

Margaret Burchinal

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4122649/publications.pdf>

Version: 2024-02-01

126
papers

20,271
citations

10389
72
h-index

15732
125
g-index

128
all docs

128
docs citations

128
times ranked

7541
citing authors

#	ARTICLE	IF	CITATIONS
1	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> , 2023, 34, 426-448.	2.6	6
2	Examining three hypotheses for pre-kindergarten fade-out.. <i>Developmental Psychology</i> , 2022, 58, 453-469.	1.6	12
3	The promise and purpose of early care and education. <i>Child Development Perspectives</i> , 2022, 16, 134-140.	3.9	8
4	Maternal history of childhood maltreatment and children's cognitive and social development. <i>Early Child Development and Care</i> , 2021, 191, 403-414.	1.3	2
5	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.	2.7	32
6	Mark I. Appelbaum (1941-2020).. <i>American Psychologist</i> , 2021, 76, 811-811.	4.2	0
7	School-entry skills predicting school-age academic and social-emotional trajectories. <i>Early Childhood Research Quarterly</i> , 2020, 51, 67-80.	2.7	38
8	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.	2.7	12
9	The Relation Between Classroom Age Composition and Children's Language and Behavioral Outcomes: Examining Peer Effects. <i>Child Development</i> , 2020, 91, 2103-2122.	3.0	11
10	Trends in Children's Academic Skills at School Entry: 2010 to 2017. <i>Educational Researcher</i> , 2020, 49, 403-414.	5.4	11
11	The Educare intervention: Outcomes at age 3. <i>Early Childhood Research Quarterly</i> , 2020, 53, 425-440.	2.7	11
12	ECE quality indicators and child outcomes: Analyses of six large child care studies. <i>Early Childhood Research Quarterly</i> , 2019, 49, 202-217.	2.7	52
13	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.	2.7	26
14	Quality of infant child care and early infant development in Portuguese childcare centers. <i>Early Childhood Research Quarterly</i> , 2019, 48, 246-255.	2.7	10
15	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.	2.7	27
16	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.	2.7	28
17	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.	2.7	30
18	Testing the "thresholds" of preschool education quality on child outcomes in China. <i>Early Childhood Research Quarterly</i> , 2019, 47, 445-456.	2.7	29

#	ARTICLE	IF	CITATIONS
19	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.	2.7	155
20	Boosting school readiness: Should preschool teachers target skills or the whole child?. <i>Economics of Education Review</i> , 2018, 65, 107-125.	1.4	33
21	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.	1.4	5
22	Measuring Early Care and Education Quality. <i>Child Development Perspectives</i> , 2018, 12, 3-9.	3.9	202
23	Associations between continuity of care in infant-toddler classrooms and child outcomes. <i>Early Childhood Research Quarterly</i> , 2018, 42, 105-118.	2.7	27
24	Peer effects on low-income children's learning and development. <i>Journal of School Psychology</i> , 2018, 71, 1-17.	2.9	10
25	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.	2.7	15
26	Child and Parenting Outcomes After 1ÂYear of Educare. <i>Child Development</i> , 2017, 88, 1671-1688.	3.0	66
27	II. QUALITY THRESHOLDS, FEATURES, AND DOSAGE IN EARLY CARE AND EDUCATION: METHODS. Monographs of the Society for Research in Child Development, 2016, 81, 27-45.	6.8	40
28	III. TESTING FOR QUALITY THRESHOLDS AND FEATURES IN EARLY CARE AND EDUCATION. Monographs of the Society for Research in Child Development, 2016, 81, 46-63.	6.8	20
29	IV. TESTING FOR DOSAGEâ€œOUTCOME ASSOCIATIONS IN EARLY CARE AND EDUCATION. Monographs of the Society for Research in Child Development, 2016, 81, 64-74.	6.8	10
30	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.	1.6	75
31	Thresholds in the association between quality of teacherâ€œchild interactions and preschool childrenâ€™s school readiness skills. <i>Early Childhood Research Quarterly</i> , 2016, 36, 561-571.	2.7	99
32	Early childhood education quality and child outcomes in China: Evidence from Zhejiang Province. <i>Early Childhood Research Quarterly</i> , 2016, 36, 427-438.	2.7	44
33	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.	2.7	19
34	Classroom quality at pre-kindergarten and kindergarten and childrenâ€™s social skills and behavior problems. <i>Early Childhood Research Quarterly</i> , 2016, 36, 212-222.	2.7	75
35	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.	2.7	58
36	A cross-lag analysis of longitudinal associations between preschool teachersâ€™ instructional support identification skills and observed behavior. <i>Early Childhood Research Quarterly</i> , 2014, 29, 144-154.	2.7	47

