

Table 1. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
<p>Aldoney, D., & Cabrera, N. J. (2016). Raising American citizens: Socialization goals of low-income immigrant Latino mothers and fathers of young children. <i>Journal of Child & Family Studies, 25</i>(12), 3607–3618.</p>	<p>Socialization</p>	<ul style="list-style-type: none"> ▪ N= 20 mothers and 10 fathers recruited from an Early Head Start center ▪ 52% of the sample participants were married; 40% were single ▪ 50% were from El Salvador and Nicaragua; 40% were from Mexico; 10% were from Colombia and Peru ▪ Parents’ mean length of stay in the United States was 10 years ▪ Three participants did not complete elementary school; 63% reported less than a high school education; 26% had a high school diploma; the remaining had some college or a college degree 	<ul style="list-style-type: none"> ▪ Parents participated in focus groups lasting 100–120 minutes ▪ Focus group members’ comments were audiotaped, transcribed, translated into English, and back-translated into Spanish ▪ Data were analyzed in three stages of coding: open, axial, and selective coding ▪ Mothers and fathers were interviewed 	<ul style="list-style-type: none"> ▪ The focus group protocol included five probes: <ol style="list-style-type: none"> (1) parenting, (2) goals/expectations, (3) Latino and American parenting, (4) support, and (5) routines 	<ul style="list-style-type: none"> ▪ Parents chose which values—Latino (importance of family) and American (independence)—to pass on to their children. ▪ Participants noted that balancing work and family, low self-esteem, and lack of a good parental role model may all stand in their way of teaching their children to adapt to two cultural groups. ▪ Optimism and motivation were two sources of strength in this process.
<p>Barnett, M., Mortensen, J., Gonzalez, H., & Gonzales, J. (2016). Cultural factors moderating links between neighborhood disadvantage and parenting and co-parenting among Mexican origin families. <i>Child & Youth Care Forum, 45</i>(6), 927–945.</p>	<p>No developmental domain specified</p>	<ul style="list-style-type: none"> ▪ N= 71 toddlers (ages 21–35 months) and their mothers ▪ Mothers were on average 27 years old ▪ 74% of mothers were married and 21% were cohabitating ▪ 39% of mothers were interviewed in Spanish ▪ 59% were born in Mexico ▪ 70% had a high school diploma or equivalent 	<ul style="list-style-type: none"> ▪ Mothers completed in-person interviews ▪ Researchers analyzed U.S. Census Bureau data from the 2006–2010 American Community Survey ▪ Fathers were not included in this analysis 	<ul style="list-style-type: none"> ▪ Family socioeconomic risk was computed based on mothers’ reports of demographic variables ▪ Supportive parenting was assessed through self-reporting on the Parent Behavior Checklist ▪ Co-parenting cooperation was measured through the Co-parenting Questionnaire ▪ Objective neighborhood disadvantage was measured through census data to determine neighborhood rates of poverty, high school incompleteness, residence crowding, food assistance, and unemployment ▪ Subjective neighborhood disadvantage was measured through mothers’ perceptions of danger and disorganization ▪ Acculturation was measured based on mothers’ reports of language of interview, country of birth, years lived in Mexico, and Spanish language preference ▪ Familism beliefs were measured through the Mexican American Cultural Values Scale 	<ul style="list-style-type: none"> ▪ For mothers with low levels of acculturation, perceptions of neighborhood disadvantage were linked to less supportive parenting. ▪ For mothers who reported less familism, objective measures of neighborhood disadvantage were associated with less supportive parenting and co-parenting cooperation.

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Beeber, L. S., Holditch-Davis, D., Perreira, K., Schwartz, T. A., Lewis, V., Blanchard, H., Canuso, R., & Goldman, B. D. (2010). Short-term in-home intervention reduces depressive symptoms in Early Head Start Latina mothers of infants and toddlers. <i>Research in Nursing & Health</i> , 33, 60–76.	Socioemotional development	<ul style="list-style-type: none"> ▪ N = 80 foreign-born Latina mothers with infants or toddlers in Early Head Start centers in a new destination area of the southeastern United States ▪ Mothers were on average 26 years old ▪ 84% were living with a partner ▪ 92% were born in Mexico ▪ On average, mothers had 2–16 years of education; a mean of 8 years ▪ 34% were working full-time or part-time 	<ul style="list-style-type: none"> ▪ Data based on an intervention designed for mothers experiencing depression ▪ Psychiatric nurses carried out intervention by completing 11 in-home sessions and 5 booster sessions ▪ Mothers were interviewed and videotaped interacting with their children for 45 minutes at baseline (T1), 14 weeks post-baseline (T2), 22 weeks at termination of intervention (T3), and 1-month post intervention (T4). ▪ Fathers were not included in this analysis 	<ul style="list-style-type: none"> ▪ Mothers' depression was assessed with the Center for Epidemiological Studies-Depression Scale ▪ Children's aggressive behavior was evaluated via maternal report with the Child Behavior Checklist ▪ Social and emotional competence was assessed via maternal report on the Ages and Stages Questionnaire-Social-Emotional (ASQ-SE) ▪ Maternal responsiveness was observed with the Maternal-Child Observation and the Home Observation for Measurement of the Environment inventory ▪ Maternal self-efficacy was assessed using the General Self-Efficacy Scale ▪ Acculturation was measured via the Psychological Acculturation Scale and the Short Acculturation Scale for Hispanics ▪ Maternal health was measured using the Medical Outcomes Study Short Form Health Survey 	<ul style="list-style-type: none"> ▪ Mothers in the intervention group had a significant decrease in depressive symptoms compared to the care as usual group at four weeks post-intervention. ▪ Mothers in the intervention also reported their children as less aggressive across the study, compared to mothers in the control group. ▪ Researchers found that maternal self-efficacy was a partial mediator between the effect of the intervention and children's behavior. ▪ Maternal health status moderated the effect of the intervention on children's behavior.
