



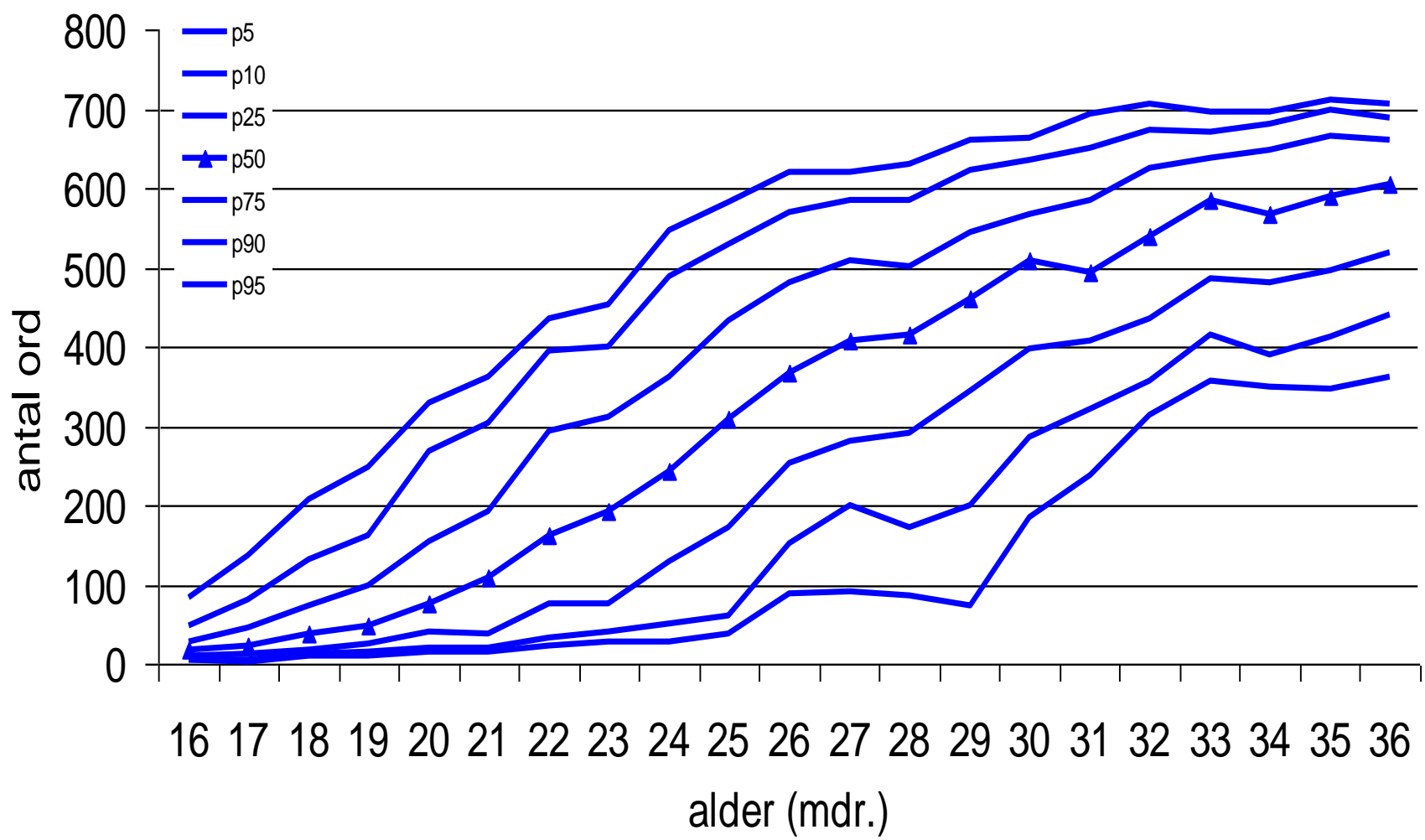
LANGUAGE AND LITERACY DEVELOPMENT IN AT-RISK CHILDREN IN DENMARK

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PRODUCTIVE VOCABULARY BASED ON DANISH CDI 16-36 MONTHS ($N=3.714$)



(eg. Bleses et al., 2007, 2008, 2010; Bleses, 2009; Bleses & Vach, 2013=



OVERVIEW

- How are the associations between parents educational and ethnic background and language outcomes in Danish children from 3-6 years?
- National representative language screening data
- Overall status and different language dimensions
- Outlook





NATIONAL LANGUAGE SCREENING INSTRUMENT

- 3 year universal screening 2007-2010, then selected
- 0. Grade universal screening

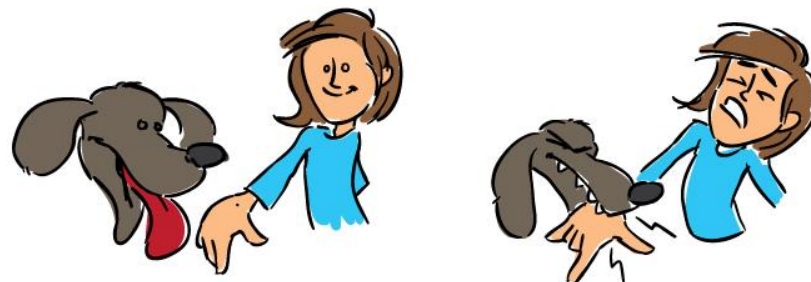
Test battery	Year
Screening instrument for 3-year-olds	2007
Screening instrument from 3-6 years	2010
Modified research version form 3-6 years	2013

- Developed by Center for Child Language Research with Rambøll, municipalities and authorities
- Administered by Ministry of Family and Consumer affairs, Ministry of Social Affairs, Ministry of Welfare, Ministry of Children and Education & Ministry of Social Affairs, Children & Integration



DESIGN CHARACTERISTICS OF INSTRUMENT

- Administered as part of preschool practice
- 5-7 (age depended) subscales predictive of later reading
- Norm referenced
- Fixed cutoff-score tailed to intervention
 - General - $>p15$
 - Specific - $<p5$
 - Focused - $p5-p15$
- Gender-specific norms



