Research Question 1: Do child and family characteristics uniquely predict DLLs’ language and socio-emotional outcomes?

- DLLs’ initial skills in English and Spanish uniquely contribute to socio-emotional outcomes
- Differences in outcomes for DLLs’ initial language skills in national and local samples may relate to how construct was measured

Research Question 2: Do teacher-child interactions and classroom language context uniquely predict DLLs’ language and socio-emotional outcomes?

- Teachers’ Spanish use plays a positive role in DLLs’ socio-emotional outcomes
- Examining the average experience of a child may not be the best way to measure teacher-child interactions for DLLs given the range of DLLs’ initial language skills in their home language (L1) and English (L2)
- The initial language skills of other children within a classroom play a role in an individual child’s language and socio-emotional development
- Whether the teacher shares the same ethnicity as the children in the classroom may influence the way they interpret normative or disruptive play

Summary of Measures

- DLLs’ initial Language Skills
- Teachers’ Spanish use (Teacher Report)
- Classroom Language Composition

<table>
<thead>
<tr>
<th>Measure</th>
<th>Study 1: National Sample</th>
<th>Study 2: Local Sample</th>
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<tbody>
<tr>
<td>DLLs’ initial Language Skills</td>
<td>Initial English Language Screener Scores</td>
<td>Initial English Language Screener Scores</td>
</tr>
<tr>
<td>Teacher Spanish Use</td>
<td>Teacher Spanish Use (Teacher Report)</td>
<td>Teacher Spanish Talk (Collins et al., 2011; Han, 2010)</td>
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<tr>
<td>Classroom Language Composition</td>
<td>% of Spanish-speaking students (Teacher Report)</td>
<td>% of Students who fail English Language Screener (English Pre-K, Spanish Elementary)</td>
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</table>

Child and Family Characteristics

- DLLs’ initial English and Spanish skills uniquely contribute to their socio-emotional outcomes (Collins et al., 2011; Han, 2010)
- What information do programs currently collect on DLLs’ English and home language skills?

Teacher-Child Interactions

- Teachers’ Spanish use establishes social connections with DLLs
- Teachers who used more Spanish had children with higher interactive peer play scores
- Children in classrooms with more peers who failed the initial English language screen had higher disruptive peer play scores
- Non-Latino Teachers scored children higher on disruptive peer play behavior

Summary and Next Steps

- What are the best ways to support teachers with different levels of Spanish ability?
- Classroom Language Context
  - DLLs have less supportive classroom contexts than their monolingual peers
  - What is the initial language skills of other children within a classroom play a role in an individual child’s development (Palmer et al., 2014)
  - How do programs make decisions on classroom composition?