



BRiSE

Bremen Initiative
to Foster
Early Childhood Development

First BRiSE Conference on Early Childhood Development
October 7th–8th, 2019



ABSTRACTS



The Bremen Initiative to Foster Early Childhood Development

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Program

October 7th, 2019

11:30 a.m. – 12:00 p.m.	<i>Registration</i>
12:00 – 12:15 p.m.	<i>Welcome</i>
12:15 – 1:15 p.m.	<i>Keynote Address</i> Marc H. Bornstein “Positive parenting and positive development in children”
1:15 – 2:00 p.m.	Olaf Köller “The Bremen Initiative to Foster Early Childhood Development (BRiSE)”
2:00 – 2:15 p.m.	COFFEE BREAK
2:15 – 3:15 p.m.	<i>BRiSE Poster Session</i>
3:15 – 4:30 p.m.	<i>Paper Session I</i>
4:30 – 4:45 p.m.	COFFEE BREAK
4:45 – 6:00 p.m.	<i>Poster Session</i>
6:00 – 7:30 p.m.	RECEPTION

October 8th, 2019

09:00 – 10:30 a.m.	<i>Paper Session II</i>
10:30 – 10:45 a.m.	COFFEE BREAK
10:45 – 11:45 a.m.	<i>Keynote Address</i> Lynn A. Karoly “The cost and financing of early childhood care and education”
11:45 a.m. – 12:00 p.m.	<i>Farewell</i>



CONFERENCE VENUE

Leibniz Association Headquarters

Chausseestr. 111

10115 Berlin

Germany

DIRECTIONS

The venue of the First BRiSE Conference on Early Childhood Development can easily be reached from Berlin Central Station. Using the exit Europaplatz/Invalidenstraße, the Invalidenstraße will lead you directly to the conference venue which is located at the intersection Invalidenstraße/Chauseestraße

You may also take the tram M5 heading towards Zingster Straße, the tram M8 heading towards Ahrensfelde, or the tram M10 heading towards Landsberger Allee/Petersburger Str. Exit at the second station which is U Bahnhof Naturkundemuseum.

You could also use the city train (S7 heading towards Ahrensfelde) and exit at the station Friedrichstraße, then you have to change to the subway line U6 heading towards Alt-Tegel and get out at the station Naturkundemuseum.



Sarah Eickmeyer¹, Annika S. Wienke¹, Birgit Mathes¹, Sabina Pauen², Franz Petermann¹, & Claudia Zierul¹

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Ablenkbar trotz fokussierter Aufmerksamkeit? Eine Pilotstudie mit 18 Monate alten Kindern

Fokussierte Aufmerksamkeit beschreibt die Fähigkeit, die Aufmerksamkeit über einen gewissen Zeitraum hinweg auf einen Zielreiz zu konzentrieren und sich dabei nicht von anderen Reizen ablenken zu lassen. Im Rahmen der vorliegenden Pilotstudie der Bremer Initiative zur Stärkung frühkindlicher Entwicklung (BRiSE) wurde die fokussierte Aufmerksamkeit und Ablenkbarkeit bei vorerst $N = 9$ Kindern im Alter von 18 Monaten untersucht. Dazu wurden den Kindern attraktive, neuartige Spielzeuge vorgelegt, mit denen sie jeweils eine Minute lang spielen durften. In einigen Trials wurden in festgelegten Zeitabständen visuell-auditive Distraktoren auf einem Bildschirm präsentiert. Hier kann die Latenzzeit bis zur Hinwendung der Aufmerksamkeit vom Spielzeug zum Distraktor und die Dauer der Aufmerksamkeit auf den Distraktor erfasst werden. Dabei soll herausgearbeitet werden, wie häufig sich die Kinder trotz fokussierter Aufmerksamkeit für das Spielzeug von den Distraktoren ablenken lassen. Des Weiteren werden Unterschiede in der Ablenkbarkeit der Kinder während fokussierter im Gegensatz zu beiläufiger Aufmerksamkeit für das Spielzeug bestimmt. Außerdem wird analysiert, ob sich die Ablenkbarkeit der Kinder im Laufe der Aufgabe und somit bei einer wiederholten Präsentation der Distraktoren verändert. Die Zusammenhänge dieser Verhaltensmuster sowie die Einordnung hinsichtlich der Fähigkeit 18 Monate alter Kinder Aufmerksamkeit flexibel zu regulieren und zu kontrollieren werden diskutiert.



Sabina Pauen, Lena Heilig, & Leyla Kirrstetter

Heidelberg University

MONDEY in BRiSE – Erfassung des frühkindlichen Entwicklungsstandes bei Kindern aus Risikofamilien

MONDEY (Milestones of Normal Development in Early Years; Pauen, 2011, 2018) ist ein Programm zur kontinuierlichen Entwicklungsdokumentation in den ersten drei Lebensjahren. Es besteht aus 111 Meilensteinen zu acht Entwicklungsbereichen, welche in den ersten drei Lebensjahren normalerweise gezeigt werden und im Alltag ohne spezifische Testsituation beobachtbar sind. MONDEY wurde bereits bezüglich verschiedener Testgütekriterien sowie der praktischen Anwendbarkeit evaluiert (Heilig & Pauen, 2013; Pauen et al., 2012; Schmadtke, 2013; Tettenborn et al., 2011).

Zudem liegen aktuelle Altersranges der einzelnen Meilensteine vor, welche im Rahmen einer Elternstudie an der Heidelberger Baby-Uni über kontinuierliche Entwicklungsdokumentationen von $N = \text{ca. } 2.000$ Kindern im Alter von 0-3 Jahren erstellt wurden (Pauen, Heilig, Kirrstetter, in Bearbeitung).

