

A Meta-analysis of the associations among quality indicators in early childhood education and care and relations with child development and learning

Full reference list of identified studies

This document includes a full reference list of all studies included in the data extraction process for the meta-analysis “Associations among quality indicators in early childhood education and care (ECEC) and relations with child development and learning”. The meta-analysis was commissioned as part of initial desk-based research for the OECD ECEC project “Policy Review: Quality beyond Regulations in ECEC”, focusing in particular on process quality, to be conducted in 2017-2020.

This document provides auxiliary information to the report “Engaging young children: Lessons from research about quality in Early Childhood Education and Care” released on 27 March 2018, and available for download on this [link](#). The report includes an annex (Annex C) that summarizes the meta-analysis methodology and provides further context for this document.

Authors and contact information:

Antje von Suchodoletz, New York University Abu Dhabi, UAE, Email: avs5@nyu.edu

D. Susie Lee, New York University, USA

Bharathy Premachandra, New York University, USA

Hirokazu Yoshikawa, New York University, USA

Full reference list of identified studies

Key

0= Not Prescreened

1=Prescreened

1,2=Prescreened/Full Screened

1,2,3=Prescreened/Full Screened/Qualified for Coding

1,2,3,4=Prescreened/Full Screened/Qualified for Coding/Fully Coded

X= Prescreened/Qualified for full screening but full screening pending.

#	Report ID	Citation	Status
1	200000	A comparative study of childcare in Japan and the USA: Who needs to take care of our young children? (2011). <i>Early Child Development and Care</i> , 181(1), 39–54. Retrieved from https://doi.org/10.1080/03004430903227188	1
2	200001	A pedagogy of care: Moving beyond the margins of managing work and minding babies. (n.d.). (2009). <i>Australasian Journal of Early</i> , 34(3), 1–8.	1
3	200039	A.T, M., H, K. E., & Reikerås, E. (Eds.). (2015). <i>Toddlers Master Everyday Activities in Kindergarten. A Gender Perspective</i> , <i>Early Childhood Education Journal</i> . Retrieved from http://link.springer.com/article/10.1007/s10643-015-0718-1/fulltext.html	1,2
4	200002	Aasen, W., & Waters, J. (2006). The new curriculum in Wales: a new view of the child? <i>Education</i> , 3(13), 123–129.	1
5	400000	Abbott-Shim, M., Lambert, R., & McCarty, F. (2000). Structural model of Head Start classroom Quality. <i>Early Childhood Research Quarterly</i> , 15, 115-134.	1,2
6	200003	Abreu-Lima, I. M. P. (2013). Predicting child outcomes from preschool quality in Portugal. <i>European Journal of Psychology of Education</i> , 28(2), 399–420.	1,2,3,4
7	500000	Abumiya, M.I. (2011). <i>Preschool Education and Care in Japan</i> . National Institute for Educational Research. Retrieved November 10, 2014, from http://www.nier.go.jp/English/educationjapan/pdf/201109ECEC.pdf .	1
8	200004	Achituv, S. (2013). What did the teacher say today? state religious kindergarten teachers deal with complex torah stories. <i>Journal of Jewish Education</i> , 79(3), 256–296. Retrieved from http://ezproxy.library.nyu.edu	1
9	200005	Adair, J. K., & Pastori, G. (2011). Developing qualitative coding frameworks for educational research: Immigration, education and the children crossing borders project. <i>International Journal of Research & Method in Education</i> , 34(1), 31–47. Retrieved from http://ezproxy.library.nyu.edu	1
10	200006	Adair, J. K., Phillips, L., Ritchie, J., & Sachdeva, S. (2017). Civic action and play: Examples from Maori, Aboriginal Australian and Latino communities. <i>Early Child Development and</i> , 187(5–6), 798–811. Retrieved from https://doi.org/10.1080/03004430.2016.1237049	1
11	200007	Adair, J. K., Tobin, J., & Arzubiaga, A. E. (2012). The dilemma of cultural responsiveness and professionalization: Listening closer to immigrant teachers who teach children of recent immigrants. <i>Teachers College Record</i> , 114(12), 37. Retrieved from http://ezproxy.library.nyu.edu	1
12	200008	Adi-Japha, E., & Klein, P. S. (2009). Relations between parenting quality and cognitive performance of children experiencing varying amounts of childcare. <i>Child. Development</i> , 80(3), 893–906.	1
13	200010	Agirdag, O., Yazici, Z., & Sierens, S. (2015). Trends in pre-school enrolment in Turkey: unequal access and differential consequences. <i>Comparative</i> , 51(4), 537.	1
14	200011	Aguirre, V., & Orihuela, A. (2010). Assessment of the impact of an animal welfare educational course with first grade children in rural schools in the state of Morelos, Mexico. <i>Early Childhood Education Journal</i> , 38(1), 27–31.	1

#	Report ID	Citation	Status
15	200012	Ahn, J., & Shin, N. (2013). The use of child care center for infants of dual-working families in Korea. <i>Children and youth services. Review</i> , 35(9), 1510–1519.	1
16	200013	Ahnert, L. (2016). Sensitivity in teachers' interaction processes is central to the improvement of teacher–child relationships. <i>International Journal of Developmental</i> , 10(3–4), 107–109. Retrieved from https://doi.org/10.3233/DEV-16198	1
17	200014	Aikens, N. L., Coleman, C. P., & Barbarin, O. A. (2008). Ethnic differences in the effects of parental depression on preschool children's socioemotional functioning. <i>Social Development</i> , 17(1), 137–160.	1
18	200015	Akgunduz, Y. E., & Plantenga, J. (2014). Childcare in the Netherlands: Lessons in privatisation. <i>European Early Childhood Education Research Journal</i> , 22(3), 379–385.	1
19	200016	Albisetti, J. C. (2009a). Froebel crosses the alps: Introducing the kindergarten in Italy. <i>History of Education Quarterly</i> , 49(2), 159–169. Retrieved from http://ezproxy.library.nyu.edu	1
20	200017	Alcorn, N. (2013). Teacher education policy in New Zealand since 1970. <i>Waikato Journal of</i> , 18(1), 37–48.	1
21	500001	Alexander, E. (2010). A successful child: Early years practitioners' understandings of quality. <i>Early Years</i> , 30(2), 107–118. doi: 10.1080/09575146.2010.484798	1
22	500002	Alhassan S, Nwaokemele O, Ghazarian M, Roberts J, Mendoza A, Shitole S. Effects of locomotor skill program on minority preschoolers' physical activity levels. <i>Pediatr Exerc Sci</i> . 2012 Aug; 24(3):435-49.	1
23	200018	Alkon, I. (2004). The Chicken and Egg Project. <i>Early Childhood Research & Practice</i> , 6(2), 2.	1
24	200019	Alton-Lee, A., Diggins, C., Klenner, L., Vine, E., & Dalton, N. (2001). Teacher management of the learning environment during a social studies discussion in a new-entrant classroom in New Zealand. <i>The Elementary School</i> , 101(5), 549–566. Retrieved from https://doi.org/10.1086/499687	1,2
25	500003	Alvestad, M., Duncan, J., Berge, A. (2009). New Zealand ECE teachers talk about Te Whariki. <i>New Zealand Journal of Teachers' Work</i> , 6(1), 3-19.	1
26	200020	Al-Yagon, M., Aram, D., & Margalit, M. (2016a). Early childhood inclusion in Israel. <i>Infants & Young Children</i> , 29(3), 205–213. Retrieved from https://doi.org/10.1097/IYC.0000000000000063	1
27	500004	Anders, Y. & Roßbach, H.-G. (2014). Empirische Bildungsforschung zu den Auswirkungen frühkindlicher, institutioneller Bildung: Internationale und nationale Ergebnisse. [Empirical educational research regarding the effects of early childhood institutional education: International and national results]. In R. Braches-Chyrek, H. Sünker & C. Röhrner (Eds.), <i>Handbuch Frühe Kindheit</i> . Opladen/Berlin/Toronto: Budrich.	1
28	500005	Anders, Y. & Rossbach, H.-G. (in press). Preschool teachers' sensitivity to mathematics in children's play: The influence of math-related school experiences, emotional attitudes and pedagogical beliefs. <i>Journal of Research in Childhood Education</i>	1
29	500006	Anders, Y. (2013). Stichwort: Auswirkungen frühkindlicher, institutioneller Bildung und Betreuung [Keyword: Effects of early childhood institutional education and care]. <i>Zeitschrift für Erziehungswissenschaft</i> , 16(2), 237-275.	1
30	400001	Anders, Y. (2015). Literature review on pedagogy. OECD: Paris.	1
31	500007	Anders, Y., Rossbach, H.-G., Weinert, S., Ebert, S., Kuger, S., Lehl, S. et al. (2012). Home and preschool learning environments and their relations to the development of early numeracy skills. <i>Early Childhood Research Quarterly</i> , 27(2), 231-244.	1,2,3,4
32	500008	Anders, Y.; Tuffentsammer, M.; Sechtig, J.; Wieduwilt, N.; Flöter, M.; Weigel, S.; Rossbach; H.-G.; Tietze, W. (2014). The Evaluation of the German Preschool Initiative „Early Chances“: Realizations and How They Are Related to the Process Quality of the Centers. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, USA.	1,2
33	200021	Anderson, N. B. (2006). Child-care effect sizes for the NICHD study of early child care and youth development. National Institute of Child Health and Human Development Early Child Care Research Network.	1,2
34	200022	Anderson, S. E., Gooze, R. A., Lemeshow, S., & Whitaker, R. C. (2011). Quality of early maternal–child relationship and risk of adolescent obesity. <i>Pediatrics</i> .	1
35	200023	Anderson, S., Leventhal, T., & Dupéré, V. (2014). Exposure to neighborhood affluence and poverty in childhood and adolescence and academic achievement. <i>And Behavior. Applied Developmental Science</i> , 18(3), 123–138.	1

#	Report ID	Citation	Status
36	900000	Anderson, V. A., Anderson, P., Northam, E., Jacobs, R., & Catroppa, C. (2001). Development of executive functions through late childhood and adolescence in an Australian sample. <i>Developmental Neuropsychology</i> , 20(1), 385–406. https://doi.org/doi:11827095	1
37	200024	Andres, L., & Pechar, H. (2013). Participation Patterns in Higher Education: A Comparative Welfare and Production Regime Perspective. <i>European Journal of</i> , 48(2), 247–261.	1
38	200025	Andrews, B. R. (2011). The Effects of Full-day and Extended-day Kindergarten on Student Literacy Achievement. Widener University.	1
39	500009	Andrews, T. D. (2012). Effectiveness of preschool in preparing students for kindergarten: A comparison of early childhood curriculum Models (Dissertation). Walden University, Minneapolis, MN.	1
40	200026	Anghel, R., Herczog, M., & Dima, G. (n.d.). Psychosocial Intervention / Intervencion Psicosocial. Dec2013, 22(3), 239–249.	1
41	200027	Anme, T., & Segal, U. A. (2007a). Implications of Japan's center-based night care: A 1-year follow-up. <i>Early Childhood Education Journal</i> , 35(3), 293–299.	1
42	200028	Anme, T., & Segal, U. A. (2010). Child development and childcare in japan. <i>Journal of. Early Childhood Research</i> , 8(2), 193–210. Retrieved from http://ezproxy.library.nyu.edu	1
43	500010	Anning, A., Cullen, J. and Fleer, M. (Eds.) (2004). <i>Early childhood education: Society and culture</i> . London: Sage.	1
44	900001	Ansari, A., & Winsler, A. (2014). Montessori public school pre-K programs and the school readiness of low-income Black and Latino children. <i>Journal of Educational Psychology</i> , 106(4), 1066–1079. https://doi.org/doi:10.1037/a0036799	1
45	200029	Apanel, D. (2013). Integrated Education in Contemporary Poland. <i>Journal of the American Academy of Special Education Professionals</i> , 58–68.	1
46	500011	Apple, M. W. (2006). <i>Educating the “right” way: Markets, standards, God, and inequality</i> (2nd ed.). New York: Routledge.	1
47	900002	Arán-Filippetti, V., & Richaud de Minzi, M. C. (2012). Análisis de la relación entre reflexividad-impulsividad y funciones ejecutivas en niños escolarizados mediante un modelo de ecuaciones estructurales [Analysis of the relatio between reflexivity-impulsivity and executive functions in schoolchildren using a structural equations model]. <i>International Journal of Psychology and Psychological Therapy</i> , 12(3), 427–440.	1
48	200030	Arbeiter, E., & Toros, K. (2017). Participatory discourse: Engagement in the context of child protection assessment practices from the perspectives of child protection workers, parents and children. <i>Children and Youth Services Review</i> , 74, 17–27. Retrieved from https://doi.org/10.1016/j.childyouth.2017.01.020	1
49	200031	Arbour, M., Yoshikawa, H., Atwood, S., Duran, F. R., Godoy, F., Trevino, E., & Snow, C. E. (2015). Quasi-experimental study of a learning collaborative to improve public preschool quality and children's language outcomes in Chile. <i>BMJ Quality and Safety</i> , 24(11), 727.	1
50	900003	Ardila, A., Rosselli, M., Matute, E., & Guajardo, S. (2005). The influence of the parents' educational level on the development of executive functions. <i>Developmental Neuropsychology</i> , 28(1), 539–560.	1
51	200032	Are the aesthetic preferences towards snake species already formed in pre-school aged children? (2017). <i>European Journal of Developmental Psychology</i> , 14(1), 16–31. Retrieved from https://doi.org/10.1080/17405629.2016.1144507	1
52	200034	Arndt, S., & n, skarndt@waikato ac. (2015). Pedagogies of difference: Unknowing immigrant teachers as subjects forever in process. <i>Journal of Pedagogy / Pedagogický</i> , 6(2), 119–132.	1
53	200035	Arnett, A. B., MacDonald, B., & Pennington, B. F. (2013). Cognitive and behavioral indicators of ADHD symptoms prior to school age. <i>Journal of Child Psychology and Psychiatry</i> , 54(12), 1284–1294.	1
54	500012	Arnold J. & Scott D. (2011). <i>Income, Expenditure and Fees of Early Childhood Education Providers in New Zealand</i> . Ministry of Education. https://www.educationcounts.govt.nz/publications/ECE/income-expenditure-and-fees-of-ece-providers-in-new-zealand	1
55	500013	Arnold, J., & Scott, D. (2012). <i>Income, expenditure and fees of early childhood education providers in New Zealand</i> . Wellington, New Zealand: New Zealand, Ministry of Education. Retrieved November 10, 2014, from http://www.educationcounts.govt.nz/_data/assets/pdf_file/0019/111376/Income,_Expenditure_and_Fees_of_Early_Childhood_Education_Providers_in_New_Zealand-1809.pdf .	1

#	Report ID	Citation	Status
56	200036	Arpino, B., & Bordone, V. (2014). Does grandparenting pay off? The effect of child care on grandparents' cognitive functioning. <i>Journal of Marriage and Family</i> , 76(2), 337–351. Retrieved from https://doi.org/10.1111/jomf.12096	1
57	200037	Arreman, I. E., & Erixon, P. O. (2017). Professional and academic discourse—Swedish student teachers' final degree project in Early Childhood Education and Care. <i>Linguistics and Education</i> , 37, 52–62.	1
58	200038	Askill-Williams, H. (2015). Transforming the future of learning with educational research IGI Global. 701 East Chocolate Avenue Suite. Hershey. Retrieved from http://ezproxy.library.nyu.edu	1
59	200040	Attar-Schwartz, S., Benbenishty, R., & Roziner, I. (2017). Change trajectories of aggressive behavior among children in long-term residential care. <i>Child Abuse & Neglect</i> , 65, 158–170. Retrieved from https://doi.org/10.1016/j.chiabu.2017.01.020	1
60	500014	Aubrey, C. (1997). Re-assessing the role of teachers' subject knowledge in early years mathematics teaching. <i>Education 3-13</i> , 25(1). pp. 55-60. ISSN 0300-4279.	1
61	200041	Augustine, J. M., Cavanagh, S. E., & Crosnoe, R. (2009). Maternal education, early child care and the reproduction of advantage. <i>Social</i> , 88(1), 1–29.	1,2
62	200042	authorship indicated, N. (2003). What is special about early childhood education in New Zealand? <i>International Journal of Early Years</i> , 11(1), 3–6. Retrieved from https://doi.org/10.1080/09669760304717	1
63	200043	authorship indicated, N. (2010). Review of Preschool in three cultures revisited. <i>Harvard Educational Review</i> , 80(1), 137–139.	1
64	500015	Autorengruppe Bildungsberichterstattung. (2012). Bildung in Deutschland 2012. Ein indikatorengestützter Bericht mit einer Analyse zur kulturellen Bildung im Lebenslauf [Education in Germany: An indicator-based report with an analysis of cultural education during livetime] . Bielefeld: Bertelsmann. http://www.ssoar.info/ssoar/handle/document/52100	1
65	200044	Averdijk, M., Besemer, S., Eisner, M., Bijleveld, C., & Ribeaud, D. (2011). The relationship between quantity, type, and timing of external childcare and child problem behaviour in Switzerland. <i>European Journal of Developmental</i> , 8(6), 637–660. Retrieved from https://doi.org/10.1080/17405629.2011.571846	1
66	200045	Bacha, J. M., Appugliese, D., Coleman, S., Kaciroti, N., Bradley, R. H., Corwyn, R. F., & Lumeng, J. C. (2010). Maternal perception of neighborhood safety as a predictor of child weight status: The moderating effect of gender and assessment of potential mediators. <i>Pediatric Obesity</i> , 5(1), 72–79.	1
67	200046	Bachman, H. J., Votruba-Drzal, E., El Nokali, N. E., & Castle Heatly, M. (2015a). Opportunities for learning math in elementary school: Implications for SES disparities in procedural. And Conceptual Math Skills. <i>American Educational Research Journal</i> , 52(5), 894–923.	1,2
68	900004	Backhoff, E. E., Andrade, M. E., Sánchez, M. A., & Peon, Z. M. (2008). El aprendizaje en tercero de preescolar en México. <i>Lenguaje y comunicación. Pensamiento matemático</i> [Learning in the third preschool year in Mexico. Language and communication. Mathematical thinking]. México, D: F.: INEE. Instituto Nacional para la Evaluación de la Educación.	1
69	200047	Bakel, van, Marit, E., Ingolfur, A., Catherine, C., Sarah, M., I., S., & Pildava. (2014). <i>Developmental Medicine & Child Neurology</i> , 56(4), 361–369.	1
70	200048	Baker, S. (2017). The Influence of Social Circumstances on “Risky” Patterns of Alcohol Consumption Among Mothers With Preschool-Aged Children in England. <i>Substance Use & Misuse</i> , 52(5), 624–631.	1
71	200049	Balduzzi, L., & Lazzari, A. (2015). Mentoring practices in workplace-based professional preparation: A critical analysis of policy developments in the italian context. <i>Early Years: An. International Journal of Research and Development</i> , 35(2), 124–138. Retrieved from http://ezproxy.library.nyu.edu	1
72	500016	Ball, D. L. (2000). Bridging practices: Intertwining content and pedagogy in teaching and learning to teach. <i>Journal of Teacher Education</i> , 51(3), pp. 241–247.	1
73	900005	Barata, M. C. (2011). Executive function skills in Chilean preschool children (Unpublished doctoral dissertation). Cambridge, MA: Graduate School of Education, Harvard University.	1
74	200050	Barbarin, O. A., Downer, J., Odom, E., & Head, D. (2010). Home–school differences in beliefs, support, and control during public pre-kindergarten and their link to children's kindergarten readiness. <i>Early Childhood Research Quarterly</i> , 25(3), 358–372.	1,2

#	Report ID	Citation	Status
75	200051	Barber, H., Cohrsen, C., & Church, A. (2014). Meeting the Australian National Quality Standards: a case study of the professional learning needs of early childhood educators. <i>Australasian Journal of Early Childhood</i> , 39(4), 21–27.	1
76	200052	Barbieri, G. L., Bennati, S., Capretto, S., Ghinelli, B., & Vecchi, C. (2016). Imagination in narrative medicine: A case study in a children's hospital in Italy. <i>Journal of Child Health Care</i> , 20(4), 419–427. Retrieved from https://doi.org/10.1177/1367493515625134	1
77	200053	Barbour, A., Boyer, W., Hardin, B., & Wortham, S. (2004). From Principle to Practice: Using the Global Guidelines to Assess Quality Education and Care. <i>Childhood</i> , 80(6), 327.	1
78	200054	Bar-Haim, S. (2013). Review of Freud in Zion. <i>Psychodynamic Practice: Individuals, Groups and Organisations</i> , 19(3), 331–336. Retrieved from https://doi.org/10.1080/14753634.2013.807987	1
79	201082	Barnes, H. (2012). The introduction of the national quality framework: A significant milestone in our history. <i>Every Child</i> , 18(1), 4.	1
80	200055	Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K., & Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. <i>Early Childhood Research Quarterly</i> , 22(3), 277–293.	1,2
81	200056	Baroody, A. E., & Diamond, K. E. (2013). Measures of preschool children's interest and engagement in literacy activities: Examining gender differences and construct dimensions. <i>Early Childhood Research Quarterly</i> , 28(2), 291–301.	1
82	400003	Barros, S et al. (2016). Infant child care in Portugal: Associations with structural characteristics, <i>Early Childhood Research Quarterly</i> , 37, 118-130.	1,2
83	400002	Barros, S. & Aguiar, C. (2010). Assessing the quality of Portuguese child care programs for toddlers, <i>Early Childhood Research Quarterly</i> , 25, 527–535	1,2
84	400004	Barros, S. & Leal, T. (2011). Dimensões da qualidade das salas de creche do distrito do Porto [Quality dimensions of day care classrooms in the district of Porto], <i>Revista Galego-Portuguesa de Psicoloxía e Educación</i> , Vol. 9/2, 117–132.	1
85	200057	Bateman, A. (2013). Responding to children's answers: Questions embedded in the social context of early childhood education. <i>Early Years: An International Journal of Research and</i> , 33(3), 275–288. Retrieved from https://doi.org/10.1080/09575146.2013.800844	1,2
86	200058	Baxter, J. (2011). Flexible Work Hours and Other Job Factors in Parental Time with Children. <i>Social Indicators Research</i> , 101(2).	1
87	200059	Baxter, J. A. (2012). Fathering across families: How father involvement varies for children when their father has children living elsewhere. <i>Journal of Family</i> , 18(2–3), 187–201.	1
88	500017	Bayerisches Staatsministerium für Arbeit und Sozialordnung, Familie und Frauen & Staatsinstitut für Frühpädagogik (2012). <i>Der Bayerische Bildungs- und Erziehungsplan für Kinder in Tageseinrichtungen bis zur Einschulung</i> [The Bavarian educational curriculum for children in day care centres until school enrolment] (5th ed.). Berlin: Cornelsen. http://www.ifp.bayern.de/imperia/md/content/stmas/ifp/bildungsplan.pdf	1
89	200060	Becker, B. (2011). Social disparities in children's vocabulary in early childhood. Does pre-school education help to close the gap? <i>The British Journal of Sociology</i> , 62(1), 69–88.	1
90	900006	Behrman, J., D., B., & Urzúa, S. (2010). Encuesta longitudinal de la primera infancia: Aspectos metodológicos y primeros resultados. [Longitudinal early childhood survey. Methodological aspects and first results]. Retrieved from http://www.crececontigo.gob.cl/wp-content/uploads/2013/07/INforme-ELPI-2010.pdf	1
91	200061	Bekman, S., & Koçak, A. A. (2013a). Mothers' experiences with a mother-child education programme in five countries. <i>International Journal of Early Years</i> , 21(2–3), 223–243. Retrieved from https://doi.org/10.1080/09669760.2013.832942	1
92	500018	Belfield, C. R., Nores, M., Barnett, S., & Schweinhart, L. (2006). The High/Scope Perry Preschool Program: Cost-benefit analysis using data from the age-40 follow-up. <i>The Journal of Human Resources</i> , 41(1), 162–190.	1
93	200065	Belsky, J., & Pluess, M. (2013a). Genetic moderation of early child-care effects on social functioning across childhood: A developmental analysis. <i>Child Development</i> , 84(4), 1209–1225.	1
94	200063	Belsky, J., Booth-LaForce, C. L., Bradley, R., Brownell, C. A., Burchinal, M., Campbell, S. B., & Jaeger, E. (2005). A day in third grade: A large-scale study of classroom quality and teacher and student behavior. <i>Elementary School Journal</i> , 105(3), 305–323.	1,2
95	200064	Belsky, J., Jaffee, S. R., Sligo, J., Woodward, L., & Silva, P. A. (2005). Intergenerational Transmission of Warm-Sensitive-Stimulating Parenting: A Prospective Study of Mothers and Fathers of 3-Year-Olds. <i>Child</i> , 76(2), 384–396.	1

#	Report ID	Citation	Status
96	500019	Bennett, A. (2005). <i>Culture and everyday life</i> . London, England: Sage publication.	1
97	500020	Bennett, J., & Tayler, C. P. (2006). <i>Starting strong II: Early childhood education and care</i> . Paris: OECD.	1
98	200066	Bergem, O. K., Goodchild, S., Henriksen, E. K., Kolstø, S. D., Nortvedt, G. A., & Reikerås, E. (2014). REALFAG Relevante – engasjerende- attraktive- lærerike. Rapport fra ekspertgruppen for realfagene. Kunnskapsdepartementet, Oslo.	1
99	201083	Berris, R., & Miller, E. (2011). How design of the physical environment impacts on early learning: Educators' and parents' perspectives. <i>Australasian Journal Of Early Childhood</i> , 36(4), 102-110.	1,2
100	200067	Berrouschot, S. (2008). Einige Überlegungen zum Artikel von Agathe Israel: "Frühe Kindheit in der DDR." [Thoughts on Agathe Israel's article "Early childhood in East Germany."]. <i>Kinderanalyse</i> , 16(2), 128-131.	1
101	200068	Berry, D. (2012). Inhibitory control and teacher-child conflict: Reciprocal associations across the elementary-school years. <i>Journal of Applied Developmental Psychology</i> , 33(1), 66-76.	1
102	200070	Berry, D., & O'Connor, E. (2010). Behavioral risk, teacher-child relationships, and social skill development across middle childhood: A child-by-environment analysis of change. <i>Journal of Applied Developmental Psychology</i> , 31(1), 1-14.	1
103	200069	Berry, D., Deater-Deckard, K., McCartney, K., Wang, Z., & Petrill, S. A. (2013). Gene-environment interaction between dopamine receptor D4 7-repeat polymorphism and early maternal sensitivity predicts inattention trajectories across middle childhood. <i>Development and</i> , 25(2), 291-306.	1
104	200071	Beverley, E. D. P., Lacefield, W., & Bush, L. (2015). Perspectives on early development of number sense within a rural Amish community. <i>Research in Mathematics</i> , 17(3), 239-241.	1,2
105	200072	Bhalalusesa, E. (2011). Alternative Learning for Out of School Youth and Young Adults in Tanzania: A Workable Model for Sustainable Development? <i>International Journal of Vocational Education &</i> , 19(1), 67-85.	1
106	201084	Biddle, N., Crawford, H., & Seth-Purdie, R. (2017). Risk burden, participation in early childhood education and care, and child outcomes. <i>Australasian Journal of Early Childhood</i> , 42(1), 49.	1
107	200073	Bider Petelin, I. (2014). Assessment of prereading competence. <i>Journal of Contemporary Educational Studies / Sodobna</i> , 65(2), 24.	1
108	200074	Bindman, S. W., Pomerantz, E. M., & Roisman, G. I. (2015). Do children's executive functions account for associations between early autonomy-supportive parenting and achievement through high school? <i>Journal of Educational Psychology</i> , 107(3), 756.	1
109	200075	Bittman, M. (2011). Digital Natives? New and Old Media and Children's Outcomes. <i>Australian Journal of Education</i> , 55(2).	1
110	200076	Bjork, C. (2009). Preschool in three cultures revisited. <i>Comparative Education Review</i> , 53(2), 259-283. Retrieved from http://ezproxy.library.nyu.edu	1
111	400005	Bleses, D. et al., (2017). Relations between structural teacher and classroom quality aspects and process quality in Danish preschools: evidence for compensating factors. Paper presented at the biennial meeting of the Society Research on Child Development.	1,2
112	200077	Bloechliger, O. R., & Bauer, G. F. (2016). Demands and Job Resources in the Child Care Workforce: Swiss Lead Teacher and Assistant Teacher Assessments. <i>Early Education and</i> , 27(7), 1040-1059.	1
113	500021	Bloksgaard, L. & Rostgaard, T. (2014). Denmark country note. In: Moss, P. (Ed.), <i>International Review of Leave Policies and Research 2014</i> . Retrieved November 10, 2014, from http://www.leavenetwork.org/fileadmin/Leavenetwork/Country_notes/2014/Denmark.pdf	1
114	400006	Bloom, P. J. & Bella, J. (2005), "Investment in leadership training: The payoff for early childhood education.", <i>YC Young Children</i> , Vol. 60/1, pp. 32-40.	1
115	400007	Bloom, P. J. & Sheerer, M. (1992). The effect of leadership training on child care program quality, <i>Early Childhood Research Quarterly</i> , 7, 579-594	1,2
116	500022	Blum, S. & Erler, D. (2014). Germany country note. In Moss, P. (Ed.) <i>International Review of Leave Policies and Research 2014</i> . Retrieved November 10, 2014, from http://www.leavenetwork.org/fileadmin/Leavenetwork/Country_notes/2014/Germany.pdf	1
117	200078	Boavida, T., Aguiar, C., McWilliam, R. A., & Pimentel, J. S. (2010). Quality of individualized education program goals of preschoolers with disabilities. <i>Infants & Young Children</i> , 23(3), 233-243.	1

#	Report ID	Citation	Status
118	500023	Bock-Famulla, K., & Lange, J. (2013). Länderreport Frühkindliche Bildungssysteme 2013. Transparenz schaffen – Governance stärken [State report of early childhood education systems 2013: Creating transparency – strengthening governance]. Gütersloh: Bertelsmann Stiftung. https://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/imported/leseprobe/LP_978-3-86793-533-3_1.pdf	1
119	200079	Bodé, S., & Content, A. (n.d.). European Journal of Psychology of Education -. EJPE (Springer Science & Business Media, 2011(26), 109–128.	1
120	200080	Bode, S., & Content, A. (n.d.). European Journal of Psychology of Education, 26, 1–109.	1
121	200081	Boeckmann, I., Misra, J., Budig, M. J. S. F., & Jun2015. (n.d.) (Vol. 93).	1
122	200082	Boer, F., Markus, M. T., & Vermeiren, R. R. J. M. (2012). Zeg niet: 'Sta stil, anders kan ik je niet meten!' ROM in de kinder-en jeugdpsychiatrie. Tijdschrift voor. Psychiatrie, 54(2), 167.	1
123	200083	Boller, K., Paulsell, D., Del Grosso, P., Blair, R., Lundquist, E., Kassow, D. Z., & Raikes, A. (2015). Impacts of a child care quality rating and improvement system on child care quality. Early Childhood Research Quarterly, 30, 306–315.	1,2
124	200084	Bond, V. L. (2015). Sounds to share: The state of music education in three Reggio Emilia-inspired north american preschools. Journal of Research in Music Education, 62(4), 462–484. Retrieved from http://ezproxy.library.nyu.edu	1
125	200085	Borry, P., Stultiens, L., Goffin, T., Nys, H., & Dierickx, K. (2008). Minors and informed consent in carrier testing: a survey of European clinical geneticists. Journal of medical ethics, 34(5), 370-374.	1
126	200086	Borzekowski, D. L. G., & Macha, J. E. (2010a). The role of Kilimani Sesame in the healthy development of Tanzanian preschool children. Journal of Applied Developmental, 31(4), 298–305. Retrieved from https://doi.org/10.1016/j.appdev.2010.05.002	1
127	200087	Bouzoubaa, K., & Benghabrit-Remaoun, N. (2004). Pre-School Education in Morocco and Algeria. Prospects, 33(1538(34), 471–480.	1
128	400008	Bowne, J. B. et al. (2017). A meta-analysis of class size and ratios in early childhood programs: are thresholds of quality associated with greater impacts on cognitive, achievement, and socioemotional outcomes? Educational Evaluation and Policy Analysis, advanced online publication,	1
129	200088	Bowne, J. B., Yoshikawa, H., & Snow, C. E. (2016). Experimental impacts of a teacher professional development program in early childhood on explicit vocabulary instruction across the curriculum. Early Childhood Research Quarterly, 34(27-39). doi:10.1016/j.ecresq.2015.08.002	1,2,3,4
130	500024	Bredenkamp, S., & Copple, C. (Eds.) (1997). Developmentally appropriate practice in early childhood programs (Rev. ed.). Washington, DC: National Association for the Education of Young Children.	1
131	200089	Brehony, K. J. (2013). Review of I am five and I go to school. Early Years: An. International Journal of Research and, 33(1), 98–99. Retrieved from https://doi.org/10.1080/09575146.2013.765176	1
132	200090	Bressoux, P., Kramarz, F., & Prost, C. (2009). Teachers' training, class size and students' outcomes: Learning from administrative forecasting mistakes. The Economic Journal, 119(536), 540–561.	1
133	200091	Brewer, R. A. (2010). The Canada goose project: A first project with children under 3. Early Childhood Research & Practice, 12(1), 14. Retrieved from http://ezproxy.library.nyu.edu	1
134	201085	Brien, J. (2014). The National Quality Framework and early childhood intervention. Every Child, 20(1), 8.	1
135	200092	Brinkman, S. A. (2007). Investigating the Validity of the Australian Early Development Index. Early Education and Development, 18(3), 427–51.	1
136	200093	Brock, L. L., & Curby, T. W. (2014). Emotional support consistency and teacher–child relationships forecast social competence and problem behaviors in prekindergarten and kindergarten. Early Education and Development, 25(5), 661–680.	1,2,3,4
137	200094	Brock, L. L., Rimm-Kaufman, S. E., Nathanson, L., & Grimm, K. J. (2009). The contributions of “hot” and “cool” executive function to children's academic achievement, learning-related behaviors, and engagement in kindergarten. Early Childhood Research Quarterly, 24(3), 337–349.	1
138	200095	Broekhuizen, M. L., Van Aken, M. A., Dubas, J. S., Mulder, H., & Leseman, P. (2015). Individual differences in effects of child care quality: The role of child affective self-regulation and gender. Infant Behavior and, 40, P.	1,2

#	Report ID	Citation	Status
139	200096	Bronkhorst, L. H., & Akkerman, S. F. (2016). At the boundary of school: Continuity and discontinuity in learning across contexts. <i>Educational Research Review</i> , 19, 18–35.	1
140	500025	Brooker, L., Rogers, S., Ellis, D., Hallet, E., & Roberts-Holmes, G. (2010). Practitioners' experiences of the Early Years Foundation Stage. http://dera.ioe.ac.uk/845/1/DFE-RR029.pdf	1
141	200097	Brookes, I., & Tayler, C. (2016). Effects of an evidence based intervention on the language development of young Aboriginal children. <i>Australasian Journal of Early Childhood</i> , 41(4), 4–15.	1,2
142	200098	Brooks, F., Zaborskis, A., Tabak, I., del Carmen Granado Alcón, M., Zemaitiene, N., de Roos, S., & Klemers, E. (2015). Trends in adolescents' perceived parental communication across 32 countries in Europe and North America from 2002 to 2010. <i>European Journal of Public Health</i> , 25(2), 46–50.	1
143	200099	Broström, S., Sandberg, A., Johansson, I., Margetts, K., Nyland, B., & Frøkjær, T. (2015). Preschool teachers' views on children's learning: An international perspective. <i>Early Child Development and Care</i> , 185(5), 824–847. Retrieved from http://ezproxy.library.nyu.edu	1
144	500026	Brougère, G., Guénif-Souilamas, N., & Rayna, S. (2008). Ecole maternelle (preschool) in France: a cross-cultural perspective. <i>European Early Childhood Education Research Journal</i> , 16(3), 371–384.	1
145	200100	Brunold-Conesa, C. (2008b). Reflections on the Internationality of Montessori Education. <i>Montessori Life. A Publication of the American Montessori</i> , 20(3), 40–44.	1
146	200101	Bub, K. L. (2009). Testing the effects of classroom supports on children's social and behavioral skills at key transition points using latent growth modeling. <i>Applied Developmental Science</i> , 13(3), 130–148.	1,2,3,4
147	200102	Buckrop, J., Roberts, A., & LoCasale-Crouch, J. (2016). Children's preschool classroom experiences and associations with early elementary special education referral. <i>Early Childhood Research Quarterly</i> , 36, 452–461.	1,2,3,4
148	200103	Burakevych, N., Dorman McKinlay, C. J., Alsweiler, J. M., & Harding, J. E. (2015). Accuracy of caregivers' recall of hospital admissions: Implications for research. <i>Acta</i> , 104(11), 1199–1204. Retrieved from https://doi.org/10.1111/apa.13208	1
149	400009	Burchinal, M. R. et al. (2002). Caregiver training and classroom quality in child care centers, <i>Applied Developmental Science</i> , 6, 2–11.	1,2
150	200106	Burchinal, M. R., Lowe Vandell, D., & Belsky, J. (2014). 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> , 50(2), 542.	1,2,3,4
151	200104	Burchinal, M., Field, S., López, M. L., Howes, C., & Pianta, R. (2012). Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners. <i>Early Childhood Research Quarterly</i> , 27(2), 188–197.	1
152	200105	Burchinal, M., McCartney, K., Steinberg, L., Crosnoe, R., Friedman, S. L., McLoyd, V., & Pianta, R. (2011). 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> , 82(5), 1404–1420.	1,2,3,4
153	200107	Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A. (2010). 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> , 25(2), 166–176.	1,2,3,4
154	200108	Burchinal, M., Vernon-Feagans, L., Vitiello, V., Greenberg, M., & Investigators, F. L. P. K. (2014). Thresholds in the association between child care quality and child outcomes in rural preschool children. <i>Early Childhood Research Quarterly</i> , 29(1), 41–51.	1,2,3,4
155	200109	Burdelski, M. (2010). Socializing politeness routines: Action, other-orientation, and embodiment in a Japanese preschool. <i>Journal of Pragmatics</i> , 42(6), 1606–1621. Retrieved from https://doi.org/10.1016/j.pragma.2009.11.007	1,2
156	200110	Burger, K. (2012). A Quasi-Experimental Study into the Relations between Families' Social and Cultural Background and Children's Creche Experience and Global Cognitive Competence in Primary School. <i>Early Child Development and</i> , 182(7), 875–906.	1
157	201086	Burgess, J., & Fleet, A. (2009). Frameworks for change: four recurrent themes for quality in early childhood curriculum initiatives. <i>Asia-Pacific Journal of Teacher Education</i> , 37(1), 45–61.	1,2

#	Report ID	Citation	Status
158	200111	Bürge, F., Niederer, I., Schindler, C., Bodenmann, P., Marques-Vidal, P., Kriemler, S., & Puder, J. J. (2012). Effect of a lifestyle intervention on adiposity and fitness in socially disadvantaged subgroups of preschoolers: A cluster-randomized trial (Ballabeina). Preventive. In <i>Medicine: An International Journal Devoted to Practice and Theory</i> , 54(5) (pp. 335–340). Retrieved from https://doi.org/10.1016/j.ypmed.2012.02.007	1
159	200112	BURLACU, F. L. O. R. E. N. T. I. N. A. (n.d.) (Vol. 2013).	1
160	200113	Burt, K. B., & Roisman, G. I. (2010). Competence and psychopathology: Cascade effects in the NICHD study of early child care and youth development. <i>Development and Psychopathology</i> , 22(3), 557–567.	1
161	900007	Bus, A. G., Van Ijzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. <i>Review of Educational Research</i> , 65, 1–21. https://doi.org/doi:10.3102/00346543065001001	1
162	200114	C., C., & Page, J. (2016). Articulating a rights based argument for mathematics teaching and learning in early childhood education. <i>Australasian Journal of Early Childhood</i> , 41(3), 104–108.	1
163	200115	C., T., Cloney, D., & Niklas, F. (2015). A bird in the hand: understanding the trajectories of development of young children and the need for action to improve outcomes. <i>Australasian Journal of Early Childhood</i> , 40(3), 51–60.	1
164	200116	Cabell, S. Q., DeCoster, J., LoCasale-Crouch, J., Hamre, B. K., & Pianta, R. C. (2013). Variation in the effectiveness of instructional interactions across preschool classroom settings and learning activities. <i>Early Childhood Research Quarterly</i> , 28(4), 820–830.	1,2
165	200117	Cadima, J., Doumen, S., Verschueren, K., & Buyse, E. (2015). Child engagement in the transition to school: Contributions of self-regulation, teacher–child relationships and classroom climate. <i>Early Childhood Research Quarterly</i> , 32, 1–12.	1,2,3,4
166	200118	Cadima, J., Doumen, S., Verschueren, K., & Leal, T. (2015). Examining teacher–child relationship quality across two countries. <i>Educational Psychology</i> , 35(8), 946–962.	1,2
167	200119	Cadima, J., Enrico, M., Ferreira, T., Verschueren, K., Leal, T., & Matos, P. M. (2016). Self-regulation in early childhood: The interplay between family risk, temperament and teacher–child interactions. <i>European Journal of Developmental Psychology</i> , 13(3), 341–360.	1,2,3,4
168	200120	Cadima, J., Ferreira, T., Guedes, C., Vieira, J., Leal, T., & Matos, P. M. (2016). Risco e regulação emocional em idade pré-escolar: A qualidade das interações dos educadores de infância como potencial moderador. <i>Análise Psicológica</i> , 34(3), 235–248.	1
169	400010	Cadima, J., Leal, T. & Burchinal, M. (2010). The quality of teacher-student interactions: Associations with first graders' academic and behavioural outcomes, <i>Journal of School Psychology</i> , 48, 457–482.	1,2
170	200121	Cadima, J., Leal, T., & Burchinal, M. (2010). The quality of teacher–student interactions: Associations with first graders' academic and behavioral outcomes. <i>Journal of School Psychology</i> , 48(6), 457–482.	1,2
171	200122	Cadima, J., Leal, T., & Peixoto, C. (2012). Observação das interações educador-criança: Escala de interação do prestador de cuidados. <i>Análise Psicológica</i> , 30(4), 373–386.	1
172	200123	Camerlingo, M., D'Asero, S., Perego, L., Rovaris, C., Tognozzi, M., Moschini, L., & Valoti, O. (2014). How to improve access to appropriate therapy and outcome of the acute ischemic stroke: A 24-month survey of a specific pre-hospital planning in Northern Italy. <i>Neurological Sciences</i> , 35(9), 1359–1363. Retrieved from https://doi.org/10.1007/s10072-014-1712-x	1
173	200124	Campbell, S. B., Spieker, S., Burchinal, M., & Poe, M. D. (2006). Trajectories of aggression from toddlerhood to. <i>Journal of Child Psychology and</i> , 47(8), 791–800.	1
174	200125	Campbell, S. B., Spieker, S., Vandergrift, N., Belsky, J., & Burchinal, M. (2010). Predictors and sequelae of trajectories of physical aggression in school-age boys and girls. <i>Development and Psychopathology</i> , 22(1), 133–150.	1
175	200126	Campbell, T. (2014). Stratified at seven: in-class ability grouping and the relative age effect. <i>British Educational Research Journal</i> , 40(5), 749–771.	1
176	201087	Campbell-Evans, G., Stamopoulos, E., & Maloney, C. (2014). Building leadership capacity in early childhood pre-service teachers. <i>Australian Journal of Teacher Education</i> , 39(5), 3.	1
177	200127	Cappon, P., & Laughlin, J. (n.d.). <i>International Review of Education / Internationale Zeitschrift für. Erziehungswissenschaft</i> , 2013(59), 505–519.	1
178	200128	Carmichael, C. (2015). Discrepancies between Standardised Testing and Teacher Judgements in an Australian Primary School Context. <i>Mathematics Teacher Education and Development</i> , 17(1), 62–75.	1