#	ARTICLE	IF	CITATIONS
37	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.	2.7	34
38	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.	2.7	135
39	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, 29, 12-21.	2.7	63
40	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.	2.7	72
41	Preschool center care quality effects on academic achievement: An instrumental variables analysis.. <i>Developmental Psychology</i> , 2014, 50, 2559-2571.	1.6	76
42	Preschool Center Quality and School Readiness: Quality Effects and Variation by Demographic and Child Characteristics. <i>Child Development</i> , 2013, 84, 1171-1190.	3.0	179
43	Adult outcomes as a function of an early childhood educational program: An Abecedarian Project follow-up.. <i>Developmental Psychology</i> , 2012, 48, 1033-1043.	1.6	275
44	Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners. <i>Early Childhood Research Quarterly</i> , 2012, 27, 188-197.	2.7	67
45	A Course on Effective Teacher-Child Interactions. <i>American Educational Research Journal</i> , 2012, 49, 88-123.	2.7	329
46	Examining the Blackâ€“White Achievement Gap Among Lowâ€“Income Children Using the NICHD Study of Early Child Care and Youth Development. <i>Child Development</i> , 2011, 82, 1404-1420.	3.0	185
47	Implementation of a Course Focused on Language and Literacy Within Teacherâ€“Child Interactions: Instructor and Student Perspectives Across Three Institutions of Higher Education. <i>Journal of Early Childhood Teacher Education</i> , 2011, 32, 200-224.	1.5	14
48	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.	0.3	16
49	Effects of an early literacy professional development intervention on head start teachers and children.. <i>Journal of Educational Psychology</i> , 2010, 102, 299-312.	2.9	293
50	Instruction, teacherâ€“student relations, and math achievement trajectories in elementary school.. <i>Journal of Educational Psychology</i> , 2010, 102, 407-417.	2.9	105
51	Testing a series of causal propositions relating time in child care to childrenâ€™s externalizing behavior.. <i>Developmental Psychology</i> , 2010, 46, 1-17.	1.6	132
52	The quality of teacherâ€“student interactions: Associations with first graders' academic and behavioral outcomes. <i>Journal of School Psychology</i> , 2010, 48, 457-482.	2.9	153
53	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, 737-756.	3.0	589
54	Childrenâ€™s Classroom Engagement and School Readiness Gains in Prekindergarten. <i>Child Development</i> , 2010, 81, 1534-1549.	3.0	249

#	ARTICLE	IF	CITATIONS
55	European American and African American Mothers' Beliefs About Parenting and Disciplining Infants: A Mixed-Method Analysis. <i>Parenting</i> , 2010, 10, 79-96.	1.4	60
56	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.	2.7	297
57	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.	2.7	545
58	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.	2.6	191
59	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.	2.6	157
60	A randomized controlled trial of group cognitive-behavioral therapy vs. enhanced supportive therapy for auditory hallucinations. <i>Schizophrenia Research</i> , 2009, 109, 52-59.	2.0	101
61	The Effects of Preschool Education. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2009, 10, 49-88.	10.7	326
62	Measures of Classroom Quality in Prekindergarten and Children's Development of Academic, Language, and Social Skills. <i>Child Development</i> , 2008, 79, 732-749.	3.0	1,342
63	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, 286-292.	1.6	143
64	Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs. <i>Early Childhood Research Quarterly</i> , 2008, 23, 27-50.	2.7	719
65	Young adult outcomes of the Abecedarian and CARE early childhood educational interventions. <i>Early Childhood Research Quarterly</i> , 2008, 23, 452-466.	2.7	90
66	Cumulative Social Risk, Parenting, and Infant Development in Rural Low-Income Communities. <i>Parenting</i> , 2008, 8, 41-69.	1.4	161
67	Neighborhood Characteristics, and Child Care Type and Quality. <i>Early Education and Development</i> , 2008, 19, 702-725.	2.6	65
68	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.	1.7	359
69	Spanish-Speaking Children's Social and Language Development in Pre-Kindergarten Classrooms. <i>Early Education and Development</i> , 2007, 18, 243-269.	2.6	95
70	Maternal employment and child cognitive outcomes: The importance of analytic approach.. <i>Developmental Psychology</i> , 2007, 43, 1140-1155.	1.6	27
71	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.	2.7	285
72	Teachers' Education, Classroom Quality, and Young Children's Academic Skills: Results From Seven Studies of Preschool Programs. <i>Child Development</i> , 2007, 78, 558-580.	3.0	617