Slikke - bide



OVERVIEW OVER STUDIES

	VERSION	AGE	N	VARIABLE
STUDY 1	2007 (uni- screening)	3	N=12.992	<ul style="list-style-type: none">• Education• Ethnic
STUDY 2	2010 (norming study)	3, 5, 6	N=3.77	<ul style="list-style-type: none">• Education• Ethnic
STUDY 3	2013 (research study)	3, 4, 5, 6	N=3.962	<ul style="list-style-type: none">• Ethnic

- Information on educational and ethnic background obtained from Statistics Denmark
- Statistics Denmark's definitions used
- Samples representative of distributions in the population

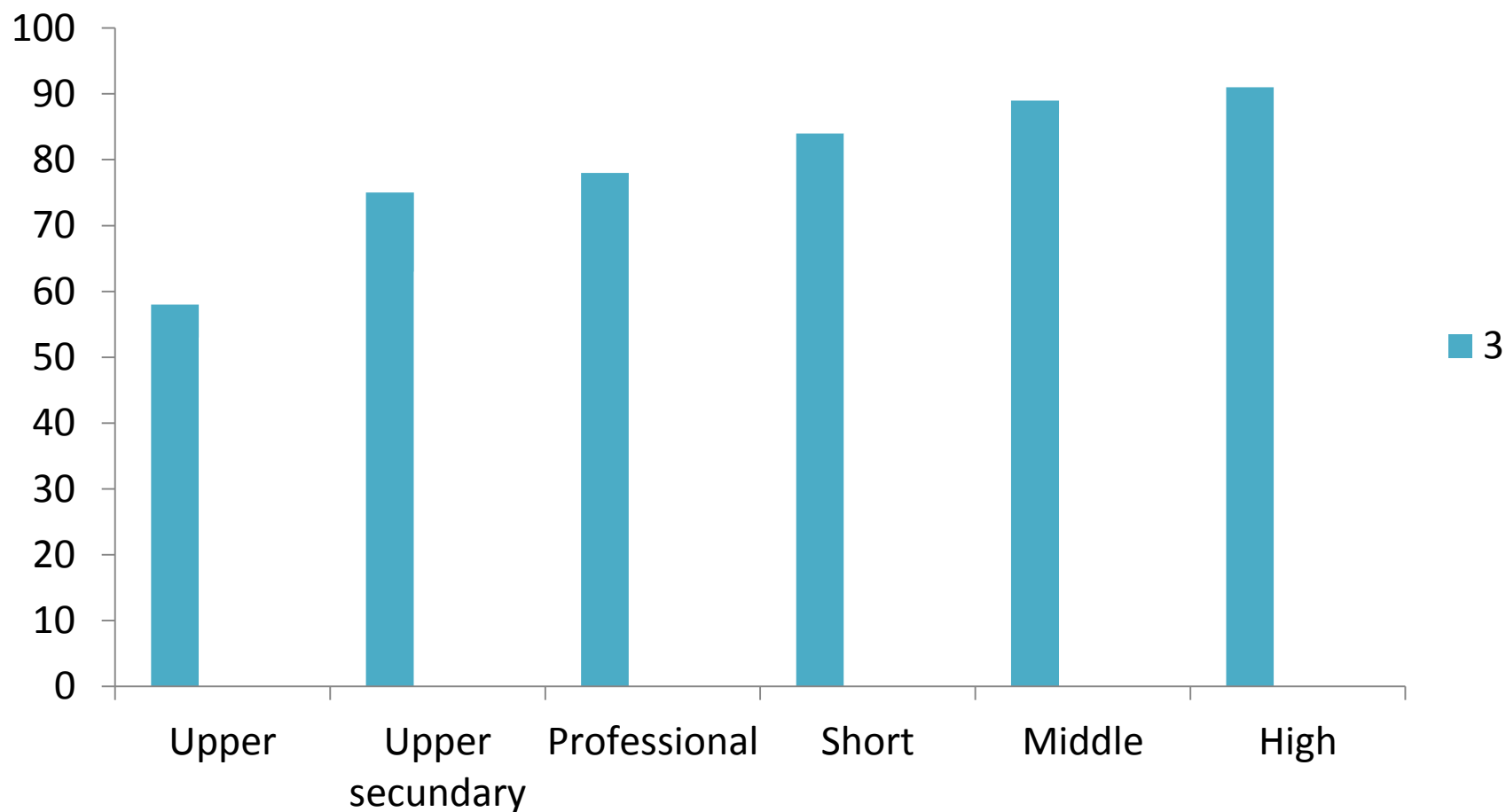


QUESTION 1

How is parents educational background associated with language and literacy outcomes in children in Denmark from age 3 to 6?



