

# Robert C Pianta

## List of Publications by Year in descending order

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239  
papers

34,588  
citations

4388

86  
h-index

4548

171  
g-index

293  
all docs

293  
docs citations

293  
times ranked

9640  
citing authors

#	ARTICLE	IF	CITATIONS
1	Early Teacher-Child Relationships and the Trajectory of Children's School Outcomes through Eighth Grade. <i>Child Development</i> , 2001, 72, 625-638.	3.0	2,061
2	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
3	Can Instructional and Emotional Support in the First-Grade Classroom Make a Difference for Children at Risk of School Failure?. <i>Child Development</i> , 2005, 76, 949-967.	3.0	1,167
4	Conceptualization, Measurement, and Improvement of Classroom Processes: Standardized Observation Can Leverage Capacity. <i>Educational Researcher</i> , 2009, 38, 109-119.	5.4	876
5	Teachers' judgments of problems in the transition to kindergarten. <i>Early Childhood Research Quarterly</i> , 2000, 15, 147-166.	2.7	738
6	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
7	Teacher-Child Relationships and Children's Success in the First Years of School. <i>School Psychology Review</i> , 2004, 33, 444-458.	3.0	654
8	An Ecological Perspective on the Transition to Kindergarten. <i>Journal of Applied Developmental Psychology</i> , 2000, 21, 491-511.	1.7	635
9	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
10	The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. <i>Development and Psychopathology</i> , 1995, 7, 295-312.	2.3	614
11	Features of Pre-Kindergarten Programs, Classrooms, and Teachers: Do They Predict Observed Classroom Quality and Child-Teacher Interactions?. <i>Applied Developmental Science</i> , 2005, 9, 144-159.	1.7	602
12	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
13	Recent trends in research on teacher-child relationships. <i>Attachment and Human Development</i> , 2012, 14, 213-231.	2.1	534
14	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
15	Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. <i>Early Childhood Research Quarterly</i> , 2008, 23, 431-451.	2.7	517
16	Quality of language and literacy instruction in preschool classrooms serving at-risk pupils. <i>Early Childhood Research Quarterly</i> , 2008, 23, 51-68.	2.7	486
17	Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. , 2012, , 365-386.		453
18	The Relation of Kindergarten Classroom Environment to Teacher, Family, and School Characteristics and Child Outcomes. <i>Elementary School Journal</i> , 2002, 102, 225-238.	1.4	448

#	ARTICLE	IF	CITATIONS
19	Teaching through Interactions. <i>Elementary School Journal</i> , 2013, 113, 461-487.	1.4	432
20	The Classroom Assessment Scoring System: Findings from the Prekindergarten Year. <i>Elementary School Journal</i> , 2004, 104, 409-426.	1.4	413
21	Evidence for General and Domain-Specific Elements of Teacher-Child Interactions: Associations With Preschool Children's Development. <i>Child Development</i> , 2014, 85, 1257-1274.	3.0	405
22	An Interaction-Based Approach to Enhancing Secondary School Instruction and Student Achievement. <i>Science</i> , 2011, 333, 1034-1037.	12.6	398
23	Predicting Children's Competence in the Early School Years: A Meta-Analytic Review. <i>Review of Educational Research</i> , 2000, 70, 443-484.	7.5	364
24	Mother-child relationships, teacher-child relationships, and school outcomes in preschool and kindergarten. <i>Early Childhood Research Quarterly</i> , 1997, 12, 263-280.	2.7	363
25	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
26	Classroom Effects on Children's Achievement Trajectories in Elementary School. <i>American Educational Research Journal</i> , 2008, 45, 365-397.	2.7	352
27	Teachers' perceptions of their relationships with students: Effects of child age, gender, and ethnicity of teachers and children. <i>School Psychology Quarterly</i> , 2001, 16, 125-141.	2.0	331
28	A Course on Effective Teacher-Child Interactions. <i>American Educational Research Journal</i> , 2012, 49, 88-123.	2.7	329
29	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
30	Teacher-Child Relationships from Kindergarten to Sixth Grade: Early Childhood Predictors of Teacher-Perceived Conflict and Closeness. <i>Social Development</i> , 2009, 18, 915-945.	1.3	311
31	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
32	How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. <i>Learning and Instruction</i> , 2016, 42, 95-103.	3.2	288
33	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
34	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> , 2013, 42, 76-98.	3.0	276
35	Teacher-child relationships and the process of adjusting to school. <i>New Directions for Child and Adolescent Development</i> , 1992, 1992, 61-80.	2.2	253
36	Children's Classroom Engagement and School Readiness Gains in Prekindergarten. <i>Child Development</i> , 2010, 81, 1534-1549.	3.0	249