Im Rahmen des Kooperationsprojektes BRiSE wird MONDEY in einer gekürzten bzw. angepassten Version zur Erfassung des Entwicklungsstandes von Kindern aus Risikofamilien mit 2, 7, 12, 16, 25 und 37 Monaten genutzt. Zu den genannten Messzeitpunkten wird für die altersrelevanten Meilensteine von MONDEY durch die Eltern (unter Anleitung eines Projektmitarbeiters) bewertet, ob das Verhalten vom Kind bereits gezeigt wird oder noch nicht.

Im aktuellen Beitrag sollen die Altersranges der über BRiSE gewonnenen Daten mit den Heidelberger Daten verglichen werden. Aus BRiSE liegen uns bislang MONDEY Dokumentationen von $N = 180$ Kindern mit 2, 7 und 12 Monaten vor. Wir erwarten keine systematischen Unterschiede zwischen den Stichproben.



Pia Römer, Robin Kemmerich, Franz Petermann, & Claudia Zierul

University of Bremen

Prevalence of alcohol and nicotine consumption in the first trimester of pregnancy and additional risk factors

Theoretical Background: The consumption of alcohol and nicotine by women during pregnancy is a worldwide existing problem. The majority of actual literature focusses on the consumption behavior from the time the pregnancy is known. Studies that address the timespan between conception and confirmation of pregnancy, including other risk factors that may influence the consumption behavior, remain rare. Hence, reported prevalence of alcohol and nicotine consumption during pregnancy may be underestimated so far.

Methods: A preliminary non-clinical sample of 128 women from different parts of Bremen, Germany, were recruited as a part of the Bremen Initiative to Foster Early Childhood Development (BRiSE). To determine the prevalence of prenatal alcohol and nicotine consumption as well as factors influencing consumption behavior, a questionnaire was either carried out during pregnancy ($n = 78$) or retrospectively within the first ten weeks postpartum ($n = 50$).

Results: Preliminary analysis showed that 40 women (31.3 %) reported consumption of alcohol during pregnancy. Of these, 34 stated that they stopped drinking alcohol when the pregnancy was medically confirmed and thus during the first trimester. In 19 of these cases (55.8 %), the pregnancy was wanted. Results for nicotine consumption showed that 23 women (17.9 %) reported nicotine consumption during pregnancy, whereas eight of these women stopped smoking during the first trimester with a wanted pregnancy in seven cases (87.5 %). In addition, results indicate that women's age is positively associated with alcohol consumption during pregnancy, as the majority were ≥ 30 years old. Furthermore, results indicated that drinking but not smoking during pregnancy is associated with less experience of security and support from social environment. Additional risk factors will be discussed.

Conclusion: By estimating prevalence of alcohol and nicotine consumption during pregnancy, a special focus needs to be taken on the timespan between conception and medical confirmation of pregnancy. As preliminary results showed that most pregnant women stop drinking when getting confirmation of the pregnancy but not before, although the pregnancy was wanted, it seems to lack of knowledge of harmful effects of toxic substances in the first trimester. In addition, factors that influence the consumption behavior need to be addressed when planning adequate preventive measures.



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Relation between maternal well-being, social support and early development of infants

Pre- and postnatal maternal stress, anxiety and depression have been linked to infant's developmental delay, cognitive deficits, and persisting emotional and behavioral problems. Social support and family assistance may increase maternal well-being and, thereby, prevent infant's disadvantages in cognitive and socio-emotional development. This study investigates how maternal stress, anxiety and depressive symptoms relate to perceptuo-cognitive, motor and self-regulatory abilities in two-to-four months old infants as assessed by the Milestones of Development in Early Years (MONDEY) questionnaire. Moderation of this relation by social support and maternal parenting self-efficacy is also considered. As part of a longitudinal study (Bremen Initiative to Foster Early Childhood Development; BRiSE) 150 socially and culturally disadvantaged mothers participated in two standardized surveys, 1) between the 30th week of their pregnancy and the 10th week after child's birth, and 2) between the 2nd and 4th month after child birth. This age period is central for acquiring elementary skills, and early developmental delays may be predictive for later cognitive, behavioral and emotional problems. Preliminary results indicated for the first assessment that the occurrence of stressful life events, physical stress symptoms and depressive mood of the mother are interrelated. High social support reduced each of these aspects. Further, stressful life events were correlated with anxiety symptoms. Future analysis will focus on a trend relating maternal well-being, social support and the achievement of basic skills in 2- to 4-months old infants. Understanding the role of maternal stress, anxiety and depression and its moderation by social support and family assistance may help developing effective intervention programs for family support during the phase of pregnancy and early infancy.



Natalie Kiel, Ayoub Bouazizi, Gizem Samdan, Charlotte Herzmann, Tilman Reinelt, Claudia Zierul, & Franz Petermann

University of Bremen

Predictors of maternal confidence and its effect on soothing strategies in at-risk families

Objective. During early infancy, parents often rely on external resources to adapt to their parenting role and to develop parental confidence while coping with new challenges inherent to this phase. Here, we investigated the influence of risk factors like maternal depressive symptoms, and resources like partnership quality and social support on maternal confidence in early infancy. Furthermore, we examined a possible link between maternal confidence and soothing behavior.

Method. Socially and culturally challenged families ($N = 150$) participating in the BRiSE Project were visited before and after birth. Mothers answered the Maternal Confidence Questionnaire, the Edinburgh Postnatal Depression Scale, the short form of the Partnership Questionnaire, the Social Support Questionnaire, the Infant Soothing section of the Crying Patterns Questionnaire and the Co-Regulation subscale of the Questionnaire for Crying, Feeding and Sleeping.

Results. The preliminary analyses indicated a negative relationship between depression and social support, and a positive relationship between depression and maternal confidence. However, there was no direct relationship between social support and maternal confidence. Longitudinally, maternal confidence increased after birth, and having a solid partnership and higher levels of partnership happiness showed positive effects on maternal confidence. Furthermore, maternal confidence appeared to affect the use of soothing strategies; in contrast to soothing strategies involving physical contact, “distant soothing strategies” were negatively associated with low maternal confidence.

