

# Robert C Pianta

## List of Publications by Citations

**Source:** <https://exaly.com/author-pdf/5401601/robert-c-pianta-publications-by-citations.pdf>

**Version:** 2024-04-27

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.

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

249  
papers

27,119  
citations

80  
h-index

162  
g-index

293  
ext. papers

29,674  
ext. citations

3.1  
avg, IF

7.32  
L-index

#	Paper	IF	Citations
249	Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. <i>Child Development</i> , <b>2001</b> , 72, 625-38	4.9	1675
248	Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. <i>Child Development</i> , <b>2008</b> , 79, 732-49	4.9	1084
247	Can instructional and emotional support in the first-grade classroom make a difference for children at risk of school failure?. <i>Child Development</i> , <b>2005</b> , 76, 949-67	4.9	984
246	Conceptualization, Measurement, and Improvement of Classroom Processes: Standardized Observation Can Leverage Capacity. <i>Educational Researcher</i> , <b>2009</b> , 38, 109-119	4.8	681
245	Teachers' judgments of problems in the transition to kindergarten. <i>Early Childhood Research Quarterly</i> , <b>2000</b> , 15, 147-166	3.3	617
244	Enhancing relationships between children and teachers. <b>1999</b> ,		613
243	Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs. <i>Early Childhood Research Quarterly</i> , <b>2008</b> , 23, 27-50	3.3	593
242	An Ecological Perspective on the Transition to Kindergarten: A Theoretical Framework to Guide Empirical Research. <i>Journal of Applied Developmental Psychology</i> , <b>2000</b> , 21, 491-511	2.5	538
241	The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. <i>Development and Psychopathology</i> , <b>1995</b> , 7, 295-312	4.3	527
240	Features of Pre-Kindergarten Programs, Classrooms, and Teachers: Do They Predict Observed Classroom Quality and Child-Teacher Interactions?. <i>Applied Developmental Science</i> , <b>2005</b> , 9, 144-159	3.6	512
239	Teachers' education, classroom quality, and young children's academic skills: results from seven studies of preschool programs. <i>Child Development</i> , <b>2007</b> , 78, 558-80	4.9	511
238	Teacher-Child Relationships and Children's Success in the First Years of School. <i>School Psychology Review</i> , <b>2004</b> , 33, 444-458	1.6	501
237	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> , <b>2010</b> , 25, 166-176	3.3	440
236	Development of Academic Skills from Preschool Through Second Grade: Family and Classroom Predictors of Developmental Trajectories. <i>Journal of School Psychology</i> , <b>2002</b> , 40, 415-436	4.5	428
235	Effects of Web-Mediated Professional Development Resources on Teacher-Child Interactions in Pre-Kindergarten Classrooms. <i>Early Childhood Research Quarterly</i> , <b>2008</b> , 23, 431-451	3.3	423
234	Quality of Language and Literacy Instruction in Preschool Classrooms Serving At-Risk Pupils. <i>Early Childhood Research Quarterly</i> , <b>2008</b> , 23, 51-68	3.3	416
233	Recent trends in research on teacher-child relationships. <i>Attachment and Human Development</i> , <b>2012</b> , 14, 213-31	2.8	389

232	The Relation of Kindergarten Classroom Environment to Teacher, Family, and School Characteristics and Child Outcomes. <i>Elementary School Journal</i> , <b>2002</b> , 102, 225-238	1.1	378
231	The Classroom Assessment Scoring System: Findings from the Prekindergarten Year. <i>Elementary School Journal</i> , <b>2004</b> , 104, 409-426	1.1	338
230	An interaction-based approach to enhancing secondary school instruction and student achievement. <i>Science</i> , <b>2011</b> , 333, 1034-7	33.3	327
229	Predicting Children's Competence in the Early School Years: A Meta-Analytic Review. <i>Review of Educational Research</i> , <b>2000</b> , 70, 443-484	10.3	324
228	Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions <b>2012</b> , 365-386		310
227	TEACHING THROUGH INTERACTIONS: Testing a Developmental Framework of Teacher Effectiveness in over 4,000 Classrooms. <i>Elementary School Journal</i> , <b>2013</b> , 113, 461-487	1.1	304
226	Evidence for general and domain-specific elements of teacher-child interactions: associations with preschool children's development. <i>Child Development</i> , <b>2014</b> , 85, 1257-1274	4.9	303
225	Mother-child relationships, teacher-child relationships, and school outcomes in preschool and kindergarten. <i>Early Childhood Research Quarterly</i> , <b>1997</b> , 12, 263-280	3.3	303
224	Predicting Child Outcomes at the End of Kindergarten from the Quality of Pre-Kindergarten Teacher-Child Interactions and Instruction. <i>Applied Developmental Science</i> , <b>2008</b> , 12, 140-153	3.6	289
223	Classroom Effects on Children's Achievement Trajectories in Elementary School. <i>American Educational Research Journal</i> , <b>2008</b> , 45, 365-397	2.9	278
222	Teachers' perceptions of their relationships with students: Effects of child age, gender, and ethnicity of teachers and children.. <i>School Psychology Quarterly</i> , <b>2001</b> , 16, 125-141	0	275
221	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> , <b>2009</b> , 10, 49-88	18.6	265
220	A Course on Effective Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge, and Observed Practice. <i>American Educational Research Journal</i> , <b>2012</b> , 49, 88-123	2.9	250
219	Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. <i>Early Childhood Research Quarterly</i> , <b>2007</b> , 22, 3-17	3.3	243
218	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> , <b>2010</b> , 25, 177-193	3.3	237
217	Teacher-Child Relationships from Kindergarten to Sixth Grade: Early childhood predictors of teacher-perceived conflict and closeness. <i>Social Development</i> , <b>2009</b> , 18, 915-945	2.4	236
216	Are teachers' Education, major, and credentials related to classroom quality and children's academic gains in pre-kindergarten?. <i>Early Childhood Research Quarterly</i> , <b>2006</b> , 21, 174-195	3.3	223
215	Children's classroom engagement and school readiness gains in prekindergarten. <i>Child Development</i> , <b>2010</b> , 81, 1534-49	4.9	213