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37	Are teachers' education, major, and credentials related to classroom quality and children's academic gains in pre-kindergarten?. <i>Early Childhood Research Quarterly</i> , 2006, 21, 174-195.	2.7	245
38	Opportunities to Learn in America's Elementary Classrooms. <i>Science</i> , 2007, 315, 1795-1796.	12.6	235
39	Teacher and Classroom Characteristics Associated With Teachers' Ratings of Prekindergartners' Relationships and Behaviors. <i>Journal of Psychoeducational Assessment</i> , 2006, 24, 367-380.	1.5	223
40	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> , 2010, 25, 1-16.	2.7	222
41	Peer Effects on Children's Language Achievement During Pre-Kindergarten. <i>Child Development</i> , 2009, 80, 686-702.	3.0	216
42	Social Relationships and School Readiness. <i>Early Education and Development</i> , 2006, 17, 151-176.	2.6	215
43	Relationships between children and teachers: Associations with classroom and home behavior. <i>Journal of Applied Developmental Psychology</i> , 1991, 12, 379-393.	1.7	209
44	The Contribution of Classroom Setting and Quality of Instruction to Children's Behavior in Kindergarten Classrooms. <i>Elementary School Journal</i> , 2005, 105, 377-394.	1.4	208
45	Predicting Children's Competence in the Early School Years: A Meta-Analytic Review. <i>Review of Educational Research</i> , 2000, 70, 443.	7.5	208
46	Family Socioeconomic Status and Consistent Environmental Stimulation in Early Childhood. <i>Child Development</i> , 2010, 81, 972-987.	3.0	207
47	Patterns of relationships between children and kindergarten teachers. <i>Journal of School Psychology</i> , 1994, 32, 15-31.	2.9	206
48	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> , 2008, 37, 600-608.	3.4	195
49	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
50	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> , 2006, 35, 11-30.	3.0	188
51	Examining the Black-White Achievement Gap Among Low-Income Children Using the NICHD Study of Early Child Care and Youth Development. <i>Child Development</i> , 2011, 82, 1404-1420.	3.0	185
52	Mothers' reactions to their child's diagnosis: Relations with security of attachment. <i>Journal of Clinical Child and Adolescent Psychology</i> , 1996, 25, 436-445.	2.1	181
53	Early behavioral attributes and teachers' sensitivity as predictors of competent behavior in the kindergarten classroom. <i>Journal of Applied Developmental Psychology</i> , 2002, 23, 451-470.	1.7	177
54	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> , 2012, 50, 215-234.	2.9	172

