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From Home to Child Care: The Impact of Family Conflict on Toddler Child
Care Experiences

(Under the Direction of HUI-CHIN HSU, PH.D.)

The impact of family and marital conflict on the adjustment and social competence of toddlers in child care was investigated through a multi-method, multi-responder study. Sixty-eight children between 14 and 37 months, along with their parents and early childhood teachers, participated in teacher-toddler attachment observations, toddler behavior assessments, family demographic and conflict questionnaires, and toddler temperament assessments. Toddlers from families high in marital conflict were more likely to display problems with withdrawn or depressed behaviors as well as lower competence in interactive social play. Toddlers with more secure attachments to teachers were more likely to display social competence in the early childhood classroom. Gender and temperament served as protective factors buffering the negative effect of marital conflict on adjustment; specifically, girls and children with more shy or less persistently attentive temperaments were less likely to display depressed or withdrawn behavior.

INDEX WORDS: Toddler, Marital Conflict, Attachment, Early Childhood
Teacher, Adjustment, Social Competence

FROM HOME TO CHILD CARE: THE IMPACT OF FAMILY CONFLICT
ON TODDLER CHILD CARE EXPERIENCES

By

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CHAPTER 1

INTRODUCTION

The very first environment most children experience is the family environment, which is the primary setting for growth and development. Children's first relationships are established among the family members that surround them in the home. An atmosphere of conflict within the home has the potential for affecting each member of the family, including the young children who are not directly involved in the conflict. Marital and family conflict create a substantial risk that children may experience adjustment problems, even in settings outside of the family (Amato & Keith, 1991; Jekielek, 1998, Walsh & Stolberg, 1989).

Many young children in our culture of dual-career parents experience settings outside of their family home, even as infants and toddlers. For millions of children, this second environment is the classroom at a child care center. Children can spend many hours a day in their child care classroom and develop important relationships with teachers and peers (Howes, Hamilton, & Matheson, 1994; Howes, Matheson, & Hamilton, 1994). The quality and strength of these relationships are affected by the child's primary relationship experiences, the family (DeMulder, Denham, Schmidt, & Mitchell, 2000; Vondra, Shaw, Swearingen, Cohen, & Owens, 1999).

Young children's behavior in the classroom can be affected by their family climate. Many links have been found between different aspects of family functioning and the behavior of young children in classrooms (DeMulder et al., 2000; McHale, Johnson, & Sinclair, 1999; Vondra et al., 1999). Conflict at home can lead to behavior problems in child care, as well as lowered academic achievement (Radke-Yarrow & Brown, 1993). Children who experience conflict at home have more difficulty with peer and teacher relationships (McHale, Johnson, & Sinclair, 1999; Radke-Yarrow & Brown, 1993).

While many children display adjustment difficulties in an environment of family conflict, some do not. These children may be considered resilient. Typically, children who are judged to be resilient in the face of risk to their well-being have found resources and protection in many different places outside of the family. One of these places may be the early childhood classroom. For example, it has been found that a positive primary school teacher-child relationship and an effective school can be resources that buffer the effects of stressors, such as family conflict or divorce, in children's lives (Masten & Coatsworth, 1998; Radke-Yarrow & Brown, 1993). However, little is known about whether and to what extent a positive teacher-child relationship can buffer the negative influence of family conflict for toddlers. Toddlers have fewer opportunities than older children to find resources outside of their own family, and so younger children tend to be more vulnerable to family conflict (Wallerstein & Kelly, 1980). Therefore, the early childhood classroom would provide a unique opportunity for fostering social competence and adjustment in toddlers. Because

research on the links between family conflict and behavioral adjustment in child care during toddlerhood is limited, the present study is designed to investigate the possible relationships.

CHAPTER 2
LITERATURE REVIEW
The Impact of Conflict

Conflict within a family can take many shapes. There is marital conflict, which has also been called marital discord. Marital conflict can include the full range of signs of marital distress, from hidden disagreements to overt arguments (Reid & Crisafulli, 1990). Marital aggression, or physical involvement in the argument, can also be included within the meaning of marital conflict (Jouriles, Murphy, & O'Leary, 1989). Family conflict is a broader measure of conflict within a family context, including marital relationships as well as relationships among family members beyond the primary marital couple (Davies & Cummings, 1994). Siblings and extended family members can affect the environment of the home through arguments, fights, and other actions that create uncertainty about the stability of relationships in the family. This study examined both marital and general family conflict and how they may act as stressors in the lives of young children.

Family and marital conflict have been consistently linked to adjustment problems in preschool and school-aged children (Amato & Keith, 1991; David, Steele, Forehand, & Armistead, 1996; Howes & Markman, 1989; Jekielek, 1998; Jouriles, Murphy, & O'Leary, 1989; Jouriles, Pfiffner, & O'Leary, 1988; Kline, Johnston, & Tschann, 1991; Reid & Crisafulli, 1990). The literature on marital

dissolution made clear the link between marital/family conflict and child adjustment problems. Children of divorced families generally display more adjustment difficulties than children of intact families, and researchers are still exploring the mechanism enabling this link (Amato & Keith, 1991; Simons, Lin, Gordon, Conger, & Lorenz, 1999). Child adjustment after a divorce can be predicted by the cumulative stressors that surround the divorce. These stressors can include marital discord, change in household membership, decrease in economic means (Hetherington, 1979), as well as changes in family processes, such as parenting and family management (Emery, 1999; Kelly, 1988).

The degree of conflict surrounding a divorce can explain adjustment differences among children of divorce. When interparental conflict continues beyond the actual divorce, the children of the family continue to suffer adjustment problems (Kelly, 1988; Kline, Johnston, & Tschann, 1991; Simons et al., 1999; Walsh & Stolberg, 1989; Whiteside, 1998). Therefore, conflict, rather than divorce, becomes the construct that more clearly precipitates adjustment problems in children.

However, findings have also shown that children of intact families are not always better adjusted than are the children of divorced families. Both elementary-aged and adolescent children in high-conflict intact families exhibit more adjustment problems than do children in divorced families (Amato & Keith, 1991; Jekielek, 1998; Morrison & Coiro, 1999). There is a general agreement among family scientists that family conflict, especially marital conflict, poses a

considerable risk to the children in that family (Forehand, Armistead, & Klein, 1995; Hetherington, Bridges, & Insabella, 1998).

Not all children who experience family or marital conflict develop adjustment problems. Many children develop competence, a pattern of effective adaptation, in spite of their risky environment (Masten & Coatsworth, 1998). The children who effectively adapt and continue to maintain positive adjustment are considered resilient (Werner, 1993). Resilient children possess the resources necessary to counterbalance any risks they might encounter in life (Masten & Coatsworth, 1998). Resources can include personal characteristics, such as temperament, or family or community resources, such as effective parenting or a relationship with an influential and caring adult outside of the family. Resources can serve as protectors, reducing the likelihood that a potential risk will materialize as an adjustment problem for a child (Werner, 1993). Research has found that positive adjustment in infancy and toddlerhood could be tied to later childhood functioning, emphasizing the need for positive early adjustment experiences (Egeland, Carlson, & Stroufe, 1993). There is, however, only limited research that illustrates which resources are the most protective for young children, particularly toddlers.

Individual Differences in the Effects of Family Conflict on Young Children

Age differences. The connection between marital conflict and behavioral adjustment problems can be seen all the way across the childhood years (Kline, Johnston, & Tschann, 1991). Adolescent children who witness marital conflict display internalizing problems (David et al., 1996). School-age children who

continuously experience parental conflict, even five years after a divorce, still demonstrate behavior problems (Walsh & Stolberg, 1989). In younger children, even toddlers, problem behaviors like peer aggression are linked to parental conflict (Hart, Nelson, Robinson, Olsen, & McNeilly-Choque, 1998; Jouriles, Pfiffner, & O'Leary, 1988). Goldberg and Easterbrooks (1984) found that optimal toddler functioning is associated with a positive marital relationship.

While there is little research that specifically supports an association between toddler adjustment and marital conflict, evidence suggests that toddlers may be more vulnerable to family conflict than older children (Cummings, Ianotti, & Zahn-Waxler, 1985; Cummings, Zahn-Waxler, & Radke-Yarrow, 1981; Goldberg & Easterbrooks, 1984). This finding may be due to the following facts: toddler-aged children have more limited cognitive abilities than older children; they have less access to outside resources; and the majority of their social contact is with a discordant family so they can not escape. Even as young as one year of age, children are aware of angry interactions between people, like arguments between adults, and are likely to show an emotional reaction to them (Cummings, Zahn-Waxler, & Radke-Yarrow, 1981). Angry expressions of adults in the presence of children between twelve and thirty months can act as environmental stressors, causing distress reactions, such as crying or hiding, in the children. Toddlers' emotional reactions to conflict can become a consistent pattern for reacting to any type of stress, including those outside of the family (Cummings & Davies, 1994). For example, immediately after exposure to an angry adult interaction, children as young as two years respond with distress and

increased aggression in play with peers (Cummings, Iannotti, & Zahn-Waxler, 1985). Researchers suggested that the increased aggression did not result from modeling behavior, but instead resulted from emotional reactivity because the adults were modeling anger without aggression. Toddlers' reactions to angry interactions between adults, even anger that the toddlers do not appear to be paying attention to, show consistency in pattern and increase in strength of reaction through repeated exposures (Cummings & Davies, 1994; Cummings, Iannotti, & Zahn-Waxler, 1985). It appears that toddlers do not become desensitized to the angry interactions. The different components of marital conflict, then, have been shown to affect toddlers even though the specific association between marital conflict and toddlers has been not been well tested.

Gender differences. Marital conflict has been linked to different kinds of behavioral problems in school aged children, including externalizing and internalizing behavior patterns. Previous studies have disagreed on which gender experiences more of the different types of behavior problems. Some studies show that boys experience more externalizing behavior problems, including aggression, than do girls (Hart et al., 1998; Hetherington, 1979). Another finds that with marital conflict, girls experience more externalizing problem behaviors than do boys (Simons et al., 1999). Still others find that there are no gender differences in either externalizing or internalizing problem behaviors (Jekielek, 1998; Walsh & Stolberg, 1989).

Temperament characteristics. Child temperament is a potential link between general marital discord and child adjustment that can serve as a

protective mechanism (Hetherington, Bridges, & Insabella, 1998). There is evidence that children's temperamental characteristics contribute to their experience and subsequent adjustment to marital conflict and transitions (Kyrios & Prior, 1990). Children with difficult temperaments may have their existing problems exacerbated by the stresses associated with marital conflict and transitions (Bates, 1980; Hetherington, Bridges, & Insabella, 1998). A difficult temperament generally creates in children a vulnerability to internalizing, externalizing, and aggression problems, whereas an easy temperament is generally a protective mechanism for preschoolers and toddlers (Rutter, 1987; Tschann, Kaiser, Chesney, Alkon, & Boyce, 1996). Resilient children generally have easier temperaments that elicit positive responses and support from caring people (Werner, 1993).

Age, gender, and temperament differences are all internal characteristics that may impact the child's experience of family conflict. There is limited information describing how these internal characteristics impact the child's experience of external resources, such as social support.

Buffering Effects of Social Support

Children find diminished social support from family members when the family environment has a high level of conflict (Hetherington, Bridges, & Insabella, 1998). Other supportive adults and peers can moderate the effect the high-conflict family might have on the developing young child. In other words, the social support of people outside of the family can buffer children in high-conflict families from the problem behaviors that follow a loss of familial social

support (Dubow & Ullman, 1989; Kurdek, 1981; Rutter, 1987). For school-age children, friends may provide emotional support and serve a protective role in development (Masten & Coatsworth, 1998). A relationship with a caring and prosocial adult is associated with resilience in school-aged children from adverse experiences (Masten & Coatsworth, 1998; Radke-Yarrow & Brown, 1993; Vondra et al., 1999). Often, these supportive adults are teachers of the children in high-conflict families (Dubow & Tisak, 1989; Radke-Yarrow & Brown, 1993). While there is no evidence to support the relationship, research suggests that secure attachment to teachers in child care may be one of the important protectors from behavior adjustment problems in toddlerhood.

Teacher-Child Attachment

The earliest opportunity for a child to develop competence is in attachment relationships (Masten & Coatsworth, 1998). Attachment relationships are complex and flexible behavioral systems that develop between a child and one or more caregivers. Young children can form differing kinds of attachments with different people (Main & Weston, 1981). These different attachment relationships are independent of one another (Ainsworth, Blehar, Waters, & Wall, 1978). For example, it is possible for a child to have an insecure attachment with his mother and a secure attachment with his father. Most of what researchers know about attachment relationships has been derived from research with parent-child relationships. Recently, research has begun to explore the attachments formed outside of parent-child relationships, such as teacher-child attachments.

Attachment Theory

Attachment relationships with primary caregivers such as parents and child care teachers are important, even crucial, to positive child development. According to ethological theory, an attachment relationship has the biological purpose of protecting the child from physical harm by keeping the child in close proximity to a caregiver, and the emotional purpose of providing the child with a source of felt security (Cummings, 1990). The attachment relationship shows the child that s/he can secure help and find aid in regulating emotions. A secure attachment relationship also creates a secure base for the child to explore the environment, and subsequently develop competency (Masten & Coatsworth, 1998).

According to attachment theory, the child's attachment relationship creates an internal working model of the world that stays relatively unchanged throughout life, so it has quite an impact on the child's development (Ainsworth et al., 1978; Cummings, 1990). Attachment relationships and their accompanying internal working models can influence toddler patterns of interaction with new people (Main & Weston, 1981).

An insecure attachment relationship between a child and his/her primary caregivers (mother, father, stepparent, or grandparent) has serious consequences for the child (Masten & Coatsworth, 1998). According to attachment theory, insecure attachment patterns can create in the child an internal working model reflecting unworthiness of help or comfort (Speltz, 1990). The insecurely attached child may resort to extreme behavior, such as

uncontrollable aggression, as a means for securing care (Davies & Cummings, 1994). The extreme behaviors can become part of the child's internal working model, which will carry over to different environments, such friendships or relationships with teachers (Speltz, 1990). Thus, quality of attachment to parents has a predictive relation with toddlers' problem solving and peer relations (Masten & Coatsworth, 1998).

Developmental Protection in Teacher-Child Attachment

The attachment relationship between an early childhood teacher and a toddler may influence several dimensions of child development. Secure early childhood teacher-child attachment has been shown to enhance the child's cognitive abilities (Howes & Smith, 1995). Positive preschool peer interactions in the classroom have also been related to a more secure teacher-child relationship (DeMulder et al., 2000; Mitchell-Copeland, Denham, & DeMulder, 1997). The security of the teacher-toddler relationship has been related to less aggression and more complex peer play and gregarious behaviors in the early childhood classroom (Howes, Hamilton, & Matheson, 1994). There is a direct predictive link between teacher-child attachment security and social competence with peers in toddlers and preschoolers (Howes, 1997; Howes, Matheson, & Hamilton, 1994). Hetherington (1979) stated that the effects of stressful family relations can be attenuated by positive grade school environments. Positive early childhood classroom experiences can influence a child's development of self-regulation, which subsequently provides an opportunity for that child to strengthen the skills necessary for social competence (Masten & Coatsworth,

1998). The quality of the attachment relationship a child forms with his or her first early childhood teacher (as an infant, toddler or preschooler) can even influence the child's perceptions of teachers up to age nine (Howes, Hamilton, & Philipsen, 1998).

Masten and Coatsworth (1998) report that one of the most widely found predictors of resilience in children is a relationship with a caring and prosocial adult at some point during development. It has been suggested that the child's positive experience in the early childhood classroom may serve as a protector against child adjustment problems in the classroom (Forehand, Armistead, & Klein, 1995). In studies of resilient children, supportive caregiving in a nurturing attachment relationship with at least one caregiver is consistently highlighted as a protective process (Egeland, Carlson, & Stroufe, 1993; Werner, 1993). When a warm and caring parent is incapacitated or unavailable, competence in resilient children is often linked to availability of another caregiving figure during the preschool or grade school years. This figure serves in a mentoring or surrogate role (Masten & Coatsworth, 1998; Werner, 1993).

Early childhood teachers provide another opportunity for young children to form secure attachments (Howes, 1997). These attachments are independent of any parent-child attachments, so even when the parent-child attachment is insecure the early childhood teacher-child attachment can be secure (Goossens & van Ijzendoorn, 1990). It is unclear whether or not the impact of teacher-child attachment security is comparable to the impact of parent-child attachments on development (Goossens & van Ijzendoorn, 1990; Howes & Hamilton, 1992a).

Teacher-toddler attachment relationships do, however, show as much stability over time as parent-child attachments if the teacher stays the same (Howes & Hamilton, 1992b).

