

**The role of student-teacher relationships in the association
between adverse parenting and emotion dynamics – combining
longitudinal and ecological momentary assessment data**

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Background

Emotion Dysregulation

Negative Affectivity (NA)

Emotional Inertia (EI)

Emotional Lability (EL)

Transdiagnostic risk factors in psychopathology
(Bradley et al., 2011)

Theory & Previous Research

→ **Attachment & Emotion Dysregulation**
Bowlby (1973); Siegel (2012)

→ **Parental Behaviours & Adverse Parenting**
Gach et al. (2014); Zeinali et al. (2011)

→ **Student-Teacher Relationships**
Lynch & Cicchetti (1992); Liu et al. (2015); Pallini et al. (2019)

Limitations of Existing Research

1. Retrospective measures of emotion regulation

2. Mean Square Successive Differences

(MSSD; Von Neumann et al., 1941)



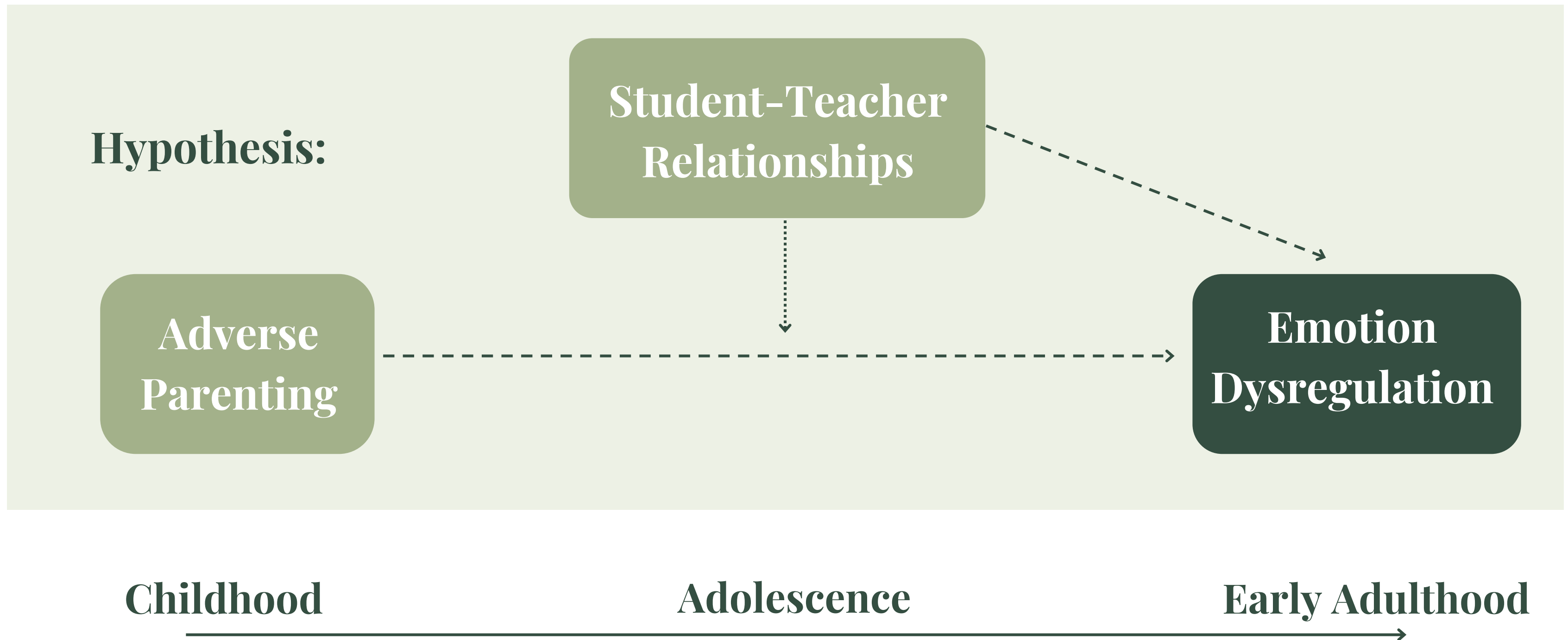
Approach of Present Study

1. Ecological Momentary Assessment (EMA)

2. Dynamic Structural Equation Modelling

(DSEM; Asparouhov et al., 2018)

Aim → employ **EMA** (with longitudinal measures) and **DSEM** to explore:
adverse parenting, student-teacher relationships and emotion dysregulation



Decades-to-Minutes (D2M) Sample

- $n = 262$
- 20 years old
- 14-day period
- EMA measurements: four times a day (10am and 10pm) at quasi-random intervals.

