Current Query:

Child, Preschool [MESH]
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Parents[Detailed Display][Add To Query (AND)] [Add To Query (OR)]

Persons functioning as natural, adoptive, or substitute parents. The heading includes the concept of parenthood as well as preparation for becoming a parent.

Note! The term 'Parents' appears in more than one place in the MeSH tree.

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Comments and questions to the NCBI Help Desk
Credits: Brandon Brylawski
Child centered literacy orientation: a form of social capital?


Women & Infants' Hospital, Providence, Rhode Island 02905, USA.

OBJECTIVE: To describe the home literacy environment and to identify financial, human, and social capital variables associated with the presence or lack of Child Centered Literacy Orientation (CCLO) in families with young children who regularly attend pediatric primary care clinics.

DESIGN: Cross-sectional case-control analysis of structured parent interviews conducted in two hospital-based and four community-based pediatric clinics in New England. SUBJECTS: Parents of 199 healthy 1- to 5-year-old children whose mean age was 30 +/- 15 (SD) months were interviewed. Parents were primarily mothers (94%) with a mean age of 28 +/- 7 (SD) years 60% of whom were single. Educational levels of study parents varied: 43% had not graduated from high school, 29% had a high school equivalency, and 28% had at least a year of college or vocational training. This was a multiethnic parent group. Sixty-five percent were bilingual or non-English speaking. Fifty-eight percent were born outside of the continental United States. Parents were primarily of low-income status with 85% receiving Women, Infant, and Children (WIC) food supplements, Aid to Families With Dependent Children, and/or Medicaid.

RESULTS: Half of the parents interviewed reported that they rarely read books. Sixty percent of children had fewer than 10 books at home and two-thirds of these households contained fewer than 50 books total. When asked open-ended questions, 28% of parents said that sharing books with their child was one of their three favorite activities together, 14% said that looking at books was one of their child's three favorite things to do, and 19% reported sharing books at bedtime at least six times each week. Thirty-nine percent of families had at least one of these three literacy-related responses present and so were said to have a CCLO. A backwards stepwise multiple logistic regression on CCLO was performed with family financial, human, and social capital variables. Parents married or living together (odds ratio [OR] 2.56, 95% confidence interval [CI] = 1.21-5.42), higher adult-to-child ratios in the home (OR 1.92, 95% CI = 1.20-3.05), households speaking only English (OR 2.67, 95% CI = 1.24-5.76), parents reading books themselves at least a few times a week (OR 2.86, 95% CI = 1.38-5.91), and homes with more than 10 children's books (OR 3.3, 95% CI = 1.6-6.83), were all independently and significantly associated with the presence of CCLO. Older child age and higher parent education remain in the model but were not significant at the P <.05 level. Ethnicity and income status were dropped for lack of additional significance from this model, which described 24% of the variance in CCLO.

CONCLUSION: Although two-parent families and higher adult-to-child ratios in the home appear to be social capital variables with protective effects, low-income, single-parent, and minority or immigrant families are at significant risk for lacking both children's books and a CCLO. We suggest that CCLO may itself be another form of social capital reflecting parental goals and expectations for their children. We speculate that interventions
which provide children's books and information about reading with children to impoverished families with young children may facilitate more parent-child book sharing. Pediatricians and other primary care providers serving underserved populations may have a unique opportunity to encourage activities focusing on young children and promoting literacy.

PMID: 10103347, UI: 99205401

Bringing an early pediatric literacy program to the clinic setting.

Almquist NL, Bisson S, Wynia A

Children's Hospitals and Clinics, Minneapolis, Minn. 55102, USA.

PMID: 9987262, UI: 99141735

Evaluation of a clinic-based program to promote book sharing and bedtime routines among low-income urban families with young children.

High P, Hopmann M, LaGasse L, Linn H

Brown University School of Medicine, Women & Infants' Hospital, Providence, RI 02905, USA.

