

Regular Article

Maternal depressive symptoms and child language development: Exploring potential pathways through observed and self-reported mother-child verbal interactions

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Abstract

Maternal depressive symptoms (MDS) in the postnatal period may impact children's later development through poorer quality parent-child interactions. The current study tested a specific pathway from MDS (child age 9 months) to child receptive vocabulary (4 ½ years) through both self-reported and observed parent-child verbal interactions (at both 2 and 4 ½ years). Participants ($n = 4,432$) were part of a large, diverse, contemporary pre-birth national cohort study: *Growing Up in New Zealand*. Results indicated a direct association between greater MDS at 9 months and poorer receptive vocabulary at age 4 ½ years. There was support for an indirect pathway through self-reported parent-child verbal interactions at 2 years and through observed parent-child verbal interactions at 4 ½ years. A moderated mediation effect was also found: the indirect effect of MDS on child vocabulary through observed verbal interaction was supported for families living in areas of greater socioeconomic deprivation. Overall, findings support the potential role of parent-child verbal interactions as a mechanism for the influence of MDS on later child language development. This pathway may be particularly important for families experiencing socioeconomic adversity, suggesting that effective and appropriate supportive parenting interventions be preferentially targeted to reduce inequities in child language outcomes.

Keywords: maternal depressive symptoms; child language; parenting; interaction; socioeconomic inequity

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An estimated 10–15% of mothers experience postnatal depression, with those living in poverty and of ethnic minorities typically found to be at even greater risk of depressive symptoms in this critical life stage (Underwood et al., 2016). In particular, a recent review of research with indigenous mothers in the US, Canada, Australia, and New Zealand highlighted experiences of intergenerational trauma, systemic racism (including within the healthcare system), and disconnection from traditional cultural systems and supports; highlighting a need for research examining perinatal depression to include more diverse samples and longitudinal designs (Bowen et al., 2014). There is evidence for longitudinal impacts of maternal depression on children's social, emotional, and cognitive development (Kingston & Tough, 2014; Sanger et al., 2015). Differences in parent behaviors and interactions is one potentially modifiable pathway that may explain the developmental impacts of depression on offspring (Goodman & Gotlib, 1999). For example, mothers with higher depression symptoms are consistently shown to engage in less warm, responsive, and

stimulating interactions with their infants and children (Lovejoy et al., 2000). Understanding the particular mechanisms by which maternal depression relates to specific child developmental outcomes provides critical information about future prevention and intervention targets. In addition, this understanding must also be specific for particular population contexts; as the sociocultural, economic, and environmental conditions within countries are also important for an understanding of maternal mental wellbeing, parent-child interactions, and language development (Ahun & Côté, 2019).

Maternal depressive symptoms

The experience of maternal depressed mood during the perinatal and infancy period can be conceptualized in different ways. Many women may experience “postpartum blues,” lasting days, whereas others may experience more severe and persistent postnatal depression symptoms that meet criteria for a major depressive disorder (Räsänen et al., 2014). For some women postnatal depression reflects a chronic or recurrent condition, and a previous episode of depression during or before pregnancy is the most common risk factor for postnatal depression (Underwood et al., 2017). Further, in the New Zealand context, antenatal and postnatal depression have also been shown to have distinct

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Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions

Paul van Geert



Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions:

Language Development and Social Interaction in Blind Children Miguel Perez Pereira, Gina Conti-Ramsden, 2019-12-09
The Classic Edition of this foundational text includes a new preface from Miguel P rez Pereira examining how the field has developed since first publication The volume provides an in depth account of blind children s developing communicative abilities with particular emphasis on social cognition and language acquisition from infancy to early school age It provides insights into why the development of blind children may differ from that of sighted children and explores development of theory of mind and perspective taking in language learning It also discusses the caregiver child interaction research on early intervention and practical strategies for blind children that can assist parents and practitioners The up to date preface discusses recent neurological research and the comparison between the psychological development of visually impaired and autistic children Language Development and Social Interaction in Blind Children continues to facilitate dialogue between those interested in the study of typically developing children and those interested in the development of children who are blind and challenges some widely held beliefs about the development of communication in blind children A Functional Approach to Child Language Annette Karmiloff-Smith, 1981-07-30 A critical exposition of Piaget s views on child language and thought **Language and Language Acquisition** F. Lowenthal, 2012-12-06 F LOWENTHAL University of Mons Mons Belgium In September 1980 researchers from many different countries and working in disciplines as varied as philosophy psychology neurology mathematics education linguistics sociology and others we forget to mention again met in Mons to discuss problems concerning Language and Language Acquisition Conflicting opinions among researchers not only from different disciplines but also within a same discipline led to many a lively discussion This book attempts to recreate the atmosphere of the conference by reproducing the different papers some of which were rewritten after the initial presentation and discussion session and by giving a summary of each discussion session to enable the reader to understand how each participant reacted Obviously we accept full responsibility for these summaries we hope we have understood correctly what each participant meant This also holds for the special session devoted to an attempt to define the concept of language We suggest that further meetings should study language and context simultaneously within the framework of a CONTEXTUAL LINGUISTICS Learning Through Interaction C. Gordon Wells, 1981 A fundamental study of language development from infancy to primary school **Language Acquisition** Paul Fletcher, Michael Garman, 1986-05-22 An invaluable resource for students and professionals alike with an interest in child language acquisition **The Developing Child in the 21st Century** Sandra Smidt, 2013-06-19 Offering a sociocultural approach to education and learning this fascinating exploration of childhood provides an in depth understanding of how children make sense of the world and the people in it Examining the ways in which children express their thoughts feelings and actively generate meaning through experience and interaction this fully revised and updated new edition is illustrated throughout by extensive case studies and covers a diverse range of

