



ABSTRACTS



BRiSE

Bremen Initiative
to Foster
Early Childhood Development

Second BRiSE Conference on Early Childhood Development
June 19th–20th, 2023



The Bremen Initiative to Foster Early Childhood Development

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Second BRiSE Conference on Early Childhood Development June 19th–20th, 2023



Program

June 19th, 2023

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> Pauline Slot “Continuous professional development as pathway towards sustainable quality in early childhood education”
1:15–2:05 p.m.	<i>Paper Session I</i>
2:05–2:20 p.m.	COFFEE BREAK
2:20–3:20 p.m.	<i>Poster Session I</i>
3:20–4:45 p.m.	<i>Paper Session II</i>
4:45–5:00 p.m.	COFFEE BREAK
5:00–6:00 p.m.	<i>Poster Session II</i>
6:00–7:30 p.m.	<i>Reception</i>

June 20th, 2023

9:00 a.m.–10:25 a.m.	<i>Paper Session III</i>
10:25 a.m.–10:55 a.m.	COFFEE BREAK
10:55 a.m.–11:55 a.m.	<i>Keynote Address</i> Kathryn Hirsh-Pasek “Re-imagining education: Delivering high quality education through playful learning”
11:55 a.m.–12:00 p.m.	<i>Farewell</i>



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CONFERENCE VENUE

Leibniz Association Headquarters

Chausseestr. 111

10115 Berlin

Germany

DIRECTIONS

The venue of the **Second 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**.



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June 19th, 2023; 12:15–1:15 p.m.



Pauline Slot

Utrecht University

Keynote Address: Continuous professional development as pathway towards sustainable quality in early childhood education

High quality early childhood education is essential to support children's development and to enhance equal opportunities. This talk will outline recent findings on professional development, implementation science, and curriculum- or -program-based pedagogical practice related to quality improvement. This presentation will introduce a model of professional development that is rooted in the wider policy and organizational context with cyclic enactment and reflection at the intra-individual educator level as key mechanisms of change.



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June 19th, 2023; 1:15–2:05 p.m.



Antonia Scholz & Samuel Bader

German Youth Institute (DJI)

Gleicher Zugang zur Kita? Benachteiligungsrisiken der Platzvergabe in Kindertageseinrichtungen

Hochwertige Frühkindliche Bildung hat für Kinder aus sozial benachteiligten Lebensverhältnissen nachweislich positive Effekte. Kinder dieser Gruppe besuchen jedoch immer noch seltener eine Kindertagesbetreuung als Kinder aus privilegierteren Verhältnissen. Gleichzeitig fehlen trotz Rechtsanspruch auf einen Betreuungsplatz weiterhin vielerorts Betreuungsplätze (Autorengruppe Berichterstattung 2022). Angesichts dieser Knappheit wird das Aufnahmeverfahren in die Kindertageseinrichtung nicht selten zu einem Auswahlverfahren, in dem bestimmte Kriterien für die Platzvergabe herangezogen werden. Neuere Forschungsergebnisse liefern Hinweise darauf, dass dabei durchaus unterschiedliche Prioritäten gesetzt werden, die sich für manche Familien benachteiligend auswirken (Menzel/Scholz 2022) und ggf. auch Segregation weiter befördern können.

Welche Platzvergabekriterien in deutschen Kindertageseinrichtungen zum Einsatz kommen, lässt sich mit den Daten des TALIS Starting Strong Surveys 2018 quantitativ untersuchen. In dieser internationalen OECD-kooordinierten Studie wurden repräsentative Daten erhoben, die auf der Selbstauskunft u.a. von Kita-Leitungen beruhen (vgl. Turani / Seybel / Bader 2022). In Deutschland wurden knapp 500 Kita-Leitungen zusätzlich zum internationalen Fragebogen u.a. auch zu den Aufnahmekriterien ihrer Einrichtung befragt.

Erste Datenauswertungen zeigen, dass in beinahe allen Kindertageseinrichtungen Auswahlkriterien eine wichtige Rolle spielen. Neben grundlegenden Faktoren wie Alter und Geschlecht finden in einigen Einrichtungen weitere Kriterien wie die ethnische und kulturelle Durchmischung der Gruppe Anwendung. Die Menge der als wichtig eingeschätzten Kriterien unterscheidet sich wesentlich zwischen den Einrichtungen: So werden etwa mehr Kriterien genannt, wenn die Einrichtung eine Warteliste führt. Auch Merkmale des Sozialraums korrelieren mit der Anzahl der Aufnahmekriterien.

Auf Grundlage der Analysen werden mögliche auswahlbedingte Benachteiligungsrisiken identifiziert und diskutiert, inwiefern sie den Kita-Zugang besonders für Kinder aus sozial benachteiligten Kontexten erschweren können.



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June 19th, 2023; 1:15–2:05 p.m.



Heike Wadepohl, Lisa Keller, Theresa Jahanssen, & Katja Mackowiak

Leibniz University Hannover

Attribuierte soziale Benachteiligung als Einflussfaktor auf die Lernunterstützung in Fachkraft-Kind-Dyaden in der Kita

Internationale Studien dokumentieren die Relevanz qualitativ hochwertiger Fachkraft-Kind-Interaktionen für kindliche Entwicklungs- und Bildungsprozesse, wobei speziell Kinder aus (sozio-ökonomischen) Risikolagen profitieren können (Anders, 2013; Ulferts et al., 2019). Im Kontext der Bildungsorientierung frühpädagogischer Institutionen wird dabei die Bedeutung einer frühen sowie gezielten Förderung (sprachlich-kognitiver) Kompetenzen hervorgehoben (Betz et al., 2016; Fthenakis, 2009); dies scheint jedoch in der Praxis für die Fachkräfte eine Herausforderung darzustellen (Wadepohl et al., in Überarbeitung).

Im Rahmen des Vortrags sollen Analysen aus den KoAkiK-Projekten zum Einfluss der sozialen Benachteiligung eines Kindes auf die lernunterstützende Gestaltung dyadischer Fachkraft-Kind-Interaktionen vorgestellt und diskutiert werden.

