Chloe Reeble & Rosa Torres

Mentors: Lisa Knoche, Ph.D and Qizhen Deng, Ph.D.

NEBRASKA CENTER FOR RESEARCH ON CHILDREN, YOUTH, FAMILIES & SCHOOLS

UCARE

Introduction

- Poverty has been shown to be the most powerful forecaster of children's early development (Maholmes & King, 2012), but parental efforts to support young children's learning can act as a buffer in impoverished living environments (Vernon-Feagans, Garrett-Peters, De Marco, & Bratsch-Hines, 2012).

- Children living in poverty are at higher risk for developmental delays and children with developmental delays during the preschool years are at high risk for later school challenges (Vernon-Feagans et al., 2012).

- Past research has shown that high quality interactions between parents and young children is important for the development of early language and literacy skills (Landry, Smith, Swank, Zucker, Crawford, & Solari, 2012).

- Previous studies have found that parent-child interactions play an important role in children's self-regulatory capacities (Bernier, Carlson, & Whipple, 2010).

- This study aims to explore the relationship between parental behaviors during play interactions and children's developmental abilities.

Research Questions
1) How do parental behaviors relate to children's social-emotional development?

2) How do parental behaviors relate to children's language development?

Methods

Participants
- 92 children with an average age of .87 years (10 months) (SD = .86) and their parent or guardian from English & Spanish speaking homes participated in this study (see Table 1).

- The children in this study are participants in a longitudinal evaluation of a home visitation program serving children and families who are at-risk. At risk is defined by this project as growing up in poverty or other conditions of high stress and familial change. The data for this study was gathered over a two-year time period, with all children in their first year of the evaluation program.

Table 1. Characteristics of Participating Parents and Children

		Parents N = 92	Children N = 92
Gender	Male	34%	53%
	Female	52%	47%
	Unidentified	14%	
Race/Ethnicity	White	35%	
	Hispanic	38%	
	African American	16%	
	Asian/Pacific Islander	9%	
	Native American	1%	
	Other	1%	
Parental Education Level	Advanced Degree	3%	
	College Diploma	13%	
	Some College	28%	
	High School Diploma	25%	
	GED	5%	
	Some High School	13%	
	Other	14%	
Home Language	English	63%	
	Spanish	27%	
	Bilingual	10%	

Data Collection
- All data typically collected in family homes by a trained data collector, within 60 days of family enrolling into the evaluation.

- Video-taped approximately 15-minute session of parent-child play interactions and coding using Keys to Interactive Parenting Scale (KIPS; Comfort, Gordon, & Naples, 2011).

- Demographic survey completed at home by parents.

- The Preschool Language Scale (PLS-5), fifth edition, was administered to children (Zimmerman, Steiner, Pond, 2011).

- The Infant/Toddler Social Emotional Assessment (ITSEA) was administered to children over one year of age (Carter, Briggs-Gowan, Jones, & Little, 2003).

Measures
Keys to Interactive Parenting Scale (KIPS)
- KIPS examines interactions between one adult and one child. Parents are asked to play with their child as they normally would, using the child's favorite toys, books or other things around the house.

- To ensure reliability between coders, 20% of videos are double coded.

- Videos were scored, and assigned a rating of 1 to 5 (1= Rarely, 3= Usually, 5= Consistently) for each of twelve parenting behaviors. Twelve behaviors are combined into three subscales.

Table 2. Subscales for KIPS

Subscales	Definition
Building Relationships	This scale looks at how the parent reacts to the child in a way that promotes trust and acceptance, how involved the parent is with the child and how open they are to following the child's lead in selecting activities. **Parenting Behaviors:** *sensitivity to cues, supports child's emotions, physical interaction, involvement in child's activities, and open to child's agenda*
Promoting Learning	This scale focuses on how scaffolding and learning occur, looking at how the parent speaks with, guides, and teaches the child. It includes boundaries, expectations, and consequences that the parents demonstrate during the video. **Parenting Behaviors:** *engagement in child's language, reasonable expectations, adapts to child's interests, and appropriate limits and consequences*
Supporting Confidence	This scale focuses on how the parent encourages the child's self-confidence by supporting the child's curiosity. The parent should balance giving direction with following the child's lead. **Parenting Behaviors:** *supportive directions, encouraging words and actions, and promoting exploration and curiosity*

Preschool Language Scale – 5 (PLS-5)
- PLS-5 is a standardized direct child assessment that is conducted on children 4 months to 36 months of age.

