|  | Child's adaptive behavior - T2 | | |
| Variable in regression | $\beta$ (entry) | $\beta$ (final) | $\Delta R^2$ |
| --- | --- | --- | --- |
| Block 1[a] | | | .19*** |
|   Teacher's age – T1 | -.44*** | -.28† | |
| Block 2 | | | 17*** |
|   Child's adaptive behavior – T1 | .44*** | .41*** | |
| Block 3 | | | .08* |
|   Teacher's FMSS-coherence[b] – T1 | | .28* | |
| Total $R^2$ | | 0.44 | |
| Final Model | | F (3, 31) = 8.06*** | |

*Note:* T1 = Time 1; T2 = Time 2

[a] Teachers' FMSS-coherence was not significantly associated with their educational level nor receptive vocabulary and thus these variables were not included in the regression analysis. Of varied teacher's and child's demographics only teacher's age was significantly associated with study variables. Specifically, lower functioning children tended to attend kindergartens of older teachers. This variable was thus controlled for in this analysis.

[b] Teacher's FMSS-coherence is coded as follows: 0 = incoherent (*n* = 19, 54.29%), 1 = coherent (*n* = 17, 48.57%).

†*p* < .10. *\*p* < .05. *** p < .001.