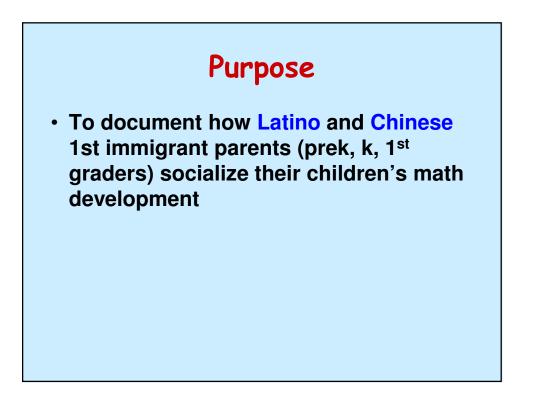
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Background

Race/Ethnicity

 One in four U.S. children lives in an immigrant family, approx. 2/3 of Asian or Latino origin (Fuligni, 1997; Hernandez & Napierala, 2012)

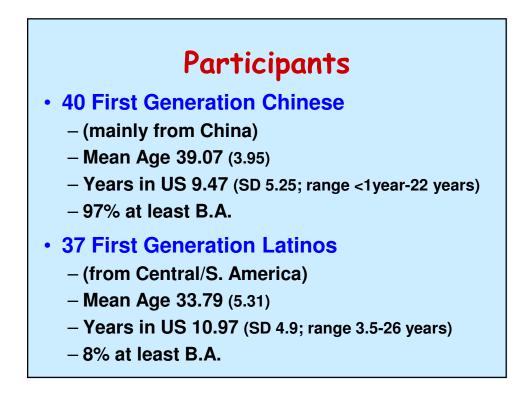
Math

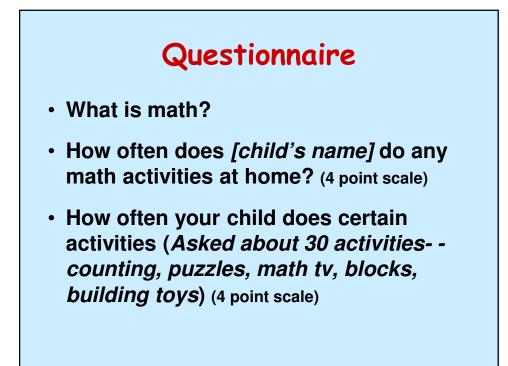
- Latino 54% below grade level
- Asian 37% below grade level (NAEP, 2013)