Behnke, A., MacDermid, S., Coltrane, S., Parke, R., Duffy, S., & Widaman, K. (2008). Family cohesion in the lives of Mexican American and European American parents. <i>Journal of Marriage and Family</i> , 70(4), 1045–1059.	No developmental domain specified	<ul style="list-style-type: none"> ▪ Data collected from first wave of Riverside Economic Stress Project (long-term longitudinal study) ▪ 509 parents (255 families) ▪ 151 Mexican American (MA) mothers and fathers, 104 European American (EA) mothers, 103 EA fathers ▪ Mean total family income: EA = \$57,562, MA = \$26,742 ▪ 80% of MA fathers and 76% of MA mothers were first-generation immigrants 	<ul style="list-style-type: none"> ▪ School officials contacted families and asked them to complete questionnaires and face-to-face interviews ▪ Fathers were interviewed 	<ul style="list-style-type: none"> ▪ Economic pressure was measured from procedures of Conger and Conger (2002) and Parke et al. (2004) ▪ Perceived stressful life was measured with the Puerto Rican adaptation of the Family Inventory of Life Events and Changes ▪ Parenting behavior was measured using an adaptation of the Children's Report of Parental Behavior Inventory ▪ Family cohesion was measured using the Family Environment Scale 	<ul style="list-style-type: none"> ▪ The relationship between perceived seriousness of life event stressors and family cohesion was significant for MA mothers and all fathers—the only path that did not differ significantly between ethnic groups. ▪ Parents' perceptions of economic pressure were significantly related to mothers' reports of hostile control for EA mothers and inconsistent discipline for MA mothers. ▪ The idea of familismo affects and influences all families differently and needs greater theoretical development.

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Boyce, L. K., Cook, G. A., Roggman, L. A., Innocenti, M. S., Jump, V. K., & Akers, J. F. (2004). Sharing books and learning languages: What do Latina mothers and their young children do? <i>Early Education and Development</i> , 15(4), 1–15.	Language and literacy development	<ul style="list-style-type: none"> ▪ $N = 47$ 3-year-old children and their mothers recruited from community activities ▪ Mothers ranged in age from 19–45 years; mean age of 29 ▪ 79% were married or cohabitating ▪ All mothers requested to be interviewed in Spanish and spoke Spanish primarily in their homes ▪ Almost all mothers were born in Mexico ▪ On average they had completed nine years of education 	<ul style="list-style-type: none"> ▪ Data for this study were collected when children were age 3 in families' homes ▪ Mothers were interviewed ▪ Researchers conducted an in-home direct child assessment ▪ They videotaped 15 minutes of a parent-child interaction ▪ Fathers were not included in this analysis 	<ul style="list-style-type: none"> ▪ Videotapes of the mother-child reading interaction was coded using the Adult-Child Interactive Reading Inventory ▪ Children's language was assessed with the Woodcock-Muñoz Language Survey in both Spanish and English and conceptually scored 	<ul style="list-style-type: none"> ▪ Despite mothers using complex literacy strategies infrequently, they were involved in several kinds of interactions during shared reading, including enhancing children's attention to the printed text and promoting interaction and conversation about what was in the books. ▪ Even after controlling for mothers' own vocabularies, when they used more of shared reading behaviors, children had higher vocabulary scores.
Cabrera, N. J., Malin, J. L., Kuhns, C., & West, J. (2017). The early home environment of Latino boys and their peers: A developmental perspective. <i>Infant Mental Health Journal</i> , 38(1), 97–114.	Academic achievement	<ul style="list-style-type: none"> ▪ Early Childhood Longitudinal Study-Birth Cohort (subsample of Latino and white children at 9-, 24-, 48-, and 60-months old who had a child assessment in kindergarten) ▪ $n = 5,200$ children and their parents ▪ 85% of children had a resident father ▪ 44% of Latino boys' and girls' home language was English ▪ ~45% of mothers of Latino boys and girls were native born ▪ 41% of Latino fathers had less than a high school education ▪ 88% of Latino boys' fathers and 93% of Latina girls' fathers worked full-time 	<ul style="list-style-type: none"> ▪ Longitudinal, nationally representative probability sample of 10,700 children born in the United States ▪ Data collection took place at ages 9-, 24-, 48- months, and 5 and 6 years ▪ Structured interviews with children's primary caregivers (mostly mothers) ▪ Videotaped mother-child interactions ▪ Fathers completed questionnaires ▪ Childcare providers completed telephone interviews ▪ Researchers conducted direct assessments of children's skills in their homes ▪ Mothers and fathers were interviewed 	<ul style="list-style-type: none"> ▪ Children's cognitive skills at 9 months were assessed with the Bayley Short Form-Research Edition ▪ The National Center for Advancing Translational Sciences (NCATS) assessed social behaviors at age 9 months ▪ Children's language and early literacy skills were assessed at 24 months with the PreLAS Assessment System and the Peabody Picture Vocabulary Test ▪ Math at kindergarten entry was assessed with a series of 28 items ▪ Social behaviors at 24 months were coded from mother-child interactions based on the Two Bags Task ▪ Household resources were assessed through parents' self-reports on demographic characteristics ▪ Parental investments (i.e., literacy activities, books in the home, discipline) were also evaluated via mothers' self-reported questionnaires ▪ Maternal sensitivity at 9 months was coded from videotaped interactions using the NCATS ▪ Family functioning, created from mothers' responses, included maternal depression, couple conflict and happiness, and maternal parenting stress 	<ul style="list-style-type: none"> ▪ Boys had increased scores in math that persisted at kindergarten entry, while girls demonstrated better social skills. ▪ While girls demonstrated higher language skills than boys, this disappeared by the time they entered kindergarten. ▪ Controlling for socioeconomic status (SES), at kindergarten entry Latino boys had deficits in language and math skills compared with white boys, but not in social or early reading skills. ▪ Both household resources and parents' literacy activities were found to be the most predictive of children's cognitive and social skills in kindergarten.

