



Holme, C., Harding, S. A., Roulstone, S., Lucas, P. J., & Wren, Y. E. (2021). *How does variation in activity context affect the language used by parents and children? A Scoping Review*. Poster session presented at RCSLT Conference.

Peer reviewed version

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How does variation in activity context affect the language used by parents and children? A Scoping Review

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Introduction

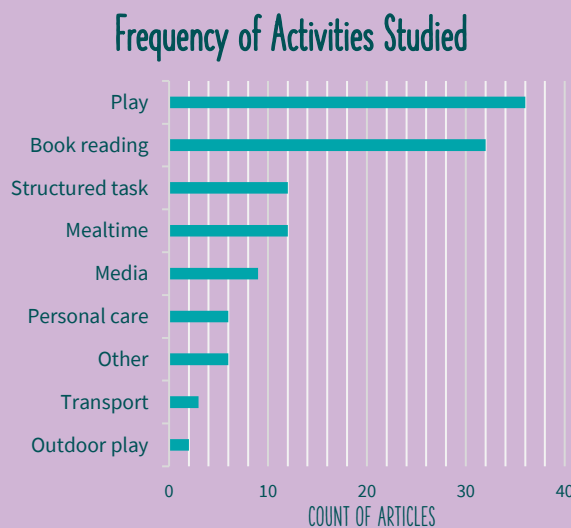
- ❑ Recommendations suggest that PCI interventions should fit into families' existing routines and activities¹
- ❑ PCI is mainly based on studies of interaction between parents and typically developing children²
- ❑ Historically many studies took place in research laboratories³ without considering potential influence of setting or activity on the interaction⁴
- ❑ Remote naturalistic recording methods might better reflect children's everyday interactions⁵ but often lack contextual detail⁶
- ❑ This scoping review explored the breadth and diversity of literature on linguistic outputs of parents and children across activity contexts

Methods

- ❑ The Joanna Briggs Institute Methodology for scoping reviews was followed⁷
- ❑ Eligibility criteria for inclusion was:
 - Participants: parent & pre-school child (age 1;0-5;11)
 - Recording of parent/child language
 - Comparison within or across 2+ activity contexts



Key message:
To avoid methodology and researcher bias, future parent-child interaction (PCI) studies should include consultation with families about their meaningful communication opportunities



References

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Results

Linguistic outputs:

- **61.7%** of studies analysed total quantity of words
- **53.3%** described the purpose of language (e.g. describe, elaborate, request)
- **43.3%** included type-token ratio
- **41.7%** studied mean length of utterance

Methodology:

Study Design	%	Location	%
Structured	56.7%	Child's home	48.3%
Semi-naturalistic	28.3%	Research lab	30.0%
		Other	13.3%
Naturalistic	10.0%	No information	8.3%
Comparison	5.0%		

Population:

Parent Role

Majority of participants were **mothers** (89.2%), 10.4% were fathers

SES

48.3% of studies included mainly **mid-high SES** participants. 38.3% did not provide SES information

Culture & Ethnicity

56.5% of participants were from the **USA** and 84.7% of participants were of **Caucasian** ethnicity

Discussion

- ❑ Most observations took place in researcher-directed, structured contexts
- ❑ Diversity across activity contexts and populations studied was limited
- ❑ More culturally competent research and intervention could include consultation with families about their meaningful communication opportunities.