214	Teaching. Opportunities to learn in America's elementary classrooms. <i>Science</i> , <b>2007</b> , 315, 1795-6	33.3	200
213	How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. <i>Learning and Instruction</i> , <b>2016</b> , 42, 95-103	5.8	183
212	Observations of Effective Teacher-Student Interactions in Secondary School Classrooms: Predicting Student Achievement With the Classroom Assessment Scoring System-Secondary. <i>School Psychology Review</i> , <b>2013</b> , 42, 76-98	1.6	179
211	Relationships between children and teachers: Associations with classroom and home behavior. <i>Journal of Applied Developmental Psychology</i> , <b>1991</b> , 12, 379-393	2.5	177
210	Teacher and Classroom Characteristics Associated With Teachers' Ratings of Prekindergartners' Relationships and Behaviors. <i>Journal of Psychoeducational Assessment</i> , <b>2006</b> , 24, 367-380	1.3	175
209	Peer effects on children's language achievement during pre-kindergarten. <i>Child Development</i> , <b>2009</b> , 80, 686-702	4.9	174
208	Social Relationships and School Readiness. <i>Early Education and Development</i> , <b>2006</b> , 17, 151-176	1.4	171
207	The Individualized Classroom Assessment Scoring System (inCLASS): Preliminary Reliability and Validity of a System for Observing Preschoolers' Competence in Classroom Interactions. <i>Early Childhood Research Quarterly</i> , <b>2010</b> , 25, 1-16	3.3	169
206	The Contribution of Classroom Setting and Quality of Instruction to Children's Behavior in Kindergarten Classrooms. <i>Elementary School Journal</i> , <b>2005</b> , 105, 377-394	1.1	169
205	Teacher-child relationships and the process of adjusting to school. <i>New Directions for Child and Adolescent Development</i> , <b>1992</b> , 1992, 61-80	1.3	168
204	Patterns of relationships between children and kindergarten teachers. <i>Journal of School Psychology</i> , <b>1994</b> , 32, 15-31	4.5	167
203	Family socioeconomic status and consistent environmental stimulation in early childhood. <i>Child Development</i> , <b>2010</b> , 81, 972-87	4.9	166
202	Academic and Cognitive Functioning in First Grade: Associations with Earlier Home and Child Care Predictors and with Concurrent Home and Classroom Experiences. <i>School Psychology Review</i> , <b>2006</b> , 35, 11-30	1.6	162
201	The Relations of Observed Pre-K Classroom Quality Profiles to Children's Achievement and Social Competence. <i>Early Education and Development</i> , <b>2009</b> , 20, 346-372	1.4	161
200	Developmental commentary: individual and contextual influences on student-teacher relationships and children's early problem behaviors. <i>Journal of Clinical Child and Adolescent Psychology</i> , <b>2008</b> , 37, 600-8	5.4	152
199	Mothers' reactions to their child's diagnosis: Relations with security of attachment. <i>Journal of Clinical Child and Adolescent Psychology</i> , <b>1996</b> , 25, 436-445		150
198	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> , <b>2011</b> , 82, 1404-20	4.9	147
197	Relationships Between Teachers and Children		145

196	Early behavioral attributes and teachers' sensitivity as predictors of competent behavior in the kindergarten classroom. <i>Journal of Applied Developmental Psychology</i> , <b>2002</b> , 23, 451-470	2.5	139
195	Patterns of Family-School Contact in Preschool and Kindergarten. <i>School Psychology Review</i> , <b>1999</b> , 28, 426-438	1.6	135
194	Maternal intrusiveness in infancy and child maladaptation in early school years. <i>Development and Psychopathology</i> , <b>1993</b> , 5, 359-370	4.3	134
193	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> , <b>2009</b> , 20, 657-692	1.4	133
192	Self-reported depression in nonfamilial caregivers: prevalence and associations with caregiver behavior in child-care settings. <i>Early Childhood Research Quarterly</i> , <b>2004</b> , 19, 297-318	3.3	131
191	Validating the Student-Teacher Relationship Scale: testing factor structure and measurement invariance across child gender and age in a Dutch sample. <i>Journal of School Psychology</i> , <b>2012</b> , 50, 215-344	4.5	129
190	An Argument Approach to Observation Protocol Validity. <i>Educational Assessment</i> , <b>2012</b> , 17, 62-87	1.1	128
189	Kindergarten Teachers' Practices Related to the Transition to School: Results of a National Survey. <i>Elementary School Journal</i> , <b>1999</b> , 100, 71-86	1.1	126
188	Banking Time in Head Start: Early Efficacy of an Intervention Designed to Promote Supportive Teacher-Child Relationships. <i>Early Education and Development</i> , <b>2010</b> , 21, 38-64	1.4	125
187	Education. Can rating pre-K programs predict children's learning?. <i>Science</i> , <b>2013</b> , 341, 845-6	33.3	119
186	Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. <i>Early Childhood Research Quarterly</i> , <b>2008</b> , 23, 124-139	3.3	116
185	Mothers' resolution of their children's diagnosis: Organized patterns of caregiving representations. <i>Infant Mental Health Journal</i> , <b>1996</b> , 17, 239-256	2.3	115
184	Implementation Fidelity of MyTeachingPartner Literacy and Language Activities: Association with Preschoolers' Language and Literacy Growth. <i>Early Childhood Research Quarterly</i> , <b>2010</b> , 25, 329-347	3.3	109
183	Patterns of school readiness forecast achievement and socioemotional development at the end of elementary school. <i>Child Development</i> , <b>2012</b> , 83, 282-99	4.9	108
182	Closing the Racial Discipline Gap in Classrooms by Changing Teacher Practice. <i>School Psychology Review</i> , <b>2016</b> , 45, 171-191	1.6	107
181	Teacher-student interactions in fifth grade classrooms: Relations with children's peer behavior. <i>Journal of Applied Developmental Psychology</i> , <b>2011</b> , 32, 257-266	2.5	106
180	Observations of teacher-child interactions in classrooms serving Latinos and dual language learners: Applicability of the Classroom Assessment Scoring System in diverse settings. <i>Early Childhood Research Quarterly</i> , <b>2012</b> , 27, 21-32	3.3	104
179	The role of executive function in children's competent adjustment to middle school. <i>Child Neuropsychology</i> , <b>2011</b> , 17, 255-80	2.7	104

