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# Exploratory Analysis of Parents' Perceived Barriers to Parent Child Verbal Interaction in the Home


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# Exploratory Analysis of Parents' Perceived Barriers to Parent-Child Verbal Interaction in the Home

The College at Brockport, State University of New York  
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## Introduction

One-on-one verbal interaction and playful engagement between a parent and a child are important for a child's language development. However, research has shown that the number of words spoken in the home varies depending on family socioeconomic status.

Although the link between socioeconomic status and words spoken in the home is well established in the literature, less is known why this relationship exists. It is important to be aware of parents' perceived barriers so interventions and programs can be put into place to break down those barriers. Doing so will benefit the child; having a home learning environment from birth will help prepare the child for future academic success.

## Research Question

What are the barriers that prevent parents from creating a home learning environment that focuses on parent-child verbal interactions from birth that continues through their school years?

## Methodology

- Qualitative interviews
- 10-12 participants who have children under the age of 5
- Participants will be both mothers and fathers
- Location of the interview will be left up to the interviewee
- Using a semi-structured interview guide; analyzing data through grounded theory
- Grounded theory : Inductive coding
- Member Checks; Returning to the participants to ensure the data collected is correct

## Implications

These reach findings will help establish programs and interventions that are put in place to help families break down barriers to one-on-one verbal interactions and playful engagement in the home.

## Future work

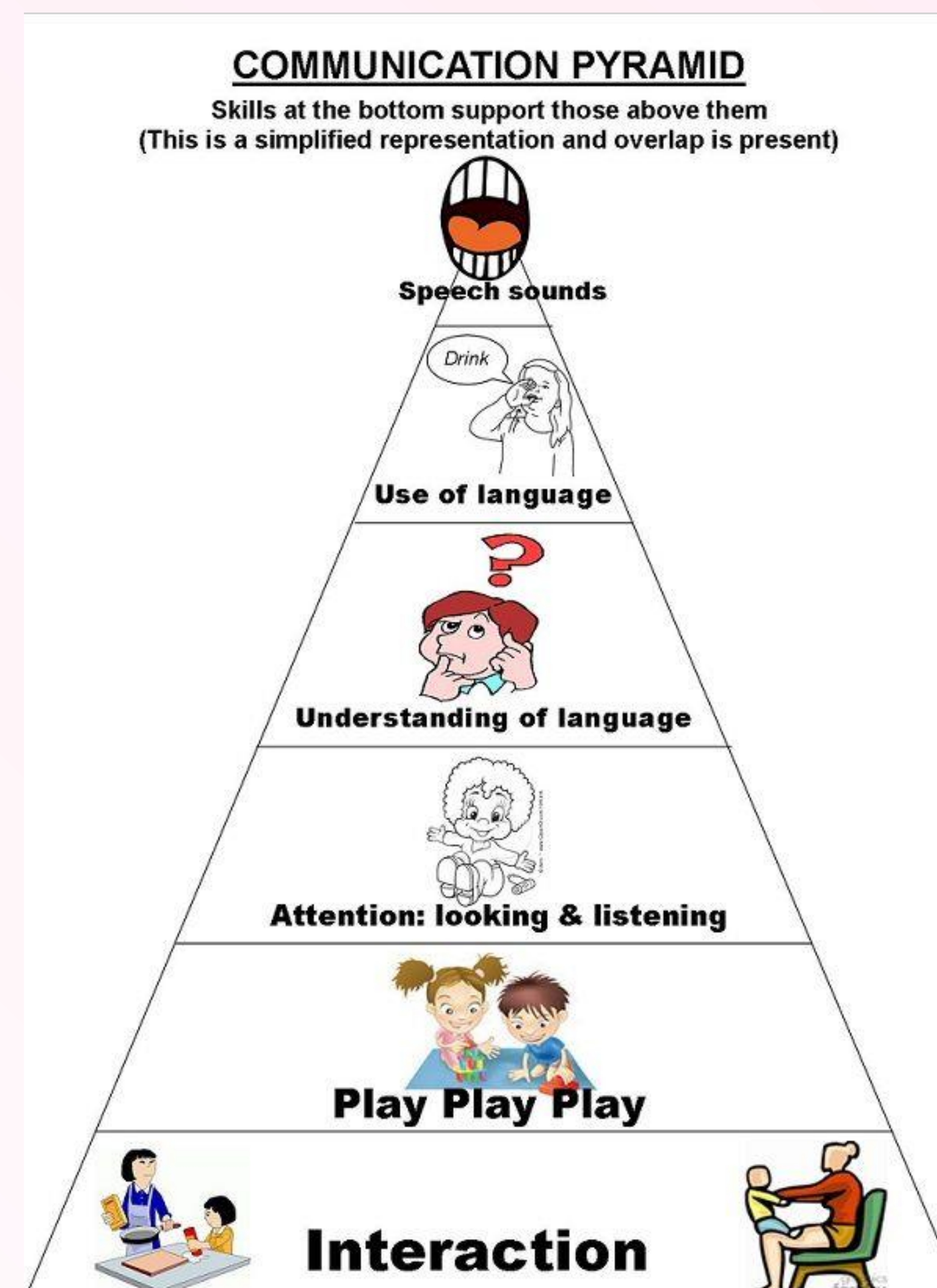
This research is currently in progress. Next steps will include IRB approval and conducting semi-structured interviews with participants from an urban family center in upstate New York.

## Limitations

- Response Bias- Parents may respond in a way they think is socially acceptable; may not be truthful in order to be perceived as a "good parent"
- Results cannot be statically represented due to the fact that qualitative studies do not present actual scores
- Inability to investigate causality
- Inability to generalize to wider populations

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