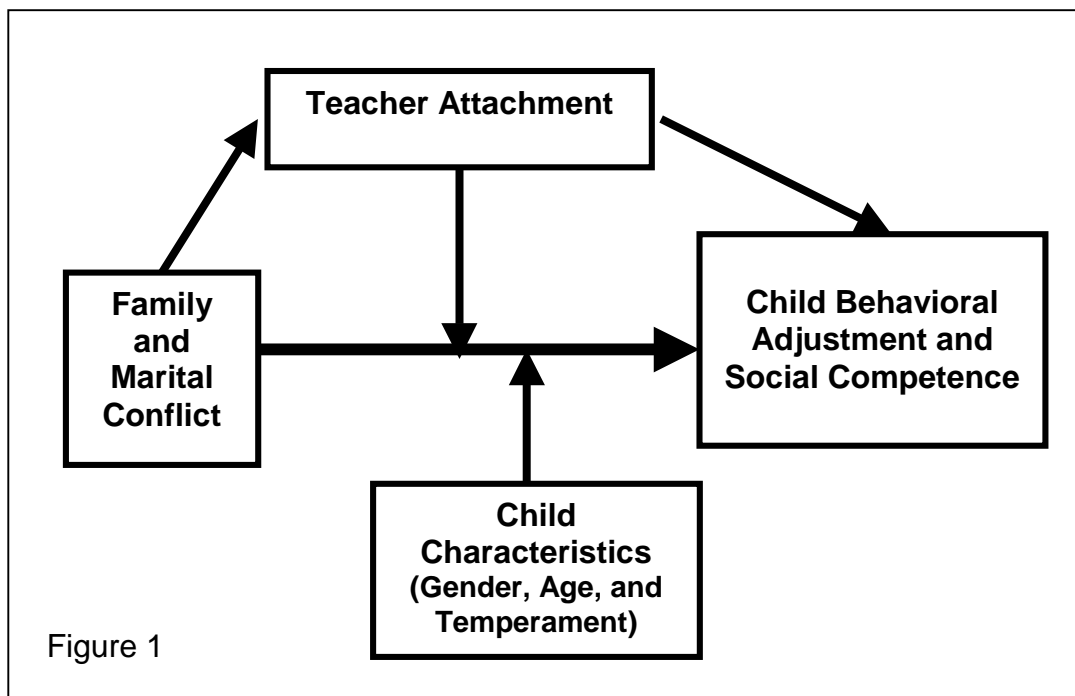
Taken together, the review of literature suggests that secure attachment to early childhood teachers is critical to optimal child development and may serve as a protective factor to buffer negative influences on child development. While Kier and Lewis (1997) found that marital discord did not impact parent-child attachments, there is little research about the links between family conflict and teacher-child attachments, specifically in toddlerhood. Conclusions drawn from the literature suggest that attachment to an adult outside of the discordant family may provide a young child with emotional security and a positive internal working model that serve as protective factors for that child. There is much to suggest that secure early childhood teacher-child attachments could buffer the child from family conflict, but very little investigation has been done to support the suggestion.

Research Questions

In this proposed study, the following research questions were investigated:

- 1) Is there an association of family or marital conflict with child adjustment and social competence in the child care setting during toddlerhood?
- 2) Is there an association of family or marital conflict with the early childhood teacher-toddler attachment relationship?
- 3) Is there an association of early childhood teacher-toddler attachment with child adjustment and social competence?

- 4) Do child characteristics, such as gender, age, and temperament, moderate the effects of family or marital conflict on child adjustment and social competence?
- 5) Does early childhood teacher-toddler attachment moderate the association between family or marital conflict and child behavioral adjustment or social competence in the classroom? See Figure 1.



CHAPTER 3

METHOD

Participants

Researchers recruited sixty-eight toddlers between the ages of 14 and 37 months, their parents, and their early childhood teachers to participate in the study. They were recruited from fifteen established child care centers that support infant/toddler programs in the towns and surrounding areas of Athens, Commerce, Gainesville, Loganville, Snellville, Watkinsville, and Winder in Georgia. Each child had been in the current teacher's care for at least twenty hours a week and for a duration of at least two months. Sixty-two of the children completed all aspects of the study, and an additional six completed enough aspects of the study for their data to be of use in analysis. For example, a few children had completed parent questionnaires and behavioral assessments, but no attachment observation because the children changed classrooms before an observation could be completed. Therefore, their data were still useful in analysis.

The participating children's mean age was 27 months (SD=6.3 months). Thirty-eight (56%) of the children were female, twenty-eight (41%) children were male, and two of the children's genders were unavailable due to incomplete questionnaires. Their parents' mean age was thirty-one years (SD=6.6 months). All of the parents had completed high school or a GED (100%), sixteen had

attended some college courses (24%), five had an associate's degree (7%), and thirty-two (47%) had completed a bachelor degree or a graduate degree. The average yearly household income of participants was between \$55,000 and \$60,000, not including five missing responses.

Family questions included information about the child's current family status and the mother and father of the children. Fifty-one (75%) children were reported to currently live with married parents, eight (12%) were with a single parent, five (7%) were with a separated or divorced parent, and two (3%) lived in other committed relationships. Those parents who were married or in committed relationships had been together for an average of 6.8 years ($SD=4.9$), although the median marriage length was 4.3 years. For the marital status of the child's mother and father, forty-six (68%) were reported to be married, six (9%) were reported to be "together", eight (12%) were separated, and five (7%) were divorced. One response was missing. Those mothers and fathers who were divorced or separated had been apart for an average of 18.5 months ($SD=12.2$). There was a median of two children living in the participant's household, including the participating child.

Procedure

Researchers first contacted center directors and/or center owners by telephone and then letter. A total of 75 centers were contacted and asked to receive information by mail. Information about the project was sent to directors and owners who expressed interest. Twenty directors granted permission to conduct research on the center premises by returning the director consent forms

(see Appendix B). Through random selection, one or two teachers were selected from each classroom to participate, if they met the selection criteria. Selection criteria for teachers included full-time employment and a minimum of two months as the teacher in their current classroom. Center directors then distributed information letters and informed consent forms to the selected toddler teachers (see Appendix C). Interested teachers completed and returned the consent form. Investigators randomly selected two to four child participants from the directors' lists of eligible children for each classroom. Children on the list were between the ages of eighteen and thirty-six months, and had been in the care of their current teacher for at least two months and for at least twenty hours a week. Letters were distributed to the parents of selected child participants and willing parents returned the informed consent for themselves and their children (see Appendix D). Most parents agreed to allow their children to participate in the study. All participants were informed of the nature of the study, the measures being used, and the amount of time and energy that participation would require.

After securing consent, investigators distributed questionnaires to teachers and parents and immediately began attachment observations. Mothers and fathers completed the questionnaires. Five centers chose to leave the project before any data was collected due to the lack of parent or teacher interest in that center. Three of those centers left the project because their teachers were uncomfortable with the observation component of the project and two centers left the project because parents were either disinterested or resistant to the task of completing questionnaires. An additional center left the project during

data collection by the director's choice due to the amount of effort required to complete observations and questionnaire collection.

Before beginning a participant's data collection, researchers assigned confidential Identification numbers. All questionnaires were labeled with these identification numbers. To ensure accurate distribution, investigators placed a removable label with the child or teacher's name over the identification number on each questionnaire. Parent and teacher participants were instructed to remove the labels after completing questionnaires to protect the confidentiality of their responses. Parents and teachers returned completed questionnaires to directors, and the investigators collected them from directors. The same identification numbers were used in all paperwork associated with the attachment observations so investigators would not write names on the attachment observation forms.

The project used monetary and training incentives to encourage participation and discourage morbidity. Parent participants who completed a questionnaire and allowed observation of a child received a check for ten dollars. Teacher participants who completed one teacher questionnaire and two behavioral assessments received a check for twenty-five dollars. Teachers also had the opportunity to participate in two toddler-appropriate workshops at no cost. The workshops totaled three Department of Human Resources credits, which were applicable to the teacher's annual required training credits. After completion of data collection at each center, center directors received a letter of appreciation and a certificate of participation.

Measures

Instruments Used With Teachers

Teacher-toddler attachment. Researchers completed the Attachment Q-Sort (Waters & Deane, 1985) for each early childhood teacher-toddler dyad (See Appendix E). The Attachment Q-Sort (AQS) was developed by Waters based on Mary Ainsworth's attachment theory and Strange Situation attachment assessment (Vaughn & Waters, 1990; Waters & Deane, 1985). Ninety descriptive statements were sorted by the observers into piles according to how well the statement described the behaviors of the child observed. The measure was developed to evaluate parent-child attachments, but it has been used in research to evaluate teacher-child attachments as well (Howes & Hamilton, 1992a; Howes, Hamilton, & Philipson, 1998).

The researcher completed a minimum observation of two hours of the dyad before evaluation. An observation protocol (see Appendix F) was developed to ensure that all observations were completed in the same way. The researcher then sorted the ninety statements, through a standardized process, into nine piles. Each pile represented a point on a continuum similar to a Likert scale. Pile 1 was for behaviors least like the child observed and pile nine was for behaviors most like the child observed. Pile 5 was for behaviors that were unobserved. For example if item 27, "Child laughs when teacher teases him," strongly resembled the child's behavior, then it was placed into pile seven, eight, or nine. If the child did not laugh when the teacher teased him, then the card for that item was placed into one of the piles between one and three. If the observer

never saw the teacher tease the child, or if the child's reaction to teasing was unclear, then the item was placed into pile four, five, or six. In the end, the observer had to have ten items in each pile. An additional time of one to two hours was occasionally necessary for completing the sort.

Items in the sort are expressed in behaviors that are high indicators for attachment. For example, Item 26 describes one behavior indicative of attachment, "Child cries when teacher leaves him with a different adult." Once the sorting task was complete, the raw scores derived from the sort for each child were correlated with the criterion scores for security provided by Waters (1987) to obtain a final security score for each child. The security scores were expressed in correlation coefficients that range from -1.0 through $+1.0$. Higher scores indicate an attachment of greater security to the child's early childhood teacher. Security is therefore assessed on a continuum.

Inter-rater reliability was established among the seven observers through the training process. Researchers followed a strict training protocol (Appendix G) with all of observers before they were allowed to collect data for the study. Observers completed training sorts using commercial videos of toddler-aged children, videos of child-teacher interaction from an early childhood classroom, and using real observations in the classroom. In training, all observers completed paired learning sorts with other observers in training. Observers then completed the final and qualifying training sorts by observing the same teacher-child dyad side-by-side with the supervising observer. Inter-rater reliability alphas ranged from .68 to .82, with a mean alpha of .74. These scores were

comparable to the reliability scores of other studies using the Attachment Q-Sort, which ranged from .79 to .95 (Howes & Hamilton, 1992a; Howes & Smith, 1995).

Child behavioral assessment. The participating toddler's primary early childhood teacher completed one Child Care Provider Version of the Infant Toddler Social-Emotional Assessment, (ITSEA; Carter & Briggs-Gowan, 2000) for each participating child (see Appendix H). This evaluation is a 166-item, three-point Likert-scale measure that assesses adjustment difficulties and social competence in children. It is normed for children between 12 and 36 months. The children must have been in the care of the evaluating teacher for at least two months for highest accuracy, as this study required. The measure was designed to address the broad adjustment of infants and toddlers, and also indicate social-emotional competencies and any specific behaviors that may interfere with the child's functioning (Briggs-Gowan & Carter, 1998).

The ITSEA is designed to assess four broad domains of behavior, including Externalizing, Internalizing, Dysregulation, and Competence. It includes three indices for serious problems: Maladaptive, Atypical Behavior, and Social Relatedness. The Externalizing domain (24 items) includes Activity/Impulsivity, Aggression/Defiance, and Peer Aggression scales. When faced with a statement like item 4, "Acts aggressive when frustrated", the teacher circled a number indicating that the statement is not true/rarely, somewhat true/sometimes, or very true/often. Teachers also had the option of circling an "N", indicating that there was no chance to observe the behavior in question. The Internalizing domain (30 items) consists of Depression/Withdrawal, General

Anxiety, Separation Distress, and Inhibition to Novelty scales. For example, item 49 reads “Worries a lot or is very serious.” The Dysregulation domain (34 items) is made up of the Sleep, Negative Emotionality, Eating, and Sensory Sensivity scales. This includes item 62, “Is hard to soothe when upset.” Compliance, Attention, Imitation/Play, Mastery Motivation, Empathy, and Prosocial Peer Relation scales complete the Competence domain (37 items). Item 67, “Wants to do things for self,” is included in the Competence domain. The Maladaptive index (13 items) includes indicators of toileting problems, sexualized behavior, Tourette’s, Post-Traumatic Stress Disorder, and PICA. The Social Relatedness Index and Atypical Behavior Index include other behaviors of clinical significance.

Carter and Briggs-Gowan (2000) found the domains of the ITSEA to have Cronbach’s Alphas ranging from .80 to .90 for internal consistency and high test-retest reliabilities over eleven to forty-four day periods of .82 - .91. The present study found domain alphas ranging from .80 to .93 for internal consistency. Table 1 (Appendix A) shows the alpha reliability scores found by Carter and Briggs-Gowan (2000) and those found by the present study for the ITSEA domains, scales, and indices. The measure was useful in the present study for discovering behavioral adjustment difficulties in young children as well as their social competence with peers and teachers.

Instruments Used With Parents

Child temperament. Parents completed the Toddler Behavior Assessment Questionnaire (TBAQ; Goldsmith, 1987) (see Appendix I) for each child participant. The TBAQ consists of 111 items that describe behaviors

characteristic of different dimensions of child temperament. Respondents answer each question on a 7-point Likert scale. It was created to be an instrument appropriate for toddler-aged children, based on the assumption that temperament can be defined as differences in the characteristic expression of emotions (Goldsmith, 1996; Goldsmith & Rothbart, 1991).

The TBAQ taps into five dimensions of temperament, which can be evaluated through the items in each scale. The Activity Level scale is made up of questions about physical movement during a range of daily activities (e.g., “When playing on a moveable toy, how often did your child attempt to go as fast as s/he could?”). The Anger Proneness scale includes items about the way the child responds to situations of conflict (e.g., “When another child took away a favorite toy that your child was playing with, how often did s/he try to hit, kick, or bite the other child?”). The Social Fear scale on the TBAQ consists of questions that explore the child’s inhibition or shyness in new or uncomfortable situations (e.g., “When at the doctor’s office, how often did your child cry or struggle when the doctor tried to touch him/her?”). The Pleasure scale includes the items on the measure that ask about positive expression or playful behavior in different situations (e.g., “When being gently rocked or hugged, how often did your child smile?”). The last scale, the Interest/Persistence scale, measures the length of the child’s interest in ongoing play by him/herself (e.g., “While playing alone in a sandbox, how often did your child remain interested for less than ten minutes?”).

In development, the TBAQ was tested with several other measures of child temperament. Its conceptual framework was found to be sufficiently similar

to other measures for validity purposes, yet still different enough for discrimination between different types of temperament constructs (Goldsmith & Rothbart, 1991). The internal consistency of each TBAQ scale was high, with Cronbach's alpha ranging from .78 to .83 in development. In the present study, domain Cronbach's alphas were very comparable, ranging from .70 to .85 (see Table 1). The measure was developed specifically for research with toddlers (Goldsmith & Rothbart, 1991).

Family demographics. Parents provided information on education level, family income, age of child, marital status, and household membership in a questionnaire (see Appendix J). The information from the questionnaire was used for further exploring family variables.

Family conflict. Parents completed two measures of family conflict. The first, the Child Rearing Disagreements Scale, measures conflict specific to parental interactions as reported by the parent (CRDS; Jouriles, Murphy, Farris, Smith, Ricters, & Waters, 1991) (see Appendix K). The CRDS is a twenty-one item Likert scale questionnaire with questions about specific conflict behaviors that occur in communications about childrearing. For example, item 3 states "During the last six months, my spouse (partner) has irritated me by babying our child." Parent participants indicated how often each statement had occurred in the last six months: never, now and then, almost every week, almost every day, or daily. The Jouriles et al. study found the CRDS to have high internal validity, with a Cronbach's alpha of .86. This study found a similar alpha of .83. It correlated highly with other established marital adjustment measures, showing

high construct validity. It has been used in research to demonstrate correlations between parental conflict and preschooler's adjustment (Ingoldsby, Shaw, Owens, & Winslow, 1999). Jouriles et al., (1991) found the CRDS to be more useful in predicting adjustment difficulties than other, broader measures of marital adjustment.

Parents completed the Family Environment Scale as a measure of family climate, including family conflict (Moos & Moos, 1983) (see Appendix L). The Family Environment Scale (FES) assesses the child's home environment as perceived by the child's parent. It is a ninety item true-false questionnaire made up of statements about the home. It consists of ten different sub-scales. Although the study used the entire measure, the Conflict sub-scale was the one most pertinent to this study of marital and family conflict and is, therefore, the only one discussed here. The Conflict sub-scale measures how well open expression of anger and aggression and conflictual interactions characterize the family (Moos & Moos, 1976). For example, item 3 states "It's hard to 'blow off steam' at home without upsetting somebody."