Discussion. Whereas maternal depressive symptoms might hinder mothers to gain maternal confidence, solid social support and partnership quality seem to buffer these negative effects, and help to promote a positive early mother–infant contact.

The first two authors contributed equally to this work.



Birgit Mathes¹, Stefanie Peykarjou², Annika Wienke¹, Claudia Zierul¹, Franz Petermann¹, & Sabina Pauen²

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Brain responses indicating fast categorization of unfamiliar stimuli in 7 to 9 month old infants

Early learning experiences relate to infant's ability of change detection and categorization. Assessing fast categorization in infants may, thus, enable us to understand risks and opportunities of early cognitive development and its lasting consequences. As part of the Bremen Initiative to Foster Early Childhood Development (BRiSE) we investigate fast neural responses to frequent (A) and infrequent (B) visual categories in 7 to 9 month old infants. We use the Fast Periodic Visual Stimulation paradigm (Rossion, 2014, TICS), presenting 6 images per second (corresponding to a frequency of 6 Hz) with stimulus streams in a predefined order (AAAABAAAABA...) while recording EEG. Categories are unfamiliar and defined by color and shape. Categorization is indicated by increased brain activation in the frequency corresponding to categorical change (every fifth image, $6 \text{ Hz}/5 = 1.2 \text{ Hz}$) and harmonics. Here, we compare pilot EEG data from the BRiSE Research Lab in Bremen with previously assessed data from Heidelberg University. We demonstrate that across laboratories, neural responses reveal categorization of the unfamiliar stimulus sets. A majority of infants show significant categorization responses, but the strength of this response varies, providing a basis to assess individual differences in cognitive development. We will discuss how this measure might be employed in the BRiSE project to predict cognitive development.

The first two authors contributed equally to this work.



Jonas Jessen¹, C. Katharina Spieß^{1, 2}, & Sophia Schmitz¹

¹German Institute for Economic Research, ²Freie Universität Berlin

The cost-effectiveness approach in BRiSE

In addition to the identification of the effects of the BRiSE programmes on children and parents, a special module of the project is devoted to a cost-effectiveness analysis, as one form of an efficiency analysis. This approach compares effects caused by the measures of the program with related costs. While it takes some time until various benefits will have materialized and can be measured, it is important that from the very beginning a valid instrument to measure costs is applied, as retrospective cost measurement is more prone to measurement error. Furthermore, from the beginning on a benefit map, which assures a systematic framework for the measurement of benefits, needs to be developed as well.

The poster gives an overview of the developed survey to measure various costs, such as direct personal costs, administrative costs, investment costs, and training costs among others. Moreover, we present results based on the first wave of our cost-survey. All providers of home-based BRiSE programmes (Pro Kind, TippTapp and Opstapje) of the first phase of the project participated. As expected, a high share of costs falls to personal costs. The results indicate, as shown by other international studies, that such interventions need time to yield a positive return, as costs are high and occur from the very beginning while substantial effects and benefits, such as potential increases in education and income, only occur in the long term. Moreover, the developed benefit map will be discussed, which includes economic, health and life satisfaction outcomes of parents as well as first measures of child development and well-being.



Katharina Heisig¹ & Larissa Zierow²

¹ifo Institute Dresden and TU Dresden, ²ifo Institute Munich and University of Munich

The baby year parental leave reform in the GDR and its impact on children's long-term outcomes

This article investigates the effects of an increase in paid parental leave—12 months instead of 6 months—on children's long-term socio-emotional as well as cognitive and health outcomes. The historical setting under study, namely the former German Democratic Republic (GDR), allows us to circumvent problems of selection of women into the labor market and insufficient or heterogeneous non-parental child care supply, which are issues many other studies on parental leave reforms face. Using data from the German Socio-Economic Panel (SOEP) we analyze the birth cohorts from 1980 to 1989 at adult age, and we apply a difference-in-difference design making use of a very specific timing of the GDR's parental leave reforms in 1976 and 1986. We find significant positive parental leave effects on life satisfaction and on the Big Five personality dimensions of openness for males and individuals with low-educated mothers. Females benefit from the reform in terms of fewer class repetitions and less overweight. For them, however, we also find an increase of neuroticism and chronic diseases caused by the reform.



Sören Kliem¹ & Malte Sandner²

¹Kriminologisches Forschungsinstitut Niedersachsen, ²Institut für Arbeitsmarkt- und Berufsforschung

The medium term effectiveness of an early childhood intervention. Evidence from a randomized controlled trial

This study exploits a randomized controlled trial to investigate the effects of a German home visiting program (Pro Kind) for disadvantaged families on child and maternal outcomes at child's age 8. The intervention started during pregnancy and continued until the second birthday.

We present results six years after the end of the home visits. We use data from telephone interviews, on-site interviews, observations and developmental tests to assess children's and mothers' mental health, life satisfaction, cognitive and social development, parenting behavior, signs of child abuse or neglect as well as the family's socio-economic status. Furthermore, we access administrative data to obtain information regarding the mother's and child's usage of health care services, and mother's welfare usage and employment history.

We find that Pro Kind reduced externalizing and internalizing behavior for boys in the long run. Furthermore, children's life satisfaction has increased in the treatment group. Mothers in the treatment group show less physical and psychic violence against their children. Life satisfaction of mothers has increased for mothers in the treatment group. Finally, mothers in the treatment group have more second births and are less months employed than in the control group indicating that mother in the treatment group focus more on their family life.

Overall, the results suggest that the Pro Kind intervention has long lasting effects and changed the life of the participating families sustainable in many domains.



