INSTRUCTIONAL AND EMOTIONAL QUALITY OF EARLY PARENT-CHILD BOOK READING

Keely D. Cline
Developmental Psychology Program
University of Nebraska - Lincoln
# ACKNOWLEDGEMENTS

**Faculty Advisor**  
Carolyn Pope Edwards  

**Student Research Assistants**  
Laura Brugger  
Sandra Scruggs  
Yinjing Shen  
Sandie Potter  
Clare Carlo  
Nicholas Woodward  
Marilu Martinez  
Traci Kutaka  
Mariel Sparr  
Rolando Negron  

**Supervisory Committee Members & Mentors**  
Anne Schutte  
Gustavo Carlo  
Christine Marvin  
Susan Sheridan  
Lisa Knoche  

**Additional**  
NE Center for Research on Children, Youth, Families, & Schools  
Partnering EHS agencies and families
FUNDING

- This research was supported by a U.S. Department of Health & Human Services, Administration for Children and Families Head Start Graduate Student Research Grant awarded to Keely D. Cline and Carolyn Pope Edwards (Grant # 90YR0028).
OVERVIEW

- Summary of Relevant Literature
- Purpose and Conceptual Model
- Description of Methods
- Overview of Results
- Discussion, Limitations, and Future Directions
SUMMARY OF RELEVANT LITERATURE
SHARED BOOK READING

- Widely recognized as an important activity.
- Linked to positive outcomes including language and literacy skills.
- Quantity and quality of book reading.

(e.g., Adams, 1990; Bus, van IJzendoorn, & Pellegrini, 1995; Snow & Goldfield, 1983; Teale, 1984)
BOOK READING QUALITY

(Fletcher & Reese, 2005)
BOOK READING QUALITY

(Fletcher & Reese, 2005)
INSTRUCTIONAL QUALITY OF SHARED BOOK READING

- **Amount of extra-textual talk.**
  - Conversation that moves beyond the strict reading of the text. Can include comments and questions.

- **Cognitive demand of extra-textual talk.**
  - Can range in cognitive demand from simple labeling to higher order thinking (e.g., reasoning, making predictions).

VARIATIONS IN INSTRUCTIONAL APPROACHES

- Great variation book-sharing styles that parents adopt.
- Middle-income Americans of European descent.
- Variations observed among socio-economically and culturally diverse populations.
- May reflect differences in values and beliefs related to early literacy socialization.

(e.g., Hammer, Nimmo, Cohen, Draheim, and Johnson, 2005; Health, 1982; McNaughton, 1995; Melzi & Capse, 2005)
BOOK-READING RESEARCH WITH LATINO FAMILIES

- More likely to adopt book-sharing styles that places distance between “reader” and the “audience.”

- Latino Head Start parents.
  - Use of less interactive book-sharing styles linked to children’s emergent literacy gains.

(confer Caspe, 2009)
EMOTIONAL QUALITY OF SHARED BOOK READING

- Warmth, sensitivity, and responsiveness to child’s cues and interests.

- Level of parental involvement and enjoyment (e.g., smiling, laughing, etc.).

- Use of strategies to increase the children’s enjoyment of the activity (e.g., reading with expression and excitement).

(Bingham, 2007; Leseman & de Jong, 1998, 2001; Sonnenschein & Munsterman, 2002)
DO INSTRUCTIONAL AND EMOTIONAL QUALITY OF BOOK READING INTERACT?

- **Both** instructional and emotional behaviors during book-reading have been linked to child learning.

- Do instructional and emotional qualities *interact* as they relate to child learning?
  - Is high instructional quality more predictive of better child outcomes when paired with high emotional quality (versus low emotional quality)?
PURPOSE

To examine the extent to which two qualities of shared book reading - **instructional** and **emotional** - interact and relate to infants’ and toddlers’ learning in a sample of linguistically and culturally diverse, low-income families.
CONCEPTUAL MODEL

- Home Language
- Extra-Textual Talk
- Emotional Quality
- Extra-Textual Talk
  * Emotional Quality
- Child Scores
CONCEPTUAL MODEL

- Extra-Textual Talk
- Emotional Quality
- Extra-Textual Talk
- * Emotional Quality

Home Language

Child Scores
METHODS
‘GETTING READY’ PROJECT

- This study utilized data collected as part of a larger research project (‘Getting Ready’) focused on examining the effects of a parent engagement intervention on parent behaviors and child outcomes among at-risk families (Sheridan, Edwards, & Knoche, 2003).
PARTICIPANTS

- Participants included 81 infants/toddlers and their parents participating in home-based Early Head Start programs and the ‘Getting Ready’ study.

