Predictors of Profiles of Parent-Child and Teacher-Child Relationship Quality in Early Head Start

INTRODUCTION

Toddlers benefit from positive caregiver interactions across contexts (i.e., microsystems).

Early Head Start (EHS) partners with parents. Yet, caregiving experiences in EHS centers and homes are dynamic and variable (Mortensen & Barnett, 2018).

Identifying systematic variability in child-caregiver interactions across these contexts will inform research and practice.

RESEARCH QUESTIONS

1. What profiles characterize child-caregiver relationship quality (closeness and conflict) in EHS classrooms and homes?

2. What child, family, teacher and classroom characteristics are associated with these child-caregiver relationship quality profiles?

METHODS

Sample (N = 1646): Toddlers (M = 25.87 months, SD = 6.87; 54% male; 7% Hispanic, 33% Black, Non-Hispanic, 24% White, Non-Hispanic) in the 2018 Family and Child Experiences Survey (Baby FACES). Measures

Profile Indicators:

Parent-Child Relationship Quality: Parent reports on Closeness (8items) and *Conflict* (7-items) (Driscoll & Pianta, 2011) Teacher-Child Relationship Quality: Teacher reports on Closeness (8items) and *Conflict* (7-items) (Pianta, 2001) **Predictors**:

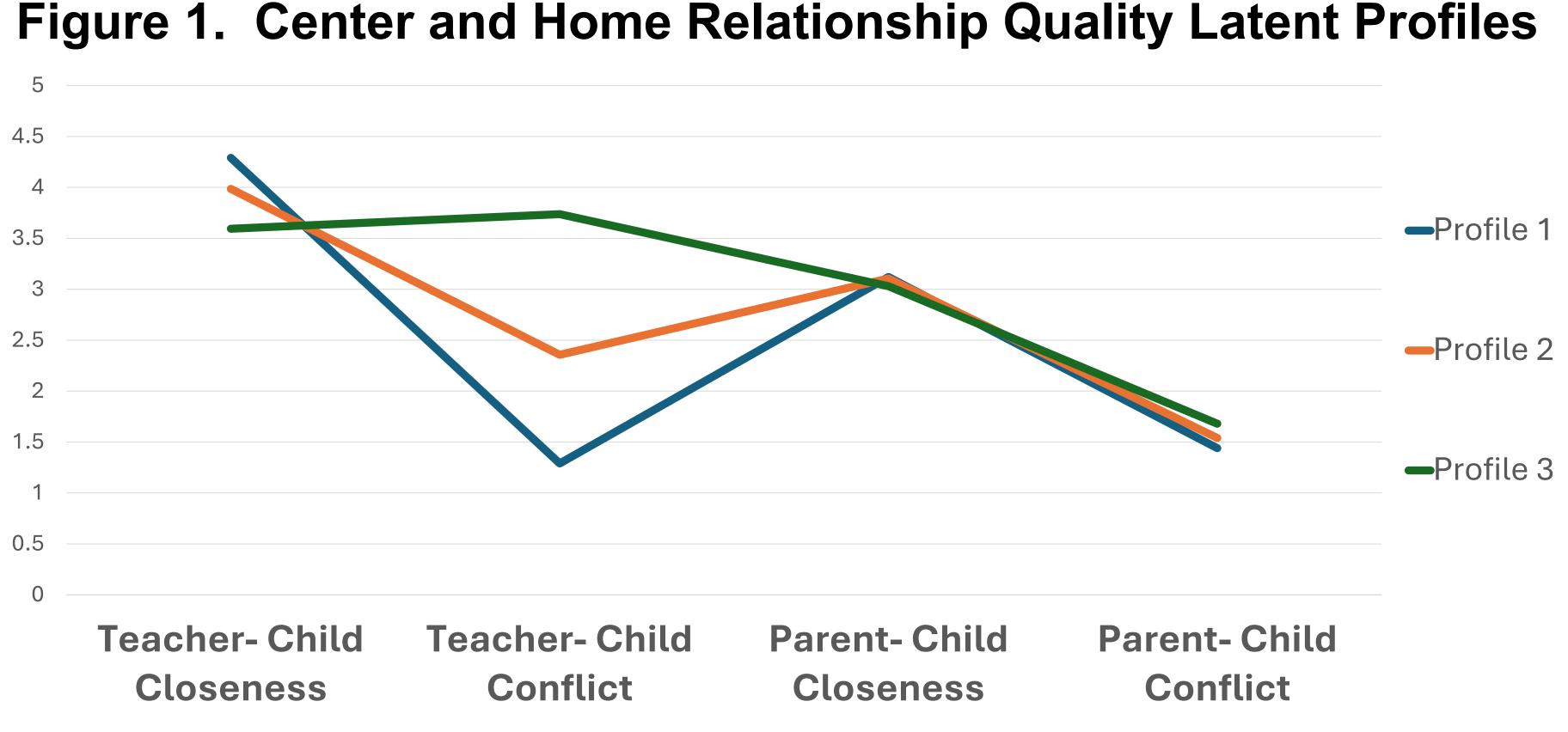
Child: Language (CDI; Fenson et al. 2000) and Social-emotional development (BITSEA; Briggs-Gowan & Carter 2006). **Family:** Depression (CESD-R; Eaton et al., 2004) and Household CHAOS (Matheny et al., 1995)

