

4-2016

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Reina I. Sebastian

University of Nebraska - Lincoln, rsebastian2436@gmail.com

Helen Raikes

University of Nebraska-Lincoln, hraikes2@unl.edu

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Preschool-Age, Low-Income, Hispanic Children; Relations Between Parent-Child Interactions and Child Language Development in English and Spanish

Reina Izabel Sebastian, Helen Raikes: University of Nebraska-Lincoln

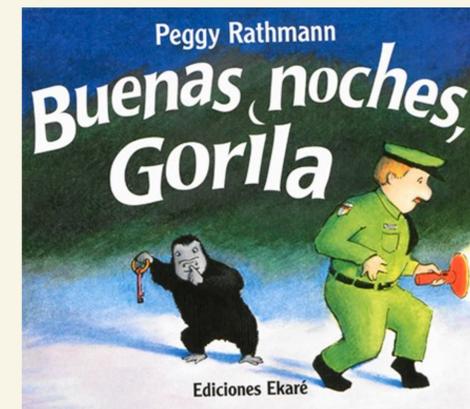
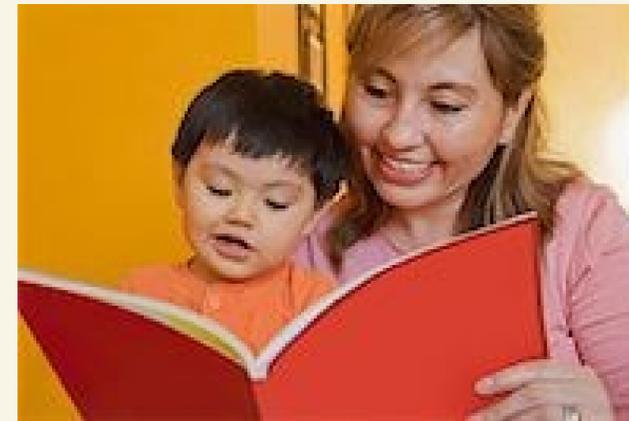
Background

Language development in children is one of many benchmarks in their early childhood. Parents are always encouraged to read to their children when they are young as it is the prime time to stimulate their language development. In a previous study, it was found that “the relations between book reading and language outcomes appear to be strong and direct during the first 2 years of life” (Raikes et al., 2006). Despite these findings, there are many families who are not reading to their children or participating in literacy activities with them. Hispanic families are less likely to participate in literacy activities compared to other groups. Furthermore, Hispanic families where both parents do not speak English, are less likely to read to their child, tell them a story, or visit a library (website). It has also been found that Hispanic families and African families are more likely to have no books in their household compared to other ethnic groups. There was only a small percentage of Hispanic families who had 10 or more books in their household (Bradley et al., 2005). It has been known that Hispanic children score lower in literacy test and a 2015 study looked at factors that could be affecting this gap. One of the findings of their study found that Hispanic children who have more access to a greater number of books obtain a higher literacy score than those Hispanic children who do not (Delgado & Stoll, 2015).

Methods

The sample consisted of 30 Hispanic families with children who were of pre-school age that are participating in the Early Steps to School Success Program. Early Steps is a language development and pre literacy program that works with families from pregnancy up until the child enters Kindergarten. They provide services through home visiting, parent groups, and by supplying books. Each child had taken the Peabody Picture Vocabulary Test (PPVT) and the Pre-school Language Scale – 5 (PLS – 5). HOME Language and Literacy Scale test was used to determine the child’s literacy and language as well as how the parent provided language stimulation at home. A parent was videotaped for 10 minutes reading a short book to their child, in Spanish. Trained, reliable team members scored the interaction of the child and parent based on the following 4 elements:

- Parent Fluency: Parents smoothness/fluency during videotaped session of caregiver reading a book to child.
- Reading Intonation and/or Interaction Animation: Parents animation during videotaped session of parent reading a book to child
- Comfort Level: Parents comfort during videotaped session of parent reading a book to child.
- Child Involvement: Child’s involvement while the parent reads to them.



Discussion

- HOME Language Literacy, as in other studies, was an important contributor to the child’s Spanish language development.
- Animation – expressive reading may have helped children engage in stories and learn the Spanish language as well as enjoy the activity more than the other children.

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Research Questions

- What is the relation between parent HOME language and literacy stimulation and Spanish-speaking children’s language development in Spanish and English?
- What is the relation between parental behaviors during bookreading with their children and Spanish-speaking children’s language development in Spanish and English?

Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PPVT standard score	22	20.00	109.00	58.1364	23.46892
PLS-Auditory standard score	30	50.00	118.00	94.0000	15.56300
V_R_Fluency	30	1.00	4.00	2.8333	1.44039
V_R_Animation	30	1.0	3.0	2.183	.7931
V_R_Comfort	30	1.0	3.0	2.567	.5683
V_R_Cinvolve	30	2.0	3.0	2.600	.4983
Valid N (listwise)	22				

Regression Analysis

- In all, HOME Language Stimulation did predict PLS scores, but not PPVT.
- Only one bookreading variable, animation, predicted PLS scores, but none predicted PPVT scores.
- Animation during bookreading had a trend effect.

What I learned from UCARE

Throughout my UCARE experience I was able to learn more about research and how much time and work goes into completing a project. I became familiar with literature review, data collection, data entry, analyzing data, and coming up with the results. I was also trained to become reliable in coding the videotapes and trained in conducting the Peabody Picture Vocabulary Test (PPVT) as well as certified to conduct the Pre-school Language Scale-5 (PLS-5) test.

Acknowledgements

Dr. Helen Raikes, Elsa Escalante, Jan Esteraich
Early Steps to School Success Program
UCARE