The FES has shown high test-retest reliability at eight weeks ranging from .68 - .86, and each of the sub-scales have adequate internal consistency, ranging from .64 - .79. In the present study, however, the internal consistency coefficient (Cronbach's Alpha) for the Conflict scale was only .56. In development of the measure, Moos and Moos (1976) found that families categorized as clinical scored higher on the conflict sub-scale than did non-clinical families. This shows the construct validity of the measure. The FES has

been used in previous research to show the relationship between general family conflict and child functioning (David et al., 1996).

CHAPTER 4

RESULTS

Descriptive Analysis of Scales

Means and standard deviations were calculated for each of the scales and measures used in this study (See Table 1). This information shows that the sample used in this study produced mostly scores similar to those found in other studies utilizing the same measures. For example, the found mean and standard deviation for the Attachment Q-Sort ($\underline{M}=.25$, $\underline{SD}=.20$) were very close to those found by others who used the measure in research with child care teachers ($\underline{M}=.30$, $\underline{SD}=.19$) (Howes & Hamilton, 1992a). However, the scores for marital conflict ($\underline{M}=33.3$, $\underline{SD}=10.2$) were quite low compared to the findings of others ($\underline{M}=38.5$, $\underline{SD}=10.2$) who also used a nonclinical sample (Jouriles et al., 1991). The ITSEA domains, scales, and indices presented reasonable means and standard deviations that were comparable to the original reports (Carter & Briggs-Gowan, 2000). The only measure with questionable results was the FES Conflict scale, which had very poor internal consistency in the present sample. The other measures used in the study scored similarly to the original reports and scored average to high on internal consistency.

Research Question One: Is there an association of family or marital conflict with child adjustment and social competence during toddlerhood?

Pearson Product-Moment Correlations were used to measure the relationships between the two types of conflict, family conflict (FES Conflict scale) and marital conflict (CRDS), and child adjustment (ITSEA adjustment domains, scales, and indices). There were no significant correlations between family conflict (FES) and the child adjustment (ITSEA) domains, scales, or indices. Correlations were also used to analyze the relationships among family conflict (FES Conflict scale), marital conflict (CRDS), and child social competence, (ITSEA competence scales). There were no significant correlations between family conflict (FES) and child social competence (ITSEA). These results indicate that family conflict was not associated with either child adjustment or child social competence.

There was one significant correlation between marital conflict (CRDS) and the child adjustment scale, Withdrawal/Depression (ITSEA) (see Table 2). The correlation between marital conflict and Withdrawal/Depression was positive and moderately strong. In other words, as marital conflict increases, so do child levels of depression and withdrawal. There was also one significant correlation between marital conflict (CRDS) and the social competence scale Play/Imitation (ITSEA). The correlation between marital conflict and the Play/Imitation Scale of social competence was negative and moderately strong, indicating that as marital conflict increases, child rate of imitation and interactive play decreased. These two significant data findings indicate that as marital conflict increases, children's

withdrawal and depression increase and their imitative and interactive play decreases.

Research Question Two: Is there an association of family or marital conflict with the early childhood teacher-toddler attachment relationship?

Pearson Product-Moment Correlations were used to examine the relationship between family conflict (FES Conflict scale), marital conflict (CRDS), and teacher-toddler attachment strength (AQS). The association between family conflict and teacher-toddler attachment was not significant ($r = .023$, $p > .05$). The association between marital conflict and teacher toddler attachment was also not significant ($r = .039$, $p > .05$). The data findings indicate that there is no significant association between either family or marital conflict and teacher-toddler attachment strength.

Research Question Three: Is there an association of early childhood teacher-toddler attachment with child adjustment and social competence?

Pearson Product-Moment Correlations were used to indicate associations between early childhood teacher-toddler attachment (AQS) and child adjustment (ITSEA adjustment domains, scales, and indices). As shown in Table 2, none of the correlations were significant at the alpha level of 0.05.

Correlations also indicated associations between teacher-toddler attachment (AQS) and child social competence (ITSEA social competence domain and scales). As shown in Table 2, three social competence scales and the general social competence domain correlated positively with teacher-toddler attachment. These correlation coefficients were significant at or below an alpha

of 0.05. The positive association between strength of attachment and the ITSEA Compliance Scale was moderately strong. In other words, as teacher-toddler attachment strength increased, child compliant behaviors increased. The positive association between attachment strength and the ITSEA Empathy Scale was moderate, indicating that as teacher-toddler attachment strength increased, the child's empathetic behaviors increased. The moderate and positive correlation between attachment strength and the ITSEA Prosocial Peer Relations Scale shows that increasing teacher-toddler attachment strength was related to increased prosocial peer relations. Finally, the association between teacher-toddler attachment strength and the ITSEA Social Competence domain was positive and moderate. In other words, as teacher-toddler attachment strength increased, so did the levels of child general social competence.

Research Question Four: Do child characteristics, such as gender, age, and temperament, moderate the effects of family or marital conflict on child adjustment and social competence?

This study was interested in determining whether the effect of marital conflict on child adjustment and social competence differs according to child age, gender, and temperament. Hierarchical linear regression analyses were conducted to test for the moderating effect of child gender, age, and temperament. In each set of regression analyses, marital conflict and the main effect of the child characteristic under scrutiny were entered in the first step, and the interaction of the two was entered in the second step. Evidence for a moderating effect requires a significant interaction of conflict and child

characteristics (Baron & Kenney, 1986). Previously described correlations determined that marital conflict was significantly associated with the ITSEA behavioral scale of Withdrawal/Depression and with the ITSEA social competence scale of Play/Imitation. Therefore, these two scales served as the criterion variable separately in each set of the regression analysis.

Gender. Two hierarchical regression analyses were performed to test gender as a moderator in the associations between marital conflict and the ITSEA Withdrawal/Depression and Play/Imitation scales separately. Evidence showed that gender changes the relationship between marital conflict and withdrawal and depression, but not the relationship between marital conflict and play and imitation (See Table 3). The interaction between gender and marital conflict contributed 7.9% to the variance beyond the contribution of the main effect of marital conflict and gender. In other words, boys in families with higher marital conflict experienced more symptoms of withdrawal and depression than did girls (See Figures 2a and 2b).

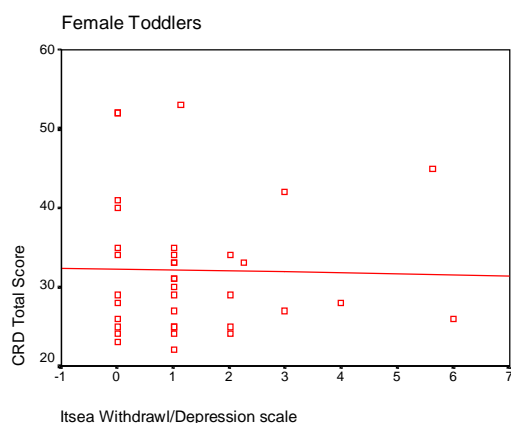


Figure 2a.



Figure 2b.

Age. Two hierarchical regression analyses were conducted to test toddler age as a moderator in the associations between marital conflict and the ITSEA Withdrawal/Depression and Play/Imitation scales. The interaction of age and marital conflict did not contribute significantly to the variance in Withdrawal/Depression or Play/Imitation beyond the main effects. In other words, there was no significant evidence that age moderates either association (See Table 3). This suggests that for this sample, age played no role in changing the association of marital conflict with toddler adjustment outcome.

Temperament. Ten hierarchical regression analyses were conducted to test the five aspects of toddler temperament as moderators in the associations between marital conflict and the ITSEA Withdrawal/Depression and Play/Imitation scales. The five aspects included the TBAQ scales of Activity Level, Anger Proneness, Social Fearfulness, Pleasure, and Interest/Persistence. There was evidence that two of these scales of temperament, Interest/Persistence and Social Fear, moderated the association between marital conflict and symptoms of withdrawal and depression. There was no evidence that child temperament moderated the association between marital conflict and the Play/Imitation scale (See Table 4).

The interaction between the Interest/Persistence scale and marital conflict contributed an additional 8.4% to the variance in toddler withdrawal/depression beyond the variance contributed by the main effects of marital conflict and the Interest/Persistence scale. This indicates that toddlers who tend to stay interested in one activity for longer periods of time displayed more

withdrawn/depressed behaviors with increased marital conflict (See Figures 3a and 3b). Interestingly, the result suggests that in home environments of high parental conflict, toddlers who were more focused displayed more withdrawn and depressed behavior problems than toddlers who were less attentive.

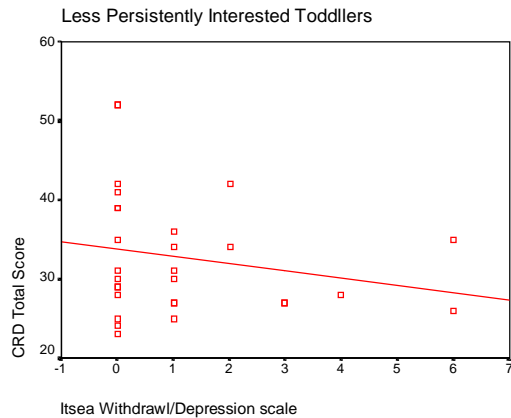


Figure 3a

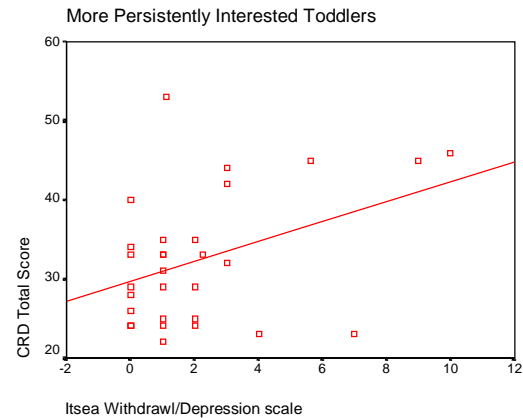


Figure 3b

The interaction between the Social Fear scale and marital conflict contributed 14.8% to the variance in toddler withdrawn and depressed behaviors beyond the variance contributed by the main effects of marital conflict and Social Fear. This indicates that toddlers who are less prone to social fearfulness (as rated by their mothers) display more withdrawn or depressed behaviors (as rated by their teachers) with increased marital conflict (See Figures 4a and 4b). In other words, in home environments of higher parental conflict, toddlers who were typically described as “shy” displayed fewer withdrawn and depressed behavior problems at child care than did the toddlers who were usually more comfortable in new social situations.

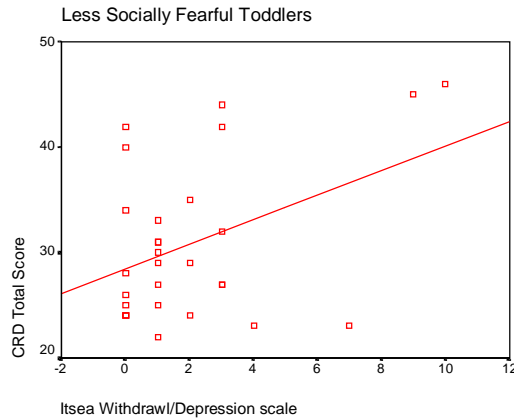


Figure 4a

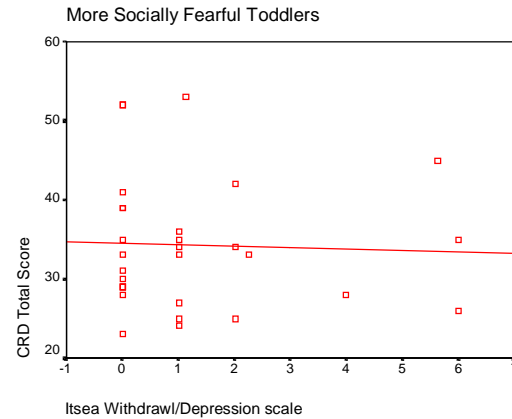


Figure 4b

Research Question Five: Does early childhood teacher-toddler attachment moderate the association between family or marital conflict and child behavioral adjustment or social competence in the classroom?

This question asks if secure attachment to a teacher can change the way toddlers behave in the classroom if there is conflict in their home environments. To determine the moderating effects of teacher-toddler strength of attachment on conflict, hierarchical regression analysis was conducted using the adjustment scale of Withdrawal/Depression and the social competence scale of Play/Imitation as criterion variables. Conflict and the strength of the early childhood teacher-toddler attachment were entered into the equation in the first step, and the interaction of the two was entered in the second step.

The two hierarchical regression analyses revealed that there was no evidence that teacher-toddler attachment moderated the effects of marital conflict on child adjustment or social competence (See Table 6). This indicates that the interaction between teacher-toddler attachment did not contribute any additional

variance to toddler adjustment or social competence beyond that contributed by the main effects of marital conflict and teacher-toddler attachment. Despite the many direct correlations, strong teacher-toddler attachment did not change the toddler's display of withdrawal and depression or rate of imitative play when experiencing parental conflict at home.

CHAPTER 5

DISCUSSION

The purpose of this study was twofold: 1) To extend with toddlers the research on conflict in the family as a risk factor for child behavioral adjustment and social competence as found with older children, and 2) to explore toddlers' individual characteristics and teacher-toddler attachments as possible protective factors in the association between family conflict and child adjustment and social competence.

Conflict as a Risk

While this study found that marital conflict is related to toddler adjustment and social competence, it did not find any significant relationships between family conflict and child adjustment or social competence. The measure for family conflict had relatively low internal consistency, .56, with the present sample. It is very likely that the low alpha prevented any correlations with other variables. However, increased marital conflict was associated with heightened depression and withdrawal and lowered imitative and interactive play in toddlers, as reported by the child's early childhood teacher.

This study extends the previously reported links between parent-reported conflict and teacher-reported adjustment and social competence with toddlers, filling a gap in the literature. Conflict is a risk factor for toddler adjustment and social competence. Goldberg and Easterbrooks (1984) found that good marital

quality was associated with optimal toddler functioning, but the data came from toddlers in a laboratory setting. Jouriles, Pfiffner, and O'Leary (1988) found that marital conflict was associated with toddler behavioral adjustment through use of questionnaires, but toddler behavior measures were completed in an artificial laboratory setting, which may have led to artificial behaviors among toddlers. In a review of the association between marital conflict and child adjustment research, Davies and Cummings (1994) reported a consistent link for adolescents, elementary-aged children, and even preschoolers in self- and teacher-reported measures. Only a few of these studies examined toddlers, usually in an artificial laboratory setting. Amato's review (2001) did not include any studies with toddlers, and included only two studies with preschool-aged children. Very few studies have investigated the specific link between family conflict and adjustment in toddlers, and even fewer have data collected in naturalistic settings. What makes the present study different from others is that it extended the association between marital conflict and child behavior problems with toddlers in a setting natural to the children.

One possibility that other studies do not report, but that may be relevant to the association found here, is the possibility that the association between marital conflict and child behavior problems moves in a different direction or is bidirectional. The analyses used in this study were correlational, and correlations measure relationships between variables without any ability to indicate cause and effect. It is possible that children who have behavior problems provoke parental conflict related to parenting practices or attitudes, in which case toddler

behavior would be a cause of marital conflict. It is also possible that marital conflict leads to behavior problems in toddlers, and the behavior problems then create more marital conflict through parenting difficulties. However, the majority of research supports the conflict-to-behavior direction, including several that use methods such as longitudinal designs to identify the directions of relationships (i.e., Ingoldsby et al., 1999).

This study did not find any significant associations between family or marital conflict and teacher-toddler attachment. This means that in the present sample, family environment had limited impact on the toddler's strength of attachment to his or her early childhood teacher. The lack of association may be due to the low rate of marital conflict among families in this sample in comparison to scores found by others (Jouriles et al., 1991). It may also be that the quality of family relationships does not directly impact the quality of teacher-toddler attachments. Howes and Hamilton (1992b) found that there was no concordance between parent-child attachments and teacher-child attachments. This suggests that a child's family relationships and his/her school relationships are independent of one another.

Attachment as a Resource

This study found no significant correlation between early childhood teacher-toddler attachment and toddler behavioral adjustment problems. However, there were several meaningful and significant correlations between teacher-toddler attachment and toddler social competence. More securely attached toddlers were more likely to demonstrate competent behaviors in

interactions with peers and teachers. They were more likely to show empathy for peers and teachers, to develop positive peer relationships, and to be compliant with teacher expectations.

These findings are consistent with results from other studies that have found teacher attachment to be a resource for children. DeMulder et al. (2000) found that secure teacher-child relationships related to positive child behavior in the preschool classroom. Mitchell-Copeland, Denham, and DeMulder (1997) found that secure teacher attachment in preschoolers related to social competence in the classroom. Howes, Matheson, and Hamilton (1994) also found that secure teacher-toddler relationships predicted toddler social competence with peers.

The link between teacher-toddler attachment and child social competence can be explained by attachment theory, as discussed in the review of literature. Attachment theory suggests that a secure attachment provides the child with an internal working model of the child's ability to procure comfort, affection, and safety (Masten & Coatsworth, 1998). Thus, in the present study, the toddlers who developed a positive internal working model from the more secure relationship with a teacher displayed more socially competent behavior. For these toddlers, secure teacher-toddler attachment became a resource.

