



HAL
open science

Cultural Differences and Latent Profiles from the InCLASS Observational Tool

Précilia Hanan, Nathalie Bigras, Philippe Dessus, Caroline Bouchard, Linda
Lemay, Julie Lemire

► **To cite this version:**

Précilia Hanan, Nathalie Bigras, Philippe Dessus, Caroline Bouchard, Linda Lemay, et al.. Cultural Differences and Latent Profiles from the InCLASS Observational Tool. 2019 Society for Research in Child Development (SRCD) Biennial Meeting, Mar 2019, Baltimore, United States. , 2019. hal-01963479

HAL Id: hal-01963479

<https://hal.science/hal-01963479>

Submitted on 29 Mar 2019

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.



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

Precilia Hanan¹, Nathalie Bigras¹, Philippe Dessus², Caroline Bouchard³, Lise Lemay¹ & Julie Lemire¹
¹Université du Québec à Montréal ; ²Université Grenoble Alpes ; ³Université Laval



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

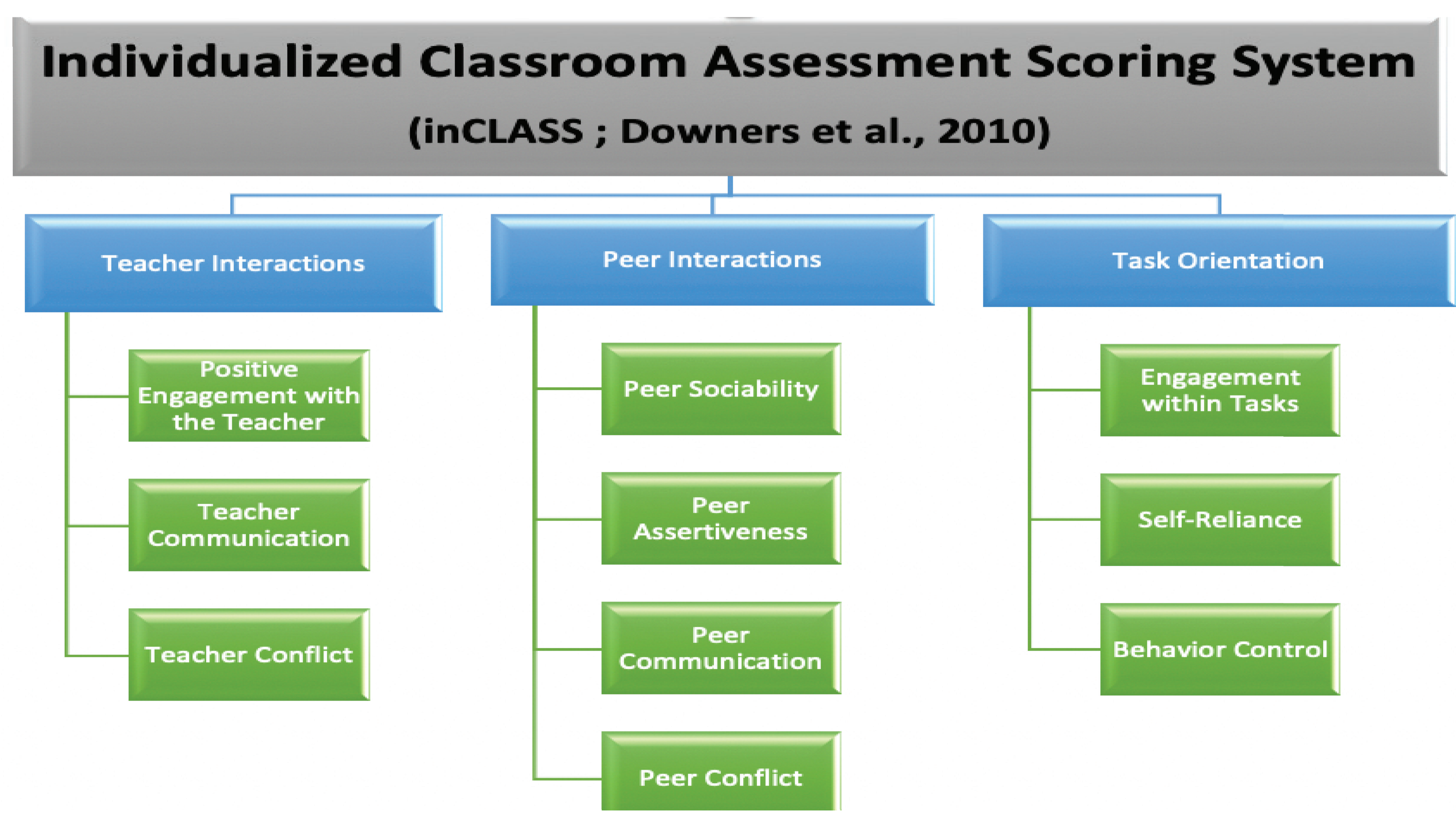
SAMPLE

- 404 children were observed with the in-CLASS
- 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 |