#	ARTICLE	IF	CITATIONS
73	Are There Long-Term Effects of Early Child Care?. Child Development, 2007, 78, 681-701.	3.0	679
74	Are teachers' education, major, and credentials related to classroom quality and children's academic gains in pre-kindergarten?. Early Childhood Research Quarterly, 2006, 21, 174-195.	2.7	245
75	Trajectories of aggression from toddlerhood to age 9 predict academic and social functioning through age 12. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2006, 47, 791-800.	5.2	307
76	INTRODUCTION TO THE MONOGRAPH. Monographs of the Society for Research in Child Development, 2006, 71, 1-8.	6.8	171
77	Children enrolled in public pre-K: The relation of family life, neighborhood quality, and socioeconomic resources to early competence.. American Journal of Orthopsychiatry, 2006, 76, 265-276.	1.5	75
78	Quality of Prekindergarten: What Families Are Looking for in Public Sponsored Programs. Early Education and Development, 2006, 17, 619-642.	2.6	31
79	Social Risk and Protective Child, Parenting, and Child Care Factors in Early Elementary School Years. Parenting, 2006, 6, 79-113.	1.4	147
80	Features of Pre-Kindergarten Programs, Classrooms, and Teachers: Do They Predict Observed Classroom Quality and Child-Teacher Interactions?. Applied Developmental Science, 2005, 9, 144-159.	1.7	602
81	What is Pre-Kindergarten? Characteristics of Public Pre-Kindergarten Programs. Applied Developmental Science, 2005, 9, 126-143.	1.7	102
82	Effects of transitions to new child care classes on infant/toddler distress and behavior. Early Childhood Research Quarterly, 2005, 20, 37-56.	2.7	49
83	Early language and the development of children's reading skills. Journal of School Psychology, 2004, 42, 315-332.	2.9	46
84	Family Income and Its Relation to Preschool Children's Adjustment for Families in the NICHD Study of Early Child Care.. Developmental Psychology, 2004, 40, 727-745.	1.6	184
85	Diversity, child care quality, and developmental outcomes. Early Childhood Research Quarterly, 2003, 18, 401-426.	2.7	145
86	Otitis Media in Early Childhood in Relation to Children's School-Age Language and Academic Skills. Pediatrics, 2002, 110, 696-706.	2.1	79
87	Caregiver Training and Classroom Quality in Child Care Centers. Applied Developmental Science, 2002, 6, 2-11.	1.7	278
88	Structural predictors of child care quality in child care homes. Early Childhood Research Quarterly, 2002, 17, 87-105.	2.7	126
89	Do regulable features of child-care homes affect children's development?. Early Childhood Research Quarterly, 2002, 17, 52-86.	2.7	182
90	An eco-behavioral approach to examining the contextual effects of early childhood classrooms. Early Childhood Research Quarterly, 2002, 17, 239-258.	2.7	79