Insgesamt wurden im Rahmen der KoAkiK-Projekte 48 Fachkräfte mit jeweils einem Kind, das von der Fachkraft als sozial benachteiligt bzw. nicht benachteiligt eingeschätzt wurde, in einer 20minütigen dyadischen Lernsituationen videographiert. Die Videos wurden anschließend hinsichtlich der Lernunterstützung makro- und mikroanalytisch ausgewertet (CLASS: Pianta et al., 2008; B-LuKA: Johannsen & Keller, 2022). Die makroanalytischen Ergebnisse zeigen signifikante Unterschiede in der Qualität der Lernunterstützung in den beiden kognitiven Dimensionen des CLASS-Instruments zugunsten der Dyaden mit dem (vermeintlich) sozial benachteiligten Kind; in der sprachbezogenen Dimension ergeben sich hingegen keine signifikanten Unterschiede. Die (noch ausstehende) mikroanalytische Auswertung mit B-LuKA ermöglicht ergänzend dazu eine detaillierte Beschreibung der Art und Häufigkeit lernunterstützender Interventionen durch die Fachkräfte sowie möglicher Unterschiede in der Interaktionsgestaltung in beiden Dyaden. Erste Ergebnisse weisen darauf hin, dass die Fachkräfte in beiden Dyaden überwiegend prozessbegleitende Impulse auf einem geringen Anforderungsniveau geben. Die Ergebnisse beider Instrumente werden im Vergleich zueinander sowie vor dem Hintergrund der Relevanz einer adaptiven Lernunterstützung diskutiert.



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June 19th, 2023; 1:15–2:05 p.m.



Anna Meinhardt

IWM Leibniz Institut für Wissensmedien, Tübingen; DIPF | Leibniz Institute for Research and Information in Education

Evaluating a taxonomy of visual-spatial abilities

To better define visual-spatial abilities (VSA), Newcombe and Shipley (2015) suggested a systematic top-down taxonomy, which develops along two dimensions (intrinsic vs. extrinsic and static vs. dynamic). These two dimensions form four categories of VSA (intrinsic-static, intrinsic-dynamic, extrinsic-static, and extrinsic-dynamic). However, the validity and generalizability of the taxonomy have hardly been evaluated yet.

We aimed to evaluate the taxonomy using assessment data of children between the ages of four to six years ($n = 86$), as earlier findings indicated that VSA might change with age-related development. Additionally, we evaluated the generalizability of the taxonomy across test modes (paper-pencil-based assessment vs. tablet-based assessment). We used six tasks from the MaGrid® app [MathOnGrid by Pazouki et al. (2018)] and six matching paper-pencil-based tasks to evaluate the taxonomy from a standardized test for VSA [FEW-2; *Frostigs Entwicklungstest der visuellen Wahrnehmung – 2* by Büttner et al. (2008)].

Results from confirmatory-factor analyses (CFA) indicated that tasks from the MaGrid app reflected intrinsic-static, intrinsic-dynamic, as well as extrinsic-static VSA well (note that extrinsic-dynamic cannot be assessed using MaGrid®). Further considering data from the paper-pencil-based assessment indicated that the taxonomy is generalizable across test modes as indicated by the results of CFA on a joint data set. Taken together, these results substantiate the validity and generalizability of the Newcome and Shipley taxonomy of VSA.



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June 19th, 2023; 2:20–3:20 p.m.



Janette Buchmann, **Michael Müller**, Melina Preuß, Johanna Romefort, Lisa Ulrich, & Susanne Kuger

German Youth Institute (DJI)

Betreuungsangebote aus unterschiedlichen Perspektiven – Herausforderungen und Entwicklungsbedarfe

Unter Bezugnahme auf einen mehrebenen- und multiperspektivischen Monitoringansatz (Riedel/Klinkhammer/Kuger 2021) untersucht das Projekt ERiK anhand indikatorengestützter Erhebungsinstrumente für unterschiedliche Akteursgruppen die Situation und Veränderung der Qualität im System der frühkindlichen Bildung, Betreuung und Erziehung (FBBE) in Deutschland. Die Befragungsdaten ermöglichen es, die Perspektiven von Jugendämtern, Trägern, Leitungen, dem pädagogischen Personal in Kindertageseinrichtungen sowie den Kindertagespflegepersonen auf unterschiedliche Phänomenbereiche multiperspektivisch zu vergleichen (Gedon et al. 2022).

Neben dem Monitoringansatz und der für den bundesdeutschen Kontext bislang umfangreichsten Datenbasis zur Situation und den Herausforderungen im System der FBBE, stellt der Posterbeitrag ausgewählte Ergebnisse zum Zusammenhang von Platzangebot und -nachfrage in Kindertageseinrichtungen und in der Kindertagespflege vor. Es wird der Frage nachgegangen, ob sich einerseits Bezüge zu regionalen Sozialindikatoren (bspw. Arbeitslosenquote, Kinderarmutsquote; BBSR Bonn 2021) nachweisen lassen, andererseits ob diese Indikatoren wiederum mit Gelingensbedingungen guter pädagogischer Arbeit zusammenhängen.

Erste Ergebnisse der Befragungsdaten aus 2020 deuten darauf hin, dass in Landkreisen mit höherer Arbeitslosen- und Kinderarmutsquote die Bedarfe an Betreuungsplätzen sowohl für Kinder unter als auch über 3 Jahren von Trägern, Leitungen und Kindertagespflegepersonen höher eingeschätzt werden. Zugleich kommt das pädagogische Personal in Einrichtungen, in denen die Leitung den Anteil an sozioökonomisch benachteiligten Kindern niedriger einschätzt, zu der Bewertung, dass in Anbetracht der personellen Ausstattung den Bedürfnissen der betreuten Kinder eher entsprochen werden kann.

Die Zusammenhänge lassen vermuten, dass sich bei gleichbleibenden Konstellationen an Betreuungskapazitäten, Personal und Vergabep Praxis soziale Disparitäten im Kontext frühkindlicher Bildung weiter verfestigen oder sogar verstetigen könnten. Die Ergebnisse werden als Ausgangspunkt für weitere Forschungsvorhaben diskutiert.



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June 19th, 2023; 2:20–3:20 p.m.



Irene Dittrich¹, Gerlind Grosse², Ruben Maué², Melanie Jung², Julia Schröder-Moritz², Lena Heilig³, Gizem Samdan³, Cecil Mata Lopez³, & Sabina Pauen³

¹Hochschule Düsseldorf – University of Applied Sciences, ²University of Applied Sciences Potsdam, ³Heidelberg University

Screening developmental delays in early child care and education settings based on teacher observations

Early childhood education plays a crucial role for later development. To ensure that every child gets optimal support during this period, instruments are needed that (a) allow documentation and screening of child development on multiple dimensions, (b) are easy to apply, and (c) are scientifically approved. The MONDEY (Milestones of Normal Development in Early Childhood; Pauen, 2018) can be used by parents and daycare teachers to document and screen the development of children up to three years of age. This instrument has now been extended by a new collection of milestones for older children (4 to 6 years of age). Based on the MONDEY program, the BEOKIZ Project—a consortium aiming at providing daycare teachers in Berlin with a structured tool for observation and documentation processes—currently develops a prediagnostic instrument for children aged 2;6 and 4;6 years of age (Berlin-MONDEY milestones, BEMMs). To assess the validity of BEMMs, a sample of children with specific developmental delays or impairments (as diagnosed by pediatricians) from various regions in Germany (Berlin, NRW, Ba-Wü) will be evaluated with the BEMMs as well as with other standardized instruments (e.g., ET6-6R). Data collection is currently under way. We predict that developmental delays are reflected by lower scores on corresponding dimensions of the BEMMs, and that BEMMs scores correlate with thematically related scores of other instruments. The general aims of the BEOKIZ-project and a pilot version of the BEMMs prediagnostic instrument will be presented, the study design will be introduced, and preliminary results will be reported.