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Cabrera, N. J., Ryan, R. M., Mitchell, S. J., Shannon, J. D., & Tamis-LeMonda, C. S. (2008). Low-income, nonresident father involvement with their toddlers: Variation by fathers' race and ethnicity. <i>Journal of Family Psychology, 22</i> (4), 643–647.	No developmental domain specified	<ul style="list-style-type: none"> ▪ $n = 883$ ▪ 62% of all mothers had greater than a high school education ▪ 43% of Latina mothers had greater than a high school education ▪ 15% of overall sample- fathers were reported as boyfriends, and 31% were reported as friends 	<ul style="list-style-type: none"> ▪ Data drawn from Early Head Start Research and Evaluation Project ▪ Mothers and fathers were interviewed 	<ul style="list-style-type: none"> ▪ Data collected on both parents' race, ethnicity, age, household structure, parental relationships ▪ Mothers assessed fathers' involvement (e.g., accessibility, engagement, responsibility) 	<ul style="list-style-type: none"> ▪ Across ethnic groups, fathers' resources did not explain the variability in fathers' reports of their involvement in activities with their children. ▪ Compared to mothers who had a child whose father was Latino or African American, mothers of children who had a white father reported new romantic partners more often and reported less frequent involvement by the biological father. ▪ Parental conflict did not vary by race and ethnicity.
Cabrera, N. J., Shannon, J. D., & La Taillade, J. J. (2009). Predictors of co-parenting in Mexican American families and direct effects on parenting and child social emotional development. <i>Infant Mental Health Journal, 30</i> (5), 523–548.	Socioemotional development	<ul style="list-style-type: none"> ▪ 71% of Latino parents were married ▪ 87% of non-Latino parents were married ▪ 22% of Latino parents made less than \$15,000 a year ▪ 49% of Latino parents had less than a high school education, compared with 14% of non-Latino parents and 57% of Mexican Americans 	<ul style="list-style-type: none"> ▪ Data collected on mothers, fathers, and children ▪ During home visits, mothers were interviewed, infants' mental development was assessed, and mother-infant interactions were videotaped during which mothers were asked to teach their child a new activity ▪ Fathers were asked to complete a fatherhood questionnaire if present ▪ Mothers and fathers were interviewed 	<ul style="list-style-type: none"> ▪ Early Childhood Longitudinal Program-Birth Cohort (ECLS-B) measures adapted from federal surveys ▪ Language proficiency used as a proxy measure of acculturation ▪ The Center for Epidemiological Studies Depression Scale used to measure maternal and paternal depressive symptoms ▪ Family support measured as mother's perceived level of support from relatives ▪ The quality of mother-child interactions assessed by the binary NCATS scale ▪ Fathers were asked about frequency of specific interactions with their child 	<ul style="list-style-type: none"> ▪ Levels of family support, depressive symptoms, and couple relationships were similar between Mexican American and Latino families. ▪ Mexican American parents were the most likely to report high levels of acculturation compared to other Latino ethnic groups. ▪ Mexican American fathers were also less likely to report depressive symptoms compared to the rest of the sample. ▪ Mexican American fathers were observed to be less warm in interactions with their children. ▪ Mexican American mothers were observed to be less responsive and sensitive to their infants during play interactions.
Cabrera, N. J., Shannon, J. D., West, J., & Brooks-Gunn, J. (2006). Parental interactions with Latino infants: Variation by country of origin and English proficiency. <i>Child Development, 77</i> (5), 1190–1207.	No developmental domain specified	<ul style="list-style-type: none"> ▪ $n = 1,099$ Latino infants who had at least one Latino parent who lived with both biological parents ▪ Children in sample lived with both biological parents 	<ul style="list-style-type: none"> ▪ Data drawn from the Early Childhood Longitudinal Study- Birth Cohort ▪ Field staff conducted home visits, interviewing mothers, assessing infant mental development, and videotaping mother-infant interactions where mothers were asked to teach their child a new activity ▪ Mothers and fathers were interviewed, but 99% of parents reporting data were mothers 	<ul style="list-style-type: none"> ▪ Information gathered on child age, race, ethnicity, family structure, income, and educational attainment as categorical variables ▪ Language proficiency used as a proxy for acculturation ▪ Center for Epidemiological Studies Depression Scale assessed parental depressive symptoms ▪ Family support measured based on mother's perceived support from relatives ▪ Level of conflict measured through original Likert scale ▪ Mother-infant interactions observed through videotaped play ▪ Overall composite parent score created by summing up the 50 parent items ▪ Father engagement measured by rating how often they engaged in certain activities with their infant 	<ul style="list-style-type: none"> ▪ Mexican American infants' mothers had lower responsiveness scores than other mothers, but responsiveness was not due to SES differences. ▪ Parent English proficiency was found to be a correlate of maternal responsiveness. ▪ Researchers found that mothers' proficiency in English was related to fathers' frequency of literacy activities but was not associated with paternal caregiving or physical play. ▪ The quality of mother-infant interactions was associated with children's test scores; however, the frequency of fathers' engagement in activities with their children was not related.

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Calzada E., Barajas-Gonzalez R., Huang K., & Brotman L. (2017). Early childhood internalizing problems in Mexican- and Dominican-origin children: The role of cultural socialization and parenting practices. <i>Journal of Clinical Adolescent Psychology, 46</i> (4), 551–562	Socioemotional development	<ul style="list-style-type: none"> Data from $N = 661$ Mexican American and Dominican American families MA ($n = 369$), DA ($n = 292$) MA mothers were more likely than DA mothers to live in two-parent households, have less than a high school education, and live in poverty No significant difference was found between MA and DA mothers related to length of U.S. residence 	<ul style="list-style-type: none"> Data collected from two independent longitudinal studies in pre-kindergarten and kindergarten classrooms across New York City Study 1: Sample from day-care or Head Start programs in community-based organizations, public schools, and private schools Study 2: Sample from public schools Families were reassessed after 12 months Mothers were interviewed (majority in Spanish) Teachers completed questionnaires after mothers were interviewed Fathers were not included 	<ul style="list-style-type: none"> Acculturative status was measured using the Abbreviated Multidimensional Acculturation Scale Cultural socialization messages were measured using the Cultural Socialization of Latino Children Parenting practices were measured using the Parenting Styles and Dimensions questionnaire Child internalizing problems were measured using the Behavior Assessment System for Children, as well as parent rating and teacher rating scales 	<ul style="list-style-type: none"> Young Latino children of both MA and DA descent are at a higher risk for internalizing problems than the general population. At follow-up, children had comparably higher levels of internalization than their peers. They found significant pathways between culturally rooted socialization and child internalizing behaviors. Socialization messages may have a direct and negative impact on children. Authoritarian parenting was found to be a relatively robust risk factor for children's later internalizing problems as it was a significant predictor of depression for both MA and DA mothers.
