The Effects of a Child's Gender and First Language on the Latent Profiles Emerging from the inCLASS

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contextes éducatifs
de la petite enfance

PRESENTED AT:

SRCD Society for Research in Child Development **2021** *Virtual* **BIENNIAL MEETING**

APRIL 7-9, 2021

INTRODUCTION

- As preschool turns into a typical setting in early childhood education (ECE), it seems essential to better understand the nature of children's preschool experiences.

- The social interactions and learning tasks to which children are exposed on a daily basis in their educational context are essential to their socio-emotional development and their academic success.

- The Individualized Classroom Assessment Scoring System (inCLASS) is an American observational tool that assesses the social and behavioral interactions of a three to five-year-old child in his educational context (Downer, Booren et al., 2010).

- Certain characteristics of the child, such as the child's gender and first language, might affect the level of engagement and social interactions reported by the inCLASS.

OBJECTIVE

The present study aims to determine the latent profiles of the four domains of the inCLASS as well as adding specific characteristics of the individual child, such as the child's gender and first language, which may also influence inCLASS scores. The ultimate goal of this study is to get a more accurate picture of the cultural sensitivity of the inCLASS.

METHODS

SAMPLE

404 children observed with the inCLASS divided in two groups

- 201 children (103 girls) from Quebec (Canadian) sample (M= 38.06 months, SD = 2.32)
- 203 children (100 girls) from the French sample (M = 40.52 months, SD = 2.43)

PROCEDURES

- Recruitment took place in December 2017 to March 2017 in Montreal (Quebec) and from March 2018 to April 2018 in Grenoble (France)
- Data collection took place when children were 3 and 5 years old (trained observers evaluated their level of engagement in the classroom)

STATISTICAL ANALYSIS

A Latent Profile Analysis (LPA) was used to create profiles of children's engagement with teachers, peers, tasks and negative engagement. One, two-, three-, four- and five-profile solutions were examined.