- From rural Midwest.

- Linguistically/culturally diverse.
### CHILD DEMOGRAPHIC CHARACTERISTICS AT BASELINE

<table>
<thead>
<tr>
<th></th>
<th>Home Language: English (n = 59)</th>
<th>Home Language: Spanish (n = 22)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>12.8 months (range = 2.7-24.0)</td>
<td>12.6 months (range = 2.3-27.1)</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td>51% male 49% female</td>
<td>59% male 41% female</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td>87% White/non-Latino 11% Hispanic/Latino 2% other</td>
<td>100% Hispanic/Latino</td>
</tr>
</tbody>
</table>
# PARENT DEMOGRAPHIC CHARACTERISTICS AT BASELINE

<table>
<thead>
<tr>
<th></th>
<th>Home Language: English (n = 59)</th>
<th>Home Language: Spanish (n = 22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>24.8 years (range = 14-49)</td>
<td>26.4 years (range = 19-35)</td>
</tr>
<tr>
<td>Relationship to the Child</td>
<td>93% Mother 6% Father 1% Grandmother</td>
<td>100% Mother</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>91% White/non-Latino 7% Hispanic/Latino 2% Other</td>
<td>100% Hispanic/Latino</td>
</tr>
</tbody>
</table>
CHILD MEASURES

  
  - Covers multiple domains of development.
  
  - Raw scores converted to age-normed Mental Development Index (MDI) scores for interpretation.
  
  - For current study, change in MDI between baseline and 8-months post-baseline assessments computed.
BOOK READING

- Video-tapes.

  - Parents and children were provided with 2-4 books.
  - Dependent on the child’s age and home language.
  - Asked to read for five minutes.

- Video-tapes transcribed and coded for instructional and emotional qualities.
INSTRUCTIONAL QUALITY: EXTRA-TEXTUAL TALK

- **Extra-Textual Talk Score**: Percentage of book-relevant utterances that were extra-textual utterances.

- Scores range from 0 to 100.
  - **Higher scores** = greater percentage of extra-textual talk.
  - **Lower scores** = lower percentage of extra-textual talk.
# CODING OF EMOTIONAL QUALITY

<table>
<thead>
<tr>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Expression</td>
</tr>
<tr>
<td>Reader Sensitivity to Child Engagement</td>
</tr>
<tr>
<td>Child Enjoyment and Involvement</td>
</tr>
<tr>
<td>Parent Enjoyment of the Child</td>
</tr>
<tr>
<td>Parent Acceptance of the Child</td>
</tr>
<tr>
<td>Amount of Positive Statements/Regard (Expressed by the Parent)</td>
</tr>
<tr>
<td>Amount of Negative Statements/Regard (Expressed by the Parent)</td>
</tr>
</tbody>
</table>

(Sonnenschein and Munsterman, 2002; Farran, Kasari, Comfort, & Jay, 1986)
EMOTIONAL QUALITY COMPOSITE SCORE

- Seven items were combined to provide a measure reflecting the general Emotional Quality of the book sharing atmosphere of the reading session.

- Scores range from 1 to 5.
  - 1 = low emotional quality
  - 5 = high emotional quality.

(Sonnenschein and Munsterman, 2002; Farran, Kasari, Comfort, & Jay, 1986)
ANALYSES & RESULTS
ANALYTIC OVERVIEW

- Multiple regression analyses:
  - **Baseline Cognitive Scores.**
    - Square Transformation – Improve distribution to meet assumption of regression analyses.
  - **Change in Cognitive Scores.**

- Control variables:
  - Child gender, cumulative risk, child age.
## BASELINE COGNITIVE SCORES

<table>
<thead>
<tr>
<th>Predictors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Gender</td>
</tr>
<tr>
<td>Cumulative Risk</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Home Language</td>
</tr>
<tr>
<td>Extra-Textual Talk</td>
</tr>
<tr>
<td>Emotional Quality</td>
</tr>
<tr>
<td>Home Language * Extra-Textual Talk</td>
</tr>
<tr>
<td>Home Language * Emotional Quality</td>
</tr>
<tr>
<td>Extra-Textual Talk * Emotional Quality</td>
</tr>
</tbody>
</table>
**BASELINE COGNITIVE SCORES**