#	Report ID	Citation	Status
179	200129	Carmichael, C., MacDonald, A., & McFarland-Piazza, and L. (2014). Predictors of Numeracy Performance in National Testing Programs: Insights from the Longitudinal Study of Australian Children. <i>British Educational Research Journal</i> , 40(4).	1,2
180	200130	Carter, A. L. (2012). Collaborative leadership practices among Ohio's early college high school principals and their post-secondary partners (Doctoral dissertation. Bowling Green State University.	1
181	200131	Carter, M. (2010). Helping teachers think about technology (Vol. 32).	1
182	200132	Cartwright, C. (2010). An exploratory investigation of parenting practices in stepfamilies. <i>New Zealand Journal of</i> , 39(1), 57–64.	1
183	200133	Case, D. (2007). <i>NAMTA</i> , 32(3), 112–115.	1
184	200134	Castro, P. D., Layte, R., & Kearney, J. (2014). Ethnic variation in breastfeeding and complimentary feeding in the republic of ireland. <i>Nutrients</i> , 6(5), 1832–1849. https://doi.org/doi:http://dx.doi.org/10.3390/nu6051832	1
185	200135	Ceacero, F., Pluháček, J., Komárková, M., & Zábanský, M. (2015). Pre-orbital gland opening during aggressive interactions in rusa deer (<i>Rusa timorensis</i>). In <i>Behavioural Processes</i> (Vol. 111, pp. 51–54). Retrieved from https://doi.org/10.1016/j.beproc.2014.11.017	1
186	200136	Cecconi, L., Stegelin, D. A., Pintus, A., & Allegri, R. (2014b). Utilizing a global environmental assessment tool to facilitate professional development: The voices of kindergarten teachers in italy. <i>International Journal of Early Childhood</i> , 46(2), 205–229. Retrieved from http://ezproxy.library.nyu.edu	1
187	200137	Cederman, K. (2008). NOT WEAVING BUT DROWNING? THE CHILD.COM IN NEW ZEALAND EARLY CHILDHOOD PEDAGOGIES. (Undetermined). <i>International Journal of Early</i> , 40(2), 119–130.	1
188	200138	Chalke, J. (2013). Will the Early Years Professional Please Stand Up? In <i>Professionalism in the Early Childhood Workforce in England. Contemporary Issues in Early Childhood</i> , 14(3) (pp. 212–222).	1
189	200139	Chaloupková, H., Illmann, G., Bartoš, L., & Špinka, M. (2007). The effect of pre-weaning housing on the play and agonistic behaviour of domestic pigs. <i>Applied Animal Behaviour Science</i> , 103(1–2), 25–34. Retrieved from https://doi.org/10.1016/j.applanim.2006.04.020	1
190	500027	Chambers, B., Cheung, A. C., Slavin, R. E., Smith, D., & Laurenzano, M. (2010). Effective early childhood education programs: A systematic review. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education. Retrieved July 14, 2014, from http://www.bestevidence.org/word/early_child_ed_Apr_15_2010.pdf .	1
191	200140	Chamizo, J. A. (2005). The teaching of Natural Sciences in Mexico: New Programs and textbooks for elementary School. <i>Science Education International</i> , 16(4), 271–279.	1
192	200141	Chang, F., Crawford, G., Early, D., Bryant, D., Howes, C., Burchinal, M., & Pianta, R. (2007). Spanish-speaking children's social and language development in pre-kindergarten classrooms. <i>Early Education and Development</i> , 18(2), 243–269.	1,2,3,4
193	200142	Changes in the Psychosocial Competence of Boys of Color. (n.d.). <i>The Kindergarten Effect</i> .	1
194	200143	Chatzitheochari, S., Parsons, S., & Platt, L. (2016). Doubly disadvantaged? Bullying experiences among disabled children and young people in England. <i>Sociology</i> , 50(4), 695–713.	1
195	200144	Che, Y., Hayashi, A., & Tobin, J. (2007). Lessons from china and japan for preschool practice in the united states. <i>Educational Perspectives</i> , 40(1), 7–12. Retrieved from http://ezproxy.library.nyu.edu	1
196	900008	Chelune, G. J., & Baer, R. A. (1986). Developmental norms for the Wisconsin Card Sorting Test. <i>Journal of Clinical and Experimental Neuropsychology</i> , 8, 219–228.	1
197	200145	Cherrington, S., & Thornton, K. (2013). Continuing professional development in early childhood education in New Zealand. <i>Early Years: An International Journal of Research and</i> , 33(2), 119–132. Retrieved from https://doi.org/10.1080/09575146.2013.763770	1
198	200146	Chien, N. C., Howes, C., Burchinal, M., Pianta, R. C., Ritchie, S., Bryant, D. M., & Barbarin, O. A. (2010). Children's classroom engagement and school readiness gains in prekindergarten. <i>Child development</i> , 81(5), 1534–1549.	X
199	201088	Chigeza, P., & Sorin, R. (2016). Kindergarten Children Demonstrating Numeracy Concepts through Drawings and Explanations: Intentional Teaching within Play-based Learning. <i>Australian Journal of Teacher Education</i> , 41(5), 5.	1

#	Report ID	Citation	Status
200	200147	Child care and child development: Results from the NICHD study of early child care and youth development. (2005). Guilford Press.	1,2
201	200149	Choi, H., Yamashita, T., Wada, Y., Kohigashi, M., Mizuhara, Y., Nagahara, Y., & Fukui, K. (2013). Predictors for exacerbation/improvement of postpartum depression—A focus on anxiety, the mothers' experiences of being cared for by their parents in childhood and borderline personality: A perspective study in Japan. <i>Journal of Affective Disorders</i> , 150(2), 507–512. Retrieved from https://doi.org/10.1016/j.jad.2013.04.051	1
202	900009	Christopher, M. E., Miyake, A., Keenan, J.M., Pennington, B., DeFries, J. C., Wadsworth, S. J. . . Olson, R. K. (2012). Predicting word reading and comprehension with executive function and speed measures: A latent variable analysis. <i>Journal of Experimental Psychology: General</i> , 141, 470–488. doi:dx.doi.org/10.1037/a0027375	1
203	200150	Cichucki, P. H. (2008). Getting Away: Heads Head for Rejuvenation. <i>MONTESSORI LIFE</i> , 20(2), 8.	1
204	200151	Clark, D. (2007). Exploring the potential of online technology as a tool for informing the practice of license-exempt child care providers. <i>E-Learning and Digital. Media</i> , 4(1), 24–39.	1
205	200152	Clark, D. B., D'Angelo, C. M., & Schleigh, S. P. (2011). Comparison of students' knowledge structure coherence and understanding of force in the Philippines. <i>The Journal of the Learning Sciences</i> , 20(2), 207–261.	1
206	200153	Cleveland, G., & Colley, S. (2013). Integration of child care and education in Canada: A comparison with Sweden, New Zealand, England and Wales. <i>International Journal of Early</i> , 45(2), 167–189.	1
207	200154	Clinton, Amanda, Christo, C., & Shriberg, and D. (2013). Learning to Read in Spanish: Contributions of Phonological Awareness, Orthographic Coding, and Rapid Naming. <i>International Journal of School & Educational Psychology</i> , 1(1), 36–46.	1
208	200155	Cloney, D., Cleveland, G., Hattie, J., & Tayler, C. (2015). Variations in the availability and quality of early childhood education and care by socioeconomic status. <i>Early Education and Development</i> . https://doi.org/DOI	1,2,3,4
209	200157	Cloney, D., Cleveland, G., Tayler, C., Hattie, J., & Adams, R. (2016). The selection of ECEC programs by Australian families: a story of quality, availability, usage and family demographics. <i>Australasian Journal of Early Childhood</i> , 41(4), 16–27.	1,2
210	500028	Coalition of Child Care Advocates of BC. (2007). Good governance of child care: What does it mean? What does it look like? Working Document. Retrieved November 10, 2014, from: http://www.cccabc.bc.ca/cccabcdocs/governance/ggcc_combined.pdf	1
211	500029	Cochran, M. (2011). International perspectives on early childhood education. <i>Educational Policy</i> , 25(1), 65-91.	1
212	900010	Coddington, C., Mistry, R., & Bailey, A. (2014). Socioeconomic status and receptive vocabulary development: Replication of the parental investment model with Chilean preschoolers and their families. <i>Early Childhood Research Quarterly</i> , 29, 538–549.	1
213	200158	COHEN, B. (2015). Breaking Free. <i>Our Schools / Our. Selves</i> , 24(4), 155–169.	1
214	200159	Cohen, E. H. (2016). Self-assessing the benefits of educational tours. <i>Journal of Travel Research</i> , 55(3), 353–361. Retrieved from https://doi.org/10.1177/0047287514550098	1
215	200168	Cohrssen, C., & Tayler, C. (2016). Early childhood mathematics: A pilot study in pre-service teacher education. <i>Journal of Early Childhood Teacher Education</i> , 73(1), 25–40. https://doi.org/DOI	1
216	200160	Cohrssen, C., Church, A., & Tayler, C. (2014a). Pausing for learning: Responsive engagement in mathematics activities in early childhood settings. <i>Australasian Journal of Early Childhood</i> , 39(4), 95–102.	1,2
217	200161	Cohrssen, C., Church, A., & Tayler, C. (2014b). Purposeful pauses: Teacher talk during early childhood mathematics activities. <i>International Journal of Early Years Education</i> , 22(2), 169–183. Retrieved from https://doi.org/10.1080/09669760.2014.900476	X
218	200162	Cohrssen, C., Church, A., & Tayler, C. (2016). Play based mathematics activities as a resource for changing educator practice and behaviour. <i>Sage Open</i> , April-June. Retrieved from http://10.1177/2158244016649010	X
219	200163	Cohrssen, C., Church, A., Tayler, C., & Ishimine, K. (2013). Playing with maths. <i>Australasian Journal of Early Childhood</i> , 38(1), 95–99.	1
220	200164	Cohrssen, C., De Quadros-Wander, B., Page, J., & Klarin, S. (2016). in press) Between the big trees: A project-based approach to investigating shape and spatial thinking in a kindergarten program. <i>Australasian Journal of Early Childhood</i> , 41(3).	1

#	Report ID	Citation	Status
221	200165	Cohrssen, C., N., F., & Tayler, C. (2016). Parents supporting learning: A non-intensive intervention supporting literacy and numeracy in the home learning environment. <i>International Journal of Early Years Education</i> . https://doi.org/DOI	1
222	200167	Cohrssen, C., Niklas, F., & Tayler, C. (2016). "Is that what we do?" Using a conversation analytic approach to highlight the contribution of dialogic reading strategies to educator-child interactions during storybook reading in two early childhood settings. <i>Journal of Early Childhood Literacy</i> , 16(3), 361–382. https://doi.org/DOI	X
223	200166	Cohrssen, C., Niklas, F., Logan, D., & Tayler, C. (2016). The self-reported academic self-concept of four-year old children: global and fixed, or nuanced and changing in the year before school? <i>Australasian Journal of Early Childhood</i> , 41(3), 4–10.	1
224	200169	Cohrssen, C., Tayler, C., & Cloney, D. (2015b). Playing with maths: Implications for early childhood mathematics teaching from an implementation study in Melbourne, Australia. <i>Education</i> , 3(13), 43–6. Retrieved from https://doi.org/10.1080/03004279.2013.848916	X
225	200170	Cohrssen, C., Tayler, C., & Cloney, D. (2015c). Playing with maths: Implications for early childhood mathematics teaching from an implementation study in Melbourne, Australia. <i>Education</i> , 3(13), 43–6. Retrieved from http://ezproxy.library.nyu.edu	X
226	200171	Colaner, A. C. (2016a). Education Versus Family: Institutional Logics in the Early Care and Education Field. <i>American Educational Research</i> , 53(3), 673–707.	1
227	200172	Cole, C. F., Labin, D. B., & del, R. G. (2008). Begin with the children: What research on "sesame street's" international coproductions reveals about using media to promote a new more peaceful world. <i>International Journal of Behavioral Development</i> , 32(4), 359–365. Retrieved from http://ezproxy.library.nyu.edu	1
228	201089	Coley, R. L., Lombardi, C. M., Sims, J., & Votruba-Drzal, E. (2013). Early education and care experiences and cognitive skills development: A comparative perspective between Australian and American children. <i>Family Matters</i> , (93), 36.	1
229	200174	Coley, R.L., Votruba-Drzal, E., Collins, M., & Cook, K. D. (2016). Comparing public, private, and informal preschool programs in a national sample of low-income children. <i>Early Childhood Research Quarterly</i> , 36, 91–105.	1,2,3,4
230	200173	Coley, Rebekah Levine, Lombardi, C. M., & Sims, and J. (2015). Long-Term Implications of Early Education and Care Programs for Australian Children. <i>Journal of Educational Psychology</i> , 107(1), 284–99.	1
231	400011	Connor, C. M. et al. (2005). Teacher qualifications, classroom practices, family characteristics, and preschool experience: Complex effects on first graders' vocabulary and early reading outcomes. <i>Journal of School Psychology</i> , 43, 343–375	1,2
232	500030	Connor, C. M., Morrison, F. J., & Slominski, L. (2006). Preschool instruction and children's emergent literacy growth. <i>Journal of Educational Psychology</i> , 98(4), 665–689.	1,2
233	201128	Connor, J. (2012). Recognising 'quality' when we see it. <i>Every Child</i> , (4), 6.	1
234	200175	Connors, M. C. (2016). Creating cultures of learning: A theoretical model of effective early care and education policy. <i>Early Childhood Research Quarterly</i> , 36, 32–45.	1
235	900011	Contreras, D., & González, D. (2015). Determinants of early child development in Chile: Health, cognitive and demographic factors. <i>International Journal of Educational Development</i> , 40, 217–230. https://doi.org/doi:10.1016/j.ijedudev.2014.06.010	1
236	200176	Cornforth, C. M., Thompson, J. M. D., Robinson, E., Waldie, K. E., Pryor, J. E., Clark, P., & Mitchell, E. A. (2012). Children born small for gestational age are not at special risk for preschool emotion and behaviour problems. <i>Early Human</i> , 88(7), 479–485. Retrieved from https://doi.org/10.1016/j.earlhumdev.2011.12.001	1
237	200177	Correa, D. L. L., Rodríguez, O. U., & Ávila-Toscano, J. H. (2012). Factores de riesgo pre, peri y postnatales asociados al género en niños y niñas con autismo. [Pre-, peri- and postnatal risk factors associated with gender in children with autism.]. <i>International Journal of Psychological Research</i> , 5(2), 77–90.	1
238	200178	Corsaro, W. A., & Molinari, L. (2008). Policy and practice in Italian children's transition from preschool to elementary school. <i>Research in Comparative and International Education</i> , 3(3), 250–265. Retrieved from http://ezproxy.library.nyu.edu	1,2
239	200179	Côté, S. M., Doyle, O., Petitclerc, A., & Timmins, L. (2013). Child care in infancy and cognitive performance until middle childhood in the millennium cohort study. <i>Child Development</i> , 84(4), 1191–1208.	1
240	200180	Cottrell, J. M., Newman, D. A., & Roisman, G. I. (2015). Explaining the black-white gap in cognitive test scores: Toward a theory of adverse. impact. <i>Journal of Applied Psychology</i> , 100(6), 1713.	1

#	Report ID	Citation	Status
241	200181	Crampton, A., & Hall, J. (2017). Unpacking socio-economic risks for reading and academic self-concept in primary school: Differential effects and the role of the preschool home learning environment. <i>British Journal of Educational Psychology</i> .	1
242	500031	Creemers, B.P.M. (1994). <i>The effective classroom</i> . London: Cassell.	1
243	200182	Crocetti, E., Moscatelli, S., Van der Graaff, J., Keijsers, L., Van Lier, P., Koot, H. M., & Branje, S. (2016). The dynamic interplay among maternal empathy, quality of mother-adolescent relationship, and adolescent antisocial behaviors: new insights from a six-wave longitudinal multi-informant study. <i>PloS One</i> , 11(3), 0150009.	1
244	200183	Crosby, D. A., & Hawkes, D. D. (2007). Cross-national research using contemporary birth cohort studies: a look at early maternal employment in the UK and USA. <i>International Journal of Social Research Methodology</i> , 10(5), 379–404.	1
245	200184	Crosnoe, R., Augustine, J. M., & Huston, A. C. (2012a). Children's early child care and their mothers' later involvement with schools. <i>Child</i> , 83(2), 758–772.	1
246	200185	Crosnoe, R., Morrison, F., Burchinal, M., Pianta, R., Keating, D., Friedman, S. L., & Clarke-Stewart, K. A. (2010). Instruction, teacher–student relations, and math achievement trajectories in elementary school. <i>Journal of Educational Psychology</i> , 102(2), 407.	X
247	200186	Crosnoe, R., Smith, C., & Leventhal, T. (2015). Family background, school-age trajectories of activity participation, and academic achievement at the start of high school. <i>Applied Developmental Science</i> , 19(3), 139–152.	1
248	200187	Cruz, O., & Aguiar, C. (2009). Mothers' interactive behaviours and child engagement: the moderating effect of child care. <i>Psicologia</i> , 23(2), 87–101.	1
249	900012	Csapó, B., Molnár, G., & Nagy, J. (2014). Computer-based assessment of school readiness and early reasoning. <i>Journal of Educational Psychology</i> , 106(3), 639–650. https://doi.org/doi:10.1037/a0035756	1
250	500032	Cuban, L. (1992). Curriculum stability and change. In P. Jackson (Ed.), <i>Handbook for research on curriculum: A project of the American Educational Research Association</i> . New York: Macmillan.	1
251	200188	Cuenen, A., Brijs, K., Brijs, T., Van Vlierden, K., Daniels, S., & Wets, G. (2016). Effect evaluation of a road safety education program based on victim testimonials in high schools in Belgium. <i>Accident Analysis and Prevention</i> , 94, 18–27. Retrieved from https://doi.org/10.1016/j.aap.2016.05.006	1
252	200189	Cullen, J. L., Haworth, P. A., Simmons, H., Schimanski, L., McGarva, P., & Kennedy, E. (2009). Teacher-researchers promoting cultural learning in an intercultural kindergarten in Aotearoa New Zealand. <i>Language, Culture and</i> , 22(1), 43–56. Retrieved from https://doi.org/10.1080/07908310802582511	X
253	200190	Cunningham, A. E., Etter, K., Platas, L., Wheeler, S., & Campbell, K. (2015). Professional development in emergent literacy: A design experiment of Teacher Study Groups. <i>Early Childhood Research Quarterly</i> , 31, 62–77.	1,2
254	200191	Curby, T. W., Brock, L. L., & Hamre, B. K. (2013). Teachers' emotional support consistency predicts children's achievement gains and social skills. <i>Early Education & Development</i> , 24(3), 292–309.	X
255	200192	Curby, T. W., Grimm, K. J., & Pianta, R. C. (2010). Stability and change in early childhood classroom interactions during the first two hours of a day. <i>Early Childhood Research Quarterly</i> , 25(3), 373–384.	1,2
256	200193	Curby, T. W., Rudasill, K. M., Edwards, T., & Pérez-Edgar, K. (2011). The role of classroom quality in ameliorating the academic and social risks associated with difficult temperament. <i>School Psychology Quarterly</i> , 26(2), 175.	X
257	500033	Currie, J. & Thomas, D. (1995). Does Head Start make a difference? <i>American Economic Review</i> , 85(3), 341–364.	1
258	200200	D'Aprano, A. S., S., O., F., & Tayler, C. (2015). Culturally appropriate training for remote Australian Aboriginal Health Workers: Evaluation of an early child development training intervention. <i>Journal of Developmental and Behavioural Pediatrics</i> , 0, 1–9.	1
259	200233	D'Souza, S., Waldie, K. E., Peterson, E. R., Underwood, L., & Morton, S. M. B. (2017). Psychometric properties and normative data for the preschool strengths and difficulties questionnaire in two-year-old children. <i>Journal of Abnormal Child</i> , 45(2), 345–357.	1
260	200194	Dabrowska, E., & Szczerbinski, M. (2006). Polish Children's Productivity with Case Marking: The Role of Regularity, Type Frequency, and Phonological Diversity. <i>Journal of Child</i> , 33(3), 559–597.	1

#	Report ID	Citation	Status
261	500034	Dahlberg, G., & Moss, P. (2005). <i>Ethics and politics in early childhood education</i> . London: Routledge Falmer.	1
262	200195	Dahle, A. E. (2014). Dysleksi og svake regneferdigheter, Dysleksiforbundet. in: press.	1
263	200196	Daley, T. C., Munk, T., & Carlson, E. (2011). A national study of kindergarten transition practices for children with disabilities. <i>Early Childhood Research Quarterly</i> , 26(4), 409–419.	1
264	200197	Dalli, C. (2011). A curriculum of open possibilities: A New Zealand kindergarten teacher's view of professional practice. <i>Early Years: An International Journal of Research and</i> , 31(3), 229–243. Retrieved from https://doi.org/10.1080/09575146.2011.604841	X
265	200198	Danielsbacka, M., Tanskanen, A. O., Jokela, M., & Rotkirch, A. (2011). Grandparental child care in Europe: Evidence for preferential investment in more certain kin. <i>Evolutionary Psychology</i> , 9(1), 3–24. Retrieved from https://doi.org/10.1177/147470491100900102	1
266	200199	Daoud, N., O'Campo, P., Anderson, K., Agbaria, A. K., & Shoham-Vardi, I. (2012). The social ecology of maternal infant care in socially and economically marginalized community in southern Israel. <i>Health Education Research</i> , 27(6), 1018–1030. Retrieved from https://doi.org/10.1093/her/cys052	1
267	200201	Daugule, I., Karklina, D., Rudzite, D., Remberga, S., & Rumba-Rozenfelde, I. (2016). Prevalence of <i>Helicobacter pylori</i> infection among preschool children in Latvia: no significant decrease in prevalence during a ten year period. <i>Scandinavian Journal of Public Health</i> , 44(4), 418–422.	1
268	201090	Davis, E., Corr, L., Ummer-Christian, R., Gilson, K. M., Waters, E., Mihalopoulos, C., ... & Harrison, L. (2014). Family day care educators' knowledge, confidence and skills in promoting children's social and emotional wellbeing: Baseline data from Thrive. <i>Australasian Journal of Early Childhood</i> , 39(3), 66.	1,2
269	200202	Davis, E., Eivers, A., & Thorpe, K. (2012). Is quality more important if you're quirky? A review of the literature on differential susceptibility to childcare environments. <i>Australasian Journal of Early Childhood</i> , 37(4), 99–106.	1
270	200203	Davis, E., Freeman, R., Doherty, G., Karlsson, M., Everiss, L., & Couch, J. (2012a). An international perspective on regulated family day care systems. <i>Australasian Journal of Early Childhood</i> , 37(4), 127–137. Retrieved from http://ezproxy.library.nyu.edu	1
271	201091	Davis, E., Gilson, K. M., Christian, R., Waters, E., Mackinnon, A., Herrman, H., ... & Marshall, B. (2015). Building the capacity of family day care educators to promote children's social and emotional wellbeing: Results of an exploratory cluster randomised-controlled trial. <i>Australasian Journal of Early Childhood</i> , 40(2), 57.	1,2
272	200204	Davis, J. (2009). Revealing the research “hole” of early childhood education for sustainability: a preliminary survey of the literature. <i>Environmental Education</i> , 15(2), 227–241.	1
273	200205	Davison, C. (2012). New Zealand Kindergartens 2005 to 2010: Funding and operational changes. <i>Waikato Journal of</i> , 17(1), 5–16.	1
274	500035	de Bilde, J., van Damme, J., Lamote, C., & de Fraine, B. (2012). Can alternative education increase children's early school engagement? A longitudinal study from kindergarten to third grade. <i>School Effectiveness and School Improvement</i> , 24(2), 212–233. .	1
275	900013	de Cassia Batista Pazeto, T., Seabra, A. G., & Dias, N. M. (2014). Executive functions, oral language and writing in preschool children: Development and correlations. <i>Paidéia</i> , 24(58), 213–221. https://doi.org/doi:10.1590/1982-43272458201409	1
276	500036	de Haan, A. K. E., Elbers, E., & Leseman, P. P. M. (2014). Teacher- and child-managed academic activities in preschool and kindergarten and their influence on children's gains in emergent academic skills. <i>Journal of Research in Childhood Education</i> , 28(1), 43-58.	1,2,3,4
277	200206	De Raeve, L., Baerts, J., Colleye, E., & Croux, E. (2012). Changing schools for the deaf: Updating the educational setting for our deaf children in the 21st century, a big challenge. <i>Deafness and Education International</i> , 14(1), 48–59. Retrieved from http://ezproxy.library.nyu.edu	1
278	200207	De Schipper, J. C., Tavecchio, L. W., & Van IJzendoorn, M. H. (2008). Children's attachment relationships with day care caregivers: Associations with positive caregiving and the child's temperament. <i>Social Development</i> , 17(3), 454–470.	X
279	200208	Deans, J., & Cohrssen, C. (2015). Young children dancing mathematical thinking. <i>Australasian Journal of Early Childhood</i> , 40(3), 61–67.	1
280	200209	Dearing, E., McCartney, K., & Taylor, B. A. (2006). Within-child associations between family income and externalizing and internalizing problems. <i>Developmental Psychology</i> , 42(2), 237.	1

#	Report ID	Citation	Status
281	200210	Dearing, Eric, Zachrisson, H. D., & Mykletun, A. (n.d.). Poverty's consequences for development and mental health. <i>Tidsskrift for Norsk Psykologforening</i> 2011; Volum 48.(8) s. FHI, UiB.	1
282	500037	DeBaryshe, B. D., Gorecki, D. M., & Mishima-Young, L. N. (2009). Differentiated instruction to support high-risk preschool learners. <i>NHSA Dialog</i> , 12(3), 227-244.	1
283	200211	Degiuli, F. (2007). A job with no boundaries: Home eldercare work in Italy. <i>European Journal of Women's Studies</i> , 14(3), 193–207. Retrieved from https://doi.org/10.1177/1350506807079010	1
284	201092	Degotardi, S., & Sweller, N. (2012). Mind-mindedness in infant child-care: Associations with early childhood practitioner sensitivity and stimulation. <i>Early Childhood Research Quarterly</i> , 27(2), 253-265.	1,2
285	200212	Dempsey, I. (2009). Characteristics of Australian Teachers of Young Children with Special Needs and their Relationship with their Students. <i>Australasian Journal of Special Education</i> , 33(1), 60–71.	1,2
286	400012	Dennis, S. E. & O'Connor, E. (2013). Reexamining quality in early childhood education: Exploring the relationship between the organizational climate and the classroom process quality. <i>Journal of Research in Childhood Education</i> , 27, 74–92.	1,2,3,4
287	500038	Department for Children, Schools and Families (DCSF), England. (2008). Early years foundation stage – Everything you need to know. Retrieved November 10, 2014, from http://www.teachfind.com/national-strategies/early-years-foundation-stage-%E2%80%93-everything-you-need-know .	1
288	500039	Department for Education (DfE), England. (2014b). Provision for children under 5 years of age: January 2014. SFR20/2014. Retrieved December 12, 2014, from https://www.gov.uk/government/statistics/provision-for-children-under-5-years-of-age-january-2014	1
289	500040	Department for Education (DfE), England. (2014b). Provision for children under 5 years of age: January 2014. SFR20/2014. Retrieved December 12, 2014, from https://www.gov.uk/government/statistics/provision-for-children-under-5-years-of-age-january-2014	1
290	500041	Department for Education (DfE), England. (2013a). More affordable childcare. DFE-00025-2013. Retrieved November 10, 2014, from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/212671/More_Affordable_Childcare.pdf	1
291	500042	Department for Education (DfE), England. (2013b). Funded early education choice framework. DFE- 00052-2013. Retrieved November 10, 2014, from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/199064/Funded_Early_Education_Choice_Framework.pdf .	1
292	500043	Department for Education (DfE), England. (2013c). Children and families bill 2013: Contextual information and responses to pre-legislative scrutiny. Retrieved November 10, 2014, from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219658/Children_20and_20Families_20Bill_202013.pdf .	1
293	500044	Department for Education (DfE), England. (2014a). Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five. DFE-00337-2014. Retrieved November 10, 2014, from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf .	1
294	500045	Department of Education, France. (2010). Aide à l'évaluation des acquis des élèves en fin d'école maternelle. Éduscol. http://eduscol.education.fr/cid97131/suivi-et-evaluation-a-l-ecole-maternelle.html	1
295	200213	Dèttore, D., Ristori, J., & Casale, S. (2010). GID and gender-variant children in Italy: A study in preschool children. <i>Journal of Gay & Lesbian Mental Health</i> , 15(1), 12–29. Retrieved from https://doi.org/10.1080/19359705.2011.530569	1
296	400013	Deynoot-Schaub, M. G. & Riksen-Walraven, J. M. (2005). Child care under pressure: The quality of Dutch centers in 1995 and in 2001, <i>The Journal of Genetic Psychology: Research and Theory on Human Development</i> , 166, 280–296.	1,2
297	200214	Díaz, R., H., M., Betance, N., & Gabriela, G. T. (2015). Luís Antonio. <i>European Journal of Physics Education</i> , 6(3), 8–19.	1

#	Report ID	Citation	Status
298	200215	Diez Grieser, M. T. (2014). Präventionsprojekte und migration. [Preventive projects and migration.]. <i>Frühförderung</i> , 33(1), 16–25. Retrieved from https://doi.org/10.2378/fi2014.art02d	1
299	200216	Dillenburger, K., Jordan, J. A., McKerr, L., & Keenan, M. (2015). The Millennium child with autism: Early childhood trajectories for health, education and economic wellbeing. <i>Developmental Neurorehabilitation</i> , 18(1), 37–46.	1
300	200217	Disorganization, COMT, and Children's Social Behavior: The Norwegian Hypothesis of Legacy of Disorganized Attachment. (2016). In <i>Frontiers in psychology</i> , 7.	1
301	200218	Dockett, S., & Perry, B. (2013). Trends and tensions: Australian and international research about starting school. <i>International Journal of Early Years</i> , 21(2/3), 163–177.	1
302	500046	Dohrmann, K. R., Nishida, T. K., Gartner, A., Lipsky, D. K., & Grimm, K. J. (2007). High school outcomes for students in a public Montessori program. <i>Journal of Research in Childhood Education</i> , 22(2), 205–217.	1
303	200219	Doi, Y., Ishihara, K., & Uchiyama, M. (2014). Sleep/wake patterns and circadian typology in preschool children based on standardized parental self-reports. <i>Chronobiology International</i> , 31(3), 328–336. Retrieved from https://doi.org/10.3109/07420528.2013.852103	1
304	200220	Doi, Y., Ishihara, K., & Uchiyama, M. (2016). Epidemiological study on chronotype among preschool children in Japan: Prevalence, sleep–wake patterns, and associated factors. <i>Chronobiology International</i> , 33(10), 1340–1350. Retrieved from https://doi.org/10.1080/07420528.2016.1217231	1
305	200221	Doing gender and professionalism: Exploring the intersectionalities of gender and professionalization in early childhood education. (2015). <i>European Early Childhood Education Research</i> , 23(3), 340–350.	1
306	200222	Dorňák, T., Herzig, R., Školoudík, D., Šaňák, D., Kuliha, M., Roubec, M., & Heřman, M. (2014). Outcome predictors in acute basilar artery occlusion. <i>The Canadian Journal of Neurological Sciences / Le Journal Canadien Des Sciences Neurologiques</i> , 41(3), 368–374. Retrieved from https://doi.org/10.1017/S0317167100017327	1
307	500047	Dornheim, D. (2008). Prädiktion von Rechenleistung und Rechenschwäche: Der Beitrag von Zahlen- Vorwissen und allgemein-kognitiven Fähigkeiten [Prediction of mathematics literacy and dyscalculia: The impact of prior knowledge of numbers and general cognitive abilities]. Berlin, Germany: Logos. https://books.google.de/books?hl=en&lr=&id=6ILcjLXTRuMC&oi=fnd&pg=PA1&dq=Dornheim,+D.+(2008).+Prädiktion+von+Rechenleistung+und+Rechenschwäche:+Der+Beitrag+von+Zahlen+Vorwissen+und+allgemein-kognitiven+Fähigkeiten&ots=dKhaQoU7LP&sig=d_bQIRy7TEl5OSVb3ky11HSxEf8#v=onepage&q=Dornheim%2C%20D.%20(2008).%20Prädiktion%20von%20Rechenleistung%20und%20Rechenschwäche%3A%20Der%20Beitrag%20von%20Zahlen-%20Vorwissen%20und%20allgemein-kognitiven%20Fähigkeiten&f=false	1
308	200224	Dotterer, A. M., & Lowe, K. (2011). Classroom context, school engagement, and academic achievement in early adolescence. <i>Journal of youth and adolescence</i> , 40(12), 1649–1660.	1
309	200223	Dotterer, A. M., Burchinal, M., Bryant, D., Early, D., & Pianta, R. C. (2013). Universal and targeted pre-kindergarten programmes: a comparison of classroom characteristics and child outcomes. <i>Early Child Development and Care</i> , 183(7), 931–950.	1
310	200225	Downer, J. T., Booren, L. M., Lima, O. K., Luckner, A. E., & Pianta, R. C. (2010). 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> , 25(1), 1–16.	X
311	200226	Downer, J. T., Goble, P., Myers, S. S., & Pianta, R. C. (2016). Teacher-child racial/ethnic match within pre-kindergarten classrooms and children's early school adjustment. <i>Early Childhood Research Quarterly</i> , 37, 26–38.	1
312	200227	Downer, J. T., López, M. L., Grimm, K. J., Hamagami, A., Pianta, R. C., & Howes, C. (2012). 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> , 27(1), 21–32.	X
313	200228	Downer, J. T., Rimm-Kaufman, S. E., & Pianta, R. C. (2007). How do classroom conditions and children's risk for school problems contribute to children's behavioral engagement in learning? <i>School Psychology</i> , 36(3), 413.	1

#	Report ID	Citation	Status
314	200229	Dowsett, C. J., Huston, A. C., Imes, A. E., & Gennetian, L. (2008a). Structural and process features in three types of child care for children from high and low income families. <i>Early Childhood Research Quarterly</i> , 23(1), 69–93.	X
315	200231	Drake, K., Belsky, J., & Fearon, R. M. (2014a). From early attachment to engagement with learning in school: the role of self-regulation and persistence. <i>Developmental Psychology</i> , 50(5), 1350.	1
316	200232	Driessen, G. W. (2004). A large-scale longitudinal study of the utilization and effects of early childhood.	1
317	500048	Dubowy, M., Ebert, S., von Maurice, J. & Weinert, S. (2008). Sprachlich-kognitive Kompetenzen beim Eintritt in den Kindergarten. Ein Vergleich von Kindern mit und ohne Migrationshintergrund. <i>Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie</i> , 40, 124-134.	1
318	200234	Duhn, I. (2006). The Making of Global Citizens: Traces of Cosmopolitanism in the New Zealand Early Childhood Curriculum, “Te Whariki.” <i>Contemporary Issues in Early</i> , 7(3), 191–202.	1
319	200235	Duhn, I. (2012). Making “place” for ecological sustainability in early childhood education. <i>Environmental Education</i> , 18(1), 19–29. Retrieved from https://doi.org/10.1080/13504622.2011.572162	1
320	200237	Dulaney, A., Vasilyeva, M., & O’Dwyer, L. (2015). Individual differences in cognitive resources and elementary school mathematics achievement: Examining the roles of storage and attention. <i>Learning and Individual Differences</i> , 37, 55–63.	1
321	200238	Duncan, J., Bowden, C., & Smith, A. B. (2006). A gossip or a good yack? Reconceptualizing parent support in New Zealand early childhood centre based programmes. <i>International Journal of Early Years</i> , 14(1), 1–13. Retrieved from https://doi.org/10.1080/09669760500446358	1
322	200239	Duncan, L. G., Castro, S. L., Defior, S., Seymour, P. H., Baillie, S., Leybaert, J., & Lund, R. (2013). Phonological development in relation to native language and literacy: Variations on a theme in six alphabetic orthographies. <i>Cognition</i> (Vol. 127).	1
323	500049	Dunkin, D., & Hanna, P. (2001). <i>Thinking together: Quality adult- child interactions</i> . Wellington: NZCER Press.	1
324	500050	Dunn, L., & Kontos, S. (1997). Research in review: What we have learned about developmentally appropriate practice. <i>Young Children</i> , 52(4), 4-13.	1
325	200240	Dušek, A., Bartoš, L., & Švecová, L. (2007). The effect of a mother’s rank on her offspring’s pre-weaning rank in farmed red deer. <i>Applied Animal Behaviour Science</i> , 103(1–2), 146–155. Retrieved from https://doi.org/10.1016/j.applanim.2006.03.020	1
326	200241	Dyson, B., Gordon, B., Cowan, J., & McKenzie, A. (2016). External Providers and Their Impact on Primary Physical Education in Aotearoa/New Zealand. <i>Asia-Pacific Journal of Health, Sport and Physical</i> , 7(1), 3–19.	1
327	400014	Early, D. M. et al. (2006). Are teachers’ education, major, and credentials related to classroom quality and children’s academic gains in pre-kindergarten?, <i>Early Childhood Research Quarterly</i> , 21, 174-195.	1,2
328	200244	Early, D. M., & Winton, P. J. (2001). Preparing the workforce: Early childhood teacher preparation at 2-and 4-year institutions of higher education. <i>Early Childhood Research Quarterly</i> , 16(3), 285–306.	1
329	200242	Early, D. M., Bryant, D. M., Pianta, R. C., Clifford, R. M., Burchinal, M. R., Ritchie, S., & Barbarin, O. (2006). Are teachers’ education, major, and credentials related to classroom quality and children’s academic gains in pre-kindergarten? <i>Early Childhood Research Quarterly</i> , 21(2), 174–195.	1,2
330	200243	Early, D. M., Iruka, I. U., Ritchie, S., Barbarin, O. A., Winn, D. M. C., Crawford, G. M., & Bryant, D. M. (2010). 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> , 25(2), 177–193.	X
331	200245	Eberhard-Moscicka, A. K., Jost, L. B., Raith, M., & Maurer, U. (2015). Neurocognitive Mechanisms of Learning to Read: Print Tuning in Beginning Readers Related to Word-Reading Fluency and Semantics but Not Phonology. <i>Developmental</i> , 18(1), 106–118.	1
332	200246	Ebert, S. (2015). Longitudinal relations between theory of mind and metacognition and the impact of language. <i>Journal of Cognition and Development</i> , 16(4), 559–586.	1
333	200247	Ebert, S., Maurice, J. V., & Kluczniok, K. (2011). Kognitiv-sprachliche Kompetenzen im Kindergartenalter: Sind vorzeitig eingeschulte Kinder wirklich kompetenter?	1

#	Report ID	Citation	Status
334	500051	ECE Lead. (2014). Ministry of Education. Retrieved from: http://www.lead.ece.govt.nz	1
335	200248	education and care in The Netherlands. (n.d.). Early Child Development and Care, 174(7–8), 667–689.	1
336	500052	Education Counts. (2013). Retrieved from www.educationcounts.govt.nz/	1
337	200249	Education in One World: Perspectives from Different Nations. (2013). In BCES Conference Books (Vol. 11). Retrieved from http://ezproxy.library.nyu.edu	1
338	500053	Education Review Office (ERO), New Zealand. (2004). Evaluation Indicators for Education Reviews in Early Childhood Services. Retrieved from: http://www.ero.govt.nz/Review-Process/Frameworks-and-Evaluation-Indicators-for-ERO-Reviews	1
339	500054	Education Review Office (ERO), New Zealand. (2010). Success for Māori Children in Early Childhood Services: Good Practice. Retrieved December 15, 2014, from: http://www.ero.govt.nz/National-Reports/Success-for-Maori-Children-in-Early-Childhood-Services-Good-Practice-May-2010 .	1
340	500055	Education Review Office (ERO), New Zealand. (2013). Priorities for children's learning in early childhood services: Good practice. Retrieved December 15, 2014, from http://www.ero.govt.nz/National-Reports/Priorities-for-Children-s-Learning-in-Early-Childhood-Services-Good-Practice-November-2013 .	1
341	500056	Education Review Office (ERO), New Zealand. (2014). Retrieved from: http://www.ero.govt.nz	1
342	200250	Edwards, C. P., Cline, K., Gandini, L., Giacomelli, A., Giovannini, D., & Galardini, A. (2014b). Books, stories, and the imagination at "The Nursery Rhyme": A qualitative case study of a preschool learning environment in Pistoia, Italy. <i>Journal of Research in Childhood Education</i> , 28(1), 18–42. Retrieved from https://doi.org/10.1080/02568543.2013.850131	1,2
343	200251	Egert, F. (n.d.). - Meta-analysis on the impact of in-service professional development programs for preschool teachers on quality ratings and child outcomes.	1
344	200252	Einarsdóttir, J. (2002). Manifestations of cultural beliefs in the daily practice of Icelandic preschools. Retrieved from http://ezproxy.library.nyu.edu	1
345	200253	Einarsdóttir, J. T., Björnsdóttir, A., & Símónardóttir, I. (2016). The Predictive Value of Preschool Language Assessments on Academic Achievement: A 10-Year Longitudinal Study of Icelandic Children. <i>American Journal of Speech-Language Pathology</i> , 25(1), 67–79.	1
346	200254	Eisenstadt, N. (2010). Early Childhood Matters: Evidence from the Effective Pre-School and Primary Education Project. <i>Children & Society</i> , 24(5), 427–428.	1
347	200255	Elizur, Y. (2012). Development and dissemination of collaborative family-oriented services: The case of community/day residential care in Israel. <i>Family Process</i> , 51(1), 140–156. Retrieved from https://doi.org/10.1111/j.1545-5300.2012.01389.x	1
348	200256	Elliott, A. (2006). Every Child. Volume, 12(3). Retrieved from http://ezproxy.library.nyu.edu	1
349	200257	Emerson, E., Einfeld, S., & Stancliffe, and R. J. (2011). Predictors of the Persistence of Conduct Difficulties in Children with Cognitive Delay. <i>Journal of Child Psychology and Psychiatry</i> , 52(11), 1184–94.	1
350	200258	Enever, J. (2007). Yet Another Early-Start Languages. In <i>Policy in Europe: Poland This Time! Current Issues in Language Planning</i> , 8(2) (pp. 208–221).	1
351	200259	Engdahl, I. (2015). Early childhood education for sustainability: The OMEP world project. <i>International Journal of Early Childhood</i> , 47(3), 347–366.	X
352	200260	Engle, J. M., McElwain, N. L., & Lasky, N. (2011). Presence and quality of kindergarten children's friendships: Concurrent and longitudinal associations with child adjustment in the early school years. <i>Infant and Child</i> , 20(4), 365–386.	1
353	200261	Eppe, S. (2006). Emergent literacy skills in Spanish-English bilingual and English monolingual preschoolers: A cross-linguistic analysis of growth. ProQuest.	1
354	200262	et. al, D. 'Apran. (2016). Challenges in developmental monitoring in remote Aboriginal health services: findings and recommendations for improving practice? <i>Rural and Remote Health</i> , 16(3), 3852–3862.	1
355	200263	Ethnic differences in social-emotional development in preschool: The impact of teacher child relationships and classroom quality. (2011). <i>School Psychology Quarterly</i> , 26(3), 202.	X
356	500057	Eurostat. (2014). Retrieved from http://www.statistikbanken.dk	1
357	500058	Eurydice. (2014). France. Retrieved from https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France:Redirect	1