Ceballos P., & Bratton S. (2010). Empowering Latino families: Effects of a culturally responsive intervention for low-income immigrant Latino parents on children's behaviors and parental stress. <i>Psychology in the Schools, 47</i> (8), 761–775	Socioemotional development	<ul style="list-style-type: none"> $N = 47$ mothers (1 father) 83% of participants were Mexican; 17% South or Central American 	<ul style="list-style-type: none"> Parents of children in the experimental group met in small groups to learn and practice Child Parent Relationship Therapy (CPRT) skills in 11 sessions Home sessions were videotaped One father was interviewed 	<ul style="list-style-type: none"> Child behavior problems were measured using the Child Behavior Checklist Parent-child systems stress levels and problematic behavior risk were measured using the Parenting Stress Index 	<ul style="list-style-type: none"> CPRT was found to have an impact on child day-to-day functioning. Following CPRT sessions, 17 out of 20 children who scored in the clinical range for externalizing problems at pretreatment were found to have normal ranges of functioning. It was important to change typical CPRT practices to accommodate immigrant and low-income families to reduce barriers to participation.
Crosnoe, R. (2007). Early child care and the school readiness of children from Mexican immigrant families. <i>International Migration Review, 41</i> (1), 152–181.	Language and literacy development, socioemotional development	<ul style="list-style-type: none"> Data from the Early Childhood Longitudinal Study- Kindergarten cohort Analytic sample was $n = 12,711$ 32.6% were enrolled in pre-school as main form of childcare in the year before kindergarten Sample limited to four ethnic groups: native white, native African American, native Latino/a, Mexican immigrant families 	<ul style="list-style-type: none"> Sample was derived from national data 100 counties were selected, then 1,000 schools within these counties All students enrolled in kindergarten at first wave of data collection Administered evaluative and diagnostic tests Parent, teacher, school administrator interviews Mothers reported on fathers 	<ul style="list-style-type: none"> Oral Language Development Scale administered when English was not the primary language in the home 4-point externalizing behavior symptoms scale (teachers rated students) Created an SES composite including employment, education, income, and occupational prestige Created a family environment factor to gauge the educational environment of the home Used Item Response Theory scores on the Early Childhood Longitudinal Study-Kindergarten cohort math test 	<ul style="list-style-type: none"> Out of the four ethnic groups, children whose parents were Mexican immigrants were most likely to be cared for solely by their parents. Compared with the other ethnic groups, Mexican immigrant families experienced the highest levels of poverty and reported the lowest level of socioeconomic status. Early child-care arrangements were found to have less of an effect on low rates of school readiness than family background did. Children in Mexican immigrant families entered kindergarten less prepared than their U.S.-born Latino, white, and black counterparts.

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Davis, H. S., Gonzalez, J. E., Pollard-Durodola, S., Saenz, L. M., Soares, D. A., Resendez, N., Zhu, L. & Hagan-Burke, S. (2016). Home literacy beliefs and practices among low-income Latino families. <i>Early Child Development and Care</i> , 186(7), 1152-1172.	Language and literacy development	<ul style="list-style-type: none"> ▪ N= 193 children and their families ▪ 55% of the sample reported incomes less than \$15,000 ▪ 87% of parents reported speaking Spanish most often 	<ul style="list-style-type: none"> ▪ Sent surveys home in children's backpacks and teachers collected parents' responses ▪ Fathers were not included in this analysis 	<ul style="list-style-type: none"> ▪ Parents completed a short demographic survey ▪ Parents' beliefs and values about reading practices in the home were assessed using the Parent Reading Belief Inventory ▪ Family literacy practices were assessed using the Familia Inventory 	<ul style="list-style-type: none"> ▪ Three home literacy environment profiles emerged: (1) low beliefs, low practices, (2) moderate beliefs, moderate practices, and (3) high beliefs, high practices. ▪ Latino families' home literacy beliefs and practices vary.
De Feyter, J. J., & Winsler, A. (2009). The early developmental competencies and school readiness of low-income, immigrant children: Influences of generation, race/ethnicity, and national origins. <i>Early Childhood Research Quarterly</i> , 24(4), 411-431.	Cognitive development	<ul style="list-style-type: none"> ▪ n = 2,194 children ▪ Data collected from the Miami School Readiness Project ▪ All children attended some type of community-based child-care or public-school pre-K program (sample is composed of only families receiving subsidies for childcare) ▪ n = 153 (children and parent not born in the U.S.), n = 982 (parent not born in the U.S.), and n = 1,059 (parent and child born in the U.S.) ▪ First- and second-generation children were most likely to be Latino ▪ 57% of sample was English-proficient 	<ul style="list-style-type: none"> ▪ Used data from Miami School Readiness Project and family subsidy receipt information ▪ Statistical analysis conducted from this data ▪ Mothers and fathers were interviewed 	<ul style="list-style-type: none"> ▪ Cognitive and language skills were assessed with the Learning Accomplishment Profile -Diagnostic ▪ Socio-emotional protective factors and behavior concerns measured with the Devereux Early Childhood Assessment, completed by teachers ▪ Generation status measured by parent self-report 	<ul style="list-style-type: none"> ▪ Non-immigrant children tended to be more disadvantaged in terms of family socioeconomic factors compared with their immigrant peers. ▪ Children in non-immigrant families showed stronger pre-academic (cognitive and language) skills than their peers in immigrant families. ▪ Children in immigrant families were rated as having more initiative, self-control, and attachment with adults than their non-immigrant peers. ▪ Because the study was conducted in Miami, which has a huge immigrant population, immigrants there may be afforded certain advantages that immigrants elsewhere may not have.