Gender as a Protective Factor

This study provides evidence in support of gender as a protective factor for toddler adjustment problems in a home environment with higher marital conflict. Data indicated that girls displayed less withdrawal and depression in

families high in marital conflict than did boys. Gender as a protective factor is supported and contradicted by previous research. For example, in a study by Jouriles, Bourg, and Farris (1991) it was reported that gender did not significantly moderate the association between marital conflict and child adjustment in school-aged children. However, Rutter (1987) discovered that boys of conflicted parents were significantly more vulnerable to emotional problems.

There are different interpretations to explain why boys from conflicted homes suffer more withdrawal and depression than do girls. First, speculation leads to the common understanding that our society tends to allow girls to express emotions more freely than boys, particularly those related to depression, like crying or general sadness. For example, girls are usually allowed to cry more freely than boys. It may be that stifled emotional expression in boys leads to more problems with adjustment. Second, it is also possible that the relationship found in the data is representative of the teachers' tendencies to notice withdrawal and depression more in boys. Perhaps girls are expected to cry or to be sad more often than boys, so when boys and girls both display depressed behaviors, teachers are more likely to take notice of the boys' behaviors than the girls'. Each of these interpretations of the data emphasizes the importance of children's individual differences.

Temperament as a Protective Factor

This study offers evidence in support of temperament as a protective factor for toddler adjustment problems in the face of higher marital conflict. Two aspects of temperament moderated the toddler's experience of marital conflict.

The first, Interest/Persistence, describes the child's likelihood to stay engaged in ongoing solitary play. A less persistently attentive temperament serves as a protective factor for toddlers from the negative impact of marital conflict that can result in withdrawn and depressed behavior. Toddlers who tend to stay interested less are less likely to react to parenting conflict with depressed behavior in the classroom.

There is some supporting evidence that the temperamental characteristic of interest serves as a moderator for toddler behavior outcomes with marital conflict in previous research. Most research combines the scale Interest/Persistence with several other aspects into a larger predictor variable labeled "difficult" (i.e., Tschann et al., 1996). Several studies (Easterbrooks, Cummings, & Emde, 1994; Tschann et al., 1996) found that a difficult temperament acted as a vulnerability factor, leading to poorer toddler adjustment outcomes in poorly functioning families.

Children who are less constant in their attention may be less aware of the conflict between their parents. These children may stay alert to the conflict for shorter periods of time than more attentive children, and therefore do not have the time to understand what is happening between their parents. For this reason, it could be said that higher marital conflict poses less of a risk to the less persistently attentive children.

The second significant temperament aspect to moderate child adjustment, Social Fear, describes the child's inhibition or shyness in novel or uncomfortable social situations. A higher rating of Social Fear meant that toddlers experiencing

more marital conflict showed fewer problems with adjustment. This moderating effect was not supported by previous research. As with Interest/Persistence, Social Fear is usually grouped with other factors under the label “difficult” instead of investigating it as a separate facet of temperament. Previous research found the opposite of the association found here, in that social fear, under the label “difficult” temperament, was a vulnerability factor (Easterbrooks, Cummings, & Emde, 1994; Tschann et al., 1996). In other words, social fearfulness was studied under the label of “difficult”, and as such was found to be of no help in protecting children from adjustment problems. Here, social fearfulness was a protective factor for toddler adjustment when studied independently of other temperament aspects.

It is possible that children who are shy are less vulnerable simply because they are not as exposed to the conflict. Children who are more socially fearful might be more likely to avoid uncomfortable conflict. Perhaps these children choose to leave the room when parents argue. Also, parents may be more sensitive to the shy child’s discomfort and keep their conflict away from that child by leaving the room themselves.

It is also possible that children who are more socially fearful display depressed behaviors just as often as other children when experiencing conflict at home. The difference may come from the teachers’ attention to the behaviors and not in the occurrence of the behaviors. With shy children, teachers might attribute the depressed behaviors to their temperament and not consider the

behaviors to be as much of a problem. Thus, teachers would notice depressed behaviors more in children who are less shy and rate those behaviors as more problematic.

CHAPTER 6

IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

In this study, it was discovered that higher levels of marital conflict pose a risk to the behavioral adjustment of toddlers. Teacher attachment was also found to serve as a resource for toddler social competence. This study uncovered three protective factors for toddler adjustment in a family environment of marital conflict. Two factors are aspects of temperament and one factor is gender. As these are all internal child characteristics, they are factors that teachers cannot influence, even for the good of the child. However, they are factors that teachers can be aware of, and with that awareness, work to assist the children who do not possess them.

Implications

The risk marital conflict presents for toddler adjustment and social competence affects parents as well as teachers. In the present study, marital conflict was defined as child-rearing disagreements, a kind of conflict specific to parents. Teachers reported behavioral adjustment and social competence as they saw it in the early childhood classroom. Toddler behavior problems in the classroom suggest a spill-over effect from conflict in the toddler's home. The disagreements between parents in parenting decisions carry over into their child's behavior and social competence in his or her toddler classroom. Thus,

what happens in the toddler's home affects his or her actions while in the early childhood classroom.

The resource that teacher attachment provides for toddler social competence holds implications for teachers as well. By encouraging attachments with the children in their care, teachers can indirectly improve toddler social development. Therefore, it is important that teachers are aware of the actions and attitudes that will increase the likelihood children will form attachments to them.

It is important for teachers to know that gender and temperament offer protection to toddler adjustment when the child is from a conflicted family. It would be easy to suggest that teachers need to be sensitive to children from conflicted homes who are male, socially fearless, or persistently attentive, as these children seem to be more vulnerable to marital conflict. It would also be easy to say that these children need special attention from teachers while in the classroom. However, because most teachers are not made aware of which parents are experiencing conflict, they are not equipped to decide which children need the extra attention. Instead, the protection and vulnerability that come with individual differences are an indication that teachers need to be sensitive to each child as an individual.

This study clearly illustrates how children's individual differences influence their responses to different experiences. The early childhood classroom is made up of children from different types of families. As this study found, these families have diverse memberships, diverse structures, and diverse levels of functioning,

and added to the different family contexts are gender and temperament characteristics. Each child will respond differently to his or her family situation, depending on the combination of characteristics that particular child possesses. For teachers, this means observing the children closely, learning each child's strengths and weaknesses, and planning curricula to help each child grow into a well-adjusted, socially competent individual. It requires the recognition among teachers that even in a classroom where all the children look the same, there is still great diversity.

Suggestions for Future Research

It might be more helpful, then, for future research to explore possible mechanisms, such as parent communication or classroom interactions, through which teachers can aid the toddlers in their care. Information on detecting and deflecting the effects of conflict in toddlers' lives could help teachers make better decisions in caring for children who are known to experience conflict at home. Information on communicating with parents about working together to help the children may also be helpful to teachers. Future research could examine teacher interactions in the classroom to discover any differences in the way teachers treat children. For example, do shy children receive special attention in the classroom and therefore show fewer depressed behaviors when experiencing parental conflict at home? Is it possible that shy children are more comfortable with sensitive teachers and therefore show fewer depressed behaviors while in their classroom?

Finally, these data illustrate the association between teacher-toddler attachment and toddler social competence in the classroom context. Further research could explore how the social competence gained from a secure attachment to teachers may benefit the toddler when he or she away from the early childhood classroom. It would be interesting to use a longitudinal design to explore whether the socially competent behaviors stay with the children when they move on to other teachers, even if they do not securely attach to the next teacher.

It may also be helpful to explore the same variables with a different sample. The sample used here was relatively limited in its range of household incomes. The child care center is an excellent setting for observing children, but there are valid reasons it has not become a commonly utilized research setting. For example, the present study was only able to recruit fairly high-quality centers due in part to limited compensation resources. Child care centers are notoriously understaffed and under-funded. For many of the centers contacted, participating in a research study that only paid parents and teachers was not worth the effort. While better funding does not guarantee higher quality care, it does usually mean more financial and staffing resources for administrators. Administrators with more resources are more likely to participate in research with high demands on their time and low rewards for their center. A research study with the ability to provide benefits to the entire center would probably be better able to recruit participants from a lower socio-economic status.

It is important to note that the present sample was low in reported conflict, possibly because it was a nonclinical sample. There was not much variation in parental conflict among participating families. As Emery and O'Leary (1984) reported, correlations between child adjustment and marital conflict are usually much weaker in nonclinical samples. Teacher-toddler attachment may act as a protective factor for the adjustment of toddlers from parents with higher scores and more severe conflict than the families presented in this sample. The moderating relationship may be found in a clinic sample, which would have overall higher ratings of conflict. It is very possible that the levels of conflict experienced by most children in this study were not problematic for their family functioning. Therefore, the children did not need to seek the resource of supportive relationships outside of their families.

Finally, further and varying analysis of the data collected in this study may support teacher-toddler attachment as a moderator for toddler adjustment or social competence. Contrary to expectations, the Family Environment Scale's Conflict scale, which was used in this study to indicate general family conflict, was not significantly related to any scales of toddler adjustment or social competence. Perhaps further analysis will reveal that other scales in the measure, other aspects of family functioning, do impact teacher-toddler attachment or child adjustment and social competence. Different types of statistical analysis may also reveal significant relationships among the variables. So far, only linear analysis has been utilized, though the possibility exists that

some of the relationships tested would not be linear in nature. Therefore, it is suggested that nonlinear regression analyses, which were beyond the scope of this paper, be conducted in future studies.

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APPENDIX A
TABLES

Table 1

Means and Standard Deviations of Scales

Measure	Domain	Scale	<u>N</u>	<u>M</u>	<u>SD</u>	Internal Consistency	
						C&B [†]	Current
AQS			64	.25	.20		
ITSEA							
	Externalizing		65	4.27	3.05	.87	.92
		Activity/Impulsivity	65	4.25	2.74	.73	.76
		Aggression/Defiance	65	5.78	4.53	.79	.86
		Peer Aggression	65	2.80	3.23	.79	.82
	Internalizing		65	3.10	1.64	.80	.90
		Depression/Withdrawal	65	1.90	2.54	.74	.85
		General Anxiety	64	2.87	2.39	.71	.72
		Separation Distress	65	4.32	2.26	.73	.57*
		Inhibition to Novelty	65	3.30	2.09	.77	.68
	Dysregulation		65	4.64	2.38	.86	.80
		Negative Emotionality	65	8.12	4.94	.84	.85
		Eating	65	2.93	2.27	.78	.59
		Sensory Sensitivity	65	2.86	2.12	.63	.68

Table Continued to next page

Table 1 Continued

	Competence	65	7.93	2.25	.90	.93
	Compliance	65	10.82	3.43	.74	.86
	Attention	65	7.04	2.22	.70	.81
	Imitation/Play	65	8.09	2.50	.59	.67
	Mastery Motivation	65	8.34	2.38	.62	.79
	Empathy	65	6.91	3.56	.82	.82
	Prosocial Peer Relations	65	6.37	2.58	.66	.79
	Maladaptive Index	65	2.28	2.83	.56	.74
	Social Relatedness Index	65	15.35	2.88	.56	.72
	Atypical Index	65	3.52	2.42	.45	.61
TBAQ	Activity Level	66	4.14	.64		.71
	Anger Proneness	66	3.71	.73		.73
	Social Fear	66	3.89	.92		.84
	Pleasure	66	5.51	.70		.79
	Interest/Persistence	66	4.13	.92		.85
CRDS	Marital Conflict	63	33.27	10.25		.83
FES	Family Conflict	66	15.94	1.68		.56

†C&B indicates those alphas reported by Carter & Briggs-Gowan, 2000

*Carter & Briggs-Gowan used scale with mothers, whereas present study was with teachers.

Table 2

Correlations Between Marital Conflict and Toddler Adjustment and Social Competence

Domain	Scale	Family Conflict	Marital Conflict	Attachment
		<u>N</u> =63	<u>N</u> =60	<u>N</u> =62
Externalizing		.11	.12	-.19
	Activity/Impulsivity	-.21	.07	-.04
	Aggression/Defiance	-.02	.08	-.23
	Peer Aggression	-.06	.13	-.17
Internalizing		.09	.22	-.10
	Withdrawal/Depression	.05	.37**	-.16
	General Anxiety	.07	.10	-.02
	Separation Distress	.05	.16	-.06
	Inhibition to Novelty	.10	-.02	-.02
Dysregulation		.11	.13	-.17
	Negative Emotionality	.16	.16	-.17
	Eating	-.02	.05	-.15
	Sensory Sensitivity	.13	-.02	-.01
Competence		-.02	-.12	.37**
	Compliance	-.02	-.11	.47**
	Attention	.01	-.08	.23
	Imitation/Play	.08	-.31*	.17
	Mastery Motivation	-.10	-.07	.23
	Empathy	-.05	-.02	.34**
	Prosocial Peer Relations	-.02	-.02	.28**
Maladaptive Index		.06	-.05	-.08
Social Relatedness Index		-.05	-.02	.24
Atypical Index		.05	-.17	-.13

* $p \leq .05$ ** $p \leq .01$

Table 3

Hierarchical Regression: Gender Predicting Withdrawal/Depression and Play/Imitation

Predictors	Criteria									
	__Withdrawal/Depression__					_____Play/Imitation_____				
	β	R^2	ΔR^2	F	df	β	R^2	ΔR^2	F	df
Gender										
Step 1:										
Marital Conflict	.19					-.27				
Gender	.34	.17	.172	5.92**	(2,57)	-.20	.13	.132	4.34*	(2,57)
Step 2:										
Marital Conflict X Gender	1.44	.25	.079	5.90*	(1,56)	.40	.14	.006	.40	(1,56)
Age										
Step 1:										
Marital Conflict	.35					-.32				
Age	.15	.16	.157	5.31**	(2,57)	.12	.10	.104	3.32*	(2,57)
Step 2:										
Marital Conflict X Age	.79	.16	.009	.62	(1,56)	1.69	.15	.041	2.72	(1,56)

* $p \leq .05$ ** $p \leq .01$

Table 4

Hierarchical Regression: Temperament Predicting Withdrawal/Depression and
Play/Imitation

Predictors	Criteria									
	Withdrawal/Depression					Play/Imitation				
	β	R^2	ΔR^2	F	df	β	R^2	ΔR^2	F	df
Interest/Persistence										
Step 1:										
Marital Conflict	.36					-.32				
Interest	.17	.16	.163	5.53**	(2,57)	.22	.14	.140	4.65**	(2,57)
Step 2:										
Marital Conflict X										
Interest	2.72	.25	.084	6.27*	(1,56)	.91	.15	.009	.61	(1,56)
Social Fear										
Step 1:										
Marital Conflict	.36					-.31				
Social Fear	-.28	.21	.212	7.67**	(2,57)	.02	.09	.093	2.93	(2,57)
Step 2:										
Marital Conflict X										
Social Fear	-2.73	.36	.148	12.93**	(1,56)	-.34	.10	.002	.14	(1,56)
Anger Proneness										
Step 1:										
Marital Conflict	.37					-.30				
Anger	.01	.14	.135	4.44*	(2,57)	.14	.11	.111	3.56*	(2,57)
Step 2:										
Marital Conflict X										
Anger	-.71	.15	.016	1.10	(1,56)	.16	.11	.001	.05	(1,56)

Table continues to next page

Table 4 Continued

Pleasure											
Step 1:											
Marital Conflict	.34										-0.31
Pleasure	.17	.16	.162	5.51**	(2,57)						.02 .09 .093 2.94 (2,57)
Step 2:											
Marital Conflict X Pleasure	1.61	.19	.025	1.75	(1,56)						-1.26 .11 .015 .96 (1,56)
Activity Level											
Step 1:											
Marital Conflict	.36										-0.30
Activity Level	.10	.15	.145	4.84**	(2,57)						-0.08 .10 .099 3.13* (2,57)
Step 2:											
Marital Conflict X Activity Level	-0.54	.15	.004	.27	(1,56)						-0.67 .11 .006 .39 (1,56)

* $p \leq .05$ ** $p \leq .01$

Table 5

Hierarchical Regression Analyses Predicting Withdrawal/Depression and Play/Imitation

Predictors	Criteria										
	Withdrawal/Depression					Play/Imitation					
	β	R^2	ΔR^2	F	df	β	R^2	ΔR^2	F	df	
Teacher-Toddler Attachment											
Step 1:											
Marital Conflict	.37										-0.30
Attachment	-0.23	.19	.002	6.16**	(2,54)	.18	.12	.119	3.64*	(2,54)	
Step 2:											
Marital Conflict X Attachment	-0.17	.19	.002	.110	(1,53)	-0.39	.13	.009	.54	(1,53)	

* $p \leq .05$ ** $p \leq .01$

APPENDIX B
DIRECTOR INFORMATION AND CONSENT FORM

Dear Director,

This letter invites you to participate in the project “The Effects of Teacher-Toddler Relationships in Child Care.” The study is being conducted by Hui-Chin Hsu, Ph.D., supervising professor, and Michelle Pounds and Tania Smith, graduate students, of the department of Child and Family Development at the University of Georgia. In this study, we are interested in understanding the development of relationships between toddlers and their early childhood teachers as well as understanding how the toddlers’ family experiences affect their child care experiences. Hopefully, the information we discover will be useful in informing child care administrators about staff selection and development. We also hope to discover information that will inform child care teachers about their importance in the home-to-school development of toddlers.