#	Report ID	Citation	Status
358	500059	EVA The Danish Evaluation Institute. (2013). Working Together for a Good Start at School. Rosendahls-Schultz Grafisk a/s http://english.eva.dk/publications/a-good-start-at-school	1
359	500060	Fagnani, J., Boyer, D. & Thévenon, O. (2014). France country note. In: P. Moss, P. (Ed.), <i>International Review of Leave Policies and Research 2014</i> . Retrieved November 10, 2014, from http://www.leavenetwork.org/fileadmin/Leavenetwork/Country_notes/2014/France.pdf	1
360	200264	Farquhar, S.-E. (2008). New Zealand men's participation in early years work. <i>Early Child Development and</i> , 178(7–8), 733–744. Retrieved from https://doi.org/10.1080/03004430802352103	1
361	200265	Farrant, B. M., & Zubrick, and S. R. (2013). Parent-Child Book Reading Across Early Childhood and Child Vocabulary in the Early School Years: Findings from the Longitudinal Study of Australian Children. <i>First Language</i> , 33(3).	1
362	200266	Farver, J. A. M., Lonigan, C. J., & Eppe, S. (2009). Effective early literacy skill development for young Spanish-speaking English language learners: An experimental study of two methods. <i>Child Development</i> , 80(3), 703–719.	1
363	200269	Farver, J. A. M., Xu, Y., Eppe, S., & Lonigan, C. J. (2006). Home environments and young Latino children's school readiness. <i>Early Childhood Research Quarterly</i> , 21(2), 196–212.	1
364	200267	Farver, J. A. M., Xu, Y., Eppe, S., Fernandez, A., & Schwartz, D. (2005a). Community violence, family conflict, and preschoolers' socioemotional functioning. <i>Developmental Psychology</i> , 41(1), 160.	1
365	200270	Farver, J. A. M., Xu, Y., Lonigan, C. J., & Eppe, S. (2013). The home literacy environment and Latino head start children's emergent literacy skills. <i>Developmental Psychology</i> , 49(4), 775.	1
366	200271	Farver, J. M., Eppe, S., & Ballon, D. (2006). Acculturation and family characteristics that facilitate literacy development among Latino children. <i>Acculturation and parent-child relationships: Measurement and development</i> .	1
367	200272	Faulkner, D., & Coates, E. A. (2013). Early childhood policy and practice in England: twenty years of change. <i>International Journal of Early Years Education</i> , 21(2–3), 244–263.	1
368	200273	Faust, G., Kratzmann, J., & Wehner, F. (2012). Schuleintritt als Risiko für Schulanfänger? 11 Dieser Beitrag wurde unter der geschäftsführenden Herausgeberschaft von Jens Möller angenommen. <i>Zeitschrift für pädagogische Psychologie</i> .	1,2
369	200274	Fedeli, U., Alba, N., Zambon, F., Avossa, F., & Spolaore, P. (2011). Hospitalisation for surgical procedures is lower among immigrants than among non-immigrant preschool children: results from a region-wide study in Italy. <i>Journal of Epidemiology and Community Health</i> , 65(7), 645–647. Retrieved from https://doi.org/10.1136/jech.2009.103093	1
370	200275	Feierabend, A., & Staffebach, B. (2016). Crowding out reciprocity between working parents and companies with corporate childcare. <i>Human Resource</i> , 55(5), 771–787. Retrieved from https://doi.org/10.1002/hrm.21689	1
371	200276	Fekonja-Peklaj, U., Marjanovič-Umek, L., & Kranjc, S. (2010). Children's storytelling: the effect of preschool and family environment. <i>European Early Childhood Education Research</i> , 18(1), 55.	1
372	200277	Felfe, C., & Huber, M. (2017). Does preschool boost the development of minority children?: The case of Roma children. <i>Journal of the Royal Statistical Society: Series A (Statistics in Society)</i> , 180(2), 475–502. Retrieved from https://doi.org/10.1111/rssa.12207	X
373	201093	Fenech, M. (2011). An Analysis of the Conceptualisation of 'Quality' in Early Childhood Education and Care Empirical Research: Promoting 'Blind Spots' as Foci for Future Research. <i>Contemporary Issues in Early Childhood</i> , 12(2), 102–117.	1
374	201094	Fenech, M. (2013). Quality early childhood education for my child or for all children?: Parents as activists for equitable, high-quality early childhood education in Australia. <i>Australasian Journal of Early Childhood</i> , 38(4), 92.	1
375	201095	Fenech, M., Giugni, M., & Bown, K. (2012). A critical analysis of the 'national quality framework': Mobilising for a vision for children beyond minimum standards. <i>Australasian Journal of Early Childhood</i> , 37(4), 5.	1
376	201096	Fenech, M., Harrison, L., & Sumsion, J. (2011). Parent users of high-quality long day care: Informed consumers of child care?. <i>Australasian Journal of Early Childhood</i> , 36(1), 95.	1
377	200278	Ferreira, T., Cadima, J., Matias, M., Vieira, J. M., Leal, T., & Matos, P. M. (2016). Preschool children's prosocial behavior: The role of mother-child, father-child and teacher-child relationships. <i>Journal of Child and Family Studies</i> , 25(6), 1829–1839.	1,2,3,4
378	200279	Figueroa, R., & An, R. (2017). Motor skill competence and physical activity in preschoolers: A review. <i>Maternal and Child Health</i> , 21(1), 136–146.	1

#	Report ID	Citation	Status
379	900014	Filippetti, V. A. (2011). Funciones ejecutivas en niños escolarizados: efectos de la edad y del estrato socioeconómico [Executive functions in school-aged children: Age and socioeconomic status effects]. <i>Avances en Psicología. Latinoamericana</i> , 29(1), 98–113.	1
380	200280	Fine, S., Nevo, B., & Hemi, M. (2014). Pre-employment integrity testing in Israel: A validation study. [Pre-employment integrity testing in Israel: A validation study.]. <i>Megamot</i> , 49(4), 796–816.	1
381	200281	Fiorini, M. (2010). The Effect of Home Computer use on Children's Cognitive and Non-Cognitive Skills. <i>Economics of Education Review</i> , 29(1).	1
382	200282	Fisch, S. M., Lemish, D., Spezia, E., Siegel, D., Fisch, S. R., Aladé, F., & Kasdan, D. (2013). "Shalom sesame": Using media to promote jewish education and identity. <i>Journal of Jewish Education</i> , 79(3), 297–314. Retrieved from http://ezproxy.library.nyu.edu	1
383	200283	Fisher, K., & Robinson, J. (n.d.). <i>Social Indicators Research</i> , Aug2009, 93(1), 249–254.	1
384	200284	Fishman, S. (2003). Gandhi in the Pre-School. <i>Journal of</i> , 184(2), 1–5.	1
385	200285	Flämig, K., König, A., & Spiekermann, N. (2015). Potentials, dissonances and reform initiatives in field-based learning and mentoring practices in the early childhood sector in Germany. <i>Early Years: Journal Of International Research & Development</i> , 35(2), 211. doi:10.1080/09575146.2015.1028899	1,2
386	200286	Fleer, M. (2004). The Cultural Construction of Family Involvement in Early Childhood Education: Some Indigenous Australian Perspectives. <i>Australian Educational Researcher</i> , 31(3), 51–68. Retrieved from http://ezproxy.library.nyu.edu	1
387	200287	Fleer, M. (2006). The cultural construction of child development: Creating institutional and cultural intersubjectivity. <i>International Journal of Early Years</i> , 14(2), 127–140. Retrieved from https://doi.org/10.1080/09669760600661294	1
388	500061	Fleer, M. and Richardson, C. (2004). Mapping the transformation of learning. In A. Anning, J. Cullen, and M. Fleer (Eds.). <i>Early childhood education: Society and culture</i> (pp. 119-133). London: Sage. https://books.google.de/books?hl=en&lr=&id=aFpFQNSDqeIC&oi=fnd&pg=PP2&dq=Early+childhood+education:+Society+and+culture&ots=gBK6IZIXn_&sig=ISmSAnHSB3tSY-CZQoVd88OkGoQ#v=onepage&q=Early%20childhood%20education%3A%20Society%20and%20culture&f=false	1
389	201097	Fleet, A., & Farrell, L. (2014). The place of infants in the evolving Australian policy context. <i>Australasian Journal of Early Childhood</i> , 39(4), 81.	1
390	200288	Flink, I. J. E., Restrepo, M. H., Blanco, D. P., Ortegon, M. M., Enriquez, C. L., Beirens, T. M. J., & Raat, H. (2013). Mental health of internally displaced preschool children: A cross-sectional study conducted in Bogotá, Colombia. <i>Social Psychiatry and Psychiatric Epidemiology</i> , 48(6), 917–926.	1
391	200289	Flouri, E., & Malmberg, L. E. (2012). Fathers' involvement and preschool children's behavior in stable single-mother families. <i>Children and Youth Services Review</i> , 34(7), 1237–1242.	1
392	200290	Flouri, E., & Midouhas, E. (2017). Environmental adversity and children's early trajectories of problem behavior: The role of harsh parental discipline. <i>Journal of Family Psychology</i> , 31(2), 234.	1
393	200291	Flouri, E., Midouhas, E., & Joshi, H. (2014). The role of urban neighbourhood green space in children's emotional and behavioural resilience. <i>Journal of Environmental Psychology</i> , 40, 179–186.	1
394	200293	Flouri, E., Midouhas, E., & Narayanan, M. K. (2016). The relationship between father involvement and child problem behaviour in intact families: a 7-year cross-lagged study. <i>Journal of Abnormal Child Psychology</i> , 44(5), 1011–1021.	1
395	200294	Flouri, E., Midouhas, E., & Ruddy, A. (2016). Socio-economic status and family structure differences in early trajectories of child adjustment: individual and neighbourhood effects. <i>Health & Place</i> , 37, 8–15.	1
396	200295	Flouri, E., Midouhas, E., & Tzatzaki, K. (2015). Neighbourhood and own social housing and early problem behaviour trajectories. <i>Social Psychiatry and Psychiatric Epidemiology</i> , 50(2), 203–213.	1
397	200292	Flouri, E., Midouhas, E., Joshi, H., & Tzavidis, N. (2015). Emotional and behavioural resilience to multiple risk exposure in early life: the role of parenting. <i>European Child & Adolescent Psychiatry</i> , 24(7), 745–755.	1

#	Report ID	Citation	Status
398	200296	Flouri, E., Narayanan, M. K., & Midouhas, E. (2015). The cross-lagged relationship between father absence and child problem behaviour in the early years. <i>Child: Care, Health and Development</i> , 41(6), 1090–1097.	1
399	200297	Flouri, E., Tsivrikos, D., Akhtar, R., & Midouhas, E. (2015). Neighbourhood, school and family determinants of children's aspirations in primary school. <i>Journal of Vocational Behavior</i> , 87, 71–79.	1
400	500062	Folke-Fichtelius, M. (2013). Demands on visibility: State policy on documentation and quality evaluation in Swedish preschool. Paper presented at the NERA Conference, Reykjavik, Iceland.	1
401	200298	Forry, N. D., Davis, E. E., & Welte, K. (2013). Ready or not: Associations between participation in subsidized child care arrangements, pre-kindergarten, and Head Start and children's school readiness. <i>Early Childhood Research Quarterly</i> , 28(3), 634–644.	1
402	200299	Forry, N., Iruka, I., Tout, K., Torquati, J., Susman-Stillman, A., Bryant, D., & Daneri, M. P. (2013). Predictors of quality and child outcomes in family child care settings. <i>Early Childhood Research Quarterly</i> , 28(4), 893–904.	X
403	200300	Forste, R., & Fox, K. (n.d.). <i>Journal of Comparative Family Studies</i> , 43(5), 613–631.	1
404	200302	Foster-Cohen, S. H., & van Bysterveldt, A. K. (2016). Early Childhood Inclusion in Aotearoa New Zealand. <i>Infants and Young</i> , 29(3), 214–222.	1
405	200301	Foster-Cohen, S. H., Friesen, M. D., Champion, P. R., & Woodward, L. J. (2010). High prevalence/low severity language delay in preschool children born very preterm. <i>Journal of Developmental and Behavioral</i> , 31(8), 658–667. Retrieved from https://doi.org/10.1097/DBP.0b013e3181e5ab7e	1
406	200303	Franchi, V., & Toth, A. (2014). Can you read the writing on the wall: what needs to happen for a researcher to see what she is observing? <i>Infant</i> , 17(2), 126.	1
407	500063	Francis, V. (2007). Early childhood education pedagogy in France. In R. S. New & M. Cochran (Eds.), <i>Early childhood education: An international encyclopedia</i> (Vol. 4, pp. 1076–1080). Westport, CT: Praeger. https://books.google.com/books/about/Early_Childhood_Education_Four_Volumes.html?id=JulOlhMP3JAC	1
408	200304	Frankel, E. B., Gold, S., & Ajodhia-Andrews, A. (2010). International preschool inclusion: Bridging the gap between vision and practices. <i>Young Exceptional Children</i> , 13(5), 2–16. Retrieved from http://ezproxy.library.nyu.edu	1
409	200305	Freeman, S., Dalli, C., & Pickering, A. (2016). Montessori early childhood education in NZ: Re-discovering the spirit of reflection and inquiry through recent policy changes. <i>Australasian Journal of Early</i> , 41(2), 69–76.	1
410	400015	Freitas, L. B. L., Shelton, T. L. & Tudge, J. R. H. (2008). Conceptions of US and Brazilian early childhood care and education: A historical and comparative analysis, <i>International Journal of Behavioral Development</i> , 32, 161- 170.	1
411	200306	Friedman, S. L., Scholnick, E. K., Bender, R. H., Vandergrift, N., Spieker, S., Hirsh Pasek, K., & Park, Y. (2014a). Planning in middle childhood: Early predictors and later outcomes. <i>Child Development</i> , 85(4), 1446–1460.	1
412	200307	Fujimoto, T., Kotani, S., & Suzuki, R. (2008). Work-family conflict of nurses in Japan. <i>Journal of Clinical Nursing</i> , 17(24), 3286–3295. Retrieved from https://doi.org/10.1111/j.1365-2702.2008.02643.x	1
413	200308	Fujiwara, T., Natsume, K., Okuyama, M., Sato, T., & Kawachi, I. (2012). Do home-visit programs for mothers with infants reduce parenting stress and increase social capital in Japan? <i>Journal of Epidemiology and Community Health</i> , 66(12), 1167–1176. Retrieved from https://doi.org/10.1136/jech-2011-200793	1
414	400016	Fukkink, R. G. & Lont, A. (2007). Does training matter? A meta-analysis and review of caregiver training studies, <i>Early Childhood Research Quarterly</i> , 22, 294–311.	1,2
415	200309	Fuligni, A. S., Han, W. J., & Brooks-Gunn, J. (2004). The Infant-Toddler HOME in the. <i>Parenting</i> , 4(2–3), 139–159.	1
416	200310	Fuligni, A. S., Howes, C., Huang, Y., Hong, S. S., & Lara-Cinisomo, S. (2012). Activity settings and daily routines in preschool classrooms: Diverse experiences in early learning settings for low-income children. <i>Early Childhood Research Quarterly</i> , 27(2), 198–209.	1,2
417	200311	Funayama, M., & Mizushima, J. (2013). Severity of pre-existing psychiatric illness and response to the Great East Japan Earthquake. <i>Journal of Psychiatric Research</i> , 47(10), 1479–1482. Retrieved from https://doi.org/10.1016/j.jpsychires.2013.06.006	1

#	Report ID	Citation	Status
418	200312	Funazaki, Y., & Oi, M. (2013). Factors affecting responses of children with autism spectrum disorder to “Yes/No” questions. <i>Child Language Teaching and Therapy</i> , 29(2), 245–259. Retrieved from http://ezproxy.library.nyu.edu	1
419	200313	Fuwa, M. (2014). Work–family conflict and attitudes toward marriage. <i>Journal of Family Issues</i> , 35(6), 731–754. Retrieved from https://doi.org/10.1177/0192513X12474631	0
420	200314	Gabriel, T., Keller, S., Bolter, F., Martin-Blachais, M.-P., & Séraphin, G. (2013). Out of home care in France and Switzerland. <i>Psychosocial</i> , 22(3), 215–225. Retrieved from https://doi.org/10.5093/in2013a25	1
421	200315	Gadeyne, E., Onghena, P., & Ghesquiere, P. (2008). Child and family characteristics associated with nonpromotion in preprimary education. <i>Exceptional Children</i> , 74(4), 453–469. Retrieved from http://ezproxy.library.nyu.edu	1
422	200316	Garbett, D., & n, d garbett@ace ac. (2003). Science Education in Early Childhood Teacher Education: Putting Forward a Case to Enhance Student Teachers’ Confidence and Competence. <i>Research in Science</i> , 33(4), 467–481.	1
423	200317	Gardner-Neblett, N., DeCoster, J., & Hamre, B. K. (2014). Linking preschool language and sustained attention with adolescent achievement through classroom self-reliance. <i>Journal of Applied Developmental Psychology</i> , 35(6), 457–467.	1
424	500064	Garnier, P. (2011). The scholarisation of the French école maternelle: Institutional transformations since the 1970s. <i>European Early Childhood Education Research Journal</i> , 19(4), 553–563	1
425	200318	Genauigkeit von Lehrerteilen über die Lesekompetenz ihrer Schülerinnen und Schüler in der Sekundarstufe I—Eine Frage der Spezifität? / Lower secondary school teacher judgment accuracy of students’ reading competence—A matter of specificity? (n.d.).	1
426	200319	Gene–environment interaction between DRD4 7-repeat VNTR and early child-care experiences predicts self-regulation abilities in prekindergarten. <i>Developmental Psychobiology</i> , 56(3), 373–391.	X
427	200320	Georgeson, J., Campbell-Barr, V., Bakosi, É., Nemes, M., Pálfi, S., & Sorzio, P. (2015). Can we have an international approach to child-centred early childhood practice? <i>Early Child Development and Care</i> , 185(11), 18. Retrieved from http://ezproxy.library.nyu.edu	1
428	900015	Georgiou, G. K., Das, J. P., & Hayward, D. V. (2008). Comparing the contribution of two tests of working memory to reading in relation to phonological awareness and rapid naming speed. <i>Journal of Research in Reading</i> , 31, 302–318. https://doi.org/doi:10.1111/j.1467-9817.2008.00373.x	1
429	500065	Gettinger, M. & Stoiber, K.C. (2012) Curriculum-based early literacy assessment and differentiated instruction with high-risk preschoolers, <i>Reading Psychology</i> , 33(1-2), 11-46.	1,2
430	400017	Ghazvini, A., & Mullis, R. L. (2002). Center-based care for young children: Examining predictors of quality. <i>The Journal of Genetic Psychology</i> , 163, 112–125.	1,2
431	201079	Gialamas A, Mittingty MN, Sawyer MG, Zubrick SR, Lynch J, 2015, Time spent in different types of child care and children’s development at school entry; an Australia longitudinal study, <i>Archives of Disease Control in Childhood</i> , 100, 2, 226-232.	1
432	201080	Gialamas A, Mittinty MN, Sawyer MG, Zubrick SR, Lynch J, 2015, Social inequalities in child care quality and their effects on children’s development at school entry; findings from the Longitudinal Study of Australian Children, <i>Journal of Epidemiology and Community Health</i> .	1,2
433	200321	Gialamas, A. (2014). Child Care Quality and Children’s Cognitive and Socio-Emotional Development: An Australian Longitudinal Study. <i>Early Child Development and Care</i> , 184(7).	1,2
434	201078	Giaslamas A, Sawyer ACP, Mittinty MN, Zubrick SR, Sawyer MG, Lynch J, 2014, Quality of child care influences children’s attentiveness and emotional regulation at school entry, <i>The Journal of Pediatrics</i> , 165, 4, 813-819.	1,2
435	200322	Gilbert, F., & Focquaert, F. (2015). Rethinking responsibility in offenders with acquired paedophilia: Punishment or treatment? <i>International Journal of Law and Psychiatry</i> , 38, 51–60.	1
436	200323	Gill, A. I., Schaughency, E., & Galland, B. C. (2012). Prevalence and factors associated with snoring in 3-year olds: Early links with behavioral adjustment. <i>Sleep</i> , 13(9), 1191–1197. Retrieved from https://doi.org/10.1016/j.sleep.2012.05.007	1

#	Report ID	Citation	Status
437	200324	Gilley, T., Tayler, C., Niklas, F., & Cloney, D. S. (2015). Too late and not enough for some children: Early childhood education and care (ECEC) program usage patterns in the years before school in Australia. <i>International Journal of Child Care and Education Policy</i> , 9(9). https://doi.org/DOI	1
438	500066	Ginsburg, H.P., Lee, J.S., & Boyd, J.S. (2008). Mathematics education for young children: What it is and how to promote it. <i>Social Policy Report</i> , 22(1), 3-22.	1
439	200325	Giraldo, A., Dalla-Zuanna, G., & Rettore, E. (2015). Childcare and participation at work in North-East Italy: Why do Italian and foreign mothers behave differently? <i>Statistical Methods and Applications</i> , 24(2), 339–358.	1
440	200326	Gluschkof, C. (2008). Musical expressions in kindergarten: An inter-cultural study? <i>Contemporary Issues in Early Childhood</i> , 9(4), 317. Retrieved from http://ezproxy.library.nyu.edu	1
441	200327	Gluschkof, C., & Kenney, S. H. (2011). Music literacy in an israeli kindergarten. <i>General Music Today</i> , 25(1), 45–49. Retrieved from http://ezproxy.library.nyu.edu	X
442	400018	Goelman, H. et al. (2006). Towards a predictive model of quality in Canadian child care centers. <i>Early Childhood Research Quarterly</i> , 21, 280–295.	1,2
443	500067	Golbeck, S. L. (2002). Instructional models for early childhood education. (ERIC Digest No. EDO- PS-02-10). Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. Retrieved July 14, 2014, from http://ceep.crc.uiuc.edu/eecearchive/digests/2002/golbeck02.pdf .	1
444	200328	Golos, A., Sarid, M., Weill, M., Yochman, A., & Weintraub, N. (2011). The influence of environmental factors on the development of Ultra-Orthodox preschool boys in Israel. <i>Occupational Therapy International</i> , 18(3), 142–151.	1
445	200329	Golubović, Š., Milutinović, D., & Golubović, B. (2014). Benefits of physical exercises in developing certain fitness levels in children with hyperactivity. <i>Journal of psychiatric and mental health nursing</i> , 21(7), 594-600.	1
446	200330	Gómez, J. D. (2011). Teaching EFL academic writing in Colombia: Reflections in contrastive rhetoric. <i>PROFILE Issues in Teachers' Professional Development</i> , 13(1), 205–213.	1
447	200331	Gómez-Motilla, C., & Ruiz-Gallardo, J.-R. (2016). El rincón de la ciencia y la actitud hacia las ciencias en educación infantil. <i>The Classroom Science Centre and. In the Attitude toward Science in Early Childhood Education.</i> , 13(3) (pp. 643–666).	1
448	200332	Gong, X., Xu, D., & Han, W. J. (2016). The effects of preschool attendance on adolescent outcomes in rural China. <i>Early Childhood Research</i> , 37, 140–152.	1
449	200333	Goorix, K., D'Oosterlinck, F., Spriet, E., Freado, M., & Broekaert, E. (2012). Teach me how to talk. <i>Reclaiming Children and Youth</i> , 21(2), 54–58. Retrieved from http://ezproxy.library.nyu.edu	1
450	200334	Gormley Jr., W. T. (2008). <i>Social Science Quarterly</i> , 89(4), 916–936.	1
451	200335	Gormley, W. T. (n.d.). <i>Social Science Quarterly</i> , 2008(89), 916–936.	1
452	201098	Grace, R., Bowes, J., & Elcombe, E. (2014). Child participation and family engagement with early childhood education and care services in disadvantaged Australian communities. <i>International Journal of Early Childhood</i> , 46(2), 271-298.	1
453	200336	Graham, H., Hawkins, S. S., & Law, C. (2010). Lifecourse influences on women's smoking before, during and after pregnancy. <i>Social Science & Medicine</i> , 70(4), 582–587.	1
454	200337	Gray, C., & Ryan, A. (2016). Aistear vis-à-vis the primary curriculum: The experiences of early years teachers in Ireland. <i>International Journal of Early Years Education</i> , 24(2), 188–205. Retrieved from http://ezproxy.library.nyu.edu	X
455	200338	Gray, Colette, & Ryan, A. (2016). Aistear vis-à-vis the Primary Curriculum: The experiences of early years teachers in Ireland. <i>International Journal of Early Years Education</i> , 24(2), 188–205. Retrieved from http://dx.doi.org/10.1080/09669760.2016.1155973	1
456	200339	Griffin, R. S., & Gross, A. M. (2004). Childhood bullying: Current empirical findings and future directions for research. <i>Aggression and Violent</i> , 9(4), 379–400.	1
457	200341	Grimm, K. J., & Ram, N. (2009). A second-order growth mixture model for developmental research. <i>Research in Human Development</i> , 6(2–3), 121–143.	1
458	200340	Grimm, K. J., Pianta, R. C., & Konold, T. (2009). Longitudinal multitrait-multimethod models for developmental research. <i>Multivariate Behavioral Research</i> , 44(2), 233–258.	1
459	200342	Grineski, S. E. R. S. (2009) (Vol. 74).	1

#	Report ID	Citation	Status
460	200343	Groeneveld, M. G., Vermeer, H. J., van IJzendoorn, M. H., & Linting, M. (2016). Randomized video-feedback intervention in home-based childcare: Improvement of children's wellbeing dependent on time spent with trusted caregiver. In <i>Child & youth care forum</i> (Vol. 45, pp. 587–606). Springer US.	X
461	200344	Grossaug, R. (2017). money: Media responsibility and commercial preschool television in Israel. It's not all about the, 11(1), 53–68. Retrieved from https://doi.org/10.1080/17482798.2016.1207693	1
462	200345	Grünigen, R. vo., Perren, S., Nägele, C., & Alsaker, F. D. (2010). Immigrant children's peer acceptance and victimization in kindergarten: The role of local language competence. <i>British Journal of Developmental</i> , 28(3), 679–697. Retrieved from https://doi.org/10.1348/026151009X470582	X
463	200346	Gubernskaya, Z., & Treas, J. (2016). Call Home? Mobile Phones and Contacts With Mother in 24 Countries. <i>Journal of Marriage and Family</i> , 78(5), 1237–1249.	1
464	900016	Guevara-Benítez, Y., Rugerio, J. P., Delgado-Sánchez, U., Hermosillo-García, A., & López-Hernández, A. (2013). Alfabetización emergente en niños preescolares de bajo nivel sociocultural: Una evaluación conductual [Emergent literacy in children of low sociocultural level: A behavioral assessment]. <i>Revista Mexicana de Psicología Educativa</i> , 1(1), 31–40.	1
465	200347	Gunn, B., Smolkowski, K., & Vadasy, P. (2010). Evaluating the effectiveness of Read Well kindergarten. <i>Journal of Research on Educational Effectiveness</i> , 4(1), 53–86.	X
466	400019	Guo, Y. et al. (2010). Relations among preschool teachers' self-efficacy, classroom quality, and children's language and literacy gains, <i>Teacher and Teacher Education</i> , 26, 1094–1103	1,2,3,4
467	200348	Guo, Y., Connor, C. M., Yang, Y., Roehrig, A. D., & Morrison, F. J. (2012). The effects of teacher qualification, teacher self-efficacy, and classroom practices on fifth graders' literacy outcomes. <i>The Elementary School Journal</i> , 113(1), 3–24.	1,2
468	200349	Gupta, N. D., & Simonsen, M. (2016). Academic performance and type of early childhood care. <i>Economics of Education Review</i> , 53, 217–229.	1
469	200350	Gustavsson, A., Svensson, M., Jacobi, F., Allgulander, C., Alonso, J., Beghi, E., & Gannon, B. (2011). Cost of disorders. In <i>of the brain in Europe 2010.European neuropsychopharmacology</i> (Vol. 21, pp. 718–779).	1
470	200351	Gutiérrez-Gutiérrez, A., Rico-Romero, L., & Gómez Guzmán, P. (2015a). Pedagogical Knowledge of Numbers and Operations: An International Comparison. <i>Electronic Journal of Research in Educational</i> , 13(1), 47–72.	1
471	200352	Hadley, F., Waniganayake, M., & Shepherd, W. (2015). Contemporary practice in professional learning and development of early childhood educators in Australia: reflections on what works and why. In <i>Professional Development in Education</i> , 41(2) (p. 187).	1
472	500068	Hagemeister, V. (2009). Statistische Ergebnisse zum Einschulungsalter und zu Teilaspekten des Schulerfolgs, hergeleitet aus PISA-Daten [Einzelbeitrag] [Statistical results on the age of school enrolment and on aspects of school success]. <i>Bildungsforschung</i> , 6(2), 111–136.	1
473	200353	Haidkind, P., Kikas, E., Henno, H., & Peets, T. (2011). Controlled drawing observation for assessing a child's readiness for school and predicting academic achievement at the end of the first grade. <i>Scandinavian Journal of Educational Research</i> , 55(1), 61–78. Retrieved from http://ezproxy.library.nyu.edu	1
474	200354	Haj-Yahia, M. M., & Attar-Schwartz, S. (2008). Attitudes of Palestinian pre-school teachers from Israel towards reporting of suspected cases of child abuse and neglect. <i>Child & Family Social Work</i> , 13(4), 378–390. Retrieved from https://doi.org/10.1111/j.1365-2206.2008.00562.x	1
475	200355	Halle, T. G., Whittaker, J. V., Zepeda, M., Rothenberg, L., Anderson, R., Daneri, P., & Buysse, V. (2014). The social-emotional development of dual language learners: Looking back at existing research and moving forward with purpose. <i>Early Childhood Research Quarterly</i> , 29(4), 734–749.	1,2
476	200357	Halsan, A., Reikerås, E., & Moser, T. (201. (2014b). Girls have better motor skills than boys do. <i>Science Nordic</i> , 8th of. Retrieved from http://sciencenordic.com/girls-have-better-motor-skills-boys-do .	1
477	200356	Halsan, A., Reikerås, E., & Moser, T. (2014a). Jenter har bedre motorikk enn gutter. <i>forskning.no</i> , 2014(6), 21–06.	1
478	200358	Haltigan, J. D., & Roisman, G. I. (2015). Infant attachment insecurity and dissociative symptomatology: findings from the NICHD Study of. <i>Early Child Care and Youth Development</i> . <i>Infant Mental Health Journal</i> , 36(1), 30–41.	1

#	Report ID	Citation	Status
479	400020	Hamre, B. et al. (2013). Teaching through interactions: Testing a developmental framework of teacher effectiveness in over 4,000 classrooms, <i>Elementary School Journal</i> , 113, 461–487.	1,2
480	200359	Hansen, K. (2014). Moving house for education in the pre-school years. <i>British Educational Research Journal</i> , 40(3), 483–500.	1
481	200360	Hansen, K., & Jones, E. M. (2011). Ethnicity and gender gaps in early childhood. <i>British Educational Research Journal</i> , 37(6), 973–991.	1
482	200361	Harcourt, D., & Mazzone, V. (2012). Standpoints on quality: Listening to children in verona, italy. <i>Australasian Journal of Early Childhood</i> , 37(2), 19–26. Retrieved from http://ezproxy.library.nyu.edu	1,2
483	200363	Hardin, B.J., Bergen, D., Busio, D. S., & Boone, W. (2017). Investigating the psychometric properties of the ACEI global guidelines assessment, third edition (GGA) in nine countries. <i>Early Childhood Education Journal</i> , 45(3), 297–312. Retrieved from http://ezproxy.library.nyu.edu	X
484	200362	Hardin, Belinda J., Jones, M. G., & Figueras, O. (19 Issue 3,). In <i>Journal of Research in Childhood Education</i> , Spring2005 (Vol. Vol., pp. 223–241).	1
485	200364	Hardy, L. L., King, L., Kelly, B., Farrell, L., & Howlett, S. (2010). Munch and Move: evaluation of a preschool healthy eating and movement skill program. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 7(1), 80.	1
486	200365	Harger, J. (n.d.). <i>Montessori Life: A Publication of the. American Montessori Society.</i>	0
487	200366	Harkness, S., Blom, M., Oliva, A., Moscardino, U., Zylicz, P. O., & Bermudez, M. R. (2007). Teachers' ethnotheories of the "ideal student" in five western cultures. <i>Comparative Education</i> , 43(1), 113–135. Retrieved from http://ezproxy.library.nyu.edu	1
488	200367	Harlin, R., & Souto-Manning, M. (2009). Review of research: Educating Latino children: International perspectives and values in early education. <i>Childhood Education</i> , 85(3), 182–186.	0
489	200368	Harlow, A., Cowie, B., & Heazlewood, M. (2010). Keeping in touch with learning: The use of an interactive whiteboard in the junior school. <i>Technology, Pedagogy and</i> , 19(2), 237–243. Retrieved from https://doi.org/10.1080/1475939X.2010.491234	1
490	500069	Harms, T., Clifford, R. M., & Cryer, D. (1998). <i>Early childhood environment rating scale</i> (Rev. ed.). New York, NY: Teachers College Press.	1
491	200369	Harrington, J. M. (2016). "We're All Kids!" <i>Picture Books and Cultural Awareness</i> . <i>Social</i> , 107(6), 244–256.	0
492	201099	Harris, N., & Tinning, B. (2012). Hearing parents' and carers' voices: experiences of accessing quality long day care in northern regional Australia. <i>Australasian Journal of Early Childhood</i> , 37, 14–21.	1,2
493	200370	Harrison, L. J., & McLeod, and S. (2010). Risk and Protective Factors Associated with Speech and Language Impairment in a Nationally Representative Sample of 4- to 5-Year-Old Children. <i>Journal of Speech, Language, and Hearing Research</i> , 53(2), 508–29.	1
494	200371	Hashiloni-Dolev, Y., & Shkedi, S. (2007). On new reproductive technologies and family ethics: Pre-implantation genetic diagnosis for sibling donor in Israel and Germany. <i>Social Science & Medicine</i> , 65(10), 2081–2092. Retrieved from https://doi.org/10.1016/j.socscimed.2007.06.016	0
495	200372	Hassunah Arafat, S., Korat, O., Aram, D., & Saiegh-Haddad, E. (2017). Continuity in literacy achievements from kindergarten to first grade: A longitudinal study of arabic-speaking children. <i>Reading and Writing: An Interdisciplinary Journal</i> , 30(5), 989–1007. Retrieved from http://ezproxy.library.nyu.edu	1
496	200373	Hata, M. (2014). Preschool girls and the media: How magazines describe and depict gender norms. <i>International Journal of Early Childhood</i> , 46(3), 373–389. Retrieved from http://ezproxy.library.nyu.edu	0
497	200374	Hatfield, B. E., Hestenes, L. L., Kintner-Duffy, V. L., & O'Brien, M. (2013). Classroom Emotional Support predicts differences in preschool children's cortisol and alpha-amylase levels. <i>Early Childhood Research</i> , 28(2), 347–356.	1,2,3,4
498	200375	Hayashi, A., & Tobin, J. (2011). The Japanese preschool's pedagogy of peripheral participation. <i>Ethos</i> , 39(2), 139–164. Retrieved from https://doi.org/10.1111/j.1548-1352.2011.01182.x	0
499	200376	Hayashi, A., & Tobin, J. (2014). The power of implicit teaching practices: Continuities and discontinuities in pedagogical approaches of deaf and hearing preschools in japan. <i>Comparative Education Review</i> , 58(1), 24–46. Retrieved from http://ezproxy.library.nyu.edu	1

#	Report ID	Citation	Status
500	200377	Healey, D. M., & Halperin, J. M. (2015). Enhancing Neurobehavioral Gains with the Aid of Games and Exercise (ENGAGE): Initial open trial of a novel early intervention fostering the development of preschoolers' self-regulation. <i>Child</i> , 21(4), 465–480.	0
501	500070	Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. <i>Science</i> , 312, 1900–1902. doi:10.1126/science.1128898	1
502	200378	Hedges, H. (2011). Connecting “snippets of knowledge”: Teachers' understandings of the concept of working theories. <i>Early Years: An International Journal of Research and</i> , 31(3), 271–284. Retrieved from https://doi.org/10.1080/09575146.2011.606206	1
503	200379	Hedges, H., & Cooper, M. (2014). Engaging with holistic curriculum outcomes: Deconstructing “working theories.” <i>International Journal of Early Years</i> , 22(4), 395–408. Retrieved from https://doi.org/10.1080/09669760.2014.968531	0
504	200380	Hedley, D., Young, R., & Angelica, M. (n.d.). In <i>Autism: The International Journal of Research and Practice</i> .	1
505	200381	Hegde, A. V., Sugita, C., Crane-Mitchell, L., & Averett, P. (2014a). Japanese nursery and kindergarten teachers' beliefs and practices regarding developmentally appropriate practices. <i>International Journal of Early Years Education</i> , 22(3), 301–314. Retrieved from https://doi.org/10.1080/09669760.2014.948390	0
506	200382	Hegde, A. V., Sugita, C., Crane-Mitchell, L., & Averett, P. (2014b). Japanese nursery and kindergarten teachers' beliefs and practices regarding developmentally appropriate practices. <i>International Journal of Early Years Education</i> , 22(3), 301–314. Retrieved from http://ezproxy.library.nyu.edu	1
507	200383	Hegewisch, A., & Gornick, J. C. (2011). The impact of work-family policies on women's employment: A review of research from OECD countries. <i>Community, Work & Family</i> , 14(2), 119–138. Retrieved from https://doi.org/10.1080/13668803.2011.571395	0
508	200384	Helland, S. S., Vartun, M., Melkevik, O., Lekhal, R. o. S., & S. (2012). <i>Barnehaugen som arena for vekst og trivsel</i> (pdf). Første steg nr 2/.	1
509	200385	Hellman, A. (2016a). Teaching reflective care in Japanese early childhood settings. <i>Early Child Development and Care</i> , 186(10), 1693–1702. Retrieved from https://doi.org/10.1080/03004430.2015.1124869	0
510	200386	Helmerhorst, K. O., Riksen-Walraven, J. M. A., Fukkink, R. G., Tavecchio, L. W., & Deynoot-Schaub, M. J. G. (2017). Effects of the Caregiver Interaction Profile Training on Caregiver–Child Interactions in Dutch Child Care Centers: A Randomized Controlled Trial. In <i>Child & Youth Care Forum</i> (Vol. 46, pp. 413–436). Springer US.	1,2
511	200388	Herrera Torres, L., Buitrago Bonilla, R. E., & Avila Moreno, A. K. (2016). Empathy in future teachers of the pedagogical and technological university of colombia. <i>Journal of New Approaches in Educational Research</i> , 5(1), 30–37. Retrieved from http://ezproxy.library.nyu.edu	1
512	200387	Herrera, M. O., Mathiesen, M. E., Merino, J. M., & Recart, I. (2005). Learning Contexts for Young Children in Chile: Process Quality Assessment in Preschool Centres. <i>International Journal of Early Years</i> , 13(1), 13–27.	0
513	201100	Hesterman, S. (2013). Early childhood designs for multiliteracies learning. <i>Australian Journal of Language and Literacy</i> , The, 36(3), 158.	1,2
514	201101	Hewitt, B., & Walter, M. (2014). Preschool participation among Indigenous children in Australia. <i>Family Matters</i> , (95), 41.	1
515	200389	Hildenbrand, C., Niklas, F., Cohnssen, C., & Tayler, C. (2015). Children's mathematical and verbal competence in different early education and care programs in Australia. <i>Journal of Early Childhood Research</i> , 1(14). https://doi.org/DOI	0
516	200391	Hilgeman, C., & Butts, C. T. (2009). Women's employment and fertility: A welfare regime paradox. <i>Social Science Research</i> , 38(1), 103–117. Retrieved from https://doi.org/10.1016/j.ssresearch.2008.08.005	1
517	200392	Hill, C. J., Gormley, W. T., & Adelstein, S. (2015). Do the short-term effects of a high-quality preschool program persist? <i>Early Childhood Research Quarterly</i> , 32, 60–79.	1
518	200393	Hill, S. (2010). The millennium generation: Teacher-researchers exploring new forms of literacy. <i>Journal of Early Childhood Literacy</i> , 10(3), 314–340.	0
519	200394	Hirose, T., Koda, N., & Minami, T. (2012). Correspondence between children's indoor and outdoor play in japanese preschool daily life. <i>Early Child Development and Care</i> , 182(12), 1611–1622. Retrieved from http://ezproxy.library.nyu.edu	1

#	Report ID	Citation	Status
520	200395	Hirsh-Pasek, K., & Burchinal, M. (2006). Mother and caregiver sensitivity over time: Predicting language and academic outcomes with variable-and person-centered approaches. <i>Merrill-Palmer Quarterly</i> , 52(3), 449–485.	X
521	400021	Ho, D., Lee, M. & Teng, Y. (2016), “Size matters: The link between staff size and perceived organizational support in early childhood education”, <i>International Journal of Educational Management</i> , 30, 1104-1122.	1
522	200396	Hočevár, A., Šebart, M. K., & Štefanc, D. (2013). Curriculum planning and the concept of participation in the Reggio Emilia pedagogical approach. <i>European Early Childhood Education Research</i> , 21(4), 476.	1
523	200397	Hohmann, U. (2015). Review of The discovery of early childhood. <i>Early Years: An International Journal of Research and</i> , 35(3), 317–318. Retrieved from https://doi.org/10.1080/09575146.2015.1059067	1
524	200398	Hoke, B., & bhoke7777@gmailco. (2014). Montessori Grows in Tanzania. <i>Montessori</i> , 26(3), 26–30.	1
525	200399	Holas, I., & Huston, A. C. (2012). Are middle schools harmful? The role of transition timing, classroom quality and school characteristics. <i>Journal of Youth and Adolescence</i> , 41(3), 333–345.	X
526	200400	Holte, A., Barry, M. M., Bekkhus, M., Borge, A. I. H., Bowes, L., Casas, F., ... Zachrisson, H. D. (2014). Psychology of child well-being. In <i>Handbook of child well-being</i> (pp (pp. 555–631). Netherlands: Springer.	1
527	500071	Holthus, B. G. (2010). Parental evaluation of institutionalized childcare: Survey results from Japan. <i>Child Research Net</i> . Retrieved October 27, 2014 from http://www.dijtokyo.org/articles/holthus10_01.pdf	1
528	200401	Hooker, T. (2014). The benefits of peer coaching as a support system for early childhood education students. <i>International Journal of Evidence Based Coaching and</i> , 12(1), 109–122.	1
529	200402	Hornung, C., Brunner, M., Reuter, R. A. P., & Martin, R. I. (2011) (Vol. 39).	1
530	200403	Hosking, A., Whitehouse, G., & Baxter, and J. (2010). Duration of Leave and Resident Fathers’ Involvement in Infant Care in Australia. <i>Journal of Marriage and Family</i> , 72(5).	1
531	200404	Howell, S., & Kemp, C. (2009). A participatory approach to the identification of measures of number sense in children prior to school entry. <i>International Journal of Early Years</i> , 17(1), 47–65. Retrieved from https://doi.org/10.1080/09669760802699902	1
532	400022	Howes, C. et al. (2008). Ready to learn? Children’s pre-academic achievement in pre-Kindergarten programs, <i>Early Childhood Research Quarterly</i> , 23, 27–50.	1,2,3,4
533	200405	Howes, C., Burchinal, M., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O. (2008). Ready to learn? Children’s pre-academic achievement in pre-kindergarten programs. <i>Early Childhood Research Quarterly</i> , 23(1), 27–50.	X
534	200406	Hrdlička, M. (2007). Postavení atomoxetinu v léčbě hyperkinetické poruchy u dětí a adolescentů. [Position of atomoxetine in the treatment of hyperkinetic disorders in children and adolescents.]. <i>Česká a Slovenská. Psychiatrie</i> , 103(5), 230–239.	1
535	400023	Hu, B. Y. et al. (2016). Predictors of Chinese early childhood program quality: Implications for policies, <i>Children and Youth Services</i> , 70, 152-162.	1,2,3,4
536	200407	Hu, B. Y., Dieker, L., Yang, Y., & Yang, N. (2016). The quality of classroom experiences in Chinese kindergarten classrooms across settings and learning activities: Implications for teacher preparation. <i>Teaching and Teacher Education</i> , 57, 39–50.	X
537	200408	Huang, F. L., Invernizzi, M. A., & Drake, E. A. (2012). The differential effects of preschool: Evidence from Virginia. <i>Early Childhood Research</i> , 27(1), 33–45.	1
538	200409	Hubbard, K., & Terrell, C. (2009). Learning with“ Armadillo Ray.” <i>SchoolArts: The Art Education Magazine for Teachers</i> , 108(7), 24–25.	1
539	200410	Huguenin, J.-M. (2015). Determinants of School Efficiency: The Case of Primary Schools in the State of Geneva, Switzerland. <i>International Journal of Educational</i> , 29(5), 539–562.	1
540	200411	Hujala, E., Eskelinen, M., Keskinen, S., Chen, C., Inoue, C., Matsumoto, M., & Kawase, M. (2016a). Leadership tasks in early childhood education in Finland, Japan, and Singapore. <i>Journal of Research in Childhood Education</i> , 30(3), 406–421. Retrieved from https://doi.org/10.1080/02568543.2016.1179551	1
541	200412	Hujala, E., Turja, L., Gaspar, M. F., Veisson, M., & Waniganayake, M. (2009). Perspectives of early childhood teachers on parent-teacher partnerships in five european countries. <i>European Early Childhood Education Research Journal</i> , 17(1), 57–76. Retrieved from http://ezproxy.library.nyu.edu	1

