekindergarten: What Families Are Looking for in Public Sponsored Programs. <i>Early Education and Development</i> , 2006 , 17, 619-642	1.4	24
31	Boosting School Readiness: Should Preschool Teachers Target Skills or the Whole Child?. <i>Economics of Education Review</i> , 2018 , 65, 107-125	1.9	23
30	ECE quality indicators and child outcomes: Analyses of six large child care studies. <i>Early Childhood Research Quarterly</i> , 2019 , 49, 202-217	3.3	23
29	Age of peers and early childhood development. <i>Child Development</i> , 1993 , 64, 848-62	4.9	23
28	Maternal employment and child cognitive outcomes: the importance of analytic approach. <i>Developmental Psychology</i> , 2007 , 43, 1140-55	3.7	22
27	Frequency of instructional practices in rural prekindergarten classrooms and associations with child language and literacy skills. <i>Early Childhood Research Quarterly</i> , 2019 , 47, 74-88	3.3	21
26	Early Childcare and Education 2015 , 1-45		20
25	Associations between continuity of care in infant-toddler classrooms and child outcomes. <i>Early Childhood Research Quarterly</i> , 2018 , 42, 105-118	3.3	19
24	III. TESTING FOR QUALITY THRESHOLDS AND FEATURES IN EARLY CARE AND EDUCATION. <i>Monographs of the Society for Research in Child Development</i> , 2016 , 81, 46-63	6.6	18
23	Cumulative years of classroom quality from kindergarten to third grade: Prediction to children's third grade literacy skills. <i>Early Childhood Research Quarterly</i> , 2019 , 47, 531-540	3.3	18
22	Use of the home language in preschool classrooms and first- and second-language development among dual-language learners. <i>Early Childhood Research Quarterly</i> , 2019 , 47, 145-158	3.3	18
21	Cumulative classroom quality during pre-kindergarten and kindergarten and children's language, literacy, and mathematics skills. <i>Early Childhood Research Quarterly</i> , 2019 , 47, 218-228	3.3	16
20	School-entry skills predicting school-age academic and social-emotional trajectories. <i>Early Childhood Research Quarterly</i> , 2020 , 51, 67-80	3.3	16

19	Unpacking intervention effects: Teacher responsiveness as a mediator of perceived intervention quality and change in teaching practice. <i>Early Childhood Research Quarterly</i> , 2016 , 36, 201-209	3.3	15
18	Implementing an Early Childhood Professional Development Course Across 10 Sites and 15 Sections: Lessons Learned. <i>NHS A Dialog: A Research-to-practice Journal for the Early Intervention Field</i> , 2011 , 14, 275-292		14
17	Effects of a community initiative on the quality of child care. <i>Early Childhood Research Quarterly</i> , 1999 , 14, 449-464	3.3	11
16	Testing the thresholds of preschool education quality on child outcomes in China. <i>Early Childhood Research Quarterly</i> , 2019 , 47, 445-456	3.3	11
15	Implementation of a Course Focused on Language and Literacy Within Teacher-Child Interactions: Instructor and Student Perspectives Across Three Institutions of Higher Education. <i>Journal of Early Childhood Teacher Education</i> , 2011 , 32, 200-224	0.6	9
14	Depth, persistence, and timing of poverty and the development of school readiness skills in rural low-income regions: Results from the family life project. <i>Early Childhood Research Quarterly</i> , 2018 , 45, 115-130	3.3	7
13	IV. TESTING FOR DOSAGE-OUTCOME ASSOCIATIONS IN EARLY CARE AND EDUCATION. <i>Monographs of the Society for Research in Child Development</i> , 2016 , 81, 64-74	6.6	7
12	Relating early care and education quality to preschool outcomes: The same or different models for different outcomes?. <i>Early Childhood Research Quarterly</i> , 2021 , 55, 35-51	3.3	7
11	Trends in Children's Academic Skills at School Entry: 2010 to 2017. <i>Educational Researcher</i> , 2020 , 49, 403-414	4.8	6
10	The Educare intervention: Outcomes at age 3. <i>Early Childhood Research Quarterly</i> , 2020 , 53, 425-440	3.3	6
9	Change in language and literacy knowledge for Spanish-English dual language learners at school-entry: Analyses from three studies. <i>Early Childhood Research Quarterly</i> , 2020 , 51, 81-92	3.3	6
8	The Relation Between Classroom Age Composition and Children's Language and Behavioral Outcomes: Examining Peer Effects. <i>Child Development</i> , 2020 , 91, 2103-2122	4.9	5
7	Peer effects on low-income children's learning and development. <i>Journal of School Psychology</i> , 2018 , 71, 1-17	4.5	5
6	Quality of infant child care and early infant development in Portuguese childcare centers. <i>Early Childhood Research Quarterly</i> , 2019 , 48, 246-255	3.3	4
5	Does Temperament Moderate the Relation between Preschool Parenting and School-Age Self-Regulation? Contrasting Diathesis-Stress and Differential Susceptibility Models. <i>Parenting</i> , 2018 , 18, 126-140	1.3	4
4	Transition Practices of Rural Pre-K and Kindergarten Teachers and Their Relations to Children's Academic and Social Skills. <i>Early Education and Development</i> , 1-23	1.4	1
3	Maternal History of Childhood Maltreatment and Children's Cognitive and Social Development. <i>Early Child Development and Care</i> , 2021 , 191, 403-414	0.9	0
2	Mark I. Appelbaum (1941-2020). <i>American Psychologist</i> , 2021 , 76, 811	9.5	

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