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# Cultural Differences and Latent Profiles from the Individualized Classroom Assessment Scoring System Observational Tool

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## INTRODUCTION

- As preschool turns into a typical setting in early childhood education (ECE), it seems essential to better understand the nature of children’s preschool experiences. Consequently, it is essential to consider an individualized analysis of each child’s experiences about their task engagement within the classroom.
- Studies have suggested that the Individualized Classroom Assessment Scoring System (inCLASS) has the potential to provide an “authentic, contextualized assessment of young children’s classroom behaviors” (Downer, Booren, Lima, Luckner, & Pianta, 2010).
- There is a lack of knowledge regarding the cultural differences of the inCLASS, particularly internationally.

## OBJECTIVE

The present study aims to compare how the dimensions of the inCLASS differ in two different countries: France and Canada. It also aims to determine the latent profiles of the four domains of the inCLASS

## METHODS

### SAMPLE

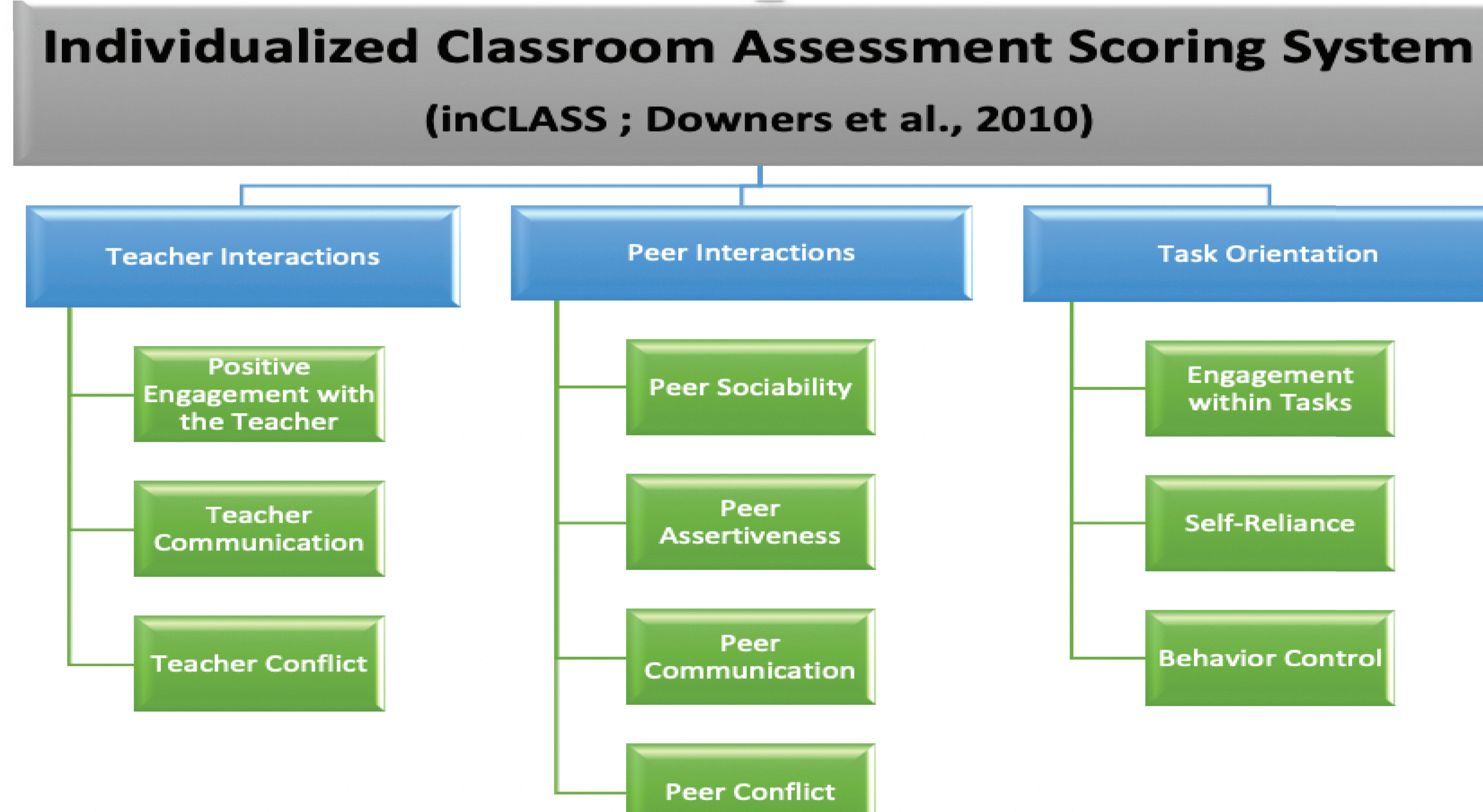
404 children were observed with the inCLASS

- 201 children (103 girls) from CPE in Montreal, Canada
- 203 children (100 girls) from kindergarten in Grenoble, France

### PROCEDURES

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

**Measure:  
Engagement**



## RESULTS

Table 1. *t*-test & *Mann-Whitney* test Results Comparing Group Differences for inCLASS Dimensions Between Children from Canada and France

Variables	F	Sig.	t	df	p	r
Positive engagement with adult	2.15	0.14	3.67	402	<.001	0.18
Communication with adult	9.29	0.00	5.79	378.90	<.001	0.29
Sociability with peers	0.87	0.35	0.58	402	.561	0.03
Communication with peers	0.80	0.37	-0.00	402	.999	0.00
Affirmation with peers	3.14	0.08	1.48	402	.141	0.07
Task engagement	1.01	0.32	0.39	402	.697	0.02
Learning task autonomy	0.62	0.43	-1.45	402	.149	0.07
Behavioral control on the task	34.24	0	-7.74	402	<.001	0.36
Adult Interaction Domain	4.94	0.03	5.06	390.20	<.001	0.25
Peer Interaction Domain	0.01	0.91	0.72	402	.472	0.04
Task Orientation Domain	2.25	0.13	5.76	393	<.001	0.28