MEASURES
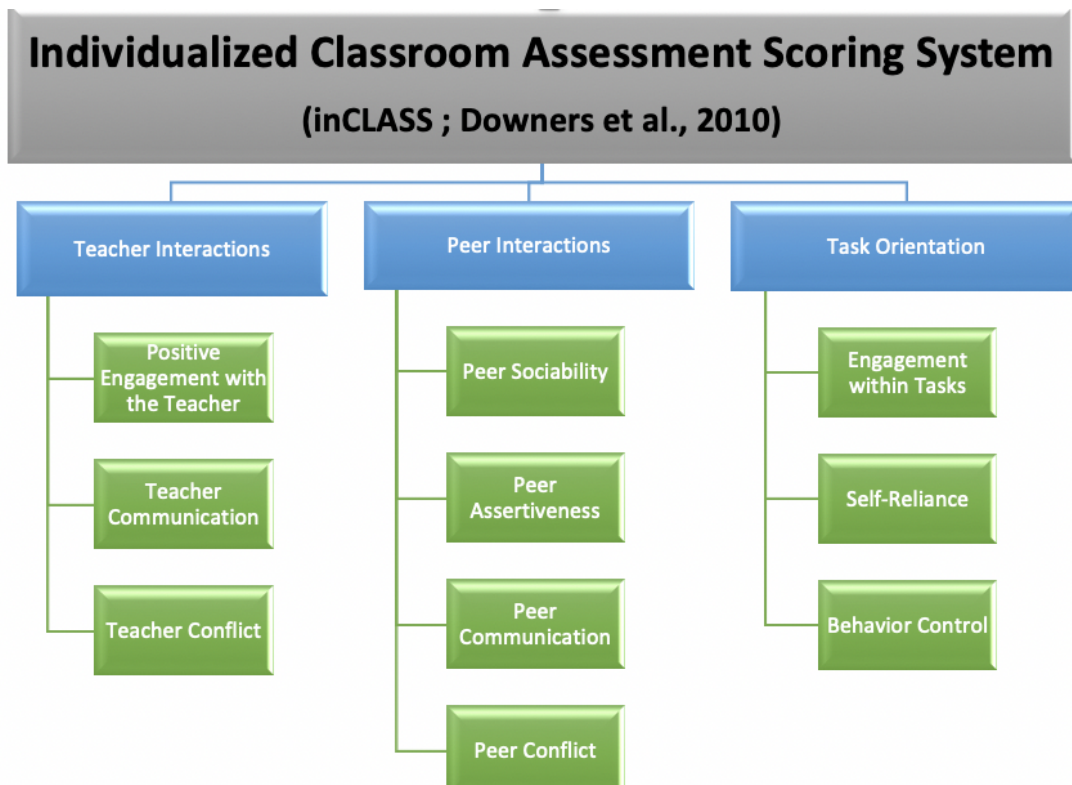
RESULTS

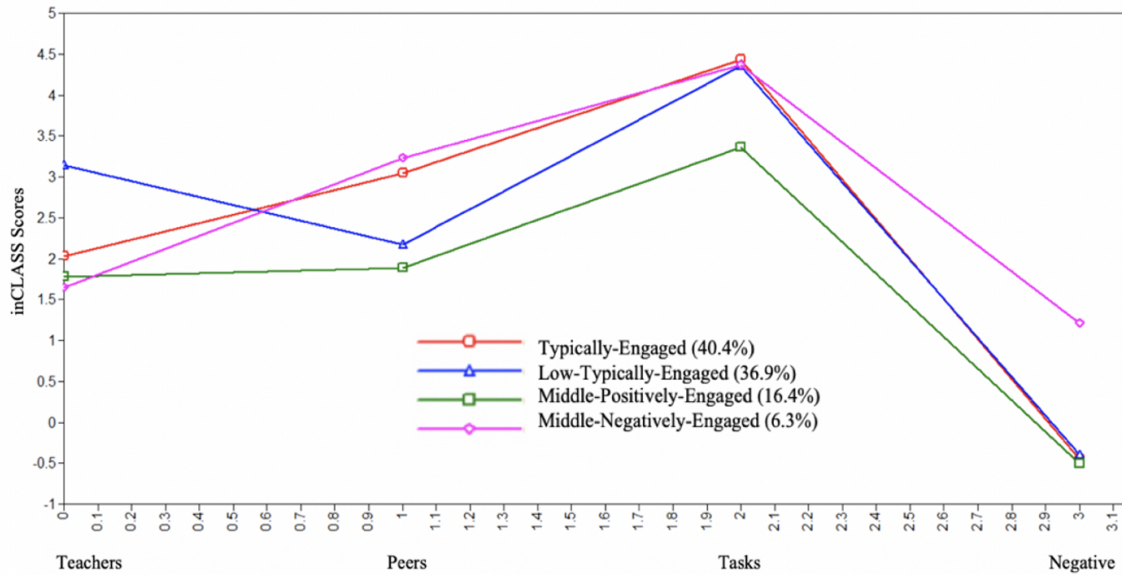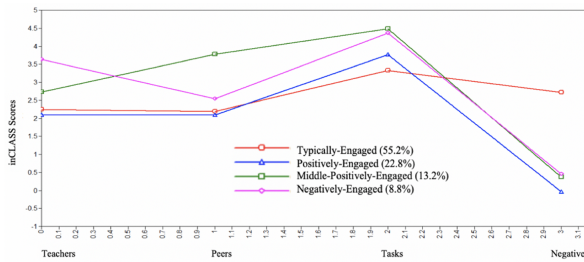One, two-, three-, four- and five-profile solutions were examined. Results indicated a four-profile solution for both France (BIC = 2238,2, ABIC = 2133,7, VLMR and Adjusted LRT p value = .319; entropy = .755) and Quebec (BIC = 2563, ABIC = 2458,6, VLMR and Adjusted LRT p value = .186; entropy = .805).

FRANCE

QUEBEC

Predictors of **first language** and **gender** were added to the four-profile solution.

FIRST LANGUAGE: Children whose first language is French were more likely to be regrouped in the Middle-Negatively-Engaged profile than in the Typically-Engaged, Middle-Positively-Engaged and Low-Typically-Engaged profiles in the French sample. No significant differences were found regarding language in the Quebec sample.

GENDER : Boys were more likely than girls to be regrouped in the Middle-Negatively-Engaged profile than in the Middle-Positively-Engaged profile in the French sample. Boys were more likely than girls to be regrouped in the Negatively-Engaged profile than in the Positively-Engaged and the Middle-Positively-Engaged profiles in the Quebec sample.

	Canada (Quebec)				France (Grenoble)					
	Profile 3 vs. 1		Profile 4 vs. 1		Profile 4 vs. 1		Profile 4 vs. 2		Profile 4 vs. 3	
	Est. (s.e.)	OR	Est. (s.e.)	OR	Est. (s.e.)	OR	Est. (s.e.)	OR	Est. (s.e.)	OR
First language	----	----	----	----	19,710*** (0,632)	3,506	18,636*** (1,603)	111747,82.	20,449*** (0,000)	----
Gender	-1,426* (0,714)	3,319	-2,569** (1,045)	11,693	----	----	1,843* (0,855)	8,628	----	----
Model fit information										
Akaike (AIC)			1894,498				1684,216			
Bayesian (BIC)			1970,474				1760,419			
Sample-Size Adjusted BIC			1897,606				1687,550			

* p < .05; ** p < .01; *** p < .001

DISCUSSION

- The latent profile analysis (LPA) revealed that more boys were among the profiles with the highest level of negative engagement.

- Those results suggest a gender bias confirmation in the conceptual framework of the inCLASS, where boys could often be disadvantaged compared to girls, particularly regarding aggressive behaviors (Vitello et al., 2012).

- Having a language barrier in the French sample also had an impact on the children being more likely to be clustered in the lower level profiles. The focus on language and academic competencies in the French educational systems could explain this tendency (OECD, 2004; Garnier, 2013).

ACKNOWLEDGMENTS

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All references will be furnished upon request.