



The Classroom Assessment Scoring System for infant classrooms in Portugal

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TEACHER-CHILD INTERACTIONS

Recent research has drawn attention to **the importance of interactions between adults and children** in early childhood settings.

Numerous studies have shown that the quality of adult–child interactions positively contributes to children’s social, emotional, and cognitive development (Howes et al., 2007; Mashburn et al., 2008).

INFANTS

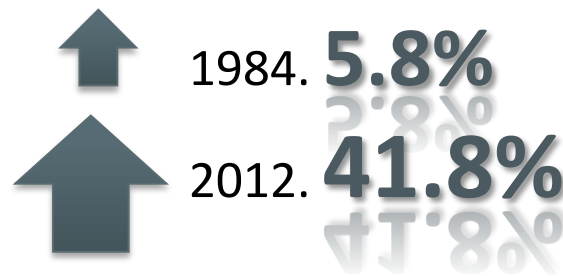
Interactions between caregivers and infants during the first years of life are particularly important .

This is a period marked by **rapid growth** in children's skills, and early experiences are seen as having a critical role in supporting them (Shonkoff & Phillips, 2000).

- Infants experience the world in the context of relationships: learning and exploring are linked to consistent emotional support (NSCDC, 2004)

INFANTS

Coverage rate of services for children under 3 years of age increased in Portugal:

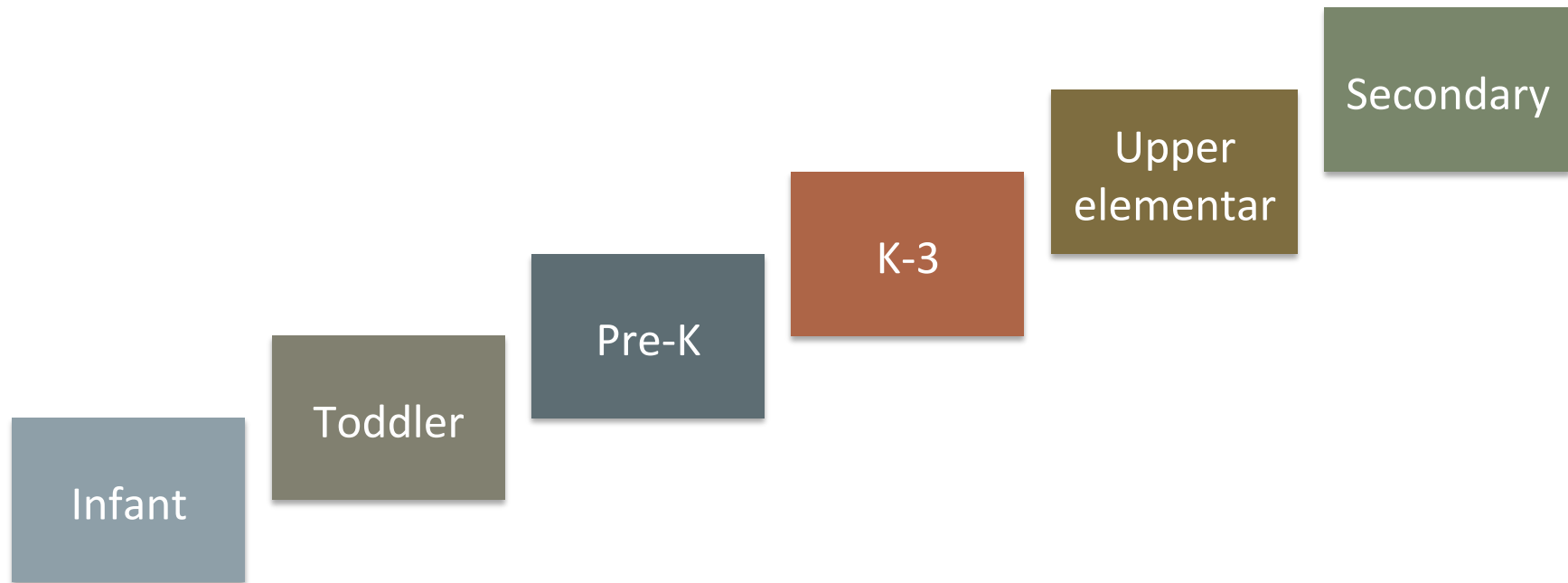


(Conselho Nacional de Educação, 2011; Gabinete de Estratégia e Planeamento / Ministério da Solidariedade, Emprego e Segurança Social, n.d.).

