

Early Teacher-Child Relationships and the Trajectory of through Eighth Grade

Child Development

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Citation Report

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1	Commentary: The Centrality of the Learning Context for Students' Academic Enabler Skills. <i>School Psychology Review</i> , 2002, 31, 378-393.	1.8	58
2	Teachers' Narratives About Their Relationships With Children: Associations With Behavior in Classrooms. <i>School Psychology Review</i> , 2002, 31, 148-163.	1.8	120
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4	How schools can do better: Fostering stronger connections between teachers and students. <i>New Directions for Youth Development</i> , 2002, 2002, 91-107.	0.6	51
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18	Facilitating Student Engagement: Lessons Learned from Check & Connect Longitudinal Studies. <i>The California School Psychologist: CASP</i> , 2003, 8, 29-41.	0.2	135

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338	The relation between teachers' math talk and the acquisition of number sense within kindergarten classrooms. <i>Journal of School Psychology</i> , 2011, 49, 281-299.	1.5	48
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404	The Transition to Kindergarten: Fostering Connections for Early School Success. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2012, , 1-26.	0.3	6
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409	Changes in teacher-student relationships. <i>British Journal of Educational Psychology</i> , 2012, 82, 690-704.	1.6	97
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423	Teacher practices as predictors of children's classroom social preference. <i>Journal of School Psychology</i> , 2012, 50, 95-111.	1.5	62
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428	Understanding cortisol reactivity across the day at child care: The potential buffering role of secure attachments to caregivers. <i>Early Childhood Research Quarterly</i> , 2012, 27, 156-165.	1.6	63
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430	The Protective Role of Teacher Preference for Atâ€“Risk Children's Social Status. <i>Aggressive Behavior</i> , 2012, 38, 481-493.	1.5	16
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434	Bien Educado: Measuring the social behaviors of Mexican American children. <i>Early Childhood Research Quarterly</i> , 2012, 27, 555-567.	1.6	60
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444	Social and Emotional Learning in Schools: From Programs to Strategies and commentaries. <i>Social Policy Report</i> , 2012, 26, 1-33.	1.7	333
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446	Implementation of Interventions to Promote School Readiness. , 0, , 184-204.		0
447	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
448	Effective Teachers for Students with Emotional/Behavioral Disorders: Active Ingredients Leading to Positive Teacher and Student Outcomes. <i>Beyond Behavior</i> , 2012, 22, 7-13.	0.4	11
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451	Social Cognitive Factors, Support, and Engagement: Early Adolescentsâ€™ Math Interests as Precursors to Choice of Career. <i>Career Development Quarterly</i> , 2012, 60, 2-15.	0.8	57
452	Promoting Social and Emotional Learning in Preschool Students: A Study of Strong Start Pre-K. <i>Early Childhood Education Journal</i> , 2012, 40, 151-159.	1.6	31
453	Familyâ€“School Connectedness and Children's Early Social Development. <i>Social Development</i> , 2012, 21, 21-46.	0.8	77
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456	Teacherâ€“child relationships and social competence: A two-year longitudinal study of Chinese preschoolers. <i>Journal of Applied Developmental Psychology</i> , 2012, 33, 125-135.	0.8	57
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460	Dynamics of Teacherâ€“Student Relationships: Stability and Change Across Elementary School and the Influence on Childrenâ€™s Academic Success. <i>Child Development</i> , 2012, 83, 1180-1195.	1.7	216
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464	Studentâ€“teacher relationship quality and academic adjustment in upper elementary school: The role of student personality. <i>Journal of School Psychology</i> , 2013, 51, 517-533.	1.5	86
465	The Unique and Interactive Contributions of Peer Victimization and Teacher-Child Relationships to Childrenâ€™s School Adjustment. <i>Journal of Abnormal Child Psychology</i> , 2013, 41, 1191-1202.	3.5	29
466	Teacher reflective functioning: a preliminary study of measurement and self-reported teaching behavior. <i>Reflective Practice</i> , 2013, 14, 487-505.	0.7	13
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469	Measure for Measure: The Relationship between Measures of Instructional Practice in Middle School English Language Arts and Teachers' Value-Added Scores. <i>American Journal of Education</i> , 2013, 119, 445-470.	0.7	154
470	Associations between child and teacher characteristics and quality of teacher-child relationships: the case of Hungary. <i>European Early Childhood Education Research Journal</i> , 2013, 21, 53-76.	1.2	15
471	Temperament in the school context: a historical review. <i>European Journal of Psychology of Education</i> , 2013, 28, 923-944.	1.3	7
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473	Effortful Control, Behavior Problems, and Peer Relations: What Predicts Academic Adjustment in Kindergartners from Low-Income Families?. <i>Early Education and Development</i> , 2013, 24, 813-828.	1.6	31
474	The Role of Reading Disability Risk and Environmental Protective Factors in Students' Reading Fluency in Grade 4. <i>Reading Research Quarterly</i> , 2013, 48, 349-368.	1.8	28
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478	Teacher Outreach Efforts and Reading Achievement in Kindergarten. <i>Journal of Research in Childhood Education</i> , 2013, 27, 93-110.	0.6	5
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480	School readiness in children living in non-parental care: Impacts of Head Start. <i>Journal of Applied Developmental Psychology</i> , 2013, 34, 28-37.	0.8	44
481	A Review of School Climate Research. <i>Review of Educational Research</i> , 2013, 83, 357-385.	4.3	1,235
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483	The voice of troubled youth: Children's and adolescents' ideas on helpful elements of care. <i>Children and Youth Services Review</i> , 2013, 35, 1297-1304.	1.0	11
484	Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction?. <i>Journal of School Psychology</i> , 2013, 51, 557-569.	1.5	46
485	Teacher-child relationships and academic achievement: A multilevel propensity score model approach. <i>Journal of School Psychology</i> , 2013, 51, 611-624.	1.5	114