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55	Self-reported depression in nonfamilial caregivers: prevalence and associations with caregiver behavior in child-care settings. <i>Early Childhood Research Quarterly</i> , 2004, 19, 297-318.	2.7	162
56	Maternal intrusiveness in infancy and child maladaptation in early school years. <i>Development and Psychopathology</i> , 1993, 5, 359-370.	2.3	159
57	Banking Time in Head Start: Early Efficacy of an Intervention Designed to Promote Supportive Teacher-Child Relationships. <i>Early Education and Development</i> , 2010, 21, 38-64.	2.6	158
58	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
59	Teachers' Perceptions of Conflict with Young Students: Looking beyond Problem Behaviors. <i>Social Development</i> , 2008, 17, 115-136.	1.3	154
60	An Argument Approach to Observation Protocol Validity. <i>Educational Assessment</i> , 2012, 17, 62-87.	1.5	153
61	Can Rating Pre-K Programs Predict Children's Learning?. <i>Science</i> , 2013, 341, 845-846.	12.6	152
62	Patterns of Family-School Contact in Preschool and Kindergarten. <i>School Psychology Review</i> , 1999, 28, 426-438.	3.0	146
63	Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. <i>Early Childhood Research Quarterly</i> , 2008, 23, 124-139.	2.7	146
64	Kindergarten Teachers' Practices Related to the Transition to School: Results of a National Survey. <i>Elementary School Journal</i> , 1999, 100, 71-86.	1.4	145
65	Teacher-student interactions in fifth grade classrooms: Relations with children's peer behavior. <i>Journal of Applied Developmental Psychology</i> , 2011, 32, 257-266.	1.7	143
66	Patterns of School Readiness Forecast Achievement and Socioemotional Development at the End of Elementary School. <i>Child Development</i> , 2012, 83, 282-299.	3.0	139
67	Closing the Racial Discipline Gap in Classrooms by Changing Teacher Practice. <i>School Psychology Review</i> , 2016, 45, 171-191.	3.0	138
68	Adult-Child Relationship Processes and Early Schooling. <i>Early Education and Development</i> , 1997, 8, 11-26.	2.6	131
69	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.	2.7	131
70	The role of executive function in children's competent adjustment to middle school. <i>Child Neuropsychology</i> , 2011, 17, 255-280.	1.3	129
71	Mothers' resolution of their children's diagnosis: Organized patterns of caregiving representations. <i>Infant Mental Health Journal</i> , 1996, 17, 239-256.	1.8	128
72	How Do Classroom Conditions and Children's Risk for School Problems Contribute to Children's Behavioral Engagement in Learning?. <i>School Psychology Review</i> , 2007, 36, 413-432.	3.0	127

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73	Variation in the effectiveness of instructional interactions across preschool classroom settings and learning activities. <i>Early Childhood Research Quarterly</i> , 2013, 28, 820-830.	2.7	124
74	Teachers' Narratives About Their Relationships With Children: Associations With Behavior in Classrooms. <i>School Psychology Review</i> , 2002, 31, 148-163.	3.0	120
75	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> , 2012, 27, 21-32.	2.7	118
76	Understanding how children's engagement and teachers' interactions combine to predict school readiness. <i>Journal of Applied Developmental Psychology</i> , 2013, 34, 299-309.	1.7	109
77	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> , 2006, 44, 141-165.	2.9	105
78	Instruction, teacher-student relations, and math achievement trajectories in elementary school.. <i>Journal of Educational Psychology</i> , 2010, 102, 407-417.	2.9	105
79	Applying the Construct of Resilience in Schools: Cautions From a Developmental Systems Perspective. <i>School Psychology Review</i> , 1998, 27, 407-417.	3.0	104
80	EFFECTS OF A PROFESSIONAL DEVELOPMENT PROGRAM ON BEHAVIORAL ENGAGEMENT OF STUDENTS IN MIDDLE AND HIGH SCHOOL. <i>Psychology in the Schools</i> , 2014, 51, 143-163.	1.8	104
81	What is Pre-Kindergarten? Characteristics of Public Pre-Kindergarten Programs. <i>Applied Developmental Science</i> , 2005, 9, 126-143.	1.7	102
82	The Importance of Teacher-Student Relationships for Adolescents with High Incidence Disabilities. <i>Theory Into Practice</i> , 2007, 46, 105-112.	1.6	101
83	Empirically-Derived, Person-Oriented Patterns of School Readiness in Typically-Developing Children: Description and Prediction to First-Grade Achievement. <i>Applied Developmental Science</i> , 2005, 9, 174-187.	1.7	99
84	Thresholds in the association between quality of teacher-child interactions and preschool children's school readiness skills. <i>Early Childhood Research Quarterly</i> , 2016, 36, 561-571.	2.7	99
85	Quality in Early Education Classrooms: Definitions, Gaps, and Systems. <i>Future of Children</i> , 2016, 26, 119-137.	1.0	98
86	Parental Conceptions of School Readiness: Relation to Ethnicity, Socioeconomic Status, and Children's Skills. <i>Early Education and Development</i> , 2008, 19, 671-701.	2.6	97
87	Teacher-child racial/ethnic match within pre-kindergarten classrooms and children's early school adjustment. <i>Early Childhood Research Quarterly</i> , 2016, 37, 26-38.	2.7	97
88	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
89	Teaching Through Interactions in Secondary School Classrooms. <i>Journal of Early Adolescence</i> , 2015, 35, 651-680.	1.9	95
90	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> , 2013, 42, 76-98.	3.0	95

