

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

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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

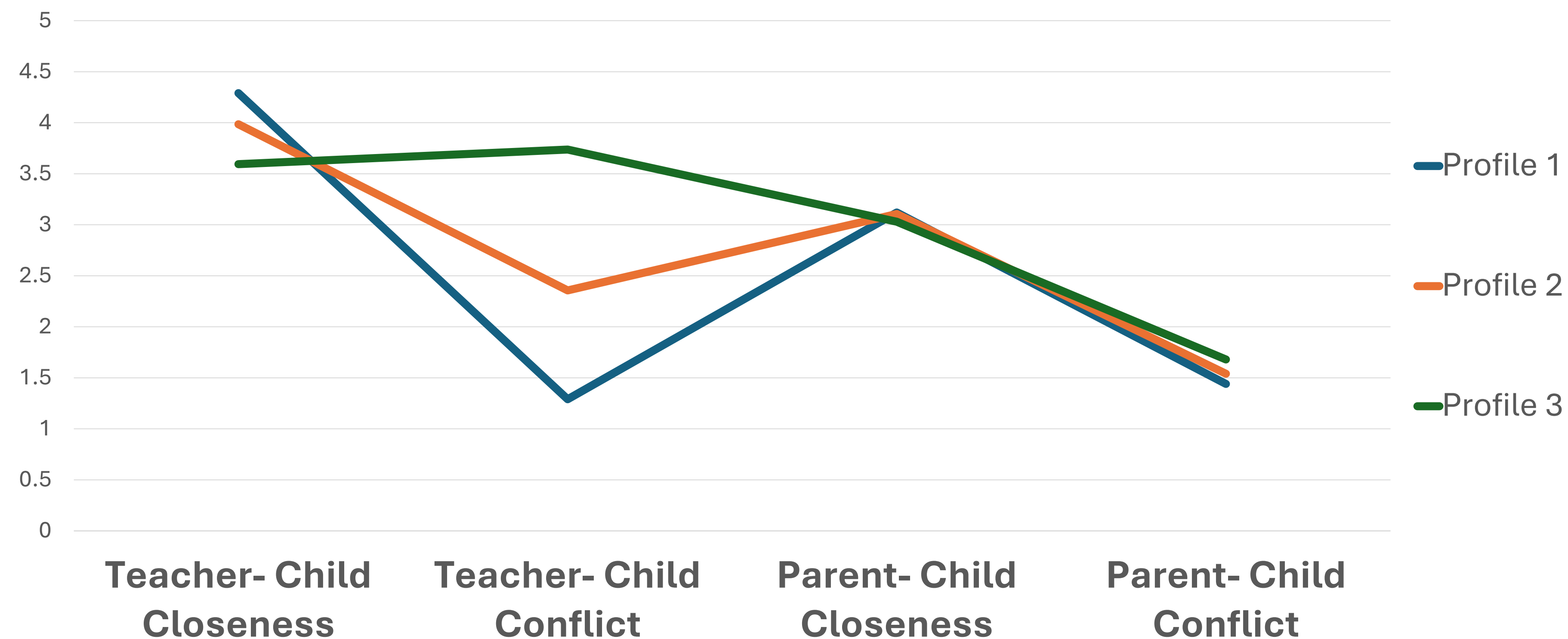
Sample (N = 1646): Toddlers (M = 25.87 months, SD = 6.87; 54% male; 7% Hispanic, 33% Black, Non-Hispanic, 24% White, Non-Hispanic) in the 2018 Family and Child Experiences Survey (Baby FACES).

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

RESULTS

Figure 1. Center and Home Relationship Quality Latent Profiles



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

Table 1. Results of Multinomial Regression Profile Comparisons

	Coefficient (SE)		
	Profile 1 (Dual Quality) vs. Profile 2 (Inconsistent)	Profile 1 (Dual Quality) vs. Profile 3 (Dual Risk)	Profile 3 (Dual Risk) vs. Profile 2 (Inconsistent)
Social Emotional – Parent report	0.22 (0.02)***	-0.38 (0.04)***	-0.16 (0.03)***
Social Emotional – Teacher report	-0.03 (0.02)	-0.04 (0.03)	0.01 (0.02)
Language Develop – Parent report	0.02 (0.01)	0.06 (0.02)*	-0.03 (0.02)
Language Develop – Teacher report	0.01 (0.01)	0.04 (0.02)	-0.03 (0.02)
Household Chaos	0.02 (0.02)	-0.01 (0.04)	0.02 (0.03)
Parent Depression	0.01 (0.01)	0.01 (0.03)	0.00 (0.03)
Teacher Depression	0.02 (0.01)	0.05 (0.02)**	-0.03 (0.02)
Teacher Professional Development	-0.05 (0.10)	-0.05 (0.20)	0.00 (0.19)
Classroom Negative Climate	-0.00 (0.17)	-0.01 (0.27)	0.01 (0.26)
Parent-Teacher Rel. – Parent report	0.02 (.04)	0.04 (0.09)	-0.02 (.09)
Parent-Teacher Rel. – Teacher report	-0.06 (.01)***	-0.12 (0.02)***	0.04 (.02)*

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 multi-systemic approaches.