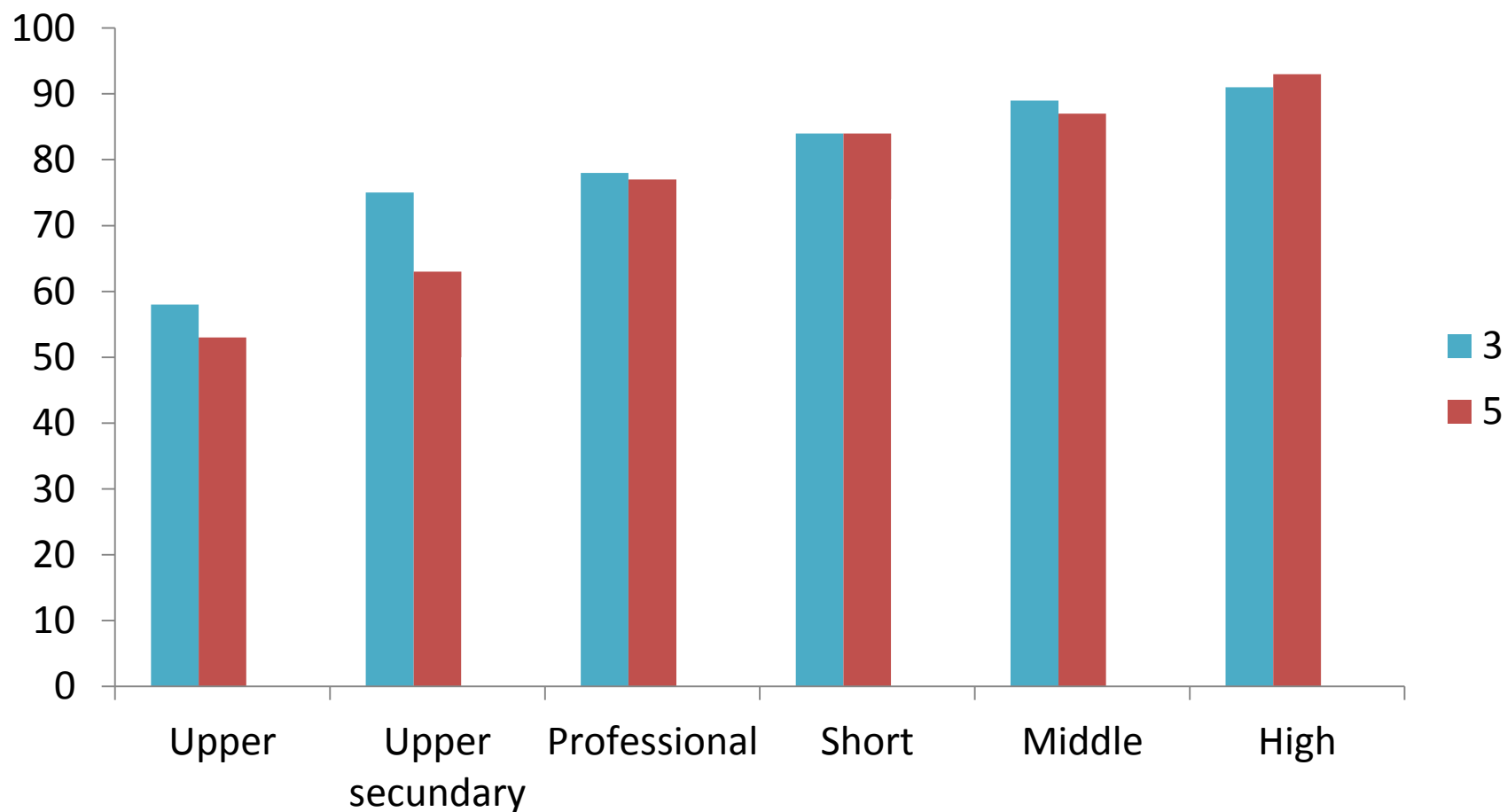
STUDY 1: % CHILDREN IN GENERAL INTERVENTION (3 ys)



(Blases et al., 2010)



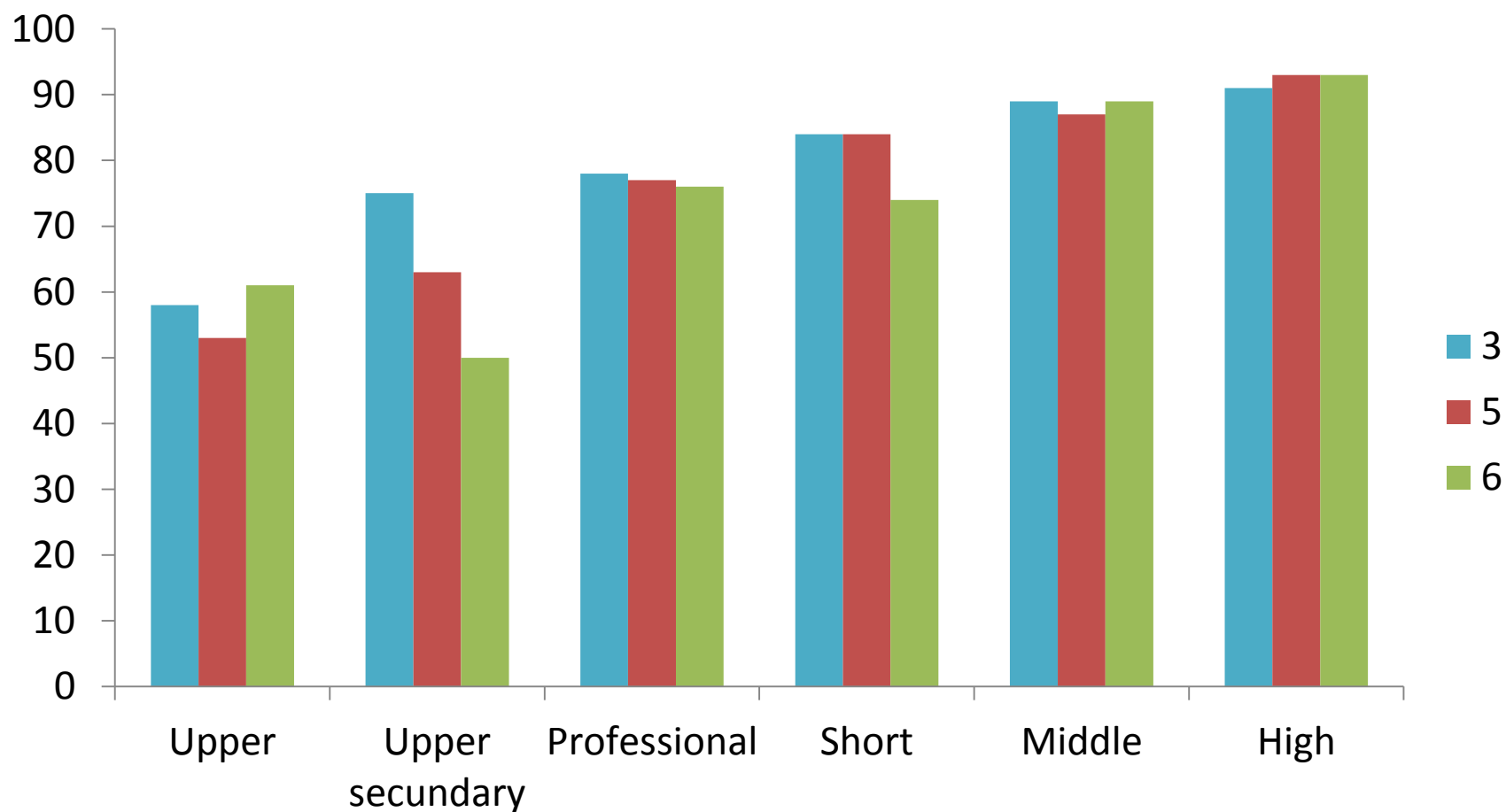
STUDY 1 & 2: % CHILDREN IN GENERAL INTERVENTION (3, 5 ys)