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91	Transition Practices: Findings from a National Survey of Kindergarten Teachers. , 2001, 28, 199-206.		94
92	Title is missing!. Journal of Child and Family Studies, 2003, 12, 335-348.	1.3	94
93	Typical Classroom Experiences in First Grade: The Role of Classroom Climate and Functional Risk in the Development of Social Competencies. Elementary School Journal, 2007, 108, 81-96.	1.4	93
94	Consultation for Teachers and Children's Language and Literacy Development during Pre-Kindergarten. Applied Developmental Science, 2010, 14, 179-196.	1.7	90
95	Observing mother and child behavior in a problem-solving situation at school entry: Relations with academic achievement. Journal of School Psychology, 1996, 34, 307-322.	2.9	89
96	Kindergarten Teachers and Classrooms: A Transition Context. Early Education and Development, 1999, 10, 25-46.	2.6	89
97	Life Stress and Parenting Outcomes in a Disadvantaged Sample: Results of the Mother-Child Interaction Project. Journal of Clinical Child and Adolescent Psychology, 1990, 19, 329-336.	2.1	85
98	A longitudinal study of mother-child interactions at school entry and social and academic outcomes in middle school. Journal of School Psychology, 2003, 41, 185-200.	2.9	85
99	Teacher-Rated Family Involvement and Children's Social and Academic Outcomes in Kindergarten. Early Education and Development, 2003, 14, 179-198.	2.6	85
100	Mother-child interaction in children with epilepsy: Relations with child competence. Journal of Epilepsy, 1990, 3, 157-163.	0.4	83
101	Early behavioral associations of achievement trajectories.. Developmental Psychology, 2010, 46, 976-983.	1.6	82
102	Continuity and Discontinuity in Maternal Sensitivity at 6, 24, and 42 Months in a High-Risk Sample. Child Development, 1989, 60, 481.	3.0	81
103	Early Childhood Professional Development: Coaching and Coursework Effects on Indicators of Children's School Readiness. Early Education and Development, 2017, 28, 956-975.	2.6	79
104	Adult attachment classification and self-reported psychiatric symptomatology as assessed by the Minnesota Multiphasic Personality Inventory-2.. Journal of Consulting and Clinical Psychology, 1996, 64, 273-281.	2.0	76
105	Does professional development reduce the influence of teacher stress on teacher-child interactions in pre-kindergarten classrooms?. Early Childhood Research Quarterly, 2018, 42, 280-290.	2.7	76
106	Stability of externalizing symptoms from kindergarten to first grade and factors related to instability. Development and Psychopathology, 1990, 2, 247-258.	2.3	75
107	The first day of school: The predictive validity of early school screening. Journal of Applied Developmental Psychology, 1997, 18, 1-22.	1.7	75
108	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