#	ARTICLE	IF	CITATIONS
91	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.	2.9	520
92	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.	2.6	208
93	Early childhood care: relations with family characteristics and preferred care characteristics. <i>Early Childhood Research Quarterly</i> , 2001, 16, 475-497.	2.7	125
94	The development of cognitive and academic abilities: Growth curves from an early childhood educational experiment.. <i>Developmental Psychology</i> , 2001, 37, 231-242.	1.6	457
95	The Relation of Preschool Child-Care Quality to Children's Cognitive and Social Developmental Trajectories through Second Grade. <i>Child Development</i> , 2001, 72, 1534-1553.	3.0	822
96	The Home Environments of Children in the United States Part II: Relations with Behavioral Development through Age Thirteen. <i>Child Development</i> , 2001, 72, 1868-1886.	3.0	495
97	Cumulative risk and early cognitive development: A comparison of statistical risk models.. <i>Developmental Psychology</i> , 2000, 36, 793-807.	1.6	245
98	Relating Quality of Center-Based Child Care to Early Cognitive and Language Development Longitudinally. <i>Child Development</i> , 2000, 71, 339-357.	3.0	394
99	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.	1.7	204
100	Family selection and child care experiences: implications for studies of child outcomes. <i>Early Childhood Research Quarterly</i> , 2000, 15, 385-411.	2.7	41
101	Persistent Effects of Early Childhood Education on High-Risk Children and Their Mothers. <i>Applied Developmental Science</i> , 2000, 4, 2-14.	1.7	270
102	Cumulative risk and early cognitive development: A comparison of statistical risk models.. <i>Developmental Psychology</i> , 2000, 36, 793-807.	1.6	119
103	Marital Perceptions and Interactions Across the Transition to Parenthood. <i>Journal of Marriage and Family</i> , 1999, 61, 611.	2.6	243
104	Parents' Report of Vocabulary and Grammatical Development of African American Preschoolers: Child and Environmental Associations. <i>Child Development</i> , 1999, 70, 92-106.	3.0	86
105	Depression, disease severity, and sickle cell disease. <i>Journal of Behavioral Medicine</i> , 1999, 22, 115-126.	2.1	85
106	Predicting process quality from structural quality in preschool programs: a cross-country comparison. <i>Early Childhood Research Quarterly</i> , 1999, 14, 339-361.	2.7	120
107	Effects of a community initiative on the quality of child care. <i>Early Childhood Research Quarterly</i> , 1999, 14, 449-464.	2.7	13
108	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.	1.3	101

#	ARTICLE	IF	CITATIONS
109	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.	1.7	74
110	Otitis Media, the Caregiving Environment, and Language and Cognitive Outcomes at 2 Years. <i>Pediatrics</i> , 1998, 102, 346-354.	2.1	72
111	The prediction of process quality from structural features of child care. <i>Early Childhood Research Quarterly</i> , 1997, 12, 281-303.	2.7	273
112	Parents as child care consumers. <i>Early Childhood Research Quarterly</i> , 1997, 12, 35-58.	2.7	163
113	Early Intervention and Mediating Processes in Cognitive Performance of Children of Low-Income African American Families. <i>Child Development</i> , 1997, 68, 935-954.	3.0	194
114	Environmental risk factors and children's achievement from middle childhood to early adolescence.. <i>Developmental Psychology</i> , 1996, 32, 755-767.	1.6	127
115	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.	1.6	113
116	Quality of Center Child Care and Infant Cognitive and Language Development. <i>Child Development</i> , 1996, 67, 606-620.	3.0	179
117	Quality of Center Child Care and Infant Cognitive and Language Development. <i>Child Development</i> , 1996, 67, 606.	3.0	179
118	Developmental patterns of childhood peer relations as predictors of externalizing behavior problems. <i>Development and Psychopathology</i> , 1995, 7, 825-843.	2.3	130
119	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.	2.7	56
120	Otitis media, hearing sensitivity, and maternal responsiveness in relation to language during infancy. <i>Journal of Pediatrics</i> , 1995, 126, 481-489.	1.8	88
121	Family and classroom correlates of head start children's developmental outcomes. <i>Early Childhood Research Quarterly</i> , 1994, 9, 289-309.	2.7	171
122	Age of Peers and Early Childhood Development. <i>Child Development</i> , 1993, 64, 848-862.	3.0	30
123	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, 768-777.	1.8	165
124	Estimating Individual Developmental Functions: Methods and Their Assumptions. <i>Child Development</i> , 1991, 62, 23.	3.0	118
125	Otitis Media in Early Childhood and Later Language. <i>Journal of Speech, Language, and Hearing Research</i> , 1991, 34, 1158-1168.	1.6	90
126	Phonological process decline from 2 to 8 years. <i>Journal of Communication Disorders</i> , 1990, 23, 205-217.	1.5	51