We would like to request permission to conduct this research in the toddler classrooms, those with children between 18 and 36 months, in your child care facility. Your facility’s participation would involve classroom observation and the answering of questionnaires by teachers and parents. During classroom observation, two researchers would take notes on teacher-toddler interactions as well as classroom environment. Primary teachers would complete questionnaires about their own personal, professional, and psychological characteristics as well as behavioral questionnaires about the participating toddlers in their care. Parents would complete questionnaires about their family relationships and their toddler’s personal characteristics. Researchers will be completing observations in the toddler classrooms, but will not be interacting with the teachers or the children.

In exchange for your participation, we would offer a workshop for your child care teachers who participate in the study. Staff participating in the workshop will receive Department of Human Resources (DHR) continuing education hours. Results of this study will be made available to you once the project is completed.

All participation would be completely voluntary and confidential. Participants may withdraw at any time and may request that their information be removed from research records. Identification numbers will be used on all research documents and the information linking any names to the numbers will be stored separately and in a locked drawer, accessible only by the primary researchers.

Should you consent to participate, we will contact you to schedule a time to complete the procedures for this research project. If you would like any further information about this research project, please to feel free to contact us at the numbers listed below.

Hui-Chin Hsu, Ph.D
(706) 542-2636
McPhaul Center
University of Georgia
Athens, GA 30602-3622

Michelle Pounds and Tania Smith
(706) 583-0031
McPhaul Center
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Athens, GA 30602-3622

Please sign at the bottom of this page to agree to the terms of the research project and return it in the stamped, addressed envelope included. We look forward to hearing from you and to visiting your child care center.

Thank you for your interest and prompt response.

Sincerely,

Hui-Chin Hsu, Ph.D
Supervising Professor

Michelle Pounds
Graduate Student

Tania Smith
Graduate Student

I, _____, director of _____ Child Care Center in _____, Georgia, agree to allow Hui-Chin Hsu, Ph.D. and her researchers to conduct the research project "The Effects of Teacher-Toddler Relationships in Child Care" in the _____ Child Care Center. I understand the project concerns the development of relationships between toddlers and their early childhood teachers and how the toddlers' family experiences affect their child care experiences. I understand that if teachers and parents in my facility participate, I will be offered a free workshop for teacher development. Staff will receive Department of Human Resources (DHR) continuing education hours for their participation in the workshop.

Signed,

Director Signature

Date

Research Proposal Summary For Center Directors

1. Title of Proposal: The Effects of Teacher-Toddler Relationships in Child Care Centers

2. Name of Researchers:

Hui-Chin Hsu, PhD
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3. Purpose of the Project:

An increasing number of parents are employed full-time and their children receive care outside the home, often in child care centers. Therefore, it is important to understand the impact of early child care experiences on child development. One factor mediating the effects of child care on children's development is the quality of the child care, which includes the competence of the early childhood teachers. It is beneficial for children to be with early childhood teachers who possess certain qualities that promote secure attachments. Children who form secure attachments to their early childhood teachers benefit cognitively, socially and emotionally. This secure attachment to an early childhood teacher may also impact children's behavior in the classroom. For example, a close relationship with an adult outside of the family can have a positive impact on the behavior of children who would otherwise display behavior problems due to outside factors, such as family conflict.

One objective of this proposed study is to identify specific qualities of early childhood teachers that are associated with secure teacher-toddler attachments. The proposed study will examine specifically the relationship between secure teacher-toddler attachment and the personal, professional, and psychological characteristics of the early childhood teacher. The second objective is to discover any mediating effect of teacher-toddler attachment on the relationship between family environment and child behavior in the early childhood classrooms.

4. Research Participants:

A total of 120 toddlers (between 18 and 36 months of age), their mothers, and their classroom teachers will be recruited to participate in the study. In order to participate, the child must have been in their current teacher's care for at least two months for at least 20 hours a week at the current child care center. Two toddlers will be selected for each teacher.

A) Research Activities:

1) Classroom Observations: Toddlers' interactions with their teachers in the classroom will be observed and researchers will take notes to be used for evaluation. Classroom environment will be observed and evaluated.

2) Behavioral Assessments: Toddler teachers will be asked to evaluate classroom behavior for each of the participating toddlers.

3) Questionnaires: Parents will be asked to complete questionnaires about their children and their home environment. Teachers will be asked to complete questionnaires about their professional experience and their personal characteristics.

B) Amount of Testing Time:

Researchers: Observations will take approximately 2-3 hours per child (2 children and 1 teacher will be observed per classroom) in order to complete the Attachment Q-sort and 2 hours of observation will be necessary to complete the Infant/Toddler Environment Rating Scale.

Teachers: Approximately 45 minutes will be necessary for teachers to complete the questionnaires.

Parents: Approximately 50 minutes will be necessary for parents to complete the questionnaires.

C) Persons to Administer Instruments: For each classroom, there will be two to four trained observers.

5. Research Instruments

Instruments Used by Researchers:

(1) Infant/Toddler Environment Rating Scale (Harms, Cryer & Clifford, 1990) - This assessment is designed to evaluate the quality of center-based childcare for children up to 36 months of age.

(2) Attachment Q-Sort (Waters, 1987) - This assessment is designed to evaluate the quality of attachment between the childcare provider and the child.

Instruments Used by Toddler Teacher:

(1) Demographic Information Sheet - Childcare providers will fill out this questionnaire regarding information on level of education, amount of training, years of experience in childcare profession, age, and race.

(2) Five Expressivity Facet Scales (Gross & John, 1998) - This questionnaire is designed to assess the extent to which participants express their emotions.

(3) Ego-Resiliency Scale (Block & Kremen, 1996) - This questionnaire assesses the adaptability and resilience of the daycare provider.

(4) Infant-Toddler Social and Emotional Assessment (Carter & Briggs-Gowan, 2000) This inventory assesses internalizing, externalizing, and social competence behaviors in children. This particular version is specifically designed for toddlers.

(5) Positive and Negative Affect Schedule (Watson, Clark, & Tellegen, 1988) - This scale is used to assess teachers' positive and negative feelings and emotions.

(6) Emotion Control Questionnaire (Roger & Najarian, 1989) - This scale is used to assess the extent to which teachers control their emotions.

Instruments Used by Parents:

(1) Demographic Information Sheet - Parents will fill out this questionnaire regarding information on education level, family income, exact age of child, marital status, and household membership.

(2) Toddler Behavior Assessment Questionnaire (Hill Goldsmith, 1987) - This questionnaire assesses the temperament and behavior of toddlers.

(3) Child-Rearing Disagreements Scale (Jouriles, et. al, 1991) - This instrument assesses the amount of marital conflict.

(4) Family Environment Scale (Moos & Moos, 1983) - This instrument assesses the child's home environment.

6. Statement of Benefit to Child Development Center:

The results of this study will enhance teachers' awareness and understanding of their role in the child care classroom as well as the role of each child's home environment in the child care classroom. Centers will be offered a free workshop with teachers and parents in exchange for their participation. These workshops will provide teachers and parents with information they can use both at home and in the classroom. Staff will receive Department of Human Resources (DHR) continuing education hours for their participation in the workshop. In compensation for time spent participating in the project, teachers will receive \$25 and parents will receive \$10.

APPENDIX C
TEACHER INFORMATION AND CONSENT FORM

Dear Teacher,

This letter invites you to participate in the project, "The Effects of Teacher-Toddler Relationships in Child Care." This study is being conducted by Hui-Chin Hsu, Ph. D., supervising professor, and Michelle Pounds and Tania Smith, graduate students, of the Child and Family Development Department, University of Georgia. The purposes of the study are 1) to understand the development of relationships between toddlers and their teachers in the early childhood classroom and 2) to understand how the toddlers' family experiences affect their child care experiences.

You are invited to participate in our study by filling out questionnaires about your professional background and personality and about the behavior of children in your care. Generally, it should not take more than two hours minutes to complete all of these questionnaires. Participation in the study will also include allowing one of the trained investigators to complete a four to six - hour observation of your classroom. During this observation, the researcher will be recording the behaviors of the participating child as he/she is in your care. Each teacher who participates in the study will be paid \$25 and offered the opportunity to participate in a free workshop. Information provided by you is strictly confidential. Your name will not be identified on the questionnaires.

Your informed consent for participation is voluntary and does not obligate you to continue to participate in the study in any way. You can withdraw from this study at any time without any negative consequences. You also have the right to request any information to be removed from the research records. Your participation would contribute to our understanding of the teacher-toddler relationship's role in the early childhood classroom. If you have any further questions or if you want to learn more about this research, please do not hesitate to contact the principal investigators or their supervisor. Thank you for your consideration of participating in this project.

Sincerely yours,

Hui-Chin Hsu, Ph.D
(706) 542-2636
McPhaul Center
University of Georgia
Athens, GA 30602-3622

Michelle Pounds and Tania Smith
(706) 583-0031
McPhaul Center
University of Georgia
Athens, GA 30602-3622

Participant Information – Teacher

Purpose of the Research Project:

This study is designed for the researchers to (1) identify specific qualities of child care teachers that are associated with different types of teacher-toddler relationships, and (2) explore how children's family environments affect their child care experiences. For your participation, you will receive \$25 and the opportunity to participate in a free workshop.

Research Procedures:

(1) Observation: Specific behaviors of two or three of the children assigned to your care will be observed in the classroom. The researchers will be taking notes during these observations and recording the child's behaviors while in your care. They will not be interacting with you or the children. They will also be evaluating the child care center environment.

(2) Behavioral Assessment: You will be asked to complete a behavioral assessment for each of the two or three children that are participating in the project.

(3) Questionnaires: You will be asked to complete questionnaires about your education, your experience and about the way that you deal with the everyday things in life.

Benefits of Participation:

The researchers will pay teachers \$25 and parents \$10 for their participation. Teachers will be offered the opportunity to participate in a free workshop. In addition, the information obtained from this research will help administrators and directors of child care programs in staff selection, staff maintenance, and staff development. It will also add to our knowledge of how a child's family environment influences their child care experiences.

Protection of Your and Your Children's Privacy:

At no time will information obtained from you be made available to unauthorized persons. The questionnaires will remain in the possession of the principal investigators, except when they are being coded by research assistants. Neither your name nor the children's names will be shown on the questionnaire. Identification numbers will be used instead. If you want to stop participating at any time during the study, it is your right to do so without any justifications or negative consequences. No discomforts or stresses are foreseen for any participants.

Your participation in this study is strictly voluntary and will in no way be used for anything other than research purposes. We are required by law to report any evidence of illegal activity such as abuse and neglect. If you have any concerns or require any assistance we will be happy to provide you with additional information. If you have any questions, you may contact the principal investigators:

Hui-Chin Hsu, Ph.D. (706) 542-2636
Michelle Pounds and Tania Smith (706) 583-0031

Teacher's Consent Form

I, _____, agree to participate in the research project "The Effects of Teacher Toddler Relationships in Child Care", which is being conducted by Michelle Pounds and Tania Smith, and supervised by Dr. Hui-Chin Hsu, of the Department of Child and Family Development, University of Georgia. I understand that my participation is entirely voluntary; I can withdraw my consent at any time without any penalty and have the results of the participation, to the extent that it can be identified as mine, returned to me, removed from the research records, or destroyed.

The following points have been explained to me:

1. The reason for the research is to understand better a) the factors that affect toddler-teacher relationships in child care and b) how the child's family life affects their experience of child care.
2. I will conduct behavioral assessments of children whose parents give consent and fill out questionnaires about myself. I will also allow trained researchers to observe in my classroom. I will be paid \$25 for my help.
3. No discomforts or stresses are foreseen.
4. No risks are foreseen, however, if I need any assistance, I can call the McPhaul Clinic at the University of Georgia at (706) 543-4486.
5. The results of this study will be confidential and will not be released in any individual identifiable form without my prior consent, unless otherwise required by law. All questionnaires are identified by ID numbers and stored in locked filing cabinets. Only the members of the research team, Michelle Pounds, Tania Smith, Dr. Hsu, and their research assistants, will have access to this information.
6. The researchers will answer any further questions about the research, now or during the course of the project. They can be reached at the numbers listed below.

Hui-Chin Hsu, Ph. D.
 (706) 542-2636
 McPhaul Center
 University of Georgia
 Athens, GA 30602-3622

Michelle Pounds and Tania Smith
 (706) 583-0031
 McPhaul Center
 University of Georgia
 Athens, GA 30602-3622

 Teacher Signature

 Date

Please sign both copies of this form. Keep one and return the other to the investigator.

Research at the University of Georgia that involves participants is overseen by the Institutional Review Board. Questions or problems regarding your rights as a participant should be addressed to Julia D. Alexander, M. A., Institutional Review Board, Office of the Vice President for Research, University of Georgia, 606 A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-6514; E-Mail Address JDA@ovpr.uga.edu.

APPENDIX D
PARENT INFORMATION AND CONSENT FORM

Dear Parents,

We would like to invite you to participate in the project, "The Effects of the Teacher-Toddler Relationship in Child Care." This study is being conducted by Hui-Chin Hsu, Ph. D., supervising professor, and Michelle Pounds and Tania Smith, graduate students, of the Child and Family Development Department, University of Georgia. We would like to 1) understand the development of relationships between toddlers and their teachers in the early childhood classroom and 2) to understand how the toddlers' family experiences affect their child care experiences.

You will be asked to complete questionnaires about your family. We will ask some personal questions (such as age, education, and marital status), as well as more general questions about how people interact in your family (such as working together, playing together, and communicating with each other). You will also be asked to complete a questionnaire about your child's temperament. Your child's teacher will be asked to answer some questions about your child's behavior in the classroom. Your participation will also include allowing one of the trained investigators to complete a four to six -hour observation of your child's classroom. During the observations, the researchers will collect information about your child's behavior while in the care of his/her teacher as well as general information on the classroom environment. There will be no direct interaction with your child. For your participation, you will receive \$10.

This study should not take more than one and one-half hours of your time. Information provided by you will be kept strictly confidential by the researchers. Your name will not be shown on the questionnaires. Only ID numbers will be used. Your participation in this study would help us to better understand the things that affect a toddler's experience in the early childhood classroom. It would also help us to understand the child care teacher's role in your child's experience. If you have any further questions, or if you want to learn more about this research, please do not hesitate to contact the principal investigators or their supervisor. Thank you for your consideration of participating in this project.

Sincerely yours,

Hui-Chin Hsu, Ph.D
(706) 542-2636
McPhaul Center
University of Georgia
Athens, GA 30602-3622

Michelle Pounds and Tania Smith
(706) 583-0031
McPhaul Center
University of Georgia
Athens, GA 30602-3622

Participant Information – Parent

Description of the Study:

This study is designed for the researchers to (1) identify specific qualities of child care teachers that are associated with positive teacher-toddler relationships, and (2) explore how children's family environments affect their child care experiences. You will receive \$10 for your participation.

Procedures to Be Followed:

Procedures Your Child Will Be Involved In:

- (1) Observation: Your child will be observed in the classroom while interacting with his/her teacher. The researchers will be taking notes during these observations and recording the behaviors that indicate what the teacher-toddler relationship is like.

Procedures You Will Be Involved In:

- (1) Questionnaire about Your Child: You will be asked to answer questions about your child's behavior at home. These questions will help the researchers to understand your child's temperament.
- (2) Questionnaires about Your Family: You will be asked to answer questions about daily happenings in your family and child rearing issues. These questions will help the researchers to understand each child's family environment.

You have the option to complete the questionnaires at home or at the child care center. If you choose to complete them at the center, researchers will contact you in order to make an appointment at a time that is convenient to you. You will be asked to complete both of these questionnaires during that time. The appointment should take no more than one hour.

Procedures Your Child's Teacher Will Be Involved In:

Your child's teacher will be asked to fill out questionnaires about your child's behavior at school. The teacher will also be asked to complete questionnaires about him/herself in order to determine his/her educational level, how he/she expresses his/her emotions, and how adaptable and flexible he/she is.

Procedures Your Child's Child Care Center Will Be Involved In:

Your child's classroom will be evaluated for its overall ability to provide quality care for toddlers.

Further information about this investigation:

The information we learn from you will be for research purposes only. Each child will be assigned an identification number and all information pertaining to that child will be identified by the number assigned to him or her. Individual information will be kept strictly confidential. However, we are required by law to report any evidence of illegal activity such as child abuse or neglect. The list with the child's actual name will be kept in a locked and secure place, accessible only to the researchers.

