

Measures of Classroom Quality in Prekindergarten and Academic, Language, and Social Skills

Child Development

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Citation Report

#	ARTICLE	IF	CITATIONS
2	Kindergarten Classroom Quality, Behavioral Engagement, and Reading Achievement. <i>School Psychology Review</i> , 2009, 38, 102-120.	1.8	149
3	Mental Illness and the Criminal Justice System. , 2009, , 478-498.		11
4	The Measurement of Mental Disorder. , 0, , 20-45.		4
5	Work and Unemployment as Stressors. , 2009, , 213-225.		9
6	Marital Status and Mental Health. , 2009, , 306-320.		11
7	Integrating Service Delivery Systems for Persons with a Severe Mental Illness. , 0, , 510-528.		1
9	Centre-Based Child Care Quality in Urban Australia. <i>Australasian Journal of Early Childhood</i> , 2009, 34, 19-28.	0.8	7
10	Psychological Approaches to Mental Illness. , 0, , 89-105.		8
11	Mental Health and Terrorism. , 0, , 384-406.		13
12	Well-Being across the Life Course. , 2009, , 361-383.		8
13	African American Women and Mental Well-Being: The Triangulation of Race, Gender, and Socioeconomic Status. , 2009, , 291-305.		4
14	Explicit print referencing enhances early literacy in preschoolers. <i>Evidence-Based Communication Assessment and Intervention</i> , 2009, 3, 145-150.	0.6	2
15	Promoting Classroom Learning for Head Start Children: The Importance of Identifying Early Behavior Problems and Fostering Adaptive Learning Behaviors. <i>NHS A Dialog: A Research-to-practice Journal for the Early Intervention Field</i> , 2009, 12, 45-50.	0.3	1
16	Accounting for quality in Australian childcare: a dilemma for policymakers. <i>Journal of Education Policy</i> , 2009, 24, 717-732.	2.1	37
17	Preschool Promises. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2009, 10, i-v.	6.7	7
18	Accelerating Preschoolers' Early Literacy Development Through Classroom-Based Teacherâ€œChild Storybook Reading and Explicit Print Referencing. <i>Language, Speech, and Hearing Services in Schools</i> , 2009, 40, 67-85.	0.7	225
19	Teacherâ€œchild interactions and childrenâ€™s achievement trajectories across kindergarten and first grade.. <i>Journal of Educational Psychology</i> , 2009, 101, 912-925.	2.1	218
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22	Attachment in the Classroom. <i>Educational Psychology Review</i> , 2009, 21, 141-170.	5.1	339
23	Teacher Characteristics Associated With Responsiveness and Exposure to Consultation and Online Professional Development Resources. <i>Early Education and Development</i> , 2009, 20, 431-455.	1.6	72
24	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.	1.6	191
25	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.	1.6	157
26	Teacher-child relationship quality: The roles of child temperament and teacher-child interactions. <i>Early Childhood Research Quarterly</i> , 2009, 24, 107-120.	1.6	278
27	Keeping their attention: Classroom practices associated with behavioral engagement in first grade mathematics classes in China and the United States. <i>Early Childhood Research Quarterly</i> , 2009, 24, 198-211.	1.6	64
28	Using coaching to increase preschool teachers' use of emergent literacy teaching strategies. <i>Early Childhood Research Quarterly</i> , 2009, 24, 229-247.	1.6	64
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30	How Teachers Respond to Children's Inquiry. <i>American Educational Research Journal</i> , 2009, 46, 183-202.	1.6	24
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35	An Overview of Sociological Perspectives on the Definitions, Causes, and Responses to Mental Health and Illness. , 0, , 6-19.		6
36	Teachers' perceptions of Kinder Training: Acceptability, integrity, and effectiveness.. <i>International Journal of Play Therapy</i> , 2009, 18, 129-146.	0.2	9
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49	Opportunity in Early Education: Improving Teacher-Child Interactions and Child Outcomes. , 2010, , 243-265.		36
50	What Does Being an Early Childhood Teacher Mean in Tomorrow's World of Children and Family Services?. <i>Australasian Journal of Early Childhood</i> , 2010, 35, 111-114.	0.8	9
51	A Longitudinal Examination of Young Children's Learning Behavior: Child-Level and Classroom-Level Predictors of Change Throughout the Preschool Year. <i>School Psychology Review</i> , 2010, 39, 29-47.	1.8	64
52	Rethinking Early Childhood Education and Care: Implications for Research and Evaluation. , 2010, , 144-150.		6
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61	Consultation for Teachers and Children's Language and Literacy Development during Pre-Kindergarten. <i>Applied Developmental Science</i> , 2010, 14, 179-196.	1.0	90
62	Implementation fidelity of MyTeachingPartner literacy and language activities: Association with preschoolers' language and literacy growth. <i>Early Childhood Research Quarterly</i> , 2010, 25, 329-347.	1.6	131
63	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.	1.6	297
64	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.	1.6	545
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71	The Challenging Pupil in the Classroom. <i>Psychological Science</i> , 2010, 21, 1802-1810.	1.8	35
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74	The Influence of Affective Teacher-Student Relationships on Students' School Engagement and Achievement. <i>Review of Educational Research</i> , 2011, 81, 493-529.	4.3	1,423
75	Measuring the effects of toys on the problem-solving, creative and social behaviours of preschool children. <i>Early Child Development and Care</i> , 2011, 181, 909-927.	0.7	38
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77	Profiles of emergent literacy skills among preschool children who are at risk for academic difficulties. <i>Early Childhood Research Quarterly</i> , 2011, 26, 1-14.	1.6	121