However...

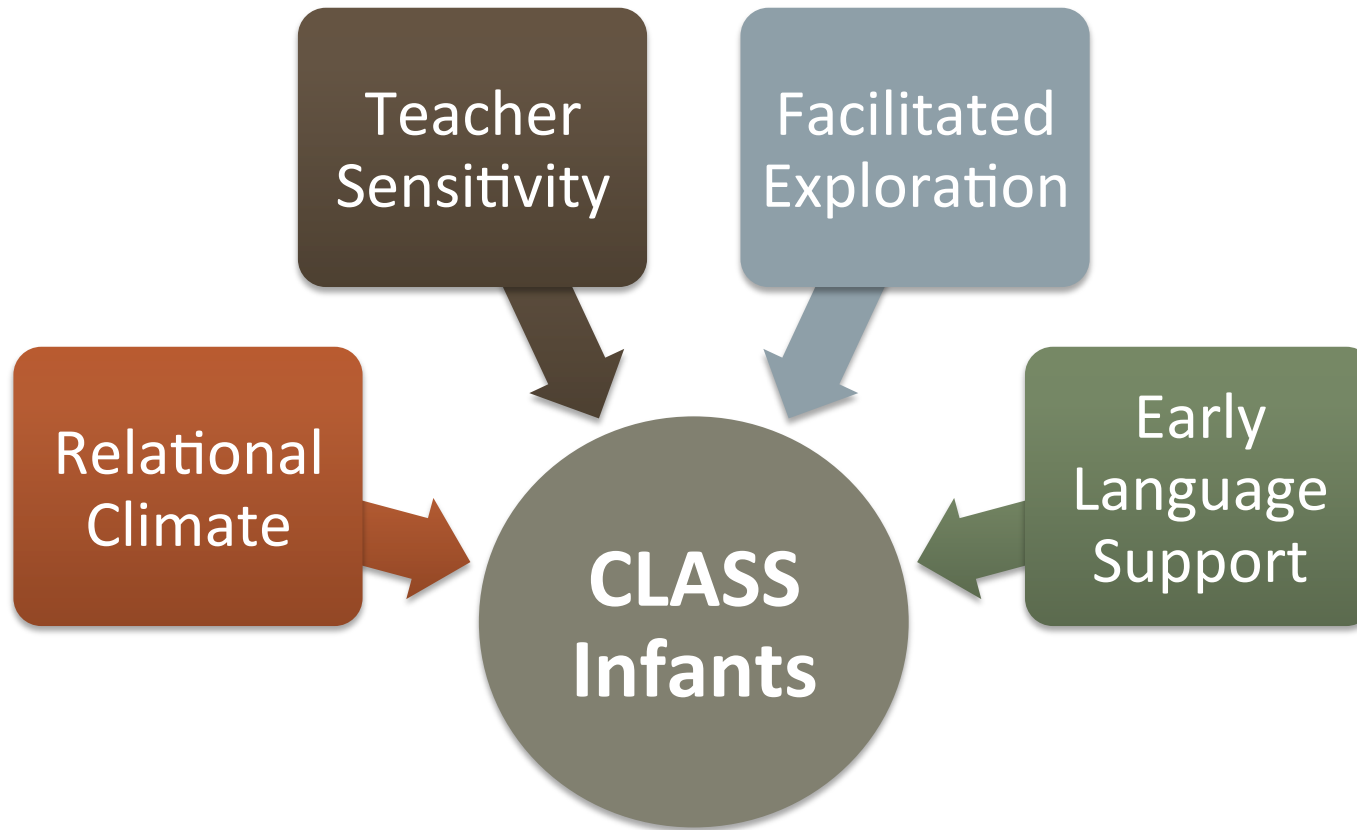
Few studies have examined the quality of relationships and interactions for infants

CLASS FRAMEWORK



- Key dimensions of interactions between caregivers and children
- Importance **of providing close and caring relationships**, along with opportunities to interact with responsive adults (Hamre et al., 2011).