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109	The Pivotal Role of Adolescent Autonomy in Secondary School Classrooms. <i>Journal of Youth and Adolescence</i> , 2012, 41, 245-255.	3.5	75
110	Teacher Characteristics Associated With Responsiveness and Exposure to Consultation and Online Professional Development Resources. <i>Early Education and Development</i> , 2009, 20, 431-455.	2.6	72
111	Ongoing, Web-Mediated Professional Development Focused on Teacher's Child Interactions: Early Childhood Educators' Usage Rates and Self-Reported Satisfaction. <i>Early Education and Development</i> , 2009, 20, 321-345.	2.6	72
112	Promoting Young Children's Social Competence through the Preschool PATHS Curriculum and MyTeachingPartner Professional Development Resources. <i>Early Education and Development</i> , 2012, 23, 809-832.	2.6	72
113	Do teachers's years of experience make a difference in the quality of teaching?. <i>Teaching and Teacher Education</i> , 2020, 96, 103190.	3.2	69
114	The Instructional Challenge in Improving Teaching Quality: Lessons from a Classroom Observation Protocol. <i>Teachers College Record</i> , 2014, 116, 1-32.	0.9	69
115	Stability and change in early childhood classroom interactions during the first two hours of a day. <i>Early Childhood Research Quarterly</i> , 2010, 25, 373-384.	2.7	68
116	Maternal stress and children's development: prediction of school outcomes and identification of protective factors. , 1990, , 215-235.		67
117	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
118	Observing mother and child behavior in a problem-solving situation at school entry: Relations with classroom adjustment.. <i>School Psychology Quarterly</i> , 1991, 6, 1-15.	2.0	66
119	Dose's response relations between preschool teachers's exposure to components of professional development and increases in quality of their interactions with children. <i>Early Childhood Research Quarterly</i> , 2014, 29, 499-508.	2.7	65
120	Building Capacity for Positive Youth Development in Secondary School Classrooms: Changing Teachers's Interactions With Students. , 2008, , 21-39.		65
121	Early behavior problems: Pathways to mental disorders in adolescence. <i>Development and Psychopathology</i> , 1996, 8, 735-749.	2.3	63
122	Family-School Communication in Preschool and Kindergarten in the Context of a Relationship-Enhancing Intervention. <i>Early Education and Development</i> , 2005, 16, 287-316.	2.6	63
123	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> , 2001, 16, 117-132.	2.7	62
124	The Influence of Informants on Ratings of Children's Behavioral Functioning. <i>Journal of Psychoeducational Assessment</i> , 2007, 25, 222-236.	1.5	61
125	Effect of Observation Mode on Measures of Secondary Mathematics Teaching. <i>Educational and Psychological Measurement</i> , 2013, 73, 757-783.	2.4	61
126	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> , 2009, 33-46.	0.6	60



