Hart & Risley (1992)

KCK - 40 families, mix of SES and race - followed children from 10-36 months of age

Analysis to investigate relationships between parental talk and child IQ at 37 months old.
1st factor: amount of parenting per hour experiencing talk (including # of words and # of different words per hour) strongest relationship to IQ

Examples:
variation across parents: 100 different vocabulary words addressed per hour to 500 different words per hour

range of total number of words per hour addressed to the child: 200-4,000 words/hour

"turns:" 2 parent turns per episode to 17 parent turns per episode

2nd factor (but not highly correlated to IQ): parent's performance as a social partner (in the form of responding and number of turns a parent took with the child) - this was very dependent on the child's social behavior

3rd factor: "contentive quality of parents' utterances" (i.e., parents' propensity to prohibit children's behavior by using discouraging words or to encourage it by active listening [repeating, extending, paraphrasing]) - high correlation to child's IQ as measured at age 37 months (i.e., within one month after the study ended)


Note: The total study is in book form: Meaningful Differences by Hart and Risley.

Norman-Jackson (1982)
Purpose of the study: investigate the language interactions of the preschool siblings (aged 12-24 months) of successful and unsuccessful second-grade readers.

Note: no significant differences were found between the IQs of the two groups ("successful" and "unsuccessful" families). Hypotheses was that the siblings of successful second-grade readers would:
1. engage in more verbal interaction with parents (true)
2. engage in more verbal interactions with school aged siblings (true)
3. receive more encouragement and less discouragement (true) - for unsuccessful families discouragement/encouragement was about equal
4. later be more successful readers themselves (true - but not based on parent interactions alone, rather parent and sibling interactions combined)


What conclusions can you draw for what should be happening in early primary and primary classrooms in terms of opportunities for decontextualized language?