- Both Auditory & Expressive scales of the assessment are administered. Auditory Comprehension evaluates the child's ability to comprehend language, while expressive communication evaluates child's communication skills with others.

- Administration length is approximately 45 minutes depending on the age of the child.

- The standard scores have a mean of 100 and a standard deviation of 15.

- Expressive (Mean = 98.11; SD = 16.28) and Auditory (Mean = 97.41; SD = 17.33)
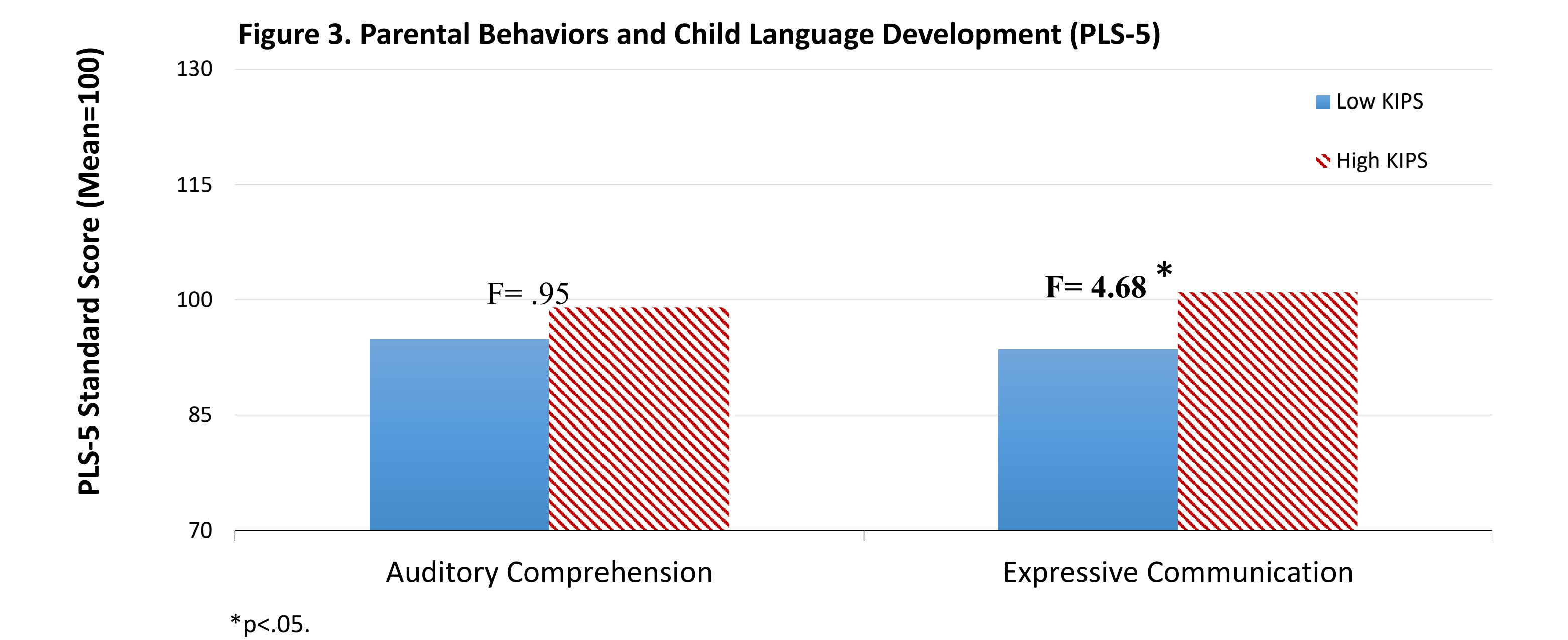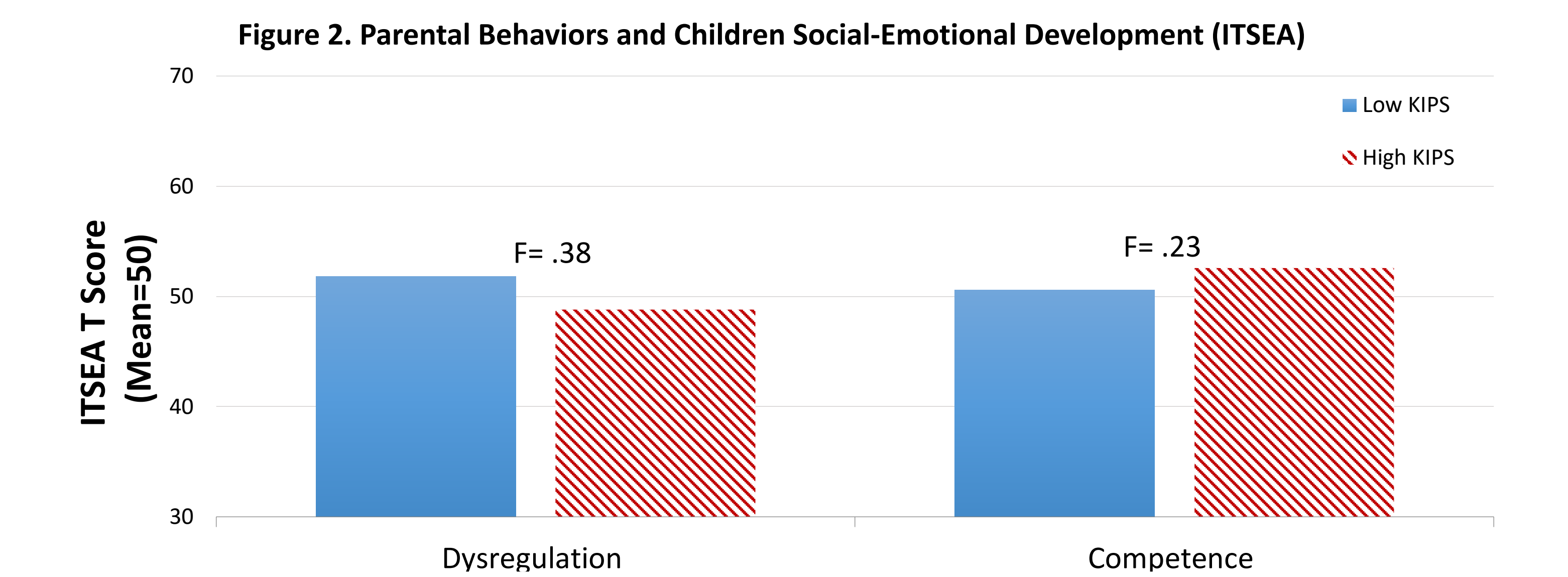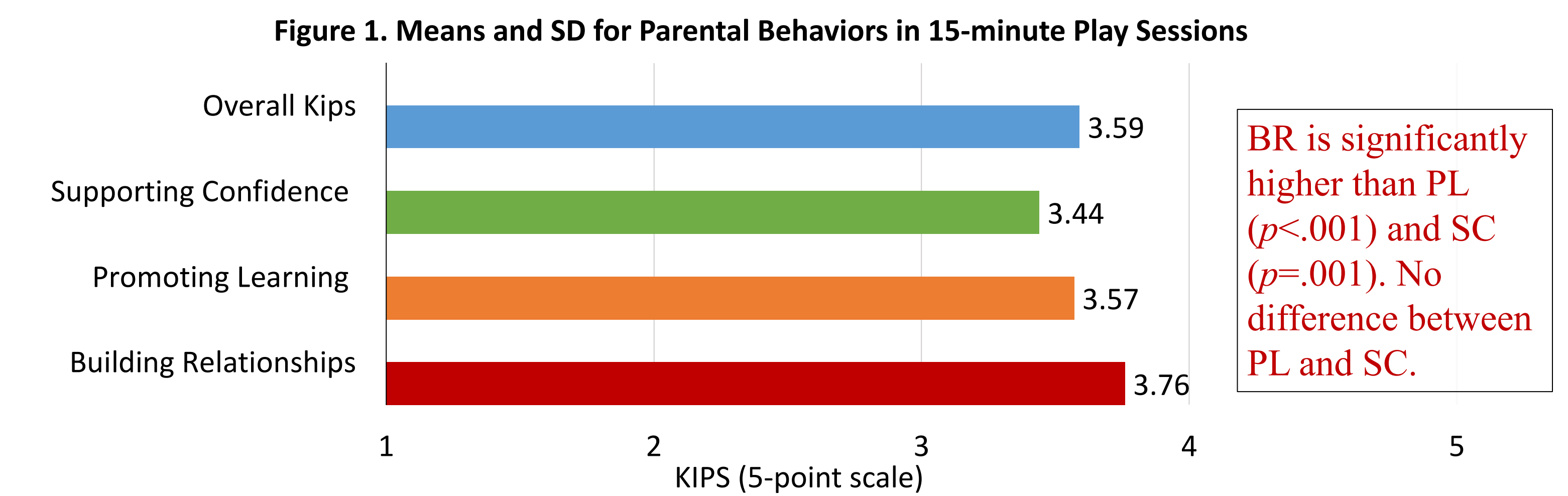
Infant-Toddler Social Emotional Assessment (ITSEA)
- The two ITSEA domains we examined included Dysregulation and Competence. The t scores have a mean of 50 and a standard deviation of 10.
  - The *Dysregulation* domain consists of Sleep, Negative Emotionality, Eating, and Sensory Sensitivity. (Mean = 51.28; SD = 15.74)
  - The *Competence* domain consists of Compliance, Attention, Imitation/Play, Mastery Motivation, Empathy, and Prosocial Peer Relations. (Mean = 51.32; SD = 11.50)

