



# **INSTRUCTIONAL AND EMOTIONAL QUALITY OF EARLY PARENT-CHILD BOOK READING**

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# OVERVIEW

- Summary of Relevant Literature
- Purpose and Conceptual Model
- Description of Methods
- Overview of Results
- Discussion, Limitations, and Future Directions





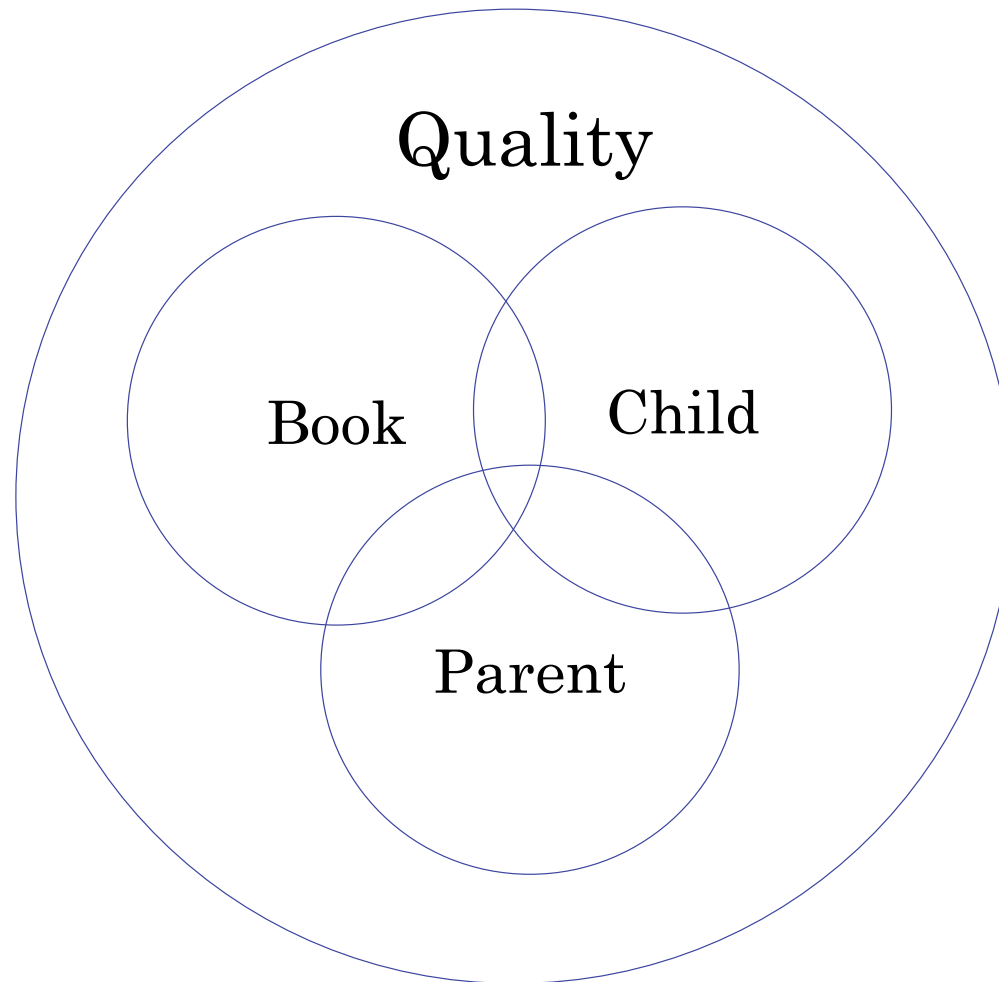
**SUMMARY OF RELEVANT  
LITERATURE**

# 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)

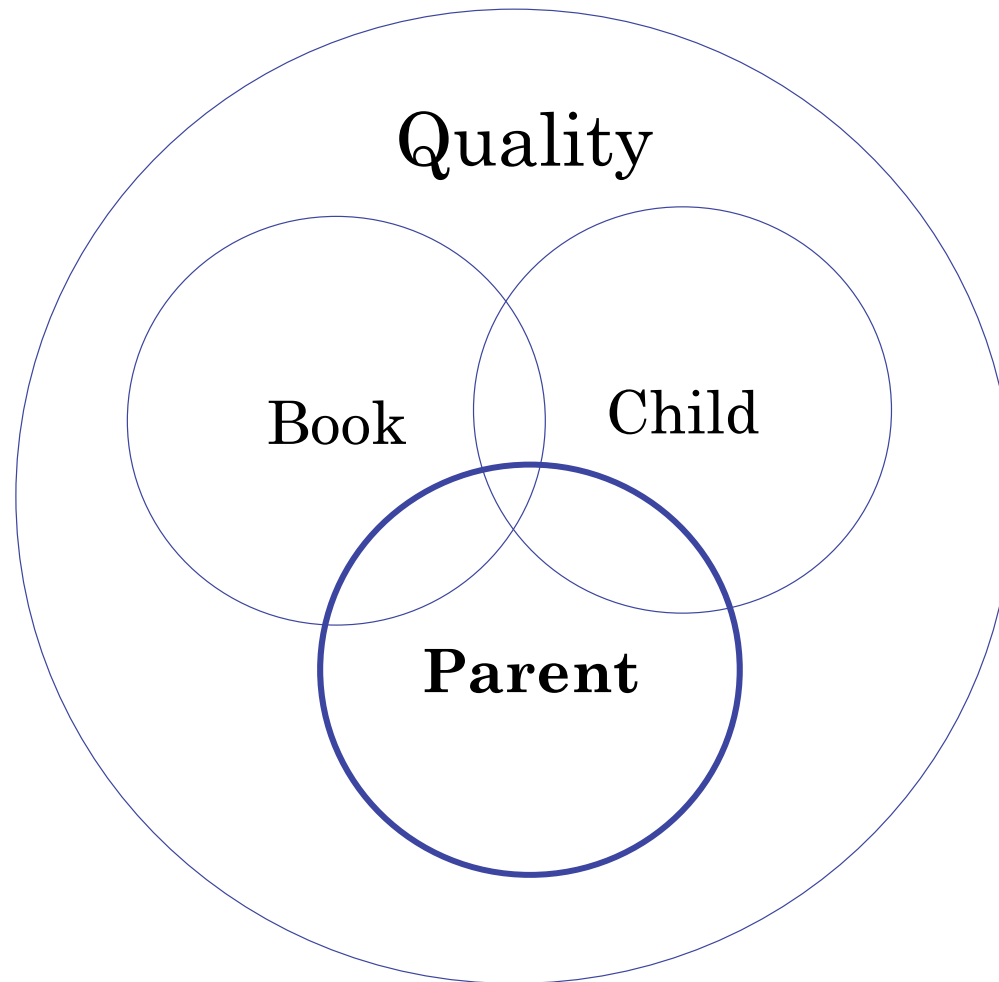
# BOOK READING QUALITY



(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.