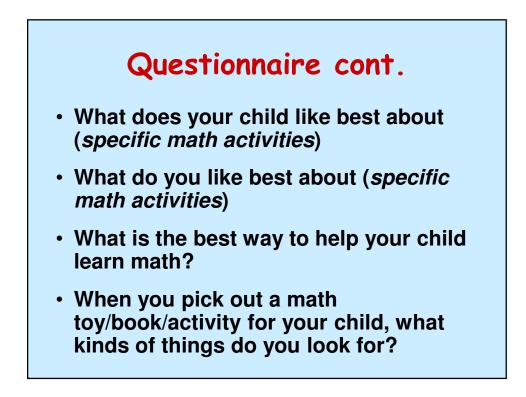


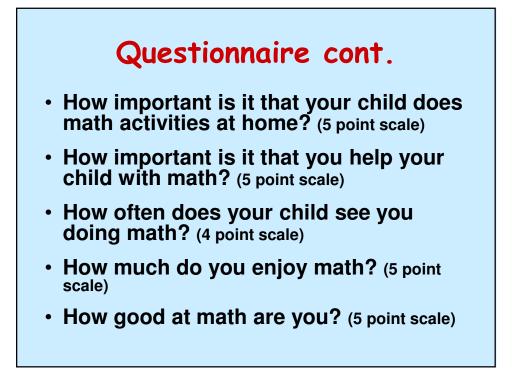


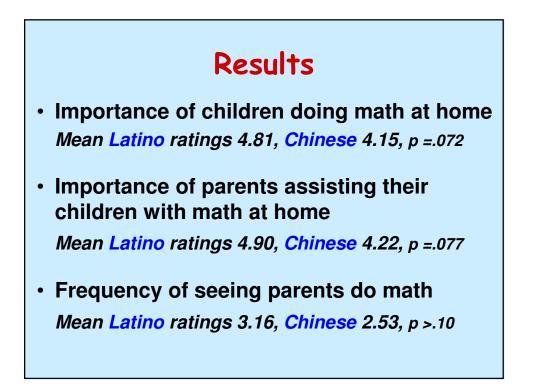
- Mixed methods
- Latino and Chinese immigrant parents' socialization of young children's math development
 - Importance of math development
 - Frequency of children's engagement in math
 - Parents' views of their role in their children's math learning
 - Parents' views of how children learn











Results cont.

- Parent enjoys math
 Mean Latino ratings 4.27, Chinese 2.83, p <.006
- Parent is good at math
 Mean Latino ratings 3.83, Chinese 3.21, p >.10
- Frequency of child engaging in math activities at home

Mean Latino ratings 2.23, Chinese 2.17, p >.10



Results cont.

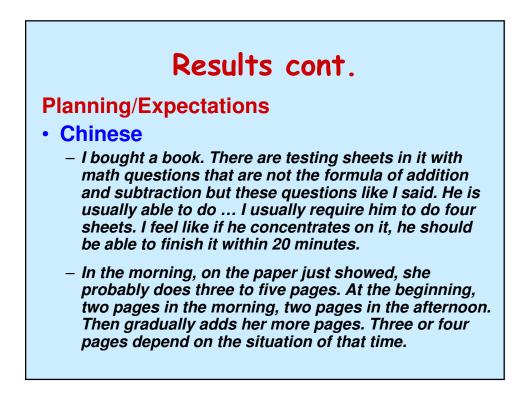
Using Daily Living Opportunities

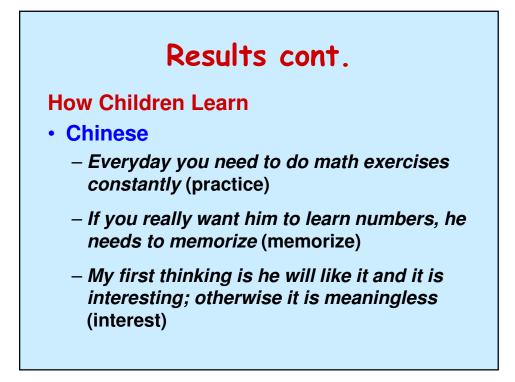
Chinese

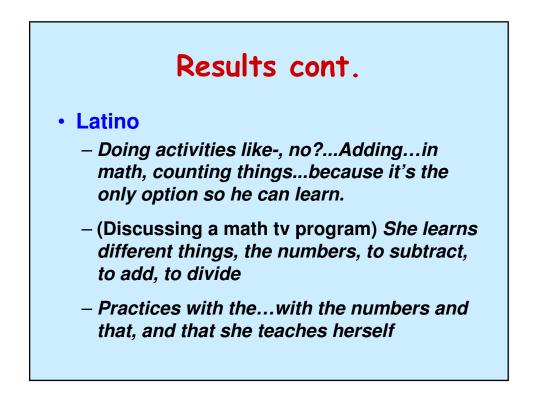
- I think the child is more interested in learning if it is related to his/her daily life
- integrate things in daily life

Latino

- For example when I am cooking, I tell her, "bring me two tomatoes!" or "bring me an onion" ...
- (At laundromat) ... there are times she- count me the 'coras' (quarters), I tell her, of – eh I will put about three washes. And so I tell her how many 'coras' the machine takes and then she will separate them for me.







Conclusions

- Mixed Methods
- Similarities between Chinese and Latino: Both reported playing an active role in their children's math development through direct instruction, providing artifacts, and using daily living activities as teaching opportunities.

