



Bryant



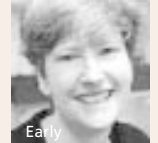
Burchinal



Clifford



Cryer



Early



Gallagher



Pianta



Winton

NCEDL

recent publications

Caregiver training and classroom quality in child care centers.

Burchinal, M.R., Cryer, D., Clifford, R.M., & Howes, C. (2002). *Journal of Applied Developmental Sciences*, 6, 2-11.

Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. Hamre, B., & Pianta, R. (2001). *Child Development*, 71(2), 625-638.

Education for Four-year-olds: State Initiatives. Supplement to Technical Report #2 (California & Ohio). Gallagher, J.J., Clayton, J.R., & Heinemeier, S.E. (2002). Chapel Hill: The University of North Carolina, FPG Child Development Institute, NCEDL.

Implications of a developmental systems model for preventing and treating behavioral disturbances in children and adolescents. Pianta, R. (2001). In J. Hughes, A. La ,Greca, & J. Conoley (Eds.), *Handbook of psychological services to children and adolescents*, (pp. 23-41). New York: Oxford University Press.

Overt and covert dimensions of antisocial behavior in early childhood. Willoughby, M., Kupersmidt, J., & Bryant, D. (2001). *Journal of Abnormal Child Psychology*, 29, 177-187.

Predicting children's competence in the early school years: A meta-analytic review. La Paro, K., & Pianta, R. (2001). *Review of Educational Research*, 70(4), 443-484.

Preparing the workforce: Early childhood teacher preparation at 2- and 4- year institutions of higher education. Early, D.M., & Winton, P.J. (2001.). *Early Childhood Research Quarterly*, 16, 285-306

Regulation of Child Care. Early Childhood Research-Policy Briefs & Fact Sheet. Azer, S., Morgan, G., Clifford, R.M., & Crawford, G.M. (2002). Chapel Hill: The University of North Carolina, FPG Child Development Center, NCEDL.

Teachers' perceptions of their relationships with students: Effects of child age, gender, and ethnicity of teachers and children. Saft, E., & Pianta, R. (2001). *School Psychology Quarterly*, 16(2), 125-141.

Teacher ratings of behavior among African American and Caucasian children during the first two years of school. Sbarra, D., & Pianta, R. (2001). *Psychology in the Schools*, 38(3), 229-238.

The home environments of children in the United States. Part 1: Variations by age, ethnicity, and poverty status. Bradley, R.H., Corwyn, R.F., McAdoo, H.P., & Garcia Coll, C. (2001). *Child Development*, 72, 1844-1867.

The home environments of children in the United States. Part 2: Relations with behavioral development through age 13. Bradley, R.H., Corwyn, R.F., Burchinal, M., McAdoo, H.P., & Garcia Coll, C. (2001). *Child Development*, 72, 1868-1886.

Transition to Kindergarten. Early Childhood Research-Policy Briefs & Fact Sheet. Pianta, R., & Cox, M. (2002). Chapel Hill: The University of North Carolina, FPG Child Development Center, NCEDL.



Colophon ledl

Typefaces

Frutiger, Garamond, Impact, Optima
Akzidenz Grotesk Condensed

Paper stock

Potlatch, Somerset Matte, 80lb.Text

10,000 copies printed - 71¢ copy

ed

early developments

FPG Child Development Institute

Campus Box 8185, UNC-CH
Chapel Hill, NC 27599-8185

Address Service Requested

Non-Profit Org
U.S. Postage
Paid
Permit 177
Chapel Hill, NC

University of North Carolina at Chapel Hill

ISSN 1536-4739

Visit us online

www.fpg.unc.edu

www.NCEDL.org