Eva Bühler¹, Bettina Grab¹, Markus Rehm¹, Hendrik Lohse-Bossenz², & Tim Billion-Kramer³

¹Heidelberg University of Education, ²University of Greifswald, ³Ludwigsburg University of Education

Explore scientific inquiry

Children need an understanding of natural and cultural conditions in order to experience themselves as self-effective and to be able to actively participate in life. In a world shaped by technology and science, they are confronted with science and technology at an early age (Leuchter, 2017). In this context, potentials of early science education are increasingly getting broad attention (Anders & Steffensky, 2019). To promote early science education, scientific ways of thinking can already be applied in kindergartens (Leuchter, 2017). The goal is to cultivate scientific interest and childlike curiosity in order to be able to explore the world in a scientific way (Steffensky, 2017). Enabling early science education in kindergartens is a challenging task for pedagogical professionals. They need professional knowledge in this regard, e.g., scientific understandings and science-specific pedagogical content knowledge, so that they can offer suitable learning opportunities in kindergartens (Steffensky et al., 2012). How pedagogical professionals effectively build this up in their studies as well as in initial and in-service training has been little studied so far. This is due in part to a lack of (action-related) instruments that can validly capture such professional knowledge. In educational research, so-called vignette tests in different formats (text, comic, and video) have proven to be variously suitable in this regard (cf. Brovelli et al., 2014; Rutsch, 2016; Friesen, 2017; Syring et al., 2015). This project aims to develop a vignette test for early science education. In order to investigate the role of different vignette formats for the subjects' engagement with everyday situations, eight situations will be created as text, comic, and video.



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June 19th, 2023; 2:20–3:20 p.m.



Alexander Stiewe & Jan-Henning Ehm

DIPF | Leibniz Institute for Research and Information in Education

Preschool teachers' noticing: A review of conceptualizations, operationalization, and empirical relations

According to theoretical models, noticing is considered a critical component of teaching competence. Empirical studies show that what and how teachers perceive influences their instructional actions and thus student learning. Noticing is also considered to be of great importance in the ECEC setting. Here, learning takes place in a variety of situations, including spontaneous everyday scenarios. In order for these events to become natural learning situations for children, preschool teachers must first perceive their potential. However, the multiple forms of preschool teachers' noticing have been insufficiently studied so far. In addition, there is not yet an overview of what factors are related to noticing by preschool teachers. This systematic literature search examines previous research on preschool teachers' noticing to identify (1) how this construct is conceptualized in research in the kindergarten field, (2) what methods of operationalization are used, and (3) whether relationships between noticing and other constructs can be demonstrated.

Existing studies ($N=18$) conceptualize noticing in different ways, using combinations of the aspects of perception ($N=2$), perception and interpretation ($N=7$), perception, interpretation and decision-making ($N=8$). The heterogeneity was also reflected in operationalization, where questionnaires, interviews, or observational procedures were used. In addition, constructs thought to influence noticing could be identified (e.g.: knowledge, self-efficacy beliefs, interaction quality), but less so which constructs are influenced by noticing. The findings highlight a significant need for research both in terms of conceptualization and operationalization, as well as empirical testing of postulated relationships.



Jessica A. Willard¹, Lars Burghardt², Katharina Kohl³, & Yvonne Anders²

¹Leibniz Institute for Educational Trajectories (LifBi), ²University of Bamberg, ³IPN · Leibniz Institute for Science and Mathematics Education

Does entering into German early childhood education as a toddler reduce or amplify disparities in language and social development up into elementary school? A propensity score analysis

Entering into early childhood education (ECE) has been pointed to as a means of addressing early disparities in foundational skills, but also as a potential risk for social development. Prospective studies of entry age tracing development beyond the ECE period are sparse: Do advantages or disadvantages of an early entry persist into elementary school or does development converge? For the German National Education Panel Study – Newborn Cohort ($n = 2296$), we conducted inverse probability of treatment weighting (IPTW). We balanced 23 covariates taken in infancy and modelled relations between ECE entry age (very early entry <24, early entry 24-35, later entry >35 months) and language and social development between age three and seven (PPVT-4 and subscales from the SDQ). Dual language learner (DLL) status and parental education served as focal moderators to understand how early entry relates to the development of disparities. There was a mix of mostly null and intercept effects. Particularly *very early* entry predicted higher societal language vocabulary of DLLs and children of less educated parents until first grade. *Very early* entry generally predicted fewer peer problems, but for DLLs also less prosocial behavior in first grade. *Early entry* was also predictive of advantages for language and social skills. Advantages associated with earlier entry outweighed the lone longer-term risk for DLLs' prosocial behavior. This suggests that entering into an ECE system such as the German one as a toddler can reduce early disparities in societal language skills and promote forming positive relationships with peers.



Stefan Zehentmayer

University of Basel

Effects of the ethno-linguistic neighborhood composition on the majority language competence of preschool children with migration background

Majority language competence is of great importance for children with migration background, as it can have an impact on success at school, and on later social and professional development. How majority language competence develops has been well studied. Attendance at a childcare institution and contact with majority language speakers serve as drivers of second-language development. One of the most important conditions for language acquisition is exposure to language, which is influenced by contextual factors such as neighborhood. Studies show that higher concentration of ethnic minorities in the neighborhood is associated with less contact and less competences in the majority language. This study investigates how the ethno-linguistic neighborhood composition affects the language proficiency of preschool children. The multilevel-models with N=3076 preschool children (mean age 37.25 months; 49.9% females) on Level-1 and 86 Swiss communities on Level-2 show that a higher proportion of an ethno-linguistic minority in the community leads to a lower language proficiency of preschool children in this language group. The positive effects of attending a childcare institution and contact with German speakers can also be confirmed. These results should help to understand the effects of diversification or segregation of residential environments on the early second-language development of preschool children.



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June 19th, 2023; 2:20–3:20 p.m.