CLASS FRAMEWORK: INFANT VERSION



CLASS FRAMEWORK: INFANT VERSION

Relational
Climate



Relational Behaviors

- Proximity
- Joint Attention

Emotions

- Smiling
- Laughing
- Playfulness

Respect for Child' s State


- Calm voice
- Uses respectful language
- Gentle approach

Lack of Negativity

- Lack of irritation/frustration
- Lack of negative comments

CLASS FRAMEWORK: INFANT VERSION

Teacher
Sensitivity



Awareness and Cue Detection

- Visual scanning
- Physical attention

Responsiveness

- Responds to infants' emotions and needs

Child Comfort

- Infants look for teacher when upset and soothed or calmed by teacher efforts

CLASS FRAMEWORK: INFANT VERSION

Involvement

- Initiates interaction with infants
- Joins in infants' experiences

Child Focused

- Follows child lead
- Allows infants choice in experiences

Expanding Children' s Experience

- Verbal/non-verbal encouragement
- Adjust toys or materials to facilitate engagement



Facilitated
Exploration

A grey rounded rectangular box containing the text 'Facilitated Exploration' with a grey arrow pointing downwards and to the left.

CLASS FRAMEWORK: INFANT VERSION

Teacher Talk

- Describes events & labels objects
- Variety of words for varied purposes

Support of Communication

- Imitation
- Repetition

Communication Extension

- Expands and extends on infants' communication attempts
- Turn-taking




STUDY AIMS

- ✓ Examining the validity and reliability of the CLASS–Infant

STUDY BACKGROUND

INFANT TRANSITION TO CHILD CARE: PARENT-CAREGIVER COMMUNICATION, EARLY EDUCATION QUALITY AND INFANT ADJUSTMENT

[FCOMP-01-0124-FEDER-029509; FCT - PTDC/MHC-CED/4007/2012]



Project main goal: study infant's transition to child care in the first year of life, examining the extent to which variables of the family, child care and family-caregiver communication influence infant adjustment

BROADER STUDY DESIGN

		T1	T2	T3
		Before entering childcare	First month in childcare	Six months after entering childcare
		One home visit	3 mornings at daycare	3 mornings at daycare & Home visit
With families		<ul style="list-style-type: none"> ✓ Home quality ✓ Infant temperament ✓ Infant development ✓ Parental involvement ✓ Family characteristics 	<ul style="list-style-type: none"> ✓ Parent-caregiver communication ✓ Child adaptive behavior 	<ul style="list-style-type: none"> ✓ Parent-caregiver communication ✓ Child adaptive behavior ✓ Child temperament
	In child care		<ul style="list-style-type: none"> ✓ Transition practices & ideas ✓ Parent-careg communication ✓ Childcare quality ✓ Teacher interactions quality ✓ Infant engagement ✓ Demographic characteristics 	<ul style="list-style-type: none"> ✓ Child adaptive behavior ✓ Parent-careg communication ✓ Childcare quality ✓ Teacher interactions quality ✓ Infant engagement ✓ Burnout ✓ Demographic characteristics

METHOD: participants

90 caregivers at childcare classrooms

	<i>M</i>	<i>SD</i>	Min. – Max.
Lead caregiver age (years)	42.53	9.97	20 - 64
Lead caregiver years of education	11.10	3.64	4 – 17
Lead caregiver experience at child care (years)	8.36	6.50	0.08 - 37

90 infants' classrooms

	<i>M</i>	<i>SD</i>	Min.-Max.
Group size	6.38	2.34	1 – 12
Number of adults	2.00	0.60	1 – 3
Children per adult	3.38	1.49	1:1 – 8:1

METHOD: measures & procedures

Day I	Description
ITERS-R (Harms, Cryer, & Clifford, 2006)	Global quality of classrooms for children 0-30 months – 39 items Interactions & Supervision Space & Materials 7-point scale Observations starting at the beginning of the day
Day II	Description
CLASS-Infant (Hamre et al., 2011)	Process quality of classrooms for infants (teacher-child interactions) – 4 dimensions 7-point scale four 20-minute cycles of observation (2 1/2 hours) Observations starting at the beginning of the day