#	Report ID	Citation	Status
542	200413	Huldi, C. S. (2002). Family obligations and the transition to working life: The influence of parenthood and family obligations on the transition to employment of university graduates. <i>Education &</i> , 44(4-5), 208-216. Retrieved from https://doi.org/10.1108/00400910210432095	1
543	400024	Hulpia, H. et al. (2016). MeMoQ Deelrapport 10. Emotionele en educatieve ondersteuning in de nulmeting, Kind & Gezin – UGent – KU Leuven.	1
544	200414	Hume, K., Bellini, S., & Pratt, C. (2005). The usage and perceived outcomes of early intervention and early childhood programs for young children with autism spectrum disorder. <i>Topics in Early Childhood Special</i> , 25(4), 195-207.	1
545	200415	Hunzai, Z. N. (2006). A Long-term Investment in Pakistan: early childhood education. <i>Contemporary Issues in Early Childhood</i> , 7(2), 174-176.	1
546	500072	Huskinson, T., Kostadintcheva, K., Greevy, H., Salmon, C., Dobie, S., & Medien, K. (2014). <i>Childcare and Early Years Survey of Parents 2012-2013</i> . Runcorn, United Kingdom: Great Britain, Department for Education. Retrieved November 10, 2014, from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/275992/SFR06-2014_Childcare_and_Early_Years_Survey_of_Parents_2012-13_final.pdf	1
547	200416	Iecovich, E., & Biderman, A. (2013). Use of adult day care centers: Do they offset utilization of health care services? <i>Gerontologist</i> , 53(1), 123-132. Retrieved from http://ezproxy.library.nyu.edu	1
548	200417	Iecovich, E., & Carmel, S. (2011). Differences between users and nonusers of day care centers among frail older persons in Israel. <i>Journal of Applied Gerontology</i> , 30(4), 443-462. Retrieved from https://doi.org/10.1177/0733464810372771	1
549	200418	Ikegami, K., & Agbenyega, J. S. (2014). Exploring educators' perspectives: How does learning through "happiness" promote quality early childhood education? <i>Australasian Journal of Early Childhood</i> , 39(3), 46-55. Retrieved from http://ezproxy.library.nyu.edu	1
550	200419	Ikegami, K., & Rivalland, C. (2016). Exploring the quality of teacher-child interactions: The soka discourse in practice. <i>European Early Childhood Education Research Journal</i> , 24(4), 521-535. Retrieved from http://ezproxy.library.nyu.edu	X
551	200420	Imoto, Y. (2011). Producing the "international" child: Negotiations of language in an international preschool in japan. <i>Ethnography and Education</i> , 6(3), 281-292. Retrieved from http://ezproxy.library.nyu.edu	1
552	200421	Impact of Fidelity Components on Preschool ELL Language Learners'. (n.d.). Improvement.	1
553	200422	Inatomi, Y., Yonehara, T., Hashimoto, Y., Hirano, T., & Uchino, M. (2008). Pre-hospital delay in the use of intravenous rt-PA for acute ischemic stroke in Japan. <i>Journal of the Neurological Sciences</i> , 270(1-2), 127-132. Retrieved from https://doi.org/10.1016/j.jns.2008.02.018	1
554	200423	Iruka, I. U., Winn, D. M. C., Kingsley, S. J., & Orthodoxou, Y. J. (2011). Links Between Parent-Teacher Relationships and Kindergartners'. <i>Social Skills: Do Child Ethnicity and Family Income Matter?</i> . The Elementary School, 111(3), 387-408.	1
555	201102	Irvine, S., & Price, J. (2014). Professional conversations: A collaborative approach to support policy implementation, professional learning and practice change in ECEC. <i>Australasian journal of early childhood</i> , 39(3), 85.	1
556	200424	Ishiguro, H. (2016). How a young child learns how to take part in mealtimes in a japanese day-care center: A longitudinal case study. <i>European Journal of Psychology of Education</i> , 31(1), 13-27. Retrieved from http://ezproxy.library.nyu.edu	1
557	200425	Ishii-Kuntz, M. (2013). Work environment and japanese fathers' involvement in child care. <i>Journal of Family Issues</i> , 34(2), 250-269. Retrieved from http://ezproxy.library.nyu.edu	1
558	400025	Ishimine, K. & Tayler, C. (2014). Assessing quality in early childhood education and care, <i>European Journal of Education</i> , 49, 272-290.	1
559	201103	Ishimine, K. (2011). Quality in early childhood education and care: a case study of disadvantage. <i>The Australian Educational Researcher</i> , 38(3), 257-274.	1,2
560	201104	Ishimine, K., & Tayler, C. (2012). Family day care and the National Quality Framework: Issues in improving quality of service. <i>International Journal of Child Care and Education Policy</i> , 6(1), 45-61.	1
561	200426	Ishimine, K., & Tayler, C. (2013). Assessing quality in early childhood education and care. <i>European Journal of Education: Research Development and Policy</i> . https://doi.org/DOI	1
562	200427	Isikoglu, N., & Ivrendi, A. (2007). Mobile crèches: a way of reaching children of poverty. <i>Educational Research</i> , 49(3), 225-242.	1
563	200428	Istance, D. (n.d.). <i>European Journal of Education</i> . Jun2015, 50(2), 225-238.	1

#	Report ID	Citation	Status
564	200429	Izumi-Taylor, S. (2008). Sunao (cooperative) children: How Japanese teachers nurture autonomy. <i>Young Children</i> , 63(3), 76–79. Retrieved from http://ezproxy.library.nyu.edu	X
565	200430	Izumi-Taylor, S. (2009). “Hansei”: Japanese preschoolers learn introspection with teachers’ help. <i>Young Children</i> , 64(4), 86–90. Retrieved from http://ezproxy.library.nyu.edu	1
566	200431	Izumi-Taylor, S., Ito, Y., & Gibbons, A. (2010). Early childhood pre-service teachers’ perceptions of teaching technology to children in Japan and the United States. <i>Research in Comparative and International Education</i> , 5(4), 408–420. Retrieved from http://ezproxy.library.nyu.edu	1
567	200432	Izumi-Taylor, S., Lee, Y., & Franceschini, L. (2011). A comparative study of childcare in Japan and the USA: Who needs to take care of our young children? <i>Early Child Development and Care</i> , 181(1), 39–54. Retrieved from http://ezproxy.library.nyu.edu	1
568	200433	Izumi-Taylor, S., Ro, Y., Han, J., & Ito, Y. (2017). Japanese and Korean kindergartners’ perspectives of play using photos. <i>International Journal of Educational Psychology</i> , 6(1), 45–66. Retrieved from http://ezproxy.library.nyu.edu	1
569	201105	Jackson, J. (2015). Constructs of quality in early childhood education and care: A close examination of the NQS Assessment and Rating Instrument. <i>Australasian Journal of Early Childhood</i> , 40(3), 46.	1,2
570	201106	Jackson, J. (2015). Embracing multiple ways of knowing in regulatory assessments of quality in Australian early childhood education and care. <i>The Australian Educational Researcher</i> , 42(4), 515–526.	1,2
571	200434	Jacobson, L. (2009). Pursuing NAEYC Accreditation: Teachers’ Perspectives. <i>YC Young Children</i> , 64(5), 72.	1
572	200435	Janssens, A., & Deboutte, D. (2010). Psychopathology among children and adolescents in child welfare: A comparison across different types of placement in Flanders, Belgium. <i>Journal of Epidemiology and Community Health</i> , 64(4), 353–359. Retrieved from https://doi.org/10.1136/jech.2008.086371	1
573	200436	Jauregi, K., de Graaff, R., van den Bergh, H., & Kriz, M. (2012). Native/non-native speaker interactions through video-web communication: A clue for enhancing motivation? <i>Computer Assisted Language Learning</i> , 25(1), 1–19. Retrieved from https://doi.org/10.1080/09588221.2011.582587	1
574	200033	Jay Belsky, a., Deborah Lowe Vandell, a., Margaret Burchinal, a., K. Alison Clarke-Stewart, a., Kathleen McCartney, a., & Margaret Tresch Owen, a. (2007). Are There Long-Term Effects of Early Child Care?. <i>Child Development</i> , (2), 681.	1,2
575	400026	Jennings, P. A. (2015). Early childhood teachers’ well-being, mindfulness, and self-compassion in relation to classroom quality and attitudes towards challenging students, <i>Mindfulness</i> , 6, 732–743.	1,2
576	500073	Jensen, A. S., Broström, S., & Hansen, O. H. (2010). Critical perspectives on Danish early childhood education and care: Between the technical and the political. <i>Early Years</i> , 30(3), 243–254.	1
577	200437	Jensen, A. S., Broström, S., & Hansen, O. H. (n.d.). <i>Early Years: Journal of International Research & Development</i> , 2010(30), 243–254.	1
578	500074	Jensen, B. (2009). A Nordic approach to Early Childhood Education (ECE) and socially endangered children. <i>European Early Childhood Education Research Journal</i> , 17(1), 7–21.	1
579	200438	Jerome, E. M. (2009). Enhancing school competence in English language learners: The role of teacher-student relationships in preschool (Doctoral dissertation. University of Virginia.	1,2
580	200439	Jerrim, J., & Vignoles, A. (2013). Social mobility, regression to the mean and the cognitive development of high ability children from disadvantaged homes. <i>Journal of the Royal Statistical Society: Series A (Statistics in Society)</i> , 176(4), 887–906.	1
581	200440	Jiang, B., & DeVillar, R. A. (2005). EFL professional development in cross-cultural relief: Examining effects of US frameworks on teacher practice in Mexico. <i>Journal of Hispanic Higher Education</i> , 4(2), 134–148.	1
582	200441	Jimenez-Cruz, A., Bacardi-Gascon, M., Castillo-Ruiz, O., Mandujano-Trujillo, Z., & Pichardo-Osuna, A. (2010). Low income, Mexican mothers’ perception of their infants’ weight status and beliefs about their foods and physical activity. <i>Child Psychiatry & Human Development</i> , 41(5), 490–500.	1
583	201107	Joerdens, S. H. (2014). ‘Belonging means you can go in’: children’s perspectives and experiences of membership of Kindergarten. <i>Australasian Journal of Early Childhood</i> , 39(1), 12–22.	1,2

#	Report ID	Citation	Status
584	200442	Johne, M. (2008). Kommentar zum Artikel von Agathe Israel: "Frühe Kindheit in der DDR." [A commentary on the article by Agathe Israel: "Early childhood in East Germany."]. <i>Kinderanalyse</i> , 16(2), 132–136.	1
585	200443	Jordan, B. J. of C. S., & Apr2006. (n.d.) (Vol. 1).	1
586	200444	Joshi, A., Pan, A., Murakami, M., & Narayanan, S. (2010). Role of computers in educating young children: U.S. and Japanese teachers'. In <i>perspectives.Computers in the Schools</i> (Vol. 27, pp. 5–19). Retrieved from http://ezproxy.library.nyu.edu	1
587	200445	Judge, S. (2004). <i>Journal of Family Nursing</i> , 10(3), 338–356.	1
588	200446	Judge, S. A. Q. (n.d.) (Vol. 7).	1
589	400027	Justice, L. M. et al. (2008). Quality of language and literacy instruction in preschool classrooms serving at-risk pupils, <i>Early Childhood Research Quarterly</i> , 23, 51–68.	1,2,3,4
590	200447	Justice, L. M., Mashburn, A. J., Hamre, B. K., & Pianta, R. C. (2008). Quality of language and literacy instruction in preschool classrooms serving at-risk pupils. <i>Early Childhood Research Quarterly</i> , 23(1), 51–68.	X
591	200448	Kagitcibasi, C., Sunar, D., & Bekman, S. (2001). Long-term effects of early intervention: Turkish low-income mothers and children. <i>Journal of Applied Developmental Psychology</i> , 22(4), 333–361.	1
592	200449	Kagitcibasi, C., Sunar, D., Bekman, S., Baydar, N., & Cemalcilar, Z. ((n.d.)). Continuing effects of early enrichment in adult life: The Turkish Early Enrichment Project 22 years later. <i>Journal Of Applied Developmental Psychology</i> , 30(6), 764–779.	1
593	200450	Kalb, G., & Thoresen, T. (n.d.). In <i>Review of Economics of the Household</i> , Jun2010 (Vol. 8, pp. 255–287).	1
594	200451	Kalich, K. A., Bauer, D., & McPartlin, D. (2009). "Early Sprouts" Establishing Healthy Food Choices for Young Children. <i>Young</i> , 64(4), 49–55.	1
595	200452	Kalnins, I. (2002). <i>International Nursing Review</i> , 49(2), 111–121.	1
596	200453	Kanas, A., & van Tubergen, F. (2014). The conditional returns to origin-country human capital among Turkish and Moroccan immigrants in Belgium. <i>Social Science Research</i> , 46, 130–141. Retrieved from https://doi.org/10.1016/j.ssresearch.2014.03.005	1
597	200454	Karbownik, K., & Myck, M. (2017). Who gets to look nice and who gets to play? Effects of child gender on household expenditures. <i>Review of Economics of the</i> , 15(3), 925–944.	1
598	200455	Karlsdóttir, K., & Garðarsdóttir, B. (2010). Exploring children's learning stories as an assessment method for research and practice. <i>Early Years: An International Journal of Research and</i> , 30(3), 255–266. Retrieved from https://doi.org/10.1080/09575146.2010.506431	0
599	500075	Karnes, M., Shewedel, A., & Williams, M. (1983). A comparison of five approaches for educating young children from low-income homes. In <i>Consortium for Longitudinal Studies</i> (Ed.), <i>As the twig is bent: lasting effects of preschool programs</i> (pp. 133–171). Hillsdale, NJ: Erlbaum.	1
600	200456	Karoly, L. A., Zellman, G. L., & Perlman, M. (2013). Understanding variation in classroom quality within early childhood centers: Evidence from Colorado's quality rating and improvement system. <i>Early Childhood Research</i> , 28(4), 645–657.	1
601	200457	Kasambira, D. C. (2008). <i>Communicative functions of preschoolers and their mothers across cultures and socioeconomic status</i> (Doctoral dissertation. The University of North.	1
602	200458	Kascak, O., Pupala, B., & Mbugua, T. (2016a). Slovak preschool curriculum reform and teachers' emotions: An analysis of Facebook posts. <i>Early Childhood Education</i> , 44(6), 573–580.	0
603	200459	Kascak, O., Pupala, B., & Mbugua, T. (2016b). Slovak Preschool Curriculum Reform and Teachers' Emotions: An Analysis of Facebook Posts. <i>Early Childhood Education</i> , 44(6), 573–580.	0
604	200460	Kato, M. (2010). Quality of offspring? Socio-cultural factors, pre-natal testing and reproductive decision-making in Japan. <i>Culture, Health & Sexuality</i> , 12(2), 177–189. Retrieved from https://doi.org/10.1080/13691050902993676	1
605	200461	Katz, Ilan, and Gerry Redmond. "Investment in early childhood in Australia: International comparisons and recent trends." <i>Health Sociology Review</i> 18.1 (2009): 94–107.	1
606	200462	Kayama, M. (2010). Parental experiences of children's disabilities and special education in the united states and japan: Implications for school social work. <i>Social Work</i> , 55(2), 117–125. Retrieved from http://ezproxy.library.nyu.edu	1

#	Report ID	Citation	Status
607	200463	Keane, E., Layte, R., Harrington, J., Kearney, P. M., & Perry, I. J. (2012). Measured parental weight status and familial socio-economic status correlates with childhood overweight and obesity. <i>PLoS One</i> , 7(8). https://doi.org/doi:http://dx.doi.org/10.1371/journal.pone.0043503	1
608	200464	Keane, E., Perry, C. P., Kearney, P. M., Harrington, J. M., Perry, I. J., Cullinan, J., & Layte, R. (2015). PL03Childhood obesity, dietary quality and the role of the local food environment: Cross-sectional analysis from the growing up in ireland study. <i>Journal of Epidemiology and Community Health</i> , 69, 53. https://doi.org/doi:http://dx.doi.org/10.1136/jech-2015-206256.98	1
609	200465	KELEMEN, G. Creativitatea perspective psihologice și pedagogice. (n.d.). <i>Journal Plus Education / Educatia. Plus</i> , 2014(11), 117–129.	1
610	500076	Kelley, P. J., & Camilli, G. (2007). The impact of teacher education on outcomes in center-based early childhood education programs: A meta-analysis. New Brunswick, NJ: National Institute for Early Education Research. Retrieved November 10, 2014, from http://nieer.org/resources/research/TeacherEd.pdf .	1
611	200466	Kelly, D. K., Kelly, A. K., & O'Dowd, T. (2015). OP84Family influences on high antibiotic use at age three. <i>Journal of Epidemiology and Community Health</i> , 69, 46. https://doi.org/doi:http://dx.doi.org/10.1136/jech-2015-206256.83	1
612	200467	Kelly, J. (2012). Two daddy tigers and a baby tiger: Promoting understandings about same gender parented families using picture books. <i>Early Years: An International Journal of Research and</i> , 32(3), 288–300. Retrieved from https://doi.org/10.1080/09575146.2011.652074	1
613	200468	Kelly, Y., Patalay, P., Montgomery, S., & Sacker, A. (2016). BMI development and early adolescent psychosocial well-being: UK Millennium Cohort Study. <i>Pediatrics</i> , 138(6), 20160967.	1
614	200469	Kernan, M. (2010). <i>European Early Childhood Education Research Journal</i> , 18(2), 199–213.	1
615	200470	Kersten, P., Dudley, M., Nayar, S., Elder, H., Robertson, H., Tauroa, R., & McPherson, K. M. (2016). Cross-cultural acceptability and utility of the Strengths and Difficulties Questionnaire: Views of families. <i>BMC Psychiatry</i> , 16.	1
616	200471	Kiernan, K. E., & Huerta, M. C. (2008). Economic deprivation, maternal depression, parenting and children's cognitive and emotional development in early childhood. <i>The British Journal of Sociology</i> , 59(4), 783–806.	1
617	200472	Kiernan, K. E., & Mensah, F. K. (2011). Poverty, family resources and children's early educational attainment: the mediating role of parenting. <i>British Educational Research Journal</i> , 37(2), 317–336.	1
618	200473	Kikas, E., Lerkkanen, M.-K., Pakarinen, E., & Poikonen, P.-L. (2016b). Family- and classroom-related factors and mother-kindergarten teacher trust in Estonia and Finland. <i>Educational Psychology</i> , 36(1), 47–72. Retrieved from https://doi.org/10.1080/01443410.2014.895298	X
619	200474	Kikas, E., Poikonen, P.-L., Kontoniemi, M., Lyyra, A.-L., Lerkkanen, M.-K., & Niilo, A. (2011b). Mutual trust between kindergarten teachers and mothers and its associations with family characteristics in Estonia and Finland. <i>Scandinavian Journal of Educational Research</i> , 55(1), 23–37. Retrieved from https://doi.org/10.1080/00313831.2011.539852	1
620	200475	Kim, E., & Rho, Y. (n.d.). The Effect of Mother's Drinking on Marital Satisfaction and Marital Conflict. 안녕하십니까? 여러분을 모시고 국제세미나와 한국어동패널 학술대회를 개최하게 된 것을 대단히 기쁘게 생각합니다. 국가인적자원 육성을 위한 육아정책 연구 수행을 목표로 국무총리 산하 국책연구기관으로육아정책연구소가 설립된 지 어느덧 6 년이 되었습니다. 그동안 본 연구소는 여러분의 기대와 관심 속에 유아교육과 보육의 발전을 위한 합리적인 정책 방안들을 제시함으로써 비약적인 성장을, 413.	1
621	200476	Kim, H., & Kim, H. (2017). A cross-national comparison of art curricula for kindergarten-aged children. <i>International Journal of Early Childhood</i> , No Pagination Specified-No Pagination Specified. Retrieved from https://doi.org/10.1007/s13158-017-0191-7	1
622	200477	Kim, J., & Sonoyama, S. (2008). Special educational support systems for preschoolers with disabilities in public preschools in Japan: Survey of staff of city boards of education. [Special educational support systems for preschoolers with disabilities in public preschools in Japan: Survey of staff of city boards of education.]. <i>Japanese Journal of Special Education</i> , 45(5), 255–264.	1

#	Report ID	Citation	Status
623	200478	Kimer, M., Tuul, M., & Öun, T. (2016). Implementation of different teaching approaches in early childhood education practices in Estonia. <i>Early Years: An International Journal of Research and Development</i> , 36(4), 368–382. Retrieved from https://doi.org/10.1080/09575146.2015.1118443	1,2
624	201109	King, E. (2013). Australia's youngest of citizens. <i>Developing Practice: The Child, Youth and Family Work Journal</i> , (36), 52.	1
625	200479	Kinzie, M. B., Whittaker, J. V., Williford, A. P., DeCoster, J., McGuire, P., Lee, Y., & Kilday, C. R. (2014). MyTeachingPartner-Math/Science pre-kindergarten curricula and teacher supports: Associations with children's mathematics and science learning. <i>Early Childhood Research Quarterly</i> , 29(4), 586–599.	X
626	200480	Kipfer, N., & Groothuis, P. (2004). Views on the Evaluation and School Orientation of Swiss, Spanish, and Portuguese children: Research Conducted in Kindergarten and Primary School Classes in Geneva and Bienne. <i>Journal of Cognitive Education and</i> , 4(1), 153–155. Retrieved from https://doi.org/10.1891/194589504787382820	1
627	200481	Kirsch, C. Young Children Learning Languages in a Multilingual Context (n.d.). <i>International Journal of Multilingualism</i> , 2006(3), 258–279.	1
628	200482	Kitano, S. (2011). Current issues in assessment in early childhood care and education in Japan. <i>Early Child Development and Care</i> , 181(2), 181–187. Retrieved from https://doi.org/10.1080/03004430.2011.536639	1
629	200483	Kjeldsen, A.-C., Kärnä, A., Niemi, P., Olofsson, Å., & Witting, K. Gains From Training in Phonological Awareness in Kindergarten Predict Reading Comprehension in Grade 9 (n.d.). <i>Scientific Studies of Reading</i> , 2014(18), 452–467.	1
630	500077	Kluczniok, K., Anders, Y., Sechtig, J. & Rosbach, H.G. (2014): Influences of an academically oriented preschool curriculum on the development of children – are there negative consequences for the children's socio-emotional competencies? <i>Early Child Development and Care</i> , 1-23.	1,2,3,4
631	500078	Knudsen, E. J., Heckman, J. J., Cameron, J. L., & Shonkoff, J. P. (2006). Economic, neurobiological and behavioral perspectives on building America's future workforce. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 103(27), 10155–10162. doi:10.1073/pnas.0600888103	1
632	200484	Knuiman, S., Rijk, C. H. A. M., Hoksbergen, R. A. C., & van Baar, A. L. (2015). Children without parental care in Poland: Foster care, institutionalization and adoption. <i>International Social</i> , 58(1), 142–152. Retrieved from https://doi.org/10.1177/0020872812473138	1
633	200485	Kogan, Y., & Pin, J. (2009). Beginning the Journey: The Project Approach with Toddlers. <i>Early Childhood Research & Practice</i> , 11(1), 1.	X
634	200486	Komatsu, K. (2010). Emergence of young children's presentational self in daily conversation and its semiotic foundation. <i>Human Development</i> , 53(4), 208–228. Retrieved from http://ezproxy.library.nyu.edu	1
635	200487	Konold, T. R., Walthall, J. C., & Pianta, R. C. (2004). The behavior of child behavior ratings: Measurement structure of the Child Behavior Checklist across time, informants, and child gender. <i>Behavioral Disorders</i> , 372–383.	1
636	200488	Korat, O., Gitait, A., Bergman Deitcher, D., & Mevarech, Z. (2017). Early literacy programme as support for immigrant children and as Transfer to early numeracy. <i>Early Child Development and Care</i> , 187(3), 18. Retrieved from http://ezproxy.library.nyu.edu	1
637	200489	Krampen, G. Cross-Sequential Results on Creativity Development in Childhood Within two Different School Systems: Divergent Performances in Luxembourg Versus German Kindergarten and Elementary School Students (n.d.). <i>Europe's Journal of Psychology</i> , 2012(8), 423–448.	1
638	200490	Krason, K., & Jaszczyszyn, E. (2006). Early Education and Inclusion in Poland. <i>Early Child Development and</i> , 176(6), 621–630.	1
639	200491	Kratzmann, J. (2013). Migrationsgekoppelte Ungleichheit durch niedrigere Erwartungen im Kindergarten?. <i>KZfSS Kölner Zeitschrift für Soziologie und. Sozialpsychologie</i> , 65(1), 73–99.	1
640	200492	Kratzmann, J., & Schneider, T. (2009). Soziale Ungleichheiten beim Schulstart. <i>KZfSS Kölner Zeitschrift für Soziologie und</i> , 61(2), 211–234.	1
641	200493	Kraus, D. R. (2017). Rebuttal to Lyons & Israel. <i>Children and Youth. Services Review</i> , 74, 133–138. Retrieved from https://doi.org/10.1016/j.childyouth.2016.10.007	1

#	Report ID	Citation	Status
642	200494	Kremer, M., Smith, A. B., & Lawrence, J. A. (2010). Family discipline incidents: An analysis of parental diaries. <i>Journal of Family</i> , 16(3), 251–263. Retrieved from https://doi.org/10.5172/jfs.16.3.251	1
643	201110	Krieg, S., Curtis, D., Hall, L., & Westenberg, L. (2015). Access, quality and equity in early childhood education and care: A South Australian study. <i>Australian Journal of Education</i> , 59(2), 119–132.	1,2
644	200495	Kruger, D. J., & Nesse, R. M. (n.d.). <i>Evolutionary Psychology</i> , 5(2), 411–427.	0
645	400028	Kuger, S. et al. (2016). Stability and patterns of classroom quality in German early childhood education and care, School effectiveness and School Improvement: An International Journal of Research, Policy, and Practice, advanced online publication.	1,2,3,4
646	500079	Kuger, S., & Kluczniok, K. (2008). Prozessqualität im Kindergarten. Konzept, Umsetzung und Befunde[Process quality in kindergarten: Concept, implementation, and results]. In H.-G. Roßbach & H.-B. Blossfeld (Hrsg.), <i>Frühpädagogische Förderung in Institutionen</i> (Sonderheft 11 der Zeitschrift für Erziehungswissenschaft, S. 159–178). Wiesbaden: VS Verlag für Sozialwissenschaften. https://link.springer.com/chapter/10.1007/978-3-531-91452-7_11	1,2
647	500080	Kuger, S., Sechtig, J. & Anders, Y. (2012). Kompensatorische (Sprach-)Förderung: Was lässt sich aus US-amerikanischen Projekten lernen? [Compensating (language) programs: What can be learnt from the US projects?]. <i>Frühe Bildung</i> , 1(4), 181–193.	1
648	200496	Kuipers, M. A. G., Brandhof, S. D., Monshouwer, K., Stronks, K., & Kunst, A. E. (2017). Impact of laws restricting the sale of tobacco to minors on adolescent smoking and perceived obtainability of cigarettes: An intervention-control pre-post study of. <i>Addiction</i> , 112(2), 320–329. Retrieved from https://doi.org/10.1111/add.13605	1
649	200497	Kukk, A., & Öun, T. (2014). Meeting the objectives of the curriculum at the first stage of basic school by the child having left the language immersion kindergarten. <i>Education</i> , 3(13), 357–368. Retrieved from http://ezproxy.library.nyu.edu	1
650	200498	Kukk, A., Öun, T., & Ugaste, A. (2014). Readiness for school of children having attended language immersion kindergarten in their teachers' and parents' opinions. <i>International Journal of Early Years Education</i> , 22(2), 156–168. Retrieved from http://ezproxy.library.nyu.edu	1
651	500081	Kultusministerkonferenz (KMK). (2010). Weiterentwicklung der Aus-, Fort- und Weiterbildung von Erzieherinnen und Erziehern: Gemeinsamer Orientierungsrahmen „Bildung und Erziehung in der Kindheit“ [Further development of the education and further training of early childhood professionals: Frame of reference „Early childhood education“]. Retrieved December 15, 2014, from http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2010/2010_09_16-Ausbildung-Erzieher-KMK-JFMK.pdf .	1
652	200499	Kuntsche, E. (2017). “Do grown-ups become happy when they drink?” Alcohol expectancies among preschoolers. <i>Experimental and Clinical</i> , 25(1), 24–30. Retrieved from https://doi.org/10.1037/pha0000104	1
653	200500	Kuntsche, E., Le Mével, L., & Zucker, R. A. (2016). What do preschoolers know about alcohol? Evidence from the electronic Appropriate Beverage Task (eABT). <i>Addictive</i> , 61, 47–52. Retrieved from https://doi.org/10.1016/j.addbeh.2016.05.004	1
654	200501	Kuperman, A., & Mioduser, D. (2012). Kindergarten children's perceptions of “anthropomorphic artifacts” with adaptive behavior. <i>Interdisciplinary Journal of E-Learning and Learning Objects</i> , 8, 137–147. Retrieved from http://ezproxy.library.nyu.edu	1
655	200502	Kvalitet i systemperspektiv. / Quality in a systemic perspective. (n.d.).	1
656	200503	Lago, I., Guinjoan, M., & Bermúdez, S. (2015). Regulating disinformation poll embargo and electoral coordination. <i>Public Opinion Quarterly</i> , 79(4), 932–951. Retrieved from https://doi.org/10.1093/poq/nfv036	1
657	200504	Lakomý, M., & Kreidl, M. (2015). Full-time versus part-time employment: Does it influence frequency of grandparental childcare? <i>European Journal of Ageing</i> , 12(4), 321–331.	1
658	200505	Lalani, S. S., & Rodrigues, S. (2012). A Teacher's Perception and Practice of Assessing the Reading Skills of Young Learners—A Study from Pakistan. <i>Journal on English Language</i> , 2(4), 23–33.	1
659	500082	Lamb-Parker, F., Piotrkowski, C. S., Baker, A. J. L., Kessler-Sklar, S., Clark, B., & Peay, L. (2001). Understanding barriers to parent involvement in Head Start: a research-community partnership. <i>Early Childhood Research Quarterly</i> , 16(1), 35–51.	1

#	Report ID	Citation	Status
660	500083	Landry, S. H., Zucker, T. A., Taylor, H. B., Swank, P. R., Williams, J. M., Assel, M., Klein, A. (2014). Enhancing early child care quality and learning for toddlers at risk: The responsive early childhood program. <i>Developmental Psychology</i> , 50(2), 526-541.	1,2
661	200506	Lanfranchi, A. (2004). THE SUCCESS OF IMMIGRANT CHILDREN AT SCHOOL: EFFECTS OF EARLY CHILD CARE AS TRANSITIONAL SPACE. (Undetermined). <i>International Journal of Early</i> , 36(1), 72-73.	1
662	200507	Langdon, F. J., Alexander, P. A., Farquhar, S., Tesar, M., Courtney, M. G. R., & Palmer, M. (2016). Induction and mentoring in early childhood educational organizations: Embracing the complexity of teacher learning in contexts. <i>Teaching and Teacher</i> , 57, 150-160. Retrieved from https://doi.org/10.1016/j.tate.2016.03.016	1
663	200508	Lanvers, U. (2016). Lots of selves, some rebellious: Developing the self discrepancy model for language learners. <i>System</i> , 60, 79-92.	1
664	900017	Larrain, A., Strasser, K., & Lissi, M. R. (2012). Shared storybook reading and vocabulary acquisition in the preschool age: An efficacy study [Lectura compartida de cuentos y aprendizaje de vocabulario en edad preescolar: Un estudio de eficacia]. <i>Revista Estudios de Psicología</i> , 33(3), 379-384.	1,2
665	200509	Lavee, E., & Benjamin, O. (2015). Working-class mothers' school involvement: A class-specific maternal ideal? <i>The Sociological Review</i> , 63(3), 608-625.	1
666	200510	Lavelli, M., Döge, P., & Bighin, M. (2016). Socialization goals of immigrant mothers from diverse cultures and of their children's preschool teachers in Italy. <i>Journal of Cross-Cultural Psychology</i> , 47(2), 197-214. Retrieved from https://doi.org/10.1177/0022022115616870	1
667	200511	Law, J., Dockrell, J., Williams, K., & Seeff, B. (2004). Comparing specialist early years provision for speech and language impaired children with mainstream nursery provision in the UK—an application of the Early Childhood Environment Rating Scale (ECERS). <i>Child: care. Health and Development</i> , 30(2), 177-184.	1
668	200512	Law, J., Rush, R., Anandan, C., Cox, M., & Wood, R. (2012). Predicting language change between 3 and 5 years and its implications for early identification. <i>Pediatrics</i> , 130(1), 132-137.	1
669	200513	Lawrence, K. A. (2008). Early Intervention/Early Childhood Special Education (EI/ECSE) and early childhood mental health services: A qualitative study of programs in Oregon. University of Oregon.	0
670	400029	Layzer, J. I. & Goodson, B. D. (2006). The 'quality' of early care and education settings: definitional and measurement issues, <i>Evaluation Review</i> , 30, 556-576.	1
671	200514	Lazzari, A. (2012). The public good. historical and political roots of municipal preschools in emilia romagna. <i>European Journal of Education</i> , 47(4), 556-568. Retrieved from http://ezproxy.library.nyu.edu	1
672	200515	Lazzari, A., Picchio, M., & Balduzzi, L. (2015b). Professionalisation policies in the ECEC field: Trends and tensions in the italian context. <i>International Journal of Early Years Education</i> , 23(3), 274-287. Retrieved from http://ezproxy.library.nyu.edu	1
673	200516	Leal, T., Gamelas, A. M., Abreu-Lima, I., Cadima, J., & Peixoto, C. (2009). Qualidade em educação pré-escolar. <i>Psicologia</i> , 23(2), 43-54.	1
674	200517	Lean, R. E., Pritchard, V. E., & Woodward, L. J. (2013). Child protection and out-of-home placement experiences of preschool children born to mothers enrolled in methadone maintenance treatment during pregnancy. <i>Children and Youth Services</i> , 35(11), 1878-1885. Retrieved from https://doi.org/10.1016/j.childyouth.2013.09.003	1
675	200518	Lebel, U. (2016). The "immunized integration" of Religious-Zionists within Israeli society: The pre-military academy as an institutional model. <i>Social Identities: Journal for the Study of Race. Nation and Culture</i> , 22(6), 642-660. Retrieved from https://doi.org/10.1080/13504630.2016.1175931	1
676	200519	Lee, K. (2016). Impact of child care arrangements on Australian children's cognitive outcome: Moderation effects of parental factors. <i>Child & Family Social</i> , 21(2), 176-187. Retrieved from https://doi.org/10.1111/cfs.12127	1
677	200520	Lee, K., C., H., R., L., Lee, S., & Nakamura, Y. (2012). Seeking "A Place Where One Belongs": Elderly Korean immigrant women using day care services in Japan. <i>Journal of Transcultural Nursing</i> , 23(4), 351-358. Retrieved from https://doi.org/10.1177/1043659612441027	1

#	Report ID	Citation	Status
678	400030	Lehrl, S., Kuger, S. & Anders, Y. (2014). Soziale disparitäten beim zugang zu kindergartenqualität und differenzielle konsequenzen für die vorschulische mathematische entwicklung" [Social disparities in access to preschool quality and differential consequences on the development of early numeracy skills], <i>Unterrichtswissenschaft</i> , 42, 132-151.	1
679	500084	Lehrl, S., Smidt, W., Grosse, C. & Richter, D. (2014). Patterns of literacy and numeracy activities in preschool and their relation to structural characteristics and children's home activities. <i>Research Papers in Education</i> , 29(5), 577-597. doi: 10.1080/02671522.2013.792865	1,2,3,4
680	200521	Lekhal, R., Vartun, M., Gustavson, K., Saugestad Helland, S., and Schjølberg, V. W. M., & S. (2013). Variation in kindergarten quality. Oslo: Norwegian Institute of Public Health.	1
681	200523	Lekhal, Ratib, Soest, von, Tilmann, W., Vaage, M., Aukrust, V. G., & Schjølberg. (n.d.). Synnve Norway's high-quality center care reduces late talking in high- and low-risk groups. <i>Journal of Developmental & Behavioral Pediatrics</i> : September 2012 - Volum, 33(7), 562–569.	X
682	200524	Lekhal, Ratib, Zachrisson, H. D., Wang, M. V., Schjølberg, S., Soest, V., & Tilmann. (n.d.). Does universally accessible child care protect children from late talking? Results from a Norwegian population-based prospective study. <i>Early Child Development and Care</i> 2011 ;Volum 181.(8) s.	1
683	200522	Lekhal, Ratib. (n.d.). Do type of child care and age of entry predict behavior problems during early childhood? Results from a large Norwegian longitudinal study. <i>International Journal of Behavioral Development</i> May 2012 Volum, 36(3), 97–204.	1
684	201111	Lemon, N., & Garvis, S. (2014). Encouraging reflective practice with future early childhood teachers to support the national standards: An Australian case study. <i>Australasian Journal of Early Childhood</i> , 39(4), 89.	1
685	200525	Lerkkanen, M. K., Kikas, E., Pakarinen, E., Poikonen, P. L., & Nurmi, J. E. (2013). Mothers' trust toward teachers in relation to teaching practices. <i>Early Childhood Research Quarterly</i> , 28(1), 153–165.	X
686	200526	Lerkkanen, M., Kikas, E., Pakarinen, E., Trossmann, K., Poikkeus, A., & Rasku-Puttonen, H. (2012). A validation of the early childhood classroom observation measure in finnish and estonian kindergartens. <i>Early Education and Development</i> , 23(3), 323–350. Retrieved from http://ezproxy.library.nyu.edu	1
687	500085	Lerkkanen, M.-K., Kiuru, N., Pakarinen, E., Viljaranta, J., Poikkeus, A.-M., Rasku-Puttonen, H., . . . Nurmi, J.-E. (2012). The role of teaching practices in the development of children's interest in reading and mathematics in kindergarten. <i>Contemporary Educational Psychology</i> , 37(4), 266-279.	1,2,3,4
688	500086	Leseman, P.P.M., & Slot, P.L. (2014). Breaking the cycle of poverty: Challenges for European early childhood education and care. <i>European Early Childhood Education Research Journal</i> , 22(3), 314-326.	1
689	201112	Leske, R., Sarmardin, D., Woods, A., & Thorpe, K. (2015). What works and why?: Early childhood professionals' perspectives on effective early childhood education and care services for Indigenous families. <i>Australasian Journal of Early Childhood</i> , 40(1), 109.	1,2
690	900018	Leyva, D., & Nolivos, V. (2015). Chilean family reminiscing about emotions and its relation to children's self-regulation skills. <i>Early Education and Development</i> , 26(5–6), 770–791. https://doi.org/doi:10.1080/10409289.2015.1037625	1
691	200527	Leyva, D., Weiland, C., Barata, M., Yoshikawa, H., Snow, C., Treviño, E., & Rolla, A. (2015). Teacher–child interactions in Chile and their associations with prekindergarten outcomes. <i>Child</i> , 86(3), 781–799.	X
692	200528	Liddicoat, L. (2003). Stakeholder perceptions of family-friendly workplaces: An examination of six New Zealand organisations. <i>Asia Pacific Journal of Human</i> , 41(3), 354–370. Retrieved from https://doi.org/10.1177/1038411103041003007	1
693	200529	Lifshitz, N., & Har-Zvi, S. (2015). A comparison between students who receive and who do not receive a writing readiness interventions on handwriting quality, speed and positive reactions. <i>Early Childhood Education Journal</i> , 43(1), 47–55. Retrieved from http://ezproxy.library.nyu.edu	1
694	200530	Ligozat, F., c, florence ligozat@unige, Leutenegger, F., & c, francia leutenegger@unige. (2015). Teaching Resources in Early School Grades: A Comparative Approach to the Teacher's Interpretative Space in Three Subject Areas. <i>Interchange</i> , 826(4805), 345–367.	1
695	500087	Lillard, A. & Else-Quest, N. (2006). The early years: Evaluating Montessori education. <i>Science</i> , 313, 1893-1894.	1