Gizem Samdan^{1, 2}, Lena Heilig¹, & Sabina Pauen¹

¹Heidelberg University, ²University of Bremen

Investigating infant development throughout the first year of life: The role of maternal educational background

Parents with a low socioeconomic status tend to have lower levels of education, which is often associated with limited knowledge about childrearing, less positive family interaction behaviors and stimulation in the home environment, less responsiveness, guidance, and support for the child - all factors already known to negatively impact child development. How early such effects are evident, however, is still unclear. While numerous studies focus on kindergarten or school age, studies on infants and toddlers are still scarce. This longitudinal study therefore assesses the development of children ($N = 94$) from disadvantaged neighborhoods in Bremen/Germany through parental reports using MONDEY (Milestones of Normal Development in Early Years) at three measurement points during the first year of life. The aim of the study is to investigate early child development in relation to maternal educational attainment. The results show that the educational background of the mothers has no detectable effect on early child development during the first year of life. The MONDEY total scores as well as the patterns of age-related changes in each developmental area are comparable for both groups of children of lower and higher educated mothers. In both groups, MONDEY scores on all developmental areas increase with age, but each show different development profiles that are well in line with the literature. The findings suggest that the potential impact of parental education on child development may only become evident after the first year of life. The role of observation errors and response biases in parent assessments are discussed.



Susanne Enke^{1, 2}, Barbara Hench^{1, 2}, Henrik Saalbach^{1, 2}, & Catherine Gunzenhauser^{2, 3}

¹Leipzig University, ²Leipzig Research Center for Early Child Development, ³University of Education Ludwigsburg

Ready for school? The relation between preschool children's executive functioning, precursor skills, and home learning environment

Children from families with low SES perform significantly worse than their more advantaged peers even prior to school entry (Lacour & Tissington, 2011; Perry et al., 2018; Ryan et al., 2006). However, early precursor skills are an important predictor for later academic success (e.g., Duncan et al., 2007). Precursor skills are in turn influenced by children's executive functioning (EF) abilities (cf. Cortés Pascual et al., 2019; Spiegel et al., 2021) and home learning environment (HLE) in which children grow up (e.g., Anders et al., 2012; Melhuish et al., 2008). In the present study, we focus on understanding possible relations between children's HLE and EF skills on the one hand, and their role for children's preacademic performance on the other hand. The presented data was collected in a larger validation study for a computerized battery measuring EF in preschool children. Executive functioning and (domain-specific) precursor skills (math and German language competencies) were assessed in 197 children (mean age = 55.27 months, $SD = 10.6$, 48% girls). Parents answered a questionnaire on the family's HLE. In a path model controlled for age, we found direct positive effects of HLE on EF and language skills and of EF on math and language skills. Furthermore, we found positive indirect effects of HLE over EF on language and math skills. Our results support the importance of EF for successful school entry and provide evidence for the relevance of the relationship between HLE and EF.



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June 19th, 2023; 3:20–4:45 p.m.



Marie Schepan^{1, 2}, Malte Sandner³, Sören Kliem⁴, & Tilman Brand¹

¹Leibniz Institute for Prevention Research and Epidemiology - BIPS, Bremen, ²University of Bremen, ³Technical University Nuernberg, ⁴University of Applied Sciences Jena

Effects of two staffing models in the home visiting program Pro Kind: Follow-up of a randomized trial at age 7

Background: Careful program adaptation is an important precondition for successfully transferring an effective intervention from one context to the other. The German home visiting program Pro Kind was adapted from the US American Nurse-Family Partnership program. One major step in the adaptation was the adoption of two different staffing models. In the first model, which was closer to the original program, the families were visited by a midwife (midwife-only model). In the second model, a social worker and a midwife delivered the visits (tandem model). The aim of this study was to assess the intervention effects of both staffing models on mother and child outcomes at child age 7.

Methods: Low-income, first-time mothers were randomized to an intervention group or a control group. Mothers in the intervention group were allocated to the midwife-only (n=214) or the tandem model (n=176). Of the 755 families, 533 participated in the 7-year follow up. School readiness (BUEGA), child behavioral problems (CBCL), abusive parenting (Conflict Tactics Scale), parenting stress (parenting stress scale), and maternal mental health (DASS) were assessed as primary outcomes.

Results: Parents in both intervention groups reported fewer child behavioral problems compared to the control group. Furthermore, significant beneficial intervention effects were found in the midwife-only group on abusive parenting, parenting stress, and maternal mental health.

Conclusion: Both staffing models produced positive intervention effect five years after the end of the program. However, more and stronger intervention effects were observed in the midwife-only model, which adhered closer to the original US-based program.



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June 19th, 2023; 3:20–4:45 p.m.



Isabelle Kalkusch¹, Simone Schaub¹, Erich Ramseier, Alex Neuhauser¹, Patsawee Rodcharoen¹, **Andrea Lanfranchi¹**, & Peter Klaver¹

¹University of Teacher Education in Special Needs, Zurich

Effekte früher Bildung in psychosozial belasteten Familien im Schulalter: Ergebnisse aus der longitudinalen Studie ZEPPELIN

Herkunftsbedingte Bildungsungleichheiten zeigen sich bereits beim Schuleintritt und sie perpetuieren sich im weiteren Bildungsverlauf. Zur Verminderung solcher Benachteiligungen ist in der Schweiz in jüngerer Zeit zunehmend die Frühe Bildung in den Fokus gerückt. Es gibt aber nur wenige longitudinale Studien, die längerfristige Wirkungen während der ersten Schuljahre untersuchen, insbesondere im deutschsprachigen Raum. Im Projekt ZEPPELIN, einer longitudinalen Studie aus dem Kanton Zürich, wurden Familien mit dem Hausbesuchsprogramm «PAT – Mit Eltern Lernen» von der Geburt der Kinder bis zum 3. Lebensjahr durch Fachpersonen unterstützt. Nach der Baseline-Erhebung wurden die Familien zufällig zwei Gruppen zugeteilt: Die Interventionsgruppe wurde mit PAT gefördert ($n = 139$); Die Kontrollgruppe erhielt neben den bestehenden Angeboten der Gemeinden keine zusätzliche Unterstützung ($n = 122$). Mittlerweile liegen Daten von der Geburt bis zur ersten Klasse der Primarschule vor. Erste Analysen mit Strukturgleichungsmodellen ergeben positive und signifikante indirekte Pfade von der frühen Bildung über die sprachlichen und kognitiven Kompetenzen im Alter von drei und sechs Jahren auf die Lese- und Mathematikkompetenzen in der ersten Klasse. Die längsschnittliche Auswertung der Daten verweist auf indirekte Effekte der frühen Bildung mit PAT. Diese Ergebnisse beleuchten mögliche Entwicklungspfade hinsichtlich sprachlicher und mathematischer Kompetenzen und bereichern die Diskussion darüber, wie Familien und gefährdete Kinder nachhaltig unterstützt werden können.



