

ENVIRONMENT AND ITS EFFECTS ON CHILDREN

PSX_003

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WHAT DO I MEAN BY ENVIRONMENTAL FACTORS?

- ◉ Socioeconomic Status
- ◉ Family Differences
- ◉ Available resources

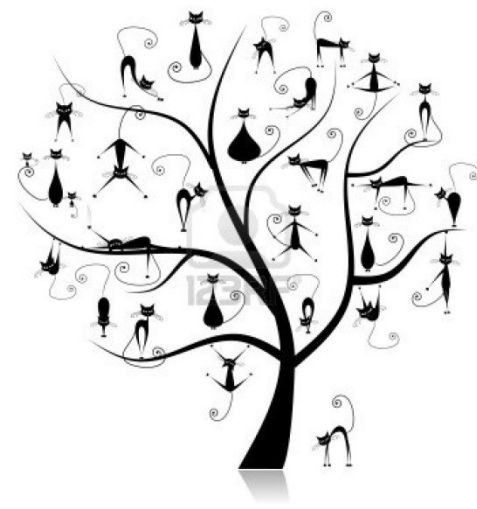


SOCIOECONOMIC STATUS

- ◉ **AKA SES**
- ◉ “An individual’s or group’s position within a hierarchical social structure... [SES] depends on a combination of variables, including occupation, education, income, wealth, and place of residence.”

- ◉ Socioeconomic Status. (n.d.). In *Dictionary.com*. Retrieved from <http://dictionary.reference.com/browse/socioeconomic+status>

FAMILY DIFFERENCES



○ Parenting Styles

- Are they demanding and responsive, are they more demanding than responsive, or visa versa?
- authoritative, authoritarian, indulgent and indifferent

○ Divorced vs. Non-Divorced

○ Are there two head figures of the household or is there only one?

○ Abuse within the family

AVAILABLE RESOURCES

- Where is the home located?
 - Smaller town vs. bigger town
- What can the school programs offer them?
 - Are there any after school opportunities or extracurricular activities?
- What opportunities are available to the child in respect to SES!

HOME OBSERVATION FOR MEASUREMENT OF THE ENVIRONMENT (HOME)

- ◉ Originally designed by Robert Bradley and Bettye Caldwell
- ◉ Many studies have surfaced as a result of Bradley and Caldwell's research
- ◉ “a descriptive profile which yields a systematic assessment of the caring environment in which the child is reared. The primary goal of the instrument is to measure...the quality and quantity of stimulation and support available to a child in the home environment.” (Totsika & Sylva, 2004).

HOME (INFANT-TODDLER 0-3)

26 *Vasiliki Totsika & Kathy Sylva*

Table 1. The Infant-Toddler HOME inventory (ages 0 to 3)

Name of subscale	Description	Example item
Emotional and verbal responsiveness of the primary caregiver (items 1–11)	The communicative and affective interactions between the caregiver and the child	Mother spontaneously vocalises to the child at least twice during visit Mother caresses or kisses child at least once during visit
Avoidance of restriction and punishment (items 12–19)	How the adult disciplines the child	Primary caregiver (PC) does not shout at child during visit PC does not express overt annoyance with or hostility about the child
Organisation of the physical and temporal environment (items 20–25)	How the child's time is organised outside the family house. What the child's personal space looks like	When PC is away, care is provided by one of three regular substitutes The child's play environment appears safe and free of hazards
Provision of appropriate play materials (items 26–34)	Presence of several types of toys available to the child and appropriate for his/her age	Child has one or more large muscle activity toys or pieces of equipment Provides equipment appropriate to age e.g. infant seat, infant rocker, playpen
Parental involvement with the child (items 35–40)	How the adult interacts physically with the child	PC tends to keep child within visual range and look at him/her often PC talks to child while doing her work
Opportunities for variety in daily stimulation (items 40–45)	The way the child's daily routine is designed to incorporate social meetings with people other than the mother	Father provides some care-giving everyday. Family visits or receives visits from relatives approximately once a month

HOME (EARLY CHILDHOOD 3-6)

Table 2. The Early Childhood HOME inventory (ages 3 to 6)