# 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.



# 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).

# 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)?

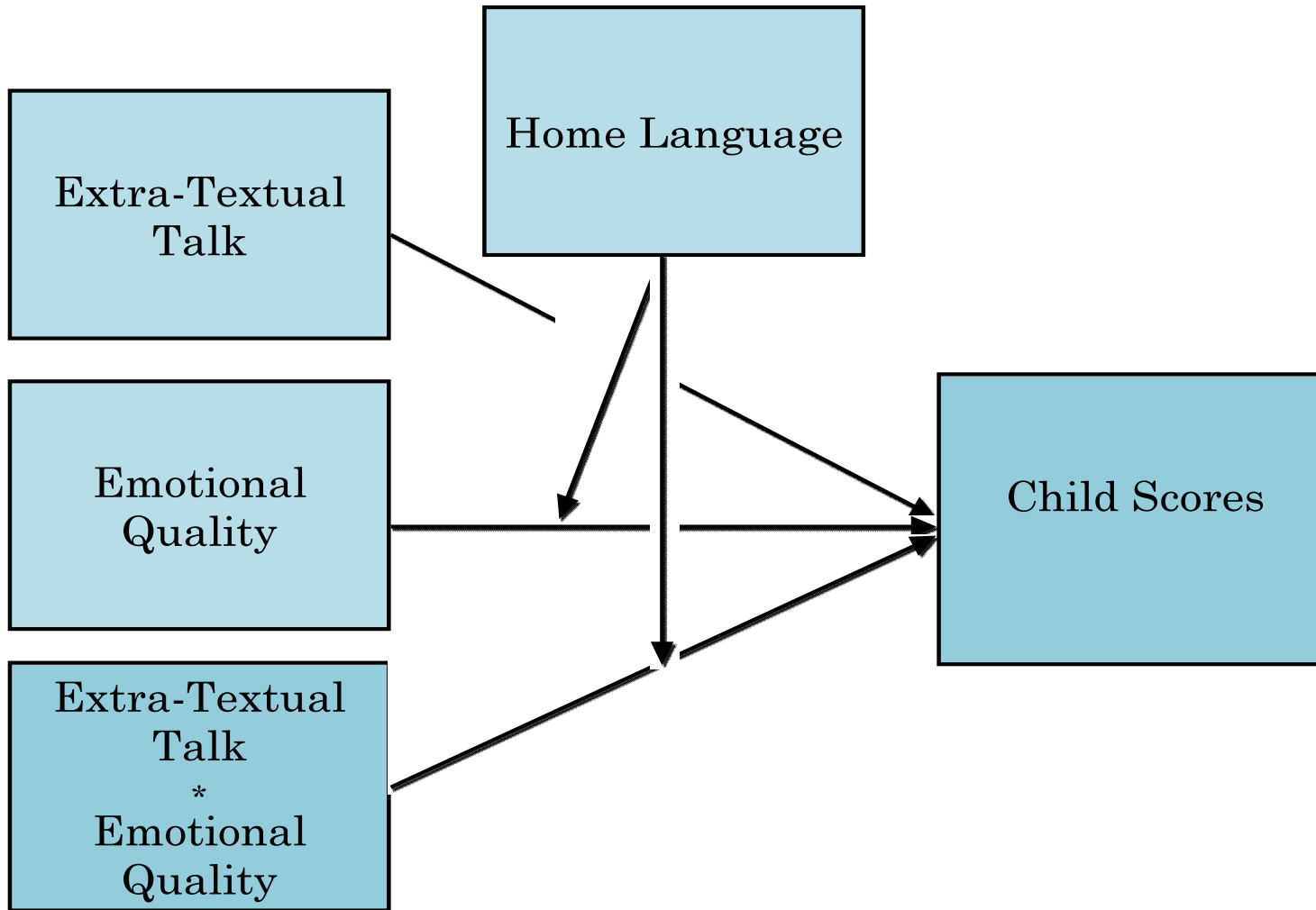


## PURPOSE

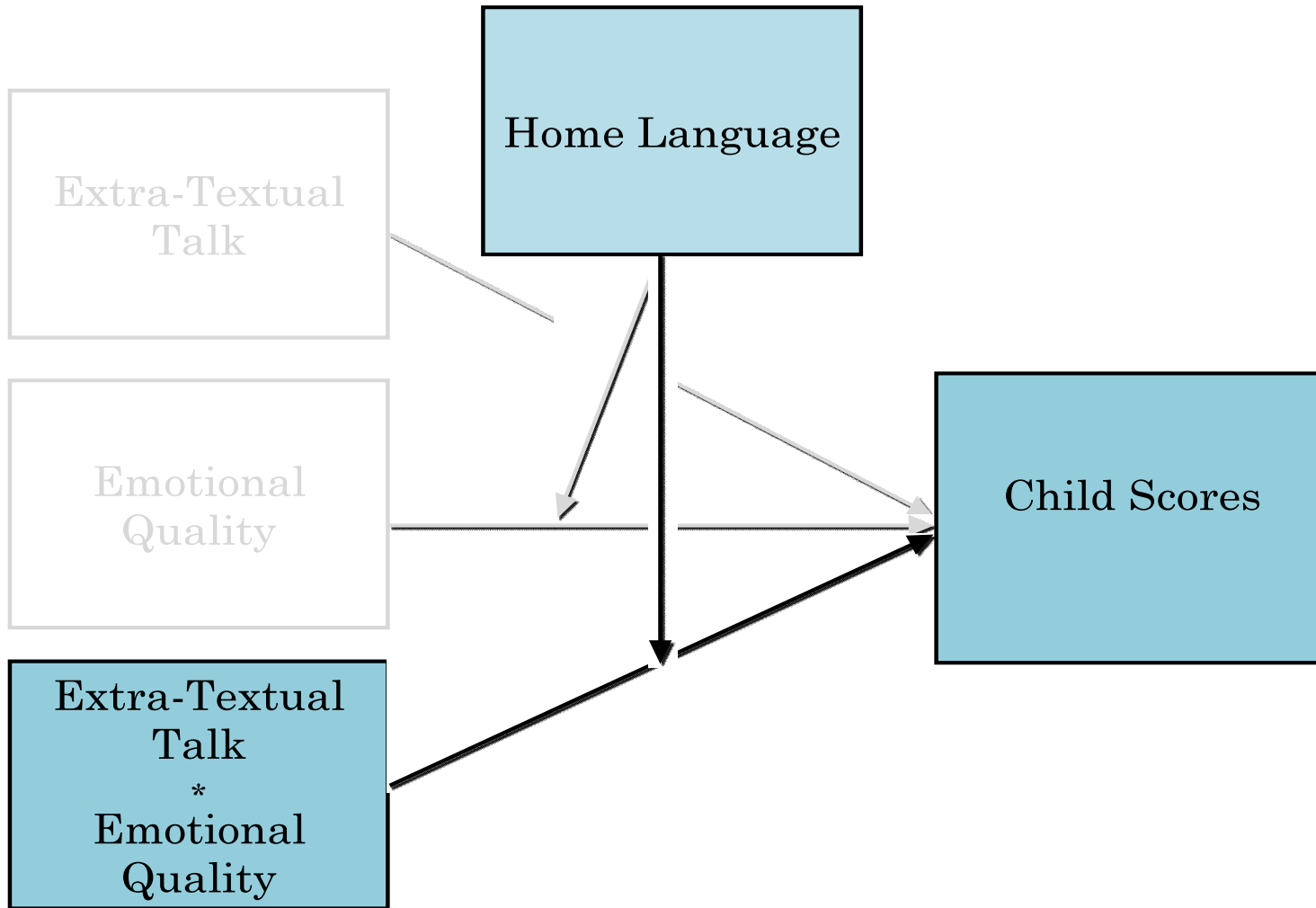
- To examine the extent to which two qualities of shared book reading - **instructional** and **emotional** - *interact* and *relate* to infants' and toddlers' learning in a sample of linguistically and culturally diverse, low-income families.



# CONCEPTUAL MODEL



# CONCEPTUAL MODEL





A decorative graphic on the left side of the slide, consisting of several vertical stripes of varying shades of blue and white, and a cluster of five circles of different sizes, also in shades of blue, arranged in a roughly vertical line.

# 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

	Home Language: English (n = 59)	Home Language: Spanish (n = 22)
Age	12.8 months (range = 2.7-24.0)	12.6 months (range = 2.3-27.1)
Sex	51% male 49% female	59% male 41% female
Race/Ethnicity	87% White/non-Latino 11% Hispanic/Latino 2% other	100% Hispanic/Latino

# PARENT DEMOGRAPHIC CHARACTERISTICS AT BASELINE

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



# CHILD MEASURES

- **Bayley Scales of Infant Development – Second Edition** (BSID-II; Bayley, 1993) Mental Scale.
  - 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

Code
Reading Expression
Reader Sensitivity to Child Engagement
Child Enjoyment and Involvement
Parent Enjoyment of the Child
Parent Acceptance of the Child
Amount of Positive Statements/Regard (Expressed by the Parent)
Amount of Negative Statements/Regard (Expressed by the Parent)

# 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.



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# 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.