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127	Mothers' Sensitivity and Book-reading Interactions with First Graders. <i>Early Education and Development</i> , 2007, 18, 1-22.	2.6	59
128	Effects of a Teacher Professional Development Intervention on Peer Relationships in Secondary Classrooms. <i>School Psychology Review</i> , 2011, 40, 367-385.	3.0	59
129	Teacher-Child Interactions in Free Choice and Teacher-Directed Activity Settings: Prediction to School Readiness. <i>Early Education and Development</i> , 2017, 28, 1035-1051.	2.6	59
130	Profiles of Educational Quality in First Grade. <i>Elementary School Journal</i> , 2009, 109, 323-342.	1.4	58
131	Within-Day Variability in the Quality of Classroom Interactions during Third and Fifth Grade. <i>Elementary School Journal</i> , 2011, 112, 16-37.	1.4	57
132	Predicting Behavior Problems in Children with Epilepsy: Child Factors, Disease Factors, Family Stress, and Child-Mother Interaction. <i>Child Development</i> , 1994, 65, 1415-1428.	3.0	56
133	The Behavior of Child Behavior Ratings: Measurement Structure of the Child Behavior Checklist across Time, Informants, and Child Gender. <i>Behavioral Disorders</i> , 2004, 29, 372-383.	1.2	56
134	Relations Among Maternal, Child, and Demographic Factors and the Persistence of Preschool Language Impairment. <i>American Journal of Speech-Language Pathology</i> , 2004, 13, 291-303.	1.8	55
135	Fostering Supportive Teacher-Child Relationships: Intervention Implementation in a State-Funded Preschool Program. <i>Early Education and Development</i> , 2011, 22, 593-619.	2.6	54
136	Teacher-student relationships across the first seven years of education and adolescent outcomes. <i>Journal of Applied Developmental Psychology</i> , 2020, 71, 101200.	1.7	54
137	Partner Support and Maternal Stress in Families Raising Young Children with Cerebral Palsy. <i>Journal of Developmental and Physical Disabilities</i> , 2001, 13, 61-81.	1.6	53
138	A Measure of Young Children's Problem and Competence Behaviors: The Early School Behavior Scale. <i>Journal of Psychoeducational Assessment</i> , 1991, 9, 32-44.	1.5	52
139	Predicting Behavior Problems in Children with Epilepsy: Child Factors, Disease Factors, Family Stress, and Child-Mother Interaction. <i>Child Development</i> , 1994, 65, 1415.	3.0	51
140	The behavioral and emotional correlates of epilepsy in adolescence: a 7-year follow-up study. <i>Epilepsy and Behavior</i> , 2002, 3, 358-367.	1.7	51
141	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
142	Effects of Web-Mediated Teacher Professional Development on the Language and Literacy Skills of Children Enrolled in Prekindergarten Programs. <i>NHS A Dialog: A Research-to-practice Journal for the Early Intervention Field</i> , 2011, 14, 189-212.	0.3	50
143	A cross-lag analysis of longitudinal associations between preschool teachers'™ instructional support identification skills and observed behavior. <i>Early Childhood Research Quarterly</i> , 2014, 29, 144-154.	2.7	47
144	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> , 2015, 8, 475-489.	1.6	47

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145	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.	2.7	45
146	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> , 2014, 74, 400-422.	2.4	45
147	Teacher ratings of behavior among African American and Caucasian children during the first two years of school. <i>Psychology in the Schools</i> , 2001, 38, 229-238.	1.8	42
148	The Role of Relational and Instructional Classroom Supports in the Language Development of At-Risk Preschoolers. <i>Early Education and Development</i> , 2014, 25, 110-133.	2.6	42
149	Relating prekindergarten teacher beliefs and knowledge to children's language and literacy development. <i>Teaching and Teacher Education</i> , 2015, 48, 97-105.	3.2	42
150	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> , 2020, 66, 101084.	1.7	42
151	Maternal Sensitivity and Child Wariness in the Transition to Kindergarten. <i>Parenting</i> , 2002, 2, 355-377.	1.4	41
152	Teachers' Reported Transition Practices for Children Transitioning into Kindergarten and First Grade. <i>Exceptional Children</i> , 2000, 67, 7-20.	2.2	40
153	Kindergarten to 1st Grade: Classroom Characteristics and the Stability and Change of Children's Classroom Experiences. <i>Journal of Research in Childhood Education</i> , 2006, 21, 189-202.	1.0	40
154	Variation in the long-term benefits of child care: The role of classroom quality in elementary school.. <i>Developmental Psychology</i> , 2018, 54, 1854-1867.	1.6	40
155	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> , 2005, 7, 83-102.	2.1	39
156	Power of Two: The Impact of 2 Years of High Quality Teacher Child Interactions. <i>Early Education and Development</i> , 2019, 30, 60-81.	2.6	39
157	Mothers'™ Representations of Relationships with their Children: Relations with Parenting Behavior, Mother Characteristics, and Child Disability Status. <i>Social Development</i> , 2001, 10, 455-472.	1.3	38
158	Opportunity in Early Education: Improving Teacher's™ Child Interactions and Child Outcomes. , 2010, , 243-265.		36
159	Use and Evaluation of Web-based Professional Development Services Across Participant Levels of Support. <i>Early Childhood Education Journal</i> , 2007, 34, 379-386.	2.7	35
160	The Challenging Pupil in the Classroom. <i>Psychological Science</i> , 2010, 21, 1802-1810.	3.3	35
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