(Bleses et al., 2010; Bleses et al., 2011)



STUDY 1 & 2: % CHILDREN IN GENERAL INTERVENTION (3, 5, 6 ys)



(Bleses et al., 2010; Bleses et al., 2011)



SUMMING UP

- Parent education and child outcome
 - Considerable negative association
 - Variation not reduced across time



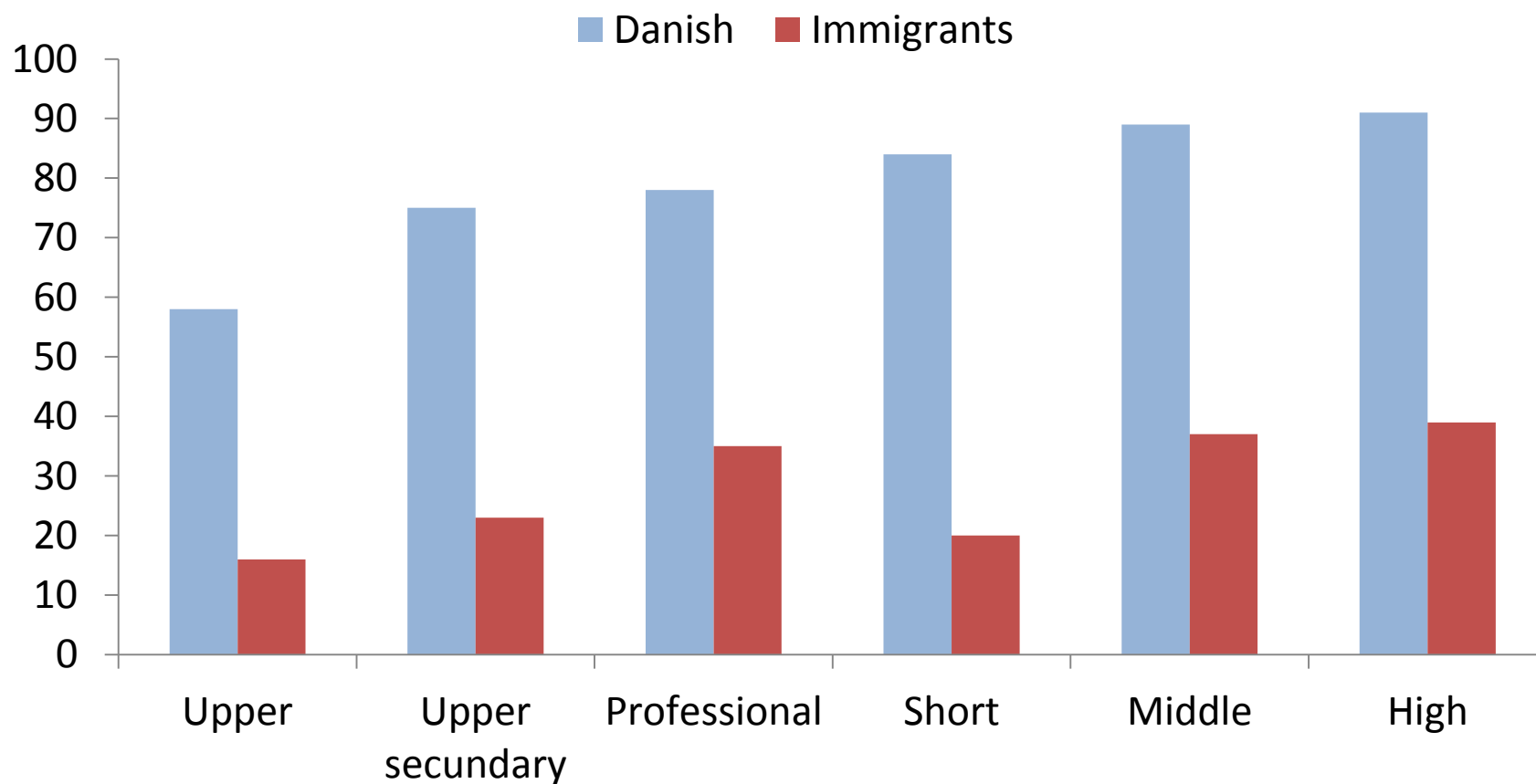


QUESTION 2

How is parents ethnic background associated with language and literacy outcomes in children in Denmark from age 3 to 6?