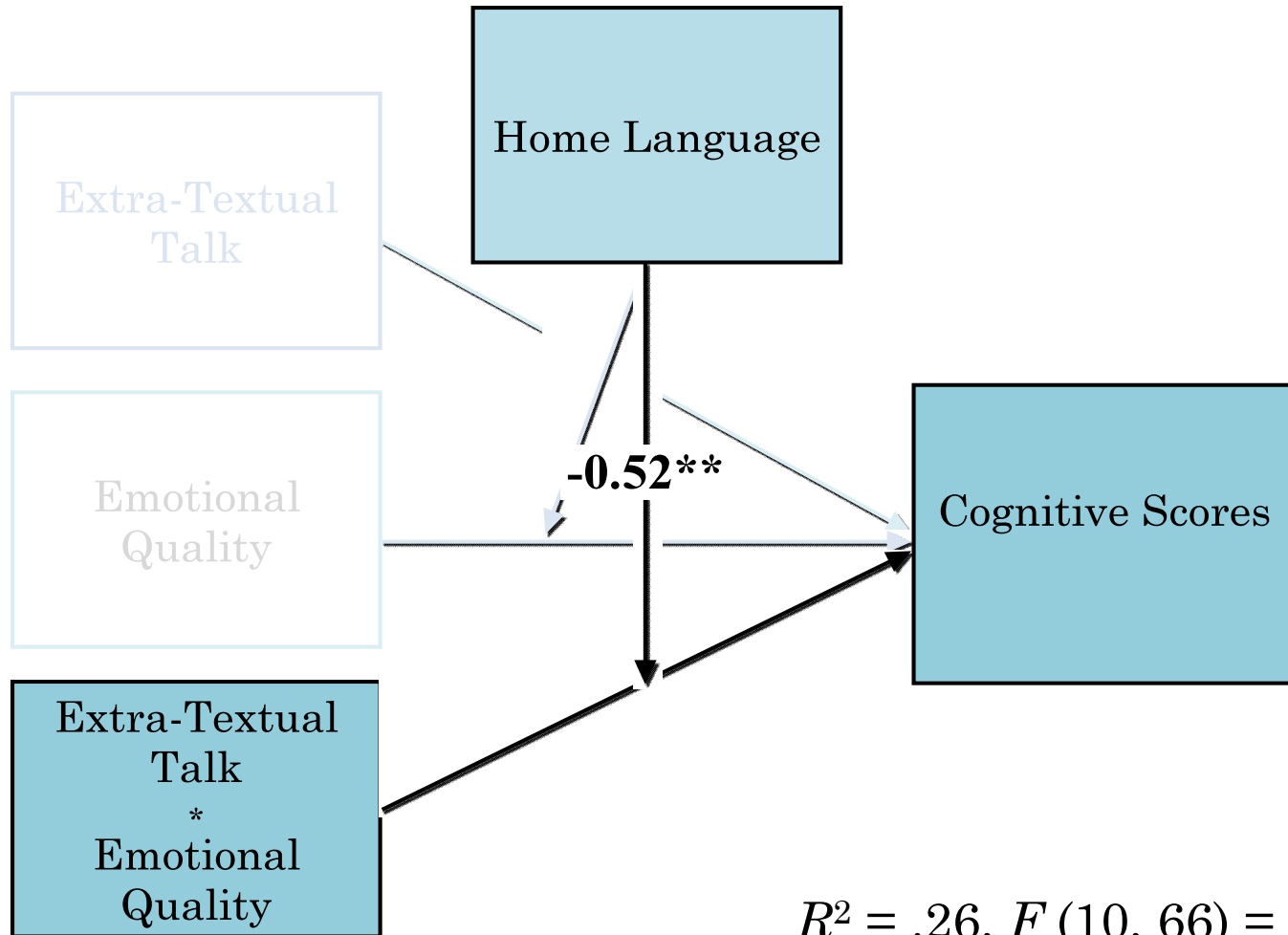


# BASELINE COGNITIVE SCORES

Predictors
Child Gender
Cumulative Risk
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



# BASELINE COGNITIVE SCORES



Predictors
Child Gender
Cumulative Risk
Child Age
<b>Home Language</b>
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<b>Home Language * Extra-Textual Talk * Emotional Quality</b>