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79	Instructional support predicts children's task avoidance in kindergarten. <i>Early Childhood Research Quarterly</i> , 2011, 26, 376-386.	1.6	60
80	The impact of child care subsidy use on child care quality. <i>Early Childhood Research Quarterly</i> , 2011, 26, 320-331.	1.6	60
81	Does intensity matter? Preschoolers'™ print knowledge development within a classroom-based intervention. <i>Early Childhood Research Quarterly</i> , 2011, 26, 255-267.	1.6	105
82	Exploring factors related to preschool teachers'™ self-efficacy. <i>Teaching and Teacher Education</i> , 2011, 27, 961-968.	1.6	123
83	Emotional experience, expression, and regulation of high-quality Japanese elementary school teachers. <i>Teaching and Teacher Education</i> , 2011, 27, 1039-1048.	1.6	78
84	Effects of a Teacher Professional Development Intervention on Peer Relationships in Secondary Classrooms. <i>School Psychology Review</i> , 2011, 40, 367-385.	1.8	59
85	Bridging Mental Health and Education in Urban Elementary Schools: Participatory Research to Inform Intervention Development. <i>School Psychology Review</i> , 2011, 40, 486-508.	1.8	34
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92	Teacher Activity Orienting Predicts Preschoolers' Academic and Self-Regulatory Skills. <i>Early Education and Development</i> , 2011, 22, 620-648.	1.6	16
93	The role of classroom quality in ameliorating the academic and social risks associated with difficult temperament.. <i>School Psychology Quarterly</i> , 2011, 26, 175-188.	2.4	60
94	Seeing Eye to Eye: Predicting Teacher-Student Agreement on Classroom Social Networks. <i>Social Development</i> , 2011, 20, 376-393.	0.8	50
95	Oral health activities of Early Head Start teachers directed toward children and parents. <i>Journal of Public Health Dentistry</i> , 2011, 71, 161-169.	0.5	14