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487	Temperament in early childhood and peer interactions in third grade: The role of teacher-child relationships in early elementary grades. <i>Journal of School Psychology</i> , 2013, 51, 701-716.	1.5	63
488	Development of student-teacher relationships in rural early elementary classrooms. <i>Early Childhood Research Quarterly</i> , 2013, 28, 520-528.	1.6	23
489	Motivational pathways to STEM career choices: Using expectancy-value perspective to understand individual and gender differences in STEM fields. <i>Developmental Review</i> , 2013, 33, 304-340.	2.6	494
490	Development and validation of the Relationship and Motivation (REMO) scale to assess students' perceptions of peers and teachers as motivators in adolescence. <i>Learning and Individual Differences</i> , 2013, 24, 182-189.	1.5	35
491	Teacher-child relationship, child withdrawal and aggression in the development of peer victimization. <i>Journal of Applied Developmental Psychology</i> , 2013, 34, 319-327.	0.8	29
492	Can classroom emotional support enhance prosocial development among children with depressed caregivers?. <i>Early Childhood Research Quarterly</i> , 2013, 28, 282-290.	1.6	30
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494	Minimal Groups Increase Young Children's Motivation and Learning on Group-Relevant Tasks. <i>Child Development</i> , 2013, 84, 737-751.	1.7	36
495	Preschool teacher attachment, school readiness and risk of learning difficulties. <i>Early Childhood Research Quarterly</i> , 2013, 28, 123-133.	1.6	53
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1018	Negotiating calendar time: â€œBest practicesâ€™ and teacher sense-making in a public pre-Kindergarten classroom. <i>Journal of Early Childhood Teacher Education</i> , 2018, 39, 150-168.	0.9	5
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1048	Children's Temperament and the Transition to Kindergarten: A Question of "Fit", 2018, , 225-245.		1
1049	Transition Practices and Children's Development During Kindergarten: The Role of Close Teacher-Child Relationships. , 2018, , 265-281.		4
1050	Testing moderator hypotheses in meta-analytic structural equation modeling using subgroup analysis. <i>Behavior Research Methods</i> , 2018, 50, 1359-1373.	2.3	38
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1053	Should I report? The role of general and sexual orientation-specific bullying policies and teacher behavior on adolescents'™ reporting of victimization experiences. <i>Journal of School Violence</i> , 2019, 18, 107-120.	1.1	20
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1059	Towards an Understanding of STEM Engagement: a Review of the Literature on Motivation and Academic Emotions. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 2019, 19, 304-320.	0.6	39
1060	Romantic partner satisfaction among low-income mothers: Links to child-peer and teacher relationships via mother-child conflict. <i>Social Development</i> , 2019, 28, 674-688.	0.8	4
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1078	Parenting Behaviors as Predictive of Early Student'™Teacher Relationships in ASD. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 3582-3591.	1.7	6
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1082	Essential components of school-based intervention for students with emotional and behavioral disorders: An integration of research and practice. <i>Preventing School Failure</i> , 2019, 63, 369-381.	0.4	5
