

interventions for use in both the home and school setting.

## SYMPOSIUM

### TEACHER-STUDENT INTERACTIONS : IMPORTANCE FOR YOUNG CHILDREN'S ACADEMIC AND PSYCHOSOCIAL DEVELOPMENT

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**Date** Friday 22 July, 09:00 -10:30 hrs

**Room** C1.04

*Two longitudinal studies and one intervention study demonstrate the importance of teacher-student interactions, at the dyadic or classroom level, for young children's development. Psychosocial and academic outcomes are investigated. The issue will be addressed of whether different levels of interactions have additive and differential effects on development. An expert will reflect on implications for school psychologists.*

### THE EFFECT OF INDIVIDUAL AND CLASS-LEVEL TEACHER-CHILD INTERACTIONS AND PEER ACCEPTANCE ON BEHAVIOR DEVELOPMENT IN KINDERGARTEN: A THREE-WAVE LONGITUDINAL STUDY

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## INTRODUCTION

The present study examined the effect of individual and class-level teacher-child interactions and peer acceptance on the development of externalizing, internalizing and prosocial behaviors in kindergarten. Research has established the importance of these three interpersonal antecedents in the development of children. However, there is a lack of studies that examine their effects together.

## MATERIAL & METHODS

A sample of 237 children (49% boys, Mage = 5.19 years) from 36

classrooms were followed during three waves in kindergarten. At Wave 1, individual and class-level teacher-child interactions were observed with the CLASS and peer acceptance was measured with peer nominations. Externalizing, internalizing, and prosocial behaviors of children were reported by teachers at every wave.

## RESULTS

Multilevel modelling showed that children who were accepted by peers at the start of kindergarten showed less externalizing and internalizing behavior and more prosocial behavior throughout kindergarten. Children who had negative individual interactions with their teachers displayed more externalizing behavior, and children whose teacher displayed sensitive interactions at class-level showed less internalizing problems over time.

## CONCLUSION

The results stress the importance of several actors in the school context for kindergartners' behavioral development. Thus, both individual and class-level teacher-child interactions and peer relationships form important targets for school psychologists as mental health advocates.

### DYADIC AND CLASSROOM PREDICTORS OF SOCIAL-EMOTIONAL COMPETENCE: THE ROLE OF EMOTIONAL AND AUTONOMY SUPPORT

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## INTRODUCTION

In this study, we examine the extent to which teacher emotional and autonomy support at dyadic and classroom levels predict social-emotional competence in preschool.

## MATERIAL & METHODS

Participants were 187 children (49% boys; M=4.95 years) attending 43 preschool classrooms and their respective teachers. Children were assessed at the beginning of the year with a self-regulation measure. Classrooms were observed using the Classroom Assessment Scoring