Z-Proso Sample

- ages 7, 8, 9, and 11 (for adverse parenting)
- ages 11, 13, 15, and 17 (for student-teacher relationships)

*Importance of temporal sequence

Adverse Parenting

Student-Teacher Relationships

Emotion Dysregulation

Alabama Parenting Questionnaire

(APQ; Frick, 1991)

School II Questionnaire

Positive Affect Negative Affect Schedule Expanded

(PANAS-X; Watson & Clark, 1999)

5-point Likert scale:

E.g., parental involvement, positive parenting & inconsistent discipline

4-point Likert scale:

'I get along with my teacher'
'The teacher is fair to me'
'The teacher supports me'

5-point Likert scale:

E.g., afraid, guilty & hostile
•used within a univariate time-series DSEM model to derive NA, EI and EL

Results

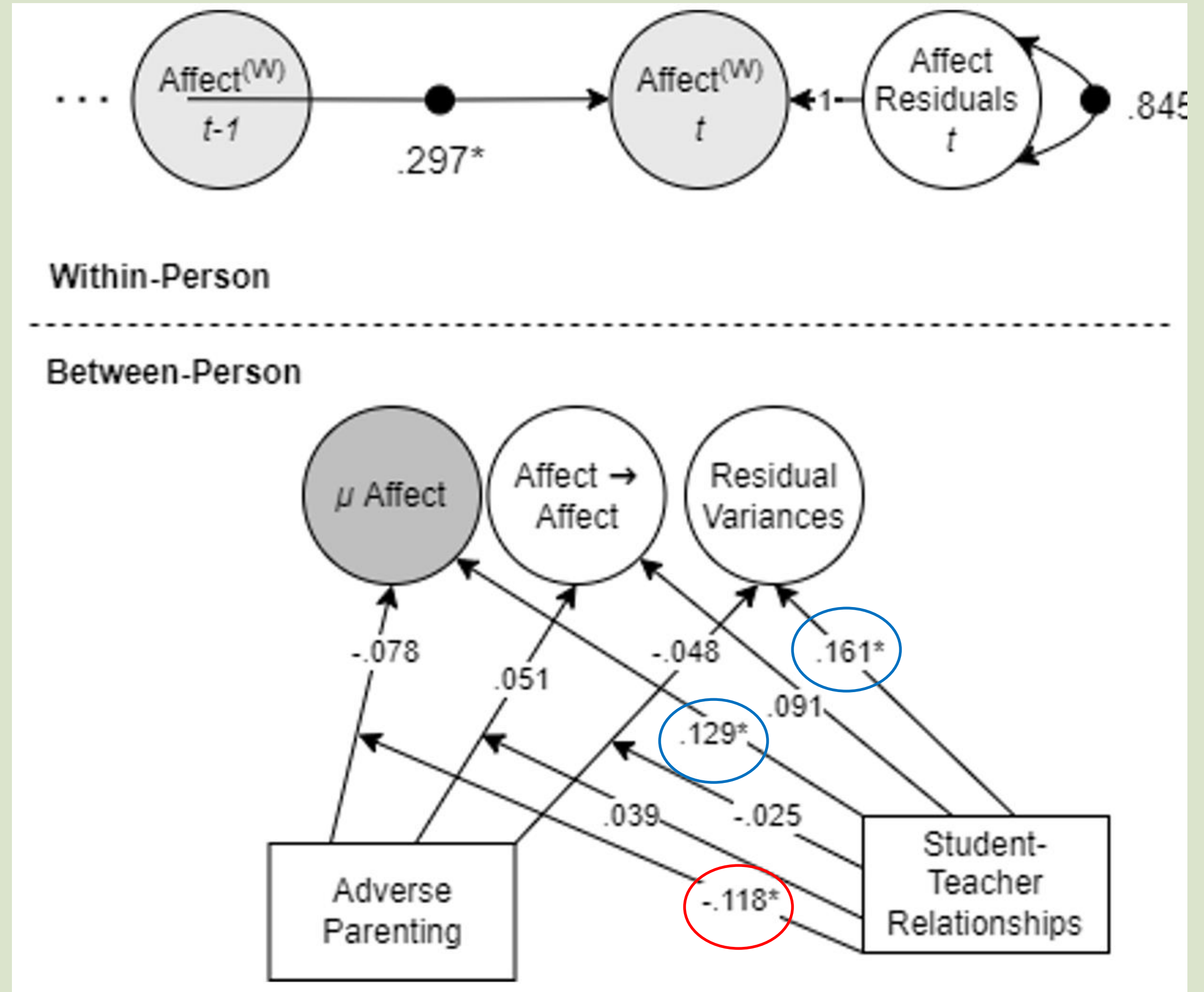
- 1. Adverse Parenting** did not predict any outcome variable.
- 2. Student-Teacher Relationships** predicted NA and EL but not EI.