Your participation, your child's participation, and your child's teacher's participation are completely voluntary. You may withdraw your child from the study at any time and all information gained at that point would be erased. If you have any questions regarding this study, please do not hesitate to contact the principal investigators:

Hui-Chin Hsu, Ph. D.
(706) 542-2636
McPhaul Center
University of Georgia
Athens, GA 30602-3622

Michelle Pounds and Tania Smith
(706) 583-0031
McPhaul Center
University of Georgia
Athens, GA 30602-3622

Please sign the following consent form if you are interested in participating in the study. Place one copy of the signed consent form in the enclosed envelope and return it to your center director.

Parent's Consent Form

Parent's Consent:

I, _____, understand that my participation in the research study "The Effects of Teacher-Toddler Relationships in Child Care" is completely voluntary. I fully understand the purpose and procedures of the study. I realize that I will receive \$10 for my participation. I will keep my right to withdraw from this study at any time or refuse to participate in this study if I feel it is stressful or harmful to my child, my family, or myself. I also understand that I will have a copy of this consent form for my personal records.

Parent's Signature

Date

Consent for Child's Participation:

I voluntarily agree to have my child, _____, participate in this study. I will keep my right to withdraw my child from this study at any time.

Parent's Signature

Date

Please initial or sign both copies of the information pages and this form. Keep one copy for yourself and return the other to the researchers in the enclosed envelope.

Research at the University of Georgia that involves participants is overseen by the Institutional Review Board. Questions or problems regarding your rights as a participant should be addressed to Julia D. Alexander, M. A., Institutional Review Board, Office of the Vice President for Research, University of Georgia, 606 A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-6514; E-Mail Address JDA@ovpr.uga.edu.

APPENDIX E

ATTACHMENT Q-SORT ITEMS
(Waters & Deane, 1985)

1. Child readily shares with teacher or lets her hold things if she asks to.
Low: Refuses.
2. When child returns to teacher after playing, he is sometimes fussy for no clear reason.
Low: Child is happy or affectionate when he returns to teacher between or after play times.
3. When he is upset or injured, child will accept comforting from adults other than teacher.
Low: Teacher is the only one he allows to comfort him.
4. Child is careful and gentle with toys and pets.
5. Child is more interested in people than in things.
Low: More interested in things than people.
6. When child is near teacher and sees something he wants to play with, he fusses or tries to drag teacher over to it.
Low: Goes to what he wants without fussing or dragging teacher along.
7. Child laughs and smiles easily with a lot of different people.
Low: Teacher can get him to smile or laugh more
8. When child cries, he cries hard.
Low: Weeps, sobs, doesn't cry hard, or hard crying never lasts very long.
9. Child is lighthearted and playful most of the time.
Low: Child tends to be serious, sad, or annoyed a good deal of the time.
10. Child often cries or resists when teacher takes him to bed for naps or at night.
11. Child often hugs or cuddles against teacher, without her asking or inviting him to do so.
Low: Child doesn't hug or cuddle much, unless teacher hugs him first or asks him to give her a hug.
12. Child quickly gets used to people or things that initially made him shy or frightened him.
Middle if never shy or afraid.
13. When the child is upset by teacher's leaving, he continues to cry or even gets angry after she is gone.
Middle if not upset by teacher leaving.
Low: Cry stops right after teacher leaves.

14. When child finds something new to play with, he carries it to teacher or shows it to her from across the room.

Low: Plays with the new object quietly or goes where he won't be interrupted.

15. Child is willing to talk to new people, show them toys, or show them what he can do, if teacher asks him to.

16. Child prefers toys that are modeled after living things (e.g. dolls, stuffed animals).

Low: Prefers balls, blocks, pots and pans, etc.

17. Child quickly loses interest in new adults if they do anything that annoys him.

18. Child follows teacher's suggestions readily, even when they are clearly suggestions rather than orders.

Low: Ignores or refuses unless ordered.

19. When teacher tells child to bring or give her something, he obeys. (Do not count refusals that are playful or part of a game unless they are clearly disobedient.)

Low: Teacher has to take the object or raise her voice to get it away from him.

20. Child ignores most bumps, falls, or startles.

Low: Cries after minor bumps, falls, or startles.

21. Child keeps track of teacher's location when he plays around the house.

Calls to her now and then Notices her go from room to room

Notices if she changes activities

Middle if child isn't allowed or doesn't have room, to play away from teacher.

Low: Doesn't keep track.

22. Child acts like an affectionate parent toward dolls, pets, or infants.

Middle if child doesn't play with or have access to dolls, pets, or infants.

Low: Plays with them in other ways.

23. When teacher sits with other family members, or is affectionate with them, child tries to get teacher's affection for himself.

Low: Lets her be affectionate with others. May join in but not in a jealous way.

24. When teacher speaks firmly or raises her voice at him, child becomes upset, sorry, or ashamed about displeasing her. (Do not score high if child is simply upset by the raised voice or afraid of getting punished.)

25. Child is easy for teacher to lose track of when he is playing out of her sight.

Middle if never plays out of sight.

Low: Talks and calls when out of sight. Easy to find; easy to keep track of what he is doing

26. Child cries when teacher leaves him at home with baby-sitter, father, or grandparent.

Low: Doesn't cry with any of these.

27 Child laughs when teacher teases him.

Middle If teacher never teases child during play or conversations.

Low: Annoyed when teacher teases him.

28. Child enjoys relaxing in teacher's lap.

Middle If child never sits still.

Low: Prefers to relax on the floor or on furniture.

29. At times, child attends so deeply to something that he doesn't seem to hear when people speak to him.

Low: Even when deeply involved in play, child notices when people speak to him.

30. Child easily becomes angry with toys.

31. Child wants to be the center of teacher's attention If teacher is busy or talking to someone, he interrupts.

Low: Doesn't notice or doesn't mind not being the center of teacher's attention.

32. When teacher says "No" or punishes him, child stops misbehaving (at least at that time) Doesn't have to be told twice.

33. Child sometimes signals teacher (or gives the impression) that he wants to be put down, and then fusses or wants to be picked right back up.

Low: Always ready to go play by the time he signals teacher to put him down.

34. When child is upset about teacher leaving him, he sits right where he is and cries Doesn't go after her.

Middle: If never upset by her leaving

Low: Actively goes after her if he is upset or crying.

35. Child is independent with teacher. Prefers to play on his own; leaves teacher easily when he wants to play.

Middle: Not allowed or not enough room to play away from teacher.

Low: Prefers playing with or near teacher

36. Child clearly shows a pattern of using teacher as a base from which to explore. Moves out to play; Returns or plays near her; Moves out to play again, etc.

Low: Always away unless retrieved, or always stays near.

37. Child is very active. Always moving around. Prefers active games to quiet ones.

38. Child is demanding and impatient with teacher. Fusses and persists unless she does what he wants right away.

39. Child is often serious and businesslike when playing away from teacher or alone with his toys.

Low: Often silly or laughing when playing away from teacher or alone with his toys.

40. Child examines new objects or toys in great detail. Tries to use them in different ways or to take them apart.

Low: First look at new objects or toys is usually brief (May return to them later however.)

41. When teacher says to follow her, child does so. (Do not count refusals or delays that are playful or part of a game unless they clearly become disobedient.)

42. Child recognizes when teacher is upset. Becomes quiet or upset himself . Tries to comfort her Asks what is wrong, etc.

Low: Doesn't recognize; continues play; behaves toward her as if she were OK.

43. Child stays closer to teacher or returns to her more often than the simple task of keeping track of her requires.

Low: Doesn't keep close track of teacher's location or activities.

44. Child asks for and enjoys having teacher hold, hug, and cuddle him.

Low: Not especially eager for this. Tolerates It but doesn't seek it; or wiggles to be put down.

45. Child enjoys dancing or singing along with music.

Low: Neither likes nor dislikes music.

46. Child walks and runs around without bumping, dropping, or stumbling.

Low: Bumps, drops, or stumbles happen throughout the day (even if no injuries result).

47. Child will accept and enjoy loud sounds or being bounced around in play, if teacher smiles and shows that it is supposed to be fun.

Low: Child gets upset, even if teacher indicates the sound or activity is safe or fun.

48. Child readily lets new adults hold or share things he has, if they ask to.

49. Runs to teacher with a shy smile when new people visit the home.

Middle If child doesn't run to teacher at all when visitors arrive.

Low: Even if he eventually warms up to visitors, child initially runs to teacher with a fret or a cry.

50. Child's initial reaction when people visit the home is to ignore or avoid them, even if he eventually warms up to them.

51. Child enjoys climbing all over visitors when he plays with them.

Middle it he won't play with visitors.

Low: Doesn't seek close contact with visitors when he plays with them.

52. Child has trouble handling small objects or putting small things together.

Low: Very skillful with small objects, pencils, etc.

53. Child puts his arms around teacher or puts his hand on her shoulder when she picks him up.

Low: Accepts being picked up but doesn't especially help or hold on.

54. Child acts like he expects teacher to interfere with his activities when she is simply trying to help him with something.

Low: Accepts teacher's help readily, unless she is in fact interfering

55. Child copies a number of behaviors or way of doing things from watching teacher's behavior.

Low: Doesn't noticeably copy teacher's behavior.

56. Child becomes shy or loses interest when an activity looks like it might be difficult.

Low: Thinks he can do difficult tasks.

57. Child is fearless.

Low: Child is cautious or fearful.

58. Child largely ignores adults who visit the home Finds his own activities more interesting.

Low: Finds visitors quite interesting, even if he is a bit shy at first.

59. When child finishes with an activity or toy, he generally finds something else to do without returning to teacher between activities. Low: When finished with an activity or toy, he returns to teacher for play, affection or help finding more to do.

60. If teacher reassures him by saying "It's OK' or "It won't hurt you", child will approach or play with things that initially made him cautious or afraid.

Middle if never cautious or afraid

61. Plays roughly with teacher. Bumps, scratches, or bites during active play. (Does not necessarily mean to hurt teacher)

Middle if play is never very active

Low: Plays active games without injuring teacher.

62. When child is in a happy mood, he is likely to stay that way all day.

Low : Happy moods are very changeable.

63. Even before trying things himself, child tries to get someone to help him.

64. Child enjoys climbing all over teacher when they play.

Low: Doesn't especially want a lot of close contact when they play.

65. Child is easily upset when teacher makes him change from one activity to another. (Even if the new activity is something child often enjoys.)

66. Child easily grows fond of adults who visit his home and are friendly to him.

Low: Doesn't grow fond of new people very easily.

67. When the family has visitors, child wants them to pay a lot of attention to him.

68. On the average, child is a more active type person than teacher

Low: On the average, child is less active type person than teacher.

69. Rarely asks teacher for help. Middle if child is too young to ask.

Low: Often asks teacher for help.

70. Child quickly greets his teacher with a big smile when she enters the room. (Shows her a toy, gestures, or says "Hi, Teacher")

Low: Doesn't greet teacher unless she greets him first.

71. If held in teacher's arms, child stops crying and quickly recovers after being frightened or upset.

Low: Not easily comforted

72. If visitors laugh at or approve of something the child does, he repeats it again and again.

Low: Visitors' reactions don't influence child this

73. Child has a cuddly toy or security blanket that he carries around, takes to bed, or holds when upset. (Do not include bottle or pacifier if child is under two years old.)

Low: Can take such things or leave them, or has none at all.

74. When teacher doesn't do what child wants right away, he behaves as if teacher were not going to do it at all. (Fusses, gets angry, walks off to other activities, etc.)

Low: Waits a reasonable time, as O he expects teacher will shortly do what he asked.

75. At home, child gets upset or cries when teacher walks out of the room. (May or may not follow her.)

Low: Notices her leaving; may follow but doesn't get, upset.

76. When given a choice, child would rather play with toys than with adults.

Low: Would rather play with adults than toys.

77. When teacher asks child to do something, he readily understands what she wants (May or may not obey.)

Middle if too young to understand.

Low: Sometimes puzzled or slow to understand what teacher wants.

78. Child enjoys being hugged or held by people other than his parents and/or grandparents.

79. Child easily becomes angry at teacher.

Low. Doesn't become angry at teacher unless she is very intrusive or he is very tired.

80. Child uses teacher's facial expressions as good source of information when something looks risky or threatening.

Low: Makes up his own mind without checking teacher's expressions first.

81. Child cries as a way of getting teacher to what he wants.

Low: Mainly cries because of genuine discomfort (tired, sad, afraid, etc.).

82. Child spends most of his play time with just a few favorite toys or activities.

83. When child is bored, he goes to teacher looking for something to do.

Low: Wanders around or just does nothing for a while, until something comes up.

84. Child makes at least some effort to be clean and tidy around the house.

Low: Spills and smears things on himself and on floors all the time.

85. Child is strongly attracted to new activities and new toys.

Low: New things do not attract him away from familiar toys or activities.

86. Child tries to get teacher to imitate him, or quickly notices and enjoys it when teacher imitates him on her own.

87. If teacher laughs at or approves of something the child has done, he repeats again and again.

Low: Child is not particularly influenced this way.

88. When something upsets the child, he stays where he is and cries.

Low: Goes to teacher when he cries. Doesn't wait for teacher to come to him.

89. Child's facial expressions are strong and clear when he is playing with something.

90. If teacher moves very far, child follows along and continues his play in the area she has moved to. (Doesn't have to be called or carried along; doesn't stop play or get upset.)

Middle if child isn't allowed or doesn't have room to move very far away.

APPENDIX F
AQS OBSERVATION PROTOCOL

Research Observation Protocol**UGA Child Care Project**

This is a brief outline of the procedure researchers need to follow for completing the Attachment Q-Sort Observations.

- As you enter the classroom, be sure you are wearing your nametag and re-introduce yourself and the project to the teachers. Remind them that you will be observing for approximately four 30min blocks. Make certain that the teacher of interest will be in the classroom while you are observing. Remind them that you will be watching a particular child for behaviors, and that you would appreciate it if the teachers ignored your presence. Explain to them that you need an out-of-the way spot to sit and watch, and ask which place would cause the least interference for their regular activities. Also explain that it is okay for them to tell the children that you are there to see the children playing and to tell the children your name.

- At least two different researchers will be observing each teacher. They will each observe a different child under that teacher's care. No single researcher shall complete more than one toddler observation for each teacher. In other words, nobody does both of the observations for a teacher.

- During the 30-minute blocks of observation time, you will take running notes of the attachment behaviors performed by the toddler. There will be Toddler Observation Forms for you to use and they will be reviewed by supervising researchers.

- Do not interact with the children in the classroom, as much as is possible. Position yourself in an uninteresting corner of the room or behind a safety gate, in order to keep interference in the daily activities at a minimum. Respond to the children but do not intentionally interact. If they want you to play, explain that you need to stay where you are in order to finish your writing.

- Observations will last two to three hours. During the observation, researchers will keep running notes on behaviors addressed by the attachment Q-Sort. The observations will be during a part of the day when the child is awake and the teacher of interest is in the classroom for the majority of the time.

- Observations will be broken into four 30min segments. In between you may take 5-10 minute breaks, whatever you feel you need. These breaks are to help you concentrate when you return to observing. Be sure to explain to the teachers that you are only taking a break, that you'll be right back.

- Do not discuss the observation with fellow researchers until you have completed the Q-sort. Discussion may change your perception of what you saw.

- The Q-Sorts will be completed immediately after observations. If there is a place at the center to complete it, do it there. Otherwise, go straight to the office or to your home and complete the sort. Do not discuss the child with fellow researchers or watch TV until after you have completed the sort. Schedule your observations so that you have plenty of time to complete the sort before work or class. Any lapse in time between observations and sorting allows for more mistakes and forgotten behaviors.

- Please complete the sort in a distraction-free setting, where you can concentrate and give a reliable score.

- After you have completed the sort, immediately record your scoring on the AQS Sort Form. Keep the Sort Form and Observation Form together in your project notebook. Return the completed AQS Score Sheet and Observation Form to the office for data entry as soon as possible. If anything unusual happened during the observation that may threaten the validity of the data, please make a note of it on the AQS Sort Form and notify Michelle or Tania.

- Remember that anything you see is confidential. You are, however, required by law to report any illegal activities that you observe (like physical abuse). Please report anything that may fall into the illegal category to Michelle, Tania, or Dr. Hsu immediately.

