Introduction

Results of studies imply positive effects of high quality teacher-child interactions on academic as well as language skills (Anders, 2013). These results lead to the assumption that there are also other aspects of development that are positively influenced by teacher-child interaction quality.

There are studies that show that early childcare influences social-emotional development (Camilli, Vargas, Ryan, & Barnett, 2010). Self-regulatory skills, as part of social-emotional development, are found to be important for early school outcomes (Son & Chang, 2018).

There are inconsistent findings on the relations between teacher-child interaction quality and social-emotional development. Also there are few results, especially in Germany (Anders, 2013). This shows that in this regard further research is needed.

Research Question

Hypothesis 1: Higher interaction quality has positive effects on children’s social and self-regulatory outcomes.

Hypothesis 2: Thresholds of quality must be met to impact children’s outcomes.

Hypothesis 3: Children’s background characteristics are a strong indicator for children’s outcomes.

Methods & Design

Sample

• 22 to 36 month old children (n=70) from child care centers (n=10)
• located in Potsdam and surrounding area
• Preschool teachers from child care centers (n=10)

Analyses

• Correlation analyses (evidence of a statistically significant link between variables)
• Hierarchical Linear Model

Other measures are being examined as part of the KIEL-study. They concern mostly language and academic skills and thus are not included here. For further information see the companion posters.

Methods & Design

Measures and Relations

Interaction quality

Social competence

Social-emotional development

Self-regulation skills

Teacher-child interaction: Class Toddler
(video-taped observations)

Teacher questionnaire:
MASCs

Teacher questionnaire:
CBRS

Working memory:
Hidden Toys-task

Selective attention:
NEPSY

Inhibitory control:
PSRA, Toy Wrap-task

Control variable:
Children’s background characteristics

Parents questionnaire

Discussion

The hypothesis is that higher interaction quality between teacher and child positively influences children’s outcomes. There might as well be a reverse effect whereby higher scores in social skills and self-regulation induce a higher quality in teacher-child interaction.

Of course the development cannot be examined in this cross-sectional study, it is rather the current state of development which can be observed.

The influence of interaction quality in child care might be stronger for some children – e.g. for more sensible children or for children with difficult backgrounds (Pluess & Belsky, 2009). This cannot be examined detailed in this study, partly because of the number and selection of the sample.

References