Sarah K. Schröter, Franziska Cohen, Luisa Prokupek, Sabine Blaurock, & Yvonne Anders

University of Bamberg

A digital pedagogical component to increase family stimulation quality

Studies confirm the home learning environment's relevance to children's learning outcomes. However, the HLE varies across families and differences in the HLE are linked to differences in academic achievement (e.g., Storch & Whitehurst, 2001). To support families in offering a stimulating HLE to their children, an app for parents was developed to create awareness for early language development. Through weekly messages, parents received information and instructions to stimulate their children's language skills at home. To investigate the potential of this app, an intervention study has been designed. A sample of 221 parents of children in Germany with an average age of 13 months took part in the study, including an intervention and a control group. The first results show that the amount of finished tasks suggested by the app is significantly positively related to parents' self-efficacy in language stimulation, meaning parents are more confident in offering their child a stimulating language learning environment at home. Furthermore, the amount of finished tasks is also positively related to a higher frequency of language-related activities at home. Moreover, further analysis indicates that the time parents spend with the app is less important than the number of finished tasks.



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Second BRISE Conference on Early Childhood Development

June 19th, 2023; 3:20–4:45 p.m.



Frank Niklas, Efsun Birtwistle, Astrid Wirth, Tina Schiele, & Anna Mues

LMU Munich

Learning apps for disadvantaged families: Intervention results from the Learning4Kids study

Early literacy and mathematical abilities are important precursors for later academic achievement in school. However, in Germany, children with a migration background and/or from families with a low socio-economic status (SES) are at risk of not developing to their full potential and to be outperformed in early literacy and numeracy by their peers (Niklas & Schneider, 2017). Given the availability of digital media in families, a digital intervention may be a promising approach to support these children's learning and development.

The "Learning4Kids"-study analyses the development of $N = 500$ kindergarten children's literacy and numeracy competencies in a randomized-control group intervention design (Niklas et al., 2020). Children's competencies were assessed with standardized literacy and numeracy tests before and after the six-month intervention phase. During the intervention, two groups of families received tablets for usage at home with learning apps focusing on either literacy or numeracy learning, whereas the remaining families were assigned to a tablet-control and a business-as-usual group.

Children with a migration background and/or low SES were outperformed by their peers at t_1/t_2 . However, if these children were in the literacy intervention group, they showed a significantly greater literacy competencies development compared to children with the same family background in the control groups even when controlled for various child and family characteristics. The numeracy competency gain did not differ significantly between numeracy intervention and control groups. The findings indicate, that children from disadvantaged families seem to profit more from an early literacy compared to an early numeracy app intervention.



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Second BRiSE Conference on Early Childhood Development

June 19th, 2023; 3:20–4:45 p.m.



Nicole Reichenbach, Lynn Kriegs, Maria Kranz, & Susanne Viernickel

Leipzig University

**Wie geht es Kindern mit erheblichen Lern- und Entwicklungsherausforderungen kurz vor dem Übergang in die Grundschule?
Erste empirische Ergebnisse aus dem Projekt Ilea-Basis-T**

Als Kinder mit erheblichen Lern- und Entwicklungsherausforderungen werden im BMBF-geförderten Projekt „Individuelle Lernentwicklungsanalyse von Basiskompetenzen in der inklusiven Transition Kita – Schule (ILEA-Basis-T)“ diejenigen Kinder im letzten Kita-Jahr adressiert, welche in gängigen Testverfahren lediglich untere Kompetenzstufen erreichen. Für diese Zielgruppe werden im Projekt diagnostische Bausteine zur differenzierten Erfassung von Kompetenzen früher Literalität und früher Mathematik entwickelt und adaptive Förderanregungen für den Einsatz in inklusiven Settings konzipiert.

Die beiden Verfahren zur Kompetenzmessung werden durch einen dritten Baustein ergänzt, der die Erfassung des *biopsychosozialen Wohlbefindens* der Kinder zum Ziel hat, da dieses als eine wesentliche Ressource generell für Lernprozesse, aber auch für die Bewältigung von Stress und Anpassungserfordernissen, wie sie im Kontext der Transition Kita-Grundschule entstehen (Schmidt & Schulze-Lutter, 2020), gilt. Umgekehrt sind kumulierende organische, psychosoziale und/oder sozioökonomische Belastungsfaktoren (wie u.a. Armut, bildungsfernes Aufwachsen, Migrations- oder Fluchterfahrung, familiäre Spannungen) nicht nur mit kognitiv-sprachlichen Entwicklungsrückständen (u.a. Doblinger, 2020), sondern ebenso mit einer erhöhten Vulnerabilität im Bereich der psychosozialen Gesundheit und des Wohlbefindens assoziiert (Hurrelmann et al., 2014), was deren zuverlässige und gültige Erfassung ebenso notwendig erscheinen lässt.

Das Konstrukt des biopsychosozialen Wohlbefindens umfasst neben positiven körperlichen und emotionalen Empfindungen das Erleben von Geborgenheit, Zuneigung, Akzeptanz und Beziehungssicherheit sowie Erfahrungen von Partizipation, sozialer Teilhabe, Handlungskontrolle, Selbstwirksamkeit und Autonomie (zusammenfassend Viernickel & Jankowicz, 2022).

Im Vortrag wird das Likert-skalierte Erhebungsinstrument vorgestellt, mit dem pädagogische Fachkräfte auf mehreren Dimensionen das habituelle Wohlbefinden von ihnen vertrauten Kindern einschätzen, und es werden erste Ergebnisse und Verteilungsparameter auf Basis der Erhebungsdaten aus der Erprobung mit ca. 60 Kindern berichtet.



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June 19th, 2023; 5:00–6:00 p.m.



Lisa Leßner, Theresia Pachner, Julian Maron, Magdalena Fichter, & Susanne Kuger

German Youth Institute (DJI)

Multiperspektivische Betrachtung der kindlichen Teilhabe: Die ERiK-Kinderbefragung 2022

Hintergrund: In der Erforschung pädagogischer Qualität im System der frühkindlichen Bildung, Betreuung und Erziehung (FBBE) findet die Perspektive von Kindern bislang keine ausreichende Berücksichtigung (Heil u. a. 2019). Die ERiK-Kinderbefragung begegnet diesem Desiderat und liefert bundesweit aussagekräftige quantitative Daten zur FBBE-Qualität aus Kindersicht. Die Vorstellung der Studie sowie eine Auswertung von Umfrage-Metadaten sind Ziel des Posters.

