Results

• Preliminary analyses reveal no relationship between levels of SES and maternal input (t(69) = .68, p = .5), and no difference in English exposure (t(69) = 1.66, p = .11) and child age across levels of SES (t(69) = 1.10, p = .28).

• A Repeated Measures Analysis of Covariance (ANCOVA) was run with SES, maternal input, and child’s age as independent variables. Vocabulary scores (MCDI receptive vocabulary, MCDI expressive vocabulary, and CCT receptive vocabulary) were the repeated measures.

Discussion

• Consistent with work on vocabulary production in older children, CCT results suggest that both SES and maternal input have effects on comprehension at 16 months of age, before the onset of word combinations in production.

• Alternatively, the interaction between SES and input on the parent reports of expressive and receptive vocabulary (MCDI) suggests that SES influences parent reports of early vocabulary. This is consistent with previous literature suggesting that low SES parents over-report: in the present study, parent reports of receptive and expressive vocabulary did not show the expected positive correlation with input that was found among higher SES parents. In contrast to parent reports, direct assessment of comprehension reveals a positive effect of maternal input across SES in early language development.

References


