

Representative Publications:

Wilcox-Herzog, A., & Ward, S. (2004). Measuring teachers' perceived interactions with children: A tool for assessing beliefs and intentions. *Early Childhood Research and Practice*, 6(2), <http://ecrp.uiuc.edu/v6n2/herzog.html>.

Wilcox-Herzog, A. (2002). Is there a link between teachers' beliefs and behaviors? *Early Education and Development*, 13(1), 81-106.

Kontos, S., & Wilcox-Herzog, A. (2001). How do education and experience affect teachers of young children? *Young Children*, 56(4), 85-91.

Wilcox-Herzog, A., & Kontos, S. (1998). The nature of teacher talk in early childhood classrooms and its relationship to children's competence with objects and peers. *Journal of Genetic Psychology*, 159(1), 30-44.

Kontos, S., & Wilcox-Herzog, A. (1997). Influences on the competence of children's play with objects and peers in early childhood classrooms. *Early Childhood Research Quarterly*, 12(3), 247-262.

Kontos, S., & Wilcox-Herzog, A. (1997). Research in Review: Teachers' Interactions with children: Why are they so important? *Young Children*, 52(2), 4-12.