#	Report ID	Citation	Status
696	500088	Lillard, A. S. (2012). Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs. <i>Journal of School Psychology</i> , 50(3), 379–401.	1
697	200531	Lim, C. I., Maxwell, K. L., Able-Boone, H., & Zimmer, C. R. (2009). Cultural and linguistic diversity in early childhood teacher preparation: The impact of contextual characteristics on coursework and practica. <i>Early Childhood Research Quarterly</i> , 24(1), 64–76.	1
698	500089	Lindeboom, G.J. & Buiskool, B.J. (2013). Quality in early childhood education and Care. European Parliament. http://www.europarl.europa.eu/RegData/etudes/etudes/join/2013/495867/IPOL-CULT_ET(2013)495867_EN.pdf	1
699	200532	Lindsay, G. (2015a). Reflections in the mirror of Reggio Emilia's soul: John Dewey's foundational influence on pedagogy in the Italian educational project. <i>Early Childhood Education Journal</i> , 43(6), 447–457.	1
700	200533	Linting, M., Groeneveld, M. G., Vermeer, H. J., & van IJzendoorn, M. H. (2013). Threshold for noise in daycare: Noise level and noise variability are associated with child wellbeing in home-based childcare. <i>Early Childhood Research Quarterly</i> , 28(4), 960–971.	1
701	900019	Lipina, S., Segretin, S., Hermida, J., Prats, L., Fracchia, C., López, J., & Colombo, J. (2013). Linking childhood poverty and cognition: Environmental mediators of non-verbal executive control in an Argentine sample. <i>Developmental Science</i> , 16(5), 697–707. https://doi.org/doi:10.1111/desc.12080	1
702	200534	Lipscomb, S. T., Schmitt, S. A., & Pratt, M. E. (2015). Professional development scholarships increase qualifications of diverse providers. <i>Journal. Of Early Childhood Teacher Education</i> , 36(3), 232–249.	1
703	200535	Liu, J., & Lynn, R. (2011). Factor structure and sex differences on the Wechsler Preschool and Primary Scale of Intelligence in China, Japan and United States. <i>Personality and Individual Differences</i> , 50(8), 1222–1226. Retrieved from https://doi.org/10.1016/j.paid.2011.02.013	1
704	200536	Lloyd, E., Edmonds, C., Downs, C., Crutchley, R., & Paffard, F. (2017). Talking everyday science to very young children: a study involving parents and practitioners within an early childhood centre. <i>Early Child Development and Care</i> , 187(2), 244–260.	1
705	400031	LoCasale-Crouch, J. et al. (2007). Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics, <i>Early Childhood Research Quarterly</i> , 22, 3–17.	1,2
706	200537	LoCasale-Crouch, J., Konold, T., Pianta, R., Howes, C., Burchinal, M., Bryant, D., & Barbarin, O. (2007). Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. <i>Early Childhood Research</i> , 22(1), 3–17.	X
707	200538	LoCasale-Crouch, J., Mashburn, A. J., Downer, J. T., & Pianta, R. C. (2008a). Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. <i>Early Childhood Research Quarterly</i> , 23(1), 124–139.	1
708	201113	Logan, H., Press, F., & Sumsion, J. (2012). The quality imperative: Tracing the rise of quality in Australian early childhood education and care policy. <i>Australasian Journal of Early Childhood</i> , 37(3), 4.	1
709	201114	Logan, H., Press, F., & Sumsion, J. (2016). The shaping of Australian early childhood education and care: What can we learn from a critical juncture?. <i>Australasian Journal of Early Childhood</i> , 41(1), 64.	1
710	201115	Logan, H., Sumsion, J., & Press, F. (2013). 'The Child Care Act 1972': A critical juncture in Australian ECEC and the emergence of quality'. <i>Australasian Journal of Early Childhood</i> , 38(4), 84.	1
711	201116	Logan, H., Sumsion, J., & Press, F. (2014). Uncovering hidden dimensions of Australian early childhood policy history: Insights from interviews with policy 'elites'. <i>European Early Childhood Education Research Journal</i> , 22(5), 711–722.	1
712	201117	Logan, H., Sumsion, J., & Press, F. (2015). The Council of Australian Government Reforms [2007–2013]: a critical juncture in Australian early childhood education and care (ECEC) policy?. <i>International Journal of Child Care and Education Policy</i> , 9(1), 1–16.	1
713	200539	Lohmander, M. K., Rabusicova, M., & Einarsdottir, J. (2008). New Developments. <i>European Early Childhood Education Research Journal</i> , 16(3), 385–394. Retrieved from http://ezproxy.library.nyu.edu	1

#	Report ID	Citation	Status
714	200540	Lohmander, M. K., Vandenbroeck, M., Pirard, F., Peeters, J., & Alvestad, M. (2009). New developments. <i>European Early Childhood Education Research Journal</i> , 17(3), 407–424. Retrieved from http://ezproxy.library.nyu.edu	1
715	200541	Lokteff, M., & Piercy, K. W. (2012b). “Who cares for the children?” lessons from a global perspective of child care policy. <i>Journal of Child and Family Studies</i> , 21(1), 120–130. Retrieved from http://ezproxy.library.nyu.edu	1
716	200542	Longitudinal studies of anger and attention span: Context and informant effects. (2010). <i>Journal of Personality</i> , 78(2), 419–440.	1
717	200543	Lonigan, C. J., Farver, J. M., Nakamoto, J., & Eppe, S. (2013). Developmental trajectories of preschool early literacy skills: A comparison of language-minority and monolingual-English children. <i>Developmental Psychology</i> , 49(10).	1
718	201108	Loo, J. K. Y., & Agbenyega, J. (2015). A critical analysis of the Australian ECEC policy reform: An opportunity for transforming educators into pedagogical leaders?. <i>Australasian Journal of Early Childhood</i> , 40(2), 127.	1
719	500090	Lopata, C., Wallace, N. V., & Finn, K. V. (2005). Comparison of academic achievement between Montessori and traditional education programs. <i>Journal of Research in Childhood Education</i> , 20(1), 5–13.	1
720	200544	López Silva, L. S., Duque Aristizabal, C. P., Camargo Deluque, G. L., & Parra, A. O. (2014). Comprensión y producción textual narrativa en preescolares de la ciudad de Barranquilla (Colombia). [Text narrative comprehension and production in pre-kindergarten.]. <i>Psicología Desde El Caribe</i> , 31(1), 39–58. Retrieved from https://doi.org/10.14482/psdc.31.1.5191	1
721	200545	Lorenz, C., & Artelt, C. (2009). Fachspezifität und Stabilität diagnostischer Kompetenz von Grundschullehrkräften in den Fächern Deutsch und Mathematik. <i>Zeitschrift für Pädagogische Psychologie</i> , 23(34), 211–222.	1
722	200546	Lotherington, H., Holland, M., Sotoudeh, S., & Zentena, M. (2008). Project-based community language learning: Three narratives of multilingual story-telling in early childhood education. <i>Canadian Modern Language</i> , 65(1), 125–145.	1
723	400032	Love, J. M. et al. (2003). Child care quality matters: How conclusions may vary with context. <i>Child Development</i> , 74, 1021–1033.	1
724	200547	Lucia, S., & Dumas, J. E. (2013). Entre-parents: Initial outcome evaluation of a preventive-parenting program for French-speaking parents. <i>The Journal of Primary</i> , 34(3), 135–146.	1
725	200548	Luckner, A. E., & Pianta, R. C. (2011). Teacher–student interactions in fifth grade classrooms: Relations with children’s peer behavior. <i>Journal of Applied Developmental Psychology</i> , 32(5), 257–266.	1,2
726	201118	Lynch, J. (2017). What can early interventions really achieve, and how will we know?. <i>Family Matters</i> , (99), 15.	1
727	200549	MacDonald, A., & Carmichael, C. (2015). A Snapshot of Young Children’s Mathematical Competencies: Results from the Longitudinal Study of Australian. Retrieved from http://ezproxy.library.nyu.edu	1
728	200550	Macgillivray, I. K. (2005). Shaping democratic identities and building citizenship skills through student activism: Mexico’s first gay-straight alliance. <i>Equity & Excellence in Education</i> , 38(4), 320–330.	1
729	200551	Machumu, H. J., & Kaitila, M. M. (2014). Influence of Leadership Styles on Teachers’ Job Satisfaction: A Case of Selected Primary Schools in Songea and Morogoro Districts, Tanzania. <i>International Journal of Educational Administration and Policy</i> , 6(4), 53–61.	1
730	200552	Mackenbach, J. P. H., & Place. (2014) (Vol. 28).	1
731	200553	Mackey, G., & de Vocht-van Alphen, L. (2016). Teachers explore how to support young children’s agency for social justice. <i>International Journal of Early</i> , 48(3), 353–367.	X
732	200554	Madden, D. (2014). The relationship between low birth weight and socioeconomic status in Ireland. <i>Journal of Biosocial Science</i> , 46(2), 248–265. Retrieved from http://dx.doi.org/10.1017/S0021932013000187	1
733	200555	Maes, E., & Mine, B. (2013). Some reflections on the possible introduction of electronic monitoring as an alternative to pre-trial detention in Belgium. <i>Howard Journal of Criminal Justice</i> , 52(2), 144–162. Retrieved from https://doi.org/10.1111/hojo.12008	1
734	200556	Maggs, J. L., Staff, J., Patrick, M. E., Wray-Lake, L., & Schulenberg, J. E. (2015). Alcohol use at the cusp of adolescence: A prospective national birth cohort study of prevalence and risk factors. <i>Journal of Adolescent Health</i> , 56(6), 639–645.	1

#	Report ID	Citation	Status
735	500091	Magnuson, K. A., Meyers, M. K., Ruhm, C. J. & Waldfogel, J. (2004). Inequality in preschool education and school readiness. <i>American Educational Research Journal</i> , 41(1), 115-157.	1
736	400033	Maher, E. J., Frestedt, B. & Grace, C. (2008). Differences in child care quality in rural and non-rural areas, <i>Journal of Research in Rural Education</i> , 23, 1-13.	1
737	200557	Mahmood, S. (2006). The employers' view on older adults as staff in early childhood education services. <i>Journal of Intergenerational</i> , 4(3), 29-48. Retrieved from https://doi.org/10.1300/J194v04n03_03	1
738	200558	Mahmood, S. (2013). First-year preschool and kindergarten teachers: Challenges of working with parents. <i>The School Community</i> , 23(2), 55-85.	1
739	200559	Mahringer, H., & Zulehner, C. Child-care costs and mothers' employment rates: an empirical analysis for Austria (n.d.). In <i>Review of Economics of the Household</i> , Dec2015 (Vol. 13, pp. 837-870).	1
740	200560	Manzi, J., Strasser, K., San Martín, E., & Contreras, D. (2008). In <i>Quality of education in Chile</i> . Manuscript, MIDE-UC.	1
741	200561	Mapana, K. (2011). The Musical Enculturation and Education of Wagogo Children. <i>British Journal of Music</i> , 28(3), 339-351.	1
742	500092	Marcon, R. (1999). Differential impact of preschool models on development and early learning of inner-city children: A three cohort study. <i>Developmental Psychology</i> , 35(2), 358-375.	1,2
743	500093	Marcon, R. (2002). Moving up the grades: Relationship between preschool model and later school success. <i>Early Childhood Research & Practice</i> , 4(1). Retrieved December 8, 2014, from http://ecrp.uiuc.edu/v4n1/marcon.html .	1,2
744	200562	Marks, G. N. (2015). School Sector Differences in Student Achievement in Australian Primary and Secondary Schools: A Longitudinal Analysis. <i>Journal of School Choice</i> , 9(2), 219-38.	1
745	400034	Markussen-Brown, J. et al. (2017). The effects of language- and literacy focused professional development on early educators and children: A best-evidence meta-analysis, <i>Early Childhood Research Quarterly</i> , 38, 97-115.	1,2
746	200563	Martin, A., Ryan, R. M., & Brooks-Gunn, J. (2010). When fathers' supportiveness matters most: Maternal and paternal parenting and children's school readiness. <i>Journal of Family Psychology</i> , 24(2), 145.	1
747	200564	Martin, K. L. (2017). It's special and it's specific: Understanding the early childhood education experiences and expectations of young indigenous Australian children and their parents. <i>Australian Educational Researcher</i> , 44(1), 89-105. Retrieved from http://ezproxy.library.nyu.edu	1
748	200565	Martin-Storey, A., & Crosnoe, R. (2014). Perceived neighborhood safety and adolescent school functioning. <i>Applied Developmental Science</i> , 18(2), 61-75.	1
749	200566	Mashford-Scott, A., Church, A., & Tayler, C. (2013). Seeking Children's Perspectives on their Wellbeing in Early Childhood Settings. <i>International Journal of Early Childhood</i> , 44, 231-247.	1
750	500094	Masserti, G. (2009). Enhancing emergent literacy skills of preschoolers from low-income environments through a classroom-based approach. <i>School Psychology Review</i> , 38(4), 554-569.	1
751	200567	MATEI, A. (n.d.). <i>Romanian Journal for Multidimensional Education / Revista Romaneasca pentru Educatie. Multidimensionala</i> , 2014(6), 111-118.	1
752	500095	Mathers, S., Singler, R., & Karemaker, A. (2012). Improving quality in the early years: A comparison of perspectives and measures. <i>Daycare Trust and University of Oxford</i> , 2-13. http://www.education.ox.ac.uk/wordpress/wp-content/uploads/2012/03/Early-Years-Quality-Mathers-et-al-Final-Report-2012.pdf	1
753	200568	Mathur, S., & Parameswaran, G. (2015). <i>American Journal of Play</i> , 7(2), 174-200.	1
754	200569	May, H., & Podmore, V. (2000). "Teaching Stories": An Approach to Self Evaluation of Early Childhood Programmes. <i>European Early Childhood Education Research</i> , 8(1), 61-74.	1
755	200570	May, H., & Podmore, V. (2003). <i>International Early Childhood Resources from Educational Research Abstracts Online. (ERA). International Journal of Early Years</i> , 11(1), 81.	1
756	200571	May, T., Pang, K. C., & Williams, and K. (2017). Brief Report: Sexual Attraction and Relationships in Adolescents with Autism. <i>Journal of Autism and Developmental Disorders</i> , 47(6).	1

#	Report ID	Citation	Status
757	200572	Mayer, D., & Beckh, K. (2016). Examining the validity of the ECERS–R: Results from the German National Study of Child Care in Early Childhood. <i>Early Childhood Research</i> , 36, 415–426. Retrieved from https://doi.org/10.1016/j.ecresq.2016.01.001	1
758	200573	McAllister, J. (2016). Behavioural, emotional and social development of children who stutter. <i>Journal of Fluency Disorders</i> , 50, 23–32.	1
759	200574	McCartney, K., Burchinal, M., Clarke-Stewart, A., Bub, K. L., Owen, M. T., & Belsky, J. (2010). Testing a series of causal propositions relating time in child care to children's externalizing behavior. <i>Developmental Psychology</i> , 46(1), 1.	1,2,3,4
760	200575	McCauley, C. D. (2010). From the Editor. <i>Industrial & Organizational Psychology</i> , 3(3), 239-240. doi:10.1111/j.1754-9434.2010.01232.x	1
761	200576	McCombe, J., Develin, D., & Mallik, M. (2008). Creating interprofessional learning capacity in children's centres—description and evaluation of a pilot project. <i>Learning in Health and Social Care</i> , 7(4), 235–246.	1
762	200577	McConnell-Farmer, J. L., Cook, P. R., & Farmer, M. W. (2012). Perspectives in Early Childhood Education: Belize, Brazil, Mexico, El Salvador and Peru. <i>Forum On Public Policy Online</i> , 2012(1),	1
763	200578	McCormack, J. (2011). A Nationally Representative Study of the Association between Communication Impairment at 4-5 Years and Children's Life Activities at 7-9 Years. <i>Journal of Speech, Language, and Hearing Research</i> , 54(5).	1
764	200579	McCoy, S., Banks, J., & Shevlin, M. (2012). School matters: How context influences the identification of different types of special educational needs. <i>Irish Educational Studies</i> , 31(2), 119–138. Retrieved from http://ezproxy.library.nyu.edu	1
765	200580	McCoy, S., Maître, B., Watson, D., & Banks, J. (2016a). The role of parental expectations in understanding social and academic well-being among children with disabilities in Ireland. <i>European Journal of Special Needs Education</i> , 31(4), 535–552. https://doi.org/doi:http://dx.doi.org/10.1080/08856257.2016.1199607	0
766	200582	McCoy, S., Quail, A., & Smyth, E. (2014). The effects of school social mix: Unpacking the differences. <i>Irish Educational Studies</i> , 33(3), 307–330. Retrieved from http://ezproxy.library.nyu.edu	1
767	500096	McCray, J. S. (2008). Pedagogical content knowledge for preschool mathematics: Relationships to teaching practices and child outcomes. Erikson Institute, Chicago, Illinois.	1
768	500097	McDonald, H. (2014). New Zealand country note. In: P. Moss, P. (Ed.) <i>International Review of Leave Policies and Research 2014</i> . Retrieved November 10, 2014, from http://www.leavenetwork.org/fileadmin/Leavenetwork/Country_notes/2014/New_Zealand.pdf	1
769	200584	McGinty, A. S., Justice, L. M., Piasta, S. B., Kaderavek, J., & Fan, X. (2012). Does context matter? Explicit print instruction during reading varies in its influence by child and classroom factors. <i>Early Childhood Research Quarterly</i> , 27(1), 77–89.	1,2,3,4
770	500098	McGuinness, C., Sproule, L., Bojke, C., Trew, K., & Walsh, G. (2014). Impact of a play-based curriculum in the first two years of primary school: literacy and numeracy outcomes over seven years. <i>British Educational Research Journal</i> , 40(5), 772-795.	1
771	200585	McLachlan-Smith, C. J., & St. George, A. M. (2000). "Children learn by doing": Teachers' beliefs about learning, teaching and literacy in New Zealand kindergartens. <i>New Zealand Journal of Educational</i> , 35(1), 37–47.	1
772	200586	McLaughlin, T., Aspden, K., & Snyder, P. (2016). Intentional Teaching as a Pathway to Equity in Early Childhood Education: Participation, Quality, and Equity. <i>New Zealand Journal of Educational</i> , 51(2), 175–195.	1
773	200587	McLeod, S., & Harrison, and L. J. (2009). Epidemiology of Speech and Language Impairment in a Nationally Representative Sample of 4- to 5-Year-Old Children. <i>Journal of Speech, Language, and Hearing Research</i> , 52(5).	1
774	200588	McNally, Sinead, Share, M., & Murray, A. (2014). Prevalence and predictors of grandparent childcare in Ireland: Findings from a nationally representative sample of infants and their families. <i>Child Care in Practice</i> , 20(2), 182–193.	1
775	200589	McWayne, C., Campos, R., & Owsianik, M. (2008). A Multidimensional, Multilevel Examination of Mother and Father Involvement among Culturally Diverse Head Start Families. <i>Journal of School</i> , 46(5), 551–573.	1
776	400035	Melhuish, E. et al. (2015). A review of research on the effects of early childhood education and care (ECE) on child development. WP4.1 Curriculum and quality analysis impact review, CARE.	1

#	Report ID	Citation	Status
777	200590	Melhuish, E., Belsky, J., Leyland, A. H., & Barnes, J. (2008). Effects of fully-established Sure Start Local Programmes on 3-year-old children and their families living in England: a quasi-experimental observational study. <i>The Lancet</i> , 372(9650), 1641–1647.	1
778	200591	Melhuish, E., Quinn, L., Sylva, K., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2013). Preschool affects longer term literacy and numeracy: results from a general population longitudinal study. In <i>Northern Ireland School Effectiveness and School Improvement</i> (Vol. 24, pp. 234–250).	1,2,3,4
779	200592	Mellgren, E., & Margrain, V. (2015). Student teacher views of text in early learning environments: Images from Sweden and New Zealand. <i>Early Child Development and</i> , 185(9), 1528–1544. Retrieved from https://doi.org/10.1080/03004430.2014.1003554	1
780	900020	Mendive, S., Weiland, C., Yoshikawa, H., & Snow, C. (2016). Opening the black box: Intervention fidelity in a randomized trial of a preschool teacher professional development program. <i>Journal of Educational Psychology</i> , 108(1), 130–145. https://doi.org/doi:10.1037/edu0000047	1,2
781	200593	Mendive, S., Weiland, C., Yoshikawa, H., & Snow, C. (2016a). Opening the black box: Intervention fidelity in a randomized trial of a preschool teacher professional development program. <i>Journal of Educational Psychology</i> , 108(1), 130–145. Retrieved from http://ezproxy.library.nyu.edu	X
782	200594	Mensah, F. K., & Kiernan, K. E. (2010). Gender differences in educational attainment: influences of the family environment. <i>British Educational Research Journal</i> , 36(2), 239–260.	1
783	200595	Mertala, P. (2017). Wag the dog—The nature and foundations of preschool educators' positive ICT pedagogical beliefs. In <i>Computers in Human Behavior</i> , 69 (pp. 197–206).	1
784	200596	Merz, E., & Liefbroer, A. C. (2012). <i>Journal of Marriage and Family</i> , 74(3), 587–600.	1
785	200597	Mevorach, M. (2008). Do preschool teachers perceive young children from immigrant families differently? <i>Journal of Early Childhood Teacher Education</i> , 29(2), 146–156. Retrieved from http://ezproxy.library.nyu.edu	1
786	200598	Mevorach, M., & Miron, M. (2011). Master's programs in israeli colleges of education: A new learning opportunity in early childhood education. <i>Journal of Early Childhood Teacher Education</i> , 32(3), 287–296. Retrieved from http://ezproxy.library.nyu.edu	1
787	900021	Michael, S. (2013). Supporting literacy development for young children through home school connections. <i>Dimensions of Early Childhood</i> , 41(2), 30–37.	1
788	200599	Michoń, P. (2015a). Waiting for the incentives to work: Comparative analysis of the parental leave policies in the Visegrad countries. <i>Community, Work & Family</i> , 18(2), 182–197. Retrieved from https://doi.org/10.1080/13668803.2015.1019428	1
789	200600	Midouhas, E., Kuang, Y., & Flouri, E. (2014). Neighbourhood human capital and the development of children's emotional and behavioural problems: The mediating role of parenting and schools. <i>Health & Place</i> , 27, 155–161.	1
790	200601	Migliorini, L., Rania, N., & Tassara, T. (2016). An ecological perspective on early years workforce competences in italian ECEC settings. <i>Early Years: An International Journal of Research and Development</i> , 36(2), 165–178. Retrieved from http://ezproxy.library.nyu.edu	1,2
791	200602	MILLEA V. Z. (2014). FAMILY ENVIRONMENT, EARLY EDUCATION AND THE SKILLS ACQUIRED AT THE END OF PRIMARY SCHOOL. <i>Journal Plus Education / Educatia</i> , 10(2), 211.	1
792	200603	Millei, Z. (2013). Memory and kindergarten teachers' work: children's needs before the needs of the socialist state. <i>Globalisation, Societies &</i> , 11(2), 170.	1
793	500099	Miller, L. B., & Bizzell, R. P. (1984). Long-term effects of four preschool programs: Ninth and tenth grade results. <i>Child development</i> , 55(4), 1570-1587.	1
794	500100	Miller, L. B., & Dyer, J. L. (1975). Four Preschool Programs: Their Dimensions and Effects. <i>Monographs of the Society for Research in Child Development</i> , 40(5/6), 1-170.	1
795	200604	Miller, M., & Petriwskyj, A. (2013). New directions in intercultural early education in Australia. <i>International Journal of Early</i> , 45(2), 251–266.	1
796	200605	Miller, P., Votruba-Drzal, E., McQuiggan, M., & Shaw, A. (2017). Pre-K classroom-economic composition and children's early academic development. <i>Journal of Educational Psychology</i> , 109(2), 149.	1
797	200606	Mindell, J. A., Sadeh, A., Kwon, R., & Goh, D. Y. T. (2013). Cross-cultural differences in the sleep of preschool children. <i>Sleep</i> , 14(12), 1283–1289. Retrieved from https://doi.org/10.1016/j.sleep.2013.09.002	0

#	Report ID	Citation	Status
798	500101	Ministry of Education, Culture, Sports, Science and Technology (MEXT). (2008). Course of study for kindergarten. Retrieved August 26, 2014 from: http://www.mext.go.jp/component/english/_icsFiles/afieldfile/2011/04/07/1303755_002.pdf	1
799	500102	Ministry of Education, Denmark. (2003). The Folkeskole (Consolidation) Act no. 300. Retrieved November 10, 2014, from http://pub.uvm.dk/2003/consolidation.html .	1
800	500103	Ministry of Education, New Zealand. (2014). Retrieved from http://www.minedu.govt.nz	1
801	500104	Ministry of Family and Consumer Affairs [MFCA], Denmark. (2007). Act on Day-Care, After-School and Club Facilities, etc. for Children and Young People (Day-Care Facilities Act) no. 501.	1
802	200608	Minkov, M. (2009). Cross-Cultural Research. <i>The Journal of Comparative Social Science</i> , 43(1), 3–29.	1
803	200609	Miovsky, M., Miller, P. M., Grund, J.-P. C., Belackova, V., Gabrhelik, R., & Libra, J. (2015). Academic education in addictology (addiction science) in the Czech Republic: Analysis of the (pre-1989) historical origins. <i>Nordic Studies on Alcohol and Drugs</i> , 32(5), 527–538.	1
804	200610	Mitchell, L. (2011a). Enquiring teachers and democratic politics: Transformations in New Zealand's early childhood education landscape. <i>Early Years: An International Journal of Research and</i> , 31(3), 217–228. Retrieved from https://doi.org/10.1080/09575146.2011.588787	1
805	200611	Mitchell, L. (2015a). Shifting directions in ECEC policy in New Zealand: From a child rights to an interventionist approach. <i>International Journal of Early Years</i> , 23(3), 288–302. Retrieved from https://doi.org/10.1080/09669760.2015.1074557	1
806	200612	Mi-young, L. W., & Neuharth-Pritchett, S. (2011). Examining factorial validity and measurement invariance of the Student–Teacher Relationship Scale. <i>Early Childhood Research Quarterly</i> , 26(2), 205–215.	1
807	200613	Mligo, I. R. (2016). Teachers' perceptions and concerns about the implementation of the 2005 preschool curriculum in Tanzania. <i>Early Years: An International Journal of Research and</i> , 36(4), 353–367. Retrieved from https://doi.org/10.1080/09575146.2015.1115825	1
808	200614	Modica, S., Ajmera, M., & Dunning, V. (2010). Meeting Children Where They Are: Culturally Adapted Models of Early Childhood Education. <i>Young</i> , 65(6), 20–26.	1
809	900022	Moffitt, T. E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R. J., Harrington, H. . . Caspi, A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. <i>Proceedings of the National Academy of Sciences</i> , 108(7), 2693–2698. doi:10.1073/pnas.1010076108	1
810	200615	Moin, V., Breitkopf, A., & Schwartz, M. (2011). Teachers' views on organizational and pedagogical approaches to early bilingual education: A case study of bilingual kindergartens in germany and israel. <i>Teaching and Teacher Education: An International Journal of Research and Studies</i> , 27(6), 1008–1018. Retrieved from http://ezproxy.library.nyu.edu	1
811	200616	Moin, V., Schwartz, M., & Breitkopf, A. (2011). Balancing between heritage and host languages in bilingual kindergarten: Viewpoints of russian-speaking immigrant parents in germany and in israel. <i>European Early Childhood Education Research Journal</i> , 19(4), 515–533. Retrieved from http://ezproxy.library.nyu.edu	1
812	500105	Moisset, P. (2007). Current Trends in Early Childhood Care and Education Policies. In R. S. New & M. Cochran (Eds.), <i>Early childhood education: An international encyclopedia</i> (Vol. 4, pp. 1097-1101). Westport, CT: Praeger. https://books.google.com/books/about/Early_Childhood_Education_Four_Volumes.html?id=JulOlhMP3JAC	1
813	200617	Moloney, M. (2010). Unreasonable expectations: The dilemma for pedagogues in delivering policy objectives. <i>European Early Childhood Education Research Journal</i> , 18(2), 181–198. Retrieved from http://ezproxy.library.nyu.edu	1
814	200618	Moloney, M. (2015). A vocation or a career: The perspectives of BA. ECEC graduates about accessing employment and working in the early years sector in ireland. <i>Irish Educational Studies</i> , 34(4), 325–339. Retrieved from http://ezproxy.library.nyu.edu	1
815	200619	Momma, H., Niu, K., Kobayashi, Y., Huang, C., Otomo, A., Chujo, M., & Nagatomi, R. (2014). Leg extension power is a pre-disaster modifiable risk factor for post-traumatic stress disorder among survivors of the Great East Japan Earthquake: A retrospective cohort study. <i>PLoS ONE</i> , 9(4). Retrieved from https://doi.org/10.1371/journal.pone.0096131	1

#	Report ID	Citation	Status
816	200620	Monks, C. P., Palermiti, A., Ortega, R., & Costabile, A. (2011). A cross-national comparison of aggressors, victims and defenders in preschools in England, Spain and Italy. <i>The Spanish Journal of Psychology</i> , 14(1), 133–144. Retrieved from https://doi.org/10.5209/rev_SJOP.2011.v14.n1.11	1
817	200621	Moreno, L., Trevino, E., Yoshikawa, H., Mendive, S., Reyes, J., & Godoy, F. (2011a). Aftershocks of Chile's earthquake for an ongoing, large-scale experimental evaluation. <i>Evaluation Review</i> , 35(2), 103–117. https://doi.org/doi:http://dx.doi.org/10.1177/0193841X11400685	1
818	200622	Moreno, L., Trevino, E., Yoshikawa, H., Mendive, S., Reyes, J., & Godoy, F. (2011b). Aftershocks of Chile's earthquake for an ongoing, large-scale experimental evaluation. <i>Evaluation Review</i> , 35(2), 103–117. https://doi.org/doi:http://dx.doi.org/10.1177/0193841X11400685	1
819	200623	Mori, E., Liu, C., Otsuki, E., Mochizuki, Y., & Kashiwabara, E. (2012). Comparing child-care values in Japan and China among parents with infants. <i>International Journal of Nursing Practice</i> , 18(2), 18–27.	0
820	200624	Morrissey, T. W. (2008). Familial Factors Associated With the Use of Multiple Child-Care Arrangements. <i>Journal of Marriage and Family</i> , 70(2), 549–563.	1
821	200625	Morrissey, T. W. (2010). Sequence of child care type and child development: What role does peer exposure play? <i>Early Childhood Research</i> , 25(1), 33–50.	0
822	200626	Moser, T., & Reikerås, E. (2014). Motor-Life-Skills of Toddlers – a comparative Study of Norwegian and English Boys and Girls applying The Early Years Movement Skills Checklist (EYMSC). <i>European Early Childhood Education Research Journal</i> , 24(1).	1
823	200627	Moser, T., & Storli, R. (2014). Fysisk og motorisk utvikling (pp. 100–126). Trondheim: Akademika.	0
824	500106	Moss, P. (2014). International Review of Leave Policies and Research 2014. Retrieved November 10, 2014, from http://www.leavenetwork.org/lp_and_r_reports/	1
825	200628	Moss, P., & Dahlberg, G. (2008). Beyond Quality in Early Childhood Education and Care - Languages of Evaluation. <i>New Zealand Journal of Teachers'</i> , 5(1), 3–12.	1
826	200629	Moss, Peter. (n.d.). <i>European Journal of Education</i> . Dec2012, 47(4), 482–493.	0
827	200630	Motsch, H.-J., & Schmidt, M. (n.d.). Vierteljahresschrift für Heilpädagogik und ihre Nachbargebiete (Vol. 79).	1
828	200631	MRS, A. N. D. (n.d.). In DON AND SARRAH KIDD: VISIONARIES FOR LITERACY.	0
829	200632	MT, L. N., C, P., & H, C. (n.d.). Lexical diversity and productivity in French preschoolers: developmental, gender and sociocultural factors. In <i>Clinical Linguistics & Phonetics</i> , Jan2008 (Vol. 22, pp. 47–58).	1
830	200633	Mtahabwa, L. (2010). Provision of Pre-Primary Education as a Basic Right in Tanzania: Reflections from Policy Documents. <i>Contemporary Issues in Early</i> , 11(4), 353–364.	0
831	200634	Mtahabwa, L. (2011a). Parental demand, choice and access to early childhood education in Tanzania. <i>Early Child Development and</i> , 181(1), 89–102. Retrieved from https://doi.org/10.1080/03004430903271012	1
832	200635	Mtahabwa, L., & Rao, N. (2010). Pre-Primary Education in Tanzania: Observations from Urban and Rural Classrooms. <i>International Journal of Educational</i> , 30(3), 227–235.	0
833	200636	Mudiappa, M., & Kluczniok, K. (2015). Visits to cultural learning places in the early childhood. <i>European Early Childhood. Education Research Journal</i> , 23(2), 200–212. Retrieved from http://ezproxy.library.nyu.edu	1
834	200637	Mueller-Pfeiffer, C., Rufibach, K., Wyss, D., Perron, N., Pitman, R. K., & Rufer, M. (2013). Screening for dissociative disorders in psychiatric out- and day care-patients. <i>Journal of Psychopathology and Behavioral</i> , 35(4), 592–602.	1
835	500107	Muennig, P., Schweinhart, L., Montie, J., & Neidell, M. (2009). The effect of a pre-kindergarten education intervention on adult health: 40-year follow-up results of a randomized controlled trial. <i>American Journal of Public Health</i> , 99(8), 1431–1437.	1
836	200638	Mulder, H., Hoofs, H., Verhagen, J., van der Veen, I., & Leseman, P. (2014). Psychometric properties and convergent and predictive validity of an executive function test battery for two-year-olds.	1
837	200639	Müller, B. (2006). Similarities and links between early childhood education and informal education in youth work for adolescents. <i>European Early Childhood Education Research Journal</i> , 14(2), 21–33.	0
838	200640	Multiple pathways to early academic achievement. (2004). <i>Harvard Educational Review</i> , 74(1), 1–29.	1,2

#	Report ID	Citation	Status
839	200641	Mulvaney, M. K., McCartney, K., Bub, K. L., & Marshall, N. L. (2006). Determinants of dyadic scaffolding and cognitive outcomes in first graders. <i>Parenting. Science and Practice</i> , 6(4), 297–320.	0
840	200642	Munniksma, A., Flache, A., Verkuyten, M., & Veenstra, R. (2012). Parental acceptance of children's intimate ethnic outgroup relations: The role of culture, status, and family reputation. <i>International Journal of Intercultural Relations</i> , 36(4), 575–585.	1
841	200643	Muratori, F., Narzisi, A., Tancredi, R., Cosenza, A., Calugi, S., Saviozzi, I., & Calderoni, S. (2011). The CBCL 1.5–5 and the identification of preschoolers with autism in Italy. <i>Epidemiology and Psychiatric Sciences</i> , 20(4), 329–338. Retrieved from https://doi.org/10.1017/S204579601100045X	0
842	200644	Muratori, Filippo, & Narzisi, A. (2014). Exploratory study.	1
843	200645	Murphy, R. (2015). Early childhood education in ireland: Change and challenge. <i>International Electronic Journal of Elementary Education</i> , 8(2), 287–300. Retrieved from http://ezproxy.library.nyu.edu	0
844	200647	Murray, Aisling, & Egan, S. M. (2014). Does reading to infants benefit their cognitive development at 9-months-old? An investigation using a large birth cohort survey. <i>Child Language Teaching and Therapy</i> , 30(3), 303–315.	1
845	200646	Murray, Aisling. (2012). The relationship of parenting style to academic achievement in middle childhood. <i>The Irish Journal of Psychology</i> , 33(4), 137–152. Retrieved from http://dx.doi.org/10.1080/03033910.2012.724645	1
846	200648	Murray, E., McFarland-Piazza, L., & Harrison, and L. J. (2015). Changing Patterns of Parent-Teacher Communication and Parent Involvement from Preschool to School. <i>Early Child Development and Care</i> , 185(7), 1031–52.	1
847	200649	Musatti, T., & Picchio, M. (2010b). Early education in italy: Research and practice. <i>International. Journal of Early Childhood</i> , 42(2), 141–153. Retrieved from http://ezproxy.library.nyu.edu	0
848	200650	Mwaura, P. A. M., Sylva, K., & Malmberg, L.-E. (2008). Evaluating the Madrasa preschool programme in East Africa: A quasi-experimental study. <i>International Journal of Early Years</i> , 16(3), 237–255. Retrieved from https://doi.org/10.1080/09669760802357121	1
849	200651	Nacif, V. (n.d.). Early Childhood Research & Practice.	0
850	500108	NAEYC (National Association for the Education of Young Children). (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. National Association for the Education of Young Children position statement. Retrieved December 8, 2014, from http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf .	1
851	200652	Nah, K., & Waller, T. (2015). Outdoor play in preschools in england and south korea: Learning from polyvocal methods. <i>Early Child Development and Care</i> , 185(11), 16. Retrieved from http://ezproxy.library.nyu.edu	1
852	500109	Nakazato, H. & Nishimura, J. (2014). Japan country note. In Moss, P. (Ed.), <i>International Review of Leave Policies and Research 2014</i> . Retrieved November 10, 2014, from http://www.leavenetwork.org/fileadmin/Leavenetwork/Country_notes/2014/Japan.pdf .	1
853	900023	National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.	1
854	500110	Naumann, I., McLean, C., Koslowski, A., Tisdall, K., & Lloyd, E. (2013). Early childhood education and care provision: international review of policy, delivery and funding.	1
855	200653	Nedelcu, M. (2017). Transnational grandparenting in the digital age: Mediated co-presence and childcare in the case of romanian migrants in switzerland and canada. <i>European Journal of Ageing</i> , No Pagination Specified-No Pagination Specified. Retrieved from https://doi.org/10.1007/s10433-017-0436-1	1
856	200654	Negayama, K., Norimatsu, H., Barratt, M., & Bouville, J.-F. (2012). Japan–France–US comparison of infant weaning from mother's viewpoint. <i>Journal of Reproductive and Infant Psychology</i> , 30(1), 77–91. Retrieved from https://doi.org/10.1080/02646838.2011.649473	1
857	200655	Nelemans, S. A., Branje, S. J. T., Hale, W. W., Goossens, L., Koot, H. M., Oldehinkel, A. J., & Meeus, W. H. J. (2016). Discrepancies between perceptions of the parent–adolescent relationship and early adolescent depressive symptoms: An illustration of polynomial regression analysis. <i>Journal of Youth and Adolescence</i> , 45(10), 2049–2063.	1

#	Report ID	Citation	Status
858	200656	Nelson, D. A., Robinson, C. C., Hart, C. H., Albano, A. D., & Marshall, S. J. (2010). Italian preschoolers' peer-status linkages with sociability and subtypes of aggression and victimization. <i>Social Development</i> , 19(4), 698–720. Retrieved from https://doi.org/10.1111/j.1467-9507.2009.00551.x	1
859	200657	Nelson, L. M. (2004). A multilevel item response theory model for time structured data.	0
860	200658	Nemeth, K. N., & Simon, F. S. (2013). Using Technology as a Teaching Tool for Dual Language Learners in Preschool through Grade 3. <i>Young</i> , 68(1), 48–52.	1
861	200659	Nemoto, T., Funatogawa, T., Takeshi, K., Tobe, M., Yamaguchi, T., Morita, K., & Mizuno, M. (2012). Clinical practice at a multi-dimensional treatment centre for individuals with early psychosis in Japan. <i>East Asian Archives of Psychiatry</i> , 22(3), 110–113.	0
862	200660	Neuenschwander, R., Röthlisberger, M., Michel, E., & Roebbers, C. M. (2011). Unterschiede in ausgewählten Bereichen der Schulfähigkeit: ein Vergleich von Kindergarten und einem neuen Schuleingangsmodell in der Schweiz. [Differences in various domains of school readiness as a function of preschool context: A comparison of kindergarten and a new frame of flexible school enrollment. In Switzerland.]. <i>Psychologie in Erziehung Und Unterricht</i> , 58(1) (pp. 30–40).	1
863	200661	Neumann, S. (2011). <i>Zeitschrift für Soziologie der Erziehung & Sozialisation</i> (Vol. 31).	0
864	200662	Neumann, S. (2015). <i>Global Education Review</i> , 2(1), 23–39.	1
865	500111	New Zealand Legislation (2008). Education (Early Childhood Services) Regulations 2008 (SR 2008/204). Retrieved August 27, 2014, from: http://www.legislation.govt.nz/regulation/public/2008/0204/latest/DLM1412501.html	1
866	500112	New Zealand Ministry of Education. (1993). The New Zealand Curriculum Framework.	1
867	500114	New Zealand Ministry of Education. (1996). Te Whariki. Early Childhood Curriculum. Retrieved August 27, 2014 from http://www.educate.ece.govt.nz/~media/Educate/Files/Reference%20Downloads/whariki.pdf	1
868	500113	New Zealand Ministry of Education. (2007). The New Zealand Curriculum for English-medium teaching and learning in years 1–13. Retrieved December 15, 2014, from http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum .	1
869	200663	Neylon, G. (2014). An analysis of irish pre-school practice and pedagogy using the early childhood environmental four curricular subscales. <i>Irish Educational Studies</i> , 33(1), 99–116. Retrieved from http://ezproxy.library.nyu.edu	0
870	201119	Neylon, G. (2015). Professionalising the early childhood education and care sector: Broadening the university mission. <i>Social Alternatives</i> , 34(2), 33.	1
871	200664	Ngwaru, J. M. (2014). Promoting Children's Sustainable Access to Early Schooling in Africa: Reflections on the Roles of Parents in Their Children's Early Childhood Care and Education. <i>New Directions for Child & Adolescent</i> , 2014(146), 61–76.	1
872	200665	Ngwaru, J. M., & Oluga, M. (2015). Educational Infrastructure and Resources for Sustainable Access to Schooling and Outcomes: The Case of Early Literacy Development in Southern Tanzania. <i>Africa Education</i> , 12(1), 88–108.	0
873	200009	NICHD Early Child Care Research Network. (2007). Age of entry to kindergarten and children's academic achievement and socioemotional development. <i>Early education and development</i> , 18(2), 337–368.	1,2,3,4
874	400036	NICHD ECCRN (2000). Characteristics and quality of child care for toddlers and pre-schoolers, <i>Applied Developmental Science</i> , 4, 116–135.	1,2
875	400037	NICHD ECCRN (2002). Child-care structure → process → outcome and indirect effects of child-care quality on young children's development, <i>Psychological Science</i> , 13, 199–206.	1,2
876	500115	NICHD ECCRN. (2002b). Early child care and children's development prior to school entry: Results from the NICHD Study of Early Child Care. <i>American Educational Research Journal</i> , 39(1), 133–164.	1,2
877	500116	NICHD ECCRN. (2005). Early child care and Children's development in the primary grades: Follow-up results from the NICHD Study of Early Child Care. <i>American Educational Research Journal</i> , 42(3), 537–570.	1,2
878	200666	Nielsen, T. K., Sommersel, H. B., Tiftikci, N., Vestergaard, S., Larsen, M. S., Ellegaard, T., ... Ploug, N. (2014). Forskningskortlægning og forskervurdering af skandinavisk forskning i året 2012 i institutioner for de 0-6-årige. <i>Clearinghouse Forskningsserien</i> .	1