Predictors:
- Child Gender
- Cumulative Risk
- Child Age
- **Home Language**
- Extra-Textual Talk
- Emotional Quality
- Home Language * Extra-Textual Talk
- Home Language * Emotional Quality
- Extra-Textual Talk * Emotional Quality
- Home Language * Extra-Textual Talk * Emotional Quality

Beta Weight: ***, ***, ***, *, *

\[
R^2 = .26, F (10, 66) = 2.31 \quad p = .022
\]
COGNITIVE SCORES
HOME LANGUAGE: ENGLISH

Pairing **high** extra-textual talk with **high** emotional quality related to positive cognitive outcomes.
Pairing low extra-textual talk with high emotional quality related to positive cognitive outcomes.
## CHANGE IN COGNITIVE SCORES

<table>
<thead>
<tr>
<th>Predictors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Gender</td>
</tr>
<tr>
<td>Cumulative Risk</td>
</tr>
<tr>
<td>Child Age</td>
</tr>
<tr>
<td>Home Language</td>
</tr>
<tr>
<td>Extra-Textual Talk Change</td>
</tr>
<tr>
<td>Emotional Quality</td>
</tr>
<tr>
<td>Home Language * Extra-Textual Talk Change</td>
</tr>
<tr>
<td>Home Language * Emotional Quality</td>
</tr>
<tr>
<td>Extra-Textual Talk Change * Emotional Quality</td>
</tr>
<tr>
<td>Home Language * Extra-Textual Talk Change * Emotional Quality</td>
</tr>
</tbody>
</table>
Predictors
- Child Gender
- Cumulative Risk
- Child Age
- Home Language
- Extra-Textual Talk Change
- Emotional Quality
- Home Language * Extra-Textual Talk Change
- Home Language * Emotional Quality
- Extra-Textual Talk Change * Emotional Quality
- Home Language * Extra-Textual Talk Change * Emotional Quality

$R^2 = .24, F(10, 62) = 1.97, p = .052$

Beta Weight: ***$p < .001$, **$p < .01$, *$p < .05$
CHANGE IN COGNITIVE SCORES
HOME LANGUAGE: ENGLISH

Pairing increase in extra-textual talk with high emotional quality at baseline related to positive change in cognitive outcomes.

Graph showing change in cognitive scores with low and high emotional quality at baseline.
Pairing decrease in extra-textual talk with high emotional quality at baseline related to positive change in cognitive outcomes.
DISCUSSION
## DISCUSSION

<table>
<thead>
<tr>
<th>Home Language: English</th>
<th>Home Language: Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairing <strong>high</strong> extra-textual talk with <strong>high</strong> emotional quality related to positive outcomes.</td>
<td>Pairing <strong>low</strong> extra-textual talk with <strong>high</strong> emotional quality related to positive outcomes.</td>
</tr>
<tr>
<td><strong>Pairing increases</strong> in extra-textual talk with <strong>high</strong> baseline emotional quality related to positive change in outcomes.</td>
<td><strong>Pairing decreases</strong> in extra-textual talk with <strong>high</strong> baseline emotional quality related to positive change in outcomes.</td>
</tr>
</tbody>
</table>
DISCUSSION (CONT.)

Possible explanation:

- Research by Caspe and colleagues and others demonstrates cultural differences in parents’ preferred reading styles, and in how reading styles relate to preschoolers’ learning.

- Using a culturally familiar and relevant style of book sharing may relate to child learning when parents are also at their “best” on emotional quality.

- Culturally relevant styles of book-reading may not be as “effective” when the parent’s emotional behaviors are compromised.
LIMITATIONS & FUTURE DIRECTIONS

- Due to small sample size, results should be interpreted with appropriate level of caution. Future research will explore these relationships in a larger sample.

- Used home language as a proxy for culture. Future research will include more fine-tuned examinations of cultural background.

- Focused primarily on parent behaviors. Future research will consider the roles of the child and book.

- Did not consider other potentially important factors (e.g., how often dyads read). Future research will explore other important factors.
ADDITIONAL FUTURE DIRECTIONS

- A long-term goal includes:
  
  - Developing and assessing the effectiveness of intervention approaches designed to promote high quality, culturally relevant book-reading that supports learning through instructional and emotional behaviors.
QUESTIONS