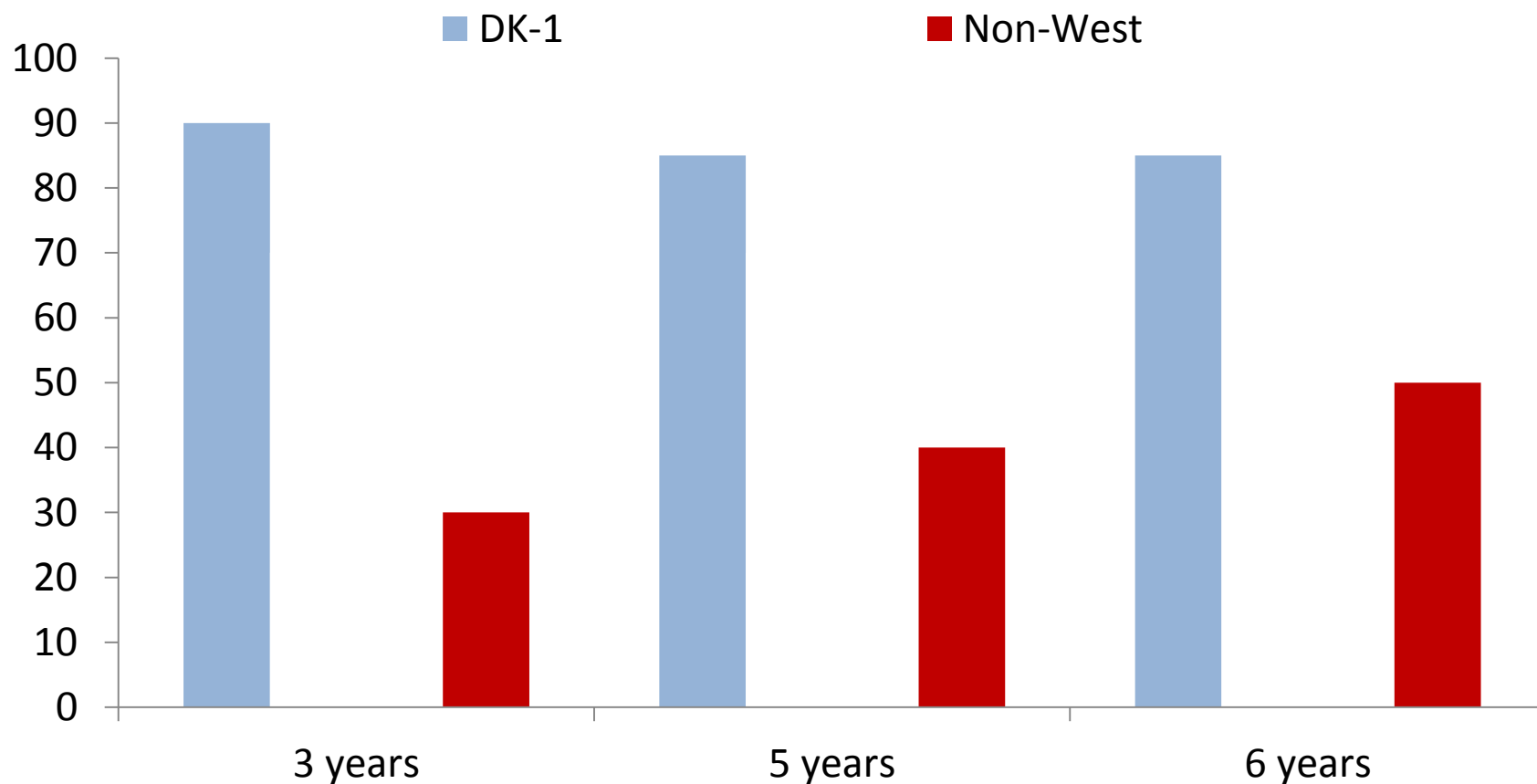
STUDY 1 : % CHILDREN IN GENERAL INTERVENTION (3 ys)



(Bleses et al., 2010)



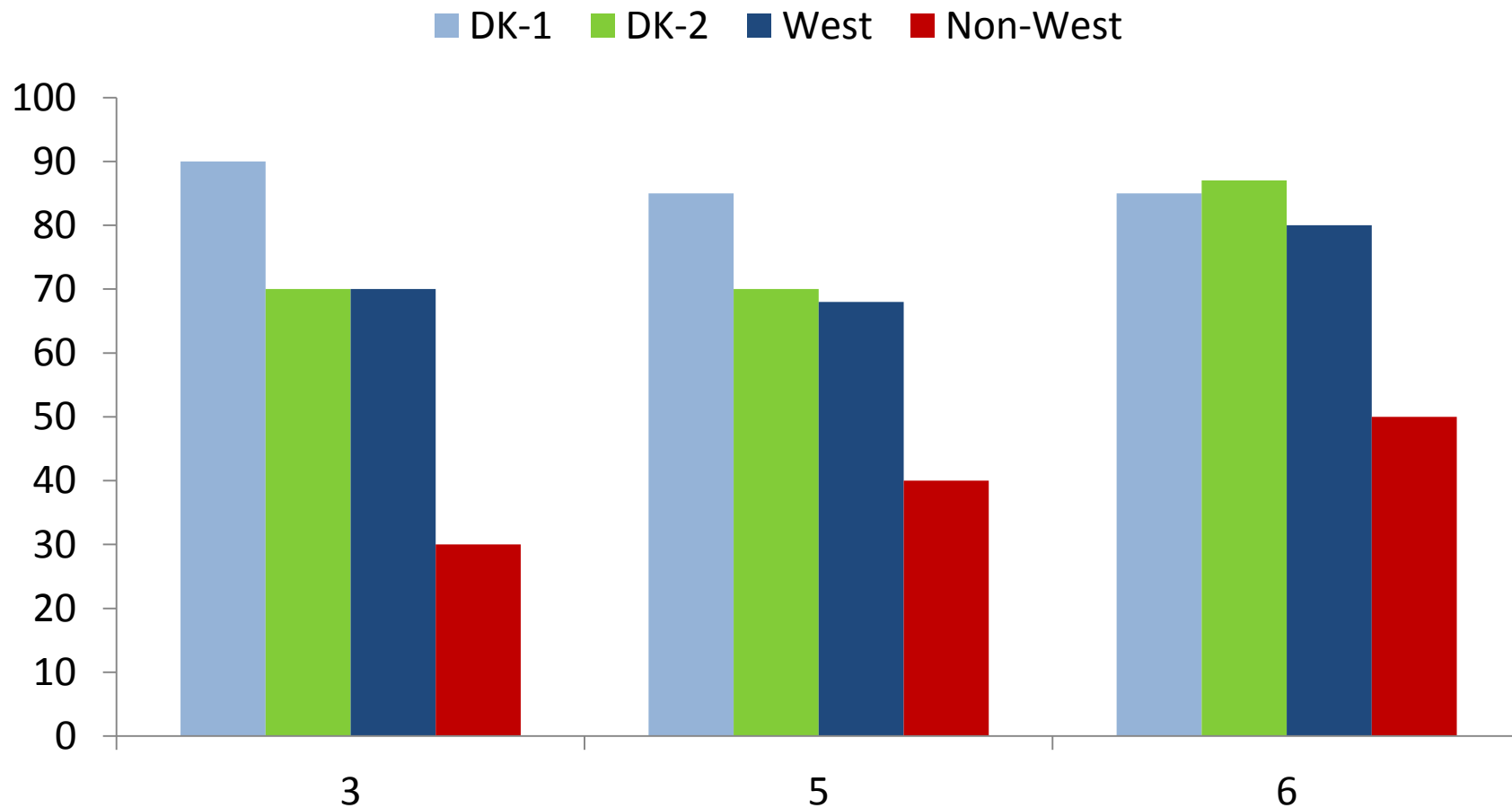
STUDY 1 & 2 : % CHILDREN IN GENERAL INTERVENTION (3, 5, 6 ys)



