

Activity matters: Impact on educator-child interactions in toddler classrooms

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Introduction



Quality of educator-child interactions

French childcare centers

15 to 36 months

Structural and Process quality

▪ Structural quality



- Educator's qualifications
- Professional development
- Educator-child ratio

▪ Process quality

- Quality of educator-child interactions



- > **Language development**
- > **Cognitive development**
- > **Socio-emotional development**

School success

CLASS-T Domains and Dimensions

- Classroom Assessment Scoring System – Toddler (CLASS-T)

Domains :

**Emotional and
Behavioral Support**

**Engaged Support for
Learning**

Dimensions :

Positive climate
Negative climate
Teacher Sensitivity
Regard for child Perspectives
Behavior Guidance

Facilitation of Learning
Quality of Feedback
Language Modeling

① ② ③ ④ ⑤ ⑥ ⑦
LOW MID HIGH

Literature Findings

- Classroom Assessment Scoring System – Toddler (CLASS-T)

Domains :

Emotional and Behavioral Support

Engaged Support for Learning

① ② ③ ④ ⑤ ⑥ ⑦
LOW MID HIGH

① ② ③ ④ ⑤ ⑥ ⑦
LOW MID HIGH

Cadima et al., 2023



ACTIVITIES



Research Gap

Not much data on the overall classrooms' quality in childcare centers.

Even less data across activities.

Research question and aims

To what extent do overall classrooms' quality vary across activities ?

- Aim 1 : Examine the overall classrooms' quality.

Method : overall classrooms' quality

40 CLASSROOMS

Each toddler's
classroom was visited
once

15 to 36 months old

Ratio 1/8

Asked them to follow
their daily routines



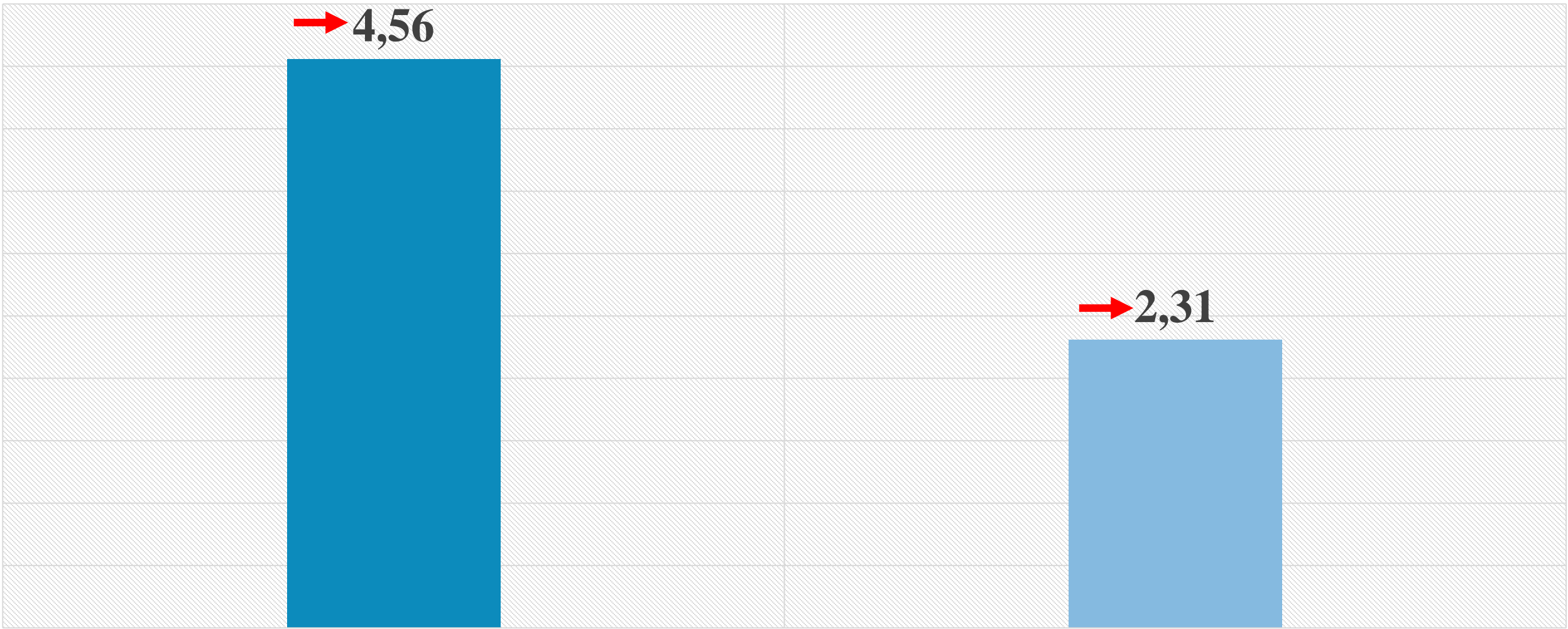
CLASS-TODDLER



40 global ratings

Four cycles of 20-min
were randomly chosen
from each videotaped
observation to be rated

Descriptive statistics for overall classrooms' quality (CLASS-T)