Henning Hermes¹, Philipp Lergetporer², **Frauke Peter**³, & Simon Wiederhold⁴

¹Norwegian School of Economics, ²ifo Institute Munich, ³German Institute for Economic Research, ⁴KU Eichstätt-Ingolstadt

The effects of information and application assistance on childcare application behavior and enrollment – Evidence from a randomized controlled trial

Early childcare is an essential tool to support child development and to increase labor market participation of parents, primarily of mothers. However, children from families with low socioeconomic status (SES) tend to start childcare at later ages, although research suggests that these children would likely benefit most from childcare. Lack of information about both the availability of childcare slots and financial support for taking-up childcare, as well as difficulties to navigate through the application process, have been discussed as potential explanations for lower childcare usage among low-SES families. In this project, we conduct a randomized controlled trial (RCT) to investigate how alleviating these barriers affects application for—and take-up of—early childcare. We conduct the RCT with parents of young children in two medium-sized cities in Germany with a high share of low-SES families.

Our baseline data show substantial SES gaps in parents' childcare-related preferences and beliefs: Low-SES parents prefer later childcare entry than their high-SES counterparts. Low-SES parents are also less informed about central facts of the childcare system: They are less aware of both their legal claim for a childcare slot and the starting age of free childcare in their federal state.

After our baseline survey, we offered a randomly selected group of parents practical and legal childcare-related information as well as assistance in the application process for a childcare slot. Currently, we are conducting our first post-treatment survey which will enable us to study treatment effects on parents' application behavior for early childcare and actual enrollment.



Andrea Lanfranchi, Simone Schaub, & Alex Neuhauser

Interkantonale Hochschule für Heilpädagogik (HfH)

Effects of early intervention in high-risk families in Switzerland: Results from the longitudinal intervention study ZEPPELIN 2012–2023

ZEPPELIN is an intervention study for the early detection and support of children at risk for psychosocial reasons. The aim of the intervention is to increase educational opportunities over the long term by supporting parents through the “PAT – Parents as Teachers” support program. ZEPPELIN 0-3 (2011–2016) was the first phase of the longitudinal study. In the second phase (2017–2021), the entry into primary school (ZEPPELIN 5-9) and in the third phase (2022–2025) the entry into secondary school (ZEPPELIN 12-13) will be investigated. In ZEPPELIN 0-3 four measurements were made: A baseline survey before the start of the intervention in the third month of life (t_0) and three measurements around the first, second and third birthday (t_1 , t_2 , t_3). The 252 families of the sample were recruited through an interdisciplinary network and then randomly distributed among the control and intervention groups. The families in the intervention group (IG, $N = 132$) participate in PAT. The program consists of four core components: (1) Home visits, twice a month, (2) monthly group meetings, (3) annual development screenings, (4) support for social networking. The results from ZEPPELIN 0-3 show that children from the IG develop better, especially in terms of language skills and problem behavior. This is partly due to parental interaction: Maternal sensitivity increases significantly more between t_0 and t_1 in the IG, which has a positive effect on language development. The preliminary findings from the first follow-up (language, behavior and self-regulation in kindergarten) are promising for the goal of increasing educational opportunities long term through early support.



Max Weniger, Patricia Porst, Julia Ernst, & Cornelia Siegmund

TU Dresden

PROMPt – Primärindikative und optimierte Zuweisung zu gezielten Maßnahmen bei emotionalen und Verhaltensauffälligkeiten bei Kindern

Emotionale und Verhaltensprobleme beginnen häufig im Kindesalter mit oft weitreichenden Folgen für die soziale, emotionale und kognitive Entwicklung. Prävalenzschätzungen zu psychischen Auffälligkeiten in Deutschland zeigen, dass etwa 7.4% der drei- bis sechsjährigen und 7.8% der sieben- bis zehnjährigen von emotionalen (z. B. Rückzug, Ängstlichkeit, Depressivität) oder Verhaltensauffälligkeiten (z. B. oppositionelles Verhalten, Aggression, Hyperaktivität) betroffen sind.

Das vom GB-A Innovationsfonds zur Förderung neuer Versorgungsformen geförderte PROMPt-Projekt hat zum Ziel, eine optimierte Versorgungskette in die Routineversorgung zu implementieren. Kinder mit erhöhtem Risiko für die Entwicklung von psychischen Auffälligkeiten sollen frühzeitig identifiziert und unmittelbar einem etablierten indizierten Präventionsprogramm zugewiesen werden. Dazu werden im Raum Dresden Eltern während der regulären Gesundheitsuntersuchungen (U9, U10, U11) gebeten, den Strengths and Difficulties Questionnaire (SDQ) auszufüllen, welcher u. a. Verhaltensauffälligkeiten und Stärken ihrer Kinder erfasst. Sie erhalten anschließend Rückmeldung von ihrem Kinderarzt und konkrete Empfehlungen zu möglichen Maßnahmen. Diese umfassen bei präventionsbedürftigen Kindern das Trainingsprogramm „Mutig werden mit Til Tiger“ für sozial unsichere Kinder und „Das Baghira-Training“ für häufig trotzig oder zornige Kinder.

Geplant ist ein Screening von mehr als 3500 Kindern in ca. 50 Arztpraxen. Alle Kinder, unauffällige, präventionsbedürftige sowie hochauffällige, werden vor und nach den Präventionsmaßnahmen bzw. direkt und 6 Monate nach dem Screening sowie zum Versorgungsverlauf 12 Monate später nachbefragt. Zusätzlich erfolgt ein Vergleich mit der BELLA-Studienkohorte, einer bundesweit repräsentativen unbehandelten Stichprobe. Erwartet werden disseminationsfähige evidenzbasierte Ergebnisse, die unmittelbar genutzt werden, um Präventionsangebote stärker in die Regelversorgung zu implementieren und so die persönliche Belastung von einzelnen Personen sowie gesellschaftliche Kosten infolge emotionaler und Verhaltensprobleme nachhaltig zu reduzieren.