178	How Do Classroom Conditions and Children's Risk for School Problems Contribute to Children's Behavioral Engagement in Learning?. <i>School Psychology Review</i> , <b>2007</b> , 36, 413-432	1.6	102
177	Variation in the effectiveness of instructional interactions across preschool classroom settings and learning activities. <i>Early Childhood Research Quarterly</i> , <b>2013</b> , 28, 820-830	3.3	99
176	Adult-Child Relationship Processes and Early Schooling. <i>Early Education and Development</i> , <b>1997</b> , 8, 11-26	1.4	99
175	Teachers' Narratives About Their Relationships With Children: Associations With Behavior in Classrooms. <i>School Psychology Review</i> , <b>2002</b> , 31, 148-163	1.6	92
174	What is Pre-Kindergarten? Characteristics of Public Pre-Kindergarten Programs. <i>Applied Developmental Science</i> , <b>2005</b> , 9, 126-143	3.6	89
173	Instruction, Teacher-Student Relations, and Math Achievement Trajectories in Elementary School. <i>Journal of Educational Psychology</i> , <b>2010</b> , 102, 407-417	5.3	88
172	The Teacher Belief Q-Sort: A measure of teachers' priorities in relation to disciplinary practices, teaching practices, and beliefs about children. <i>Journal of School Psychology</i> , <b>2006</b> , 44, 141-165	4.5	85
171	. <i>Applied Developmental Science</i> , <b>2005</b> , 9, 174-187	3.6	84
170	Mother-child interaction in children with epilepsy: Relations with child competence. <i>Journal of Epilepsy</i> , <b>1990</b> , 3, 157-163		81
169	Typical Classroom Experiences in First Grade: The Role of Classroom Climate and Functional Risk in the Development of Social Competencies. <i>Elementary School Journal</i> , <b>2007</b> , 108, 81-96	1.1	80
168	Spanish-Speaking Children's Social and Language Development in Pre-Kindergarten Classrooms. <i>Early Education and Development</i> , <b>2007</b> , 18, 243-269	1.4	80
167	Understanding how children's engagement and teachers' interactions combine to predict school readiness. <i>Journal of Applied Developmental Psychology</i> , <b>2013</b> , 34, 299-309	2.5	78
166	Stress and Coping: A Comparison of Self-Report Measures of Functioning in Families of Young Children with Cerebral Palsy or No Medical Diagnosis. <i>Journal of Child and Family Studies</i> , <b>2003</b> , 12, 335-348	2.3	78
165	Kindergarten Teachers and Classrooms: A Transition Context. <i>Early Education and Development</i> , <b>1999</b> , 10, 25-46	1.4	78
164	Observations of Effective Teacher-Student Interactions in Secondary School Classrooms: Predicting Student Achievement With the Classroom Assessment Scoring System-Secondary. <i>School Psychology Review</i> , <b>2013</b> , 42, 76-98	1.6	78
163	The Importance of Teacher-Student Relationships for Adolescents with High Incidence Disabilities. <i>Theory Into Practice</i> , <b>2007</b> , 46, 105-112	1.6	77
162	Applying the Construct of Resilience in Schools: Cautions From a Developmental Systems Perspective. <i>School Psychology Review</i> , <b>1998</b> , 27, 407-417	1.6	77
161	Parental Conceptions of School Readiness: Relation to Ethnicity, Socioeconomic Status, and Children's Skills. <i>Early Education and Development</i> , <b>2008</b> , 19, 671-701	1.4	76

