

Session 4.5: Strengthening society's resilience; prevention and early intervention

P4.5.01

How children, parents or educators gender affects adults interactive behavior and children participation/involvement in activities?

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Introduction: Infant development is associated with the quality of their interaction, communication (e.g., adult repetitions, meaning making, and contents generalization) and play with adults. Parents and educators are both significant: educative, interactive and affective figures. Gender studies have indicated differences in the way mothers and fathers act with their children. Fewer research published with female and male educators' presents mixed results. Rare research was performed to compare parents and educators of both gender.

Aims: To investigate the children, parents and educators' (of both genders) contribution to the quality of interactive behaviour (cooperativity, empathy, ability to challenge the child, reciprocity, elaboration) and communication in a play/individualized situation. We also want to learn more about children involvement/participation in this situation.

Method: A quasi experimental study with 40-dyads of female educators-children (3 to 5 years old), 20-dyads with male educators, 20-dyads with mothers and 20-dyads with fathers. Adults and children were videotaped independently using a variety of materials and tools to produce something of their choice during 20-minutes.

Adults and children agreed and consented to participate. Experimental conditions were suitable, pleasant and age appropriated.

Results: Gender of both children and adults affected the results. Adults acted differently with girls and boys (e.g., female educators were more empathic with girls and used more tools to work with boys). A multiple regression analysis indicates that the variable "parent versus educator" predicts adults interactive behaviour and children involvement in task.

These results can guide early intervention practices to promote child participation and gender adequate opportunities.

P4.5.02

Patterns of regulatory behavior in FFSF at 3 and 9 months

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Objectives: Fuertes et al. (2006, 2009) found three patterns of infant regulatory behavior in the Face-to-Face Still-Face (FFSF) paradigm with a Portuguese sample of healthy preterm infants at 3-months corrected age. In our research, we aimed to study whether full-term infants exhibit the same patterns and to examine the stability of such patterns from 3 to 9-months.

Methods: 108 healthy full-term infants were assessed at 3 and 9-months, including infant behavior, heart-rate in the FFSF paradigm and mothers' reports of infant temperament.

Results: Three patterns of regulatory behavior were observed: Positive other-directed, negative other-directed and self-directed. At 9-months, the heart-rate of babies in the positive and self-comfort patterns increased from baseline to the still-face episode and decreased in the reunion episode. In the positive patterns, there was a partial recovery during the reunion episode, whereas in the self-comfort style a complete recovery was observed. In the negative pattern, the heart rate increased from baseline to the still-face episode and increased further in the reunion episode. Positive other-directed coping was the most prevalent pattern in both moments. A significant stability was found from age 3 to 9-months: 81.48% for positive, 85.71% for negative, 64.29% for self-comfort patterns. Mothers' perceptions of infant temperament were unrelated with self-regulation patterns.

Conclusion: Our results suggest that infant self-regulation can be described in different styles of