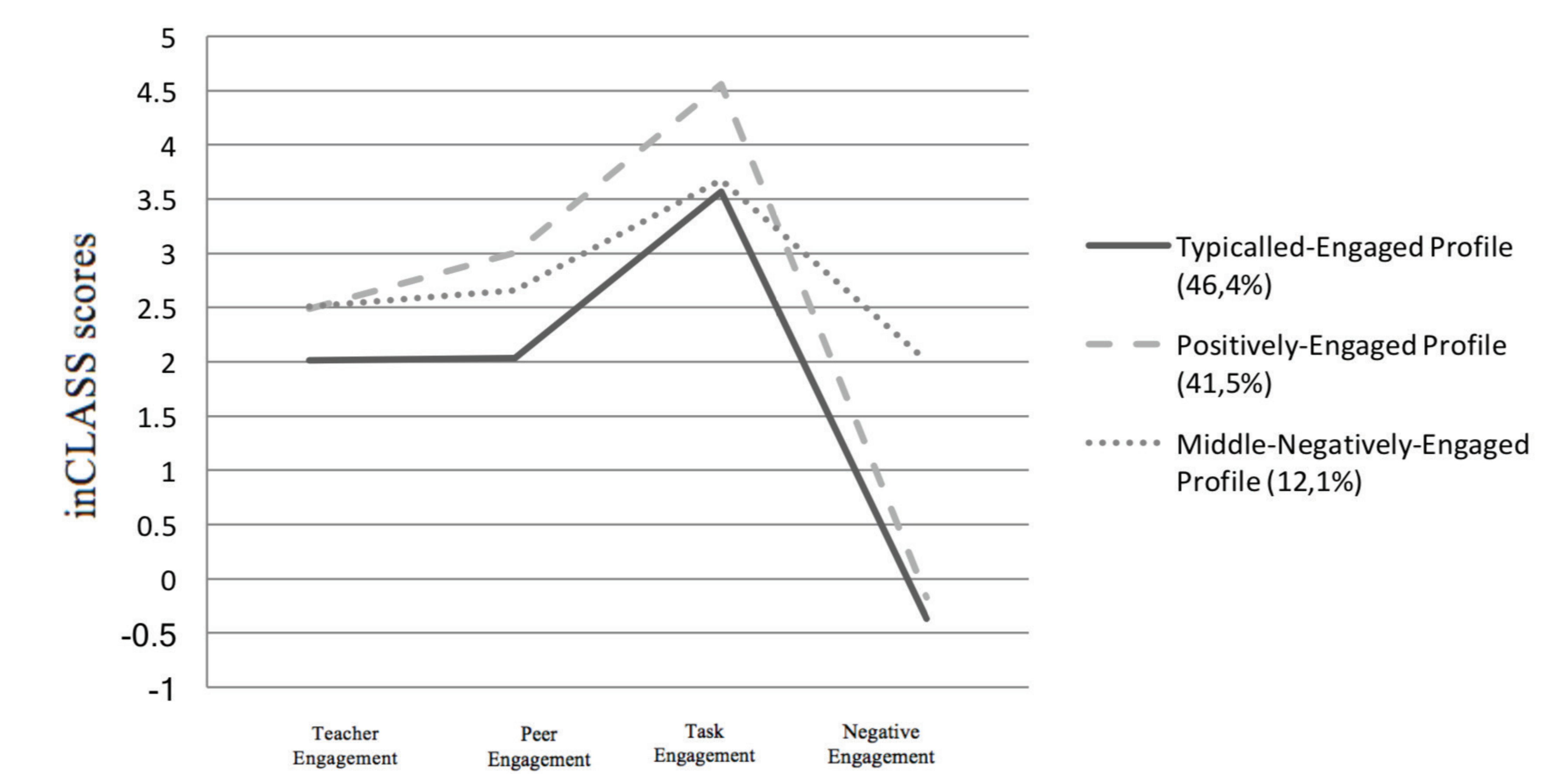


Figure 1. Latent profiles of the inCLASS dimensions based on inCLASS scores

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

We want to express our appreciation to the Social Science and Humanities Research Council of Canada, the Canadian Council on Learning and the Université du Québec à Montréal for financing this study. Also, our warmest gratitude goes to the families, daycare centers and providers who invested their valuable time in participating in this study.



For more information: hanan.precilia@courrier.uqam.ca

All references will be furnished upon request