#	Report ID	Citation	Status
879	200667	Nievar, M. A., Moske, A. K., Johnson, D. J., & Chen, Q. (2014). Parenting practices in preschool leading to later cognitive competence: A family stress model. <i>Early Education and Development</i> , 25(3), 318–337.	0
880	200668	Niikko, A., & Ugaste, A. (2012). Conceptions of Finnish and Estonian pre-school teachers' goals in their pedagogical work. <i>Scandinavian Journal of Educational Research</i> , 56(5), 481–495. Retrieved from https://doi.org/10.1080/00313831.2011.599424	1,2
881	200669	Nikiéma, B., Spencer, N., & Séguin, L. (2010). Poverty and chronic illness in early childhood: a comparison between the United Kingdom and Quebec. <i>Pediatrics</i> .	0
882	200670	Niklas, F. C., C., & Tayler, C. (2016). Parents supporting learning: A non-intensive intervention supporting literacy and numeracy in the home learning environment. <i>International Journal of Early Years Education</i> , 24(2), 121–142. https://doi.org/DOI	1
883	200677	Niklas, F., & Tayler, C. (2016). Room quality and composition matters: Children's literacy and numeracy abilities in Australian early childhood settings.	0
884	200671	Niklas, F., Cohrssen, C., & Tayler, C. (2015a). Home learning environment and fluid reasoning: A family intervention study with kindergarten children. <i>Early Childhood Education Journal</i> , 44(5), 419–427. https://doi.org/DOI	0
885	200672	Niklas, F., Cohrssen, C., & Tayler, C. (2015b). Improving pre-schoolers' numerical abilities by enhancing the home numeracy environment. <i>Early Education & Development</i> , 27(3), 372–383. https://doi.org/DOI	1
886	200673	Niklas, F., Cohrssen, C., & Tayler, C. (2016). The sooner, the better: Early reading to children. Sage Open. Retrieved from dx.doi.org/10.1177/2158244016672715	0
887	200674	Niklas, F., Cohrssen, C., Tayler, C., & Schneider, W. (2016). Erstes Vorlesen: je früher, desto besser, <i>Zeitschrift für Pädagogische Psychologie</i> . [German Journal of Educational Psychology], 30(1), 35–44. https://doi.org/DOI	1
888	200675	Niklas, F., Gilley, T., & Tayler, C. (2016). Vulnerable children in Australia: Multiple risk factor analyses to predict cognitive abilities and problem behavior. <i>Australian Journal of Education</i> .	0
889	200676	Niklas, F., Nguyen, C., Cloney, D. S., Tayler, C., & Adams, R. (2016a). Self-report measures of the home learning environment in large scale research: Measurement properties and associations with key developmental outcomes. <i>Learning Environments Research</i> , 19(2), 181–202.	1
890	200678	Niklas, F., Tayler, C., & Cohrssen, C. (2016). under revision). Bilingual children's language learning in Australian early childhood education and care settings. <i>Research Papers in Education</i> . Special Issue: Teacher child interactions in ECEC classrooms: characteristics, predictivity, dependency, and methodological issues.	1,2,3,4
891	200679	Niklas, F., Tayler, C., & Schneider, W. (2015). Home based literacy activities and children's cognitive outcomes: A comparison between Australia and Germany. <i>International Journal of Educational Research</i> , 71, 75–85. https://doi.org/DOI	0
892	200680	Nishida, Y. (2015). A chrysanthemum in the garden: A christian kindergarten in the empire of japan. <i>Paedagogica Historica</i> . <i>International Journal of the History of Education</i> , 51(3), 280–297. Retrieved from http://ezproxy.library.nyu.edu	1
893	200681	Nolan, A., & Layte, R. (2014a). Socio-economic inequalities in child health in ireland. <i>Economic and Social Review</i> , 45(1), 25–64. Retrieved from http://ezproxy.library.nyu.edu	0
894	200682	Nomaguchi, K. M., & Brown, S. L. (2011). Parental strains and rewards among mothers: The role of education. <i>Journal of Marriage and the Family</i> , 73(3), 621–636.	1
895	200683	Nosaka, A. (2012). Aspirations and desires: Women's education and fertility strategies in contemporary Japan. <i>Human Organization</i> , 71(2), 188–199. Retrieved from https://doi.org/10.17730/humo.71.2.h2x278151g7q6661	0
896	200684	Nowak-Fabrykowski, K. (2004). Care and Education of Orphaned Children in Poland. <i>Early Child Development and Education</i> , 174(7–8), 621–627.	1
897	200685	Nugent, L. (2007). Predictors of special education referral: Child characteristics and state pre-kindergarten quality. The University of North.	0
898	500117	Numano, T. (2010). Teacher Training and Certificate System. Retrieved from http://www.nier.go.jp/English/EducationInJapan/Education_in_Japan/Education_in_Japan_files/201103TTCS.pdf	1
899	200686	Nunn, N. (n.d.). Review of Deaf studies in Ireland. <i>Deafness & Education International</i> , 8(1), 49–50.	1

#	Report ID	Citation	Status
900	200687	Nuttall, J. (2003). Influences on the co-construction of the teacher role in early childhood curriculum: Some examples from a New Zealand childcare centre. <i>International Journal of Early Years</i> , 11(1), 23–31. Retrieved from https://doi.org/10.1080/09669760304716	0
901	200688	Nuttall, J. (2006). Listening to Ngaire: Teacher negotiation of the personal and the institutional in childcare. In <i>Teachers and Teaching: Theory and Practice</i> , 12(2) (pp. 139–150). Retrieved from https://doi.org/10.1080/13450600500467316	1
902	200689	Nyland, B., & Alfayez, S. (2012). Learning stories– Crossing borders: Introducing qualitative early childhood observation techniques to early childhood practitioners in Saudi Arabia. <i>International Journal of Early Years</i> , 20(4), 392–404. Retrieved from https://doi.org/10.1080/09669760.2012.743097	0
903	500118	O'Brien, M., Moss, P., Koslowski, A. & Daly, M. (2014). United Kingdom country note. In Moss, P. (Ed.) <i>International Review of Leave Policies and Research 2013</i> . Retrieved November 10, 2014, from http://www.leavenetwork.org/fileadmin/Leavenetwork/Country_notes/2014/UK.pdf .	1
904	200692	O'Brien, M., Nader, P. R., Houts, R. M., Bradley, R., Friedman, S. L., Belsky, J., & Network, N. I. C. H. D. E. C. C. R. (2007). The ecology of childhood overweight: a 12-year longitudinal analysis. <i>International Journal of Obesity</i> , 31–9.	1
905	201127	O'Connell, M., Fox, S., Hinz, B., & Cole, H. (2016). Quality Early Education for All: Fostering creative, entrepreneurial, resilient and capable learners.	1
906	200693	O'Connor, E. E., Dearing, E., & Collins, B. A. (2011). Teacher-child relationship and behavior problem trajectories in elementary school. <i>American Educational Research Journal</i> , 48(1), 120–162.	0
907	200694	O'Connor, E. E., Scott, M. A., McCormick, M. P., & Weinberg, S. L. (2014). Early mother-child attachment and behavior problems in middle childhood: the role of the subsequent caregiving environment. <i>Attachment & Human Development</i> , 16(6), 590–612.	1,2,3,4
908	200697	O'Keeffe, L.M., K., M., P., McCarthy, F. P., Khashan, A. S., Greene, R. A., & North, R. A. (2014). OP06Prevalence and predictors of alcohol use during pregnancy: Findings from international multi-centre cohort studies. <i>Journal of Epidemiology and Community Health</i> , 68, 6–7. https://doi.org/doi:http://dx.doi.org/10.1136/jech-2014-204726.9	0
909	200690	Oakland, T., Douglas, S., & Kane, H. (2016). Top ten standardized tests used internationally with children and youth by school psychologists in 64 countries: a 24-year follow-up study. <i>Journal of Psychoeducational Assessment</i> , 34(2), 166–176.	1
910	200691	Oberhuemer P. (2005a). INTERNATIONAL PERSPECTIVES ON EARLY CHILDHOOD CURRICULA. (Undetermined). <i>International Journal of Early</i> , 37(1), 27–37.	0
911	400038	OECD (2017). <i>Starting Strong V: Transitions from Early Childhood Education and Care to Primary Education</i> . Paris, France: OECD Publishing.	1
912	500119	OECD. (2001). <i>Starting strong. Early childhood education and care</i> . Paris: OECD.	1
913	500120	OECD. (2004). <i>OECD country note: Early childhood education and care policy in France</i> . Paris: OECD	1
914	500121	OECD. (2006). <i>Starting Strong II: Early childhood education and care</i> . Paris: OECD.	1
915	500122	OECD. (2012). <i>Starting Strong III: A quality toolbox for early childhood education and care</i> . Paris: OECD Publishing.	1
916	500123	OECD. (2014). <i>OECD Family Database</i> . OECD, Paris. Retrieved November 10, 2014, from www.oecd.org/social/family/database .	1
917	400039	OECD/Eurostat/UNESCO Institute for Statistics (2015). <i>ISCED 2011 Operational Manual: Guidelines for Classifying National Education Programmes and Related Qualifications</i> . Paris, France: OECD Publishing. Available: http://www.keepeek.com/Digital-Asset-Management/oecd/education/isced-2011-operational-manual_9789264228368-en#WbQ221chPBs#page8	1
918	500124	Oertel, F. M. (1984). <i>Preschool social education curricula in West Germany The situation-oriented approach</i> . Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois. http://files.eric.ed.gov/fulltext/ED247030.pdf	1
919	200695	Ohara, T., & Matsuura, N. (2016). The characteristics of delinquent behavior and predictive factors in Japanese children's homes. <i>Children and Youth Services Review</i> , 61, 159–164. Retrieved from https://doi.org/10.1016/j.childyouth.2015.12.024	0
920	200696	Ojala, M., & Talts, L. (2007a). Preschool achievement in Finland and Estonia: Cross-cultural comparison between the cities of Helsinki and Tallinn. <i>Scandinavian Journal of Educational Research</i> , 51(2), 205–221. Retrieved from https://doi.org/10.1080/00313830701191670	1

#	Report ID	Citation	Status
921	200698	Okkolin, M.-A., f, mari-anne okkolin@yfi jyu, Lehtomäki, E., & Bhalalusesa, E. (2010). The successful education sector development in Tanzania - comment on gender balance and inclusive education. <i>Gender &</i> , 22(1), 63–71.	1
922	200699	Okrasa, M., & marzenaokrasa@pocztaumcslublin. (2010a). ALTERNATIVE FORMS OF PRE-SCHOOL EDUCATION AS A CRITERION IMPROVING THE QUALITY. In <i>OF EDUCATION IN POLAND. Problems of Education in the 21st Century</i> , 20 (p.).	0
923	200700	Oliver, M., Schofield, G. M., & Schluter, P. J. (2010). Parent influences on preschoolers' objectively assessed physical activity. <i>Journal of Science and Medicine in</i> , 13(4), 403–409. Retrieved from https://doi.org/10.1016/j.jsams.2009.05.008	1
924	200701	Opitz, E. M., Ruggiero, D., & Wüest, P. (2010). Verbale zählkompetenzen und mehrsprachigkeit: Eine studie mit kindergartenkindern. [Verbal counting and bilingualism. A study with kindergartners.]. <i>Psychologie in Erziehung. Und</i> , 57(3), 161–174. Retrieved from https://doi.org/10.2378/peu2010.art12d	0
925	200702	Ortíz, A. I. V., León, A. F., & Sosa, J. J. S. (2006). <i>Revista Mexicana de Análisis de la Conducta</i> (Vol. 32).	1
926	200703	Ota, C. L., & Austin, A. M. B. (2013). Training and mentoring: Family child care providers' use of linguistic inputs in conversations with children. <i>Early Childhood Research Quarterly</i> , 28(4), 972–983.	0
927	200704	Otowa, T., Hek, K., Lee, M., Byrne, E. M., Mirza, S. S., Nivard, M. G., & Fanous, A. (2016). Meta-analysis of genome-wide association studies of anxiety disorders. <i>Molecular psychiatry</i> .	1
928	200705	Ottosen, M. H. (2011). Research on the Danish Longitudinal Survey of Children (DALSC) at the Danish National Centre for Social Research. <i>Scandinavian Journal of Public Health</i> , 39(7), 121–125. Retrieved from https://doi.org/10.1177/1403494811399165	0
929	200706	Oxford, M. L., & Lee, J. O. (2011). The effect of family processes on school achievement as moderated by socioeconomic context. <i>Journal of School Psychology</i> , 49(5), 597–612.	1
930	200707	Paananen, M., Kumpulainen, K., & Lipponen, L. (n.d.). <i>European Early Childhood Education Research Journal</i> , 2015(23), 690–705.	0
931	900024	Pallante, D. H., & Kim, Y. S. (2012). The effect of a multicomponent literacy instruction model on literacy growth for kindergartners and first-grade students in Chile. <i>International Journal of Psychology</i> . https://doi.org/10.1080/00207594.2012.719628	1
932	200708	Palviainen, Å., Protassova, E., Mård-Miettinen, K., & Schwartz, M. (2016). Two languages in the air: A cross-cultural comparison of preschool teachers' reflections on their flexible bilingual practices. <i>International Journal of Bilingual Education and Bilingualism</i> , 19(6), 614–630. Retrieved from http://ezproxy.library.nyu.edu	1,2
933	200709	Paraprofesyoneller İçin Küçük Adımlar Erken Eğitim Programı Kursu: Kursiyerler Ne Söylüyor? (2014). <i>Journal of Faculty of Educational Sciences</i> , 47(1).	0
934	200710	Pathways to reading: the role of oral language in the transition to reading. (2005). <i>Developmental</i> , 41(2), 428.	1
935	200711	Pattinson, C., Staton, S., Smith, S. S., D, & Thorpe, K. (2014). Emotional climate and behaviour management during sleep-time in early childhood education settings. <i>Early Childhood Research Quarterly</i> , 29, 660–668.	0
936	200712	Pearce, A., Sawyer, A. C., Chittleborough, C. R., Mittinty, M. N., Law, C., & Lynch, J. W. (2016). Do early life cognitive ability and self-regulation skills explain socio-economic inequalities in academic achievement? An effect decomposition analysis in UK and Australian cohorts. <i>Social Science & Medicine</i> , 165, 108–118.	1
937	900025	Pedroza, Z. H. (2013). <i>Prácticas pedagógicas y desarrollo profesional docente en preescolar</i> [Teaching practices and teacher profesional development in preschool education]. México City. México: Instituto Nacional para la Evaluación de la Educación.	1
938	200713	Peeters, J. (2013). Can research realise a bit of utopia? the impact of action research on the policy of childcare in flanders. <i>Early Years: An. International Journal of Research and Development</i> , 33(3), 318–330. Retrieved from http://ezproxy.library.nyu.edu	0
939	200714	Peeters, J., & Vandekerckhove, A. (2015). A meeting place for policy-makers and researchers: The transatlantic forum on inclusive early years. <i>International Journal of Early Years Education</i> , 23(3), 329–337. Retrieved from http://ezproxy.library.nyu.edu	1
940	200715	Peisner-Feinberg, E., Buysse, V., Fuligni, A., Burchinal, M., Espinosa, L., Halle, T., & Castro, D. C. (2014). Using early care and education quality measures with dual language learners: A review of the research. <i>Early Childhood Research Quarterly</i> , 29(4), 786–803.	0

#	Report ID	Citation	Status
941	900026	Pellicer, U. A. (2006). Encuesta nacional de prácticas de lectura en las escuelas de educación básica, 2006. Informe preliminar de resultados [National survey of Reading practices in primary schools, 2006. Preliminary Results Report]. México City, México: Secretaría de Educación Pública.	1
942	200716	Penderi, E., & Rekalidou, G. (2016). Young children's views concerning distribution of clean-up duties in the classroom: Responsibility and self-interest. <i>European Early Childhood Education Research Journal</i> , 24(5), 734–747. Retrieved from http://ezproxy.library.nyu.edu	1
943	500125	Penn, H. (2002). Maintains a Good Pace to Lessons: Ofsted Inspections of Maintained Nursery Schools. <i>British Educational Research Journal</i> 28(6), 879–88.	1
944	200717	Penn, H. (2014). International indicators as a measure of national policies. <i>International Journal of Early Childhood</i> , 46(1), 33–46.	0
945	200718	Penn, H. (2017). Memoir of Tanzania: Learning about Early Childhood Projects in Developing Countries. <i>Contemporary Issues in Early</i> , 18(1), 80–90.	1
946	400041	Perren, S. et al. (2017), "Child-centred educational practice in different early education settings: Associations with professionals' attitudes, self-efficacy, and professional background. <i>Early Childhood Research Quarterly</i> , 38, 137-148.	1
947	400040	Perren, S., Frei D. & Herrmann, S. (2016). Pädagogische Qualität in frühkindlichen Bildungs- und Betreuungseinrichtungen in der Schweiz, <i>Frühe Bildung</i> , 5, 3-12.	1,2
948	200719	Perren, S., Frei, D., & Herrmann, S. (2016). Pädagogische Qualität in früh kindlichen Bildungs- und Betreuungseinrichtungen in der Schweiz: Erste Erfahrungen und Befunde mit dem CLASS Toddler Beobachtungsverfahren. [Educational quality in early education and care settings in Switzerland: First experiences and findings in using the CLASS Toddler observation tool.]. <i>Frühe</i> , 5(1), 3–12.	0
949	200148	Perren, S., Herrmann, S., Iljuschin, I., Frei, D., Körner, C., & Sticca, F. (2017). Child-centred educational practice in different early education settings: Associations with professionals' attitudes, self-efficacy, and professional background. <i>Early Childhood Research Quarterly</i> , 38, 137-148.	1,2
950	400042	Pessanha, M., Aguiar, C. & Bairrao, J. (2007). Influence of structural features on Portuguese toddler child care quality, <i>Early Childhood Research Quarterly</i> , 22, 204-214.	1,2
951	200720	Pessanha, M., Peixoto, C., Barros, S., Cadima, J., Pinto, A. I., Coelho, V., & Bryant, D. M. (2017). Stability and change in teacher-infant interaction quality over time. <i>Early Childhood Research Quarterly</i> , 40, 87–97.	1,2
952	200721	Petermann, F., & Natzke, H. (2008). Preliminary results of a comprehensive approach to prevent antisocial behaviour in preschool and primary school pupils in Luxembourg. <i>School Psychology International</i> , 29(5), 606-626.	0
953	200722	Peters, S. (2011). Introduction. <i>Early Years: An International Journal of Research and</i> , 31(3), 211–216. Retrieved from https://doi.org/10.1080/09575146.2011.624718	1
954	500126	Petersen, K. E. (2011). General pedagogy and social pedagogy in Danish day-care institutions. In N. R. Jensen, & J. Kornbeck (Eds.), <i>Social pedagogy for the entire lifespan</i> . (pp. 157-178). Bremen: Europäischer Hochschulverlag. (Studies in Comparative Social Pedagogies and International Social Work and Social Policy, Vol. XV).	1
955	200723	Peyrot, W. J., Milaneschi, Y., Abdellaoui, A., Sullivan, P. F., Hottenga, J. J., Boomsma, D. I., & Penninx, B. W. (2014). Effect of polygenic risk scores on depression in childhood trauma. <i>The British Journal of Psychiatry</i> , 205(2), 113–119.	0
956	200724	Pfenninger, S. E. (2015). MSL in the Digital Ages: Effects and Effectiveness of Computer-Mediated Intervention for FL Learners with Dyslexia. In <i>Studies in Second Language Learning and</i> (Vol. 5, pp. 109–133).	1
957	200725	Pfister, M., Moser Opitz, E., & Pauli, C. (2015). Scaffolding for Mathematics Teaching in Inclusive Primary Classrooms: A Video Study. <i>ZDM: The International Journal on Mathematics</i> , 47(7), 1079–1092.	0
958	200726	Pfost, M., Dörfler, T., & Artelt, C. (2010). Der Zusammenhang zwischen außerschulischem Lesen und Lesekompetenz. <i>Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie</i> .	1
959	200727	Pfost, M., Dorfler, T., & Artelt, C. (2012). Reading competence development of poor readers in a german elementary school sample: An empirical examination of the matthew effect model. <i>Journal of Research in Reading</i> (Vol. 35, pp. 411–426). Retrieved from http://ezproxy.library.nyu.edu	0

#	Report ID	Citation	Status
960	200728	Pfost, M., Dörfler, T., & Artelt, C. (2013). Students' extracurricular reading behavior and the development of vocabulary and reading comprehension. <i>Learning. In and Individual Differences</i> (Vol. 26, pp. 89–102).	1
961	200729	Pfost, M., Karing, C., Lorenz, C., & Artelt, C. (2010). Schereneffekte im ein-und mehrgliedrigen Schulsystem. <i>Zeitschrift für Pädagogische Psychologie</i> .	0
962	400043	Philips, D. A., Gormley, W. T. & Lowenstein, A. E. (2009), "Inside the pre-kindergarten door: Classroom climate and instructional time allocation in Tulsa's pre-K programs" <i>Early Childhood Research Quarterly</i> , No. 24, pp. 213–228, http://dx.doi.org/10.1016/j.ecresq.2009.05.002 .	1,2,3,4
963	200731	Pianta, R. C., Kraft-Sayre, M., Rimm-Kaufman, S., Gercke, N., & Higgins, T. (2001). 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> , 16(1), 117–132.	1
964	200732	Pianta, R. C., Mashburn, A. J., Downer, J. T., Hamre, B. K., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher–child interactions in pre-kindergarten classrooms. <i>Early Childhood Research Quarterly</i> , 23(4), 431–451.	1,2,3,4
965	200733	Pierson, M. (2014). Evaluating outcomes for students by kindergarten type (Doctoral dissertation. Northern Arizona University).	1
966	200734	Pinhas-Hamie, O., Bar-Zvi, E., Boyko, V., Reichman, B., & Lerner-Geva, L. (2009). Prevalence of overweight in kindergarten children in the centre of Israel—Association with lifestyle habits. <i>Child: Care, Health and Development</i> , 35(2), 147–152. Retrieved from https://doi.org/10.1111/j.1365-2214.2008.00905.x	0
967	200735	Pinnelli, A., & Fiori, F. (2008). The influence of partner involvement in fatherhood and domestic tasks on mothers' fertility expectations in Italy. <i>Fathering: A. In Journal of Theory, Research, and Practice about Men as Fathers</i> (Vol. 6, pp. 169–191). Retrieved from https://doi.org/10.3149/fth.0602.169	1
968	200736	Pinto, A. I., Pessanha, M., & Aguiar, C. (2013a). Effects of home environment and center-based child care quality on children's language, communication, and literacy outcomes. <i>Early Childhood Research Quarterly</i> , 28(1), 94–101.	0
969	200737	Piotr Rycielski, Educational Research Institute. (n.d.).	1
970	200738	Piowowski, R. (2006). The Role of Non-Public Schools in Modern Education Systems: A Polish Perspective. <i>International Review of Education / Internationale Zeitschrift Für</i> , 52(5), 397–407.	1
971	500127	PLA Copenhagen. (2013). PLA on Early Childhood Education and Care in Copenhagen, 20–22 November 2013 – Summary Report. Retrieved from http://ec.europa.eu/education/library/reports/copenhagen2013_en.pdf	1
972	500128	Plowman, L. & Stephen, C. (2005). Children, play and computers in pre-school education. <i>British Journal of Educational Technology</i> , 36(2), 145–157.	1
973	200739	Pollitt, R., Cohrsen, C., Church, A., & Wright, S. (2015). Thirty-one is a lot: Assessing four-year-old children's number knowledge during an open ended activity. <i>Australasian Journal of Early Childhood</i> , 40(1), 13–22.	1
974	900028	Pontificia Universidad Católica de Chile. (2011). Alfabetización en establecimientos chilenos subvencionados [Literacy in Chilean Voucher Schools]. Santiago: Author.	1
975	200740	Poolman, B. G., Leseman, P. P. M., Doornenbal, J. M., & Minnaert, A. E. M. G. (2017). Development of the language proficiency of five-to seven-year-olds in rural areas. <i>Early Child Development and Care</i> , 187(3–4), 756–777.	1
976	200741	Popov, N., Wolhuter, C., Almeida, P. A., Hilton, G., Ogunleye, J., & Chigisheva, O. (2013a). Education in one world: Perspectives from different nations. In BCES conference books, volume 11 Bulgarian Comparative Education Society. Blvd Shipchenski prohod 69 A, 1574. Sofia, Bulgaria. Retrieved from http://ezproxy.library.nyu.edu	0
977	200742	Popov, N., Wolhuter, C., Ermenc, K. S., Hilton, G., Ogunleye, J., & Niemczyk, E. (2015). Bulgarian Comparative Education Society (BCES). In BCES Conference Books, Volume 13. Number 1. Bulgarian Comparative Education. Retrieved from http://ezproxy.library.nyu.edu	1
978	200743	Popov, N., Wolhuter, C., Kalin, J., Hilton, G., Ogunleye, J., & Niemczyk, E. (n.d.). Bulgarian Comparative Education Society (BCES). (2016). Education Provision to Every One: Comparing Perspectives from around the World. In BCES Conference Books, Volume 14, Number 1. Bulgarian Comparative Education. Retrieved from http://ezproxy.library.nyu.edu	0

#	Report ID	Citation	Status
979	200744	Popov, Nikolay, & Wolhuter. (n.d.). Charl; Ermenc, Klara Skubic. Bulgarian Comparative Education Society.	1
980	200745	Popov, Nikolay, Wolhuter, C., & Almeida. (n.d.). Patrícia Albergaria. Bulgarian Comparative Education Society.	1
981	200746	Potharst, E. S., Houtzager, B. A., Wassenauer-Leemhuis, A. G., Kok, J. H., Koot, H. M., & Last, B. F. (2015). Maternal and Paternal Perception of Child Vulnerability and Behaviour Problems in Very Preterm Born Children. <i>Infant and Child Development</i> , 24(5), 489–505.	0
982	200747	Povell, P. (2007). Maria montessori: Portrait of a young woman. <i>Montessori Life: A Publication of the American Montessori Society</i> , 19(1), 22–24. Retrieved from http://ezproxy.library.nyu.edu	1
983	500129	Preissing, C. (2007). Handreichungen für die Praxis zum Bildungsprogramm für saarländische Kindergärten. [Practical manual regarding the educational program for kindergartens in Saarland]. Weimar/ Berlin: Verlag das netz.	1
984	900027	Programme for International Student Assessment (PISA). (2012). Results in focus. What 15-year-olds know and what they can do with what they know. Paris: Organisation for Economic Cooperation and Development. http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf	1
985	500130	Prott, R., & Preissing, C. (Eds.). (2006). Bridging diversity. An early childhood curriculum. Weimar u.a.: Verlag das Netz.	1
986	200749	Psotta, R., & Brom, O. (2016). Factorial structure of the movement assessment battery for children test—Second edition in preschool children. <i>Perceptual and Motor Skills</i> , 123(3), 702–716. Retrieved from https://doi.org/10.1177/0031512516666072	1
987	200750	Psychometric properties of the Classroom Assessment Scoring System (Pre-K) implications for measuring interaction quality in diverse early childhood settings. (n.d.). <i>Journal of Applied Measurement</i> .	1
988	200751	Pupo, M. C., Serafim, P. M., & de Mello, M. F. (2015). Health-related quality of life in posttraumatic stress disorder: 4 years follow-up study of individuals exposed to urban violence. <i>Psychiatry Research</i> , 228(3), 741–745.	1
989	200752	Purdue, K. (2009). Barriers to and Facilitators of Inclusion for Children with Disabilities in Early Childhood Education. <i>Contemporary Issues in Early</i> , 10(2), 133–143.	1,2
990	200753	Purdue, K., Gordon-Burns, D., Rarere-Briggs, B., Stark, R., & Turnock, K. (2011). The Exclusion of Children with Disabilities in Early Childhood Education in New Zealand: Issues and Implications for Inclusion. <i>Australasian Journal of Early Childhood</i> , 2, 95.	1
991	200754	Quach, J., Mensah, F. K., & Hiscock, H. (2016). Differential outcomes of sleep problems in children with and without special health care needs: Australian population study. <i>Journal of Developmental and Behavioral</i> , 37(5), 415–423. Retrieved from https://doi.org/10.1097/DBP.0000000000000274	1
992	200755	Quality Chilean of early childhood education from an International perspective. (n.d.).	X
993	200756	Quay, S. (2012). Discourse practices of trilingual mothers: Effects on minority home language development in japan. <i>International Journal of Bilingual Education and Bilingualism</i> , 15(4), 435–453. Retrieved from http://ezproxy.library.nyu.edu	1
994	200757	Ramazan, O. M., & Sakai, A. (2017). A comparison of japanese and turkish mothers' views about self care skill acquisition age and their expectations from preschools. <i>Journal of Education and Training Studies</i> , 5(3), 188–200. Retrieved from http://ezproxy.library.nyu.edu	1
995	200758	Rambousková, J., Dlouhý, P., Křizová, E., Procházka, B., Hrnčířová, D., & Anděl, M. (2009). Health behaviors, nutritional status, and anthropometric parameters of Roma and non-Roma mothers and their infants in the Czech Republic. <i>Journal of Nutrition Education and Behavior</i> , 41(1), 58–64. Retrieved from https://doi.org/10.1016/j.jneb.2008.04.360	1
996	200759	Räsänen, P., Träff, U., Reikerås, E., Engström, A., Öskarsdóttir, E., Dalvang, T., ... Kristinsdóttir, J. (n.d.). (Under revisjon) Special needs education in mathematics: The case of Nordic countries. An article to the special issue on “Diagnostics and interventions in mathematics difficulties around the world.” <i>Psychology & Neuroscience</i> .	1
997	500131	Rayna, S. (2004). Professional practices with under-ones in French and Japanese day care centres. <i>Early Years</i> , 24(1), 35–47.	1,2
998	500132	Rayna, S. (2007). Early childhood education in France. In R. S. New & M. Cochran (Eds.), <i>Early childhood education: An international encyclopedia</i> (Vol. 4, pp. 1063–1068). Westport, CT: Praeger.	1

#	Report ID	Citation	Status
999	200760	Reese, L., Arauz, R. M., & Bazán, A. R. (2012). Mexican parents' and teachers' literacy perspectives and practices: construction of cultural capital. <i>International Journal of Qualitative Studies in Education</i> , 25(8), 983–1003.	1,2
1000	200761	Reikerås, E. (2014). Utviklingsspor av matematikk hos de yngste barnehagebarna. In Drugli, B.; Størksen, I og Glaser, V (reds). <i>Utviklingspsykologi</i> , Akademika forlag. Oslo.	1
1001	200764	Reikerås, E. o. E., & L. (2014). Tilpassing for skriftspråklig læring – om hvorfor og hvordan barns lese-, skrive- og regneferdigheter kan kartlegges? (kap, 14, s.	1
1002	200762	Reikerås, E., & Moser. (n.d.). T & Tønnessen F.E Mathematical skills and motor life skills in toddlers: do differences i mathematical skills reflect different in motor skills. <i>European Early Childhood Education Research Journal</i> .	0
1003	200763	Reikerås, E., Moser, T., & E, T. F. ((submitted)). Do differences in toddler's mathematical skills reflect differences.	1
1004	200765	Resa, E., Groeneveld, I., Turani, D., & Anders, Y. (n.d.). (in press). The role of professional exchange in improving language-related process quality in daycare centres. <i>Research Papers</i> .	X
1005	500133	Research Centre for Child and Adolescent Development and Education (RCCADE), Ochanomizu University. (2011). <i>Early Childhood Education Handbook</i> . Retrieved August 26, 2014 from http://e-archive.criced.tsukuba.ac.jp/data/doc/pdf/2011/06/Early_Childhood_Education_Handbook.pdf .	1
1006	200766	Resnik, J. (2009). Contextualizing recognition, absence of recognition, and misrecognition: The case of migrant workers'. In children in daycares in israel. <i>Journal of Curriculum Studies</i> (Vol. 41, pp. 625–649). Retrieved from http://ezproxy.library.nyu.edu	0
1007	200767	Review of Understanding research in early education: The relevance for the future of lessons from the past. (n.d.) (2nd edn).	1
1008	200768	Reyes, L.-V. (n.d.). In <i>Contemporary Issues in Early Childhood</i> .	1
1009	500134	Reynolds, A. J., Mavrogenes, N. A., Bezruczko, N., & Hagemann, M. (1996). Cognitive and family- support mediators of preschool intervention: A confirmatory analysis. <i>Child Development</i> , 67, 1119– 1140.	1
1010	200769	Reynolds, M. R., & Turek, J. J. (2012). A dynamic developmental link between verbal comprehension-knowledge (Gc) and reading comprehension: Verbal comprehension-knowledge drives positive change in reading comprehension. <i>Journal of School Psychology</i> , 50(6), 841–863.	1
1011	200770	Ribeiro, L. A., Zachrisson, H. D., & Dearing, E. (2017). Peer effects on the development of language skills in Norwegian childcare centers. <i>Early Childhood Research Quarterly</i> , 41, 1–12.	1,2
1012	200771	Ribiero, L. A., Zachrisson, H. D., Schjølberg, S., Aase, H., Baumgartner, N., & Magnus, P. (2011). Attention problems and language development in preterm low-birth-weight children: Cross-lagged relations from 18 to 36 months. <i>BMC Pediatrics</i> , 11, (NIPH).	1
1013	200773	Richter, D., & Kunzmann, U. (2011). Age differences in three facets of empathy: performance-based evidence. <i>Psychology and Aging</i> , 26(1), 60.	1
1014	200772	Richter, D., Dietzel, C., & Kunzmann, U. (2010). Age differences in emotion recognition: The task matters. <i>Journals of Gerontology Series B. Psychological Sciences and Social Sciences</i> , 66(1), 48–55.	0
1015	200774	Richter, D., Lehl, S., & Weinert, S. (2016a). Enjoyment of learning and learning effort in primary school: the significance of child individual characteristics and stimulation at home and at preschool. <i>Early Child Development and Care</i> , 186(1), 96–116.	1,2,3,4
1016	200775	Rigby, K., & Smith, P. K. (2011). <i>Social Psychology of Education</i> , 14(4), 441–455.	1
1017	200776	Rimm-Kaufman, S. E., Pianta, R. C., & Cox, M. J. (2000). Teachers' judgments of problems in the transition to kindergarten. <i>Early childhood research quarterly</i> , 15(2), 147–166.	1
1018	200777	Risser, S. D. (2013). Relational aggression and academic performance in elementary school. In <i>Psychology in the Schools</i> (Vol. 50, pp. 13–26).	X
1019	200778	Ritchie, J. (2003). Bicultural development within early childhood teacher education programme. <i>International Journal of Early Years</i> , 11(1), 43–56. Retrieved from https://doi.org/10.1080/09669760304711	1,2
1020	200779	Ritchie, J. (2016). Qualities for Early Childhood Care and Education in an Age of Increasing Superdiversity and Decreasing Biodiversity. <i>Contemporary Issues in Early</i> , 17(1), 78–91.	1
1021	201120	Robinson, C. (2017). Constructing quality childcare: Perspectives of quality and their connection to Belonging, Being and Becoming. <i>International Journal of Whole Schooling</i> , 13.	1,2

#	Report ID	Citation	Status
1022	200780	Robinson, K. (2013). Early disparities in mathematics gains among poor and non-poor children: Examining the role of behavioral engagement in learning. <i>The Elementary School Journal</i> , 114(1), 22–47.	1,2
1023	200781	Robinson, S., & Hand, L. (2011). New Zealand children and the Preschool Language Assessment Instrument. <i>Asia Pacific Journal of Speech, Language, and</i> , 14(3), 165–170. Retrieved from https://doi.org/10.1179/jslh.2011.14.3.165	1
1024	200782	Rockel, J. (2009). A Pedagogy of Care: Moving beyond the Margins of Managing Work and Minding Babies. <i>Australasian Journal of Early</i> , 34(3), 1–8.	1
1025	200783	Rockel, J. (2014). Critical professional issues in labour force development for teachers with children up to two years of age: A New Zealand perspective. <i>Early Child Development and</i> , 184(2), 161–176. Retrieved from https://doi.org/10.1080/03004430.2013.773993	1
1026	200784	Roeters, A. (2013). <i>Social Indicators Research</i> , 110(2), 637–658.	1
1027	200785	Roisman, G. I., Fraley, R. C., Haltigan, J. D., Cauffman, E., & Booth-Laforce, C. (2016). Strategic considerations in the search for transactional processes: Methods for detecting and quantifying transactional signals in longitudinal data. <i>Development and Psychopathology</i> , 28(3), 791–800.	1
1028	200786	Roisman, G. I., Newman, D. A., Fraley, R. C., Haltigan, J. D., Groh, A. M., & Haydon, K. C. (2012). Distinguishing differential susceptibility from diathesis–stress: Recommendations for evaluating interaction effects. <i>Development and Psychopathology</i> , 24(2), 389–409.	1
1029	900029	Rolla, A., Arias, M., & Villers, R. (2005). Quality early childhood education in Costa Rica? Policy, practice, outcomes and challenges. <i>Early Years</i> , 25, 113–127.	1,2
1030	200787	Rollins, J. a P. N., & May/Jun2008. (n.d.) (Vol. 34).	1
1031	900030	Romero, S., Arias, M., & Chavarria, M. (2007). Identificación de prácticas relacionadas con el lenguaje, la lectura y la escritura en familias costarricenses [Family practices associated with language, reading, and writing in Costa Rican families]. <i>Revista Electrónica Actualidades Investigativas en Educación</i> , 7(3).	1
1032	200748	Romero-Contreras, S., Garcia-Cedillo, I., Forlin, C., & Lomeli-Hernández, K. A. (2013). Preparing teachers for inclusion in Mexico: how effective is this process?. <i>Journal of Education for Teaching</i> , 39(5), 509–522.	1
1033	500135	Rose, S. E., Jolley, R. P., & Charman, A. (2012). An investigation of the expressive and representational drawing development in National Curriculum, Steiner, and Montessori schools. <i>Psychology of Aesthetics, Creativity, and the Arts</i> , 6(1), 83–95.	1
1034	500136	Roßbach, H.-G., Sechtig, J. & Freund, U. (2010). Empirische Evaluation des Modellversuchs "Kindergarten der Zukunft in Bayern - KiDZ": Ergebnisse der Kindergartenphase [Empirical evaluation of the model program 'Kindergarten of the Future in Bavaria - KiDZ'. Results from the preschool phase]. Bamberg: University of Bamberg Press.	1,2
1035	200788	Roth, C., Magnus, P., Schjølberg, S., Stoltenberg, C., Suren, P., McKeague, I. W., ... Susser, E. (2011). Folic acid supplements in pregnancy and severe language delay in children. In <i>Journal of the American Medical Association (JAMA)</i> (pp. 1566–1573). FHI, UiO.	0
1036	200789	Röthlisberger, M., Neuenschwander, R., Cimeli, P., Michel, E., & Roebbers, C. M. (2012). Improving Executive Functions in 5- and 6-year-olds: Evaluation of a Small Group Intervention in Prekindergarten and Kindergarten Children. <i>Infant and Child</i> , 21(4), 411–429.	1
1037	200790	Rous, B., Hallam, R., McCormick, K., & Cox, M. (2010). Practices that support the transition to public preschool programs: Results from a national survey. <i>Early Childhood Research Quarterly</i> , 25(1), 17–32.	1
1038	200791	Roze, E., Meijer, L., Van Braeckel, K. N., Ruiter, S. A., Bruggink, J. L., & Bos, A. F. (2010). Developmental trajectories from birth to school age in healthy term-born children. <i>Pediatrics</i> , 126(5), 1134–1142.	1
1039	200792	Rubin, R., Sutterby, J., & Sailors, M. C. E. D. E. R. Y. (2009).	1
1040	200793	Rudasill, K. M., Niehaus, K., Buhs, E., & White, J. M. (2013). 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> , 51(6), 701–716.	X
1041	200794	Rudasill, K. M., Reio, T. G., Stipanovic, N., & Taylor, J. E. (2010). A longitudinal study of student–teacher relationship quality, difficult temperament, and risky behavior from childhood to early adolescence. <i>Journal. Of School Psychology</i> , 48(5), 389–412.	1,2
1042	200795	Rudkowski, M. (2014). Fostering Emotional Wellbeing: Personal Reflections from an Early Childhood Forest Program. <i>Children, Youth &</i> , 24(3), 80–91.	X

#	Report ID	Citation	Status
1043	200796	Ruethling, E. (2005). Reaching the Most Vulnerable Children. <i>Exchange</i> , 166, 41–44.	0
1044	200797	Russell, B. S., Lee, J. O., Spieker, S., & Oxford, M. L. (2016a). Parenting and preschool self-regulation as predictors of social emotional competence in 1st grade. <i>Journal of Research in Childhood Education</i> , 30(2), 153–169.	0
1045	200798	Russo-Zimet, G., & Gilat, I. (2017). Perceptions regarding the care and education of children from birth to age three among students of early childhood education: Changes between pre-training and post-training. <i>Journal of Education and Training Studies</i> , 5(3), 71–85. Retrieved from http://ezproxy.library.nyu.edu	1
1046	200799	Ryan, R. M., Johnson, A., Rigby, E., & Brooks-Gunn, J. (2011). The impact of child care subsidy use on child care quality. <i>Early Childhood Research Quarterly</i> , 26(3), 320–331.	1
1047	200801	Sabol, T. J., & Pianta, R. C. (2015). Validating Virginia's quality rating and improvement system among state-funded pre-kindergarten programs. <i>Early Childhood Research Quarterly</i> , 30, 183–198.	X
1048	200800	Sabol, T. J., Hong, S. S., Pianta, R. C., & Burchinal, M. R. (2013). Can rating pre-K programs predict children's learning? <i>Science</i> , 341(6148), 845–846.	1
1049	200802	Şahin, D. (2011). Pre-schoolers, pre-school teachers, and interpersonal problem-solving skills: A comparative study in Turkey and Belgium. <i>Education</i> , 3(13), 305–316. Retrieved from https://doi.org/10.1080/03004270903514338	1
1050	200803	Saido, M., Asakura, K., Masayasu, S., & Sasaki, S. (2016). Relationship between dietary sugar intake and dental caries among Japanese preschool children with relatively low sugar intake (Japan Nursery School SHOKUIKU study): A nationwide cross-sectional study. <i>Maternal and Child Health Journal</i> , 20(3), 556–566.	1
1051	200804	Salminen, L., Stolt, M., Saarikoski, M., Suikkala, A., Vaartio, H., & Leino-Kilpi, H. (2010). Future challenges for nursing education—A European perspective. <i>Nurse education. Today</i> , 30(3), 233–238.	0
1052	200805	Sammons*, P., Elliot, K., Sylva, K., Melhuish, E., Siraj-Blatchford, I., & Taggart, B. (2004). The impact of pre-school on young children's cognitive attainments.	1
1053	500137	Sammons, P., Anders, Y., Sylva, K., Melhuish, E., Siraj-Blatchford, I., Taggart, B., & Barreau, S. (2008). Children's cognitive attainment and progress in English primary schools during Key Stage 2. Investigating the potential continuing influences of preschool education. <i>Zeitschrift für Erziehungswissenschaft, Sonderheft</i> , 11, 179–198.	1,2,3,4
1054	500138	Sammons, P., Elliot, K., Sylva, K., Melhuish, E., Siraj-Blatchford, I., & Taggart, B. (2004). The impact of pre-school on young children's cognitive attainment at entry to reception. <i>British Educational Research Journal</i> , 30, 691–712.	1
1055	200806	Sammons, P., Siraj-Blatchford, I., Sylva, K., Melhuish, E., Taggart, B., & Elliot, K. (2005). Investigating the effects of pre-school provision: using mixed methods in the EPPE research. <i>International Journal of Social Research Methodology</i> , 8(3), 207–224.	0
1056	200807	Samms-Vaughan, M. E. (n.d.). <i>International Journal of Speech-Language Pathology</i> , Feb2014, 16(1), 30–35.	1
1057	500139	Samuelsson, P. I. & Carlsson, A. M. (2008). The playing learning child. Towards a pedagogy of early childhood. <i>Scandinavian Journal of Educational research</i> , 52(6), 623 - 641.	1
1058	200808	Sandage, D. A. Q. (n.d.) (Vol. 7).	1
1059	200809	Sandberg, A., Broström, S., Johansson, I., Frøkjær, T., Kieferle, C., & Seifert, A. (2017). Children's perspective on learning: An international study in denmark, estonia, germany and sweden. <i>Early Childhood Education Journal</i> , 45(1), 71–81. Retrieved from http://ezproxy.library.nyu.edu	1
1060	200810	Sandefur, J., Pritchett, L., & Beatty, A. (2016). Society for Research on Educational Effectiveness (SREE). Society for Research on Educational. Retrieved from http://ezproxy.library.nyu.edu	1
1061	200811	Sanders, K., & Downer, J. (2012). Predicting acceptance of diversity in pre-kindergarten classrooms. <i>Early Childhood Research Quarterly</i> , 27(3), 503–511.	X
1062	200812	Sanson, A., Smart, D., & Misson, S. (2011). Children's socio-emotional, physical, and cognitive outcomes: Do they share the same drivers? <i>Australian Journal of</i> , 63(1), 56–74. Retrieved from https://doi.org/10.1111/j.1742-9536.2011.00007.x	0
1063	200813	Saracho, O. N. (2015). Historical and contemporary evaluations of early childhood programmes. <i>Early Child Development and Care</i> , 185(8), 1255–1267.	1
1064	200814	Sarti, R. (2010). Who cares for me? grandparents, nannies and babysitters caring for children in contemporary Italy. <i>Paedagogica Historica. International Journal of the History of Education</i> , 46(6), 789–802. Retrieved from http://ezproxy.library.nyu.edu	0

