The first five years of a child’s life are critical for learning important social-emotional, regulatory, and early cognitive skills and competencies that provide the foundation for lifelong adaptation and functioning (Dunn & Meltzoff, 2010).

- ** Parenthood**
  - **Parent-Child Relationship**: a fundamental factor in early childhood is critical for learning important social-emotional, regulatory, and early cognitive skills and competencies that provide the foundation for lifelong adaptation and functioning (Dunn & Meltzoff, 2010).
  - **Parent-Child Relationship**: the importance of the parent-child relationship in early childhood is well-documented (Pianta & Stuhlman, 2016). The parent-child relationship is a foundation for the development of social-emotional skills, which are critical for lifelong adaptation and functioning (Dunn & Meltzoff, 2010).
  - **Parent-Child Relationship**: the parent-child relationship is a foundation for the development of social-emotional skills, which are critical for lifelong adaptation and functioning (Dunn & Meltzoff, 2010).

**Executive Functioning**

Executive function abilities in early childhood are critical for the development of academic and social-emotional skills, which are critical for lifelong adaptation and functioning (Dunn & Meltzoff, 2010). The parent-child relationship is a foundation for the development of social-emotional skills, which are critical for lifelong adaptation and functioning (Dunn & Meltzoff, 2010).

- **Parent-Child Relationship**: the importance of the parent-child relationship in early childhood is well-documented (Pianta & Stuhlman, 2016). The parent-child relationship is a foundation for the development of social-emotional skills, which are critical for lifelong adaptation and functioning (Dunn & Meltzoff, 2010).
- **Parent-Child Relationship**: the parent-child relationship is a foundation for the development of social-emotional skills, which are critical for lifelong adaptation and functioning (Dunn & Meltzoff, 2010).

**Regression:**

- **Regression:** the parent-child relationship is a foundation for the development of social-emotional skills, which are critical for lifelong adaptation and functioning (Dunn & Meltzoff, 2010).

**Discussion & Implications**

This study provides evidence for the use of the CPRS for assessing the parent-child relationship in early childhood. As expected, more positive parent-child relationships were generally associated with positive family characteristics (e.g., Parent-Child Relationship Scale, Parent-Child Relationship Questionnaire, Parent-Child Relationship Inventory). The number of care providers in a child’s life was positively related to the quality of the parent-child relationship. It is possible that when children have more care providers, parents are more likely to provide them with care and support. More conflictual parent-child relationships were associated with poor academic outcomes and social-emotional problems. Positive parent-child relationships characterized by high levels of closeness and low levels of conflict may provide additional learning opportunities for parents to model adaptive social, emotional, and behavioral skills to children (e.g., Parker et al., 1993; Pianta et al., 1991, 1997). More conflictual parent-child relationships were associated with poorer reading and math outcomes. Positive and warm parent-child relationships facilitate cognitive development and school readiness (e.g., Parker et al., 1993).

Because the parent-child relationship is modified and associated with positive outcomes, interventions can target this relationship to open the door and provide children with a positive micro-level influence. The results point to the importance of school psychologists partnering with parents to help nurture positive parent-child relationships in early childhood, especially for young children exhibiting problem behaviors and executive functioning deficits, to improve child outcomes and social-emotional development. School psychologists could coach early childhood educators in how to facilitate positive parent-child interactions, and support parents whose children are demonstrating challenging behaviors.

**Limitations & Future Research Directions**

- **Limitations:** the study used self-report measures, which may be biased due to social desirability or self-serving biases. Further research is needed to assess the reliability and validity of the CPRS in different settings and populations.
- **Future Research Directions:** future research should consider other factors that may influence the parent-child relationship, such as family structure, socioeconomic status, and cultural factors. It is also important to consider the role of the child's temperament and behavior in shaping the parent-child relationship.

**References**

- Dunn, W. & Meltzoff, A. (2010). The first five years of a child’s life are critical for learning important social-emotional, regulatory, and early cognitive skills and competencies that provide the foundation for lifelong adaptation and functioning.
- Pianta, R., & Stuhlman, M. (2016). The parent-child relationship is a foundation for the development of social-emotional skills, which are critical for lifelong adaptation and functioning.
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