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97	Effects of early child-care on cognition, language, and task-related behaviours at 18 months: An English study. <i>British Journal of Developmental Psychology</i> , 2011, 29, 18-45.	0.9	72
98	Childrenâ€™s Attendance Rates and Quality of Teacher-Child Interactions in At-Risk Preschool Classrooms: Contribution to Childrenâ€™s Expressive Language Growth. <i>Child and Youth Care Forum</i> , 2011, 40, 457-477.	0.9	28
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105	Longitudinal Effects of Teacher and Student Perceptions of Teacher-Student Relationship Qualities on Academic Adjustment. <i>Elementary School Journal</i> , 2011, 112, 38-60.	0.9	213
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116	Assessing Quality of Early Care and Education: Lessons Learned from San Francisco's Gateway to Quality. <i>International Journal of Child Care and Education Policy</i> , 2012, 6, 55-70.	0.8	2
117	Observations of Children's Interactions with Teachers, Peers, and Tasks across Preschool Classroom Activity Settings. <i>Early Education and Development</i> , 2012, 23, 517-538.	1.6	114
118	A study of early childhood education programmes in Delhi, India. <i>International Journal of Early Years Education</i> , 2012, 20, 159-174.	0.4	7
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123	Prekindergarten in Public Schools: An Examination of Elementary School Principals' Perceptions, Needs, and Confidence Levels in North Carolina. <i>Leadership and Policy in Schools</i> , 2012, 11, 216-233.	0.9	6
124	A Multi-Instrument Examination of Preschool Classroom Quality and the Relationship Between Program, Classroom, and Teacher Characteristics. <i>Early Education and Development</i> , 2012, 23, 678-696.	1.6	23
125	The Unique and Combined Effects of Homelessness and School Mobility on the Educational Outcomes of Young Children. <i>Educational Researcher</i> , 2012, 41, 393-402.	3.3	88
126	Preschool classroom behavioral context and school readiness outcomes for low-income children: A multilevel examination of child- and classroom-level influences.. <i>Journal of Educational Psychology</i> , 2012, 104, 421-438.	2.1	43
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134	Social-Emotional Development, School Readiness, Teacherâ€ˆChild Interactions, and Classroom Environment. <i>Early Education and Development</i> , 2012, 23, 919-944.	1.6	24
136	Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools.. <i>Journal of Consulting and Clinical Psychology</i> , 2012, 80, 597-610.	1.6	93
137	Teacherâ€ˆchild relationships, behavior regulation, and language gain among at-risk preschoolers. <i>Journal of School Psychology</i> , 2012, 50, 681-699.	1.5	74
138	The role of parenting styles and teacher interactional styles in children's reading and spelling development. <i>Journal of School Psychology</i> , 2012, 50, 799-823.	1.5	47
139	Effective classrooms.. , 2012, , 443-469.		12
140	Assistant Teachers in Head Start Classrooms: Comparing to and Working With Lead Teachers. <i>Early Education and Development</i> , 2012, 23, 640-653.	1.6	17
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145	Teacher practices as predictors of children's classroom social preference. <i>Journal of School Psychology</i> , 2012, 50, 95-111.	1.5	62
146	Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs. <i>Journal of School Psychology</i> , 2012, 50, 379-401.	1.5	127
147	Does context matter? Explicit print instruction during reading varies in its influence by child and classroom factors. <i>Early Childhood Research Quarterly</i> , 2012, 27, 77-89.	1.6	27
148	A multilevel model of child- and classroom-level psychosocial factors that support language and literacy resilience of children in Head Start. <i>Early Childhood Research Quarterly</i> , 2012, 27, 104-114.	1.6	25
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150	Variation in children's classroom engagement throughout a day in preschool: Relations to classroom and child factors. <i>Early Childhood Research Quarterly</i> , 2012, 27, 210-220.	1.6	138
151	Activity settings and daily routines in preschool classrooms: Diverse experiences in early learning settings for low-income children. <i>Early Childhood Research Quarterly</i> , 2012, 27, 198-209.	1.6	117