APPENDIX G
AQS OBSERVER TRAINING PROTOCOL

- 1) Chapters or articles about the construct of attachment will be distributed to each researcher. Each researcher shall receive a copy of the AQS items and read them until each item is familiar. All researchers will be assigned a movie to watch with a toddler-aged child in it, paying special attention to attachment behaviors apparent in the movie. (All completed before meeting 1)
- 2) An overview of attachment will be presented to the group. As a group, we will discuss and question what each AQS item means, in order to come to a generally agreed understanding of each item. This will help to ensure interrater reliability of scores. We will discuss items in the context of the first movie viewed, using clips to ensure clarity. (Meeting 1)
- 3) Each researcher will be assigned a second movie with a toddler-aged child in it to watch at home and complete a first sort. It is okay at this time to watch the movie several times and to rewind to look for specific behaviors, if necessary. Our scores will be compared as a group and the items will be discussed until there is a collective understanding of the meaning of each item. Researchers will observe in the three-year old classroom, taking notes about the attachment relationship between one child and one teacher. (Meeting 2)
- 4) Each researcher will then view the training videos. There will be four different two-hour segments of toddler-aged children to complete practice sorts on. You must view two videos and complete two different sorts. This can be done at home. Definitions of Q-Sort items will be discussed and questioned. (Distribute at Meeting 2, discuss meeting 3)
- 5) Each researcher will next select one other training video and complete a Q-sort for the toddler at home. These sorts will be scored and compared. (Distribute at meeting 3, discuss meeting 4)
- 6) Each researcher will complete a training observation and sort side-by-side and independently of a lead researcher. After completion, the two sorts will be compared to establish interrater reliability. If the scores aren't satisfactory, then another training sort will be scheduled. The researcher will view two other training videos and complete sorts at home. The scores achieved on these sorts will be returned to lead researchers and reviewed in an individual meeting before the second training sort occurs. Please remember that all training sorts will be taking place at McPhaul so we will need to schedule around naptime. (Make appointments at meeting 4)

APPENDIX H
INFANT-TODDLER SOCIAL AND EMOTIONAL ASSESSMENT,
CHILD CARE PROVIDER VERSION
(Carter & Briggs-Gowan, 2000)

This is the questionnaire where you describe the way a child acts while he/she is in your care. Please read each section's directions carefully.

Please answer these questions with the following child in mind:

Section A:

This section contains statements about 12- to 36-month-old children. Many statements describe normal feelings and behaviors, but some describe things that can be problems. Some may seem too young or too old for this child. Please do your best to answer every question.

Directions:

For each statement, please circle the answer that best describes this child in the **LAST MONTH**.

- 0: Not True or Rarely
 1: Somewhat True or Sometimes
 2: Very True or Often
 N: No opportunity Child has never had the chance to behave this way.

Example: "Quiets if given a bottle." 0 1 2 **N**
 N would mean that your child has not used a bottle in the last month.

TODAY'S DATE: _____/_____/_____

0 = not true/rarely 1 = somewhat true/sometimes 2 = very true/often

Please choose the answer that best describes this child in the LAST MONTH:

1. Is bothered by loud noises or bright lights 0 1 2
2. Takes a while to feel comfortable in new places (10 minutes or more). ... 0 1 2
3. Gets hurt so often that you can't take your eyes off him/her. 0 1 2
4. Acts aggressive when frustrated..... 0 1 2
5. Is quiet or less active in new situations. 0 1 2
6. Gets upset when left with a new baby-sitter or caregiver. 0 1 2 N
 (N: No new caregiver in the last month).
7. Responds the first time his/her name is called..... 0 1 2
8. Shows pleasure when s/he succeeds (For example, claps for self). 0 1 2
9. Puts toys away after playing. 0 1 2
10. Seems nervous, tense or fearful. 0 1 2
11. Is restless and can't sit still. 0 1 2
12. Gets very "wound up" or silly when playing. 0 1 2
13. Acts bossy. 0 1 2
14. Is constantly moving 0 1 2

15. Dislikes some foods because of how they feel..... 0 1 2
16. Follows rules. 0 1 2
17. Is bothered by certain odors (smells). 0 1 2
18. Wakes up during naptime and needs help to fall asleep again..... 0 1 2
19. Is happy to see parent when s/he comes to pick up..... 0 1 2
20. Gets upset when left with a familiar caregiver. 0 1 2 N
21. Quiets down when you say "Shh". 0 1 2
22. Cries or tantrums until s/he is exhausted. 0 1 2
23. Refuses to eat foods that require chewing. 0 1 2
24. Misbehaves to get attention from adults. 0 1 2
25. Tries to do as you ask..... 0 1 2
26. Seems mad when parent comes to take him/her home. 0 1 2
27. Plays with toys for 5 minutes or longer. 0 1 2
28. Hugs people with a squeeze or pat. (N: Physically unable)..... 0 1 2 N
29. Has started doing something s/he had out grown (like use a pacifier)..... 0 1 2
30. Is afraid of certain animals..... 0 1 2
What animal(s)?: _____
31. Is afraid of certain things..... 0 1 2
What thing(s)?: _____
32. Is afraid of certain places, like stores, elevators, parks, or cars. 0 1 2
What place(s)?: _____
33. Hangs on you or wants to be in your lap when with other people..... 0 1 2
34. Rolls a ball back to you (or someone else). (N: Physically unable). 0 1 2 N
35. Has less fun than other children. 0 1 2
36. Likes being cuddled, hugged or kissed by loved ones. 0 1 2
37. Is very loud. Shouts or screams a lot. 0 1 2
38. Reaches for you when you are not holding him/her.
(N: Physically unable) 0 1 2 N
39. Spits out food(s). 0 1 2
40. Is disobedient or defiant. For example, refuses to do as you ask..... 0 1 2
41. Cries if doesn't get own way. 0 1 2
42. Looks for a caregiver when upset. 0 1 2
43. Goes from toy to toy faster than other children his/her age..... 0 1 2
44. Keeps trying even when something is hard..... 0 1 2
45. Is sneaky. Hides misbehavior. 0 1 2
46. Looks at picture books by self..... 0 1 2

47. Helps with dressing. For example, puts arm in sleeve. 0 1 2
48. Cries or hangs onto parent when s/he tries to leave. 0 1 2
49. Worries a lot or is very serious..... 0 1 2
50. Feels sick when nervous or upset..... 0 1 2
51. Pretends to do grown-up things, like shave. 0 1 2
52. Is bothered by how some things feel on his/her skin.
(For example, clothing seams, certain fabrics, etc.)..... 0 1 2
53. Looks right at you when you say his/her name. 0 1 2
54. Does not react when hurt..... 0 1 2
55. Is easily startled..... 0 1 2
56. Is affectionate with loved ones. 0 1 2
57. Is well-behaved..... 0 1 2
58. Prefers parent(s) over other adults. 0 1 2
59. Laughs easily or a lot..... 0 1 2
60. Is stubborn..... 0 1 2
61. Won't touch some objects because of how they feel..... 0 1 2
62. Is hard to soothe when upset. 0 1 2
63. Dislikes being held by parent when s/he returns at the end of the day. 0 1 2
64. Runs away in public places (N: never seen this child in a public place). .. 0 1 2
65. Often gets very upset. 0 1 2
66. Gags or chokes on food..... 0 1 2
67. Wants to do things for self. 0 1 2
68. Points to ask for something. 0 1 2
69. Points to show you something far away..... 0 1 2
70. Is bothered by being in motion. For example, swinging, spinning,
being tossed in the air, or bouncing..... 0 1 2
71. Tries to make you feel better when you're upset..... 0 1 2
72. Stays still while being changed, dressed or bathed..... 0 1 2
73. Has trouble calming down when upset. 0 1 2
74. Demands a lot of attention..... 0 1 2
75. Sits for 5 minutes while you read a story. 0 1 2
76. Is worried or upset when someone is hurt..... 0 1 2
77. Tries to "make-up" after misbehaving. 0 1 2
78. Must be held to go to sleep (For example, at naptime). 0 1 2
79. Is impatient or easily frustrated. 0 1 2

80. Is interested in other babies and children.	0 1 2
81. Likes figuring things out, like stacking blocks.	0 1 2
82. Can pay attention for a long time. (Not including TV).....	0 1 2
83. Is affectionate with strangers.	0 1 2
84. Is aware of other people's feelings.	0 1 2
85. When upset, gets very still, freezes or doesn't move.	0 1 2
86. Has trouble adjusting to changes.....	0 1 2
87. Tries to help when someone is hurt. For example, gives a toy.....	0 1 2
88. Is shy with new adults.....	0 1 2
89. Is able to wait for things s/he wants.....	0 1 2
90. Cries a lot.	0 1 2
91. Imitates playful sounds when you ask him/her to.	0 1 2
92. Pretends that objects are something else. For example, uses banana as phone.	0 1 2
93. Accepts new foods right away.	0 1 2
94. Enjoys challenging activities.	0 1 2
95. Hugs or feeds dolls or stuffed animals.	0 1 2
96. Is a perfectionist.	0 1 2
97. Imitates clapping or waving "bye-bye." (N: Physically unable)	0 1 2 N
98. Is <u>not</u> afraid when should be.....	0 1 2
99. "Jokes" or gives you things to make you smile or laugh.....	0 1 2
100. Is irritable or grouchy.....	0 1 2
101. Pays careful attention when being taught something new.....	0 1 2
102. Looks unhappy or sad without any reason.....	0 1 2
103. Sleeps more than other children his/her age.....	0 1 2
104. Refuses to eat.	0 1 2
105. Is curious about new things.	0 1 2
106. Wakes up screaming and doesn't respond to you for a few minutes ("night terrors")	0 1 2
107. Is whiny or fussy when s/he is <u>not</u> tired.....	0 1 2
108. Feels bad about self.	0 1 2
109. Is a good eater.	0 1 2
110. Is shy with new children.....	0 1 2
111. Is destructive. Breaks or ruins things on purpose.....	0 1 2
112. Seems to have no energy.....	0 1 2

113. Gets angry or pouts. 0 1 2
114. Wakes up from scary dreams or nightmares..... 0 1 2
115. Has temper tantrums. 0 1 2
116. Hits, bites or kicks parent(s)..... 0 1 2
117. Is a picky eater. 0 1 2
118. Smiles back at you from across a room. 0 1 2
119. Seems withdrawn. 0 1 2
120. Seems very unhappy, sad or depressed..... 0 1 2
121. Obeys when asked to stop being aggressive..... 0 1 2
122. Refuses to eat certain food(s) for 2 days or more. 0 1 2
123. Ignores parent when s/he comes to pick him/her up 0 1 2
124. Starts to “act up” or is hard to handle when parent comes to pick up..... 0 1 2
125. Hits, bites or kicks you (or other caregiver) 0 1 2
126. Takes 5 minutes or longer to calm down after his/her parent leaves..... 0 1 2
127. Gets upset when asked to change activities. 0 1 2
128. Hurts self on purpose. For example, bangs head..... 0 1 2

Section B:

Please circle the number in this box that best indicates the answer to the following question:

Has this child begun to combine words yet, such as “more juice” or “doggie bite?”

- 0: Not yet -> Please go to Section C on the next page.
- 1: Sometimes -> Please answer questions 1-5 below.
- 2: Often -> Please answer questions 1-5 below.

0 = not true/rarely 1 = somewhat true/sometimes 2 = very true/often
Please choose the answer that best describes your child in the LAST MONTH:

1. Repeats the last words of sentences or TV commercials. 0 1 2
2. Swears..... 0 1 2
3. Takes a while to speak in unfamiliar situations..... 0 1 2
4. Talks about other people’s feelings (like “Mommy mad”) 0 1 2
5. Talks about things that are strange, scary or disgusting..... 0 1 2

Section C:**EXPERIENCES WITH OTHER YOUNG CHILDREN**

In the last month, about how much time did this child spend with other young children each week (not including brothers and sisters)?

_____ hours

If this child did not have any contact with young children in the last month, please go to Section D on the next page.

0 = not true/rarely 1 = somewhat true/sometimes 2 = very true/often

Please choose the answer that best describes your child in the LAST MONTH:

1. Takes turns when playing with others. 0 1 2
2. "Tests" other children to see if they will get angry. 0 1 2
3. Asks for things nicely when playing with children. 0 1 2
4. Hits, shoves, kicks, or bites children (not including brother/sister). 0 1 2
5. Has at least one favorite friend (a child). 0 1 2
6. Picks on or bullies other children. 0 1 2
7. Plays well with other children. 0 1 2
8. Teases other children. 0 1 2
9. Plays "house" with other children. 0 1 2
10. Won't let other children play with his/her group. 0 1 2
11. Hurts other children on purpose. 0 1 2

Section D: The questions in the next section ask about feelings and behaviors that can be problems for young children. Some of the questions may be a bit hard to understand especially if you have not seen them in a child. Please do your best to answer them anyway.

0 = not true/rarely 1 = somewhat true/sometimes 2 = very true/often

Please choose the answer that best describes your child in the LAST MONTH:

1. "Spaces out." Is totally unaware of what's happening around him/her. 0 1 2
2. Avoids physical contact. 0 1 2
3. Does not make eye contact. 0 1 2
4. Has a body tic or twitch s/he seems unable to control
For example, eyes, mouth, nose or legs twitch. 0 1 2
5. Makes sounds s/he seems unable to control. 0 1 2
6. Holds food in cheeks. 0 1 2

7. Hurts animals on purpose..... 0 1 2
8. Is **very** worried about getting dirty. 0 1 2
9. Needs things to be clean or neat. 0 1 2
10. Plays games with other children in which they look at
or touch each other's private parts. 0 1 2
11. Plays with own sex parts often and for a long time. 0 1 2
12. Pulls own hair out (e.g., eyelashes, eyebrows, head hair, etc.)..... 0 1 2
13. Without looking at you, puts your hand on objects,
such as wind-up toys, to make them work..... 0 1 2
14. Worries about own body. 0 1 2
15. Puts things in a special order, over and over. 0 1 2
16. Plays with own bowel movements ("poops")..... 0 1 2
17. Has bowel movements where s/he shouldn't, like on the floor. 0 1 2
18. Urinates ("pees") where s/he shouldn't. 0 1 2
19. Acts out the same pretend theme, over and over..... 0 1 2
Please describe:

20. Repeats a particular movement, over and over (like rocking, spinning, etc.).
.....0 1 2
Please describe:

21. Repeats the same action or phrase, over and over..... 0 1 2
Please describe:

22. Has very strange habits..... 0 1 2
Please describe:

23. Eats or drinks things that are not edible, like paper or paint. 0 1 2
Please describe:

24. Chews on things s/he shouldn't. 0 1 2
Please describe:

Section E: The questions you answered above are answered by many different types of people who take care of young children, including relatives, sitters, child care providers and preschool teachers. The following questions will help us to understand the type of care you are providing for this child.

1. Your relationship to this child: (circle all that apply)
- | | | |
|--------------------------|--------------------------------|---------------------------|
| 1: Babysitter/Nanny | 2: Teacher at childcare center | 8: Aunt |
| 3: Preschool teacher | 4: Head Start teacher | 9: Uncle |
| 5: Home daycare provider | 6: Grandmother | 10: Friend of family |
| 7: Grandfather | 11: Friend of family (male) | 12: Early Interventionist |
| | 13: Other: _____ | |
2. How long have you been caring for this child (approximately)?
- | | |
|----------------------|--------------------|
| 1: Less than 1 month | 4: 7-12 months |
| 2: 1-3 months | 5: 1-2 years |
| 3: 4-6 months | 6: 3 or more years |
3. Where do you usually care for this child? (circle all that apply)
- | | |
|-----------------------|----------------------|
| 1: Child's Home | 5: Preschool Program |
| 2: Your Home | 6: Family Child Care |
| 3: Day Care Center | 7: Other: _____ |
| 4: Head Start Program | |
4. How long have you been taking care of children in this particular setting?
- | | |
|----------------|---------------------|
| 1: 0-6 months | 4: 4-5 years |
| 2: 7-12 months | 5: 6-9 years |
| 3: 1-3 years | 6: 10 or more years |
5. How well do you feel you know this child? (please circle the number closest to your answer)
- | | | | |
|-----------------|---|---|----------------|
| 1 | 2 | 3 | 4 |
| Not Well At All | | | Extremely Well |
6. About how many hours per week is this child in your care? _____ hours per week (usually)
7. When you are caring for this child, how many other adults take care of him/her at the same time? (If you care for this child by yourself, please enter 0.) _____

8. On a typical day, do you take care of any other children while you are caring for this child?

0: No 1: Yes → How many boys and girls of each age group do you take care of (usually)?

_____girls and _____boys Under one year of age

_____girls and -----boys 12 - to 23- months-old

_____girls and _____boys 24- to 35- months-old

_____girls and _____boys 36- to 47- months-old

_____girls and _____boys 48- to 59- months-old

_____girls and _____boys 5 years of age or older

APPENDIX I
TODDLER BEHAVIOR ASSESSMENT QUESTIONNAIRE
(Goldsmith, 1987)

This section has questions about your child's behavior.

INSTRUCTIONS: Please read carefully before starting.

As you read each description of the child's behavior below, please indicate how often the child did this during the last month by circling one of the numbers in the left column.

These numbers indicate how often you observed the behavior described during the last month.

(NA)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Does not apply	Never	Very Rarely	Less than half the time	About half the time	More than half the time	Almost always	Always

The "Not Applicable" column (NA) is used when you did not see the child in the situation described during the last month. For example, if the situation mentions the child going to the doctor and there was no time during the last month when the child went to the doctor, circle the (NA) column. "Does Not Apply" (NA) is different from "Never" (1). "Never" is used when you saw the child in the situation but the child never engaged in the behavior mentioned during the last month. Please be sure to circle a number or NA for every item.

FIRST ARE SOME QUESTIONS CONCERNING YOUR CHILD'S BEHAVIOR WHILE PLAYING.

When playing inside the house (for example, because of bad weather) how often did your child:

1 2 3 4 5 6 7 NA (1) run through the house?