(Bleses et al., 2010; Højen & Bleses, 2012)



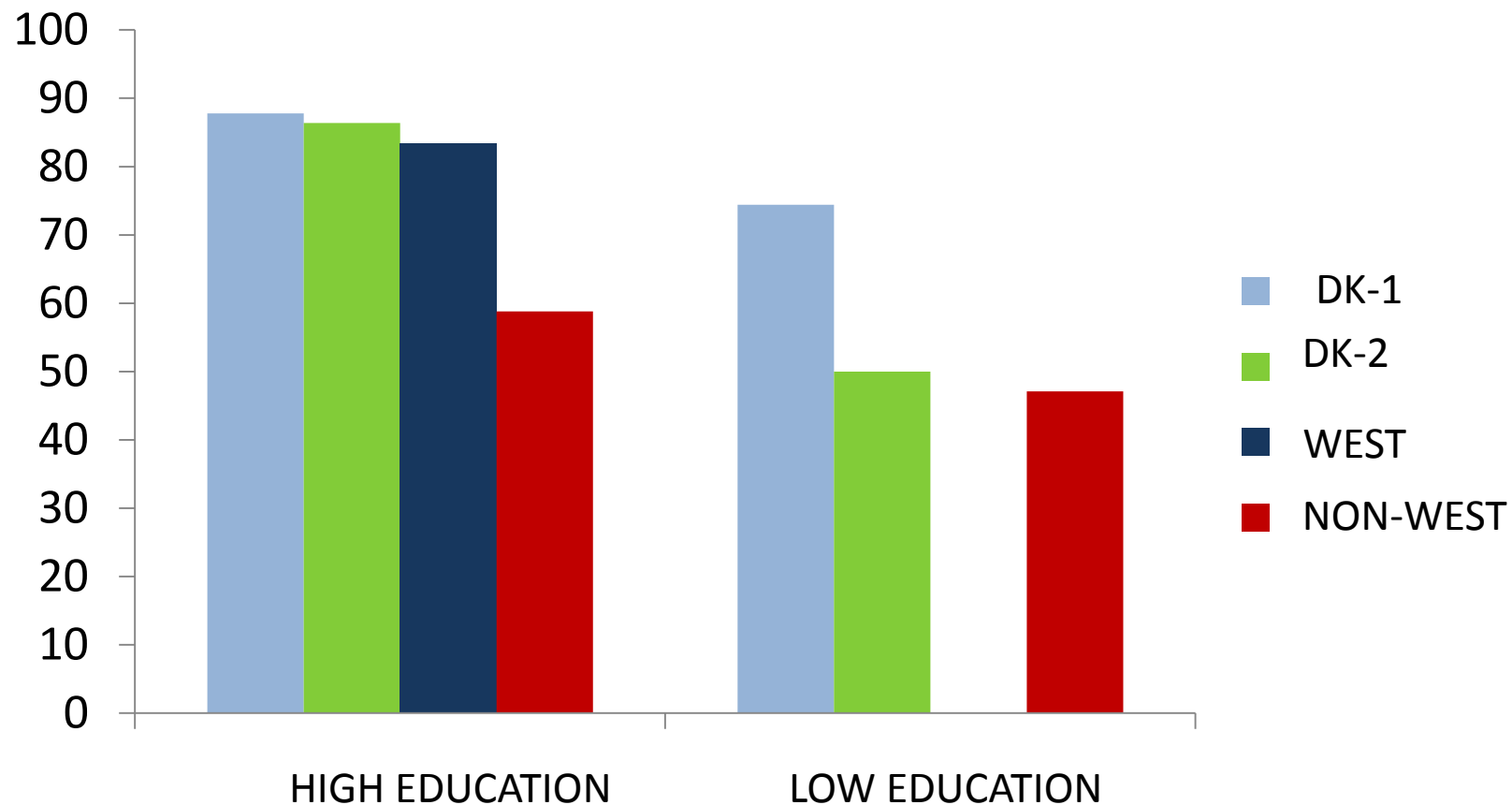
STUDY 1 & 2: % CHILDREN IN GENERAL INTERVENTION (3, 5, 6 ys)



(Bleses et al., 2010; Højen & Bleses, 2012)



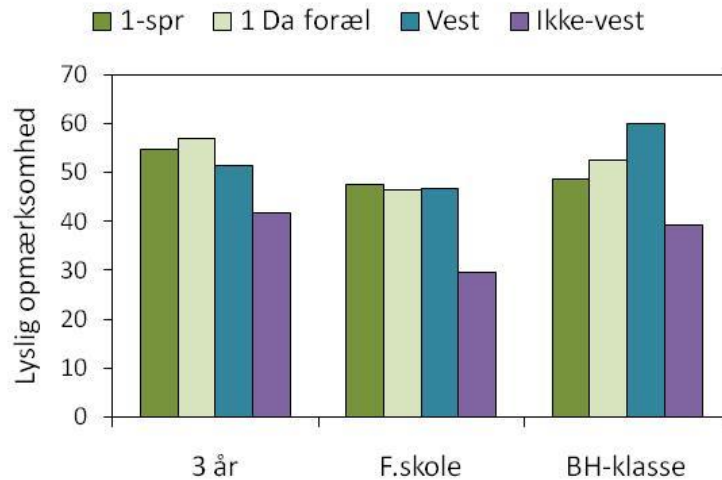
STUDY 2 : % CHILDREN IN GENERAL INTERVENTION (6 ys)



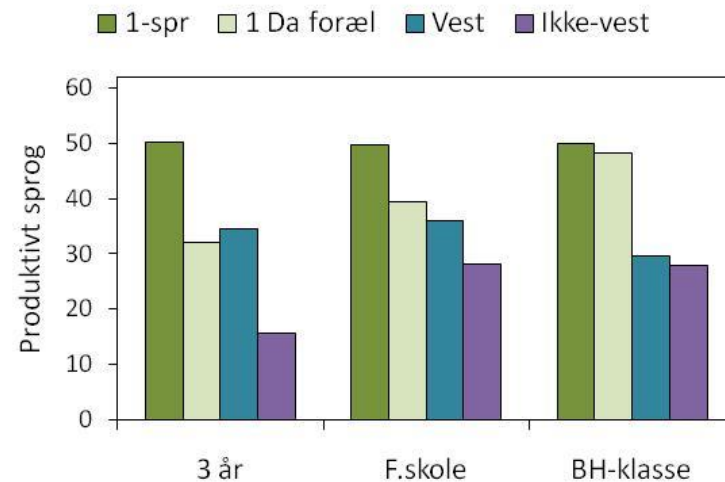


STUDY 2: SUBSCALE SCORES BY LANGUAGE (3,5, 6 ys)