	U of Mann-Whitney	z	p	r
Conflict with adult	14669.5	-6.48	<.001	-0.32
Conflict with peers	16795	-3.24	.001	-0.16
Scores indicating negative interactions in inCLASS	11877.5	-7.31	<.001	-0.36

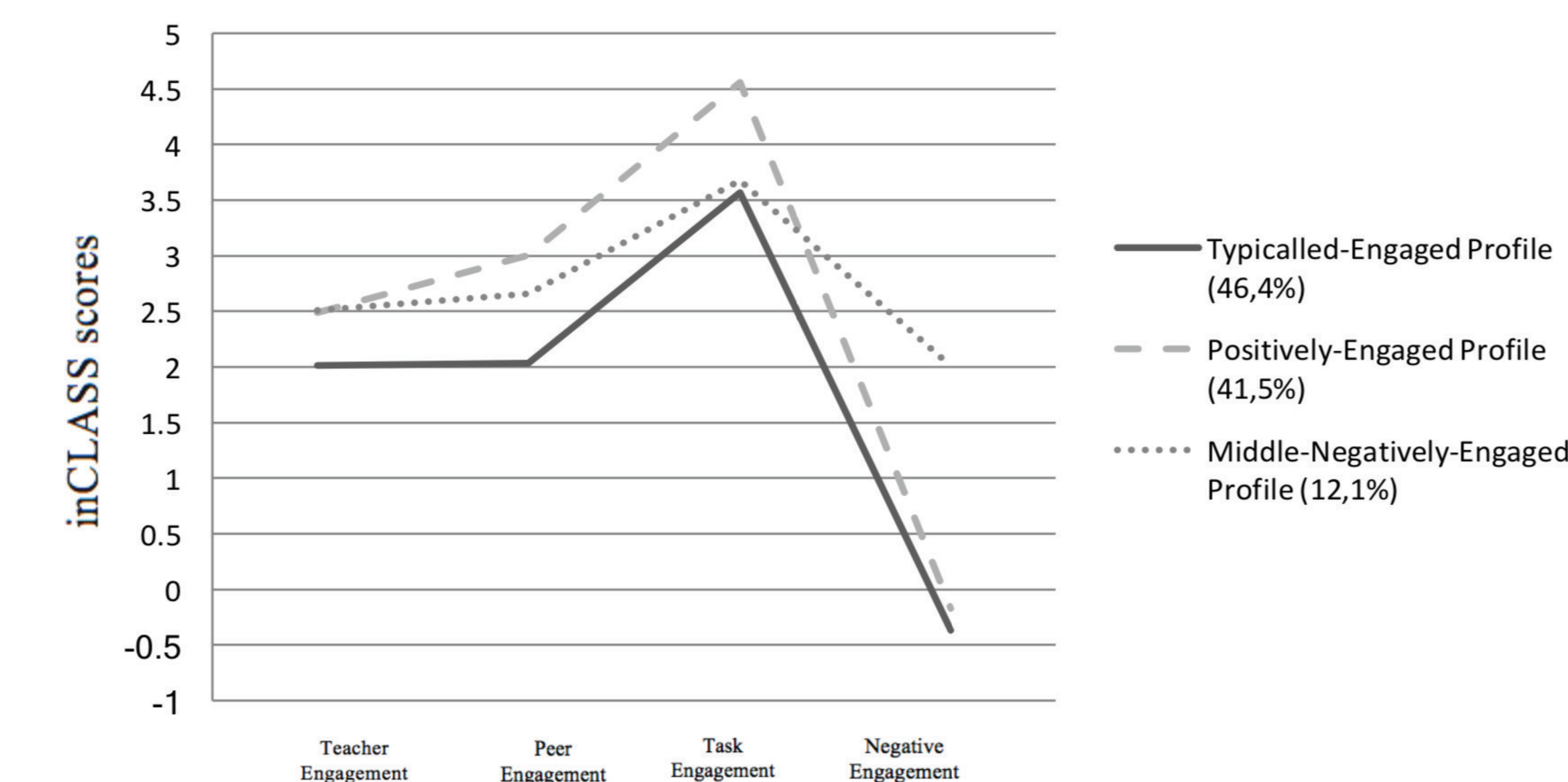


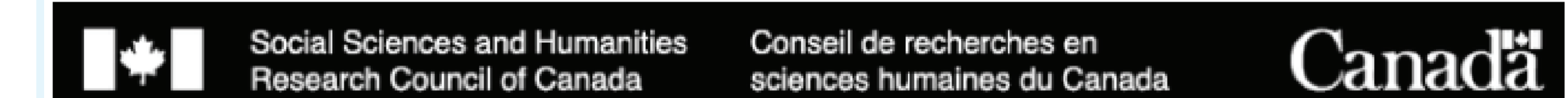
Figure 1. Latent profiles of the inCLASS dimensions based on inCLASS scores

## DISCUSSION

- The t-tests and Mann-Whitney tests demonstrated some significant differences between Canada’s childcare CPEs and France kindergartens on the following dimensions:
  - 1) Positive Engagement with adult
  - 2) Communication with adult
  - 3) Behavioral control on task
  - 4) Interaction with adult
- These findings suggest that there is some cultural variation on an international level regarding inCLASS dimensions.
- Children, while being examined on an individual level, can also be clustered into some different profiles than those already documented (Willinford et al., 2013).

### ACKNOWLEDGMENTS

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All references will be furnished upon request