Methodik: Bei der im Rahmen der ERiK-Studie in 2022 durchgeführten Kinderbefragung wurden Kinder im Alter von 4 bis 7 Jahren aus Kindertageseinrichtungen in Deutschland anhand eines eigens entwickelten kindgerechten, spielerischen Erhebungsinstrument befragt (CAPI). Die finale Stichprobe umfasst n=479 Kinder. Neben Kindern wurden auch Interviewerinnen, Eltern (n=1.359) sowie die zugehörigen Einrichtungen (n=281) befragt.

Ergebnisse: Die Rücklaufquote der Kinderbefragung lag bei 67 Prozent, wobei drei Kinder das Interview vorzeitig beendeten. Zum Zeitpunkt des Interviews waren 44 Prozent der Kinder zwischen 5 und 6 Jahre alt. Etwa 60 Prozent der Eltern gaben an, dass ihr Kind ganztags betreut wird. Auf die Frage, ob das befragte Kind Spaß an der Befragung hatte, gaben Interviewerinnen auf einer sechsstufigen Likert-Skala (1=trifft gar nicht zu; 6=trifft voll und ganz zu) im Durchschnitt einen Wert von 4,6 an.

Ausblick: Die Ergebnisse deuten darauf hin, dass das entwickelte Verfahren eine geeignete Möglichkeit für Kinder bietet, ihre Betrachtungsweisen einzubringen und ihr Recht auf Beteiligung zu verwirklichen. In zukünftigen Analysen kann die ERiK-Kinderbefragung durch ihren multiperspektivischen Ansatz dazu beitragen, Informationen von Eltern und Kindern gegenüberzustellen und Qualitätsaspekte der FBBE aus verschiedenen Blickwinkeln zu betrachten.



Laura Schmitz¹, Mara Barschkett¹, Sophia Schmitz², & C. Katharina Spieß²

¹German Institute for Economic Research (DIW Berlin), ²Federal Institute for Population Research

The costs and short-term effects of a home visiting program in BRiSE – first steps for a cost-effectiveness analysis

Home-visiting programs targeting families during pregnancy or shortly after birth can be a powerful tool to promote child and family well-being, in particular for disadvantaged families. However, more evidence is needed on the (cost-)effectiveness of these programs in the European context. In this study, we present novel evidence on the costs and effects of Pro Kind, a home-visiting program under the Bremen Initiative to Foster Early Childhood Development (BRiSE). BRiSE randomly assigns an information and access treatment on the neighborhood level that nudges families in the treatment group to participate in Pro Kind. We exploit this random variation in an instrumental variables (IV) framework combined with entropy balancing to estimate the causal effects of the intervention on several mother and child outcomes during the first seven months of the children's lives. In addition, we provide cost estimates based on self-collected cost data. At this early stage of the intervention and due to data limitations, we cannot deduce meaningful causal effects of Pro Kind on child and maternal outcomes. The cost analysis suggests that Pro Kind is less costly than most comparable early childhood programs. Our analysis builds the basis for future cost-effectiveness and cost-benefit studies.



Robert Kayser*, **Ulrike Frischen***, Robin Kemmerich, Birgit Mathes, & Annika S. Wienke

University of Bremen

Overview of child assessments in the longitudinal study BRiSE

The BRiSE project is a longitudinal study that systematically examines child development as well as the promotion and support of children and their families. Over a period of several years, the development of children and their home environment is observed while using various measurement instruments. All assessments and measurement times are determined jointly by the BRiSE consortium. This involves the use of already established test procedures as well as test procedures developed by consortium partners. The different assessments in BRiSE include questionnaires addressing parents and in addition behavioral observations, developmental tests as well as EEG and eye tracking methods with children. The spectrum of tasks addressed to the children ranges from the measurement of basal, general skills (e.g. attention) to specific precursor skills (e.g. mathematical skills). Many of the assessments in BRiSE are used recurrently to monitor the course of development. However, some assessments are adapted for different age-groups or utilized only once. The aim of this contribution is to provide an overview and timeline of the various assessments of children between 3 month and 5 years of age within the BRiSE project.

*shared first authorship



Sonja Hasler

University of Basel

Associations between educational language acquisition and types of social skills in preschool children

This longitudinal study investigates the links between educational language acquisition of preschoolers with German as a second language and three various observable social skills, i.e., contact ability, shy and aggressive behavior. A cross-lagged panel model with three measurement points (18 months before kindergarten entry, at begin of kindergarten, and at the end of kindergarten) was adopted. The sample at the first measurement point included 184 preschoolers (50% girls; Mean age = 3.48 years) living in the county of Basel-City, Switzerland. Study variables were assessed through standardized tests and caregiver questionnaires.

Preliminary analyses show high stabilities of educational language abilities and social skills across the measurement points. Results from the cross-lagged structural equation models indicate that constructs are longitudinally associated. With regard to control variables such as age, gender, and SES longitudinal associations vary. Findings of this study are in congruence with previous studies, but indicate also differences. It highlights the bidirectional and complex nature of the association between social behaviors and educational language skills of children. The correlation appears to differ depending on the social behavior considered.



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June 19th, 2023; 5:00–6:00 p.m.



Sabina Pauen, Lena Heilig, **Gizem Samdan**, & Clara Heilmann

Heidelberg University

MONDEY 4: Evaluation of a new milestone selection to observe and document child development at 4 years of age

MONDEY 0–3 (Pauen, 2018) is a well-established instrument for monitoring normal development in children aged 0–3 years. To follow up children's development, a new pilot version of MONDEY 3–6 is currently tested. Items for 4-year-olds (i.e., MONDEY 4) cover (1) motor development (gross- and fine-motor-skills; 15 items), (2) cognitive development (basic- and higher cognitive processing, school-readiness abilities; 15 items), (3) language skills (16 items), (4) social-emotional development (social competencies, self-regulation and emotion processing; 16 items). All 62 milestones were evaluated by $N = 152$ parents of children aged 4 years (78 females). Item- and scale characteristics proved to be good (all Cronbach's $\alpha < .76$). Analyses of variance with $N = 150$ children (2 outliers excluded) split in three groups according to their age revealed that the total MONDEY score increased with age. $N = 11$ of all parents indicated that their child has some developmental problem. Those with general developmental delays ($n = 2$) and an ASD diagnosis ($n = 1$) were delayed on all MONDEY dimensions (< 1 SD). The others showed delays on selected MONDEY dimensions, thus showing that MONDEY 4 can detect atypical development. Based on the reported data, a short version of the MONDEY 4 was developed, containing $i = 40$ items (10 per domain). This short version revealed comparable item and scale characteristics as the complete version. Findings regarding age-effects could be replicated, and cut-off points for outliers on individual dimensions were comparable, thus suggesting that the short version provides good psychometric quality.