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1085	Longitudinal associations of first-grade teaching with reading in early primary school. <i>Journal of Applied Developmental Psychology</i> , 2019, 63, 23-32.	0.8	6
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1092	Early growth trajectories of children's approaches to learning: The contribution of parent and family characteristics. <i>Psychology in the Schools</i> , 2019, 56, 1053-1072.	1.1	14
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1095	Teacher Caring as a Protective Factor: The Effects of Behavioral/Emotional Risk and Teacher Caring on Office Disciplinary Referrals in Middle School. <i>School Mental Health</i> , 2019, 11, 754-765.	1.1	11
1096	Teachers' relatedness with students as a predictor of students' intrinsic motivation, self-concept, and reading achievement. <i>Early Childhood Research Quarterly</i> , 2019, 48, 215-225.	1.6	30
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1099	Preschoolers' school readiness profiles and the teacher-child relationship: A latent transition approach. <i>Journal of Applied Developmental Psychology</i> , 2019, 62, 185-198.	0.8	18
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1104	The Synergy of Teacher-Child Dependency and Temperament for Children's Early Language Skills. <i>Early Education and Development</i> , 2019, 30, 639-654.	1.6	6
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1106	Teacher sensitivity in interaction with individual students: the role of teachers' daily negative emotions. <i>European Journal of Special Needs Education</i> , 2019, 34, 514-529.	1.5	13
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1129	Preschool Student-Teacher Relationships and Teaching Stress. <i>Early Childhood Education Journal</i> , 2019, 47, 217-225.	1.6	12
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1135	Student-Teacher Ethno-Racial Matching and Reading Ability Group Placement in Early Grades. <i>Education and Urban Society</i> , 2019, 51, 395-422.	0.8	6
1136	Effect of Preservice Classroom Management Training on Attitudes and Skills for Teaching Children With Emotional and Behavioral Problems: A Randomized Control Trial. <i>Teacher Education and Special Education</i> , 2019, 42, 49-66.	1.6	4
1137	Teachers' Daily Negative Emotions in Interactions With Individual Students in Special Education. <i>Journal of Emotional and Behavioral Disorders</i> , 2019, 27, 37-51.	1.1	21
1138	Relationships Among Teachers' Positive Discipline, Students' Well-being and Teachers' Effective Teaching: A Study of Special Education Teachers and Adolescent Students With Learning Disabilities in Taiwan. <i>International Journal of Disability Development and Education</i> , 2019, 66, 82-98.	0.6	10
1139	The "Magic" Positive-to-Negative Interaction Ratio: Benefits, Applications, Cautions, and Recommendations. <i>Journal of Emotional and Behavioral Disorders</i> , 2019, 27, 154-164.	1.1	17
1140	Pre-service educators' dispositions toward inclusive practices for students with emotional and behavioural difficulties. <i>International Journal of Inclusive Education</i> , 2019, 23, 1332-1347.	1.5	11
1141	When I was at school - differences in stories about school told by parents of home-schooled and regular-schooled children. <i>Educational Studies</i> , 2019, 45, 357-371.	1.4	3
1142	Exposure to violence, teacher support, and school delay amongst adolescents in South Africa. <i>British Journal of Educational Psychology</i> , 2019, 89, 1-21.	1.6	16
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