Emotional regulation is the capacity to manage emotion, and is influenced by situations, people, and the child’s specific goals for regulating emotion in specific situations (Thompson & Calkins, 1996). Two possible influences are the education level of the child’s mother and the quality of parent-child interactions.

Purpose:
The purpose of this project is to assess the association between the maternal education level and infants’ emotional regulation skills, and to see how this association is mediated by parent-child interaction quality.

Methods:
Sample: Extant longitudinal data on a sample of $n = 1,984$ infants and their families from the U.S. Early Head Start Research & Evaluation Project were used for this project.

Measures:
- The Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO; Roggman et al., 2013) was used to assess parent interaction quality.
- The Emotional Regulation subscale of the Bayley Behavioral Rating Scales (BRS; Bayley, 1993) was used to measure child behavior during a difficult task at 36 months.

Results:
- Table 1: Bivariate correlations show significant positive associations between maternal education, parent-child interaction quality, and emotional regulation at 36 months.

Conclusion:
- These results suggest that mothers with higher levels of education interact with their infants in more developmentally supportive ways than mothers with lower levels of education.
- This then affects infants’ ability to regulate their emotions as they grow up.

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