Korbinian Moeller on behalf of all CEML investigators

Loughborough University, United Kingdom

ESRC-Centre for Early Mathematics Learning at Loughborough University

Success with mathematics is important for individual life prospects but also society. Higher levels of mathematical skills are associated with enhanced employment and improved quality of life. On the societal level, the annual cost to the UK economy of poor mathematical skills is estimated to amount up to £33bn (Smith, 2017). Typically, difficulties with mathematics emerge even before the start of school and once children have fallen behind their peers many struggle to catch-up.

The Centre for Early Mathematics Learning (CEML) brings together 19 leading academics from 7 UK institutions in a more than £7.5m investment. It will transform our understanding of children's early mathematics learning and equip educators with the knowledge, tools and confidence to help children succeed. CEML will link interdisciplinary studies on mathematical learning with the design of educational activities and translation of research to practice to address five challenges that currently prevent us from providing children from all backgrounds with the support they need. This poster will give an overview of CEML and its research endeavours.



Lilian Münch, Stefanie Peykarjou, & Sabina Pauen

Heidelberg University

EEG frequency tagging with unfamiliar stimuli: Reliability of responses in 7-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) unfamiliar categories in 7-month-old infants. We employ the Fast Periodic Visual Stimulation oddball paradigm (Rossion, 2014, TICS), presenting 6 images per second (corresponding to a frequency of 6 Hz) with categorical changes in a predefined order (AAAABAAAABA...) while recording EEG. In an independent sample, we are estimating reliabilities of base (indicating visual attention) and categorization responses (indicating categorization). $N = 19$ participants (14 f) were tested twice, with a two-weeks-delay, using the same stimulation. Strong categorization responses were observed, but preliminary analyses indicate that reliability of base and oddball amplitude was questionable, Cronbach's alpha between $\alpha = 0.32-0.65$. Further analyses will be performed to evaluate how reliability varied with region of interest and across harmonics of the categorization and the base response. Given prior evidence for excellent reliability of this paradigm with adults (Dzhelyova et al., 2019), we expect that refining analyses in terms of spread on the scalp and across harmonics will reveal that responses in this paradigm can be measured with sufficient reliability. This will allow us to make optimal use of this measure in the BRISE study.



Annika S. Wienke, Hannah E. Zwad, & Birgit Mathes

University of Bremen

Focused attention and distractibility at the age of 18 months – and its possible influence by previous media exposure

The present study is an investigation of state of attentional engagement (focused attention and casual attention) and distractibility in toddlers. Focused attention is a response to discrete visual, auditory or tactile stimuli and can be visible in toddlers as concentrated examination of objects. Seventy-one 18-month-olds were observed in regard to their attentional abilities while object examination during independent structured play. A simple periodic bimodal auditory distractor was utilized for two of four one-minute trials, while the other two trials were non-distractor trials. In addition, attentional abilities of toddlers (n=59) were analysed regarding their previous background television exposure. This questionnaire item was surveyed at the age of 7 months. Outcome measures were total scores of attentional states and three indicators for distractibility – frequency, latency and duration. Results show that toddlers state of casual attention leads to longer latency of directing attention towards the distractor compared to previous focused attention. This indicates that toddlers in casual attention are less distractible during object examination. Over the course of each trial, distractibility of the toddlers decreased regardless of their state of attentional engagement due to habituation. A nonsignificant tendency was depicted that media exposure leads to longer durations of distractibility, which could indicate a slower information process. More data is needed to better depict if and how media exposure impacts on attention.



Maximilian Seitz

Leibniz Institute for Educational Trajectories (LIfBi)

Social disparities in early domain-specific cognitive precursor abilities

For several decades, studies have reported effects of social disparity in young children's cognitive abilities (e.g., Noble et al., 2015). From a theoretical as well as from a more practical policy-making perspective, it is relevant to investigate how such disparities affect different aspects of child cognition. While habituation tasks are considered an important method for studying early cognition (Colombo et al., 2020), effects of social disparity are rarely addressed in such studies (e.g., Mayes & Bornstein, 1995), especially regarding domain-specific cognitive precursor abilities. Data of a German large-scale panel study (NEPS SC1; Blossfeld & Roßbach, 2019) is used to address some of the shortcomings of the previous research. More specifically, children's looking times in a numerical task and a word-learning task administered at 17 months in the children's home were used. For investigating social disparities in the domain-specific precursor abilities, associations between task performance indicators (i.e., total looking time during habituation and attention recovery during dishabituation) and maternal education and household income were examined. Preliminary results suggest that while some significant correlations between habituation task performance at 17 months and maternal education and household income were found, most coefficients were small and the overall picture was inconclusive. In addition, these associations did not weaken the predictive effects on mathematical competence at 4 years and receptive vocabulary at 3 years, respectively. The talk closes with a critical discussion about the household setting, which probably had a substantial influence on the children's looking behavior.



Melike Yumus¹, Roberta Nicosia¹, Tabea Testa¹, Christina Stuhr², Marlene Meindl², & Tanja Jungmann¹

¹University of Oldenburg, ²University of Rostock

Development of an app-based narrative assessment: Examining parents' home literacy environment and children's language and narrative skills

Narrative skills, which are integrally related to other aspects of language, are an important predictor of children's later academic success (Khan et al. 2021, Sénéchal et al., 2008). However, children with diverse backgrounds from lower socioeconomic status (SES), are particularly at risk of low performance in literacy and language skills (Hoff, 2003; Klinger, 2015). Given the predictive potential of the home environment (Neuman, 2006) during early childhood, it is important to examine the link between the characteristics of parents' early literacy approaches and children's language and narrative skills. In this context, the present study addresses two main research questions: (1) To what extent are parents' approaches to early literacy and their involvement associated with children's language and narrative skills? (2) To what extent is the level of parental background related to children's language and narrative skills? Data were gathered from children aged 4;0 to 6;11 and their parents in Mecklenburg-Western Pomerania, Bremen and Lower Saxony through standardized language tests, parental surveys and a newly developed tablet-based narrative assessment tool (EuLeApp©). Early preliminary results show differentiated profiles of early literacy competences in children from families with low SES. Especially letter naming and narrative skills seem to depend on literal practices in the home learning environment. Further research results will be discussed.



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June 20th, 2023; 9:00–10:25 a.m.