Nikola Ornig & Isabelle Suchowitz

INTERVAL GmbH

Akzeptanz und Wirkung eines ‚book-gifting‘-Programms in einkommensschwachen Familien: Ergebnisse aus der begleitenden Wirkungsforschung zu „Librileo“

Welche Veränderungen „Bücherboxen“ in einkommensschwachen Familien mit Kindern im Alter von null bis sieben Jahren erzielen können, ist die zentrale Frage der Wirkungsforschung zur Initiative „Librileo gemeinnützig“ (kurz: Librileo) im Auftrag der Auridis gGmbH. Die Bücherboxen (sie enthalten jeweils ein altersgerechtes Kinderbuch, ein Spiel und einen Kurzatgeber für Eltern) und begleitenden Vorleseveranstaltungen von Librileo werden über das Bildungs- und Teilhabepaket finanziert.

Im Rahmen der begleitenden Wirkungsforschung werden verschiedene Aspekte familiärer Lesesozialisation in den Blick genommen, die – in Anlehnung an die gleichnamige Studie von Bettina Hurrelmann et al. (1993) – unter dem Begriff „Leseklima“ zusammengefasst werden. Dazu zählen Haltungen der Eltern zum Vorlesen, der Eltern–Kind–Interaktion (Fokus: Kommunikation und Vorlesen) sowie die Ausstattung der Familien mit altersgerechten Kinderbüchern. Zur Untersuchung von kurz- und längerfristigen Veränderungen in den Familien, die auf die Intervention der Bücherboxen zurückgehen, wurde ein sozialwissenschaftlicher Ansatz gewählt. Familien werden im Rahmen einer standardisierten Panelerhebung zu zwei Messzeitpunkten sowie nicht-standardisierten Vertiefungsinterviews befragt (316 standardisiert befragte Familien und 25 qualitativ-vertiefend befragte Familien).

Das Poster soll erste Ergebnisse zur Zielgruppen- und Zielerreichung von Librileo präsentieren: Als Erfolgsfaktor im Zugang erweist sich die direkte, persönliche Ansprache der Familien (z. B. vor/in Jobcentern) und die Unterstützung bei der Antragsstellung. Zudem zeigt sich eine breite Akzeptanz und Nutzung der Materialien, relativ unabhängig vom Bildungshintergrund der Eltern, und bei einem Teil der Familien eine erweiterte bzw. verbesserte Vorlesepraxis.



Onja Tiana Raharijaona

Otto-Friedrich University of Bamberg; National School Department FJKM, Antananarivo, Madagascar

Transition from early childhood to primary education: A challenge for Madagascar

The amount of public expenditure on education has been decreasing dramatically in Madagascar. The current state of education remains precarious (JICA & IDCJ, 2015). In 2014, only 285,000 children attended preschool program, 69% were enrolled at private schools. Access to early childhood education still remains restricted for families with large incomes (PASEC, 2017; JICA & IDCJ, 2015). This is mainly due to repetitive political instabilities combined with a significant fall in average per capita GDP (UNESCO, 2012).

From one to three years, early childhood education begins to implement the primary school curriculum (Woodhead & Moss, 2007). This practice is seen as a way to prepare a child for the primary school. Moreover, access to the national program on preschool education remains very limited (UNESCO & IBE, 2010). The lack of information and training (MEN, MESUPRES & MEETFP, 2017) are identified as contributory factors that influence stakeholders and creating misconception about school transition.

Admittedly the implementation of transition may change over the course of time due to various factors and economic situation considerably affects it (Anderson et al., 2000). Nevertheless, transition might be a crucial period for child development (Jacques, 2016; CEECD & RSC-DJE, 2009). Facilitating the transition from family or preschool to primary school remains a huge challenge. It is fundamental to the child's life and his adaptation to a new environment, a new organization and socialization (Woodhead & Moss 2007; Neuman, 2005).

In addition, research shows that the quality of early childhood education generates significant and sustained positive impacts, which contribute to child's academic success (CEDJE & RSC-EDI, 2009; Letarte et al., 2008). Therefore, in light to existing literature, I will reflect on strategies and challenges in transition for the holistic development of children in Madagascar.



Petra Dinter

Universität zu Köln

Perspektiven von Kindern im letzten KiTa-Jahr auf die Grundschule. Eine fallvergleichende Untersuchung unter Einbezug kontrastierender Sozialräume

Vor dem Hintergrund des zentralen Stellenwerts, den die Transition von der KiTa in die Grundschule in den letzten Jahren erfahren hat (u. a. Griebel & Niesel 2015), wurden im Rahmen eines Projekts an der Universität zu Köln die Perspektiven von Vorschulkindern auf die Grundschule in den Blick genommen.

Gerade im Kontext sozialer Ungleichheit nimmt die Transition von der KiTa in die Grundschule eine entscheidende Weichenstellung ein (u. a. Cloos 2017; Faust, Wehner, Pohlmann-Rother & Kratzmann 2013; Kotischke & Becker 2013; Schmude & Pioch 2014). Diesbezüglich stellen die kindlichen Perspektiven jedoch bislang ein Forschungsdesiderat dar. Im Projekt wurde daher übergreifend danach gefragt, ob sich Unterschiede in den kindlichen Vorstellungen von Schule und Bildung finden und ob bzw. inwiefern dadurch Rückschlüsse auf den jeweiligen Sozialraum möglich sind.

Dazu wurden insgesamt vier Kinder aus zwei sich sozialräumlich kontrastierenden Kölner KiTas (sozialer Brennpunkt/privilegierter Stadtteil) leitfaden- und materialgestützt interviewt. Begleitend wurden die jeweiligen Eltern und pädagogischen Fachkräfte durch eine Fragebogenerhebung zu relevanten Aspekten befragt. Diese Methodentriangulation sollte im Sinne des Transitionsansatzes (Griebel & Niesel 2004) einen Einbezug des sozialen Systems ermöglichen und dadurch helfen, mögliche Erwartungshintergründe (z. B. durch elterliche Bildungsaspirationen) oder Passungsproblematiken (z. B. durch soziale Benachteiligung) in den Perspektiven der Kinder zu identifizieren.

