

Parent-Child Interactions and Child Development

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Parent Child Interactions

- Social-Emotional Health
- Cognition
- Language





**The "Still Face"
Experiment**

Language Input to Children

- 30 Million word gap between children from “welfare” families and “professional class” families (Hart & Risley, 1995)
- 4 million word difference. Lower socioeconomic status (SES) children engaged in fewer adult–child interactions, and were exposed to fewer daily adult words compared with their higher SES peers, but within-group variability was high (Gilkerson et al., 2017)
- Large variation in language environments within each social stratum and variation by location (Sperry, Sperry, & Miller, 2018)





Learning through joint attention



Learning through overhearing

Language Input to Children

- The types and tokens of words in parents' speech affect which words children acquire earliest (e.g., Goodman et al., 2008; Huttenlocher et al., 1991).
- For example, the more often a particular verb is used in parents' speech, the more often that same verb appears in children's speech in subsequent weeks. (Naigles & Hoff-Ginsberg, 1998).

Number Language Affects Math

- **mathematical and number-specific language input from both parents and teachers predicts young children's number word acquisition** (Goodman, Dale, & Li, 2008; Huttenlocher, Haight, Bryk, Seltzer, & Lyons, 1991; Levine, Suriyakham, Rowe, Huttenlocher, & Gunderson, 2010)
- **preschool mathematical knowledge** (Klibanoff, Levine, Huttenlocher, Vasilyeva, & Hedges, 2006; Susperreguy & Davis-Kean, 2016)
- **grade school arithmetic ability** (Case & Griffin, 1990; Jordan, Kaplan, Ramineni, & Locuniak, 2009; Niklas & Schneider, 2014).
- **the frequency of math talk between mothers and preschoolers was positively related to children's kindergarten mathematical ability one year later** (Susperreguy & Davis-Kean, 2016)

Who Gets More Number Talk?

- Parents provide more cardinal number talk to boys than girls (Chang, Sandhofer, Brown, 2011)
- When speaking specific languages – e.g. Mandarin (Chang, Sandhofer, Adelchanow, & Rottman, 2011; Chang & Sandhofer, under review)
- High quality preschool, Head start

Remembering What you Hear - Retention

- Timing (all at once, spaced across time, expanding)
- Contextual Variability (people, places, activities)

Some Broad Conclusions

Counterintuitively some of the difficulty in learning words may be what makes memory for words efficient and workable

Look to the learning environment to see what might already be providing support