Elaborative Reminiscing in the Context of a Home Visit Program

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ABSTRACT

Three-year-old children and their mothers were randomly assigned to an elaborative reminiscing (ER) group or an active control group. Mothers in the ER group practiced using strategies, or prompts, to help elicit details from their children about past shared events. ER mothers evidenced an increase in use of the strategies after a 4-month period and their children produced a greater number of event details as a result. Transfer of these strategies to book reading was also examined but was not indicated.

RESULTS

Group (ER, control) X Time (baseline, post) mixed ANOVAs with following dependent measures:

- Ratings of frequency of event conversations/book reading
- Event conversations: No effects (see Figure 3)
- Book reading: Main effect of time, p < .01
- ER group: Mean ER ratings (SD) - Baseline = 4.09 (SD = .75)
- ER group: Mean ER ratings (SD) - Post = 4.67 (SD = .66)
- Children’s use of ER strategies (see Figure 4)
- Group X Time interaction, p < .01 (see Figure 4)
- Children’s production of new event details
- Group X Time interaction, p (.05 (see Figure 5)
- Mothers’ use of ER strategies during book reading
- No effects (see Figure 6)

CONCLUSIONS

- Elaborative reminiscing was an effective intervention in the context of a home visit program with Hispanic mothers and their children, over half of whom were Spanish-speaking.
- Mothers who engaged in elaborative reminiscing increased their use of ER strategies as prompts during event conversations with their children. In turn, children of ER mothers provided more event details during the post-conversation with their mothers than they did during the baseline conversation. They also produced more detailed narratives than their children of control mothers. These findings add to the existing literature on the efficacy of ER strategies (Reese et al., 2010).
- Engaging in elaborative reminiscing about shared events did not transfer to mother–child book reading. In fact, mothers in both ER and control groups used a greater number of ER strategies in the context of book reading than during a past event conversation. Perhaps the book more naturally afforded elaborative talk (e.g., pictures, scripted story) than did the past event conversations.

REFERENCES


METHOD

Participants
- 3-year-olds and their mothers in a home visit program; randomly assigned:
- 1) ER group (n = 11): Received ER training + monthly home visits
- 2) Control group (n = 11): Received usual monthly home visits
- Similar demographic characteristics within each group:
  - 72% Hispanic, 87% low income, 57% spoke only Spanish

Procedure
- Mothers in ER group received 45-min of training on five ER strategies used in Reese et al. (2010) (see Figures 1-2 for description of training/strategies)
- Mothers used strategies w/ child over 4 months period and their children produced a greater number of ER strategies in the context of book reading than during a past event conversation.
- Children's production of new event details
- Group X Time interaction, p < .01 (see Figure 5)

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