OBJECTIVE: To evaluate a program of anticipatory guidance in which pediatric residents and nurse practitioners in a continuity practice gave parents books for their young children along with developmentally appropriate educational materials describing why and how to share the books and promoting reading as part of a bedtime routine. STUDY DESIGN: Comparison of 2 cross-sectional groups using consecutive, structured, face-to-face or telephone interviews of parents. One group was a historical control or a comparison group (group 1). The other was the intervention group (group 2), which included families who had received 2 books and educational materials for the children as part of the program to promote book sharing and bedtime routines. SUBJECTS: Before the institution of the program to promote book sharing and bedtime routines, the parents in 51 families with healthy children 12 to 38 months of age who regularly attended
continuity clinics conducted by the house staff were interviewed; these families constituted group 1. Group 1 included a low-income population of Hispanic, African American, and non-Hispanic white families. Group 2 included 100 families with similar sociodemographic characteristics with healthy 12- to 38-month-old children who had received 2 books and educational materials at all 6- to 36-month well-child visits as part of the program. RESULTS: The intervention was found to be effective in promoting child-centered literacy activities. When asked open-ended questions, 4 (8%) of the parents in group 1 and 21 (21%) of the parents in group 2 said 1 of their child's 3 favorite activities included books (P=.04); 11 (22%) of the parents in group 1 and 42 (42%) of the parents in group 2 said 1 of their 3 favorite activities with their child was book sharing (P=.01); and 10 (20%) of the parents in group 1 and 35 (35%) of the parents in group 2 said that they share books 6 or 7 times a week at bedtime (P = .05). By mentioning 1 of these 3 important child-centered book-sharing activities, 17 (33%) of the parents in group 1 and 69 (69%) of the parents in group 2 (P < .001) demonstrated positive child-centered literacy orientation. A multiple logistic regression analysis controlling for parental education, ethnicity, and reading habits, as well as for the sex and age of the children, found child-centered literacy orientation more likely to be present in group 2 than in group 1 families, with an odds ratio (OR) of 4.7 (95% confidence interval [CI], 2.1-10.5; P < .001). Book sharing as part of a bedtime routine was more frequent in group 2 (mean+/−SD, 3.9+/−2.6 nights per week) than in group 1 (mean+/−SD, 2.5+/−2.7 nights per week; P = .002); however, no significant differences in prolonged bedtime struggles, parent-child co-sleeping, frequent night waking, or how children fell asleep were found between the groups. Instead, in multivariate analysis, bedtime struggles occurred more often with younger parents (P = .03) and fewer children at home (P = .02), while parent-child co-sleeping (P < .001) and frequent night waking (P = .04) were less likely to occur when children usually fell asleep alone in their own beds.

CONCLUSIONS: This simple and inexpensive intervention by pediatric house staff, consisting of the provision of children's books and educational materials at well-child visits, resulted in increased enjoyment of and participation in child-centered book-related activities in low-income families. Primary care providers (ie, physicians and nurse practitioners) serving underserved pediatric populations may have a unique opportunity to promote child-centered literacy in at-risk groups.

Publication Types:
- Clinical trial
- Controlled clinical trial

PMID: 9605029, UI: 98266065

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Cognitive deficits in parents from multiple-incidence autism families.

Piven J, Palmer P

University of Iowa College of Medicine, Iowa City, USA.

This study compares parents of two autistic children with parents of a Down syndrome (DS)
proband, on tests of intelligence, reading and spelling, and executive function. Autism parents performed significantly worse than DS parents on performance IQ, a test of executive function, and some reading measures (e.g. passage comprehension and rapid automatized naming). These results suggest that cognitive deficits may be an expression of the underlying genetic liability for autism and that these characteristics may contribute to a more broadly defined autism phenotype.

PMID: 9413799, UI: 98075720

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Joint book-reading strategies in working-class African American and white mother-toddler dyads.

Anderson-Yockel J, Haynes WO

Auburn University, Alabama.