topics including socio historical and global child development over time and place the child as meaning maker and active learner learning in the context of family culture group society representing and re representing the world understanding roles identity race and gender making sense of science and technology the implications of neuroscience Taking a clearly articulated and engaging perspective Sandra Smidt draws upon multiple sources and ideas to illustrate many of the facets of the developing child in a contemporary context She depicts children as symbol users role players investigators and creative thinkers and follows children s progress in forming their understanding of their environment asking questions about it and expressing it through music dance art and constructive play Highly accessible and with points for reflection concluding each chapter *The Developing Child* is essential reading for teachers lecturers and students taking courses in early childhood psychology or sociology

Critical Influences on Child Language Acquisition and Development David J. Messer, Geoffrey J. Turner, 1993-03-15 The book identifies and assesses the importance of a range of influences on child language acquisition and development paying particular attention to situational influences Key issues are highlighted and recent research is succinctly presented There are five sections the deployment of speech during early development linguistic interaction and family background encoding the situation multidimensional aspects of language development and constraints on language development There are twelve chapters on these themes contributed by leading researchers in this area

Designing Preschool Interventions David W. Barnett, Susan H. Bell, Karen T. Carey, 2002-08-01 This practical text delineates the basic steps of developing effective interventions for learning and behavior difficulties in children aged two to five The authors set forth an ecological framework that stresses identifying problem situations rather than classifying individual children as disabled or at risk The core components of naturalistic intervention design are covered in depth including teacher and parent interviewing classroom observation and functional assessment team based problem solving strong accountability methods and legal and ethical safeguards Solidly grounded in empirical research the book presents examples of successful interventions for fostering social competence and language skills and improving interactions with parents teachers and peers

The Development of Perception, Cognition and Language Paul van Geert, 2017-03-31 Originally published in 1983 the aim of this book was to discuss some fundamental problems of cognitive developmental psychology at the time The theme which underlies the discussion is that scientific knowledge of the cognitive characteristics of other people starts from the cognitive instruments that we psychologist employ viz our theories models assumptions methods of enquiry etc Thus our scientific cognitive equipment not only provides the format in which cognition in other people is expressed it also exemplifies in some abstract sense this cognition The first part of the book deals with the concept of development in relation to the structure of developmental theories It is argued that theories originate from implicit conceptual analyses of implicit final state definitions Starting from this specific view on the nature of developmental theories the second part of the book discusses perception and perceptual development

Symbolic Play Inge Bretherton, 2014-05-10 Symbolic Play The Development of Social

Understanding describes the development of symbolic play from infancy through the preschool years This text is divided into 12 chapters that focus on make believe as an activity within which young children spontaneously represent and practice their understanding of the social world The first chapter introduces the development of event schemata produced in symbolic play about children s management of the playframe and about the development of subjunctive or what if thought The next chapters are devoted to the development of joint pretending specifically the use if shared scripts in the organization of make believe play and the subtleties of metacommunication These chapters also emphasize the supporting role of the mother in early collaborative make believe These topics are followed by discussions of the child s growing ability to represent the internal states of the inanimate figures whose doing can vicariously enacts The remaining chapters focus on social interaction through symbolic play with dolls toy animals object props and language This book will prove useful to psychologists and researchers in the fields of human development society and family *Children's Language* Gina

Conti-Ramsden, Catherine E. Snow, 2014-02-04 This volume presents current research findings on vital issues in language development compiled by an international group of leading researchers The data are drawn from studies of the acquisition of Swedish Polish Serbo Croatian Hungarian Portuguese Italian and English Themes emphasized in all the chapters include the importance of the social context of acquisition the existence of interconnections among various domains of language development and the impossibility of understanding acquisition using a simple theory or a single methodological approach

Garfinkel and Ethnomethodology John Heritage, 2013-06-17 The writings of Harold Garfinkel have had a major impact on the social sciences and linguistics This book offers a systematic and innovative analysis of his theories and of the ethnomethodological movement which he has inspired It is the only full length study focused on the writings of Harold Garfinkel and will be essential reading for all those concerned with understanding and evaluating one of the most radically original social scientists of recent times **The Acquisition of Numeral Classifiers** Kasumi

