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# **Parents' of Low Income Preschoolers Socialization of Their Children's Early Reading and Math Skills**

**Susan Sonnenschein, Shari R. Metzger, Joy A. Thompson**  
*University of Maryland, Baltimore County*

**sonnensc@umbc.edu**

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# Proficiency in Reading and Math in 4<sup>th</sup> Grade

## ■ 2013 National Assessment of Educational Progress (NAEP)

	Reading	Math
Whites	46%	54%
Blacks	18%	18%
Latinos	20%	26%

# SES and Academic Achievement

- **About ½ SD difference favoring children from higher SES (Bradley & Corwyn, 2002; Duncan & Magnuson, 2005)**
- **SES-Related Differences are increasing (Reardon, 2011)**

# Topic

- **Academically relevant characteristics of preschool children's home environments**
  - **Parents' beliefs**
  - **Children's activities**
  - **Relations between beliefs, activities, and children's early reading and math**
  - **Low income Black and Latino families**

# Background

- **Parents' Academic Socialization**
  - **Support parents provide for their children's education (Suizzo et al., 2014)**
  - **Related to children's academic achievement (Puccioni, 2015)**
  - **Parents' beliefs**
    - **Expectations (Yamamoto & Holloway, 2010)**
    - **“Entertainment approach” (Serpell et al. 2005)**

# **Background cont.**

- **Parents' Academic Socialization cont.**
  - **Parents' practices**
    - **Artifacts**
    - **Activities**

# Still Need to Know

- **Parents' beliefs**
- **Blacks vs. Latinos**
- **Preschool age children**
- **Math vs. reading**



# **This Study**

- **Parents' academic socialization**
  - **Beliefs and practices**
  - **Differences in Black vs. Latinos**
  - **Differences in reading vs. math**

## **This Study cont.**

- **Parents' Beliefs (Serpell et al., Sonnenschein et al., 2012, Simpkins et al., 2015)**
  - **Parents' views of the importance of children reading (doing math) at home**
  - **Parents' views of how they can assist their child to learn to read (do math)**
  - **Parents as role models of engagement**

## **This Study cont.**

- **Investigates relation between parents' beliefs, home activities and children's reading and math skills**
  - **Are there differences in the patterns of associations for reading and math**

# Method

## ■ Participants -- Parents:

- 23 Blacks (M=31.21 years, SD= 12.07)
- 35 Latinos (M=30.11 years, SD= 5.94)
  - 30 born outside of US (M=9.16 years, SD =5.39)

## Education:

- 73% high school or less education
- 22% some college or voc. School
- 4% completed college

## Method: Participants cont.

### ■ Participants – Children:

- N=54 (57% male, Mean age = 4.37 years,  $SD = 0.54$ )
- 32 Latino (21 were Spanish monolingual, 11 spoke Spanish and English)
- 22 Black

# Measures: Parents

## *Parents' Beliefs about Children's Activities at Home Questionnaire*

### ■ Importance of children engaging in reading (math)

- “How important is it that your child does reading (math) activities at home?”
- How important is it that you help your child with reading (math)?”

# Measures: Parents

## *Parents' Beliefs about Children's Activities at Home*

- Parents' views of how they can assist their child to learn to read (do math)
  - What is the best way to help your child learn to read (do math)?
    - Coded: Entertainment, Skills, Daily Living

# Measures: Parents

## *Parents' Beliefs about Children's Activities at Home*

- Parents as role models of engagement
  - “How much do you enjoy reading (math)?”
  - “How often does your child see you reading (doing math)?”



# Measures: Parents

## ■ Reading:

- How often does your child do X (0-3)
  - 11 reading activities (reading storybooks, preschool books....)

## ■ Math

- How often does your child X (0-3)
  - 20 math activities (counting, writing numbers....)

# Measures: Children

## Vocabulary:

- **Receptive: The Receptive One-Word Picture Vocabulary Test (ROWPVT; Brownell, 2000)**
- **Expressive: Test of Preschool Early Literacy (TOPEL, Lonigan et al., 2007)**

## Early Literacy:

- **Phonological Awareness (TOPEL)**
- **Print Knowledge (TOPEL)**

## Math:

- **Math: WJ III Tests of Achievement, Applied Problems (Woodcock, McGrew, & Mather, 2001)**

# Procedure

- **Parents: Interviewed at home/school**
- **Children: Tested at school**

## Results

**Blacks**

**Latinos**

### **Importance**

#### ***Reading:***

**Importance doing**

**87.0%**

**87.6% ns**

**Importance assisting**

**91.3%**

**97.2% ns**

#### ***Math:***

**Importance doing**

**56.5%**

**82.9%  $p=.066$**

**Importance assisting**

**69.%**

**88.6%  $p=.096$**

## Results cont.

	Blacks	Latinos
<b>Best way to foster</b>		
<i><b>Reading:</b></i>		
Entertainment	47.8%	61.8% ns
Skills	65.2%	41.2% $p=.075$
Daily Living	0	0
<i><b>Math:</b></i>		
Entertainment	21.7%	17.6% ns
Skills	52.2%	64.7% ns
Daily Living	21.7%	20.6% ns

## Results cont.

	Blacks	Latinos
<b>Role Models</b>		
<i>Reading:</i>		
Enjoy	69.5%	45.% $p=.028$
Child Observe	52.2%	17.2% $p=.016$
<i>Math:</i>		
Enjoy	65.2%	37.1% $p=.069$
Child Observe	34.8%	11.4% $p=.007$

## Results cont.

	Blacks	Latinos
<b>Frequency of child activities</b>		
<i>Reading:</i>	1.22	1.00 <i>p</i> =.027
<i>Math:</i>	1.48	1.32 <i>ns</i>

## **Results cont.**

### **Vocabulary:**

**Parents as role model → activities → expressive/receptive vocabulary**

### **Early Literacy:**

**Entertainment approach → phono**

**Entertainment approach → print**

### **Math:**

**Parents as role model → activities → math**



# Discussion

- Majority of parents emphasized importance of reading and math
- Reading emphasized more than math
- Blacks vs. Latinos
- Associations between parents' academic socialization, children's activities, reading/math

# Conclusions

- **Despite commonalities across groups and domains, there were significant differences in the approaches Blacks and Latinos used to foster their children's reading and math skills**
- **Parents' beliefs and practices were associated with children's reading/math engagement and their language, reading, and math skills**