Twenty working-class mother-toddler dyads were videorecorded during three joint book-reading activities. Ten of the dyads were white, and 10 were African American, balanced for parent educational level, family income, and parental occupation. The children ranged in age from 18 to 30 months and were normally developing. The parents read an experimental book to their child two times and a favorite book they brought from home one time. Videotapes of the joint book-readings were analyzed to determine cultural differences and the effects of book familiarity on the occurrence of maternal and child communication behaviors. The results show many similarities between the cultural groups in joint book-reading behaviors. However, statistical analyses revealed a significant difference between the cultural groups in the use of questions. African American mothers used significantly fewer questioning behaviors compared to the white mothers. White children produced more question-related communications, and African American children produced more spontaneous verbalizations. Several effects of familiarity were also found. The findings are compared to anthropological reports on caretaker-child interaction in African American families and implications are discussed.

PMID: 8084190, UI: 94366171

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A description of mothers' questions to their young deaf children during storybook reading.
Lartz MN

Deaf/Hard of Hearing Program, Illinois State University in Normal.

The frequency and types of questions that four hearing mothers used with their 3- and 4-year-old deaf daughters was examined. Relationships between frequency and type of question and child mean length of utterance (MLU) measurements were also explored. Results indicated that the mothers used fewer questions than hearing mothers of hearing children but that the types of questions used were similar. Three mothers used text-related indirect commands, a question type not examined frequently in previous research. Child MLU measurements appeared to influence the amount and types of questions mothers used, although MLU, as measured in this study, may not have been a valid descriptor of the children's expressive language. Implications for the quality of language during joint book reading with young deaf children are discussed.

PMID: 8273702, UI: 94099258


Debaryshe BD

Department of Human Development and Family Studies, University of North Carolina, Greensboro 27412-5001.

The purpose of this study was to explore the relation between joint picture-book-reading experiences provided in the home and children's early oral language skills. Subjects were 41 two-year-old children and their mothers. Measures included maternal report of the age at which she began to read to the child, the frequency of home reading sessions, the number of stories read per week, and the frequency of visits by the child to the local library. Measures of language skill used were the child's receptive and expressive scores on the revised Reynell Developmental Language Scales. Multiple regression analyses indicated that picture-book reading exposure was more strongly related to receptive than to expressive language. Age of onset of home reading routines was the most important predictor of oral language skills. Directions of effect, the importance of parental beliefs as determinants of home reading practices, and the possible existence of a threshold level for reading frequency are discussed.

PMID: 8376479, UI: 93388729
The prediction of adjustment at age 7 from activity level at age 5.

Schaughency EA, Fagot BI

University of Oregon, Eugene 97403.

One-hundred and ninety-two children (equally split between boys and girls) were studied when they were 5 years old in two settings, school and home. The children were observed in playgroups and at home, and were rated on activity level by their parents on the Rothbart Child Behavior Questionnaire. At age 7, the children were tested in our laboratory on the Harter Test of Perceived Competence and on an achievement task, and parents filled out the Child Behavior Checklist, the Child Behavior Questionnaire, and the Conners Parent Rating Scale. Home observations of activity level were significantly related to parent ratings of activity level, but not to school observations. Activity level at age 5 was related to parents' ratings of aggression and hyperactivity and to girls' learning problems at age 7. Activity level was not related to the children's self-perceived competence, but mothers' rating of high activity level at age 5 was related to low reading comprehension at age 7.

PMID: 8463503, UI: 93217062

Prediction of early social and academic adjustment of children from the inner city.

Reynolds AJ, Weissberg RP, Kasprow WJ

Department of Human Development and Family Studies, Pennsylvania State University, University Park 16802.

