

UC Merced

Proceedings of the Annual Meeting of the Cognitive Science Society

Title

Language input and development during a year in an early intervention classroom

Permalink

<https://escholarship.org/uc/item/44p8q7p1>

Journal

Proceedings of the Annual Meeting of the Cognitive Science Society, 39(0)

Authors

Perry, Lynn

Prince, Emily

Valtierra, Adriana

et al.

Publication Date

2017

Peer reviewed

Language input and development during a year in an early intervention classroom

Lynn Perry

University of Miami, Coral Gables, Florida, United States

Emily Prince

University of Miami, Coral Gables, Florida, United States

Adriana Valtierra

University of Miami, Coral Gables, Florida, United States

Camila Rivero-Fernández

University of Miami, Coral Gables, Florida, United States

Mary Anne Ullery

University of Miami, Coral Gables, Florida, United States

Lynne Katz

University of Miami, Coral Gables, Florida, United States

Daniel Messinger

University of Miami, Coral Gables, Florida, United States

Abstract: By the time they are three-years-old, children raised in poverty hear 30 million fewer words than their socioeconomically advantaged peers. This word gap predicts later school readiness outcomes and sets the stage for achievement gaps that can follow the child through life. Although parent speech has become a subject of increasing study and intervention, less is known about speech in childcare settings. We conducted a longitudinal study in an early-intervention classroom for 2-3-year-old children from low-income, at-risk backgrounds. We examine the relationship between language input from teachers and peers and children's language skills over one year. Results show that vocabulary knowledge influences children's talkativeness in the classroom, and talkativeness and the amount of language they hear positively relates to increases in their language abilities. Our application of automated measurement provides new insight into the dynamics of the classroom language environment and consequences for language development in at-risk children.