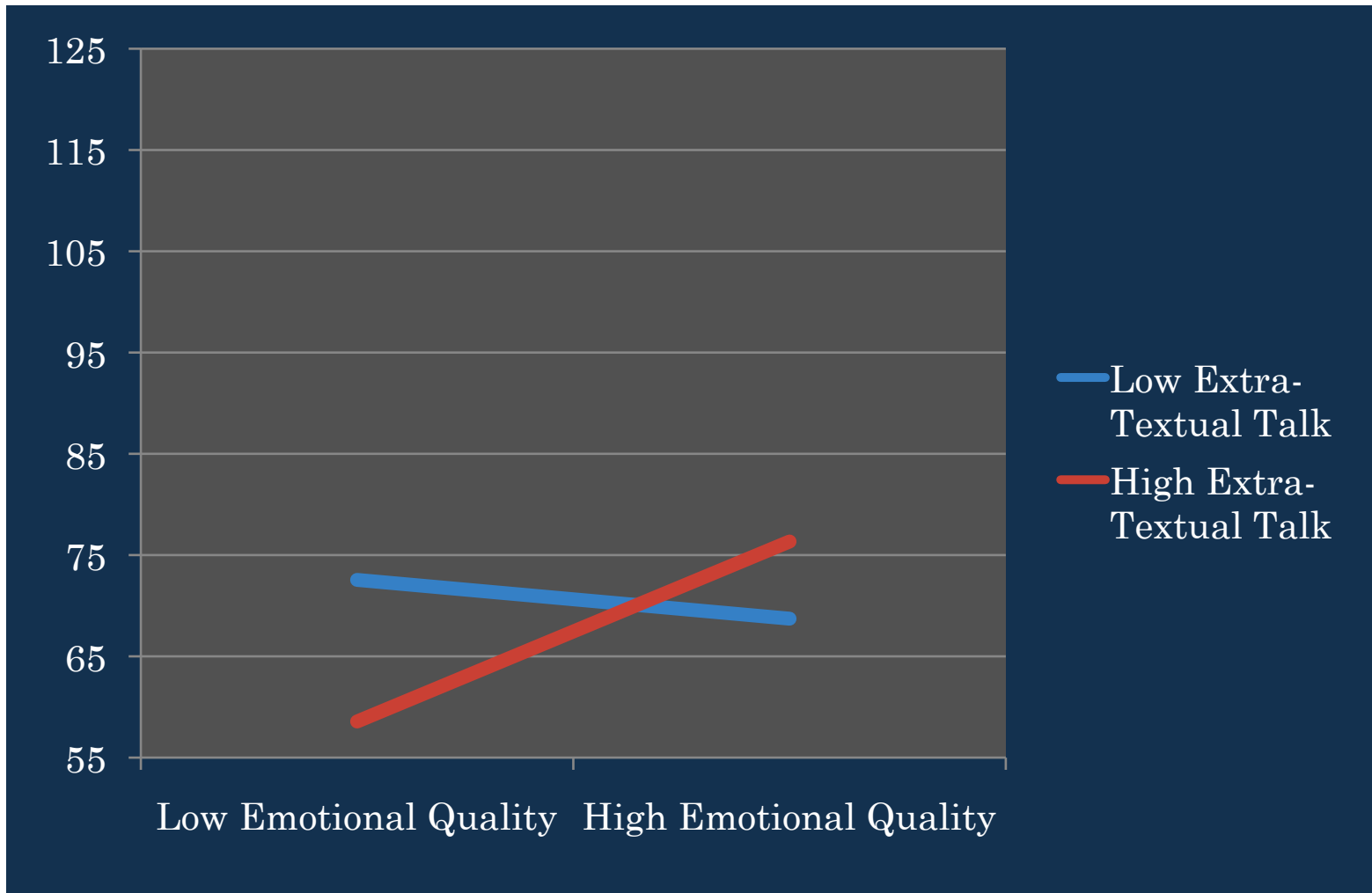
$R^2 = .26, F(10, 66) = 2.31, p = .022$

Beta Weight: \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

# COGNITIVE SCORES

## HOME LANGUAGE: ENGLISH

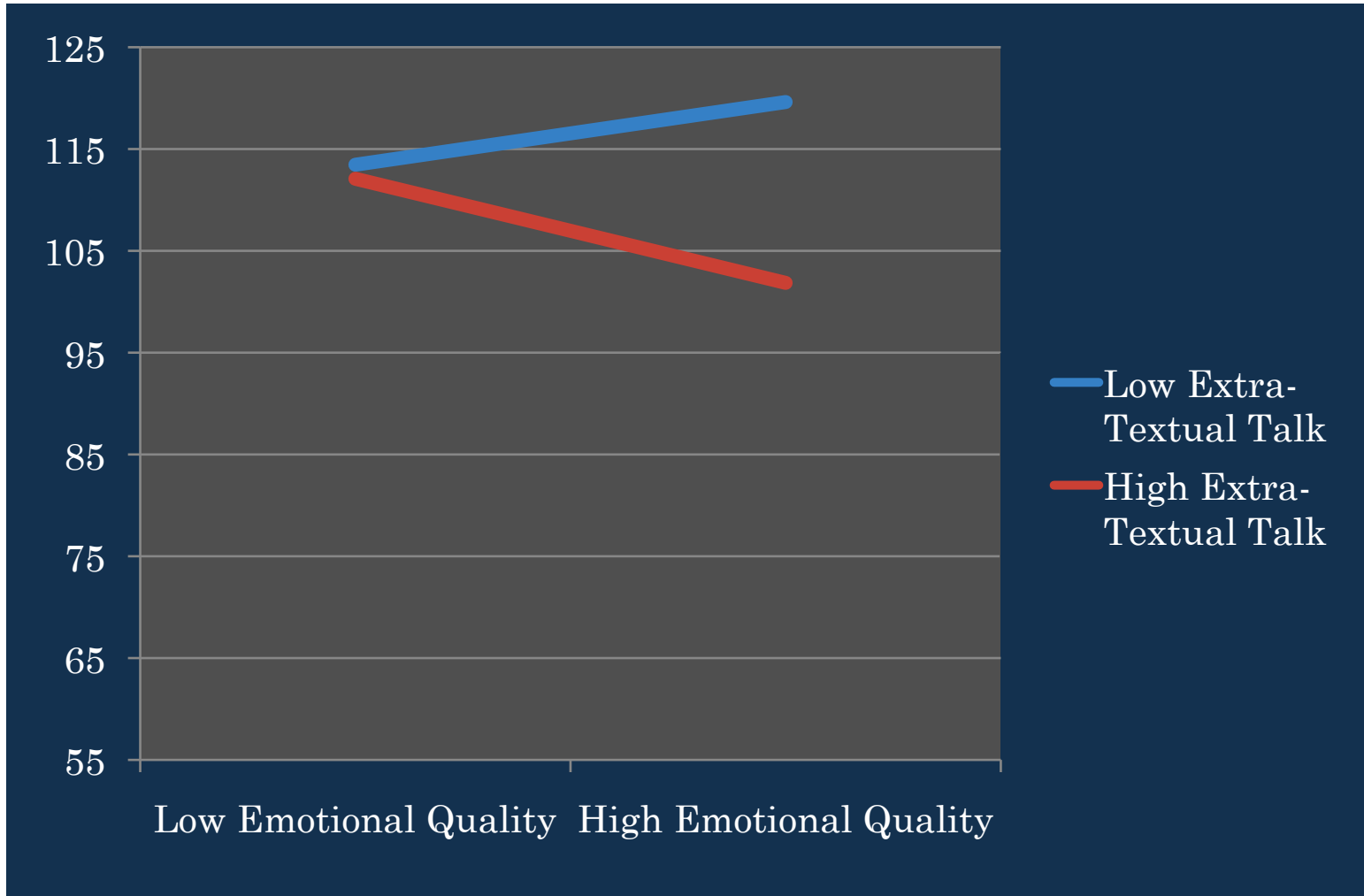
Pairing **high** extra-textual talk with **high** emotional quality related to positive cognitive outcomes.



# COGNITIVE SCORES

## HOME LANGUAGE: SPANISH

Pairing **low** extra-textual talk with **high** emotional quality related to positive cognitive outcomes.