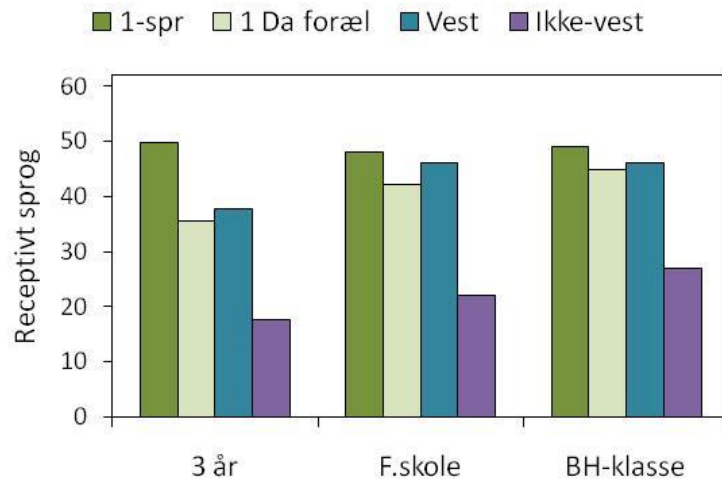
PHON. AWARENESS



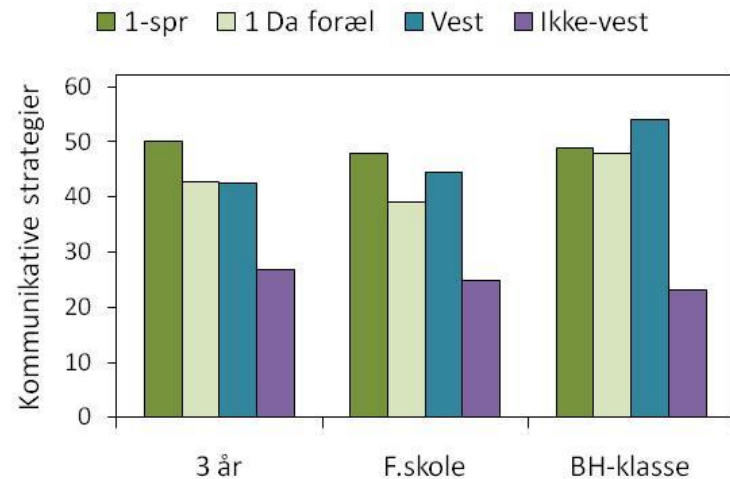
VOCABULARY



COMPLEX CONCEPTS

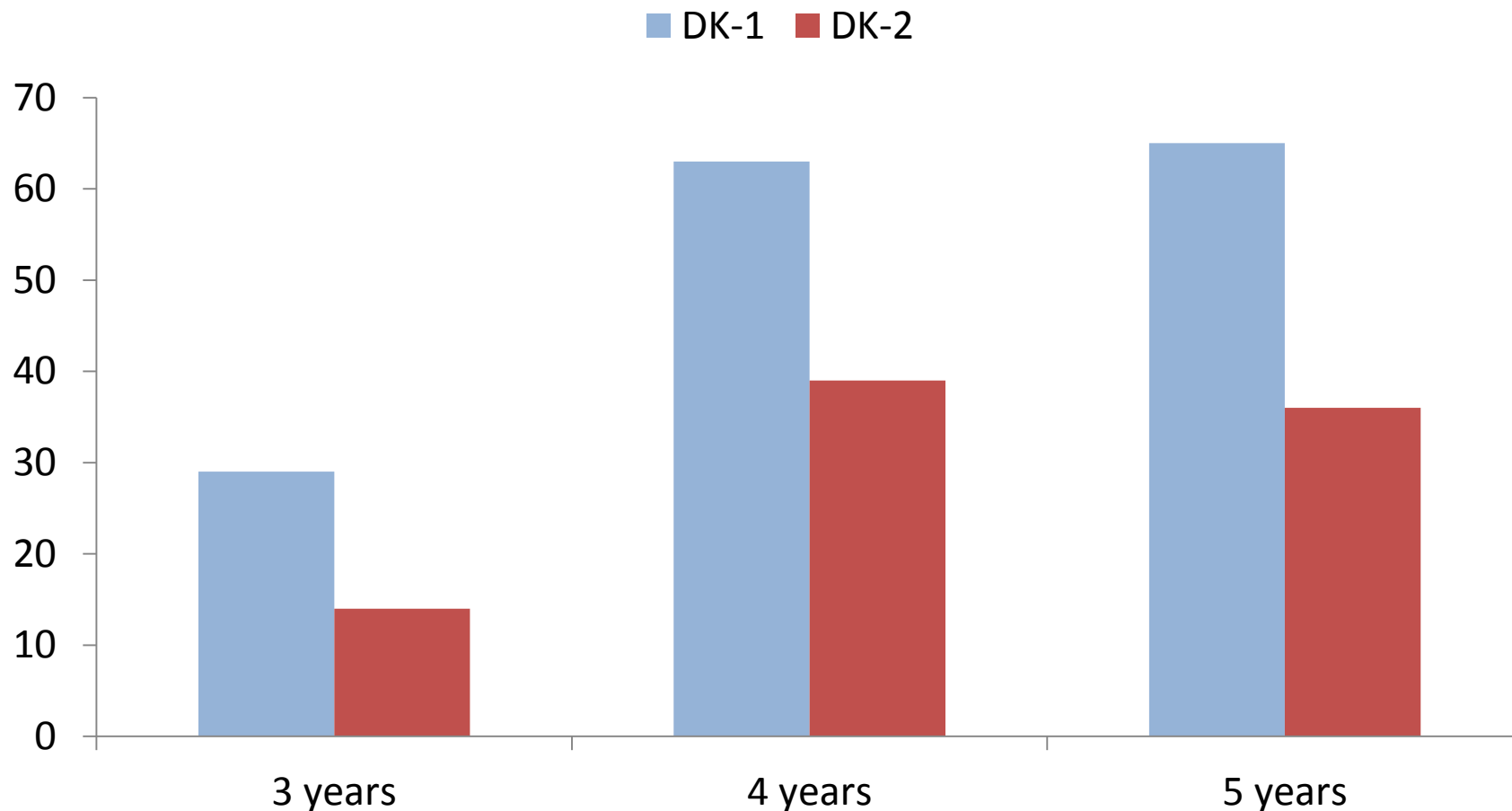


PRAGMATICS





STUDY 3 : MEAN VOCABULARY SCORE BY LANGUAGE STATUS (very preliminary results)



