Home-based Activities Building Language Acquisition

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Applying Science to Real Problems

Cumulative Effects of Language Experience

Effects of Low Language Development on Reading

Estimated Cumulative Words


SOURCE: Loban (1967); Hirsch (1996)
Improving the early pipeline is possible

- Requires time and effort
  - One-shot programs are not enough
  - Parents need coaching and not just instructions

- Can challenge cultural values about education
  - Parents need to see themselves as teachers
  - Parents need to provide home literacy activities
  - Parents need to engage in play and see it as educational

- Starting toddlers on the path to success
  - Can involve the home language
  - A strong home language translates into strong ELL

HABLA: ‘Speak!’ for School success

A replication site of the “Parent-Child Home Program”:

- two years of twice-weekly home visits for a total of 46 weeks
- Parents realize their role as children’s first and most important teachers
- Easily learned, fun methods
- Books and toys that stay in the home
The HABLA Philosophy:

- **IN SPANISH**
  - Culturally Appropriate Home Visitors

- **A Curriculum**
  - Math and science as well as language
  - Lots of manipulables
  - Sequence of developmentally appropriate materials

- Coach positive, authoritative parenting style
HABLA Home Visitors

- Native Speakers of Spanish
  - Community paraprofessionals
  - UCI students
  - AmeriCorps members
- Trained prior to visits and during service, and supervised by Site Coordinators:
  - Maricela Sandova Loarena Garcia, and David Calderon and Rocio Santana
The children and families

- **Two-year olds in disadvantaged families**
  - Educationally (average parent education is 9 yrs)
  - Financially (average household income is under 20K)

- **Parents must participate, by being present and involved in every session**
  - Visit 1: parent observes use of book/toy
  - Visit 2: uses book/toy with child and receives further coaching
Parents speaking and reading *with* their children, children who enter school ready to learn
Home Visits
Positive Gains in PLS-3
Each year of treatment

HABLA Treated Children, 2001-2005:
Spanish Language Ability

<table>
<thead>
<tr>
<th></th>
<th>Intake</th>
<th>1 Year</th>
<th>2 Years</th>
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<tbody>
<tr>
<td>Intake Score</td>
<td>524</td>
<td>478</td>
<td>254</td>
</tr>
<tr>
<td>PLS-3 Standardized Score</td>
<td></td>
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</table>
Advantage in Preschool: Letter Knowledge

Spanish

English
Advantage in Preschool: Mathematics

Spanish

English

![Graphs comparing the advantage in mathematics for Spanish and English preschool students. The graphs show the progression of skills over time for different groups.](Image)
PLS Scores are still higher in kindergarten, in both languages

<table>
<thead>
<tr>
<th>Group</th>
<th>Spanish Expressive</th>
<th>Spanish Receptive</th>
<th>English Expressive</th>
<th>English Receptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>HABLA</td>
<td>108.1 (12.60)</td>
<td>91.9 (10.25)</td>
<td>97.9 (12.91)</td>
<td>96.0 (13.70)</td>
</tr>
<tr>
<td>Control</td>
<td>100.15 (14.77)</td>
<td>91.4 (10.26)</td>
<td>90.0 (11.78)</td>
<td>94.6 (11.83)</td>
</tr>
</tbody>
</table>
Superior Rhyme Awareness

![Bar chart showing Z scores for Spanish and English rhyme production and judgment in untreated and HABLA treatment groups.](chart.png)
Superior Phoneme Awareness
Lessons Learned

- **Successes**
  - Families
  - Workforce
  - Partners
  - Program Development

- **Challenges**
  - Sites
  - Families
  - Workforce
  - Administration
Successes: Clients

- **Children**
  - Gain each year of service
  - Keep gains in preschool and kindergarten
  - Show gains in English

- **Families**
  - Are open to us
  - Spread the word
  - Become responsible partners
Successes: Home Visitors

- **Students at UCI (12 per year)**
  - Field service internship
  - Career opportunities
  - Increases their likelihood of completing college