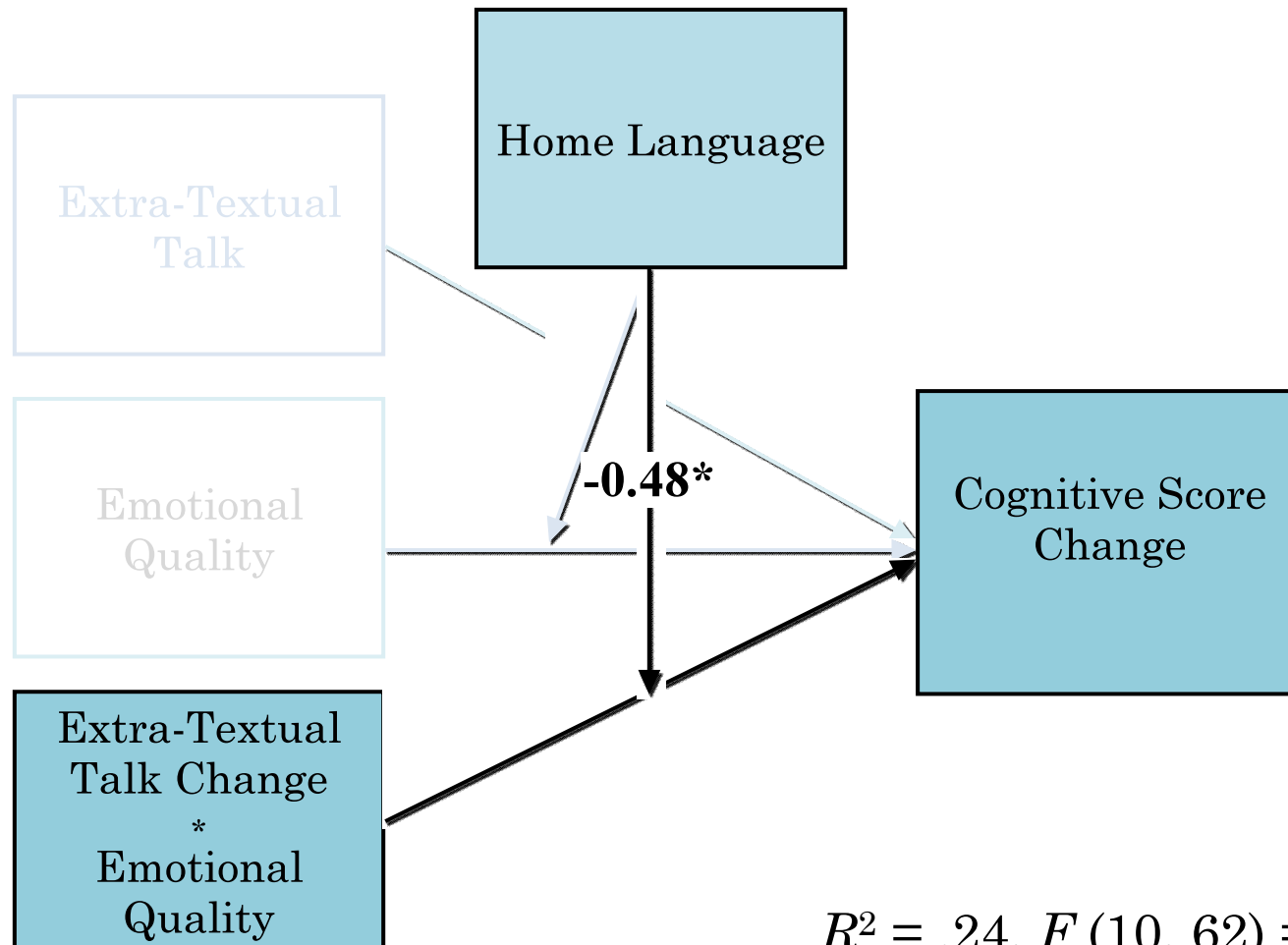
# CHANGE IN COGNITIVE SCORE

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
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# CHANGE IN COGNITIVE SCORES

Predictors
Child Gender
Cumulative Risk
Child Age
Home Language
Extra-Textual Talk Change
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Home Language * Extra-Textual Talk Change
Home Language * Emotional Quality
<b>Extra-Textual Talk Change * Emotional Quality</b>
<b>Home Language * Extra-Textual Talk Change * Emotional Quality</b>