- Data is collected on children at least 12 months of age.

Data Analysis
- Parents' KIPS score were divided into two groups: **High & Low KIPS (HIGH>3 , LOW<=3).**

- One-way ANOVA comparing social-emotional development (ITSEA) scores across KIPS groups.

- One-way ANOVA comparing children's language development (PLS-5) scores across KIPS groups.

Results

Figure 1. Means and SD for Parental Behaviors in 15-minute Play Sessions

Parental Behavior	KIPS score
Overall Kips	3.59
Supporting Confidence	3.44
Promoting Learning	3.57
Building Relationships	3.76

BR is significantly higher than PL (p<.001) and SC (p=.001). No difference between PL and SC.

Figure 2. Parental Behaviors and Children Social-Emotional Development (ITSEA)

F= .38 (Dysregulation), F= .23 (Competence)

Figure 3. Parental Behaviors and Child Language Development (PLS-5)

F= .95 (Auditory Comprehension), F= 4.68 * (Expressive Communication)

*p<.05.

Discussion/Implications

Discussion
- KIPS building relationships scores were significantly higher than promoting learning and supporting confidence. There was no significant differences found between promoting learning and supporting confidence. Some variability was found between families' KIPS scores but overall scores were not significantly different. Overall, our families showed higher than average KIPS scores.

- No significant relationship was found between parental behaviors related to children's social-emotional development. We believe this may be because of a small sample size.

- A relationship was found between parents with high KIPS scores and their child's expressive communication scores but no significant difference was found related to auditory comprehension. During parent-child interactions, there is extensive face-to-face communication with the child. We believe this could possibly explain the significant finding on the expressive communication score.

- Other studies show that positive parental behaviors is related to higher communication competence. Our finding is consistent with these findings (Lindsey, Cremeens, Colwell, & Caldera, 2009).

Implications
- Policy makers should make investments to support positive parenting practices. Specifically, for at-risk populations; this includes optimizing young children's home environments to ensure positive outcomes.

- Practice implications include targeting specific parent behaviors to support children's language and social-emotional development.

University of Nebraska–Lincoln