



INSIGHTS had a significantly effect on teacher-child interaction quality with a certain teacher personality!

✓ Emotional stability for both K and G1 teachers and agreeableness for G1 teachers had moderation effect.

METHODS

- Data were collected from 66 teachers (35 kindergarten, 31 first grade).
- One-way repeated-measures ANOVA was used to compare classroom quality in INSIGHTS ($n = 31$) and control conditions ($n = 35$).
- Two-way ANOVA was used to examine the moderation effect of teacher personality

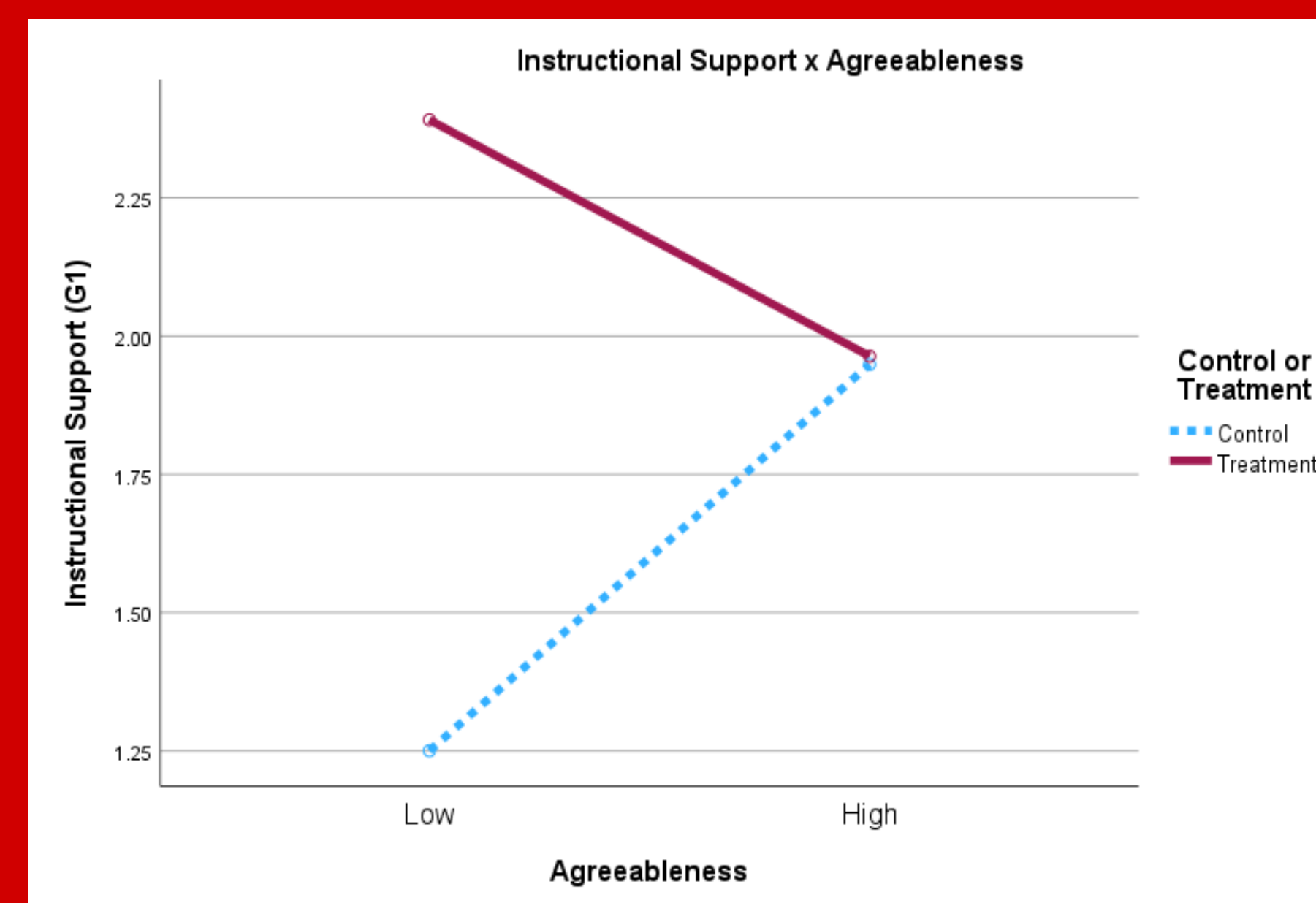
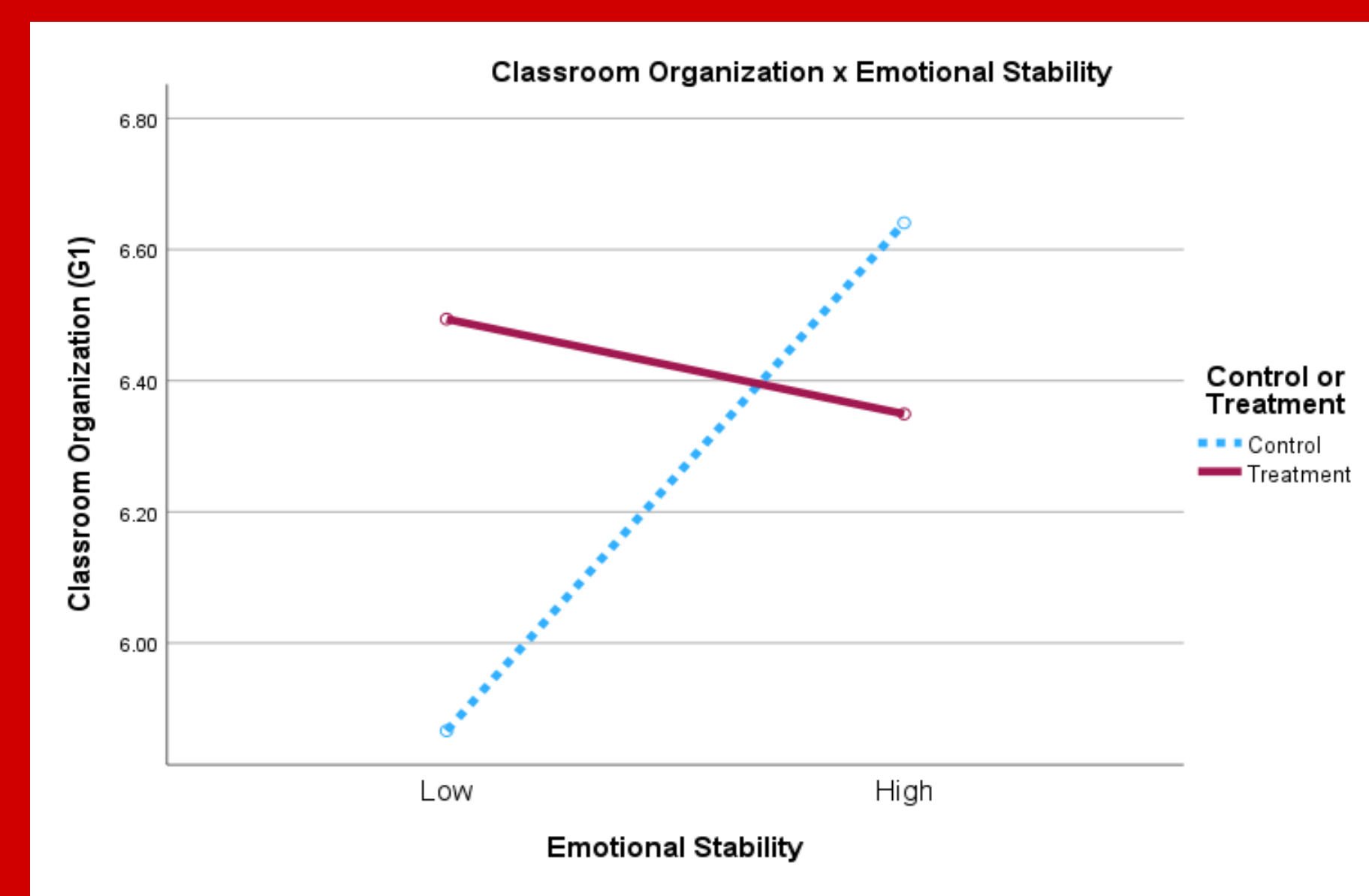
RESULTS

There was no main effect. However, INSIGHTS had a significant effect on teacher-child interaction quality, and INSIGHTS effects were moderated by teacher personality.

IMPLICATIONS

This study provides new evidence of how teacher personality influences social-emotional intervention effectiveness and classroom interaction quality.

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These data were taken from a broader study, INSIGHTS in Nebraska. Scan the QR code for more information!

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Effects of INSIGHTS on Classroom Quality, and Moderating Role of Teacher Personality

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BACKGROUND

The quality of teacher-child interaction is a critical predictor of child developmental outcomes, and teacher personality may be one predictor of the classroom quality. However, there is limited empirical evidence on the links between teacher personality and the quality of teacher-child interactions, and extant research provides mixed results (Crandall et al., 2015).

RESEARCH QUESTIONS

(1) What is INSIGHTS' effect on the quality of teacher-child interaction?

(2) Does teacher personality moderate the effect of the INSIGHTS on the quality of teacher-child interactions?