#	Report ID	Citation	Status
1065	900031	Sasser, T. R., Beekman, C. R., & Bierman, K. L. (2015). Preschool executive functions, single-parent status, and school quality predict diverging trajectories of classroom inattention in elementary school. <i>Development and Psychopathology</i> , 27(3), 681–693. https://doi.org/doi:10.1017/S0954579414000947	1
1066	200815	Sayer, L. C., Gauthier, A. H., & Furstenberg, F. F. (n.d.). <i>Journal of Marriage &</i> , 2004(66), 1152–1169.	1
1067	400044	Schaack, D. D., Le V. N. & Setodji, C. M. (2017), “Home-based child care provider education and specialized training: Associations with caregiving quality and toddler social-emotional and cognitive outcomes” <i>Early Education and Development</i> , advanced online publication, http://dx.doi.org/10.1080/10409289.2017.1321927 .	1,2
1068	200816	Schacter, J., & Jo, B. (2016). Improving low-income preschoolers mathematics achievement with Math Shelf, a preschool tablet computer curriculum. In <i>Computers in Human Behavior</i> (Vol. 55, pp. 223–229).	1
1069	900032	Schady, N. (2006). Early childhood development in Latin America and the Caribbean. <i>Economía</i> , 6(2), 185–213.	1
1070	900033	Schady, N. (2011). Parents’ education, mothers’ vocabulary, and cognitive development in early childhood: Longitudinal evidence from Ecuador. <i>American Journal of Public Health</i> , 101(12), 2300–2307.	1
1071	900034	Schady, N., Behrman, J., Araujo, M., Azuero, R., Bernal, R., Bravo, D. . . Vakis, R. (2015). Wealth gradients in early childhood cognitive development in five Latin American countries. <i>Human Resources</i> , 50 (2) 446–463 doi:10.3368/jhr.50.2.446J	1
1072	200817	Scheffler, P. (2015). Introducing very young children to English as a foreign language. <i>International Journal of Applied</i> , 25(1), 1–22.	1
1073	200818	Schjølberg, S., Eadie, P., Zachrisson, H. D., Øyen, A.-S., & Prior. (2011). Margot. Predicting Language Development at Age 18 Months: Data From the Norwegian Mother and Child Cohort Study. <i>Journal of Developmental and Behavioral Pediatrics</i> (pp. 375–383).	1
1074	200819	Schjølberg, S., Lekhal, R., Vartun, M., Helland, S. S., & Mathiesen, K. S. (2011). 5. Childcare up to 18 months. Associations between childcare up to 18 months, language skills and mental functioning.	1
1075	200820	Schjølberg, S., Lekhal, R., Wang, M. V., Zambrana, I. M., Mathiesen, K. S., Magnus, P., & Roth, C. (n.d.). Rapport 2008: 10. Delayed language development. A current overview based on data from. In the Norwegian Mother and Child Cohort Study. Folkehelseinstituttet (FHI).	1
1076	500140	Schmidt, H. M., Burts, D. C., Durham, R. S., Charlesworth, R., & Hart, C. H. (2007). Impact of the developmental appropriateness of teacher guidance strategies on kindergarten children's interpersonal relations. <i>Journal of Research in Childhood Education</i> , 21(3), 290–301.	1,2
1077	200821	Schmidt, V., & Bailey, J. D. (2014). Institutionalization of children in the Czech Republic: A case of path dependency. <i>Journal of Sociology and Social Welfare</i> , 41(1), 53–75.	1
1078	200822	Schofield, T. J., & Weaver, J. M. (2016). Democratic parenting beliefs and observed parental sensitivity: Reciprocal influences between coparents. <i>Journal of Family Psychology</i> , 30(4), 509.	0
1079	200823	Schoon, I., Jones, E., Cheng, H., & Maughan, B. (2012). Family hardship, family instability, and cognitive development. <i>J Epidemiol Community Health</i> , 66(8), 716–722.	1
1080	200824	Schurtz, I. M., Pfost, M., & Artelt, C. (2014). Variieren. In <i>die Selbstkonzeptdifferenzen in Abhängigkeit vom Leistungsniveau? Differenzielle Zusammenhänge in Deutsch, Englisch und Mathematik</i> . Zeitschrift für Pädagogische Psychologie.	1
1081	200825	Schurtz, I. M., Pfost, M., Nagengast, B., & Artelt, C. (2014). Impact of social and dimensional comparisons on student’s mathematical and English subject-interest at the beginning of secondary school. <i>Learning and Instruction</i> , 34, 32–41.	1
1082	200826	Schwartz, M. (2014). The impact of the “first language first” model on vocabulary development among preschool bilingual children. <i>Reading and Writing: An Interdisciplinary Journal</i> , 27(4), 709–732. Retrieved from http://ezproxy.library.nyu.edu	0
1083	200827	Schwartz, M., & Asli, A. (2014). Bilingual teachers’ language strategies: The case of an Arabic–Hebrew kindergarten in Israel. <i>Teaching and Teacher Education</i> , 38, 22–32. Retrieved from https://doi.org/10.1016/j.tate.2013.10.013	1
1084	200828	Schwartz, M., & Gorbatt, N. (2016). “Why do we know hebrew and they do not know arabic?” children’s meta-linguistic talk in bilingual preschool. <i>International Journal of Bilingual Education and Bilingualism</i> , 19(6), 668–688. Retrieved from http://ezproxy.library.nyu.edu	1

#	Report ID	Citation	Status
1085	200829	Schwartz, M., & Gorbatt, N. (2017). "There is no need for translation: She understands": Teachers' mediation strategies in a bilingual preschool classroom. <i>Modern Language Journal</i> , 101(1), 143–162. Retrieved from http://ezproxy.library.nyu.edu	1
1086	200833	Schwartz, M., & Shaul, Y. (2013). Narrative development among language-minority children: The role of bilingual versus monolingual preschool education. <i>Language, Culture and Curriculum</i> , 26(1), 36–51. Retrieved from http://ezproxy.library.nyu.edu	1
1087	200830	Schwartz, M., Moin, V., & Leikin, M. (2011). Parents' discourses about language strategies for their children's preschool bilingual development. <i>Diaspora, Indigenous, and Minority Education</i> , 5(3), 149–166. Retrieved from http://ezproxy.library.nyu.edu	1
1088	200831	Schwartz, M., Moin, V., & Leikin, M. (2012). Lexical knowledge development in the first and second languages among language-minority children: The role of bilingual versus monolingual preschool education. <i>International Journal of Bilingual Education and Bilingualism</i> , 15(5), 549–571. Retrieved from http://ezproxy.library.nyu.edu	1
1089	200832	Schwartz, M., Moin, V., Leikin, M., & Breitkopf, A. (2010). Immigrant parents' choice of a bilingual versus monolingual kindergarten for second-generation children: Motives, attitudes, and factors. <i>International Multilingual Research Journal</i> , 4(2), 107–124. Retrieved from http://ezproxy.library.nyu.edu	1
1090	200834	Schwartz, M., Wee Koh, P., Xi Chen, B., Sinke, M., & Geva, E. (2016). Through the lens of teachers in two bilingual programmes: A look at early bilingual education. <i>Language, Culture and Curriculum</i> , 29(2), 141–168. Retrieved from http://ezproxy.library.nyu.edu	1,2
1091	200835	Sciberras, E., Ukoumunne, O. C., & Efron, D. (2011). Predictors of Parent-Reported Attention-Deficit/Hyperactivity Disorder in Children Aged 6-7 Years: A National Longitudinal Study. <i>Journal of Abnormal Child Psychology</i> , 39(7), 1025–34.	1
1092	200836	Scott, K. M., Barbarin, O. A., & Brown, J. M. (2013). From higher order thinking to higher order behavior: exploring the relationship between early cognitive skills and social competence in black boys. <i>American Journal of Orthopsychiatry</i> , 83(2–3), 185.	0
1093	200837	Šebart, M. K., & Hočevár, A. (2014). Two Approaches to Documenting and Evaluating Preschool Quality. <i>Croatian Journal Educational / Hrvatski Casopis Za Odgoj I</i> , 16(2), 525–536.	1
1094	200838	Sebre, S.B., Jusiene, R., Dapkevici, E., Skreitule-Pikse, I., & Bieliauskaite, R. (2015). Parenting dimensions in relation to pre-schoolers' behaviour problems in Latvia and Lithuania. <i>International Journal of Behavioral Development</i> , 39(5), 458–466.	1
1095	500141	Sechtig, J., Freund, U., Roßbach, H.-G. & Anders, Y. (2012). Das Modellprojekt "KiDZ - Kindergarten der Zukunft in Bayern" - Kernelemente, zentrale Ergebnisse der Evaluation und Impulse für die Gestaltung des Übergangs vom Kindergarten in die Grundschule. [The model program "KiDZ - Kindergarten of the Future in Bavaria"- Core elements, central results of the evaluation, and new impulses for organizing the transition from kindergarten to elementary school.] In S. Pohlmann-Rother & U. Franz (Hrsg.), <i>Kooperation von KiTa und Grundschule. Eine Herausforderung für das pädagogische Personal</i> (S. 174-188). Köln: Carl Link.	1
1096	500142	Seefeldt, C. & Wasik, B. (2002). <i>Kindergarten: Fours and fives go to school</i> (2nd edition). Upper Saddle River, NJ: Merrill.	1
1097	900035	Segretin, M. S., Lipina, S.-J., Hermida, M. J., Sheffield, T. D., Nelson, J. M., Espy, K. A., & Colombo, J. A. (2014). Predictors of cognitive enhancement after training in preschoolers from diverse socioeconomic backgrounds. <i>Frontiers in Psychology</i> , 5. https://doi.org/doi:10.3389/fpsyg.2014.00205	1
1098	200839	Sektnan, M., McClelland, M. M., Acock, A., & Morrison, F. J. (2010). Relations between early family risk, children's behavioral regulation, and academic achievement. <i>Early Childhood Research Quarterly</i> , 25(4), 464–479.	1
1099	200840	Selke, T. (n.d.). Medium: print. Source: The changing face of music and art education: <i>Interdisciplinary journal for music and art pedagogy</i> .	1
1100	200841	Sengoelge, M., Hasselberg, M., & Laflamme, L. (2011). Child home injury mortality in Europe: A 16-country analysis. <i>European Journal of Public Health</i> , 21(2), 166–170. Retrieved from https://doi.org/10.1093/eurpub/ckq047	1
1101	200842	Sengoelge, M., Hasselberg, M., Ormandy, D., & Laflamme, L. (2014). Housing, income inequality and child injury mortality in Europe: A cross-sectional study. <i>Child: care, health and development</i> , 40(2), 283-291.	0

#	Report ID	Citation	Status
1102	200843	Share, Michelle, & Kerrins, L. (2013). Supporting parental involvement in children's early learning: Lessons from community childcare centres in Dublin's Docklands. In <i>Child Care in Practice</i> (Vol. 19, pp. 355–374). Retrieved from http://dx.doi.org/10.1080/13575279.2013.799457	1
1103	200844	Shavega, T. J., Brugman, D., & van Tuijl, C. (2014). Children's Behavioral Adjustment in Pre-Primary Schools in Tanzania: A Multilevel Approach. <i>Early Education and</i> , 25(3), 356–380.	1,2,3,4
1104	200845	Shavega, T. J., van Tuijl, C., & Brugman, D. (2015). Teachers' Perception of Children's Behavioral Adjustment in Tanzanian Preprimary Schools and Their Relationship to Teachers' Cultural Beliefs Regarding Obedience, Cooperation, and Play. <i>Infants and Young</i> , 28(1), 88–108.	1
1105	200846	Shawe, J., Delbaere, I., Ekstrand, M., Hegaard, H. K., Larsson, M., Mastroiacovo, P., & Tydén, T. (2015a). Preconception care policy, guidelines, recommendations and services across six European countries: Belgium (Flanders). <i>The European Journal of Contraception and Reproductive Health Care</i> , 20(2), 77–87. Retrieved from https://doi.org/10.3109/13625187.2014.990088	0
1106	200847	Sheridan, S., Giota, J., Han, Y. M., & Kwon, J. Y. (2009). A cross-cultural study of preschool quality in South Korea and Sweden. <i>ECERS evaluations.Early Childhood Research Quarterly</i> , 24(2), 142–156.	X
1107	200848	Shin, H. H., Braithwaite, V., & Ahmed, and E. (2016). Cyber- and Face-to-Face Bullying: Who Crosses Over? <i>Social Psychology of Education: An International Journal</i> , 19(3), 537–67.	0
1108	200849	Shohet, C., & Klein, P. S. (2010). Effects of variations in toy presentation on social behaviour of infants and toddlers in childcare. <i>Early Child Development and Care</i> , 180(6), 823–834. Retrieved from http://ezproxy.library.nyu.edu	1
1109	200850	Shuker, M. J., & Cherrington, S. (2016). Diversity in New Zealand early childhood education: Challenges and opportunities. <i>International Journal of Early Years</i> , 24(2), 172–187. Retrieved from https://doi.org/10.1080/09669760.2016.1155148	0
1110	500143	Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. <i>Educational Researcher</i> , 15(2), 4-14.	1
1111	500144	Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. <i>Harvard Educational Review</i> , 57(1), 1-22.	1
1112	200851	Shuper Engelhard, E., Klein, P. S., & Yablon, Y. B. (2014). Quality of care at home and in daycare and social behaviour in early childhood. <i>Early Child Development and Care</i> , 184(7), 1063–1074. Retrieved from http://ezproxy.library.nyu.edu	X
1113	200852	Siddiq, F., Hatlevik, O. E., Olsen, R. V., Throndsen, I., & Scherer, R. (2016). Taking a future perspective by learning from the past—A systematic review of assessment instruments that aim to measure primary and secondary school students' ICT Literacy. <i>Educational Research Review</i> , 19, 58–84.	0
1114	200853	Sigmund, E., Sigmundová, D., & El Ansari, W. (2009). Changes in physical activity in pre-schoolers and first-grade children: Longitudinal study in the Czech Republic. <i>Child: Care, Health and Development</i> , 35(3), 376–382. Retrieved from https://doi.org/10.1111/j.1365-2214.2009.00945.x	1
1115	200854	Sigmund, Erik, De Ste Croix, M., Mikláňková, L., & Frömel, K. (2007). Physical activity patterns of kindergarten children in comparison to teenagers and young adults. <i>European Journal of Public Health</i> , 17(6), 646–651. Retrieved from https://doi.org/10.1093/eurpub/ckm033	0
1116	200855	Siibak, A., & Vinter, K. (2014). "No silly girls' films!" analysis of estonian preschool children's gender specific tastes in media favourites and their possible implications for preschool learning practices. <i>International Journal of Early Childhood</i> , 46(3), 357–372. Retrieved from http://ezproxy.library.nyu.edu	1
1117	200856	Sime, D., & Sheridan, M. (2014). "You want the best for your kids": improving educational outcomes for children living in poverty through parental engagement. <i>Educational Research</i> , 56(3), 327–342.	0
1118	200857	Simms, M. (2010). Review of Professionalism in the early years. <i>Early Years: An International Journal of Research and</i> , 30(2), 196–198. Retrieved from https://doi.org/10.1080/09575146.2010.488872	1
1119	201121	Simoncini, K., & Lasen, M. (2012). Support for quality delivery of outside school hours care: A case study. <i>Australasian Journal of Early Childhood</i> , 37(2), 82.	1,2

#	Report ID	Citation	Status
1120	200858	Simpson, S., D'Aprano, A., Tayler, C., Khoo, S. T., & Highfold, R. (2016). Validation of a culturally adapted developmental screening tool for Australian Aboriginal children: early findings and next steps. <i>Early Human Development</i> , 103, 91–95.	0
1121	200859	Sims, M. (2012). Editorial. <i>Australasian Journal of Early</i> , 37(3), 2–3.	1
1122	201122	Sims, M., Sagers, S., & Frances, K. (2012). Inclusive childcare services: meeting the challenge for Indigenous children. <i>Australasian Journal of Early Childhood</i> , 37(3), 96.	1,2
1123	200860	Sinclair, D., Staton, S., Pattinson, C., Smith, S., Marriott, A., & Thorpe, K. (2016). What parents want: Parent preference regarding sleep for their preschool child when attending Early Care and Education. <i>Sleep Health</i> , 2(1), 12–18.	0
1124	200865	Siraj-Blatchford*, I., & Sylva, K. (2004). Researching pedagogy in English pre-schools.	X
1125	500145	Siraj-Blatchford, I. (2008). Understanding the relationship between curriculum, pedagogy and progression in learning in early childhood. <i>Hong Kong Journal of Early Childhood</i> , 7(2), 6–13.	1
1126	500146	Siraj-Blatchford, I. (2010). A focus on pedagogy: Case studies of effective practice. In K. Sylva, E. Melhuish, P. Sammons, I. Siraj-Blatchford and B. Taggart (eds.), <i>Early childhood matters: Evidence from the Effective Pre-school and Primary Education project</i> , pp. 149–165, London: Routledge.	1
1127	200861	Siraj-Blatchford, I. (2010). Learning in the home and at school: How working class children “succeed against the odds.” <i>British Educational Research Journal</i> , 36(3), 463–482.	1
1128	400045	Siraj-Blatchford, I. et al. (2002), “Researching effective pedagogy in the early years”, Research Report No 356, Department of Educational Studies of the University of Oxford.	1,2
1129	500147	Siraj-Blatchford, I., & Manni, L. (2008). “Would you like to tidy up now?": An analysis of adult questioning in the English Foundation Stage. <i>Early Years: An International Journal of Research and Development</i> , 28(1), 5–22.	1
1130	200862	Siraj-Blatchford, I., & Manni, L. (2008). “Would you like to tidy up now?” An analysis of adult questioning in the English Foundation Stage. <i>Early</i> , 28(1), 5–22.	0
1131	500148	Siraj-Blatchford, I., & Nah, K. O. (2014). A comparison of the pedagogical practices of mathematics education for young children in England and South Korea. <i>International Journal of Science and Mathematics Education</i> , 12(1), 145–165.	1,2
1132	500149	Siraj-Blatchford, I., & Sylva, K. (2004). Researching pedagogy in English pre-schools. <i>British Educational Research Journal</i> , 30(5), 713–730.	1,2
1133	200863	Siraj-Blatchford, I., Mayo, A., Melhuish, E., Taggart, B., Sammons, P., & Sylva, K. (2011). Performing against the odds: developmental trajectories of children in the EPPSE 3 to 16 study: brief.	1
1134	200864	Siraj-Blatchford, I., Shepard, D. L., Melhuish, E. C., Taggart, B., Sammons, P., & Sylva, K. (2011). Effective primary pedagogical strategies in English and mathematics in key stage 2: a study of year 5 classroom practice from the EPPSE 3–16 longitudinal study.	0
1135	200866	Siraj-Blatchford, I., Taggart, B., Sylva, K., Sammons, P., & Melhuish, E. (2008). Towards the transformation of practice in early childhood education: the effective provision of pre-school education (EPPE) project. <i>Cambridge Journal of Education</i> , 38(1), 23–36.	0
1136	200867	Skouteris, H., Hill, B., McCabe, M., Swinburn, B., Sacher, P., & Chadwick, P. (2014). Recruitment evaluation of a preschooler obesity-prevention intervention. <i>Early Child Development and</i> , 184(5), 649–657. Retrieved from https://doi.org/10.1080/03004430.2013.808196	1
1137	200868	Skreitung-Pikše, I. (n.d.). <i>Baltic Journal of Psychology</i> , 11(1/2), 51–61.	0
1138	400047	Slot, P. L. et al. (2017), “Measurement properties of the CLASS Toddler in ECEC in the Netherlands”, <i>Journal of Applied Developmental Psychology</i> , No. 48, pp. 79–91, http://dx.doi.org/10.1016/j.appdev.2016.11.008 .	1,2,3,4
1139	400046	Slot, P. L. et al. (2017), Structural and Process Quality of Danish Preschools: Direct and Indirect Associations with Children’s Growth in Language and Pre-Literacy Skills. Revision submitted for publication.	1,2
1140	200869	Slot, P. L., Boom, J., Verhagen, J., & Leseman, P. (2017). Measurement properties of the CLASS Toddler in ECEC in The Netherlands. <i>Journal of Applied Developmental Psychology</i> , 48, P.	X
1141	400048	Slot, P. L., Lerkkanen, M.-K. & Leseman, P. P. M. (2015), “The relations between structural quality and process quality in European early childhood education and care provisions: Secondary data analyses of large scale studies in five countries” WP2.2 Curriculum and quality analysis impact review, CARE.	1

#	Report ID	Citation	Status
1142	200870	Slot, P. L., Leseman, P. P., Verhagen, J., & Mulder, H. (2015). Associations between structural quality aspects and process quality in Dutch early childhood education and care settings. <i>Early Childhood Research</i> , 33, 64–76.	0
1143	500150	Smidt, W. K., Lehl, S., Anders, Y., Pohlmann-Rother, S. & Kluczniok, K. (2012). Emergent literacy activities in the final preschool year in the German federal states of Bavaria and Hesse. <i>Early Years</i> , 32(3), 301–312.	1,2,3,4
1144	200871	Smidt, W. K., Lehl, S., Anders, Y., Pohlmann-Rother, S., & Kluczniok, K. (2012). Emergent literacy activities in the final preschool year in the German federal states of Bavaria and Hesse. <i>Early Years</i> , 32(3), 301–312.	X
1145	200872	Smidt, W., & Rosbach, H. G. (2016). Educational process quality in preschools at the individual child level: findings from a German Study. <i>Early Child Development and Care</i> , 186(1), 78–95.	0
1146	200873	Smith, A. B. (2007). Children's Rights and Early Childhood Education Links to Theory and Advocacy. <i>Australian Journal of Early</i> , 32(3), 1–8.	1
1147	200874	Smith, A., & n, anneb smith@otago.ac. (2015). Can Home-Based Care Offer High Quality Early Childhood Education? <i>New Zealand Journal of Educational</i> , 50(1), 71–85.	0
1148	500151	Smith, K.H. (2000). Early childhood teachers' pedagogical content knowledge in mathematics: A Quantitative study (Doctoral dissertation). Georgia State University, Georgia, Atlanta.	1
1149	200875	Smith, S. C. (2014). Parental engagement in a Reggio Emilia-inspired head start program. <i>Early Childhood Research & Practice</i> , 16(1), 9. Retrieved from http://ezproxy.library.nyu.edu	1
1150	200876	Smith, V. (2007). Review of Early childhood education: Society and culture. <i>International Journal of Early Years</i> , 15(1), 111–113.	0
1151	200877	Smyth, E. (2016a). Social relationships and the transition to secondary education. <i>The Economic and Social Review</i> , 47(4), 451–476. Retrieved from http://ezproxy.library.nyu.edu	1
1152	900036	Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.	1
1153	200878	Snowdon, J., & Kotzé, E. (2012). I'm not a bad mother: Stories of mothering-on-the-edge. <i>Australian and New Zealand Journal of Family</i> , 33(2), 142–156. Retrieved from https://doi.org/10.1017/aft.2012.16	0
1154	500152	Socialministeriet (2000). Early Childhood Education and Care Policy in Denmark. Copenhagen: Socialministeriet.	1
1155	200879	Sociálna interakcia zdravých a postihnutých detí predškolského veku. [Social interaction of healthy and handicapped children at preschool age.]. <i>Psychológia a. (2000)</i> . <i>Patopsychológia</i> , 35(2), 137–148.	1
1156	200880	Soloff, C., Sanson, A., Wake, M., & Harrison, L. (2007). Enhancing longitudinal studies by linkage to national databases: Growing Up in Australia, the longitudinal study of Australian children. <i>International Journal of Social Research Methodology: Theory &</i> , 10(5), 349–363. Retrieved from https://doi.org/10.1080/13645570701677060	0
1157	200882	Solovieva, Y., & Quintanar, L. (2013). Symbolic representation for introduction of concept of decimal system in Mexican school children. <i>International Education Studies</i> , 6(10), 102.	0
1158	200881	Solovieva, Y., González-Moreno, C. X., & Quintanar, L. (2015). Indicators of reflection during acquisition of symbolic actions in preschool Colombian children. In <i>Psychology in Russia: State of the Art (Vol. 8, pp. 61–72)</i> . Retrieved from https://doi.org/10.11621/pir.2015.0206	1
1159	200883	Sosinsky, L. S., & Kim, S. K. (2013). A profile approach to child care quality, quantity, and type of setting: Parent selection of infant child care arrangements. <i>Applied Developmental Science</i> , 17(1), 39–56.	X
1160	200884	Spaeth, J. (1999). James galway: Music as a way of life. <i>Music Educators Journal</i> , 85(4), 24–25. Retrieved from http://ezproxy.library.nyu.edu	0
1161	200885	Spilt, J. L., Koomen, H. M., & Harrison, and L. J. (2015). Language Development in the Early School Years: The Importance of Close Relationships with Teachers. <i>Developmental Psychology</i> , 51(2).	X
1162	500153	Sproule, L., Rafferty, H., Trew, K., Walsh, G., McGuinness, C., Sheehy, N. & O'Neill, B. (2005). The early-years enriched curriculum evaluation project: Final report phase 1. Belfast, N. Ireland: Report produced for Northern Ireland Council for Curriculum Assessment and Examinations (CCEA).	1
1163	200886	Sprugevica, I., & Høien, T. (2003). <i>Scandinavian Journal of Psychology</i> , 44(2), 119–124.	0

#	Report ID	Citation	Status
1164	200887	Staff, J., Maggs, J. L., Cundiff, K., & Evans-Polce, R. J. (2016). Childhood cigarette and alcohol use: negative links with adjustment. <i>Addictive Behaviors</i> , 62, 122–128.	1
1165	201123	Stamopoulos, E. (2012). Reframing early childhood leadership. <i>Australasian Journal of Early Childhood</i> , 37(2), 42.	1
1166	200888	Standish, K. (2016). Looking for Peace in National Curriculum: The PECA Project in New Zealand. <i>Journal of Peace</i> , 13(1), 18–40.	0
1167	200889	Stangeland, E. B. ((submitted)). Impact of Language Skills and Social Competence on Play.	1
1168	200890	Stangeland, E. B., Wagner, Å. K., & Reikerås, E. (2014). Flerspråklige og enspråklige barns språklig og sosial fungering i barnehagen. In A. U. Skaftun, P. H., & A. Js. L. Aasen (Eds.) (p. 90). Oslo: s.	0
1169	500154	Statistics Denmark. (2014). Retrieved from http://www.statistikbanken.dk	1
1170	500155	Statistics New Zealand. (2013). Retrieved from http://www.stats.govt.nz	1
1171	200891	Staton, S., Irvine, S., Pattinson, S., Smith, S., & Thorpe, K. (2015). The sleeping elephant in the room: Practices and policies regarding sleep-rest time in early childhood education and care. <i>Australasian Journal of Early Childhood</i> , 40(4), 77–86.	1
1172	200892	Staton, S., Marriott, A., Pattinson, C., Smith, S., & Thorpe, K. (2016). Supporting Sleep in Early Care and Education: An assessment of observed sleep-times using a sleep practices optimality index. <i>Sleep Health</i> , 2(1), 30–34.	0
1173	200895	Staton, S., Smith, S., & Thorpe, K. (2015). “Do I really need a nap? The role of sleep science in informing sleep practices in early childhood education and care settings. <i>Translational Issues in Psychological Science</i> , 1(1), 32–44.	1
1174	200893	Staton, S., Smith, S., Pattinson, C., & Thorpe, K. (2015). on behalf of the Sleep in Early Childhood Research Group. <i>Journal of Developmental and Behavioral Pediatrics</i> , 36(4), 235–242.	1
1175	200894	Staton, S., Smith, S., Pattinson, C., & Thorpe, K. (2016). Mandatory naptimes and group napping trajectories in childcare: An observational study. <i>Behavioural Sleep Medicine</i> , 0, 1–15. Retrieved from 10.1080/15402002.2015.1120199	0
1176	200896	Stavusis, J., Inashkina, I., Jankevics, E., Radovica, I., Micule, I., & Strautmanis, J. (2015). Original article. <i>Acta Neurologica Scandinavica</i> , 132(3), 185–190.	0
1177	500156	Steenbergen, H. (2009). Vrije en reguliere scholen vergeleken: Een onderzoek naar de effectiviteit van vrije scholen en reguliere scholen voor voortgezet onderwijs [Waldorf and mainstream schools compared: A study on the effectiveness of Waldorf and mainstream schools for secondary education] (Unpublished doctoral dissertation). University of Groningen, Groningen, The Netherlands.	1
1178	200897	Stengaard, A. R., Lazarus, J. V., Donoghoe, M. C., Nielsen, S., & Matic, S. A. I. D. S. C. (2009) (Vol. 21).	1
1179	500157	Stephen, C. (2010). Pedagogy: the silent partner in early years learning. <i>Early Years</i> , 30(1) 1-14.	1
1180	200898	Stickley, A., Tachibana, Y., Hashimoto, K., Haraguchi, H., Miyake, A., Morokuma, S., & Kamio, Y. (2017). Assessment of autistic traits in children aged 2 to 4½ years with the preschool version of the social responsiveness scale (srs-p): Findings from japan. <i>Autism Research</i> , No Pagination Specified-No Pagination Specified. Retrieved from https://doi.org/10.1002/aur.1742	0
1181	500158	Stipek, D. J. (1991). Characterizing early childhood education programs. <i>New Directions for Child Development</i> , 53, 47-55.	1
1182	500159	Stipek, D., Feiler, R., Daniels, D., & Sharon, M. (1995). Effects of different instructional approaches on young children's achievement and motivation. <i>Child Development</i> , 66(1), 209-223.	1,2
1183	200899	Stoltzfus, R. J., Kvalsvig, J. D., Chwaya, H. M., Montresor, A., Albonico, M., Tielsch, J. M., & Pollitt, E. (2001). Effects of iron supplementation and anthelmintic treatment on motor and language development of preschool children in Zanzibar: Double blind, placebo controlled study. <i>BMJ: British Medical</i> , 323(7326), 1389–1389. Retrieved from https://doi.org/10.1136/bmj.323.7326.1389	1
1184	200900	Storli, R., & Moser, T. (2014). Boltrelek og lekeslåsning i et utviklingsperspektiv. In: <i>Utvikling, lek og læring i barnehagen. Forskning og praksis. Fagbokforlaget</i> (Vol. 9788232101603).	0

#	Report ID	Citation	Status
1185	900037	Strasser, K., & Lissi, M. R. (2009). Home and instruction effects on emergent literacy in a sample of Chilean kindergarten children. <i>Scientific Studies of Reading</i> , 13, 175–204. https://doi.org/doi:10.1080/10888430902769525	1,2,3,4
1186	900038	Strasser, K., Larrain, A., & Lissi, M. R. (2013). Effects of storybook reading style on comprehension: The role of word elaboration and coherence questions. <i>Early Education & Development</i> , 24(5), 616–639. https://doi.org/doi:10.1080/10409289.2012.715570	1,2
1187	200901	Strasser, K., Lissi, M. R., & Silva, M. (2009). Gestión del tiempo en 12 salas chilenas de kindergarten: Recreo, colación y algo de instrucción. <i>Psykhé</i> , 18(1), 85–96.	X
1188	900039	Strasser, K., Rolla, A., & Romero-Contreras, S. (2016). School readiness research in latin america: Findings and challenges. <i>New Directions for Child and Adolescent Development</i> , 152, 31–44. Retrieved from http://ezproxy.library.nyu.edu	1
1189	200902	Stratigos, T., Bradley, B., & Sumsion, J. (2014). Infants, family day care and the politics of belonging. <i>International Journal of Early</i> , 46(2), 171–186.	0
1190	200903	Strazdins, L., OBrien, L. V., Lucas, N., & Rodgers, B. (2013). Combining work and family: Rewards or risks for children's mental health? <i>Social Science &</i> , 87, 99–107. Retrieved from https://doi.org/10.1016/j.socscimed.2013.03.030	1
1191	200904	Stuhlman, M. W., & Pianta, R. C. (2002). Teacher's narratives about their relationships with children: associations with behavior in classrooms. <i>School Psychology Review</i> , 31(2), 148.	0
1192	200905	Sugawara, M., Matsumoto, S., Murohashi, H., Sakai, A., & Isshiki, N. (2015). Trajectories of early television contact in Japan: Relationship with preschoolers' externalizing problems. <i>Journal of Children and Media</i> , 9(4), 453–471. Retrieved from https://doi.org/10.1080/17482798.2015.1089298	1
1193	200906	Sullivan, A., Ketende, S., & Joshi, H. (2013). Social class and inequalities in early cognitive scores. <i>Sociology</i> , 47(6), 1187–1206.	0
1194	201124	Sumsion, J., Grieshaber, S., McArdle, F., & Shield, P. (2014). The state of play in Australia: Early childhood educators and play-based learning. <i>Australasian journal of early childhood</i> , 39(3), 4.	1
1195	200907	Suprawati, M., Anggoro, F. K., & Bukatko, D. (2014). "I think I can": Achievement-oriented themes in storybooks from Indonesia. In and the United States. <i>Frontiers in Psychology</i> (p. 5). Japan.	1
1196	200908	Suzuki, S., Holloway, S. D., Yamamoto, Y., & Mindnich, J. D. (2009). Parenting self-efficacy and social support in japan and the united states. <i>Journal of Family Issues</i> , 30(11), 1505–1526. Retrieved from http://ezproxy.library.nyu.edu	0
1197	200909	Swick, D. C. (2007). The effects of parental involvement on children's school readiness skills. The University of North.	1
1198	500160	Sylva, K. (1984). A hard-headed look at the fruits of play. <i>Early Child Development and Care</i> , 15(2), 171-183.	1
1199	400049	Sylva, K. et al. (2004), The Effective Provision of Pre-school Education (EPPE) project: Final Report: A longitudinal study funded by the DfES 1997-2004, London: Institute of Education, University of London/ Department for Education and Skills/ Sure Start.	1,2
1200	400050	Sylva, K. et al. (2006), "Capturing quality in early childhood through environmental scales", <i>Early Childhood Research Quarterly</i> , No.21, pp. 76–92, http://dx.doi.org/10.1016/j.ecresq.2006.01.003 .	1,2
1201	500161	Sylva, K., Siraj-Blatchford, I. & Taggart, B. (2003). Assessing quality in the early years - Early Childhood Environment Rating Scale Extension (ECERS-E): Four curricular subscales. Stoke-on- Trent: Trentham Books.	1
1202	200910	Sylva, K., Taggart, B., Siraj-Blatchford, I., Totsika, V., Ereky-Stevens, K., Gilden, R., & Bell, D. (2007). Curricular quality and day-to-day learning activities in pre-school. <i>International Journal of Early Years Education</i> , 15(1), 49–65.	0
1203	200911	Synodi, E. (2010a). Play in the kindergarten: The case of Norway. <i>International Journal of Early Years Education</i> , 18(3), 185–200. Retrieved from https://doi.org/10.1080/09669760.2010.521299	0
1204	200912	Tabak, I., & Mazur. (2012). Joanna; del Carmen Granado Alcón. <i>The Journal of Early Adolescence</i> , 32(1), 26–54.	0
1205	200913	Tafa, E. (2008). Kindergarten reading and writing curricula in the european union. <i>Literacy</i> , 42(3), 162–170. Retrieved from http://ezproxy.library.nyu.edu	0

#	Report ID	Citation	Status
1206	500163	Taguma, M., Litjens, I., & Makowiecki, K. (2013). Quality matters in early childhood education and care: Sweden 2013. Paris: OECD Publishing. Retrieved October 27, 2014, from http://www.oecd.org/edu/school/SWEDEN%20policy%20profile%20-%20published%2005-02-2013.pdf	1
1207	500162	Taguma, M., Litjens, I., Makowiecki, K. (2012). Quality matters in early childhood education and care: New Zealand. Paris: OECD Publishing. Retrieved December 15, 2014, from http://www.oecdilibrary.org/docserver/download/9112101e.pdf?expires=1418657731&id=id&accname=ocid54016459&checksum=4A8A152226BCBDE00E475E0BAD3019D1 .	1
1208	200914	Takahashi, M. (2016). Consumers at play: Negotiations of identity in a Japanese preschool. <i>Young Consumers</i> , 17(1), 94–106.	0
1209	200915	Takizawa, T., Kondo, T., Tanaka, O., Wake, N., Naka, K., Todoriki, H., & Ishizu, H. (2009a). Current status of infant mental health in day-care centres in Japan: An investigation of Okinawa and Aomori prefectures. <i>Early Child Development and Care</i> , 179(5), 609–618. Retrieved from https://doi.org/10.1080/03004430701453648	0
1210	200916	Tal, C. (2013). What do we mean by Jewish education in professional development for early childhood education? <i>Journal of Jewish Education</i> , 79(3), 335–359. Retrieved from http://ezproxy.library.nyu.edu	0
1211	200917	Tal, C. (2014a). Introduction of an emergent curriculum and an inclusive pedagogy in a traditional setting in Israel: A case study. <i>International Journal of Early Years Education</i> , 22(2), 141–155. Retrieved from https://doi.org/10.1080/09669760.2014.898578	0
1212	200919	Tal, C., & Segal-Drori, O. (2015). Student teachers' implementation and understanding of repeated picture-book reading in preschools. <i>Australian Journal of Teacher Education</i> , 40(1), 22. Retrieved from http://ezproxy.library.nyu.edu	1
1213	200918	Tal, C., Fares, E., Azmi, R., & Waab, W. (2008). Beyond learning and teaching in preschool free-play centers in dalia el-carmel-isfiya. <i>Early Childhood Education Journal</i> , 36(3), 281–289. Retrieved from http://ezproxy.library.nyu.edu	0
1214	200920	Tanaka, K., & Lowry, D. (2013). Mental well-being of mothers with preschool children in Japan: The importance of spousal involvement in childrearing. <i>Journal of Family Studies</i> , 19(2), 185–195. Retrieved from https://doi.org/10.5172/jfs.2013.19.2.185	0
1215	200921	Tanzania: The Help the Children Project. (2007). <i>NAMTA</i> , 32(3), 110–111.	1
1216	200922	Tate, A. (2016). Developing identities in the workplace: Students' experiences of distance early childhood teacher education. <i>Asia-Pacific Journal of Teacher</i> , 44(3), 289–300. Retrieved from https://doi.org/10.1080/1359866X.2015.1084995	0
1217	200923	Taumoepeau, M. (2015). From talk to thought: Strength of ethnic identity and caregiver mental state talk predict social understanding in preschoolers. <i>Journal of Cross-Cultural</i> , 46(9), 1169–1190. Retrieved from https://doi.org/10.1177/0022022115604393	1
1218	201125	Tayler, C. (2011). Changing policy, changing culture: Steps toward early learning quality improvement in Australia. <i>International Journal of Early Childhood</i> , 43(3), 211–225.	1
1219	200924	Tayler, C. (2014). educação infantil na Austrália. <i>Evaluación de la calidad de la educación infantil en Australia [Evaluation of the quality of early childhood education in Australia]</i> . <i>Est. Aval. Educação</i> , 25(58), 126–151.	0
1220	200925	Tayler, C. (2015). Learning in Early Childhood: experiences, relationships and “Learning to Be.” <i>European Journal of Education</i> , 50(20). https://doi.org/DOI	1
1221	200926	Tayler, C. (2016). Reforming Australian early childhood education and care provision (2009–2015). <i>Australasian Journal of Early Childhood</i> , 41(2), 27–31.	1
1222	200927	Tayler, C., Cloney, D., Adams, R., Ishimine, K., Thorpe, K., & Nguyen, T. K. C. (2016). Assessing the effectiveness of Australian early childhood education and care experiences: study protocol. <i>BMC Public Health</i> , 16, 352. https://doi.org/DOI	1
1223	200928	Tayler, C., Ishimine, K., Cloney, D., Cleveland, G. an. T., & K. (2013). The quality of early childhood education and care services in Australia. <i>Australasian Journal of Early Childhood</i> , 38(2), 13–21.	1,2,3,4
1224	500164	Tazouti, Y., Viriot-Goeldel, C., Matter, C., Geiger-Jaillet, A., Carol, R., & Deviterne, D. (2011). French nursery schools and German kindergartens: Effects of individual and contextual variables on early learning. <i>European Journal of Psychology of Education</i> , 26, 199–213.	1
1225	200929	Te One, S. (2011). Implementing children's rights in early education. <i>Australasian Journal of Early</i> , 36(4), 54–61.	1