160	Continuity and Discontinuity in Maternal Sensitivity at 6, 24, and 42 Months in a High-Risk Sample. <i>Child Development</i> , <b>1989</b> , 60, 481	4.9	75
159	Life Stress and Parenting Outcomes in a Disadvantaged Sample: Results of the Mother-Child Interaction Project. <i>Journal of Clinical Child and Adolescent Psychology</i> , <b>1990</b> , 19, 329-336		75
158	Thresholds in the association between quality of teacher-child interactions and preschool children's school readiness skills. <i>Early Childhood Research Quarterly</i> , <b>2016</b> , 36, 561-571	3.3	73
157	Consultation for Teachers and Children's Language and Literacy Development during Pre-Kindergarten. <i>Applied Developmental Science</i> , <b>2010</b> , 14, 179-196	3.6	72
156	Teachers' Perceptions of Conflict with Young Students: Looking beyond Problem Behaviors. <i>Social Development</i> , <b>2007</b> , 17, 071124114012001-???	2.4	71
155	Transition Practices: Findings from a National Survey of Kindergarten Teachers <b>2001</b> , 28, 199-206		71
154	Stability of externalizing symptoms from kindergarten to first grade and factors related to instability. <i>Development and Psychopathology</i> , <b>1990</b> , 2, 247-258	4.3	71
153	Observing mother and child behavior in a problem-solving situation at school entry: Relations with academic achievement. <i>Journal of School Psychology</i> , <b>1996</b> , 34, 307-322	4.5	69
152	EFFECTS OF A PROFESSIONAL DEVELOPMENT PROGRAM ON BEHAVIORAL ENGAGEMENT OF STUDENTS IN MIDDLE AND HIGH SCHOOL. <i>Psychology in the Schools</i> , <b>2014</b> , 51, 143-163	1.5	68
151	Early behavioral associations of achievement trajectories. <i>Developmental Psychology</i> , <b>2010</b> , 46, 976-83	3.7	67
150	Teacher-Rated Family Involvement and Children's Social and Academic Outcomes in Kindergarten. <i>Early Education and Development</i> , <b>2003</b> , 14, 179-198	1.4	66
149	Adult attachment classification and self-reported psychiatric symptomatology as assessed by the Minnesota Multiphasic Personality Inventory--2.. <i>Journal of Consulting and Clinical Psychology</i> , <b>1996</b> , 64, 273-281	6.5	65
148	Stability and change in early childhood classroom interactions during the first two hours of a day. <i>Early Childhood Research Quarterly</i> , <b>2010</b> , 25, 373-384	3.3	64
147	Teaching Through Interactions in Secondary School Classrooms: Revisiting the Factor Structure and Practical Application of the Classroom Assessment Scoring System-Secondary. <i>Journal of Early Adolescence</i> , <b>2015</b> , 35, 651-680	1.9	61
146	Early Childhood Professional Development: Coaching and Coursework Effects on Indicators of Children's School Readiness. <i>Early Education and Development</i> , <b>2017</b> , 28, 956-975	1.4	60
145	The first day of school: The predictive validity of early school screening. <i>Journal of Applied Developmental Psychology</i> , <b>1997</b> , 18, 1-22	2.5	60
144	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> , <b>2006</b> , 76, 265-276	2.8	59
143	A longitudinal study of mother-child interactions at school entry and social and academic outcomes in middle school. <i>Journal of School Psychology</i> , <b>2003</b> , 41, 185-200	4.5	58

142	Observing mother and child behavior in a problem-solving situation at school entry: Relations with classroom adjustment.. <i>School Psychology Quarterly</i> , <b>1991</b> , 6, 1-15	0	58
141	Promoting Young Children's Social Competence through the Preschool PATHS Curriculum and MyTeachingPartner Professional Development Resources. <i>Early Education and Development</i> , <b>2012</b> , 23, 809-832	1.4	56
140	Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners. <i>Early Childhood Research Quarterly</i> , <b>2012</b> , 27, 188-197	3.3	56
139	On-going, Web-mediated Professional Development Focused on Teacher-Child Interactions: Early Childhood Educators' Usage Rates and Self-reported Satisfaction. <i>Early Education and Development</i> , <b>2009</b> , 20, 321-345	1.4	56
138	The Influence of Informants on Ratings of Children's Behavioral Functioning: A Latent Variable Approach. <i>Journal of Psychoeducational Assessment</i> , <b>2007</b> , 25, 222-236	1.3	56
137	The pivotal role of adolescent autonomy in secondary school classrooms. <i>Journal of Youth and Adolescence</i> , <b>2012</b> , 41, 245-55	4.5	55
136	Early behavior problems: Pathways to mental disorders in adolescence. <i>Development and Psychopathology</i> , <b>1996</b> , 8, 735-749	4.3	55
135	Quality in Early Education Classrooms: Definitions, Gaps, and Systems. <i>Future of Children</i> , <b>2016</b> , 26, 119-137		55
134	Mothers' Sensitivity and Book-reading Interactions with First Graders. <i>Early Education and Development</i> , <b>2007</b> , 18, 1-22	1.4	54
133	Collaboration in building partnerships between families and schools: The National Center for Early Development and Learning's Kindergarten Transition Intervention?. <i>Early Childhood Research Quarterly</i> , <b>2001</b> , 16, 117-132	3.3	54
132	Teacher-child racial/ethnic match within pre-kindergarten classrooms and children's early school adjustment. <i>Early Childhood Research Quarterly</i> , <b>2016</b> , 37, 26-38	3.3	53
131	Effect of Observation Mode on Measures of Secondary Mathematics Teaching. <i>Educational and Psychological Measurement</i> , <b>2013</b> , 73, 757-783	3.1	52
130	Family-School Communication in Preschool and Kindergarten in the Context of a Relationship-Enhancing Intervention. <i>Early Education and Development</i> , <b>2005</b> , 16, 287-316	1.4	52
129	Teacher Characteristics Associated with Responsiveness and Exposure to Consultation and On-line Professional Development Resources. <i>Early Education and Development</i> , <b>2009</b> , 20, 431-455	1.4	51
128	Maternal stress and children's development: prediction of school outcomes and identification of protective factors <b>1990</b> , 215-235		51
127	The Behavior of Child Behavior Ratings: Measurement Structure of the Child Behavior Checklist across Time, Informants, and Child Gender. <i>Behavioral Disorders</i> , <b>2004</b> , 29, 372-383	1.7	49
126	The Instructional Challenge in Improving Teaching Quality: Lessons from a Classroom Observation Protocol. <i>Teachers College Record</i> , <b>2014</b> , 116, 1-32	0.9	49
125	Effects of a Teacher Professional Development Intervention on Peer Relationships in Secondary Classrooms. <i>School Psychology Review</i> , <b>2011</b> , 40, 367-385	1.6	48