Ziel des Vortrags ist es, die unterschiedlichen Perspektiven der Kinder aufzuzeigen, welche deutliche Rückschlüsse auf den jeweiligen Sozialraum und die jeweilige Lebenslage zulassen. Darüber hinaus wird ersichtlich, dass individuell angepasste Kooperationsmaßnahmen vor dem Hintergrund sozialer Ungleichheit bedeutend sind, um Kinder und ihre Familien passgenau während der Transition zu unterstützen.



Njobati Frederick Fondzenyuy^{1, 2}, Christine Nyiramana^{1, 3}, & Onja Tiana Raharijaona^{1, 4}

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Developing quality of early childhood education in Sub-Saharan Africa (SSA): Opportunities and challenges

In 2008, Africa counted 130 million children under six years with approximately 27 million of them born every year. However, a big number of these children live in precarious situations leading to deprivation of different basic needs including nutrition, health and education (Pence & Evans, 2008). With this situation, children in Sub-Saharan Africa (SSA) experience deficits in developing their potentials (Martinez, Naudeau & Pereira, 2012; Walker et al. 2007) yet early childhood development, once taken care of, constitutes the cornerstone of human development. The lack of effective early experiences lead to lasting problems affecting schooling as well as adult life with impact on socio-economic development of the human society (El-Kogali & Krafft, 2015). The argument that the local context and diversity in education have a connectivity to challenges and solutions (UNESCO, 2016, p. 9) provides one dimension to reflect quality development of early childhood education in SSA. In this paper, the researchers will critically make a reflection on challenges and opportunities of early childhood development in the SSA context, using the cases of Cameroon, Madagascar and Rwanda. This will be done in the light of existing scientific literature with emphasis on the implications for quality development in early childhood education.



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Sprachliche Bildung in nordrhein-westfälischen Kitas in Abhängigkeit von der finanziellen Förderung bei besonderem Unterstützungsbedarf

Gute Kenntnisse in der Bildungssprache sind eine zentrale Voraussetzung für den Schulerfolg von Kindern. Im Sinne der Chancengleichheit sollten daher alle Kinder bis zum Schuleintritt gute Basiskompetenzen in der Bildungssprache erworben haben. So wird mittlerweile in den Bildungsplänen aller Bundesländer die Bedeutsamkeit der sprachlichen Bildung und Sprachförderung im Elementarbereich herausgestellt. In Nordrhein-Westfalen soll seit der Revision des Kinderbildungsgesetzes im August 2014 die Sprachbildung in Kitas alltagsintegriert erfolgen und den gesamten pädagogischen Alltag durchdringen. Zur Unterstützung von Kitas mit einem hohen Anteil an Kindern aus sozial- und bildungsbenachteiligten Familien (sog. plusKITAs) sowie mit zusätzlichem Sprachförderbedarf stellt das Land Nordrhein-Westfalen zusätzliche finanzielle Fördermittel bereit. Diese sind für pädagogisches Personal einzusetzen, was wiederum der Förderung der Kinder zugutekommen soll. Im vorliegenden Beitrag wurden Kita-Leitungen zur Umsetzung der sprachlichen Bildung in nordrhein-westfälischen Kitas befragt. Dies erfolgte mit einer groß angelegten Online-Befragung ($N = 1.679$) sowie mit vertiefenden qualitativen Interviews ($N = 27$). Folgende Gruppen wurden miteinander verglichen: 1) Kitas ohne zusätzliche finanzielle Förderung, 2) Kitas mit finanzieller Förderung für zusätzlichen Sprachförderbedarf, 3) Kitas mit finanzieller Förderung als plusKITA, 4) Kitas mit beiden Förderlinien. Die Analysen zeigen Unterschiede zwischen finanziell unterschiedlich geförderten Kitas. Diese finden sich unter anderem auf struktureller Ebene der Kitas (bspw. Gemeindegröße, Einrichtungsgröße, Merkmale der Kinder), bei der Umsetzung von Sprachbildung (bspw. alltagsintegriert, additiv, mit oder ohne Sprachförderprogramm) sowie bei der Qualifikation der pädagogischen Fachkräfte im Bereich Sprache. Diese und weitere Ergebnisse sollen vorgestellt und im Hinblick auf Forschungs- und Handlungsimplicationen für den Elementarbereich diskutiert werden.



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Early childhood teacher's professional competence in the domain of mathematics and its relation to domain-specific learning support in early childhood

For the provision of high-quality domain-specific learning opportunities, early childhood teachers must be able (a) to prepare learning opportunities and to reflect their effectiveness as well as (b) to provide support for children during the learning process. We postulate that there are two dimensions of teachers' domain-specific competence: (a) reflective competence (RC) which enables teachers to master pre- and post-instructional tasks and therefore to contribute to the macro-adaptive quality of learning support as well as action-related-competence (AC) to master instructional demands which contributes to the micro-adaptive quality of learning support.

In a study with 170 early childhood teachers from parts of Germany and Switzerland, we investigated whether teachers' RC and AC correspond with macro- and micro-adaptive quality of learning support they provided for children.

Data for teachers' RC and AC were collected with computer- and paper-based test. Quality of learning support was assessed based on interviews focused on prepared learning opportunities (macro adaptive) and video-taped sequences where teachers played a mathematics board-game with groups of children (micro adaptive). For the data analysis SEMs were estimated to predict macro- and micro-adaptive support quality by RC and AC. The results indicate for macro- as well as for micro-adaptive support quality that RC is a significant predictor whereas AC has no effect on both quality dimensions.

Our study gave evidence that early childhood teachers' competence is related to the quality of domain-specific learning support. However, we did not find differential effects of teachers' competence dimensions on different quality dimensions of learning support. The findings will be discussed with respect to limitations of the study as well as impact for future research.



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Professional competencies concerning scientific inquiry in early childhood education: Development of a measuring instrument based on vignette testing

Scientific inquiry (SI) is a major focus of science education in early childhood years and it generally refers to the combination of general science process skills with traditional science content and creativity to develop scientific knowledge. Understandings of scientific inquiry are included in science education concepts around the world.