Name of subscale	Description	Example item
Learning materials (<i>items 1–11</i>)	Toys and activities directed towards the intellectual development of the child	Child has toys that teach colours, sizes and shapes Child has three or more puzzles
Language stimulation (<i>items 12–18</i>)	Verbal communication between child and caregiver that is intended to help language development	Child has toys that help teach names of animals. Child is encouraged to learn the alphabet
Physical environment (<i>items 19–25</i>)	The family house	Building appears safe and free of hazards. Outside play environment appears safe
Responsivity (<i>items 26–32</i>)	The verbal interactions between the caregiver and the child	Parent holds child close for 10-15 minutes per day. Parent converses with child at least twice during visit
Academic stimulation (<i>items 33–37</i>)	Encouragement of the child's intellectual development	Child is encouraged to learn colours Child is encouraged to learn patterned speech
Modelling (<i>items 38–42</i>)	Use of boundaries in the caregiver-child relationship	Some delay in food gratification is expected TV is used judiciously
Variety (<i>items 43–51</i>)	Indoors and outdoors activities of the child	Child has real or toy musical instrument Child is taken on outing by a family member at least every other week
Acceptance (<i>items 52–55</i>)	The way the caregiver disciplines the child	No more than one instance of physical punishment occurred during the past week Parent does not scold or yell at or derogate child more than once

“THE HOME OBSERVATION FOR MEASUREMENT OF THE ENVIRONMENT REVISITED”

- Vasiliki Totsika & Kathy Sylva
- Explain a bit what the HOME is, as I have stated a bit before.
- Quoting Bradley and Caldwell’s work in 1984, Totsika & Sylva explain the three main factors that led to the creation of Home:
 - A) “the realisation of the importance of the environment's contribution to the cognitive development of children”
 - B) “The inadequacy of the environmental measures used until then [(mainly just SES)]”
 - C) “The need for a comprehensive environmental assessment when planning interventions”

TOTSIKA & SYLVA: HOME IN RESEARCH

- ◉ As a predictor of cognitive development
 - There does seem to be a correlation between Home and cognitive measures. HOME scores obtained after age 2 have better correlations with mental test scores than correlations between very early HOME scores (6-12 months old) (Totsika & Sylva, 2004).
 - SES and HOME scores: moderately connected but can also be individual (Totsika & Sylva, 2004).
 - research suggests that 40% of HOME inventory can be attributed to genetic factors (Totsika & Sylva, 2004).
- ◉ As a predictor of attachment
 - Caregiver reactivity is often observed in HOME
 - caregivers who exhibited more sensitivity and responsiveness in HOME were more likely to have securely attached children. (Totsika & Sylva, 2004).
- ◉ Ethnic differences
 - Using Bradley and colleagues' work in a longitudinal study, Totsika & Sylva
 - relationships between HOME scores, SES, and cognitive measures were not the same across different ethnicities.

WHAT ABOUT AT-RISK POPULATIONS?

- ◉ (Totsika & Sylva, 2004)
- ◉ Disability and Poverty
 - HOME Screening Questionnaire (HSQ) is useful for screening the HOME and identifying environmentally-caused learning difficulties in the case that the caregiver has a learning disability or the family is in poverty.
- ◉ Medical Problems
 - HOME may be used in clinical practice to guide interventions for medically fragile children.
- ◉ Poverty
 - “The HOME scores of children coming from poor families are significantly different than those of children from non-poor families”

SO WHY DOES HOME EXIST?

- ◉ Intervention Programs!
- ◉ Interventions Targeting Cognitive Development
 - Educational Day Care Program
 - Works in both low risk and high risk children.
 - Compared to those who did not attend Educational Day Care but rather tried an intervention inside the home, Educational Day Care Programs increased child cognitive development significantly.
- ◉ Interventions in Parent-Infant Relationships
- ◉ Combo Interventions

OBS	SCALE II. VARIETY OF STIMULATION	IN THE HOME? [CIRCLE ONE]	School/ Day Care
*	1. Home has a pet. Do you have a pet?	a. YES b. NO	
	2. Family visits or receives visits from relatives or friends about <u>twice a month</u> . How often do you visit with friends or relatives?	a. YES b. NO	
	3. Subject eats <u>one</u> meal per day, on most days, with PC and father (or father figure). How do you handle mealtimes? Does ***** eat at the table with the family or does ***** eat separately? (Who does he/she eat with?)	a. YES b. NO	
	4. Subject sees and spends some time with father or father figure <u>4 days a week</u> . Does *****'s father (or father figure) spend time with him/her? (About how often?)	a. YES b. NO	

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ADVANTAGES AND DISADVANTAGES

- ◉ HOME has been successful and is easy to administer
- ◉ Procedure is not threatening to family or child
- ◉ Combining interviews and observation provides more detailed aspects on the child.
- ◉ It allows you to see a what type of intervention may be best or if an intervention is needed!
- ◉ It can't really be used alone. You will need to combine
- ◉ There is no standardized procedure for administration.
- ◉ Ethnic Differences.