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<p>Derlan, C. L., Umana-Taylor, A. J., Updegraff, K. A., & Jahromi, L. B. (2017). Longitudinal relations among Mexican-origin mothers' cultural characteristics, cultural socialization, and 5-year-old children's ethnic-racial identification. <i>Developmental Psychology</i>, 53(11), 2078–2091.</p>	<p>Socialization</p>	<ul style="list-style-type: none"> ▪ N = 161 children and their mothers recruited from community agencies and high schools ▪ Mothers were initially recruited during pregnancy and were adolescents aged 15–18 ▪ 72% of mothers completed their interviews in English ▪ All mothers included in this study were of Mexican origin, but 66% were U.S.-born 	<ul style="list-style-type: none"> ▪ Longitudinal study with 6 timepoints of data collection: third trimester of pregnancy, child aged 10 months, 2 years, 3 years, 4 years, and 5 years ▪ Participants were interviewed yearly in their homes ▪ Fathers were not included in this analysis 	<ul style="list-style-type: none"> ▪ Mothers' involvement in Mexican culture was measured through the Mexican orientation subscale of the Acculturating Rating Scale for Mexican Americans - II ▪ Mothers' ethnic-racial centrality was measured through an adapted version of the racial centrality subscale of the Multidimensional Inventory of Black Identity ▪ Mothers' ethnic-racial identity affirmation was measured through the affirmation subscale of the Ethnic Identity Scale ▪ Mothers' cultural socialization was measured through the Cultural Socialization Behaviors Measure ▪ Children's skin tone was assessed by two researchers during the interview. Children were also asked to select among five dolls and rated which one best matched the child's skin tone ▪ Children's ethnic-racial identification was measured by asking the child to select the doll that they thought was Mexican ▪ Children's negative ethnic-racial attitudes were measured through an adaptation of the Preschool Racial Attitudes Measure II ▪ Children's ethnic-racial centrality was measured through an adapted version of Turner and Brown's identity ranking task ▪ Children were also asked if they thought they were Mexican to determine their self-label 	<ul style="list-style-type: none"> ▪ Mothers' ethnic-racial identity and their cultural involvement were significantly associated with children's ethnic-racial identification indirectly through mothers' cultural socialization, but this was moderated by child gender and skin tone. ▪ Mothers' ethnic-racial centrality was positively associated with cultural socialization efforts, but only for mothers of sons regardless of child skin tone. ▪ This association was only related for mothers of daughters who had lighter skin tones. ▪ Children's own characteristics and mothers' ethnic-racial identity, adaptive cultural characteristics, and cultural socialization practices all contribute to children's own racial-ethnic identifications.

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Farver, J. M., Xu, Y., Eppe, S., & Lonigan, C. J. (2006). Home environments and young Latino children's school readiness. <i>Early Childhood Research Quarterly</i> , 21(2), 196–212.	Language and literacy development, socioemotional development	<ul style="list-style-type: none"> ▪ $N = 122$ preschoolers (39–49 months) and their mothers recruited from Head Start centers ▪ Mothers were 20 to 50 years old ▪ 22 were living in single-parent homes ▪ 57 families only spoke Spanish, 22 only spoke English, 43 families were bilingual ▪ 36% of mothers were born in the United States; 26% were of Mexican origin, 10% were of Central American origin ▪ Mothers' education ranged from less than 7th grade to a college degree, but averaged a high school education or GED ▪ 31% of mothers were unemployed, 55% worked full-time in unskilled jobs, and 14% held semi-skilled, part-time jobs 	<ul style="list-style-type: none"> ▪ Data on all variables were collected in the fall of the school year ▪ Mothers were interviewed in English or Spanish at Head Start centers or in their homes ▪ Mothers reported on fathers 	<ul style="list-style-type: none"> ▪ Mothers who were interviewed completed the Home Literacy Environment Questionnaire and the PSI, and answered questions about family demographic characteristics ▪ Teachers rated children's social functioning via the Behavior Assessment System for Children ▪ Children's language skills were assessed using the Peabody Picture Vocabulary Test - Revised 	<ul style="list-style-type: none"> ▪ Controlling for children's age and learning opportunities, parents' literacy involvement and children's language skills and social functioning levels were mediated by children's interest in literacy. ▪ Mothers' reports of children's interest in literacy and their initiation of activities may be interrelated. ▪ Mothers' perceived parenting stress was directly associated with children's language and social functioning.
Farver, J. M., Xu, Y., Lonigan, C. J., & Eppe, S. (2013). The home literacy environment and Latino Head Start children's emergent literacy skills. <i>Developmental Psychology</i> , 49(4), 775–791.	Language and literacy development	<ul style="list-style-type: none"> ▪ $N = 392$ children (ages 41–60 months) and their mothers recruited from Head Start centers ▪ 80% were in two-parent households ▪ 67% of mothers were from Mexico, 18% from Central America, and 15% from the United States ▪ On average, mothers had been in the U.S. for 17 years ▪ More than 50% of mothers had less than a high school education ▪ 51% of mothers were unemployed, 18% worked part-time, 12% worked full-time in unskilled jobs 	<ul style="list-style-type: none"> ▪ Data were collected in the fall of the school year ▪ Researchers assessed children's cognitive, language, and preliterate skills ▪ Mothers were interviewed during a home visit ▪ Researchers completed a home tour checklist during the home visit ▪ Mothers reported on fathers 	<ul style="list-style-type: none"> ▪ Mothers completed the Home Literacy Environment Questionnaire, the Acculturation Rating Scale for Mexican Americans, Emergent Literacy Ecocultural Family Interview, as well as many questions on family routines, sibling-child reading, and family demographic characteristics ▪ Researchers administered the Stanford-Binet Intelligence Scales, Preschool Language Scales (PLS-4), as well as subtests of the Preschool Comprehensive Test of Phonological and Print Processing 	<ul style="list-style-type: none"> ▪ For English knowledge, parents' literacy behaviors, sibling-child reading, and literacy resources were associated with English oral language skills, while family resources were related to English print knowledge. ▪ In Spanish, parents' literacy behaviors were related to both Spanish oral language skills and print skills. ▪ There were no cross-linguistic relations between the English home literacy environment and Spanish skills. ▪ Parents' Spanish literacy behaviors were negatively related to children's English oral language and phonological skills.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Fuller, B., Bein, E., Bridges, M., Halfon, N., Jung, S., Rabe-Hesketh, S., & Kuo, A. (2010). Maternal practices that influence Latino infants' health and cognitive growth. <i>Pediatrics</i> , 125, e324–e332.	Health and physical development, cognitive development	<ul style="list-style-type: none"> ▪ $n = 950$ (Mexican), $n = 450$ (non-Mexican Latino) ▪ 500 mothers spoke Spanish ▪ 67% of white mothers rated their infant's health as excellent, while 52% of Mexican parents did, and 62% of non-Mexican Latino parents did 	<ul style="list-style-type: none"> ▪ Home visits by National Center for Education Statistics staff ▪ Part of Early Child Longitudinal Study ▪ Videotaped interactive tasks between mother and child ▪ Fathers were not included in this analysis 	<ul style="list-style-type: none"> ▪ Observational measures of cognitive proficiency: Bayley Scales of Infant Development ▪ Mothers were asked about prenatal and biological factors ▪ Mothers completed videotaped interactive tasks with their infants evaluated using the Nursing Child Assessment Teaching Scale 	<ul style="list-style-type: none"> ▪ Mothers were less likely to report their infants as having excellent health when they also reported higher levels of depression, lower self-efficacy, poorer relationships with their own mother, and spoke Spanish. ▪ Despite Mexican women being more likely to have healthy births and better prenatal practices, parenting practices and aspects of the home environment during infancy are often more important than prenatal care. ▪ They also found that during problem-solving tasks, Latina mothers were less likely to use praise.