1 2 3 4 5 6 7 NA (2) climb over furniture?

When playing on a movable toy, such as a tricycle, how often did your child:

1 2 3 4 5 6 7 NA (3) attempt to go as fast as she/he could?

When she/he saw other children while in the park or playground, how often did your child:

1 2 3 4 5 6 7 NA (4) approach and immediately join in play?

1 2 3 4 5 6 7 NA (5) join in the laughing and giggling?

While playing alone in a sandbox (for example, digging in sand to fill up toys), how often did your child:

1 2 3 4 5 6 7 NA (6) remain interested for 30 minutes or longer?

1 2 3 4 5 6 7 NA (7) remain interested for 10 minutes or longer?

1 2 3 4 5 6 7 NA (8) remain interested for less than 10 minutes?

When you removed something your child should not have been playing with, how often did she/he:

1 2 3 4 5 6 7 NA (9) scream?

1 2 3 4 5 6 7 NA (10) try to grab the object back?

1 2 3 4 5 6 7 NA (11) follow your request without signs of anger?

When making a discovery (such as fitting two Lego pieces together, learning to stack blocks, or learning to turn a light switch on and off), how often did your child:

1 2 3 4 5 6 7 NA (12) smile?

1 2 3 4 5 6 7 NA (13) seem pleased?

When your child was asked to share her/his toys, how often did she/he:

1 2 3 4 5 6 7 NA (14) protest in a whining tone of voice?

1 2 3 4 5 6 7 NA (15) follow the request without signs of anger?

While coloring by her/himself, how often did your child:

1 2 3 4 5 6 7 NA (16) continue to color alone for 20 minutes or more?

1 2 3 4 5 6 7 NA (17) continue to color alone for 10-20 minutes?

When in a shopping mall or store, how often did your child:

1 2 3 4 5 6 7 NA (18) seem eager to explore the store?

When another child took away a favorite toy that your child was playing with, how often did she/he:

1 2 3 4 5 6 7 NA (19) object?

1 2 3 4 5 6 7 NA (20) find something else to play with?

1 2 3 4 5 6 7 NA (21) try to hit, kick or bite the other child?

When playing quietly with one of her/his favorite toys, how often did your child:

1 2 3 4 5 6 7 NA (22) smile?

1 2 3 4 5 6 7 NA (23) make happy noises?

When your child wanted to play outside but you said “no”, how often did she/he:

1 2 3 4 5 6 7 NA (24) protest by crying loudly?

1 2 3 4 5 6 7 NA (25) protest in a whining tone of voice?

1 2 3 4 5 6 7 NA (26) pout or frown?

When looking at picture books by herself/himself, how often did you child?

1 2 3 4 5 6 7 NA (27) continue to look through two or more books by herself/himself?

1 2 3 4 5 6 7 NA (28) look at only part of one book before losing interest?

When your child joined in an active game with other children, (for example, one that involved running or jumping), how often did she/he:

1 2 3 4 5 6 7 NA (29) keep up with the most energetic and active children?

How often did your child play alone with her/his favorite toy for:

1 2 3 4 5 6 7 NA (30) 30 minutes or longer?

1 2 3 4 5 6 7 NA (31) 10 minutes or longer?

1 2 3 4 5 6 7 NA (32) less than 10 minutes?

While being tossed about playfully or wrestled with, how often did your child:

1 2 3 4 5 6 7 NA (33) smile?

1 2 3 4 5 6 7 NA (34) laugh?

1 2 3 4 5 6 7 NA (35) ask for more?

When you told your child that she/he would have to play alone for a short time, how often did:

1 2 3 4 5 6 7 NA (36) s/he require constant encouragement to remain constructively occupied

1 2 3 4 5 6 7 NA (37) just one activity or object keep her/him occupied?

How often during the past month did your child:

1 2 3 4 5 6 7 NA (38) play games which involved running around, banging, or dumping out toys?

1 2 3 4 5 6 7 NA (39) play quiet games that did not involve moving, such as looking at books or arranging toys?

While playing with a detailed or complicated toy (such as a big doll house or toy garage), how often did your child:

1 2 3 4 5 6 7 NA (40) explore the toy thoroughly?

1 2 3 4 5 6 7 NA (41) become easily bored or restless?

1 2 3 4 5 6 7 NA (42) only give the toy a quick try?

NOW, PLEASE ANSWER SOME QUESTIONS ABOUT EATING, DRESSING, BATHING, AND GOING TO BED.

When your child was given something to eat or drink that she/he did not like, how often did she/he:

1 2 3 4 5 6 7 NA (43) cry?

1 2 3 4 5 6 7 NA (44) accept the food or drink without sign of anger or protest?

1 2 3 4 5 6 7 NA (45) push the plate away?

When your child wanted dessert before dinner was finished but did not get it, how often did she/he:

1 2 3 4 5 6 7 NA (46) protest by crying loudly?

1 2 3 4 5 6 7 NA (47) push the plate away and refuse to eat?

When in the bathtub, how often did your child:

1 2 3 4 5 6 7 NA (48) laugh?

1 2 3 4 5 6 7 NA (49) babble or talk happily?

1 2 3 4 5 6 7 NA (50) sit quietly?

1 2 3 4 5 6 7 NA (51) splash or kick?

1 2 3 4 5 6 7 NA (52) play with toys with a lot of energy? (If the child never has toys in the bath, mark "NA")

When being dressed or undressed, how often did your child:

1 2 3 4 5 6 7 NA (53) squirm or try to get away?

1 2 3 4 5 6 7 NA (54) lie or sit quietly long enough for you to get her/him ready?

When your child was having her/his hair brushed or face washed, how often did she/he:
1 2 3 4 5 6 7 NA (55) act playfully?

When being gently rocked or hugged, how often did your child:

1 2 3 4 5 6 7 NA (56) smile?

1 2 3 4 5 6 7 NA (57) giggle?

When it was time for bed or a nap and your child did not want to go, how often did she/he:

1 2 3 4 5 6 7 NA (58) protest by crying loudly?

1 2 3 4 5 6 7 NA (59) physically resist or struggle?

NEXT ARE SOME QUESTIONS ABOUT MANY DIFFERENT ASPECTS OR YOUR CHILD'S BEHAVIOIR.

When your child was involved in a game or activity by her/himself and you interrupted the game because it was mealtime or time for an outing, how often did your child?

1 2 3 4 5 6 7 NA (60) shift attention rapidly to the new activity?

When given a wrapped package or a new toy in a bag, how often did your child?

1 2 3 4 5 6 7 NA (61) remain neutral (for example, not smile)?

1 2 3 4 5 6 7 NA (62) squeal with joy?

1 2 3 4 5 6 7 NA (63) laugh?

While reading a story of average length to your child, how often did she/he:

1 2 3 4 5 6 7 NA (64) remain attentive during the entire story?

1 2 3 4 5 6 7 NA (65) become restless after the first few pages

When at the doctor's office, how often did your child:

1 2 3 4 5 6 7 NA (66) cling to the parent?

1 2 3 4 5 6 7 NA (67) seem unconcerned and comfortable?

1 2 3 4 5 6 7 NA (68) cry or struggle when the doctor tried to touch her/him?

When the child needed to sit still, as in church, a waiting room, or a restaurant, how often did she/he:

1 2 3 4 5 6 7 NA (69) try to climb out of the chair?

1 2 3 4 5 6 7 NA (70) play quietly with 1 or 2 toys?

1 2 3 4 5 6 7 NA (71) try to climb all over other chairs?

1 2 3 4 5 6 7 NA (72) remain still and calm even though other children started to giggle or laugh?

When first meeting a stranger coming to visit in the home, how often did your child:

1 2 3 4 5 6 7 NA (73) allow her/himself to be picked up without protest?

1 2 3 4 5 6 7 NA (74) abandon the parent to go to the stranger?

1 2 3 4 5 6 7 NA (75) "warm up" to the stranger within 10 minutes?

While watching a favorite children's television program such as Sesame Street, how often did your child:

1 2 3 4 5 6 7 NA (76) remain attentive for the entire show?

1 2 3 4 5 6 7 NA (77) watch only the first few minutes of the show before showing signs of restlessness?

When placed in a car seat or stroller, how often did your child:

1 2 3 4 5 6 7 NA (78) kick?

1 2 3 4 5 6 7 NA (79) squirm?

1 2 3 4 5 6 7 NA (80) sit still?

When the child knew the parents were about to leave her/him at home, how often did your child:

1 2 3 4 5 6 7 NA (81) cry?

1 2 3 4 5 6 7 NA (82) cling to the parent?

1 2 3 4 5 6 7 NA (83) show no evidence of distress?

When one of the parent's friends who does not have daily contact with your child visited the home, how often did your child:

1 2 3 4 5 6 7 NA (84) check with parent for assurance?

1 2 3 4 5 6 7 NA (85) talk much less than usual?

1 2 3 4 5 6 7 NA (86) enthusiastically greet them?

1 2 3 4 5 6 7 NA (87) squeal with joy?

1 2 3 4 5 6 7 NA (88) smile?

1 2 3 4 5 6 7 NA (89) babble or talk happily?

While shopping, if you did not agree to buy your child a toy that she/he wanted, how often did she/he:

1 2 3 4 5 6 7 NA (90) protest in a whining tone of voice?

1 2 3 4 5 6 7 NA (91) physically struggle when you tried to separate her/him from the toy?

When you were going out and your child did not want to stay with the regular sitter, how often did she/he:

1 2 3 4 5 6 7 NA (92) pout or frown?

1 2 3 4 5 6 7 NA (93) show no signs of anger?

How often did interesting outdoor sights (such as water sprinklers, or windsocks hanging outside) hold your child's attention for:

1 2 3 4 5 6 7 NA (94) 5 minutes or longer?

1 2 3 4 5 6 7 NA (95) less than 5 minutes?

When you did not allow your child to do something for her/himself (for example, dressing, or getting into the car seat), how often did your child:

1 2 3 4 5 6 7 NA (96) show signs of anger because she/he wanted to do it her/himself?

1 2 3 4 5 6 7 NA (97) try to push you away?

If you were not able to give immediate attention to your child because you were busy (for example, you were cooking dinner or talking on the phone), how often did your child:

1 2 3 4 5 6 7 NA (98) cry loudly?

1 2 3 4 5 6 7 NA (99) find something else to do until you were free?

While a story was being read to your child, how often did she/he:

1 2 3 4 5 6 7 NA (100) sit quietly?

1 2 3 4 5 6 7 NA (101) get restless?

When first visiting a babysitting co-op, daycare center, or church nursery, how often did your child:

1 2 3 4 5 6 7 NA (102) cry when not being held by the parent and resist being put down?

1 2 3 4 5 6 7 NA (103) feel at ease within 10 minutes?

1 2 3 4 5 6 7 NA (104) immediately begin to explore?

When your child was being approached by an unfamiliar adult while shopping or out walking, how often did your child:

1 2 3 4 5 6 7 NA (105) babble or talk?

1 2 3 4 5 6 7 NA (106) show distress or cry?

1 2 3 4 5 6 7 NA (107) avoid possible danger by looking to parent for assurance?

When you turned off the television set (because it was bedtime, dinnertime, or time to leave), how often did your child:

1 2 3 4 5 6 7 NA (108) throw a tantrum?

When it was time to leave a friend's house and your child did not want to go, how often did she/he:

1 2 3 4 5 6 7 NA (109) follow you without signs of anger?

When your child was playing alone and a friend or relative (not in the immediate family) came into the room, how often did she/he:

1 2 3 4 5 6 7 NA (110) temporarily ignore the visitor and continue playing?

When you or another person were visibly upset, how often did your child:

1 2 3 4 5 6 7 NA (111) smile or laugh?

APPENDIX J
FAMILY DEMOGRAPHICS QUESTIONNAIRE

First, please answer some general information questions about your family. Remember that your name will not be on this questionnaire and that all of your answers from this packet are completely confidential. Please be as honest as possible.

1) What is the age of the child participating in this study?

_____ Months

2) What is the gender of the child participating in this study?

() Female () Male

3) What is your age in years?

_____ Years

4) Who else lives in your home? Please list each person's age and their relationship to you.

Relationship to you

Adults _____

Children _____

5) What is your currently completed level of education? (check one)

- (1) Some High School
 (2) High School Diploma/GED
 (3) Vocational Training
 (4) Some College
 (5) CDA (Child Development Associate)
 (6) Associate's Degree (AA or AS)
 (7) College Degree (BS or BA)
 (8) Graduate Degree (MA/MS or Ph.D.)

6) What is your current yearly household income? (check one)

- Less than \$10,000 \$10,000-15,000 \$15,000-20,000
 \$20,000-25,000 \$25,000-30,000 \$35,000-40,000
 \$40,000-45,000 \$45,000-50,000 \$50,000-55,000
 \$55,000-60,000 \$60,000-65,000 \$65,000-70,000
 \$70,000-75,000 \$75,000-80,000 \$80,000-85,000
 \$85,000-90,000 \$90,000-95,000 \$95,000-100,000
 Over \$100,000

7) What is your current marital status? (check one)

- single married divorced separated other

If you are married, how long have you been married? _____ Years _____ Months

8) You and the father of the toddler are: (check one)

- together married separated divorced

If divorced or separated, how long have you been apart?

_____ Years _____ Months

APPENDIX K
CHILD REARING DISAGREEMENTS SCALE
(Jouriles, Murphy, Farris, Smith, Ricters, & Waters, 1991)

Instructions: Couples with children find many different topics to disagree on.

Please indicate how often, during the last six months, you and your spouse have had irritating disagreements in the areas listed below.

During the last six months, my spouse (partner) has irritated me by:

	Never	Now & Then	Almost Every Week	Every Day	Daily	
(1) letting our son make a mess all over the house.	1	2	3	4	5	6
(2) buying too many or too expensive toys.	1	2	3	4	5	6
(3) babying our child.	1	2	3	4	5	6
(4) being too lenient with our child.	1	2	3	4	5	6
(5) expecting our child to follow rules which are too much for his/her age.	1	2	3	4	5	6
(6) being too casual about our child's clothes, grooming, dirty face, etc.	1	2	3	4	5	6
(7) being too quick to discipline our child	1	2	3	4	5	6
(8) not keeping close enough eye on our whereabouts	1	2	3	4	5	6
(9) being too casual about seeing a doctor	1	2	3	4	5	6
(10) pushing our child to learn too much at an early age.	1	2	3	4	5	6
(11) being too casual with our child about behavior that could lead to accidents.	1	2	3	4	5	6
(12) not taking an equal hand in disciplining our child.	1	2	3	4	5	6
(13) being too tired (reasonably or not) to spend time with our child when he/she wanted it.	1	2	3	4	5	6
(14) doing the easy or fun things, but not too many of the hard or boring things in childcare.	1	2	3	4	5	6
(15) having to be asked to do a little with our child when I am dead on my feet or not	1	2	3	4	5	6

feeling well.

- | | | | | | | |
|---|---|---|---|---|---|---|
| (16) criticizing my child rearing practices from the sidelines (i. e. more comments than help). | 1 | 2 | 3 | 4 | 5 | 6 |
| (17) letting some bit of misbehavior go on until I finally do something about it myself. | 1 | 2 | 3 | 4 | 5 | 6 |
| (18) being hard-headed about certain aspects of childrearing. | 1 | 2 | 3 | 4 | 5 | 6 |
| (19) implying that some of our son's misbehavior is partly my fault. | 1 | 2 | 3 | 4 | 5 | 6 |
| (20) not sticking to agreements we made about child care or rearing. | 1 | 2 | 3 | 4 | 5 | 6 |
| (21) not trusting my judgement in certain aspects of child rearing. | 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX L
FAMILY ENVIRONMENT SCALE, CONFLICT SCALE ITEMS
(Moos & Moos, 1983)

Every family is different. Below is a list of statements that different people may use to describe their family. Please read each of the following statements about families. Decide which of these statements are true of your family and which are false. None of them are considered good or bad. Please be as honest as possible.

TRUE – Circle the **T** when you think the statement is **TRUE** or mostly TRUE of your family.

FALSE – Circle the **F** when you think the statement is **FALSE** or mostly FALSE of your family.

You may feel that some of the statements are true for some family members and false for others. Circle T if the statement is true for most members. Circle F if the statement is false for most members. If the members are evenly divided, decide which is the stronger overall impression and answer accordingly.

Remember, we would like to know what your family seems like to you. So do not try to figure out how other members see your family, but do give us your general impression of your family for each statement.

- T F 1) We fight a lot in our family.
- T F 2) Family members rarely become openly angry.
- T F 3) It's hard to "blow off steam" at home without upsetting somebody.
- T F 4) Family members sometimes get so angry they throw things.
- T F 5) Family members hardly ever lose their tempers.
- T F 6) Family members often criticize each other.
- T F 7) Family members sometimes hit each other.
- T F 8) We really get along well with each other.
- T F 9) In our family, we believe you don't ever get anywhere by raising your voice.
- T F 10) If there's a disagreement in our family, we try hard to smooth things over and keep the peace.