****Observations for Day I and II** were conducted independently, by different observers.

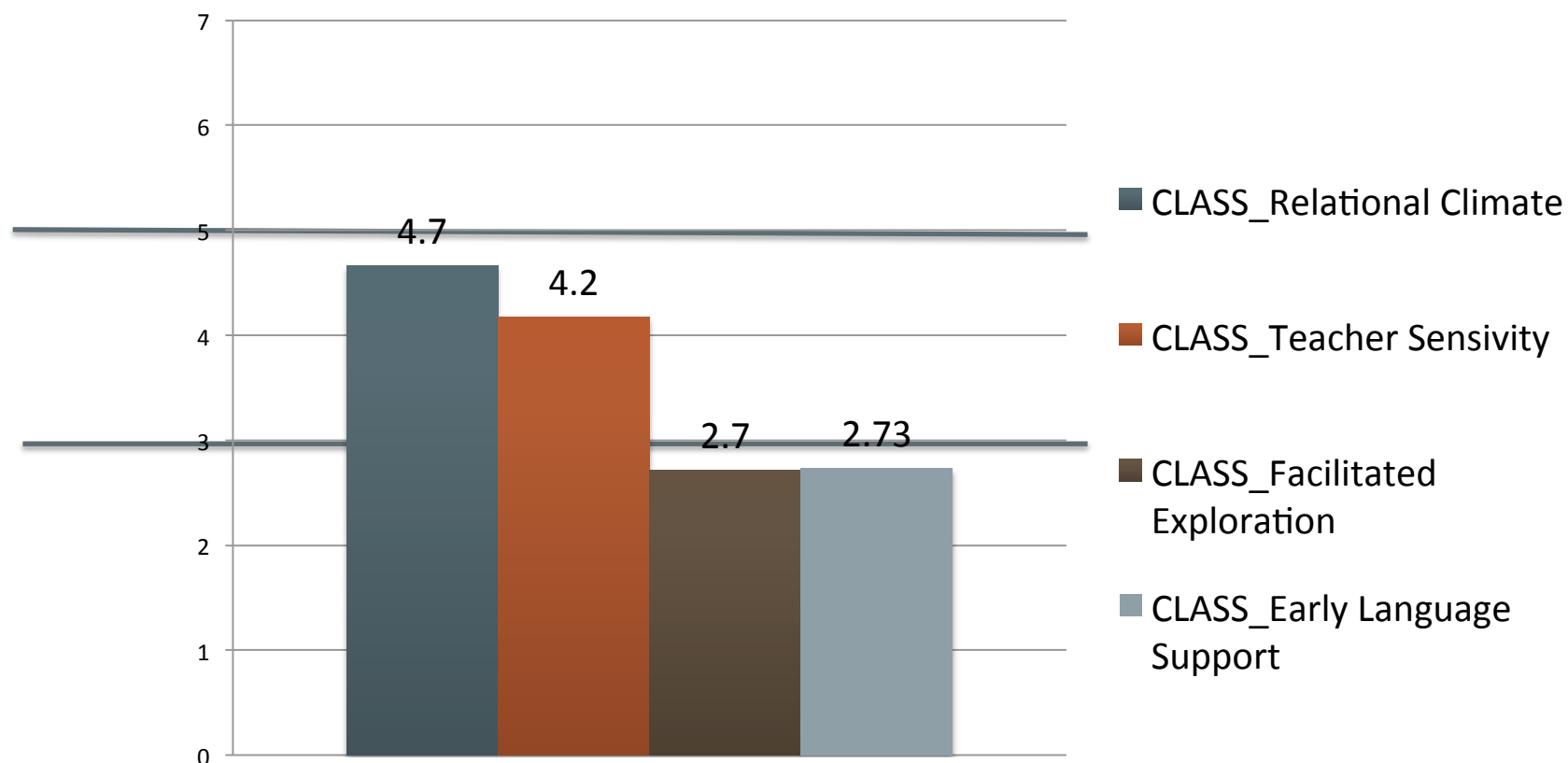
METHOD: procedures

Observations were double coded by two observers in 20% of the classrooms

CLASS INFANT	WEIGHTED KAPPA
Relational Climate	.69
Teacher Sensitivity	.69
Facilitated Exploration	.59
Early Language Support	.65