Teacher: Depression (CESD-R) and professional development **Classroom:** Observed supportive classroom climate (La Paro et al. 2011) Home-School: Parent-teacher relationship quality (CRQ-Adapted; Lang et al., 2017)



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Social Emotional – Parent rep Social Emotional – Teacher Language Develop – Parent Language Develop– Teacher Household Chaos Parent Depression Teacher Depression Teacher Professional Develo Classroom Negative Climate Parent-Teacher Rel. – Paren Parent-Teacher Rel. – Teach

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RESULTS

Table 1. Results of Multinomial Regression Profile Comparisons

		Coefficient (SE)		
	Profile 1 (Dual	Profile 1	Profile 3	
	Quality) vs.	(Dual Quality)	(Dual Risk)	
	Profile 2	vs. Profile 3	vs. Profile 2	
	(Inconsistent)	(Dual Risk)	(Inconsistent)	
eport	0.22 (0.02)***	-0.38 (0.04)***	-0.16 (0.03)***	
report	-0.03 (0.02)	-0.04 (0.03)	0.01 (0.02)	
t report	0.02 (0.01)	0.06 (0.02)*	-0.03 (0.02)	
er report	0.01 (0.01)	0.04 (0.02)	-0.03 (0.02)	
	0.02 (0.02)	-0.01 (0.04)	0.02 (0.03)	
	0.01 (0.01)	0.01 (0.03)	0.00 (0.03)	
	0.02 (0.01)	0.05 (0.02)**	-0.03 (0.02)	
opment	-0.05 (0.10)	-0.05 (0.20)	0.00 (0.19)	
Ð	-0.00 (0.17)	-0.01 (0.27)	0.01 (0.26)	
nt report	0.02 (.04)	0.04 (0.09)	-0.02 (.09)	
her report	-0.06 (.01)***	-0.12 (0.02)***	0.04 (.02)*	



Profile	%	Ν
Dual Quality: Consistent High Closeness, Low Conflict	66%	1116
Inconsistent Quality: Moderate Class, High Home	27%	437
Dual Risk: Consistent Low Quality	6%	93

CONCLUSIONS

- Most toddlers participated in high-quality relationships across contexts.
- There was more variability in classroom relationship quality than home relationship quality.
- Parents' reports of children's development differentiated profiles.
- Teachers' reports of positive parent-teacher relationships characterized higher quality profiles.
- Improving caregiving experiences requires multisystemic approaches.

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