

**A Systematic Review and Meta-Analysis of a Measure of Staff/Child Interaction Quality  
(the Classroom Assessment Scoring System) in Early Childhood Education and Care  
Settings and Child Outcomes**

**Supplemental Information 5**

<b>List of Acronyms Used in the Description of Studies</b>	
<b>Acronym Category</b>	<b>Full Name</b>
<b>Journals</b>	Applied Developmental Science (ADS) Child Development (CD) Child & Youth Care Forum (CYCF) Early Child Development and Care (ECDC) Early Education and Development (EED) Early Childhood Research Quarterly (ECRQ) School Psychology Review (SPR) Teaching and Teacher Education (T&TE)
<b>Large Samples</b>	Head Start Family and Children Experiences Study (FACES) National Center for Early Development (NCEDL) North Carolina (NC) Study of State-Wide Early Education Programs (SWEEP)
<b>Covariates</b>	Applied Problems (AP) Bachelor of Arts (BA) Developmentally Appropriate Beliefs (DAP) Dual Language Learner (DLL) Early Childhood Education (ECE) Environment Rating Scales (ECERS) Environment Rating Scales-Revised (ECERS-R) English Language Learner (ELL) Head Start (HS) Home Observation of the Measurement of the Environment (HOME) Masters of Arts (MA) Peabody Picture Vocabulary Test (PPVT) Relational Support (RS) Socio-Economic Status (SES) Standard Deviation (SD) Woodcock Johnson Achievement Test (WJ)