Impact of Dyadic and Triadic Sensitive Parental Behavior on Vocabulary Comprehension

Bárbara Guerrero Ortiz-Hernán & Elda Alicia Alva Canto

National Autonomus University of Mexico, Faculty of Psychology

Introduction

What is sensitive parental behavior?

Implies synchrony of the adult with the activities of the child in terms of:
-Activation
-Temporality

Implies that the parent reacts to the needs and the attempts to communicate of the child

Related to vocabulary size, attention span and the general linguistic development of the child

(Colonnesi, Zjilstra, van der Zande & Bogels, 2012; Hoff, 2006).

Previous literature has studied sensitive parental behavior mainly trough dyadic interactions

Triadic interaction allows us to:

Observe the dynamics of the family system, highlights the differences between maternal and parental behavioral patterns and observe relationships between parental behavior during dyadic and triadic interactions

It has been observed that parental behavior is organized differently during dyadic vs. triadic interaction:
-Both parents decrease the use of sensitive parental behavior during triadic interactions
-Mothers: decrease the use of intrusive parental behavior

What is the effect of dyadic and triadic parental behavioral patterns on the vocabulary comprehension of the child?

(Clarke-stewart, 2014; Lindsey & Caldera, 2006)

Objective

Analyze the effects of the parental behavioral patterns shown by fathers and mothers during triadic and dyadic interactions on vocabulary comprehension.

Method

Participants: 30 Mexican, middle class triads (15 month old child + his/her parents).

Procedure:
-Mexican Spanish version of the MacArthur CDI form I, Vocabulary list (Jackson-Maldonado et al., 2005).

-15 min.Video-recordings of free play sessions. (3 sessions per child)

Dyadic mother-child	Dyadic father-child	Triadic

-Three types of sensitive parental behavior were measured: Answers to child, object naming, and joint play.

Results

Two step hierarchical linear regression

Vocabulary comprehension						
Parental behavior		F(gl)	R2	ΔR2	β	t
Step 1: Dyadic interaction		.588 (6,22)	0.14			
Mothers:	Answers to child				-0.02	-0,106
	Object naming				0.291	1.11
	Joint play				-0.21	-0.9
Fathers:	Answers to child				0.035	0.16
	Object naming				0.046	0.18
	Joint play				-0.02	-0.1
Step 2: Dyadic + Triadic interaction		2.619 (6,16)	0.66	0.53		
Mothers:	Answers to child				0.066	0.35
	Object naming				-0.14	-0,622
	Joint play				-0.26	-1.4
Fathers:	Answers to child				0.311	1.71
	Object naming				0.423	1.95
	Joint play				0.035	0.18
Mothers triadic:	Answers to child				-.747*	-3.3
	Object naming				.759**	3.18
	Joint play				.915*	3.82
Fathers triadic:	Answers to child				.538**	2.32
	Object naming				-0.34	-1.4
	Joint play				-0.41	-1.8
	Joint play				-0.41	-1.8

*<.05, **<.01

Discussion

Triadic patterns of behavior were better predictors of language development: They provided an enriched and balanced context which as probably has been experienced every day by the child.

Language development related mainly to mothers behavior during triadic interaction, possibly due to gender stereotypes.

Mothers answers to the child correlated negatively to vocabulary development. Contrary to Fathers answers to the child which had a positive impact over development.