124	Profiles of Educational Quality in First Grade. <i>Elementary School Journal</i> , <b>2009</b> , 109, 323-342	1.1	48
123	Relations among maternal, child, and demographic factors and the persistence of preschool language impairment. <i>American Journal of Speech-Language Pathology</i> , <b>2004</b> , 13, 291-303	3.1	48
122	Within-Day Variability in the Quality of Classroom Interactions during Third and Fifth Grade. <i>Elementary School Journal</i> , <b>2011</b> , 112, 16-37	1.1	47
121	Predicting behavior problems in children with epilepsy: child factors, disease factors, family stress, and child-mother interaction. <i>Child Development</i> , <b>1994</b> , 65, 1415-28	4.9	47
120	A Measure of Young Children's Problem and Competence Behaviors: The Early School Behavior Scale. <i>Journal of Psychoeducational Assessment</i> , <b>1991</b> , 9, 32-44	1.3	47
119	Does professional development reduce the influence of teacher stress on teacher-child interactions in pre-kindergarten classrooms?. <i>Early Childhood Research Quarterly</i> , <b>2018</b> , 42, 280-290	3.3	47
118	Dose-response relations between preschool teachers' exposure to components of professional development and increases in quality of their interactions with children. <i>Early Childhood Research Quarterly</i> , <b>2014</b> , 29, 499-508	3.3	46
117	Predicting Behavior Problems in Children with Epilepsy: Child Factors, Disease Factors, Family Stress, and Child-Mother Interaction. <i>Child Development</i> , <b>1994</b> , 65, 1415	4.9	46
116	Partner Support and Maternal Stress in Families Raising Young Children with Cerebral Palsy. <i>Journal of Developmental and Physical Disabilities</i> , <b>2001</b> , 13, 61-81	1.5	45
115	The behavioral and emotional correlates of epilepsy in adolescence: a 7-year follow-up study. <i>Epilepsy and Behavior</i> , <b>2002</b> , 3, 358-367	3.2	44
114	Building Capacity for Positive Youth Development in Secondary School Classrooms: Changing Teachers' Interactions With Students <b>2008</b> , 21-39		44
113	Effects of Web-Mediated Teacher Professional Development on the Language and Literacy Skills of Children Enrolled in Pre-Kindergarten Programs. <i>NHS A Dialog: A Research-to-practice Journal for the Early Intervention Field</i> , <b>2011</b> , 14, 189-212		43
112	Teacher-Child Interactions in Free Choice and Teacher-Directed Activity Settings: Prediction to School Readiness. <i>Early Education and Development</i> , <b>2017</b> , 28, 1035-1051	1.4	42
111	Fostering Supportive Teacher-Child Relationships: Intervention Implementation in a State-Funded Preschool Program. <i>Early Education and Development</i> , <b>2011</b> , 22, 593-619	1.4	42
110	Classroom processes and positive youth development: conceptualizing, measuring, and improving the capacity of interactions between teachers and students. <i>New Directions for Youth Development</i> , <b>2009</b> , 2009, 33-46		42
109	How schools can do better: fostering stronger connections between teachers and students. <i>New Directions for Youth Development</i> , <b>2002</b> , 2002, 91-107		42
108	Teacher ratings of behavior among African American and Caucasian children during the first two years of school. <i>Psychology in the Schools</i> , <b>2001</b> , 38, 229-238	1.5	38
107	A cross-lag analysis of longitudinal associations between preschool teachers' instructional support identification skills and observed behavior. <i>Early Childhood Research Quarterly</i> , <b>2014</b> , 29, 144-154	3.3	37