In general, research indicates that neither teachers nor students typically hold informed views of scientific inquiry, but little is known about early childhood teachers' understandings and situational teaching competencies about scientific inquiry. This is partially due to the lack of any assessment instrument to measure understandings and competencies about scientific inquiry in early childhood education. The goal of the project is to develop a measuring instrument based on vignette testing that analyzes professional competencies for science education using extended teaching contexts. It assesses pedagogical content knowledge (PCK) about scientific inquiry. The test will consist of text and video vignettes that describe authentically complex teaching situations in early childhood teaching of scientific inquiry and then asks closed questions. The vignette test assess teachers' professional competencies about scientific inquiry in situational teaching contexts to evaluate early childhood science teaching formations.

The poster presents the theory-based development of the vignettes and the generation of an expert norm to calculate the test scores.



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Gestaltung von Anschlussfähigkeit im Übergang von der Kindertageseinrichtung zur Grundschule am Beispiel literacy-bezogener, analoger Lerngelegenheiten (Projekt Libelle)

Dem Übergang von der Kindertageseinrichtung in die Grundschule wird in der Forschung eine wichtige Schnittstellenfunktion für die weitere Entwicklung bzw. Bildungsbiographie des Kindes zugewiesen (z. B. Speck-Hamdan 2007). Aufgrund dessen ist eine anschlussfähige Förderung der kindlichen Entwicklungs- und Bildungsprozesse in dieser Übergangsphase von Bedeutung. Als Möglichkeit der Gestaltung von Anschlussfähigkeit können beispielsweise wichtige Lerngelegenheiten für Kinder in der Kindertageseinrichtung im Bereich „Literacy“ angeboten werden, die im Anfangsunterricht der Grundschule eine Vertiefung und systematische Weiterentwicklung erfahren (Heger et al. 2015).

In diesen Kontext ordnet sich das Projekt „Libelle“ ein. In diesem entwickelten im Rahmen einer Fortbildungsreihe ErzieherInnen und GrundschullehrerInnen gemeinsam „literacy-bezogene, analoge Lerngelegenheiten“ mit dem Ziel einer anschlussfähigen Förderung. Ergänzend wurde im Projekt eine qualitative Studie durchgeführt, in der 26 Lerngelegenheiten von der Projektleitung videographiert und ausgewertet wurden. Des Weiteren führte die Projektleitung elf leitfadengestützte Interviews durch und analysierte diese. Die dabei gewonnenen Daten wurden mit einem qualitativen Forschungsdesign unter Nutzung der Qualitativen Inhaltsanalyse (Mayring 2015; Kuckartz 2016) ausgewertet.

Ziel des Vortrags ist es, nach einer kurzen Einführung in den Kontext und der Vorstellung des Projektes, bedeutsame Ergebnisse der Videographie- und Interviewstudie vorzustellen, in denen eine anschlussfähige Förderung von Kindern im Zentrum steht. Als besonders interessant können an dieser Stelle beispielsweise die Aussagen beider Professionsgruppen zu den Zielen der Lerngelegenheiten angesehen werden. Zudem zeigte sich, dass für beide Professionsgruppen bezogen auf eine anschlussfähige Gestaltung der Bildungsprozesse der Kinder die Perspektive der Kontinuität zwischen im Fokus steht.



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Indikatoren und potenzielle Risikofaktoren für das Wohlbefinden von ein- und zweijährigen Kindern in Kindertageseinrichtungen

Bedingt durch die steigende Inanspruchnahme frühkindlicher Bildung, Betreuung und Erziehung (FBBE) durch Kinder im zweiten und dritten Lebensjahr (Statistisches Bundesamt, 2018) in Kombination mit einem Anstieg ihrer durchschnittlichen wöchentlichen Verweildauer ist es wichtiger denn je, dass die Gestaltung pädagogischer Interaktionen und generell der pädagogischen Umwelt qualitativ erfolgt und hierbei die Besonderheiten dieser Altersgruppe – eine hohe Entwicklungsgeschwindigkeit und Aufnahmefähigkeit von Lernimpulsen bei gleichzeitiger großer Vulnerabilität, wenn Alltagspraktiken und -routinen unangemessen sind und grundlegende kindliche Bedürfnisse missachtet werden – bewusst berücksichtigt werden. Hierfür müssen pädagogische Fachkräfte erkennen können, welche Bedürfnisse junge Kinder äußern, und in der Lage sein, anhand von Verhaltens- und Ausdruckssignalen das kindliche Wohlbefinden einzuschätzen und bei Anzeichen von geringem Wohlbefinden geeignete Maßnahmen zu ergreifen.

Basierend auf der Studie *Stimulation oder Stress? Wohlbefinden von Kindern im zweiten und dritten Lebensjahr in Kindertageseinrichtungen* (Viernickel et al., 2018) werden in diesem Beitrag zum einen physiologische und Verhaltensindikatoren für ein geringes kindliches Wohlbefinden vorgestellt und bezüglich ihrer theoretischen Grundlegung und methodischen Güte diskutiert. Dazu werden ausgewählte Befunde aus Videoanalysen von morgendlichen Freispielsituationen von $N = 131$ Kindern (12–35 Monate, 55% männlich) aus 35 Berliner Kindertageseinrichtungen sowie Tageskurven des Stresshormons Cortisol für eine Teilgruppe von Kindern herangezogen. Zum anderen werden Auftretenshäufigkeiten verschiedener individueller (Gehemmtheit, Zentner, 2011; elterliche Belastungen, Tröster, 2011) und institutioneller (Bindungsqualität an die pädagogische Fachkraft, Ahnert et al., 2012; pädagogische Qualität, Tietze et al., 2005) Risikofaktoren für kindliches Wohlbefinden analysiert. Die Ergebnisse weisen darauf hin, dass FBBE für ein- und zweijährige Kinder verschiedene Risiken für das kindliche Wohlbefinden birgt und dass ein Teil der Kinder multiplen Risiken ausgesetzt ist. Implikationen für die Steuerung und pädagogische Praxis von Kindertageseinrichtungen werden diskutiert.