- **AmeriCorps members (16 per year)**
  - Compatible program structure
  - HABLA motivates AC’s to stay in program
  - Motivates continuing education
  - AC draws mothers into the work place
  - AC’s become a potential workforce for expansion

- **Paraprofessionals (5 at present)**
  - Part-time workforce
  - Graduated students and AC members
An HABLA mom who is now a home visitor....
Successes: Site Coordinators

- Dedicated, Innovative, Flexible and Independent
- Recruiters and Supervisors
- Diverse, complementary skills
  - Early childhood education
  - Speech and language
  - Administrative and internet
  - Translation
Successes: Partners

- **Sites and Organizations**
  - Project Access
  - FRC’s, El Sol
  - Mitchell Child Development Center & Regional Center of Orange County
  - ELN
  - Healthy Smiles, Help Me Grow
  - Clinics

- **Spin off programs**
  - HABLA English, HABLA EL Sol, HABLA Sibling
Successes: Program Development

- A curriculum
  - parent guide sheets
  - monthly HABLA newsletters
  - Monthly HEALTH inserts
- Cost Effective service
  - Early prevention costs less than remediation in K-12
  - Discounts from merchants
Challenges: Sites

- **Building trust in new sites**
  - Takes 1-3 years
  - depends on history of community

- **Community perception of sites**
  - Family Resource Centers doing triage vs. educational services
  - Families who seek us out do better than those referred by social services
Challenges: Parents

- A highly mobile, stressed population
  - Families move on short notice
    - Eviction
    - Immigration fears
- Parental Emotional health
  - Depression, anger, fear
  - may trickle down to children
Challenges: Families

- Parents holding multiple jobs
  - Scheduling visits
  - But this can encourage fathers to be more involved

- Children in home care vs. preschool
  - Fatigue
  - Television as a babysitter

- Focusing on one child among many
  - Distractions
  - Intrusions
Challenges: Workforce

- **Paraprofessionals**
  - 8-10 families maximum case load
  - What if they need to earn more?

- **Staying on top of the paperwork**
  - For HABLA’s database
  - For AmeriCorps and OCERS
Challenges: Administrative

- **Budget and Reporting**
  - Administration, contracts, audits
  - Client reporting and IRB rules
- **Working with AmeriCorps**
  - Changing start dates
  - Health and Background checks
Expansion
and
Scalability
Sites for Recruitment

- Areas close to Project Access Sites
  - e.g. Minnie St., Park Visa surrounds
- New family literacy initiatives
  - Community resources for parents and children
- Children of Migrant Workers
  - Presentation to state commission
- After School Programs for K-12
A Pipeline for Staff

- **AmeriCorps and Student Home Visitors**
  - A source of future paraprofessionals
  - A source of Vista members

- **Seasoned Home Visitors:**
  - A source of site coordinators
  - In Service Professional Development
Factors that make HABLA work:
- The program itself
- The families who elect to enroll

New Evaluations:
- Effects on younger siblings
- Random assignment study by Brookings-Westat
Younger Siblings of HABLA graduates

- **Effect of group is significant** (P<.032)
  - HABLA siblings surpassed all other children before treatment and after 23 week treatment

- **Treatment effect is significant for all groups** (P<.000)
  - Siblings only received one visit per week but gained as much

Mann, Andrade, Calderon, & Garcia, 2008
The Random Assignment Evaluation: 2009-2013

- 500 2-3 year olds to be recruited in 2009
  - 250 receive HABLA (expansion)
  - 250 receive information about other services
  - All to be externally followed and evaluated yearly
    - Starting at entry into study
    - Continuing until the children are in first grade

- External evaluation to include:
  - Oral language (expressive and receptive)
  - Letter knowledge
  - Mathematical skills
  - Vocabulary
  - Print concepts, phonological awareness, reading
How parent language influences development

59% of variance in children’s IQ relates to

- Diversity of words spoken by parents
- Affirmative tone
- Symbolic language (nouns, adjectives, adverbs, past tense verbs)
- Guidance style favoring questions over imperatives
- Responsivity to child’s questions and requests

(Hart & Risley, 1995 study of 3 yr olds)