106	Rater calibration when observational assessment occurs at large scale: Degree of calibration and characteristics of raters associated with calibration. <i>Early Childhood Research Quarterly</i> , <b>2012</b> , 27, 529-542 <sup>33</sup>	3.3	37
105	The Effect of Observation Length and Presentation Order on the Reliability and Validity of an Observational Measure of Teaching Quality. <i>Educational and Psychological Measurement</i> , <b>2014</b> , 74, 400-422 <sup>31</sup>	3.1	36
104	The Role of Relational and Instructional Classroom Supports in the Language Development of At-Risk Preschoolers. <i>Early Education and Development</i> , <b>2014</b> , 25, 110-133	1.4	35
103	Maternal Sensitivity and Child Wariness in the Transition to Kindergarten. <i>Parenting</i> , <b>2002</b> , 2, 355-377	1.3	35
102	Enhancing Secondary School Instruction and Student Achievement: Replication and Extension of the My Teaching Partner-Secondary Intervention. <i>Journal of Research on Educational Effectiveness</i> , <b>2015</b> , 8, 475-489	1.4	34
101	Development and preliminary validation of the caregiving behavior system: association with child attachment classification in the preschool strange situation. <i>Attachment and Human Development</i> , <b>2005</b> , 7, 83-102	2.8	34
100	Kindergarten to 1st Grade: Classroom Characteristics and the Stability and Change of Children's Classroom Experiences. <i>Journal of Research in Childhood Education</i> , <b>2006</b> , 21, 189-202	1.1	34
99	Use and Evaluation of Web-based Professional Development Services Across Participant Levels of Support. <i>Early Childhood Education Journal</i> , <b>2007</b> , 34, 379-386	1.3	32
98	Effects of a Teacher Professional Development Intervention on Peer Relationships in Secondary Classrooms. <i>School Psychology Review</i> , <b>2011</b> , 40, 367-385	1.6	32
97	Teachers' Reported Transition Practices for Children Transitioning into Kindergarten and First Grade. <i>Exceptional Children</i> , <b>2000</b> , 67, 7-20	2.7	31
96	Relating prekindergarten teacher beliefs and knowledge to children's language and literacy development. <i>Teaching and Teacher Education</i> , <b>2015</b> , 48, 97-105	2.9	29
95	The challenging pupil in the classroom: the effect of the child on the teacher. <i>Psychological Science</i> , <b>2010</b> , 21, 1802-10	7.9	27
94	The Role of the Mentor in Supporting New Teachers: Associations with Self-Efficacy, Reflection, and Quality. <i>Mentoring and Tutoring: Partnership in Learning</i> , <b>2012</b> , 20, 303-323	0.6	27
93	Opportunity in Early Education: Improving Teacher-Child Interactions and Child Outcomes	243-265	26
92	Do teachers' years of experience make a difference in the quality of teaching?. <i>Teaching and Teacher Education</i> , <b>2020</b> , 96, 103190	2.9	26
91	Do Standard Measures of Preschool Quality Used in Statewide Policy Predict School Readiness?. <i>Education Finance and Policy</i> , <b>2014</b> , 9, 116-164	1	25
90	CLASS-Infant: An Observational Measure for Assessing Teacher-Infant Interactions in Center-Based Child Care. <i>Early Education and Development</i> , <b>2014</b> , 25, 553-572	1.4	25
89	Mothers' Representations of Relationships with their Children: Relations with Parenting Behavior, Mother Characteristics, and Child Disability Status. <i>Social Development</i> , <b>2001</b> , 10, 455-472	2.4	25

88	Predictors of instability in children's mental test performance at 24, 48, and 96 months. <i>Intelligence</i> , <b>1994</b> , 18, 145-163	3	25
87	My Teaching Partner-Secondary: A video-based coaching model. <i>Theory Into Practice</i> , <b>2017</b> , 56, 38-45	1.6	24
86	Quality of Prekindergarten: What Families Are Looking for in Public Sponsored Programs. <i>Early Education and Development</i> , <b>2006</b> , 17, 619-642	1.4	24
85	Stability of internalizing symptoms from kindergarten to first grade and factors related to instability. <i>Development and Psychopathology</i> , <b>1989</b> , 1, 305-316	4.3	24
84	Variation in the long-term benefits of child care: The role of classroom quality in elementary school. <i>Developmental Psychology</i> , <b>2018</b> , 54, 1854-1867	3.7	24
83	Longitudinal Multitrait-Multimethod Models for Developmental Research. <i>Multivariate Behavioral Research</i> , <b>2009</b> , 44, 233-58	2.3	23
82	The Social Ecology of the Transition to School: Classrooms, Families, and Children 490-507		23
81	Widening the debate on educational reform: prevention as a viable alternative. <i>Exceptional Children</i> , <b>1990</b> , 56, 306-13	2.7	23
80	Material social support as a predictor of child adjustment in kindergarten. <i>Journal of Applied Developmental Psychology</i> , <b>1993</b> , 14, 107-120	2.5	22
79	Assessing Teachers' Skills in Detecting and Identifying Effective Interactions in the Classroom. <i>Elementary School Journal</i> , <b>2015</b> , 115, 407-432	1.1	21
78	Teacher-Student Interactions: Measurement, Impacts, Improvement, and Policy. <i>Policy Insights From the Behavioral and Brain Sciences</i> , <b>2016</b> , 3, 98-105	2.1	20
77	Validating Virginia's quality rating and improvement system among state-funded pre-kindergarten programs. <i>Early Childhood Research Quarterly</i> , <b>2015</b> , 30, 183-198	3.3	19
76	Children's school readiness skills across the pre-K year: Associations with teacher-student interactions, teacher practices, and exposure to academic content. <i>Journal of Applied Developmental Psychology</i> , <b>2020</b> , 66, 101084	2.5	19
75	Teacher-child interaction quality as a function of classroom age diversity and teachers' beliefs and qualifications. <i>Applied Developmental Science</i> , <b>2019</b> , 23, 294-304	3.6	18
74	Does Attendance in Private Schools Predict Student Outcomes at Age 15? Evidence From a Longitudinal Study. <i>Educational Researcher</i> , <b>2018</b> , 47, 419-434	4.8	17
73	Universal and targeted pre-kindergarten programmes: a comparison of classroom characteristics and child outcomes. <i>Early Child Development and Care</i> , <b>2013</b> , 183, 931-950	0.9	17
72	Mothers' representations of relationships with their children: relations with mother characteristics and feeding sensitivity. <i>Journal of Pediatric Psychology</i> , <b>2001</b> , 26, 375-84	3.2	16
71	Role of child-mother interaction in predicting competence of children with epilepsy. <i>Epilepsia</i> , <b>1993</b> , 34, 658-69	6.4	16