#	Report ID	Citation	Status
1226	200930	Teaching Games for Understanding Conference Supplement from the. (2016). Sport, 87, 123. Retrieved from http://ezproxy.library.nyu.edu	0
1227	500165	TeachNZ, New Zealand Ministry of Education. (2014). Early Childhood Teacher Education Qualifications Guide 2015. Retrieved December 15, 2014, from https://www.teachnz.govt.nz/thinking-of-teaching/getting-qualified/early-childhood-education/ .	1
1228	200931	Tekin, A. K. (2011). Parent involvement revisited: Background, theories, and models. <i>International Journal of Applied Educational Studies</i> , 11(1), 1–13.	1
1229	200932	Teszenyi, E., & Hevey, D. (2015). Age group, location or pedagogue: factors affecting parental choice of kindergartens in Hungary. <i>Early Child Development and Care</i> , 185(11–12), 1961–1977.	0
1230	200933	The Books-in-a-Bag Project: Developing a Literacy Initiative for Children With Disabilities. (2015). In Tanzania. <i>Intervention in School & Clinic</i> , 50(5) (pp. 304–309).	1
1231	200934	The receiving special educators' perception of the transition process implemented for students with disabilities exiting preschool and entering kindergarten a multiple-case study. (n.d.).	0
1232	200935	The use of Individual Education Programs for Children in Australian Schools. (2012). <i>Australasian Journal of Special Education</i> , 36(1).	1
1233	200936	Thirumurthy, V., Szecsi, T., & Hardin, B. J. (n.d.). <i>Journal of Early Childhood Teacher Education</i> .	0
1234	200937	Thomauske, N. (2011). The relevance of multilingualism for teachers and immigrant parents in early childhood education and care in germany and in france. <i>Intercultural Education</i> , 22(4), 327–336. Retrieved from http://ezproxy.library.nyu.edu	1
1235	200938	Thorpe, K., Bell-Booth, R., Staton, S., & Thompson, C. (n.d.). Bonding and bridging: Transition to school and social capital formation among a community of Indigenous Australian children. <i>Journal of Community Psychology</i> , 0(0), 1–17. https://doi.org/DOI	0
1236	200939	Thorpe, K., Staton, S., Sawyer, E., Pattinson, C., Hayden, C., & Smith, S. (2015). Napping, development and health from 0 to 5 years: a systematic review. In <i>Archives of Disease in Childhood</i> (Vol. 0, pp. 1–8). Retrieved from http://10.1136/archdischild-2014-307241	1
1237	500166	Tietze, W., Meischner, T., Gänsfuß, R., Grenner, K., Schuster, K.-M., Völkel, P., & Roßbach, H.-G. (1998). Wie gut sind unsere Kindergärten? Eine Untersuchung zur pädagogischen Qualität in deutschen Kindergärten [How good are our kindergartens? A study on the pedagogic quality of German kindergartens]. Neuwied: Luchterhand.	1,2
1238	500167	Tirosh, D., Tsamir, P., Levenson, E., & Tabach, M. (2011). From preschool teachers' professional development to children's knowledge: Comparing sets. <i>Journal of Mathematics Teacher Education</i> , 14(2), 113-131. doi: 10.1007/s10857-011-9172-1.	1
1239	200940	Tobin, J. (2014). Comparative, diachronic, ethnographic research on education. <i>Current Issues in Comparative. Education</i> , 16(2), 6–13. Retrieved from http://ezproxy.library.nyu.edu	0
1240	500168	Tobin, J., & Kurban, F. (2010). Preschool practitioners' and immigrant parents' beliefs about academics and play in the early childhood education curriculum in five countries. <i>Orbis Scolae</i> 4(2), 75-87.	1
1241	200941	Toddler's ability to cope with everyday activities in the kindergarten – in a gender perspective. (n.d.).	1
1242	400051	Tonyan, H. A., & Howes, C. (2003), "Exploring patterns in time children spend in a variety of child care activities: Associations with environmental quality, ethnicity, and gender", <i>Early Childhood Research Quarterly</i> , No. 18, pp. 121–142.	1,2
1243	200942	Torres, H., Lucía, R. E. B. B., & Moreno, and A. K. A. (2016). Empathy in Future Teachers of the Pedagogical and Technological University of Colombia. In <i>Journal of New Approaches in Educational Research</i> 5.1 (Vol. 1, pp. 30–7).	0
1244	400052	Tout, K., Zaslow, M., & Berry, D. (2006), "Quality and qualifications: Links between professional development and quality in early care and education settings" in <i>Critical issues in early childhood professional development</i> , pp. 77-110.	1
1245	200943	Toyama, N. (2016a). Intra-cultural variation in child care practices in Japan. <i>Early Child Development and Care</i> , 186(12), 1873–1892. Retrieved from https://doi.org/10.1080/03004430.2015.1135911	0
1246	200944	Transitioning to Secondary School: The Case of Mathematics. (2015). <i>Australian Journal of Educational & Developmental Psychology</i> , 13–23.	0
1247	200945	Treas, J., & Tai, T. (2012). <i>Social Science Research</i> , 41(4), 833–842.	1

#	Report ID	Citation	Status
1248	200946	Trommsdorff, G., & Friedlmeier, W. (2010). Preschool girls' distress and mothers' sensitivity in Japan and Germany. <i>European Journal of Developmental Psychology</i> , 7(3), 350–370. Retrieved from https://doi.org/10.1080/17405620802252742	0
1249	200947	Trommsdorff, G., Friedlmeier, W., & Mayer, B. (2007). Sympathy, distress, and prosocial behavior of preschool children in four cultures. <i>International Journal of Behavioral Development</i> , 31(3), 284–293. Retrieved from http://ezproxy.library.nyu.edu	1
1250	200948	Trujillo, J. C., Carrillo, B., & Iglesias, W. J. (2014). Relationship between professional antenatal care and facility delivery: An assessment of Colombia. <i>Health Policy and Planning</i> , 29(4), 443–449. Retrieved from https://doi.org/10.1093/heapol/czt033	0
1251	200949	Tryggvason, M., Tulviste, T., & De Geer, B. (2008). How do preschool children engage each other in dialogue in finland, estonia and sweden? <i>Multilingua: Journal of Cross-Cultural and Interlanguage Communication</i> , 27(4), 389–408. Retrieved from http://ezproxy.library.nyu.edu	X
1252	200950	Trzcińska, D., Tabor, P., & Olszewska, E. (2015). Level of somatic development of children aged six years from an urban agglomeration in Poland with respect to selected environmental conditions. <i>Journal of Biosocial</i> , 47(6), 812–824. Retrieved from https://doi.org/10.1017/S0021932014000467	0
1253	200951	Tsangaridou, N., Zachopoulou, E., Liukkonen, J., Gråstén, A., & Kokkonen, M. (2014). Developing preschoolers' social skills through cross-cultural physical education intervention. <i>Early Child Development and Care</i> , 184(11), 1550–1565. Retrieved from http://ezproxy.library.nyu.edu	1
1254	200952	Tsukamoto, E., Abe, T., & Ono, M. (2015). Inverse roles of emotional labour on health and job satisfaction among long-term care workers in Japan. <i>Psychology, Health & Medicine</i> , 20(7), 814–823. Retrieved from https://doi.org/10.1080/13548506.2014.963128	0
1255	200953	Tulviste, T. E. (2004) (Vol. 32).	1
1256	200954	Turnšek, N., & Pekkarinen, A. (2009). Democratisation of early childhood education in the attitudes of Slovene and Finnish teachers. <i>European Early Childhood Education Research</i> , 17(1), 23.	0
1257	200955	Tuul, M., Mikser, R., Neudorf, E., & Ugaste, A. (2015a). Estonian preschool teachers' aspirations for curricular autonomy—the gap between an ideal and professional practice. <i>Early Child Development and Care</i> , 185(11), 17. Retrieved from http://ezproxy.library.nyu.edu	0
1258	200956	Tyler, A. A., Gillon, G., Macrae, T., & Johnson, R. L. (2011). Direct and indirect effects of stimulating phoneme awareness vs. other linguistic skills in preschoolers with co-occurring speech and language impairments. In <i>Topics in Language Disorders</i> , 31(2) (pp. 128–144). Retrieved from https://doi.org/10.1097/TL0b013e318217d473	0
1259	500169	Tymms, P., Merell, C., & Henderson, B. (1997). The first year at school: A quantitative investigation of the attainment and progress of pupils. <i>Educational Research and Evaluation</i> , 3, 101–118. doi:10.1080/1380361970030201	1
1260	900040	U.N.E.S.C.O. (2013). Tercer Estudio Regional Comparativo y Explicativo, TERCE. Análisis curricular [Third Comparative and Explanatory Regional Study, TERCE. Curriculum Analysis]. Retrieved from http://ezproxy.library.nyu.edu	1
1261	900041	U.N.E.S.C.O. (2014a). Regional report about Education for All in LA and the Caribbean: Global Education for All Meeting. In 12th and 14th of. Muscat, Oman. Retrieved from http://ezproxy.library.nyu.edu	1
1262	900042	U.N.E.S.C.O. (2014b). Tercer Estudio Regional Comparativo y Explicativo, TERCE. Primera entrega de resultados [Third Comparative and Explanatory Regional Study, TERCE. First Results Report]. Retrieved from http://ezproxy.library.nyu.edu	1
1263	200957	Ueda, M., Kondo, N., Takada, M., & Hashimoto, H. (2014). Maternal work conditions, socioeconomic and educational status, and vaccination of children: A community-based household survey in Japan. In <i>Preventive Medicine: An International Journal Devoted to Practice and Theory</i> (Vol. 66, pp. 17–21). Retrieved from https://doi.org/10.1016/j.ypmed.2014.05.018	1
1264	200958	Ueda, P., Kondo, N., & Fujiwara, T. (2015). The global economic crisis, household income and pre-adolescent overweight and underweight: A nationwide birth cohort study in Japan. <i>International Journal of Obesity</i> , 39(9), 1414–1420.	0
1265	200959	Ugarriza, J. E., & Craig, M. J. (2013). The relevance of ideology to contemporary armed conflicts: A quantitative analysis of former combatants in Colombia. <i>Journal of Conflict Resolution</i> , 57(3), 445–477. Retrieved from https://doi.org/10.1177/0022002712446131	1

#	Report ID	Citation	Status
1266	200960	Uibu, K., Kikas, E., & Tropp, K. (2011). Instructional approaches: Differences between kindergarten and primary school teachers. <i>Compare: A Journal of Comparative and International Education</i> , 41(1), 91–111. Retrieved from http://ezproxy.library.nyu.edu	0
1267	200961	Ukai, K., & Kosaka, K. (2016). Diffuse neurofibrillary tangles with calcification (Kosaka–Shibayama disease) in Japan. <i>Psychiatry and Clinical Neurosciences</i> , 70(3), 131–140. Retrieved from https://doi.org/10.1111/pcn.12334	1
1268	200962	Umek, L. M., Fekonja, U., Kranjc, S., & Bajc, K. (2008). The effect of children's gender and parental education on toddler language development. <i>European Early Childhood Education Research</i> , 16(3), 325.	0
1269	200963	Umek, L. M., Kranjc, S., & Fekonja, U. (2005). Early versus Late Entry to Preschool: The Effect on the Child's Language Development. <i>European Early Childhood Education Research</i> , 13(2), 111–131.	1
1270	900043	UNESCO Institute for Statistics. (2015). UIS.Stat database. Retrieved from http://data.uis.unesco.org/	1
1271	900044	United Nations Children's Fund (UNICEF). (2012). School readiness: A conceptual framework. New York: Author. Retrieved from http://www.unicef.org/education/files/Chil2Child_ConceptualFramework_FINAL(1).pdf	1
1272	200964	Uno, K. (2009). Civil society, state, and institutions for young children in modern japan: The initial years. <i>History of Education Quarterly</i> , 49(2), 170–181. Retrieved from http://ezproxy.library.nyu.edu	0
1273	200965	Urban, M. (2012). Editorial. <i>European Journal of</i> , 47(4), 477–481.	1
1274	500170	Urban, M., Vandenbroeck, M., Lazzari, A., Van Laere, K., & Peeters, J. (2012). Competence Requirements in Early Childhood Education and Care. Final Report. Online Submission.	1
1275	200966	Urban, M., Vandenbroeck, M., Van Laere, K., Lazzari, A., & Peeters, J. (2012). Towards Competent Systems in Early Childhood Education and Care. Implications for Policy and Practice. <i>European Journal of</i> , 47(4), 508–526.	0
1276	200967	Valdez, V. E. (2014). Latina early childhood teachers negotiating language policies en la frontera. <i>Bilingual Research Journal</i> , 37(3), 223–236.	1
1277	200968	Valentova, M. (2012). Breaks in employment due to childcare in the Czech Republic before and after 1989. <i>Work, Employment and Society</i> , 26(2), 262–277. Retrieved from https://doi.org/10.1177/0950017011432916	0
1278	200969	Valle, del, F. J., López, M., & Bravo, A. P. (2007) (Vol. 4).	1
1279	200971	Van Cauwenberghe, E., Wooller, L., Mackay, L., Cardon, G., & Oliver, M. (2012). Comparison of actical and activPAL measures of sedentary behaviour in preschool children. <i>Journal of Science and Medicine in</i> , 15(6), 526–531. Retrieved from https://doi.org/10.1016/j.jsams.2012.03.014	1
1280	500171	Van Horn, M. L., & Ramey, S. L. (2003). The effects of developmentally appropriate practices on academic outcomes among former Head Start students and classmates from first through third grades. <i>American Educational Research Journal</i> , 40(4), 961–990.	1,2
1281	500172	Van Horn, M. L., Karlin, E.O., Ramey, S.L., Aldridge, J. & Snyder, S. W. (2005). Effects of developmentally appropriate practices on children's development: A review of research and discussion of methodological and analytic issues. <i>The Elementary School Journal</i> , 105(4), 325–351.	1
1282	200973	Van Laere, K., & Vandenbroeck, M. (2017). Early learning in preschool: Meaningful and inclusive for all? exploring perspectives of migrant parents and staff. <i>European Early Childhood Education Research Journal</i> , 25(2), 243–257. Retrieved from http://ezproxy.library.nyu.edu	1
1283	200972	Van Laere, K., Peeters, J., & Vandenbroeck, M. (2012a). The Education and Care Divide: the role of the early childhood workforce in 15 European countries. <i>European Journal of</i> , 47(4), 527–541.	0
1284	200974	van Rij, V. (2016). The Word Witch at Work in New Zealand's "School Journal," 1960s–1980s: Margaret Mahy's Writing as a Reflection of Pedagogy and the Spirit. <i>Of the Times. Children's Literature in</i> , 47(2), 110–128.	0
1285	200970	Van, d B., Van, d B., Leroy, R., Declerck, D., & Hoppenbrouwers, K. (2015). Predicting oral health-related behaviour in the parents of preschool children: An application of the theory of planned behaviour. <i>Health Education Journal</i> , 74(2), 221–230. Retrieved from http://ezproxy.library.nyu.edu	0
1286	400053	Vandell, D. L. (2004), " Early child care: The known and the unknown", <i>Merril-Palmer Quarterly</i> , No.50, pp. 387–414.	1

#	Report ID	Citation	Status
1287	500173	Vandell, D. L., Belsky, J., Burchinal, M., Steinberg, L. & Vandergrift, N. (2010). 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> , 81(3), 737-756.	1,2,3,4
1288	200975	Vandell, D. L., Belsky, J., Burchinal, M., Steinberg, L., & Vandergrift, N. (2010). 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> , 81(3), 737-756.	1
1289	200976	Varin, D. (2007). L'esperienza precoce ed estesa di asili nido: Fattori di facilitazione per lo sviluppo e aspetti di rischio. [Early and extensive child care experience: Facilitation factors for development and risk aspects.]. <i>Psicologia Clinica Dello. Sviluppo</i> , 11(3), 359-384.	0
1290	200977	Vartun, M., Helland, S. S., Wang, M. V., Lekhal, R. o. S., & S. (2012). En barnehage preget av kompetanse og trivsel (pdf). Første steg nr 3/.	1
1291	200978	Veer, I. M., Luyten, H., Mulder, H., van Tuijl, C., & Slegers, P. J. (2017). Selective attention relates to the development of executive functions in 2, 5-to 3-year-olds: A longitudinal study. <i>Early Childhood Research Quarterly</i> , 41, 84-94.	0
1292	200979	Vega, V. V., & Sevilla, Y. O. (2012). Estrategias de intervención con maestros centradas en la construcción de espacios educativos significativos para el desarrollo de competencias matemáticas. [Intervention strategies on teachers focused on creating meaningful educational environments for mathematical abilities development.]. <i>Avances En Psicología. Latinoamericana</i> , 30(1), 93-107.	1,2
1293	200980	Veltri, B. T. (2012). Educator abroad: Teaching ("insegnare") and learning ("imparare") with italian children. <i>Social Studies and the Young Learner</i> , 24(4), 23-26. Retrieved from http://ezproxy.library.nyu.edu	0
1294	200981	Verdon, S., & McLeod, S. (2015). Indigenous language learning and maintenance among young australian aboriginal and torres strait islander children. <i>International Journal of Early Childhood</i> , 47(1), 153-170. Retrieved from http://ezproxy.library.nyu.edu	1
1295	200982	Verhagen, J., Mulder, H., & Leseman, P. P. (2017). Effects of home language environment on inhibitory control in bilingual three-year-old children. <i>Bilingualism. Language and Cognition</i> , 20(1), 114-127.	0
1296	400054	Vermee, H. J. (2010), "Child care quality and children's cortisol in Basque Country and the Netherlands", <i>Journal of Applied Developmental Psychology</i> , No. 31, pp. 339-347, http://dx.doi.org/10.1016/j.appdev.2010.05.001 .	1,2,3,4
1297	400055	Vermee, H. J. (2016), "Quality of child care using the environmental rating scales: A meta-analysis of international studies", <i>International Journal of Early Childhood</i> , Vol. 48/1, pp. 33-60, http://dx.doi.org/10.1007/s13158-015-0154-9 .	1,2
1298	200983	Vermee, H. J., van IJzendoorn, M. H., Cárcamo, R. A., & Harrison, L. J. (2016). Quality of child care using the Environment Rating Scales: A meta-analysis of international studies. <i>International Journal of Early</i> , 48(1), 33-60.	1,2
1299	200984	Vermee, H. J., Van IJzendoorn, M. H., de Kruif, R. E., Fukkink, R. G., Tavecchio, L. W., Riksen-Walraven, J. M., & van Zeijl, J. (2008). Child care in the Netherlands: Trends in quality over the years 1995-2005. <i>The Journal of genetic psychology</i> , 169(4), 360-385.	0
1300	200985	Verschuere, K., Cadima, J., & Doumen, S. (2013). Child aggressive behavior during the transition to school: Unique and interactive contributions of observed teacher-child conflict and emotional support.	X
1301	200986	Verschuere, K., Cadima, J., & Doumen, S. (2014). The role of teacher-student interactions in the levelment of problem behavior during the ransition to primary school. <i>PEDAGOGISCHE STUDIEN</i> , 91(5), 318-331.	0
1302	200987	Viaña, J. N. M., Vickers, J. C., Cook, M. J., & Gilbert, F. (2017). Currents of memory: recent progress, translational challenges, and ethical considerations in fornix deep brain stimulation trials for Alzheimer's disease. <i>Neurobiology of Aging</i> .	1
1303	200988	Vibo, R., Kõrv, J., & Roose, M. (2007). One-year outcome after first-ever stroke according to stroke subtype, severity, risk factors and pre-stroke treatment. A population-based study from Tartu, Estonia. <i>European Journal of Neurology</i> , 14(4), 435-439. Retrieved from https://doi.org/10.1111/j.1468-1331.2007.01704.x	0
1304	200989	Vidale, S., Beghi, E., Gerardi, F., De Piazza, C., Proserpio, S., Arnaboldi, M., & Agostoni, E. (2013). Time to hospital admission and start of treatment in patients with ischemic stroke in Northern Italy and predictors of delay. <i>European Neurology</i> , 70(5-6), 349-355. Retrieved from https://doi.org/10.1159/000353300	1
1305	200990	Vidmar, M. (2015). Contextualising ECEC research: the case of Slovenia. <i>International Journal of Early Years</i> , 23(3), 313-328.	0

#	Report ID	Citation	Status
1306	200991	Villalón, M., Suzuki, E., Herrera, M. O., & Mathiesen, M. E. (2002). Quality of Chilean Early Childhood Education from an International Perspective <i>Qualité de l'Éducation Préscolaire Chilienne dans une Perspective Internationale</i> Calidad de la Educació'. <i>International Journal of Early Years</i> , 10(1), 49–59.	0
1307	200992	Viner, R. M., Coffey, C., Mathers, C., Bloem, P., Costello, A., Santelli, J., & Patton, G. C. (2011). <i>The Lancet</i> , 377(9772), 1162–1174.	0
1308	500174	Vitali, M.L. (2007). Curriculum. In R. S. New & M. Cochran (Eds.), <i>Early childhood education: An international encyclopedia</i> (Vol. 4, pp. 1080-1084). Westport, CT: Praeger.	1
1309	200993	Vitiello, V. E., Booren, L. M., Downer, J. T., & Williford, A. P. (2012). Variation in children's classroom engagement throughout a day in preschool: Relations to classroom and child factors. <i>Early Childhood Research Quarterly</i> , 27(2), 210–220.	X
1310	200994	von Grünigen, R., Kochenderfer-Ladd, B., Perren, S., & Alsaker, F. D. (2012). Links between local language competence and peer relations among Swiss and immigrant children: The mediating role of social behavior. <i>Journal of School Psychology</i> , 50(2), 195–213.	0
1311	200995	Wagner, S. L., Forer, B., Cepeda, I. L., Goelman, H., Maggi, S., D'Angiulli, A., & Grunau, R. E. (2013a). Perceived Stress and Canadian Early Childcare Educators. <i>Child & Youth Care Forum</i> , 42(1), 53–70.	1
1312	200996	Wagner, S. L., Forer, B., Cepeda, I. L., Goelman, H., Maggi, S., D'Angiulli, A., & Grunau, R. E. (2013b). Perceived Stress and Canadian Early Childcare Educators. <i>Child & Youth Care Forum</i> , 42(1), 53–70.	0
1313	200997	Wahle, N., Ponizovsky-Bergelson, Y., Dayan, Y., Erlichman, O., & Roer-Strier, D. (2017). On the margins of racism, immigration and war: Perspectives on risk and protection of young children of ethiopian origin in israel. <i>European Early Childhood Education Research Journal</i> , 25(2), 305–320. Retrieved from http://ezproxy.library.nyu.edu	1
1314	200998	Wakimizu, R., Fujioka, H., & Yoneyama, A. (2010). Empowerment process for families rearing children with developmental disorders in Japan. <i>Nursing & Health Sciences</i> , 12(3), 322–328. Retrieved from https://doi.org/10.1111/j.1442-2018.2010.00533.x	0
1315	200999	Waldfogel, J., & Zhai, F. (2008a). Effects of public preschool expenditures on the test scores of fourth graders: Evidence from TIMSS. <i>Educational Research and Evaluation</i> , 14(1), 9–28. Retrieved from http://ezproxy.library.nyu.edu	1
1316	500175	Walsh, G., McGuinness, C., Sproule, L. and Trew, K. (2010) Implementing a play-based and developmentally appropriate curriculum in NI primary schools: What lessons have we learned? <i>Early Years: An International Journal of Research and Development</i> , 30(1), 53-66.	1
1317	201000	Wang, A. H., Shen, F., & Byrnes, J. P. (2013). Does the Opportunity–Propensity Framework predict the early mathematics skills of low-income pre-kindergarten children? <i>Contemporary Educational Psychology</i> , 38(3), 259–270.	0
1318	201001	Wang, L., Mamudu, H. M., & Wu, T. (2013). The impact of maternal prenatal smoking on the development of childhood overweight in school-aged children. <i>Pediatric Obesity</i> , 8(3), 178–188.	1
1319	201002	Wang, L., Wu, T., Anderson, J. L., & Florence, J. E. (2011). Prevalence and risk factors of maternal depression during the first three years of child rearing. <i>Journal. Of Women's Health</i> , 20(5), 711–718.	0
1320	201003	Wang, M. V., & Lekhal. (2014). Ratib; Aarø, Leif Edvard; Schjølberg, Synnve. Co-occurring development of early childhood communication and motor skills: results from a population-based longitudinal study. <i>Child: Care, Health and Development</i> .	1
1321	201081	Warren, D. & Hasiken-DeNew, J. (2013). Early bird catches the worm: The causal impact of pre-school participation and teacher qualifications on Year 3 NAPLAN outcomes, The University of Melbourne, Melbourne.	1
1322	201004	Watanabe, E., Lee, J. S., & Kawakubo, K. (2011). Associations of maternal employment and three-generation families with pre-school children's overweight and obesity in Japan. <i>International Journal of Obesity</i> , 35(7), 945–952. Retrieved from https://doi.org/10.1038/ijo.2011.82	0
1323	201005	Watkins, L., Aitken, R., Robertson, K., & Thyne, M. (2016). Public and parental perceptions of and concerns with advertising to preschool children. <i>International Journal of Consumer</i> , 40(5), 592–600. Retrieved from https://doi.org/10.1111/ijcs.12304	1
1324	201006	Watras, J. (2014). Ethnographic research and globalization: A discussion of Joseph Tobin's model of video-cued multivocal ethnography. <i>Journal of Ethnographic & Qualitative Research</i> , 8(2), 76–84. Retrieved from http://ezproxy.library.nyu.edu	0

#	Report ID	Citation	Status
1325	201007	Weber, J. J. (2008). Safetalk Revisited, or: Language and Ideology in Luxembourgish Educational Policy. <i>Language and Education</i> , 22(2), 155–179.	1
1326	201008	Webster, L., Low, J., Siller, C., & Hackett, R. K. (2013). Understanding the contribution of a father's warmth on his child's social skills. <i>Fathering</i> , 11(1), 90.	0
1327	500176	Weikart P.P. (2000). Early childhood education: Need and opportunity. Paris: UNESCO. http://unesdoc.unesco.org/images/0012/001223/122380e.pdf	1
1328	500177	Weinert, S., Ebert, S., & Dubowy, M. (2010). Kompetenzen und soziale Disparitäten im Vorschulalter [Competencies and social disparities at preschool age]. <i>Zeitschrift für Grundschulforschung</i> , 1, 32–45.	1
1329	201009	Weist, R. M., Pawlak, A., & Carapella, J. (2004). Syntactic-Semantic Interface in the Acquisition of Verb Morphology. <i>Journal of Child</i> , 31(1), 31–60.	1
1330	500178	Weldemariam, K. T. (2014). Cautionary tales on interrupting children's play: A study from Sweden. <i>Childhood Education</i> , 90(4), 265–271.	1
1331	900045	Welsh, M. C., Pennington, B. F., & Groisser, D. B. (1991). A normative-developmental study of executive function: A window on prefrontal function in children. <i>Developmental Neuropsychology</i> , 7(2), 131–149. https://doi.org/doi:10.1080/87565649109540483	1
1332	201010	Wentworth, G. (2006). Parent Involvement in an International School: Piloting an Early Childhood Reading Group. <i>YC: Young</i> , 61(1), 56–60.	0
1333	201011	Westerveld, M. F., Gillon, G. T., van Bysterveldt, A. K., & Boyd, L. (2015). The emergent literacy skills of four-year-old children receiving free kindergarten early childhood education in New Zealand. <i>International Journal of Early Years</i> , 23(4), 339–351. Retrieved from https://doi.org/10.1080/09669760.2015.1033617	0
1334	201013	White, E. J., & Redder, B. (2015a). Proximity with under two-year-olds in early childhood education: A silent pedagogical encounter. <i>Early Child Development and Education</i> , 185(11–12), 1783–1800. Retrieved from https://doi.org/10.1080/03004430.2015.1028386	0
1335	201012	White, E. J., Peter, M., Sims, M., Rockel, J., & Kumeroa, M. (2016). First-year practicum experiences for preservice early childhood education teachers working with birth-to- 3-year-olds: An Australasian experience. <i>Journal of Early Childhood Teacher</i> , 37(4), 282–300. Retrieved from https://doi.org/10.1080/10901027.2016.1245221	0
1336	201014	White, J. (2005). Thin Blue Lines and Red Crosses: Signposts to Quality in Family Day Care? <i>International Journal of Early</i> , 37(2), 94–100.	0
1337	201015	White, S. W., Oswald, D., Ollendick, T., & Scahill, L. (2009). Anxiety in children and adolescents with autism spectrum disorders. <i>Clinical Psychology Review</i> , 29(3), 216–229.	1
1338	500179	Whitebook, M. (2003). Early education quality: Higher teacher qualifications for better learning environments: A review of the literature. University of California, Berkeley, Center for the Study of Child Care Employment. Retrieved November 10, 2014, from http://www.irl.berkeley.edu/cscce/wp-content/uploads/2003/01/Early_Ed_Quality.pdf .	1
1339	201016	Whiteford, C., Walker, S., & Berthelsen, D. (2013a). Australian children with special health care needs: Social-emotional and learning competencies in the early years. <i>International Journal of Early</i> , 45(1), 35–50.	0
1340	201017	Whiteford, Chrystal, Walker, S., & Berthelsen, and D. (2013). Australian Children with Special Health Care Needs: Social-Emotional and Learning Competencies in the Early Years. <i>International Journal of Early Childhood</i> , 45(1), 35–50.	1
1341	201018	Wight, V. R., Raley, S. B., & Bianchi, S. M. (2008). <i>Social Forces</i> (Vol. 87). University of North Carolina Press.	0
1342	400056	Wilcox-Herzog, A. (2004). “Action speak louder than words: How experience and education relate to teachers’ behaviour”, <i>Journal of Early Childhood Teacher Education</i> , No. 25, pp. 11-18, http://dx.doi.org/10.1080/1090102040250104 .	1,2
1343	201019	Williams, Kate E. (2016). Early Childhood Profiles of Sleep Problems and Self-Regulation Predict Later School Adjustment. <i>British Journal of Educational Psychology</i> , 86(2), 331–50.	1
1344	201020	Williams, Kate E., & Berthelsen, and D. (2017). The Development of Prosocial Behaviour in Early Childhood: Contributions of Early Parenting and Self-Regulation. <i>International Journal of Early Childhood</i> , 49(1), 73–94.	0
1345	201021	Williamson, L. (2011). Australian Family Day Care Educators: A Snapshot of their Qualifications, Training and Perceived Support. <i>Australasian Journal of Early Childhood</i> , 36(4).	1

#	Report ID	Citation	Status
1346	500180	Willson-Quayle, A. & Winsler, A. (2000). How much teacher direction is best for promoting low- income latino preschoolers' learning, motivation, and private speech? A controlled experiment. Paper presented at the Head Start National Research Conference on Development and Contextual Transitions of Children and Families. Washington, DC. http://catalogue.nla.gov.au/Record/5671937	1,2
1347	201022	Wilson, H. K., Pianta, R. C., & Stuhlman, M. (2007). Typical classroom experiences in first grade: The role of classroom climate and functional risk in the development of social competencies. <i>The Elementary School</i> , 108(2), 81–96.	0
1348	201023	Winsler, A., Tran, H., Hartman, S. C., Madigan, A. L., Manfra, L., & Bleiker, C. (2008). School readiness gains made by ethnically diverse children in poverty attending center-based childcare and public school pre-kindergarten programs. <i>Early Childhood Research Quarterly</i> , 23(3), 314–329.	1
1349	500181	Winther-Lindqvist, D. (2013). <i>Early Childhood Education in Denmark</i> . Oxford Bibliographies Online: Education. doi: 10.1093/obo/9780199756810-0093	1
1350	400057	Wishard, A. G. et al. (2003). "Child care program and teacher practices: associations with quality and children's experiences", <i>Early Childhood Research Quarterly</i> , No. 18, pp. 65–103, http://dx.doi.org/10.1016/S0885-2006(03)00007-3 .	1,2
1351	201024	Woitha, K., Hasselaar, J., Beek, van, Karen, A., Nisar, J., Birgit, H., ... Engels, Y. (2015). <i>Palliative Medicine</i> , 29(2), 157–163.	0
1352	201126	Wong, S., Harrison, L., Rivalland, C., & Whiteford, C. (2014). Utilisation of early childhood education and care services in a nationally representative sample of Australian children: A focus on disadvantage. <i>Australasian Journal of Early Childhood</i> , 39(2), 60.	1
1353	900046	World Conference on Early Childhood Care and Education (WCECCE). (2010). <i>Early childhood care and education. Regional Report. LA and the Caribbean</i> . Santiago: UNESCO/ WCECCE (Moscow 22–24 September).	1,2
1354	500182	World Population Review. (2014). Retrieved from http://worldpopulationreview.com/countries/japan-population/	1
1355	201025	Wylie, C., & Thompson, J. (2003a). The long-term contribution of early childhood education to children's performance—Evidence from New Zealand. <i>International Journal of Early Years</i> , 11(1), 69–78. Retrieved from https://doi.org/10.1080/09669760304709	0
1356	500183	Wylie, C., Thompson, J., & Lythe, C. (1999). <i>Competent children at eight</i> . New Zealand Council for Educational Research. Retrieved December 8, 2014, from http://www.nzcer.org.nz/system/files/7493.pdf .	1
1357	201026	Xu, J. (2008a). Sibship size and educational achievement: The role of welfare regimes cross-nationally. <i>Comparative Education Review</i> , 52(3), 413–436.	0
1358	201027	Yamada-Rice, D. (2014). The semiotic landscape and 3-year-olds' emerging understanding of multimodal communication practices. <i>Journal of Early Childhood Research</i> , 12(2), 154–184. Retrieved from http://ezproxy.library.nyu.edu	1
1359	201028	Yamamoto, Y. (2015). Social class and japanese mothers' support of young children's education: A qualitative study. <i>Journal of Early Childhood Research</i> , 13(2), 165–180. Retrieved from http://ezproxy.library.nyu.edu	0
1360	201029	Yamamoto, Y. (2016). Gender and social class differences in japanese mothers' beliefs about children's education and socialisation. <i>Gender and Education</i> , 28(1), 72–88. Retrieved from http://ezproxy.library.nyu.edu	1
1361	201030	Yan, N. (2016). Children's resilience in the presence of mothers' depressive symptoms: Examining regulatory processes related to active agency. <i>Children and Youth Services Review</i> , 61, 90–100.	0
1362	201031	Yan, N., & Dix, T. (2016). Mothers' depressive symptoms and children's cognitive and social agency: Predicting first-grade cognitive functioning. <i>Developmental Psychology</i> , 52(8), 1291.	1
1363	201032	Yang, W.-J., Yang, M., & Emori, Y. (2010). Parenting stress in Chinese mothers of preschool children living in Japan. [Parenting stress in Chinese mothers of preschool children living in Japan.]. <i>Chinese Mental Health Journal</i> , 24(9), 718–722.	0
1364	201033	Yavetz, B., Goldman, D., & Pe'er, S. (2009). Environmental literacy of pre-service teachers in Israel: A comparison between students at the onset and end of their studies. <i>Environmental Education Research</i> , 15(4), 393–415. Retrieved from https://doi.org/10.1080/13504620902928422	1
1365	201034	Yelland1, N. J., Fauzee1, Y., & Lim2, A. (2004). Editorial. <i>Contemporary Issues in Early</i> , 5(3), 266–268.	0

#	Report ID	Citation	Status
1366	201035	Yildirim, B. O., & Derksen, J. J. (2013). Systematic review, structural analysis, and new theoretical perspectives on the role of serotonin and associated genes in the etiology of psychopathy and sociopathy. <i>Neuroscience & Biobehavioral Reviews</i> , 37(7), 1254–1296.	1
1367	201036	Yoder-Wyse, J. (2008). Playing with Klee. <i>SchoolArts: The Art. Education Magazine for</i> , 107(5), 30–31.	0
1368	900047	Yoshikawa, H., Leyva, D., Snow, C. E., Treviño, E., Weiland, C., Gómez, C. J. . . . Arbour, M. C. (2015). Experimental impacts of a teacher professional development program in Chile on preschool classroom quality and child outcomes. <i>Developmental Psychology</i> , 51(3), 309–322. doi:10.1037/a0038785.	1,2
1369	201037	Yoshikawa, H., Leyva, D., Snow, C. E., Treviño, E., Barata, M., Weiland, C., & Arbour, M. C. (2015). Experimental impacts of a teacher professional development program in Chile on preschool classroom quality and child outcomes. <i>Developmental</i> , 51(3), 309.	X
1370	500184	Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M. R., Espinosa, L. M., Gormley, W. T., Zaslow, M. J. (2013). Investing in our future: The evidence base on preschool education. Retrieved December 5, 2014, from http://fcd-us.org/resources/evidence-base-preschool .	1
1371	201038	Young-Loveridge, J. (2011). Assessing the mathematical thinking of young children in New Zealand: The initial school years. <i>Early Child Development and</i> , 181(2), 267–276. Retrieved from https://doi.org/10.1080/03004430.2011.536645	1
1372	201039	Yu, M.-L. (2012). Time use Differences in Activity Participation among Children 4-5 Years Old with and without the Risk of Developing Conduct Problems. In <i>Research in Developmental Disabilities: A Multidisciplinary Journal</i> 33.2 (pp. 490–8).	1
1373	201040	Zachrisson, H. D., Janson, H., & Nærde, A. (2013). Predicting early center care utilization in a context of universal access. <i>Early Childhood Research Quarterly</i> , 28(1), 74–82.	0
1374	201041	Zachrisson, Henrik D., Dearing, E., Lekhal, R., & Toppelberg Claudio, O. (2013). Little Evidence that Time in Child Care Causes Externalizing Problems during Early Childhood in Norway. <i>Child. FHI: Judge Baker Children's Center USA</i> . https://doi.org/10.1111/cdev.12040	1
1375	201042	Zachrisson, Henrik Daa, Lekhal, R., & Mykletun. (2011). Arnstein. Hva gjør barnehagene med barna? <i>Tidsskrift for Norsk Psykologforening</i> (pp. 578–581).	0
1376	201043	Zakai, S. (2015a). “Israel is meant for me”: Kindergarten teachers’ conceptions of Israel. <i>Journal of Jewish Education</i> , 81(1), 4–34. Retrieved from https://doi.org/10.1080/15244113.2015.1007019	0
1377	201044	Zambrana, I. M., Pons, F., Eadie, P., & Ystrøm, E. (2013). Trajectories of language delay from age 3 to 5: persistence, recovery and late onset. <i>International Journal of Language and Communication Disorders</i> .	0
1378	201045	Zambrana, I. M., Ystrøm, E., & Pons, F. (n.d.). Impact of gender, maternal education, and birth order on the development of language comprehension: A population-based longitudinal cohort study from age 18 to 36 months. <i>Journal of Developmental & Behavioral Pediatrics</i> : February/March 2012 - Volum, 33(2), 146–155.	1
1379	201046	Zambrana, I. M., Ystrøm, E., Schjølberg, S., & Pons, and. (2013). Francisco Action Imitation at 1½ Years Is Better Than Pointing Gesture in Predicting Late Development of Language Production at 3 Years of Age. <i>Child Development</i> , 84(2), 560–573.	0
1380	400058	Zaslow, M. et al. (2010). Quality, dosage, thresholds, and features in early childhood settings: A review of the literature (OPRE 2011-5). Retrieved from http://www.acf.hhs.gov/sites/default/files/opre/quality_review_0.pdf .	1
1381	201047	Zellman, G. L., & Karoly, L. A. (2015). Improving QRISs through the use of existing data: A virtual pilot of the California QRIS. <i>Early Childhood Research Quarterly</i> , 30, 241–254.	1
1382	201048	Zhang, M. L., Henderson, M., Cheung, S. Y., Scourfield, J., & Sharland, E. (2017). Predicting the recipients of social work support, and its impact on emotional and behavioural problems in early childhood. <i>Child & Family Social Work</i> , 22(2), 772–781.	0
1383	201049	Zhang, Q. (2017). Do learning stories tell the whole story of children’s learning? A phenomenographic enquiry. <i>Early Years: Journal of International Research &</i> , 37(3), 255–267.	1
1384	201050	Zhou, A., Ma, X., & Hajime, A. (2007). Parental expectation of early childhood education: Comparison between china, japan, and korea. <i>Frontiers of Education in China</i> , 2(1), 140–147. Retrieved from http://ezproxy.library.nyu.edu	0
1385	201051	Zhou, N., & Buehler, C. (2016). Family, employment, and individual resource-based antecedents of maternal work–family enrichment from infancy through middle childhood. <i>Journal of Occupational Health Psychology</i> , 21(3), 309.	1

#	Report ID	Citation	Status
1386	201052	Zimet, G. R., & Gilat, I. (2017). Impact of culture context on perceptions of arab and jewish early childhood education students regarding early childhood education and care. <i>Journal of Research in Childhood Education</i> , 31(2), 281–294. Retrieved from http://ezproxy.library.nyu.edu	0
1387	500185	Zimmer, J. (2007). <i>Das kleine Handbuch zum Situationsansatz. Mit Illustrationen von Hans-Jürgen Feldhaus</i> [The little handbook of the situational approach. With illustrations by Hans-Jürgen Feldhaus]. (2nd ed.). Berlin: Cornelsen Scriptor.	1
1388	201053	Zoglowek, H., & Aleksandrovich, M. (2016). Development through Movement – Psychopedagogical Analysis and Psychomotor Approaches. <i>Revija Za Elementarno Izobraževanje</i> , 9, 1–2, Pp 151-172.	1
1389	201054	Zoniou-Sideri, A., & Vlachou, A. (2006). Greek teachers' belief systems about disability and inclusive education. <i>International Journal of Inclusive Education</i> , 10(4–5), 379–394.	0
1390	201055	Zorec, M. B., & Došler, A. J. (2016). Rethinking the hidden curriculum: Daily routine in slovene preschools. <i>European Early Childhood Education Research Journal</i> , 24(1), 103–114. Retrieved from http://ezproxy.library.nyu.edu	1,2
1391	201056	Zulauf, M. W., Schweiter, M., & von Aster, M. (2003). Das Kindergartenalter: Sensitive Periode für die Entwicklung numerischer Fertigkeiten. [The preschool year: A sensitive period for the development of numerical abilities.]. <i>Kindheit Und Entwicklung. Zeitschrift Für Klinische</i> , 12(4), 222–230.	0
1392	201057	Zych, I., Ortega-Ruiz, R., & Del Rey, R. (2015). Scientific research on bullying and cyberbullying: Where have we been and where are we going. <i>Aggression and violent. Behavior</i> , 24, 188–198.	1
1393	201058	이미정 & 이주연. (2012). A longitudinal study on moderating variables for following childbirth intention. <i>한국보육학회지</i> , 12, 265–286.	0
1394	201060	(n.d.-a). Retrieved from http://www.ewi-psy.fu-berlin.de/einrichtungen/arbeitsbereiche/fruehkindliche_bildung_erziehung/forschung/Kurzvorstellung_AQua_Fam.pdf	1
1395	201061	(n.d.-b). Retrieved from http://www.ewi-psy.fu-berlin.de/einrichtungen/arbeitsbereiche/fruehkindliche_bildung_erziehung/Bilder_und_Material/Ankuendungstext-AQuaFam-Schaukasten_02_12_15korr.pdf	1
1396	201062	(n.d.-c). Retrieved from https://www.uni-bamberg.de/en/biks/	1
1397	201063	(n.d.-d). Retrieved from http://www.brise-bremen.de/wissenschaft-en.php	1
1398	201064	(n.d.-e). Retrieved from http://www.ifp.bayern.de/projekte/qualitaet/biss.php	1
1399	201065	(n.d.-f). Retrieved from http://www.ewi-psy.fu-berlin.de/einrichtungen/arbeitsbereiche/fruehkindliche_bildung_erziehung/forschung/Kurzvorstellung-CARE_neu.pdf	1
1400	201066	(n.d.-g). Retrieved from care.org/fileadmin/careproject/Publications/reports/D4_3_Overview_of_quality_monitoring_systems_and_results_of_moderator_analysis.pdf	1
1401	201067	(n.d.-h). Retrieved from kitas.fruehe-chancen.de/fileadmin/PDF/Sprach-Kitas/Evaluation_SPK.pdf	1
1402	201068	(n.d.-i). Retrieved from kitas.fruehe-chancen.de/fileadmin/PDF/Sprach-Kitas/Abschlussbericht_SPK_final.pdf	1
1403	201069	(n.d.-j). Retrieved from http://www.ewi-psy.fu-berlin.de/einrichtungen/arbeitsbereiche/fruehkindliche_bildung_erziehung/Bilder_und_Material/Infoblatt_Sprach-Kitas.pdf	1
1404	201070	(n.d.-k). Retrieved from http://www.ewi-psy.fu-berlin.de/einrichtungen/arbeitsbereiche/fruehkindliche_bildung_erziehung/forschung/ISOTI_S_kurz_final.pdf	1
1405	201071	(n.d.-l). Retrieved from https://opus4.kobv.de/opus4-bamberg/frontdoor/index/index/docId/45682	1
1406	201072	(n.d.-m). Retrieved from https://www.neps-data.de/en-us/projectoverview/structure/newbornsandearlychildhoodeducation.aspx	1
1407	201073	(n.d.-n). Retrieved from https://www.researchgate.net/publication/266317385_Nationale_Untersuchung_zur_Bildung_Betreuung_und_Erziehung_in_der_fruhen_Kindheit_NUBBEK-Design_Methodenuberblick_Datenzugang_und_das_Potenzial_zu_MehrebenenanalysenNUBBEK	1

#	Report ID	Citation	Status
1408	201074	(n.d.-o). Retrieved from http://www.verlagdasnetz.de/home/vorschau/896-nubbek.html	1
1409	201075	(n.d.-p). Retrieved from https://www.qualitaet-vor-ort.org/qualitaet-in-der-fruehen-bildung/quaki/	1
1410	201076	(n.d.-q). Retrieved from http://www.diw.de/sixcms/detail.phpid	1