	ITEMS	CRONBACH'S ALPHA
CLASS Infant	4	.90

RESULTS

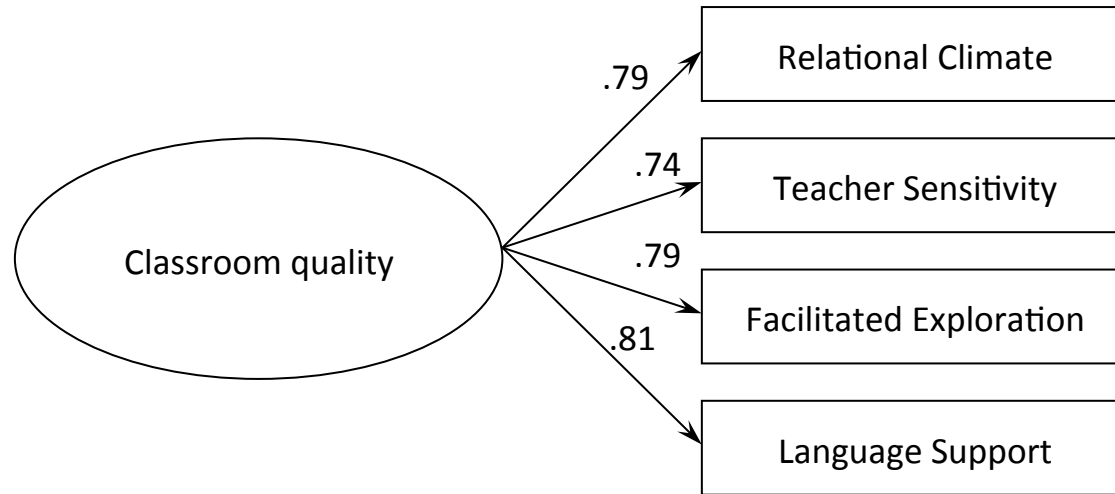


	Scale	<i>M</i>	<i>SD</i>	Min. – Max.
Relational Climate	1-7	4.66	0.75	2.75 – 6.00
Teacher Sensitivity	1-7	4.17	0.90	1.75 – 6.50
Facilitated Exploration	1-7	2.72	0.74	1.25 – 4.75
Early Language Support	1-7	2.73	0.78	1.25 – 4.75

RESULTS: CONFIRMATORY FACTOR ANALYSIS

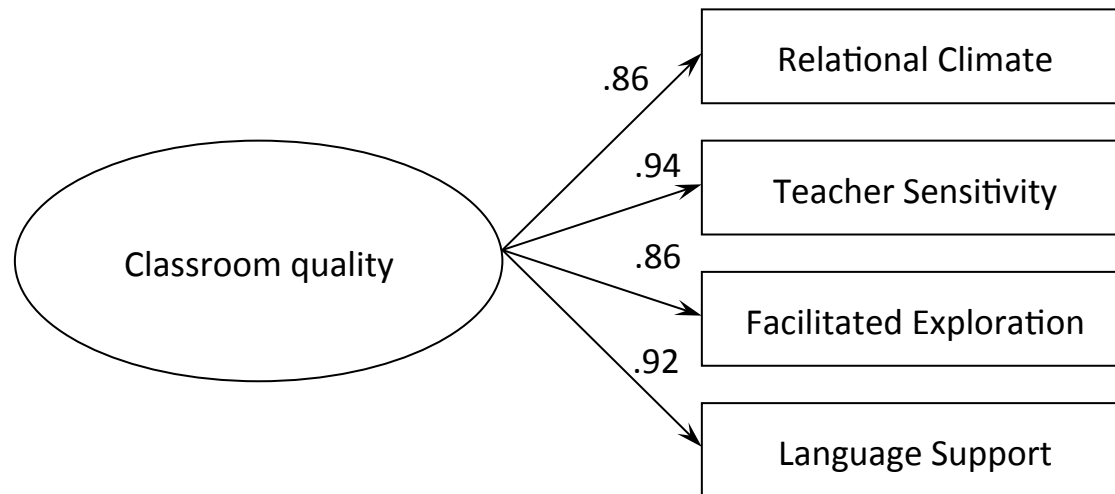
$\chi^2(4)=7.97$, RMSEA=.059, CFI=.99, TLI=.98, SRMR_{within} =.0018, SRMR_{between} =.032

	ICC
Rel Climate	.39
T Sensitivity	.42
Fac Explorat	.18
E Language S	.37



within

between



RESULTS: CONCURRENT VALIDITY

Associations between CLASS-Infants and ITERS-R

	ITERS-R	
	Interactions & Supervision	Space & Materials
Relational Climate	.47**	.16
Teacher Sensitivity	.38**	.16
Facilitated Exploration	.33**	.16
Early Language Support	.42**	.35*

* $p < .05$; ** $p < .01$

DISCUSSION

The present study shows

- ➔ CLASS-Infant is a reliable and valid research tool for assessing quality in infant classrooms
- ➔ Average levels of teacher-child interactions in infant classrooms
Moderate levels for relational climate but low levels on opportunities for expanding language and learning

Next steps...

- ❑ To analyze the stability of classroom quality throughout the year
- ❑ To examine the effects of classroom quality on child adjustment

Find more information: <http://familiacreche.es.e.ipp.pt/>



<https://www.facebook.com/TransicaoDosBebesParaACreche>

Thank you!!

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