Fuller, B., Bein, E., Kim, Y., & Rabe-Hesketh, S. (2015). Differing cognitive trajectories of Mexican American toddlers: The role of class, nativity, and maternal practices. <i>Hispanic Journal of Behavioral Sciences</i> , 37(2), 139-169.	Cognitive development, language/literacy development	<ul style="list-style-type: none"> ▪ $n = 4,550$ children and their parents drawn from the ECLS-B and used the 9-month and 24-month waves of data collection ▪ This study included children who were either Mexican American ($n = 950$) and children who had native-born White mothers ($n = 3,600$) ▪ 12% of white mothers lived below the federal poverty line compared to approximately 45% of Mexican American mothers ▪ 62% of white mothers completed some college or more compared to 25% and 17% of Mexican American mothers who reported English and Spanish as their home language, respectively ▪ On average, Mexican American mothers who spoke English at home had lived in the US for 18 years compared to Mexican American mothers who spoke Spanish at home who had lived in the US for 14 years 	<ul style="list-style-type: none"> ▪ Families were visited in their homes when their children were 9-months and 24-months old ▪ Data were collected through mother interviews ▪ Children were directly assessed for a variety of skills ▪ Fathers were not included in this study, despite being a part of the larger study 	<ul style="list-style-type: none"> ▪ Children's cognitive and language proficiencies at both waves was assessed via the Bayley mental development scales ▪ Maternal mental health was assessed via the CES-D short form ▪ Mothers' cognitive facilitation was measured via self-reports on the frequency of engaging in reading related activities and was also given a rating on the Nursing Child Assessment Satellite Training scales during a videotaped parent-child interaction at 9-months ▪ Learning materials in the home were assessed via the HOME scale ▪ Nativity, home language, and acculturation were assessed via mothers' self-reports on their home language use and whether they were native- or foreign-born 	<ul style="list-style-type: none"> ▪ Overall, they found that social class accounts for Mexican American 24-month-olds having lower rates of cognitive growth compared to toddlers who have native-born White mothers. ▪ They did not find any differences in levels of maternal responsiveness, warmth, or cognitive facilitation coded from mother-child interactions between foreign-born and native-born Mexican American mothers. ▪ Additionally, they found that mothers' education and parenting practices had the most consistent positive association with growth from 9-months to 24-months, such that completing some college and engaging in daily reading and storytelling predicted better scores on the Bayley scales. ▪ They did not find support for an immigrant-advantage, such that they did not find any differences in cognitive facilitation in the home between foreign-born and native-born Mexican American mothers.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Fuller, B., Bridges, M., Bein, E., Jang, H., Jung, S., Rabe-Hesketh, S., Halfon, N., & Kuo, A. (2009). The health and cognitive growth of Latino toddlers: At risk or immigrant paradox? <i>Maternal and Child Health, 13</i> (6), 755–768.	Cognitive development	<ul style="list-style-type: none"> Data used from Early Childhood Longitudinal Study Complete measurements gathered from $n = 8,114$ children Children from 114 counties 	<ul style="list-style-type: none"> Home visits conducted at 9 months and 24 months Mother were interviewed Fathers were not included 	<ul style="list-style-type: none"> Observational measures of cognitive proficiency were assessed by the Bayley Mental and Motor subscales Nutrition practices were assessed by mothers' reports Maternal mental health was assessed by the Center for Epidemiological Studies Depression Scale Discipline practices were assessed by mothers' reports Household reading, preliteracy practices, and child literacy exposure practices was assessed using the HOME scale. Mothers were asked about their ethnicity as a dichotomous indicator to compare across groups with white mothers used as reference group in all regression models. 	<ul style="list-style-type: none"> Mexican American mothers had the lowest age, education levels, and household earnings, but a higher number of children per household. Healthy birth attributes continue to have positive health and cognitive-developmental effects at 24 months but by toddler age, Latino children tend to have weaker health status compared to white children. Mexican American mothers' lower education attainment, less frequent preliteracy practices, and larger family size may help to explain the differences in cognitive scores between low-income Latino children and their white, middle-class peers.