Yamamoto, 2011-05-03 The book is about the numeral classifier system and the acquisition of Japanese classifiers by Japanese children It consists of two parts First it provides a general typological characterization of numeral classifier phrases and discusses problems in determining what constitutes the nature of classifiers It also discusses the semantic properties of numeral classifiers based on an analysis of four languages from four different language families Second it examines the acquisitions of Japanese numeral classifiers by Japanese preschool children ages 3 to 6 with a primary emphasis on the development of comprehension The importance of the study is that it reveals that young children have a much greater sensitivity to the conceptual underpinnings of the numeral classifier system than was previously considered to be the case The research results also provide a converging source of evidence that young children often come to initially grasp the structure of the world in ways that are better understood in cognitive than perceptual terms The implications will contribute to not only the area of language acquisition but also categorization and conceptual development **Hearing Eye II** Douglas

Burnham, Ruth Campbell *G.Away*, B J Dodd, 2013-10-28 This volume outlines some of the developments in practical and theoretical research into speechreading lipreading that have taken place since the publication of the original *Hearing by Eye*. It comprises 15 chapters by international researchers in psychology psycholinguistics experimental and clinical speech science and computer engineering. It answers theoretical questions: what are the mechanisms by which heard and seen speech combine and practical ones: what makes a good speechreader. Can machines be programmed to recognize seen and heard speech. The book is written in a non technical way and starts to articulate a behaviourally based but cross disciplinary programme of research in understanding how natural language can be delivered by different modalities.

Language Development and Disorders W. Yule, M. Rutter, 1987 Communication disabilities are common although their precise nature and degree of severity vary greatly among individuals. They are among the most handicapping of disabilities because they isolate a person and in so doing restrict social educational and occupational opportunities. One of the purposes of this book was to bring together theoretical practical and clinical knowledge from several disciplines that bear on language and communication into some reasonably accessible form. The intent is to provide a broad and multi faceted view of language development and language disorders. Thus contributions from education linguistics psychology pediatrics psychiatry neurology neuropsychology and speech therapy are included. They describe our current knowledge of language development suggest classifications for language pathology outline what is known of the epidemiology of language difficulties consider assessment and therapy alternative communication systems and the impact of the new technology on communication aids. The variety of perspectives that it provides will make it particularly useful to the range of specialists who are concerned with the development of communication skills and language disorders.

The Meaning of More Alexis Wellwood, 2019 This book examines the semantics of comparative constructions using words such as more as too and so on and proposes a new account that rejects a fundamental assumption of the degree semantics framework. The findings have implications not only for semantics but also for language acquisition and cognitive science more broadly.

The Acquisition of Romance, With Special Reference To French Eve Clark, 2016-01-08 First published in 1986 This edition offers a grammatical sketch of French with occasional comments on how other Romance languages diverge from this picture a brief account of the sources available on language acquisition by children and a summary of the overall course of development in children acquiring the major Romance languages. The remainder of the review takes up different facets of the language acquisition process in more detail.

The Crosslinguistic Study of Language Acquisition Dan Isaac Slobin, 2017-07-05 An essential handbook for professionals and advanced students in the field. Volume 1 contains comprehensive studies on the acquisition of 15 different languages from ASL to Samoan written by top researchers on each topic. Volume 2 concentrates on theoretical issues emphasizing current linguistic and psycholinguistic research. Unique in its approach toward individual languages and in its comparative perspective this book is a hallmark of a rapidly growing area of interdisciplinary international research.

Language Development In Exceptional Circumstances Dorothy Bishop, K. Mogford, 2013-04-15 Ever since attempts were made to describe and explain normal language development references to exceptional circumstances have been made. Variations in the conditions under which language is acquired can be regarded as natural experiments which would not be feasible or ethical under normal circumstances. This can throw light on such questions as: What language input is necessary for the child to learn language? What is the relationship between cognition and language? How independent are different components of language function? Are there critical periods for language development? Can we specify necessary and sufficient conditions for language impairment? This book covers a range of exceptional circumstances including extreme deprivation, twinship, visual and auditory impairments, autism and focal brain damage. Written in a jargon-free style and including a glossary of linguistic and medical terminology, the book assumes little specialist knowledge. This text is suitable for both students and practitioners in the fields of psycholinguistics, developmental and educational psychology, speech pathology, paediatrics and special education.

Research Methods in Child Language Erika Hoff, 2011-07-28 This is a comprehensive and accessible guide to the methods researchers use to study child language, written by experienced scholars in the study of language development. Presents a comprehensive survey of laboratory and naturalistic techniques used in the study of different domains of language, age ranges and populations, and explains the questions addressed by each technique. Presents new research methods such as the use of functional Near Infrared Spectroscopy (fNIRS) to study the activity of the brain. Expands on more traditional research methods such as collection, transcription and coding of speech samples that have been transformed by new hardware and software.

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