(Bleses et al., 2010; Højen & Bleses, 2012)



SUMMING UP

- Parent education and child outcome
 - Considerable negative association
 - Variation not reduced across time
- Ethnic background and child outcome
 - Substantial negative association
 - Some variation reduced across time
 - 50% score below norms at school start
- Language domains that require most (language specific) experience are mostly affected
- DOES IT MATTER?



What is this ?

Bang (1)

Six-shooter
(4/5)

Shooter
(2/3)

Gun (2/3)





LANGUAGE TEST 1 IN 0.GRADE AND EXAMS IN ORAL DANISH IN GRADE 9 (N=599)

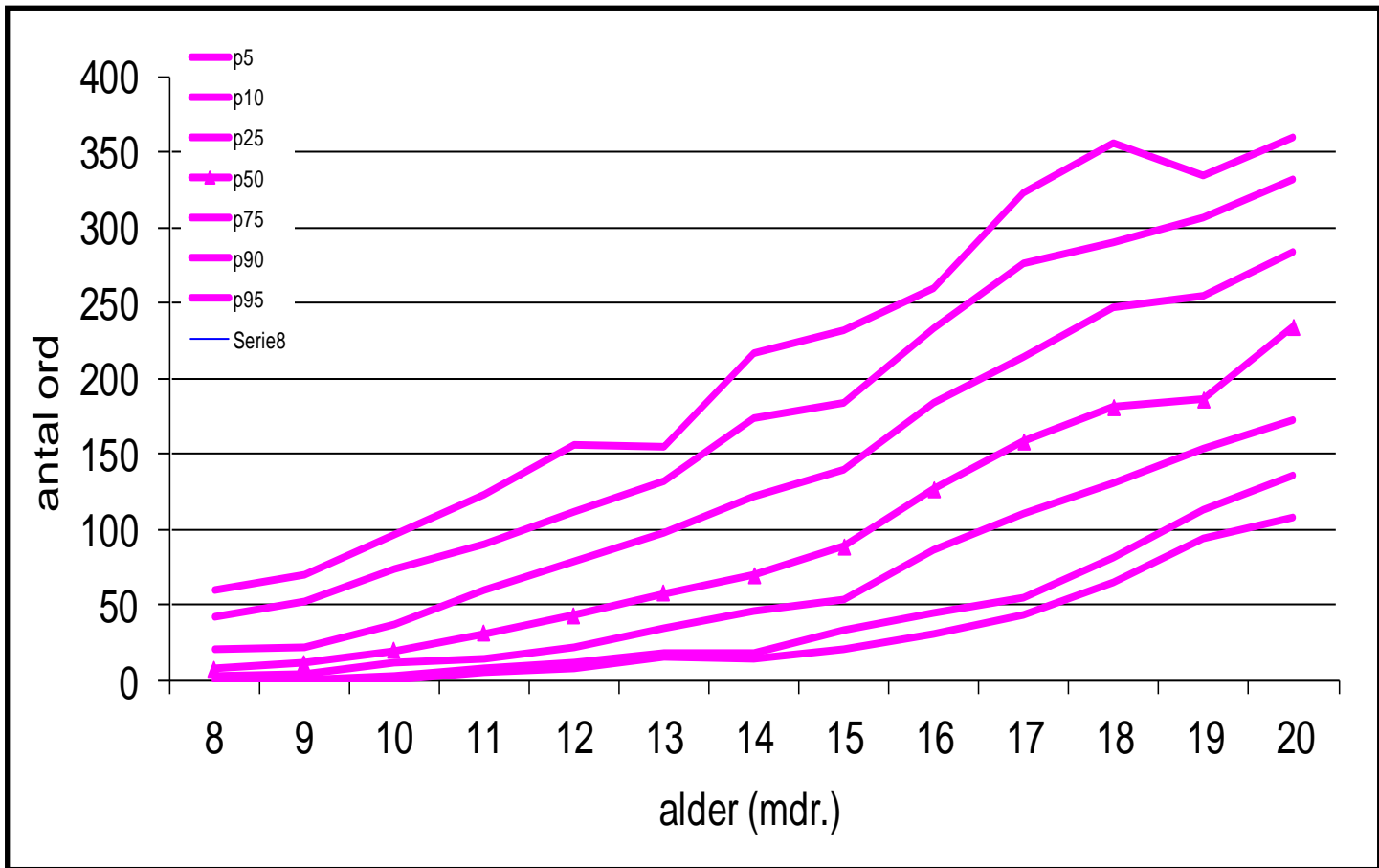
	5	6	7	8	9	10	11	13
Grp. I	0%	50.0%	50.0%	0%	0%	0%	0.0%	0%
Grp. II	0%	11.6%	26.1%	26.1%	14.5%	13.0%	7.3%	1.5%
Grp. III	0.4%	7.6%	17.4%	23.6%	23.2%	18.1%	9.4%	0%
Grp. IV	1.2%	3.5%	11.5%	25.9%	25.9%	17.8%	14.4%	0%
Grp. V	0%	6.4%	9.0%	8.0%	28.2%	23.1%	21.8%	3.9%

(Hansen & Jensen, 2010)



WHEN DO WE START EARLY INTERVENTIONS?

COMPREHENSION OF WORDS 8-20 MONTHS (N=2.398)



- MID and HIGH SES parents overrepresented



Thank you for your attention