Galindo, C., & Fuller, B. (2010). The social competence of Latino kindergartners and growth in mathematical understanding. <i>Developmental Psychology, 46</i> (3), 579–592.	Socioemotional development	<ul style="list-style-type: none"> Data used from Early Childhood Longitudinal Study 56% of sample was white, 15% was black, 18% was Latino of any race 64% of Latino subsample was Mexican-origin children About 27% of Latino parents had not finished high school compared with 13% of black parents 	<ul style="list-style-type: none"> Data were collected through parent and teacher interviews and direct child assessments Multi-level growth modeling was used to estimate children's social competencies Fathers were not included 	<ul style="list-style-type: none"> The Social Skills Rating System was used to measure child social competence Adaptive tests from National Assessment of Educational Progress were used to gauge child number sense and mathematical concepts Race/ethnicity, region of origin, generational status, and home language were based on parent reports Composite measure of socioeconomic status was developed based on parental educational attainment and occupational status 	<ul style="list-style-type: none"> Moderate disparities in social competencies of Latino children compared with white children were reported, but with smaller magnitudes than the disparities between black and white children. There was variation between the social competencies of different Latino ethnic groups when compared with white children. It is difficult to tell if this is because of differences in socialization practices or differing social class positions.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Gamble W., & Modry-Mandell, K. (2008). Family relations and the adjustment of young children of Mexican descent: Do family cultural values moderate these associations? <i>Social Development, 17</i> (2), 358–379.	Socioemotional development	<ul style="list-style-type: none"> ▪ N = 55 mothers of Mexican descent with preschool aged children ▪ All children were enrolled in Head Start programs ▪ Sibling was defined as only the sibling closest in age to the child; younger siblings were on average 3 years old, and older siblings were on average 6 years old ▪ 86% of mothers were first-generation Mexican American ▪ All participating families must have been from two-parent homes ▪ 57% of mothers did not work 	<ul style="list-style-type: none"> ▪ Data collected from larger longitudinal study where interviews at home were conducted ▪ Data from the larger study were only collected from families who had a sibling and participated in both waves of data collection and those who had available teacher data ▪ Fathers were interviewed, but not used in this analysis 	<ul style="list-style-type: none"> ▪ Demographic information about marital status, education level, occupational status, and generational status was collected ▪ Family cultural values were measured using a subscale from the family relationships values Q-sort measure of cultural constructs among Mexican Americans ▪ Simpatia was measured using a Likert scale adapted from Griffith et al. (1998) ▪ Sibling relationship quality was measured using a version of Kramer and Baron's Parental Expectation and Perceptions of Sibling Relationships Questionnaire ▪ Mother-child relationship quality was measured using a modified version of the Student-Teacher Relationship Scale ▪ Child behavior problems and child behavior adaptation were measured using the Child Behavior Checklist and the Social Competence and Behavior Evaluation, Preschool Edition 	<ul style="list-style-type: none"> ▪ Warmth in sibling relationships was significantly correlated with all outcome measures. ▪ Warmth in sibling relationships was negatively associated with behavior problems, and positively associated with all emotional and peer adjustment measures. ▪ Children had better outcomes when family relationships were characterized as warm and close, in addition to involving high levels of interdependence. ▪ There was no significant association when looking at the value of simpatia: This may be because its indicators are subtler and may not influence socialization efforts until middle childhood.
Gonzalez, J. E., & Uhing, B. M. (2008). Home literacy environments and young Hispanic children's English and Spanish oral languages. <i>Journal of Early Intervention, 30</i> (2), 116–139.	Language and literacy development	<ul style="list-style-type: none"> ▪ N = 48 preschoolers (3.4–4.8 years old) and their caregivers (75% mothers, 25% another caregiver) recruited from an Even Start program ▪ On average, mothers were 30 years old, and fathers were 33 years old ▪ 69% two-parent families, 25% single-parent families, 6% lived with extended family ▪ 54% said they read only in Spanish, 40% read in both English and Spanish, 6% read only in English ▪ On average, mothers had nine years of education, and fathers had eight years ▪ Average household income was \$28,000 	<ul style="list-style-type: none"> ▪ Researchers collected data on all variables at one time-point ▪ Caregivers were interviewed ▪ Researchers assessed children's language proficiency ▪ Mothers and fathers were interviewed 	<ul style="list-style-type: none"> ▪ Caregivers completed the Familia Inventory, which asks questions about the multidimensional aspects of family and home literacy (Taylor, 2000) ▪ Caregivers also provided information on their sociodemographic characteristics ▪ Researchers completed the PreLAS 2000 (DeAvila & Duncan, 2000) to assess children's language proficiency 	<ul style="list-style-type: none"> ▪ These findings suggest that "library use" explained the most variance in English language proficiency, while "extended family" explained the most variance in Spanish language proficiency.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Grau, J. M., Duran, P. A., Castellanos, P., Smith, E. N., Siberman, S.G., & Wood, L. E. (2015). Developmental outcomes of toddlers of young Latina mothers: Cultural, family, and parenting factors. <i>Infant Behavior & Development, 41</i> , 113–126.	Language and literacy development, cognitive development	<ul style="list-style-type: none"> ▪ N = 170 toddlers (18-months old at Time 1 and 24 months old at Time 2) and their adolescent Latina mothers ▪ Mothers were on average 17.9 years old when their children were born ▪ 30% of the home visits were conducted in Spanish ▪ 82% of participants were Puerto Rican; 7% Mexican; and 10% Central American ▪ 45% were born outside of the mainland U.S. ▪ 32% of mothers had completed high school at Time 1 ▪ 41% of mothers were employed full- or part-time 	<ul style="list-style-type: none"> ▪ Longitudinal study with two timepoints ▪ Researchers visited families in their homes ▪ Mothers were interviewed ▪ Researchers completed direct assessments with the children ▪ Mothers reported on fathers 	<ul style="list-style-type: none"> ▪ Acculturation and enculturation were measured with the Anglo and Latino Cultural Orientation subscales of the Acculturation Rating Scale for Mexican Americans (ARSMMA) ▪ Parenting engagement from grandmothers and fathers was reported by mothers using items on father engagement used in the Early Childhood Longitudinal Program - Birth Cohort (ECLS-B) ▪ Economic strain was measured with the Economic Strain Questionnaire ▪ Maternal behaviors were observed during structured and unstructured play tasks and coded for sensitivity, positive and negative effect, and directiveness 	<ul style="list-style-type: none"> ▪ Mothers who had a stronger orientation toward U.S. culture reported more involvement by grandmothers, which in turn predicted more gains in cognitive and expressive language functioning in their children. ▪ Mothers who had a stronger orientation toward Latino culture had more observed directiveness and greater involvement by their child's biological father. ▪ When mothers reported low father engagement, maternal directiveness predicted lower cognitive scores. ▪ Directiveness was not associated with expressive language. ▪ Mothers displayed more positive affect, stronger American orientation, and reported higher grandmother involvement, which in turn predicted gains in children's expressive language.
