



Positive outcomes underscore the value of stability of care

Having the same teacher throughout early childhood care can result in fewer behavioral problems and increased social competence in children, especially those from low-income households that are enrolled in center-based programs.

Nearly one-fifth of the country's children are dependent on center-based care and the amount time they get to spend with the same teacher, known as stability of care, may be a key indicator of their success.

Researchers from the Early Childhood Education Institute found that teacher stability and quality teacher-child interactions are important to successful center-based care and that quality teacher-child interactions can help mitigate the effects of multiple teacher changes during the infant and toddler years.

Teachers reported increased problem behaviors in children who had one or more teacher changes compared to children with no teacher change during two

consecutive years of Early Head Start. Additionally, children with two or more teacher changes had lower reported social competence than children experiencing one or no teacher changes in the same time period.

Children with stability of care were also found to have more positive social-emotional behaviors than peers who had multiple teacher changes.

The quality of teacher-child interactions was also significantly associated with children's orientation/engagement and emotional regulation. For instance, children enrolled in classrooms with high-quality teacher-child interactions

at age 3 showed higher orientation/engagement and emotional regulation.

Enhancing the quality of teacher-child interactions in infant/toddler care could be an important intervention to reduce the possible negative effects of stability of care, something that is particularly relevant because multiple challenges to ensuring consistency or stability have been reported.