70	Early Predictors of Referral for Special Services: Child-Based Measures Versus Mother-Child Interaction. <i>School Psychology Review</i> , <b>1990</b> , 19, 240-250	1.6	16
69	Unpacking intervention effects: Teacher responsiveness as a mediator of perceived intervention quality and change in teaching practice. <i>Early Childhood Research Quarterly</i> , <b>2016</b> , 36, 201-209	3.3	15
68	Mother's and Father's Responses to Signals of Children With Cerebral Palsy During Feeding. <i>Journal of Developmental and Physical Disabilities</i> , <b>2002</b> , 14, 1-17	1.5	15
67	Conceptual and methodological issues in research on relationships between children and nonparental adults. <i>New Directions for Child and Adolescent Development</i> , <b>1992</b> , 1992, 121-129	1.3	15
66	Teacher-student relationships across the first seven years of education and adolescent outcomes. <i>Journal of Applied Developmental Psychology</i> , <b>2020</b> , 71, 101200	2.5	14
65	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> , <b>2011</b> , 14, 275-292		14
64	Maternal relationship history as an indicator of developmental risk. <i>American Journal of Orthopsychiatry</i> , <b>1986</b> , 56, 385-398	2.8	14
63	Individual and Contextual Factors Associated with Pre-Kindergarten Teachers' Responsiveness to the MyTeachingPartner Coaching Intervention. <i>Prevention Science</i> , <b>2015</b> , 16, 1044-53	4	13
62	Gains in teacher-child interaction quality and children's school readiness skills: Does it matter where teachers start?. <i>Journal of School Psychology</i> , <b>2019</b> , 73, 101-113	4.5	12
61	Mother-child interactions and seizure control: Relations with behavior problems in children with epilepsy. <i>Journal of Epilepsy</i> , <b>1994</b> , 7, 102-107		12
60	Predicting Children's Competence in the Early School Years: A Meta-Analytic Review		12
59	Starting Early: The Benefits of Attending Early Childhood Education Programs at Age 3. <i>American Educational Research Journal</i> , <b>2019</b> , 56, 1495-1523	2.9	11
58	The Metropolitan Readiness Test as a Descriptor and Predictor of Children's Competence in Kindergarten Through Grade Two. <i>Journal of Psychoeducational Assessment</i> , <b>1993</b> , 11, 144-157	1.3	11
57	The role of elementary school quality in the persistence of preschool effects. <i>Children and Youth Services Review</i> , <b>2018</b> , 86, 120-127	2	10
56	Developmental science and education: the NICHD study of early child care and youth development findings from elementary school. <i>Advances in Child Development and Behavior</i> , <b>2007</b> , 35, 253-96	2.9	10
55	Parent Self-Reports of Discipline Practices and Child Acting-Out Behaviors in Kindergarten. <i>Early Education and Development</i> , <b>1993</b> , 4, 139-144	1.4	10
54	Power of Two: The Impact of 2 Years of High Quality Teacher Child Interactions. <i>Early Education and Development</i> , <b>2019</b> , 30, 60-81	1.4	10
53	Observed Quality and Consistency of Fifth Graders' Teacher-Student Interactions: Associations With Feelings, Engagement, and Performance in School. <i>SAGE Open</i> , <b>2018</b> , 8, 215824401879477	1.5	10

52	Teacher engagement in core components of an effective, early childhood professional development course: Links to changes in teacher-child interactions. <i>Journal of Early Childhood Teacher Education</i> , <b>2017</b> , 38, 102-118	0.6	9
51	Classroom Process and Practices in Public Pre-K Programs: Describing and Predicting Educational Opportunities in the Early Learning Sector. <i>Early Education and Development</i> , <b>2018</b> , 29, 797-813	1.4	9
50	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> , <b>2011</b> , 32, 200-224	0.6	9
49	Preschool Teachers' Emotional Exhaustion in Relation to Classroom Instruction and Teacher-child Interactions. <i>Early Education and Development</i> , <b>2020</b> , 1-14	1.4	8
48	A Lot of Students and Their Teachers Need Support: Using a Common Framework to Observe Teacher Practices Might Help. <i>Educational Researcher</i> , <b>2009</b> , 38, 546-548	4.8	8
47	Commentary: Implementation, Sustainability, and Scaling Up in School Contexts: Can School Psychology Make the Shift?. <i>School Psychology Review</i> , <b>2003</b> , 32, 331-335	1.6	8
46	New Lunchbox, Old Feelings: What Kids Bring to School. <i>Early Education and Development</i> , <b>1989</b> , 1, 35-49	1.4	8
45	Alignment and misalignment of classroom experiences from Pre-K to kindergarten. <i>Early Childhood Research Quarterly</i> , <b>2020</b> , 52, 44-56	3.3	8
44	The State of Young Children in the United States <b>2017</b> , 1-17		7
43	The classroom relational environment and children's early development in preschool. <i>Social Development</i> , <b>2020</b> , 29, 1071-1091	2.4	7
42	Absenteeism in the First Decade of Education Forecasts Civic Engagement and Educational and Socioeconomic Prospects in Young Adulthood. <i>Journal of Youth and Adolescence</i> , <b>2020</b> , 49, 1835-1848	4.5	7
41	Measuring and improving quality in early care and education. <i>Early Childhood Research Quarterly</i> , <b>2020</b> , 51, 285-287	3.3	7
40	Effects of an early childhood educator coaching intervention on preschoolers: The role of classroom age composition. <i>Early Childhood Research Quarterly</i> , <b>2018</b> , 44, 101-113	3.3	7
39	Teacher education and child outcomes: A reply to the commentary. <i>Early Childhood Research Quarterly</i> , <b>2008</b> , 23, 7-9	3.3	7
38	Maternal Representations of Relationships: Assessing Multiple Parenting Dimensions		7
37	Assessing the Assessments of Teacher Preparation. <i>Theory Into Practice</i> , <b>2016</b> , 55, 160-167	1.6	7
36	Improving Observational Score Quality		7
35	Classroom Processes and Teacher-Student Interaction: Integrations with a Developmental Psychopathology Perspective <b>2016</b> , 1-45		6