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Do parents' mindsets matter? An experimental investigation of implicit theories and their effects on parenting behaviour

The development of self-regulation is seen as an important hallmark in early childhood. While self-regulation skills are still developing, children are dependent on parents' co-regulation. However, little is known about how parental co-regulation is influenced. Therefore, this study explores the role of parent's mindsets about the malleability of children's self-regulation and parent's beliefs on failure shaping parenting behaviour. Based on an experimental design, we induced four different mindsets in 40 parents of preschool children (three to six years of age). These mindsets either implied that self-regulation was a changeable or fixed ability or that failure was something debilitating or enhancing. Parent-child-dyads were then observed working on multiple problem-solving tasks for ten minutes. The parental implicit theories of these domains were successfully manipulated, and differences in performance during problem-solving were found. Parent-child-dyads in the incremental self-regulation condition achieved the highest scores. Video analysis of parent-child-interaction showed that parental implicit theories seem to affect parenting behaviours in parent-child-interactions. While interpreting these findings, the small and selective sample size must be considered. Nevertheless, data collection is still ongoing. Overall, the results have important implications for parent-child-interventions and further research.



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Attachment and education—two sides of the same coin?

Numerous international and national scientific studies from various disciplines have documented for years that a secure attachment in early life is a developmental factor that *can*—especially in the case of unfavourable environmental influences—become a "protective factor" for child development (e.g. Braun & Meier 2004; Grawe 2004; Hüther, 2003). This finding, which is supported in particular by developmental psychologists and attachment researchers, has since become a mantra of professional understanding. Accordingly, in popular discourses an inflationary use of the general term "the" child attachment is frequently to be found.

As a further consequence of the discussion about early years education that (once again) flared up in the German education system with the PISA shock, a scientific discourse has been established and intensified: *early childhood education research* (e.g. Anders & Rossbach 2015). Although educational research identifies the quality of early interactive processes as important criteria and operationalizes them, it sometimes also characterizes a certain distance from the classical concept of attachment. Attachment and educational research do not seem to have a completely friction-free relationship (e.g. the slogan "bonding comes *before* education").

The presentation intends, on the one hand, to place attachment as a concept of a psychological basic need in a respective *cultural and social context* and, in doing so, to grasp more critically than before the preconditions and possible developmental consequences of the (desired) secure bonding. On the other hand the presentation wants to reflect upon the possibilities and limits of the connectivity of general (pedagogical) process and interaction quality with (psychological) sensitivity and attachment quality in different care and learning environments (family, day care), including their *methodological implications* (e.g. dyad vs. group setting, focus on child/children vs. mother/father vs. educators vs. transactional processes).



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Does poverty affect early language development in 2-year-old children?

The impact of social background on children's language development has been demonstrated extensively. However, the very early emergence of these disparities is still a topic of high theoretical and practical relevance.

This paper focuses on the effects of social background on early language development in 2-year-old children ($N = 2,331$). We analyzed data of the newborn cohort of the National Educational Panel Study, which started when children were about 7 months old. Using a parental checklist (ELFRA) and social background information, we analyzed whether a risk of poverty impacts early vocabulary and grammar over and above mother's education in Germany. In addition, we considered joint picture book reading and differentiated between monolingual German children and those growing up multilingual.

The results showed that maternal education as well as joint picture book reading impacted early vocabulary and grammar in both monolingual and children from multilingual families. In addition, considering the whole group and monolingual children, our data showed a negative effect of low family income and living below the poverty line even when considering maternal education; the effect disappeared in families with migration background.

Thus, our findings substantiate the impact of social background on children's early vocabulary and grammar, although the latter has been considered as less affected by environmental factors. Furthermore, family income and the risk of poverty affected children's language development even after controlling for maternal education, which supports previous literature on the negative effect of poverty on child development. The differing results for children with migration background will be discussed.



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Effects of preschool quality on later achievement are mediated by persistence and depend on socioeconomic background

The early history of child–adult interactions form the infrastructure for school readiness and school success. They contribute to the development of children’s social competence, their self-regulation, and their early academic skills (Hamre & Pianta, 2001). Although a large body of studies has demonstrated the relation between the quality of early teacher–child interactions and academic achievement, it has not been investigated whether early preschool quality also affects children’s learning-related behaviors at their transition to formal schooling.

The goal of the current study was to determine whether persistence at school entry is influenced by the quality of their previous preschool experiences and whether such effects provide an underlying mechanism that contributes to the associations between preschool quality and later academic achievement. In addition, the study addressed compensatory effects of these proposed mechanisms for children from socially disadvantaged backgrounds.

Analyses are based on data from the BIKS-3-10 study following the development of 554 children from 97 preschools from the age of 3 to 8 years. Measures included assessments of preschool quality (Early Childhood Environment Rating Scale, ECERS-R), math and reading outcomes in second grade, teacher ratings of children’s first-grade learning behavior (persistence) based on the German FEES questionnaire (Rauer & Schuck, 2004), a set of age 3 control predictors (math skills, behavioral and attentional self-regulation, phonological working memory), as well as child covariates, parenting characteristics and family SES. A mediation model was implemented to test for indirect effects of preschool quality on reading and math achievement at age 8 via teacher ratings of persistence in first grade. Full information maximum likelihood was used to handle missing data. The nested structure of the data was taken into account using cluster-robust standard errors.

Results revealed significant indirect effects of preschool quality via persistence on mathematics achievement ($\beta = .04$, $SE = 0.017$, $p = .015$) and reading achievement ($\beta = .04$, $SE = 0.022$, $p = .041$). The socio-economic status of the family moderated the effects of preschool quality on persistence for both math ($\beta = -.15$, $SE = 0.075$, $p = .042$) and reading achievement ($\beta = -.15$, $SE = 0.072$, $p = .042$) showing that the indirect effects were larger for children from socially disadvantaged backgrounds.



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