**INTRODUCTION**


**RESEARCH QUESTIONS**

Across **language-equated income groups**:
1. **Does the amount of talk vary?**
2. **Does the quality of the communication foundation vary?**
3. **Does the communication foundation relate to language development?**

**SAMPLE**

- 180 children: NICHD-Study of Early Childcare and Youth Development
- Three income groups matched on expressive language at age 3

**METHODS**

24-months: coded for quantity and quality of language interaction during play session (3-box task)
- **Quantity**: maternal words per minute
- **Quality**: The communication foundation: Symbol-Infused JE, Routines & Rituals, Fluency & Connectedness

36-months: Expressive Language - Reynell Developmental Language Scales

**RESULTS**

<table>
<thead>
<tr>
<th>Does the amount of talk vary by income group?</th>
<th>Does the quality of the communication foundation vary by income group?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
</tr>
<tr>
<td><img src="chart1.png" alt="Graph showing the amount of talk varies by income group" /></td>
<td><img src="chart2.png" alt="Graph showing the quality of the communication foundation varies by income group" /></td>
</tr>
</tbody>
</table>

Is the communication foundation a mechanism for language development across groups?

**YES and NO**

**DISCUSSION**

**Conclusion**

When **equated for language outcomes**:
- Amount of talk by parents differs across income
- The communication foundation does not

The relationship between the **communication foundation** and language:
- Significant for the low- and high-income
- NOT significant for the middle-income
- But, groups do not differ from each other

**Implications**

SES-differences: Communication foundation **vs. amount of talk**:
- More talk isn’t necessarily better
- Cultural differences result in differences in talk?
- High-quality interaction better target for intervention

The communication foundation as an area of intervention
- Already a part of communication in homes across SES-strata
- Strongly associated with later outcomes

**REFERENCES**


**ACKNOWLEDGEMENTS**

Thank you to our collaborators at the University of Delaware for helping with the interpretations of these data. And finally, thank you to the children and families who participated in the NICHD Study of Early Childcare and Youth Development.