Investigated predictors of five measures of early school adjustment for an ethnically diverse cohort of 683 inner-city kindergartners and first graders. Data from 2 consecutive years were collected from teachers, school records, and children. A multiple-regression prediction model significantly explained children's competence behavior, problem behavior, reading achievement, mathematics achievement, and school absences. Prior adjustment and sociodemographic factors explained a majority of the variance in adjustment. Perceived quality of parent involvement was significantly related (in the expected direction) to all five outcomes. Exposure to life events was significantly associated in the expected direction with competence behavior, problem behavior, and school absences but not with reading and mathematics achievement. Together, parent involvement and
life-event variables explained as much as 12% of the variance in adjustment independent of sociodemographic and prior adjustment factors. The role of family and school factors in the adjustment of children at risk is discussed [corrected].

PMID: 1485613, UI: 93135179

Clinic-based intervention to promote literacy. A pilot study.

Needlman R, Fried LE, Morley DS, Taylor S, Zuckerman B

Department of Pediatrics, Boston City Hospital, MA 02118.

Educational research has shown that children become literate more easily if their parents read to them. A clinic-based program was designed to encourage early book use among parents of children at risk. It included (1) waiting room readers, (2) guidance about literacy development, and (3) provision of children's books at each visit. Seventy-nine parents of children aged 6 to 60 months were interviewed. Parents who had previously received a book were more likely to report looking at books with their children or that looking at books was a favorite activity (adjusted odds ratio, 4.05). This association was strongest among parents receiving Aid to Families With Dependent Children (odds ratio, 7.8). This preliminary study suggests that pediatricians can play a role in enriching children's early literacy environments, especially for children at high risk of school failure.

PMID: 1858725, UI: 91314519


Stevenson HW, Lee SY, Stigler JW

American kindergarten children lag behind Japanese children in their understanding of mathematics; by fifth grade they are surpassed by both Japanese and Chinese children. Efforts to isolate bases for these differences involved testing children on other achievement and cognitive tasks, interviewing mothers and teachers, and observing children in their classrooms. Cognitive abilities of children in the three countries are similar, but large differences exist in the children's life in school, the attitudes and beliefs of their mothers, and the involvement of both parents and
Family and school influences on cognitive development.

Rutter M

Family and school influences on cognitive development are reviewed in terms of the empirical research findings on (i) variations within the ordinary environment; (ii) family intervention studies; (iii) the effects of abnormal environments; (iv) extreme environmental conditions; (v) variations within the ordinary school environment; and (vi) preschool and school intervention studies. It is concluded that environmental effects on IQ are relatively modest within the normal range of environments, but that the effects of markedly disadvantageous circumstances are very substantial. Cognitive development is influenced both by direct effects on cognition and by indirect effects through alterations in self-concept, aspirations, attitudes to learning and styles of interaction with other people.

Publication Types:
- Review

PMID: 3900115, UI: 86008689

[The eye and the child: the most widespread false concepts].

[Article in French]

Jacob JL

PMID: 7135664, UI: 83042696
Subclinical levels of lead and developmental deficit--a multivariate follow-up reassessment.

Ernhart CB, Landa B, Schell NB

Scores on the McCarthy Scales of Children's Abilities, school reading tests, teacher ratings, and several exploratory measures were obtained for urban black school-aged children, first studied five years previously. These were related, for 63 children, to preschool blood lead, school-age blood lead, and free erythrocyte protoporphyrin levels, and, for 34 children, to dentine lead. Most outcome variables were not significantly related to the lead variables. Preliminary analyses indicated that results of several of the McCarthy Scales, including the critical General Cognitive Index and Verbal Scales, and the reading test were significantly impaired in higher lead level groupings. However, incorporating a brief measure of parent IQ into the analyses decreased variance associated with lead and led to a strong suspicion of the remaining significant results. Few investigators reporting positive effects have considered parent intelligence, which is known to be a major determinant of developmental status. For this and other admittedly difficult methodologic reasons, conclusions from prior studies are questioned.

PMID: 7232055, UI: 81198703

Helping a child learn to read at home. "Choral reading can be an effective method with most children".

Kay RE

PMID: 5454668, UI: 70279889