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152	Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners. <i>Early Childhood Research Quarterly</i> , 2012, 27, 188-197.	1.6	67
153	A Course on Effective Teacher-Child Interactions. <i>American Educational Research Journal</i> , 2012, 49, 88-123.	1.6	329
154	Dialogical patterns of interaction in pre-school classrooms. <i>International Journal of Educational Research</i> , 2012, 53, 138-149.	1.2	35
155	Predicting acceptance of diversity in pre-kindergarten classrooms. <i>Early Childhood Research Quarterly</i> , 2012, 27, 503-511.	1.6	27
156	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> , 2012, 27, 529-542.	1.6	45
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159	Head Start program quality: Examination of classroom quality and parent involvement in predicting children's vocabulary, literacy, and mathematics achievement trajectories. <i>Early Childhood Research Quarterly</i> , 2012, 27, 640-653.	1.6	31
160	Bien Educado: Measuring the social behaviors of Mexican American children. <i>Early Childhood Research Quarterly</i> , 2012, 27, 555-567.	1.6	60
161	National Profiles of classroom quality and family involvement: A multilevel examination of proximal influences on Head Start children's school readiness. <i>Early Childhood Research Quarterly</i> , 2012, 27, 627-639.	1.6	46
162	A comparison of preschool teachers' talk during storybook and information book read-alouds. <i>Early Childhood Research Quarterly</i> , 2012, 27, 426-440.	1.6	66
163	Classroom emotional climate, student engagement, and academic achievement.. <i>Journal of Educational Psychology</i> , 2012, 104, 700-712.	2.1	694
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166	Preschoolers' Mathematics Skills and Behavior: Analysis of a National Sample. <i>School Psychology Review</i> , 2012, 41, 371-386.	1.8	10
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172	Improved classroom quality and child behavior in an Arkansas early childhood mental health consultation pilot project. <i>Infant Mental Health Journal</i> , 2012, 33, 256-264.	0.7	25
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317	Is the prediction of adolescent outcomes from early child care moderated by later maternal sensitivity? Results from the nichd study of early child care and youth development.. <i>Developmental Psychology</i> , 2014, 50, 542-553.	1.2	33
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1217	The Relation between Korean Children's Autonomy and Motor Development Mediated by Teacher-Child Relationships: A Focus on Gender Difference. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 13527.	1.2	0
1218	Process Quality in Toddler Classrooms in Four European Countries. <i>Early Education and Development</i> , 2023, 34, 1565-1589.	1.6	4
1219	Caregiver/child ratio and group size in Scandinavian Early Childhood Education and Care (ECEC): a systematic review of qualitative research. <i>Nordic Psychology</i> , 0, , 1-32.	0.4	0
1220	Associations between teachers' skill in identifying effective interactions and children's gains in language, literacy, and early learning behaviors. <i>Early Childhood Research Quarterly</i> , 2023, 62, 324-334.	1.6	1
1222	Examining interactions between educators and across children: Evaluating the validity of the responsive interactions for Learning - Educator-Child Dyad version. <i>Early Childhood Research Quarterly</i> , 2023, 62, 405-416.	1.6	0
1223	Early Childhood Education: Health, Equity, and Economics. <i>Annual Review of Public Health</i> , 2023, 44, 75-92.	7.6	6
1224	How Does Teachers' Psychological Capital Influence Workplace Well-Being? A Moderated Mediation Model of Ego-Resiliency and Work-Meaning Cognition. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 14730.	1.2	2
1225	Are Observed Classroom Practices Related to Student Language/Literacy Achievement?. <i>Review of Educational Research</i> , 0, , 003465432211306.	4.3	1
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1227	Associations between preschool quality and children's social-emotional development until 2nd grade of elementary school. <i>Early Childhood Research Quarterly</i> , 2023, 63, 133-144.	1.6	4
1228	Center-based early care and education programs and quality indicators: A latent class analysis. <i>Early Childhood Research Quarterly</i> , 2023, 63, 59-72.	1.6	0
1229	Adding family math to the equation: Promoting Head Start preschoolers' mathematics learning at home and school. <i>Early Childhood Research Quarterly</i> , 2023, 63, 43-58.	1.6	4
1230	Understanding academic readiness for kindergarten: The interactive role of emotion knowledge and teacher-child closeness. <i>Journal of Experimental Child Psychology</i> , 2023, 227, 105585.	0.7	0
1231	Aligning Preschool and Kindergarten Classroom Learning Experiences. , 2022, , 486-509.		0
1232	The effects of a large-scale school readiness intervention on Danish preschool children's emergent mathematics skills. <i>Scandinavian Journal of Educational Research</i> , 2024, 68, 488-503.	1.0	1
1233	The cross-cultural suitability analysis of the Educator Cognitive Sensitivity scale: Empirical exploration from early childhood teachers. <i>Frontiers in Education</i> , 0, 7, .	1.2	0
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1235	Assessing Global and Math-Specific Teacher-Child Interaction Quality in Early Childcare Settings: A Systematic Literature Review of Instruments Used in Research. <i>European Early Childhood Education Research Journal</i> , 0, , 1-20.	1.2	0
1236	How are schools implementing a universal social-emotional learning program? Macro- and school-level factors associated with implementation approach. <i>Frontiers in Education</i> , 0, 7, .	1.2	0
1237	Profiles of Quality in Three Distinct Early Childhood Programs Using the Brief Early Childhood Quality Inventory (BEQI). <i>International Journal of Early Childhood</i> , 0, , .	0.6	0
1238	A preliminary investigation of the role of classroom contextual effects on teaching efficacy and classroom quality. <i>Preventing School Failure</i> , 2024, 68, 103-112.	0.4	0
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1246	Benefits of pre-kindergarten for children in Baltimore, MD. <i>Early Childhood Research Quarterly</i> , 2023, 64, 1-12.	1.6	0
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1250	Interpersonal Curiosity and its Association With Social and Emotional Skills and Well-Being During Adolescence. <i>Journal of Adolescent Research</i> , 0, , 074355842311625.	1.3	1
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1283	Teacher-Student Interactions: Theory, Measurement, and Evidence for Universal Properties That Support Studentsâ€™ Learning Across Countries and Cultures. , 2023, , 399-422.		1
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1300	Community Approaches to Funding and Supports for High-quality Early Care Experiences: A United States Example. , 0, , .		0

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1309	Theory and Application of an Emergent Curriculum. Springer International Handbooks of Education, 2023, , 1-13.	0.1	0
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