Sabine Blaurock, Theresia Hummel, Luisa Prokupek, & Yvonne Anders

University of Bamberg

Social risk levels of families and their relation to facets of infant's home literacy environment

Although studies report on the significance of the home literacy environment (HLE) for early language acquisition, studies are primarily focused on the importance of family background characteristics for parent-child interactions. Little is known about which other social risk factors are associated with different facets of home literacy activities in early childhood. Our study therefore investigates patterns emerge among families with different levels of social risk for cross-situational literacy interactions (everyday activities at home) and literacy interactions in specific situations (home literacy activities). Data stems from the German intervention project "Development and implementation of a digital pedagogical component to increase family stimulation quality" with a sample of 221 parents of infants (average age 13 months). Results reveal that the construct of HLE should already be considered in a differentiated way in families with infants. Families with a comparatively higher risk level stimulate their children less situation-specific ($\beta = -.20$. $p = .005$) and cross-situational ($\beta = -.22$. $p = .008$) than families with a lower risk level. Situation-specific literacy interactions, such as dialogical reading with the child, are independent of family background characteristics. However, not all parents (e.g. families with a family language other than German, $\beta = -.20$. $p = .009$) are aware that cross-situational literacy activities, such as talking with the child in everyday situations, are also important for development of emergent literacy skills. Self-assessed parental competences with regard to literacy stimulation might slightly compensate for the association between social risk factors and cross-situational literacy interactions at home (indirect effect: $\beta = -.07$. $p = .095$). Results are discussed regarding the potential of (digital) family education programs for higher social risk families with infants.



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June 20th, 2023; 9:00–10:25 a.m.



Dave Möwisch¹, Manja Attig¹, & Sabine Weinert²

¹Leibniz Institute for Educational Trajectories (LifBi), ²University of Bamberg

Effects of socioeconomic factors on early maternal interaction quality: Results from the BRiSE study

Maternal sensitivity and stimulation are two important dimensions of maternal interaction behavior and play an important role in supporting child development (Linberg, 2018; Grusec & Davidov, 2010). In addition to child characteristics, family background characteristics, such as socioeconomic factors, are important factors that are associated with parental interaction behavior (Bornstein, 2016). Studies, for example, showed that family socioeconomic status is associated with maternal interaction quality (Attig & Weinert, 2020; Gudmundson, 2012). Although there is a broad empirical basis for the association between family background and maternal interaction quality, there has been little research, particularly in Germany, that specifically considers socially and culturally disadvantaged families.

In the present study, we examined various factors affecting maternal sensitivity and stimulation in a sample of families (mothers and their 7 months old child) who live in socially and culturally disadvantaged neighborhoods and take part in the study “BRiSE” (Bremen Initiative to Foster Early Childhood Development). In addition, associations between participation in early BRiSE intervention programs, such as the Tipp Tapp program, and maternal sensitivity and stimulation in mother-child interactions were examined. Results show that socioeconomic background characteristics, in particular maternal education, were associated with higher maternal sensitivity, even when controlling for other important influencing factors. With regard to maternal stimulation behavior, lower associations were found at this young age. Finally, participation in the Tipp Tapp program was positively associated with maternal sensitivity, although additional data are needed to draw further conclusions.



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June 20th, 2023; 9:00–10:25 a.m.



Sebastian Then, Katrin Wolf, & Yvonne Anders

University of Bamberg

Media usage in the first year of life

Children are in contact with media at an early age, despite of potential negative effects on child development. Children's use of media is determined by parental attitudes toward children's media consumption and their strategies for using digital media. Regardless, there is not much evidence on how often and with which media especially infants interact with. The present study aims to obtain information on how often infants from socially disadvantaged families have access to TV and smartphone in their first year of life and how often media is used for distraction of the infant. Further analyses focus on family determinants of media consumption. In a third step, we investigated the relationship of media consumption and the participation in family support programs. The data stems from the BRiSE project. 300 mothers (age: $m = 32.5$; $SD = 5.3$; 53% with migration background) participated in this study.

Almost 50% of infants are in contact with TV or smartphone at this early age and 40% of the mothers use media for distraction purposes. The results indicate that infants from families with immigration background and from families with less income are significantly more often in contact with TV and smartphone and media is more often used for distraction of the infant. Furthermore, the participation in family support programs correlates negatively to media usage. The results point to the potential of family support programs and the need of furtherly addressing media consumption in family education.

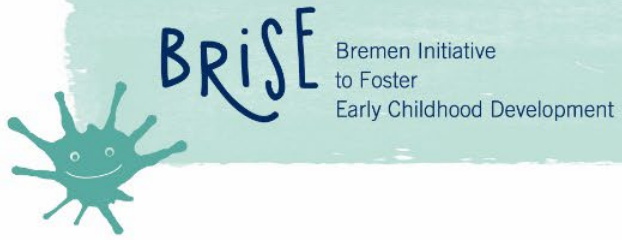


Kathryn Hirsh-Pasek

Temple University

Keynote Address: Re-imagining education: Delivering high quality education through playful learning

The “factory model” of education that dominates classrooms around the world is outdated. Teachers are pressured to improve students’ reading and math scores on standardized tests – even in preschool, yet assessments show that scores have remained mostly unchanged since the early 2000s. This model neither prepares students to thrive in the 21st century nor does it address systemic inequalities. In our Brookings Big Ideas Piece (Hirsh-Pasek et al., 2020), *A new path to education reform*, and in our recent release *Making Schools Work* (Hirsh-Pasek et al, 2022), we argue that it is possible to have a developmentally appropriate pedagogy and still offer children a banquet of rich curricular learning. Rather than making kindergarten the new 1st grade, early education offers a model for curricula and pedagogical approaches that embrace a breadth of skills, in a breadth of contexts at a breadth of ages. Active playful learning uses a 3-part equation, based in the science of learning, to realize this goal. We start with cultural sensitivities that embrace community funds of knowledge that every child brings to our classrooms. We then add the “how” of learning such that if we teach in ways that capitalize on how brains learn, children are more likely to retain and transfer their knowledge. Third, we add “what” the children need to know to thrive in a world dotted with Chat GPT, and with workplaces that will later require them to foster collaborations and creativity. Again, based on the latest science, we suggest that students need to expand their repertoire to include the 6Cs—collaboration, communication, content, critical thinking, creative innovation and confidence (grit and growth mindset). In this talk, we demonstrate how this equation can be used to build learning communities, higher quality schools and digital platforms. Active, playful learning—rooted in the science—offers a powerful route for re-imagining education in our time.



Second BRiSE Conference on Early Childhood Development

June 19th-20th, 2023



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