

Effects of Early Developmental Parenting on Later Child Language Development in Low-Income Families that Speak English as a Second Language

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Introduction

- Focusing on bilingual children's cognitive and language development can expand their language strengths.
- Poverty can be a risk factor for children's development.
- Low-income families may lack adequate support.
- Positive parenting can support developmental processes for infants and young children.
- Identifying parenting behaviors that support early child development, by observing parenting behaviors to assess strengths and areas that need improvement, can support families from diverse groups. (PICCOLO; Roggman et al. 2013).

Methods

Sample	Measures	
	Early Developmental Parenting	Language Development
<ul style="list-style-type: none"> • Extant data from Early Head Start Research and Evaluation Project (EHSREP). • A subsample of 171 children were from families whose primary language was not English. • English as a second language. 	Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO; Roggman et al., 2013) Trained and reliable researchers observed 10-minute video-recordings of parent-child play interactions. Behaviors were scored in affection, responsiveness, encouragement, and teaching. Total scores from observations at child age 14, 24, and 36 months were averaged to create an early parenting score.	Peabody Picture Vocabulary Test (Dunn and Dunn 1997) standard score, Measured children's knowledge of the meaning of spoken words (Dunn and Dunn 1997). Measured when children were in 5 th grade Assessment completed in English

Conclusions

- High parenting is correlated with better child's development and later school readiness in families who do not speak English as their primary language. This shows that positive effects of the importance of supporting low-income at early age bilingual children.
- Efficient methods indicate that 5th graders who had higher levels of developmental support have better language development. This methods offer reliable and valid measures.
- Early childhood practitioners can provide encouraging feedback about positive parenting and identify what parents are already doing and reinforcing what is important to do to support their children's development (PICCOLO; Roggman et al. 2013).

Purpose

Aim of Study: To determine the effect of early developmentally supportive parenting on later language development in low-income families that speak English as a second language.



Parent-Child Interaction Quality



Results

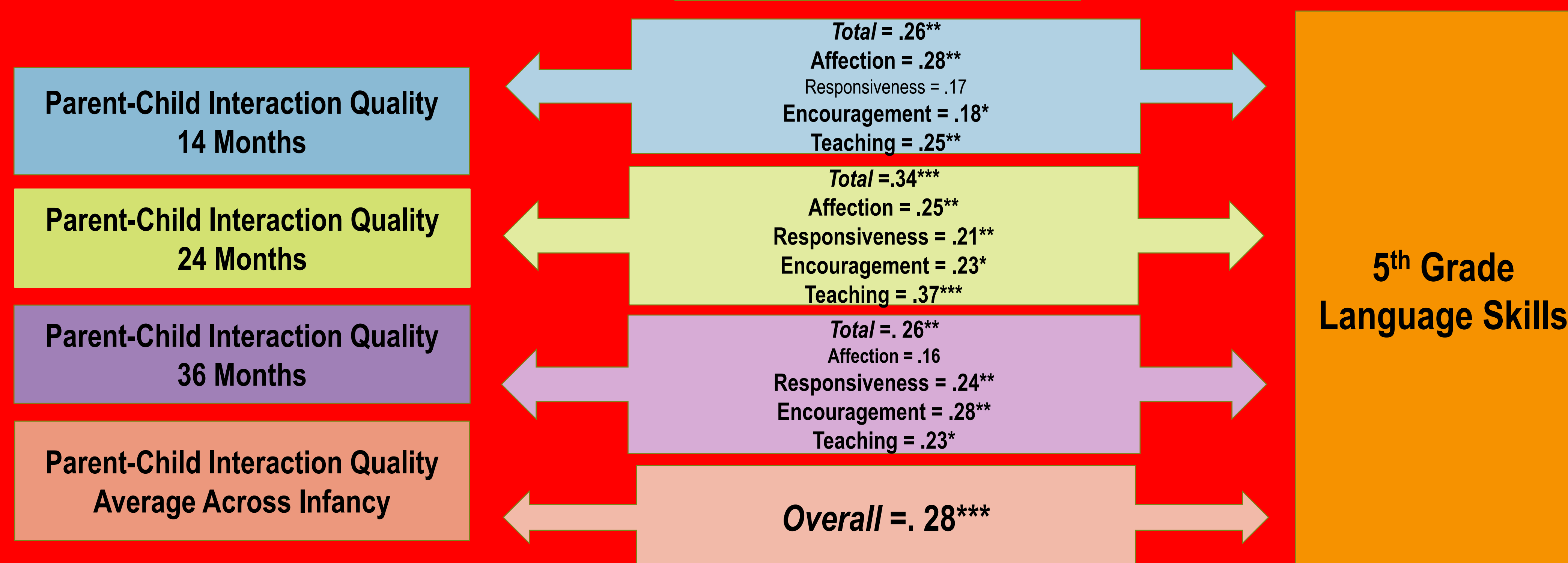


Figure 1: bivariate correlations showing associations between Parent-Child Interaction Quality at 14, 24, and 36 months and averaged across infancy with 5th grade language skills.

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