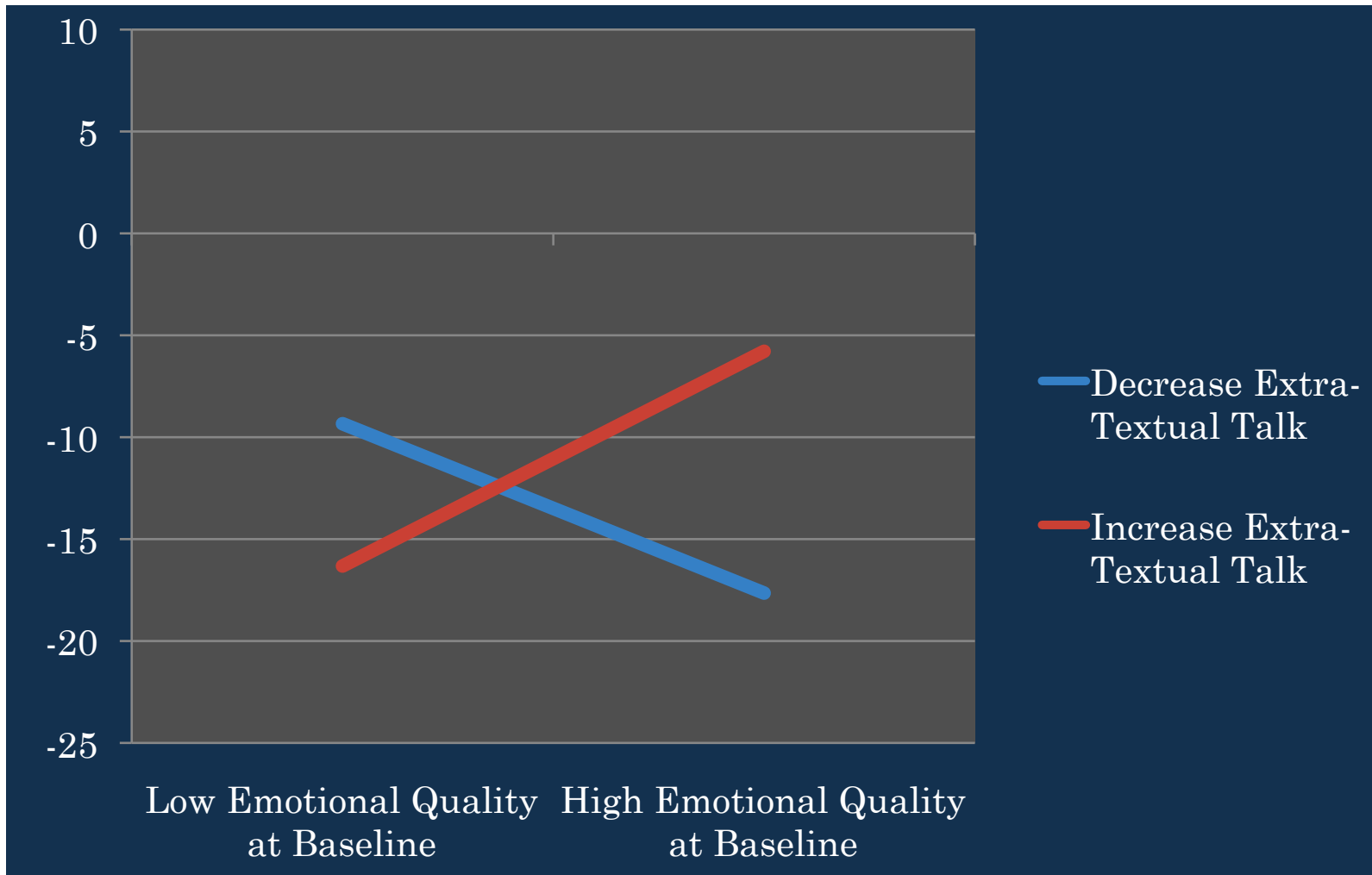


$$R^2 = .24, F(10, 62) = 1.97, p = .052$$

Beta Weight:  $***p < .001$ ,  $**p < .01$ ,  $*p < .05$

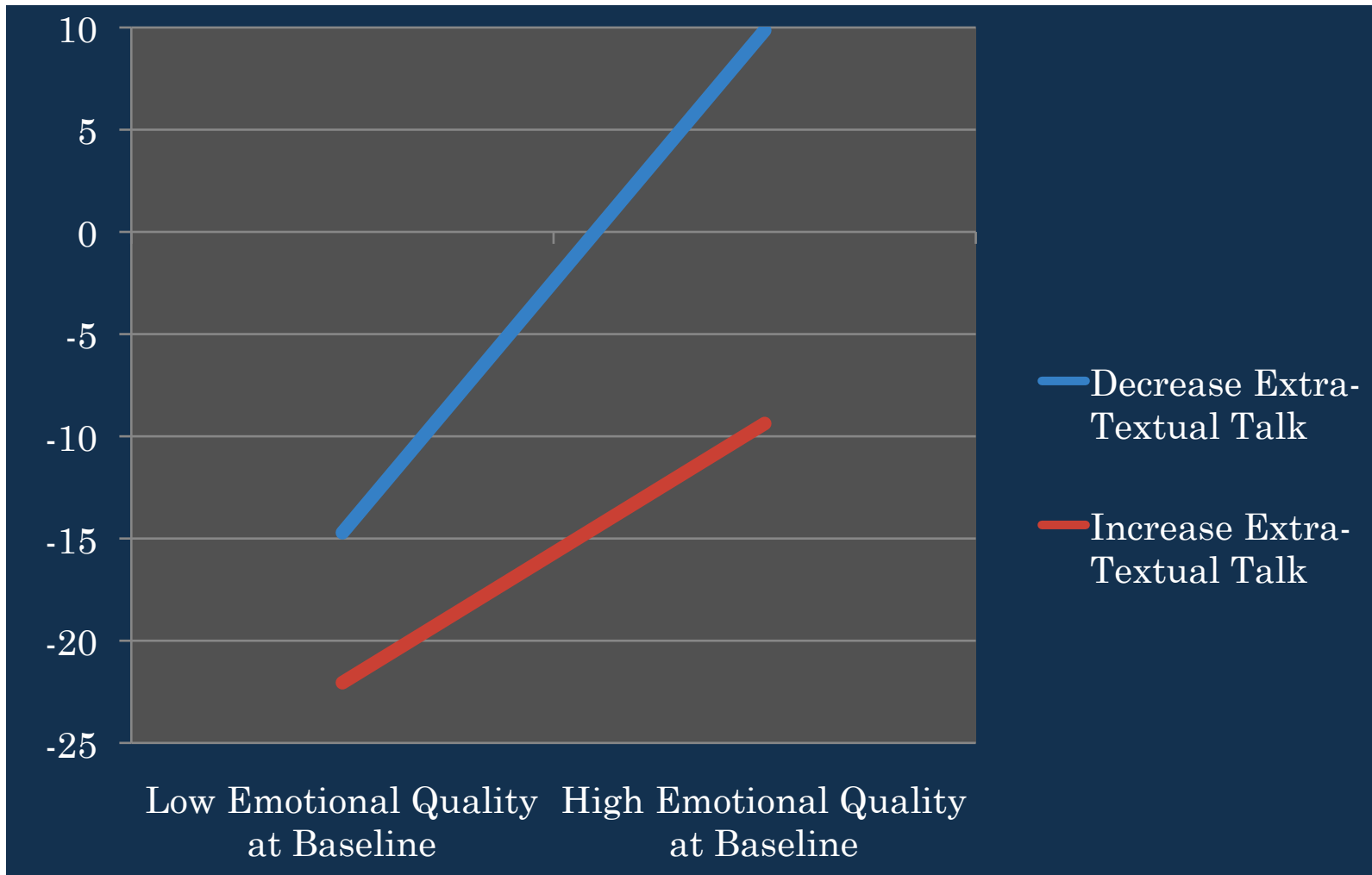
# CHANGE IN COGNITIVE SCORES HOME LANGUAGE: ENGLISH

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



# CHANGE IN COGNITIVE SCORE HOME LANGUAGE: SPANISH

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



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# DISCUSSION

# DISCUSSION

Home Language: English	Home Language: Spanish
Pairing <b>high</b> extra-textual talk with <b>high</b> emotional quality related to positive outcomes.	Pairing <b>low</b> extra-textual talk with <b>high</b> emotional quality related to positive outcomes.
Pairing <b>increases</b> in extra-textual talk with <b>high</b> baseline emotional quality related to positive change in outcomes.	Pairing <b>decreases</b> in extra-textual talk with <b>high</b> baseline emotional quality related to positive change in outcomes.

## 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