Better student-
teacher relationships

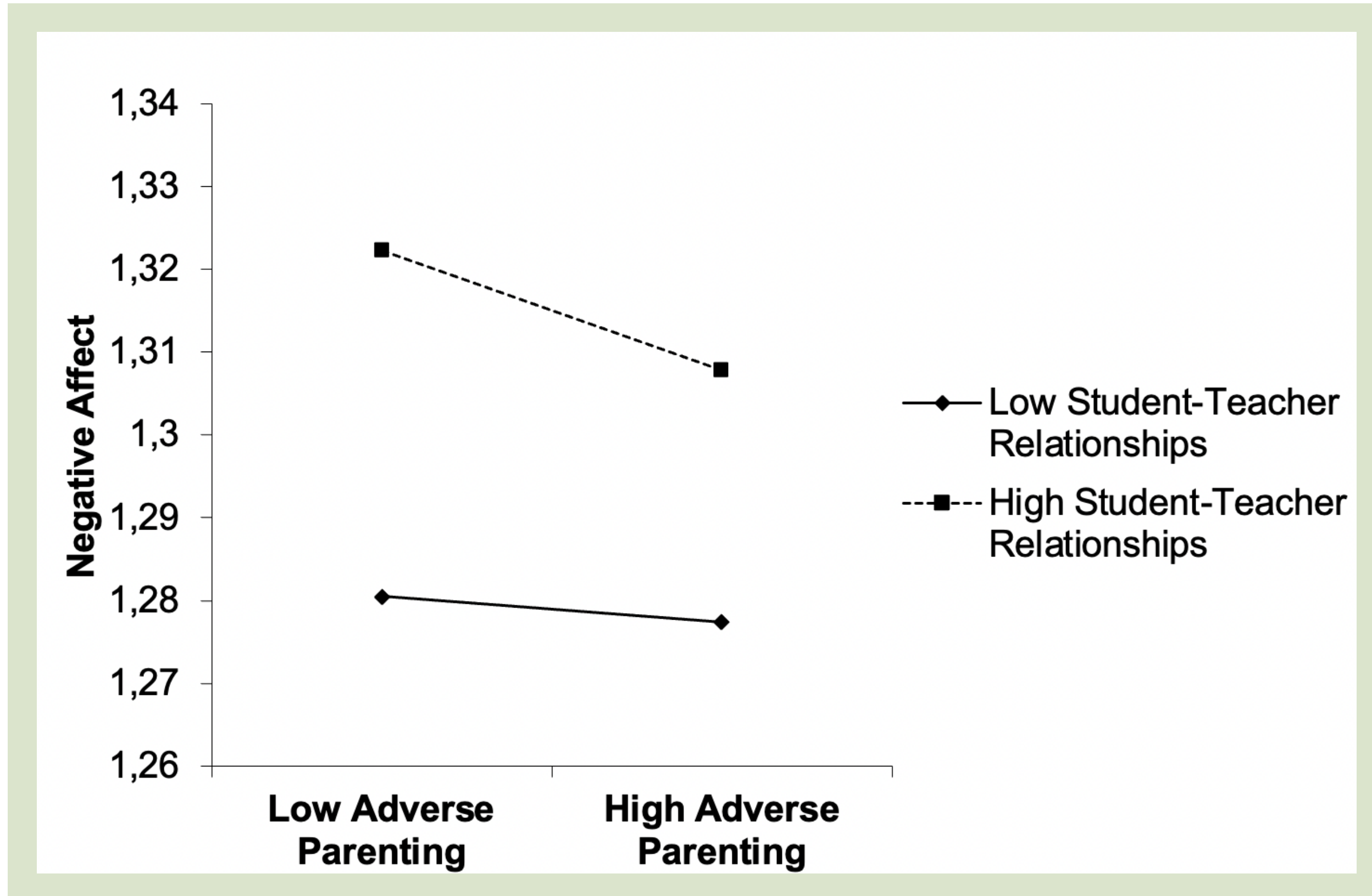


Significantly lower mean
levels of NA and EL

Figure 1.
Standardised Results
of the DSEM Model



3. Adverse Parenting x Student-Teacher Relationship → significant interaction effect on mean levels of NA



Key Points

Lack of impact of Adverse Parenting

- Adolescent relationships
- Attachment style versus parenting style

Student-Teacher Relationships → risk and protective factors

Relevance of consistency between Child-Parent and Student-Teacher Relationship experiences

Impact for Practice & Policy

1. More research on the potential role of teachers & other adult figures
2. Increased training & awareness for teachers
3. Interventions targeting student-teacher relationships
4. Risks associated with school exclusions

THANK YOU

FOR LISTENING!