Emotional and Behavioral Support

Engaged Support for Learning

- ①
 - ②
 - ③
 - ④
 - ⑤
 - ⑥
 - ⑦
- LOW** **MID** **HIGH**

**Overall classrooms'
quality accros Activities**

Method : overall classrooms' quality across activities

CLASS-TODDLER

Each rated cycle was 15 to 20 min

Extracted all observational cycles coded as :

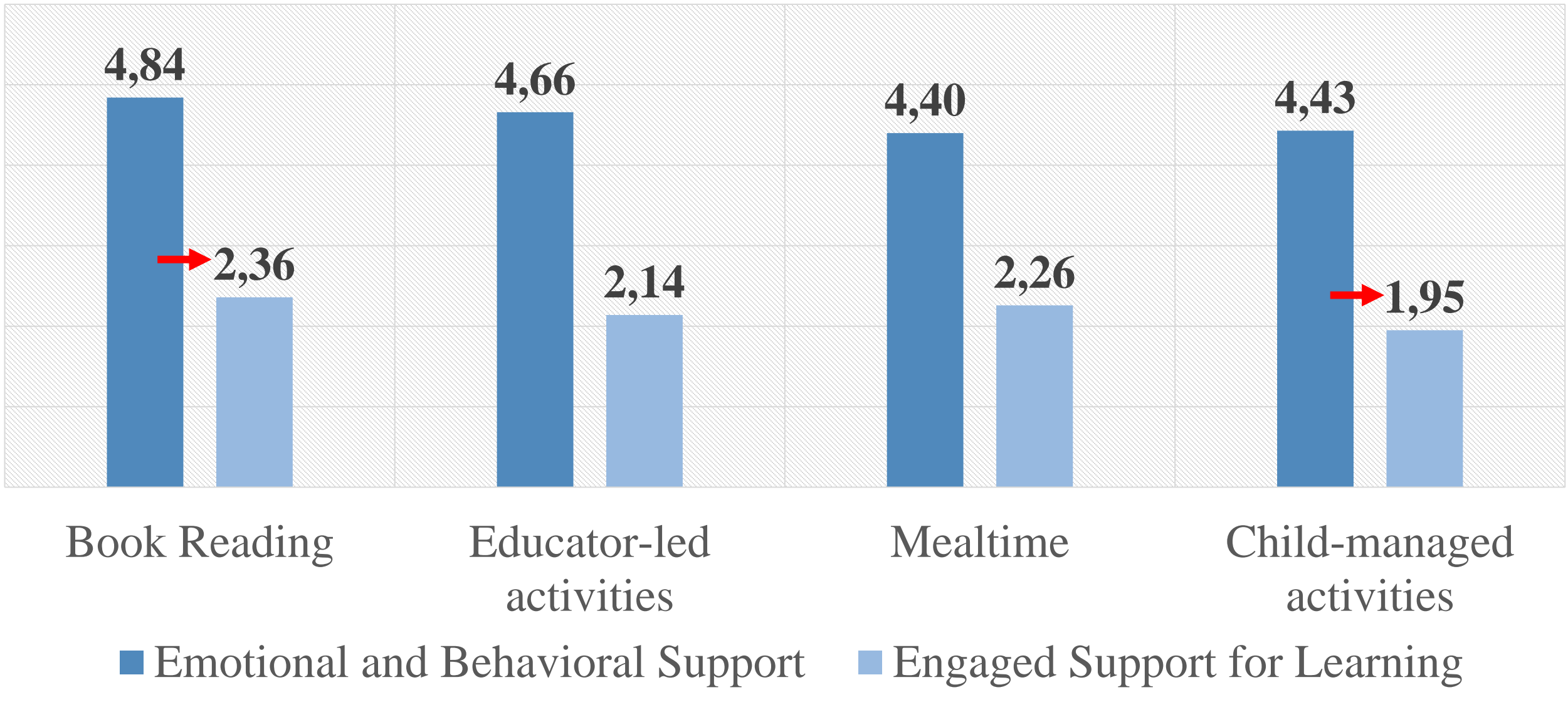
- **Book Reading** ($N=22$)
- **Educator-led activities** ($N=24$)
- **Mealtime** ($N= 39$)
- **Child-managed activities** ($N= 37$)



Definitions of each activity

Specific criterion for start and end of observation for each activity

Descriptive statistics across activities (CLASS-T)



① ② ③ ④ ⑤ ⑥ ⑦
LOW MID HIGH

Summary /Discussion

- **Overall classrooms' quality**
 - **Emotional and Behavioral Support** > **Engaged Support for Learning**
 - **Emotional and Behavioral Support** : mid-level quality
 - **Engaged Support for Learning** : low to mid-level quality

Room for enhancing educators' practices

Summary /Discussion

■ Overall classrooms' quality across activities

- Overall, the average scores across the four activities are very similar.
- **Engaged Support for Learning** : Book Reading (highest average score) + Child-managed activities (lowest average score).



Training should take advantage of specific activities

Targeting all activities

Perspectives



Collaboration

Thank you for your attention !

Thank you to my supervisors:

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