



The Week in the Life of Families Project Newsletter Winter, 2012

Dear Families,

First, we would like to thank you again for taking part in the “Week in the Life of Families” Project last year. Your involvement in the study was extremely valuable to us and we greatly appreciate your help!

The *Week in the Life of Families Project* team has collected many LENA recordings from families and we now have some preliminary results to share with you.

We plan to continue our project by visiting every family again this spring. We hope that you will continue to take part in the study. If needed, please update your contact information by either emailing or calling us so that we can get in touch with you in the future.

Thank you again!

Sincerely,

Dr. Pamela Davis-Kean
Project Director
University of Michigan

Samantha Worzalla, M.S.
Research Coordinator
University of Michigan

Mané Susperreguy, M.S.
Research Coordinator
University of Michigan

HAVE YOU MOVED?

Please send us your new contact information.

Email: misusper@umich.edu

Or, call and leave us a message at 734-239-4680 or 734-763-0489

Goals of the Project

One of the main goals of the study was to see how **daily life for preschoolers and parents** might be different at **different times of the day** and **different days of the week**.

- ❖ We started by looking at how much families talk each day using the recording from your child's LENA digital recorder.

Families who Participated

In total, 46 families from Southeast Michigan took part in the project during the 2010-2011 school year and over the summer.

We covered the entire Southeast Michigan area: Monroe all the way up to West Bloomfield and Walled Lake, Detroit, Dearborn, Ann Arbor, Ypsilanti, and everywhere in between.

What does the LENA do?

The LENA Recorder provides two basic counts of language in the home. They give us a sense of how much conversation happens in the home.

- ❖ **Adult Word Count.** The number of words spoken by adults who are near the child.
- ❖ **Child Word Count.** The number of words spoken by the child wearing the recorder.

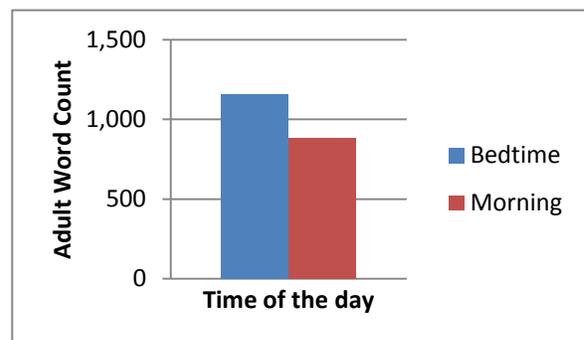


Preliminary Results:

Time of Day

For each family, we started by choosing 15 minutes of morning "getting ready" time, and 15 minutes of bedtime. We did this for one weekend day and one weekday. Using this information, we compared the **morning "getting ready" time** with the **evening "bedtime."**

On average, children in the study hear more words from adults at bedtime than they do in the morning.

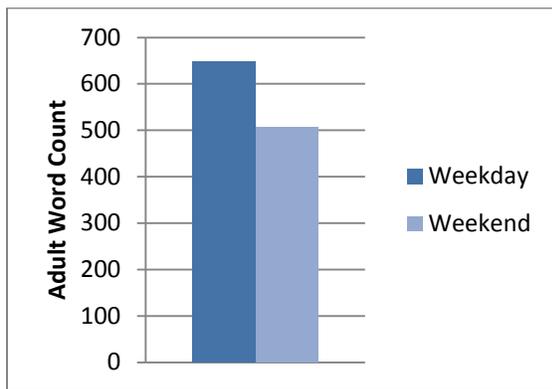


- ❖ This is probably because many families read books at bedtime, which means that parents are talking a lot at bedtime.

Time of Week

We have also been looking at the differences in conversations between a **weekday** and a **weekend day**.

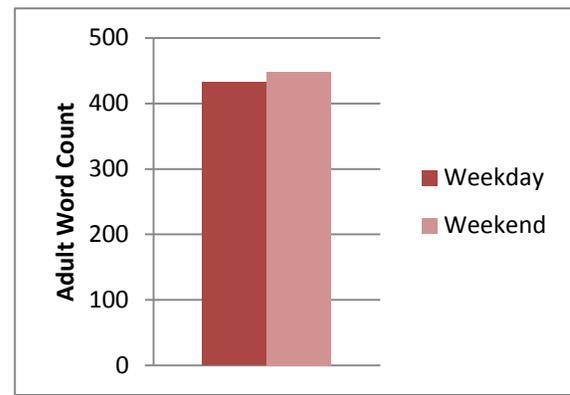
When comparing **bedtime** on weekends with bedtime on weekdays, children in this study hear more words at bedtime on weekdays.



- ❖ This may be also because of storybook reading. Many families do this as a routine during the week, and it means there is a lot of language at bedtime. But, many families have different bedtime activities on the weekend.

Getting Ready

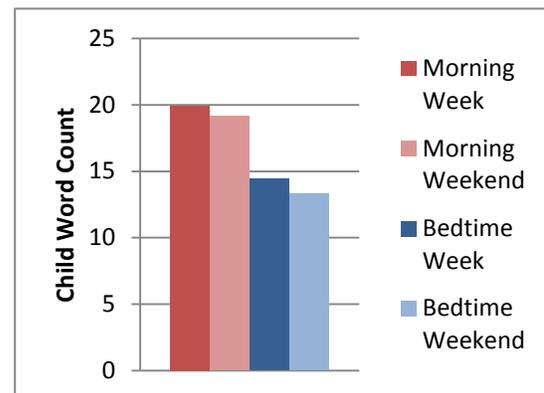
When comparing **morning “getting ready”** on weekends with “getting ready” on weekdays, children in this study hear more language from adults on the weekend.



- ❖ We think that families have more leisure time on weekend mornings and they may have more time for conversation. In some homes, this may also be a time when both parents are home, which would lead to more conversations.

Child's words

There were more words spoken by the child in the morning than at bedtime (for both weekends and weekdays).



- ❖ This may also have to do with storybook reading. We think that children will not speak as much when they are listening to a story compared to when they are getting ready in the morning.