34	Introduction: Developmental perspectives on school outcomes for risk and non-risk populations. <i>Journal of School Psychology</i> , <b>1997</b> , 35, 1-2	4.5	6
33	A relationship-based approach to self-reliance in young children with motor impairments. <i>Infants and Young Children</i> , <b>1992</b> , 4, 33-45	1	6
32	Student Teaching Feedback and Evaluation: Results From a Seven-State Survey. <i>Journal of Early Childhood Teacher Education</i> , <b>2014</b> , 35, 318-336	0.6	5
31	The Transition to Kindergarten: Fostering Connections for Early School Success. <i>Advances in Motivation and Achievement: A Research Annual</i> , <b>2012</b> , 1-26	1.5	5
30	Public and Private Schools: Do Classroom Processes Vary by School Type?. <i>Elementary School Journal</i> , <b>2010</b> , 110, 409-419	1.1	5
29	Persistence and convergence: The end of kindergarten outcomes of pre-K graduates and their nonattending peers. <i>Developmental Psychology</i> , <b>2020</b> , 56, 2027-2039	3.7	5
28	Using self report surveys to measure PreK children's academic orientations: A psychometric evaluation. <i>Early Childhood Research Quarterly</i> , <b>2020</b> , 50, 55-66	3.3	5
27	Student Teaching Within Early Childhood Teacher Preparation Programs: An Examination of Key Features Across 2- and 4-Year Institutions. <i>Early Childhood Education Journal</i> , <b>2017</b> , 45, 821-830	1.3	4
26	The Role of Scheduling in Observing Teacher-Child Interactions. <i>School Psychology Review</i> , <b>2014</b> , 43, 428-449	1.6	4
25	Adolescent Mothers and Their Children's Early School Performance. <i>Early Education and Development</i> , <b>1997</b> , 8, 377-387	1.4	4
24	Coaching Teachers to Improve Students' School Readiness Skills: Indirect Effects of Teacher-Student Interaction. <i>Child Development</i> , <b>2021</b> , 92, 2509-2528	4.9	4
23	Classroom age composition and the early learning of preschoolers. <i>Journal of Educational Research</i> , <b>2019</b> , 112, 234-242	1.1	3
22	The Role of Scheduling in Observing Teacher-Child Interactions. <i>School Psychology Review</i> , <b>2014</b> , 43, 428-449	1.6	3
21	Commentary: Sheridan and Gutkin's Vision of the Future: Information Will Help Get Us There. <i>School Psychology Review</i> , <b>2000</b> , 29, 503-504	1.6	3
20	Introduction to the special section on developmental perspectives and school psychology. <i>Journal of School Psychology</i> , <b>1996</b> , 34, 221-223	4.5	3
19	Educators' Beliefs About Risk and Prevention: The Context for Changing Practice. <i>Early Education and Development</i> , <b>1989</b> , 1, 115-126	1.4	3
18	Scoring Design Decisions		3
17	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> , <b>2021</b> , 54, 60-71	3.3	3

16	Combining Classroom Observations and Value Added for the Evaluation and Professional Development of Teachers 203-233		3
15	Forecasting youth adjustment at age 15 from school readiness profiles at 54 months. <i>Applied Developmental Science</i> , <b>2019</b> , 23, 353-370	3.6	2
14	Schools, Schooling, and Developmental Psychopathology <b>2015</b> , 494-529		2
13	Consistent Environmental Stimulation from Birth to Elementary School <b>2013</b> , 1-24		2
12	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> , <b>2022</b> , 59, 287-299	3.3	2
11	Indirect effects of coaching on pre-K students' engagement and literacy skill as a function of improved teacher-student interaction.. <i>Journal of School Psychology</i> , <b>2022</b> , 91, 65-80	4.5	2
10	Banking Time: A Dyadic Intervention to Improve Teacher-Student Relationships <b>2020</b> , 239-250		2
9	Classroom Observation and Value-Added Models Give Complementary Information About Quality of Mathematics Teaching 234-277		2
8	Relations between maternal network size and maternal behaviour with five-year-olds across levels of maternal background and child ability. <i>Infant and Child Development</i> , <b>1993</b> , 2, 209-216		1
7	Teacher-student interactions: Measurement, impacts, improvement, and policy. <i>Ricerche Di Psicologia</i> , <b>2019</b> , 69-82	0.2	1
6	Does the timing of kindergarten absences matter for children's early school success?. <i>School Psychology</i> , <b>2021</b> , 36, 131-141	2	0
5	Using Logic in Special Classrooms (2). <i>Academic Therapy</i> , <b>1980</b> , 15, 299-316		
4	Optimizing Resources to Maximize Student Gains 529-582		
3	Differences between pre-k and kindergarten contexts and achievement across the kindergarten transition. <i>Journal of Applied Developmental Psychology</i> , <b>2022</b> , 80, 101396	2.5	
2	Fostering Early Motivation: The Influence of Teacher-Child Relationships and Interactions on Motivation in the Kindergarten Classroom. <i>Early Education and Development</i> , 1-18	1.4	
1	Mentalization and attachment in educational relationships at primary school. <i>Ricerche Di Psicologia</i> , <b>2022</b> , 1-23	0.2	