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Effects of parent child interaction and language stimulation on children's language development

Rachel Timm, Helen Raikes: University of Nebraska-Lincoln

Background

- Reading with a parent is associated with child language (Raikes, 2006).
- “Families who display positive attitudes towards literacy and view reading activities as forms of entertainment have children who are interested in literacy and display strong reading ability when they enter school” (Edwards, 2012).
- “Positive regard is an important aspect of caregiving because children thrive when they feel appreciated and warmly cared for by parents and other caregivers” (Froiland, 2015).

Research Questions

- Does parent positive regard relate to a child’s receptive language development?
- Does language stimulation relate to a child’s receptive language development?
- Does parent bookreading behavior (reading fluency, reading intonation/animation, comfort level, and child involvement) relate to a child’s receptive language development?

Method

Sample:

- Children age 3 participating in the Early Steps to School Success program across 15 rural sites in Nebraska, Kansas, Colorado, South Carolina, Alabama, Kentucky and Louisiana. Children were from low-income households or had other risk factors. Assessments included direct child assessment, parent interview and a parent-child video taping.

Measures:

- Preschool Language Scale-5 (PLS-5) (Zimmerman, 2011).
- Peabody Picture Vocabulary Test-4 (PPVT-4) (Dunn, 2007).
- HOME Language and Literacy Scale (Caldwell and Bradley, 1984)
- Video Codes from the NICHD Study of Early Child Care (NICHD, 1999).
 - Parent positive regard: This scale taps the parent’s expression of love, respect, and/or admiration for the child.
 - Reading fluency: parent fluency during reading
 - Reading intonation and/or interaction animation: parent's animation and tone during reading.
 - Comfort Level: parent’s comfort during reading
 - Child Involvement: involvement of the child during reading.

- Parents and children were videotaped for ten minutes during play and book reading.



Analysis

- Analyses included descriptives, correlations, and regression analyses.
- PPVT-4 scores were positively and significantly correlated with the HOME Language and Literacy Scale. PPVT-4 scores were negatively and significantly correlated with the bookreading variable of reading fluency.
- PLS-5 scores were positively and significantly correlated with the HOME Language and Literacy Scale and the bookreading variable of child involvement. PLS-5 scores were negatively and significantly correlated with the child’s age in months.

Results

Final Regression Results

- Positive regard was not significantly related to the PLS-5 or the PPVT-4.
- The HOME Language and Literacy Scale was a significant predictor of the PPVT-4 and was related to the PLS-5 at a trend level.
- The bookreading variable of observed parent comfort was a significant predictor of PPVT-4 scores.
- The bookreading variable of observed child involvement was a significant predictor of PPVT-4 scores and was related to PLS-5 scores on a trend level.

Correlations with PPVT-4

Measure	Correlation	Significance (2-tailed)	Size (N)
Child age in Months	-.064	.327	236
Home Language and Literacy Scale	.196**	.003	226
Parent Positive Regard	.107	.236	124
Reading Fluency	-.195*	.030	124
Intonation/Animation	.042	.668	106
Parent Comfort	.018	.856	106
Child Involvement	.187	.055	106

Correlations with PLS-5

Measure	Correlation	Significance (2-tailed)	Size (N)
Child age in Months	-.142*	.026	244
Home Language and Literacy Scale	.259**	.000	235
Parent Positive Regard	.170	.055	128
Reading Fluency	.013	.881	128
Intonation/Animation	.105	.276	110
Parent Comfort	.132	.169	110
Child Involvement	.205*	.032	110

*=significant at the 0.05 level **=significant at the 0.01 level

Discussion

- The quality and quantity of stimulation support of a child at home along with parents involving their children during reading time significantly relates to a child’s language development. Comfort and child involvement are good predictors of language development because the child is exposed to reading and being comfortable reading at an early age.

Limitations:

- This was a secondary analysis study

Future direction:

- Further study on the type of books being read by parents and their effect on children’s language development could be done.

What I learned from UCARE

- My involvement in this project included being certified and coding video tapes, becoming certified on language measures, and assisting with data collection, entering data, analyzing data, and writing up results.

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