Guerrero, A. D., Fuller, B., Chu, L., Kim, A., Franke, T., Bridges, M., & Kuo, A. (2013). Early growth of Mexican-American children: Lagging in preliteracy skills but not social development. <i>Maternal and Child Health Journal, 17</i> , 1701–1711.	Language and literacy development, socioemotional development	<ul style="list-style-type: none"> ▪ Early Childhood Longitudinal Study-Birth Cohort (subsample of children at ages 9-, 24-, and 48-months old who lived with their biological mother and did not have birth defects, had complete interaction data, and had yet to enter kindergarten) ▪ n = 4,700 children and their parents ▪ Mothers were on average 32 years old ▪ 81% of children had a resident father ▪ 21% of children had a primary home language other than English ▪ 19% of mothers had less than a high school education, 23% had a high school diploma, 26% had some college, and 32% had a bachelor's degree 	<ul style="list-style-type: none"> ▪ Longitudinal, nationally representative probability sample of 10,700 children born in the United States ▪ Data collection took place at ages 9-, 24-, and 48-months old ▪ Mothers took part in face-to-face interviews ▪ Mothers were videotaped interacting with their children ▪ Researchers conducted direct assessments of children's skills in their homes ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Parents reported on parental discipline and preliteracy practices ▪ To assess sociocultural differences, acculturation status was measured by asking about primary language in the home and mothers' nativity status ▪ Children's language was assessed at 48 months and covered oral language and letter and word recognition ▪ Children's math ability was assessed at 48 months, including items on number sense, counting, operations, geometry, and pattern comprehension ▪ Cognitive ability was assessed using the Bayley Scales of Infant and Toddler Development at ages 9 months and at 24 months ▪ Socioemotional development was assessed by parent report of 21 measures of positive and negative behaviors 	<ul style="list-style-type: none"> ▪ Growth patterns were estimated using Weighted Least Squares Regression to estimate children's outcomes and then estimated changes in IRT scores on cognitive and social-emotional outcomes. ▪ A gap in cognitive processing for Mexican American children compared with white children was present at age 24 months and remained at 48 months. ▪ Compared with white mothers, Mexican American mothers were found to be just as warm and supportive during the parent-child interactions. Mexican American mothers reported engaging in cognitive facilitation, oral language, and preliteracy skills at home less often than white mothers. ▪ Growth in the cognitive and social domains was lower in larger families, suggesting that children in low-income and/or Spanish-speaking homes with larger families were at greater risk for delays.

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Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
<p>Ipsa, J. M., Fine, M. A., Halgunseth, L. C., Harper, S., Robinson, J., Boyce, L., ... & Brady-Smith, C. (2004). Maternal intrusiveness, maternal warmth, and mother-toddler relationship outcomes: Variations across low-income ethnic and acculturation groups. <i>Child Development, 75</i>(6), 1613–1631.</p>	<p>No developmental domain specified</p>	<ul style="list-style-type: none"> ▪ $n = 1,232$ African American, European American, and Mexican American families ▪ Children were approximately 15 months and 25 months old at data collection waves ▪ Mothers' annual income ranged from \$8,692 to \$9,923 ▪ 38% of European Americans, 27% of African Americans, 23% of more acculturated Mexican Americans and 10% of less acculturated Mexican Americans had a high school diploma 	<ul style="list-style-type: none"> ▪ Data gathered from the Early Head Start Research and Evaluation Project ▪ Videotapes of mother-infant interactions were coded using the National Institute of Child Health and Human Development (NICHD) coding system ▪ Mothers were also interviewed ▪ Fathers were not included in this analysis 	<ul style="list-style-type: none"> ▪ Maternal intrusiveness, and warmth were coded from the mother-child interactions ▪ Mothers' responsive and supportive parenting was assessed with the Emotional Responsivity subscale of the HOME ▪ Dyadic mutuality was assessed via mothers' report on the Parent-Child Dysfunctional Interaction subscale of the PSI ▪ Parenting stress was measured using the PSI ▪ Maternal depression was measured via the CES-D-SF 	<ul style="list-style-type: none"> ▪ Maternal intrusiveness was associated with increased reports of child negativity. ▪ Intrusiveness was associated at the level of a trend with decreased dyadic mutuality in European American and more acculturated Mexican American families, but intrusiveness was not evident among African American or less acculturated Mexican American families.
<p>Iruka, I. U., LaForett, D. R., & Odom, E. C. (2012). Examining the validity of the family investment and stress models and relationship to children's school readiness across five cultural groups. <i>Journal of Family Psychology, 26</i>(3), 359–370.</p>	<p>Language and literacy development, cognitive development</p>	<ul style="list-style-type: none"> ▪ $n = 9,350$ children (average age 53 months) from the Early Childhood Longitudinal Study- Birth Cohort who identified as African American (18%), Asian American (13%), Spanish-speaking Latinos (11%), English-speaking Latinos (10%), or European American (48%) ▪ 26% of mothers were born outside the United States 	<ul style="list-style-type: none"> ▪ ECLS-B 9-month, 24-month, and preschool age waves of data collection ▪ Mothers were interviewed ▪ Researchers conducted an in-home direct child assessment ▪ Fathers were not included in this analysis 	<ul style="list-style-type: none"> ▪ Researchers created an income-to-needs ratio variable based on mothers' reports on family income and maternal education ▪ Mothers reported the number of children and parents in the household ▪ Researchers evaluated food insecurity via parent report on how worried they were about meals ▪ They assessed parental depression via the CES-D ▪ Researchers observed sensitive and negative parenting during a 10-minute, parent-child "Two Bag Tasks" interaction ▪ They evaluated parent-child activities via a parent report on the frequency of reading, talking, singing, and playing ▪ Pre-academic skills consisted of receptive and expressive language, emergent literacy, and math skills ▪ Receptive language was assessed via the PPVT ▪ Expressive language was assessed via the PreLAS ▪ Emergent literacy was measured via children's phonological awareness, letter sound knowledge, letter recognition, print conventions, and word recognitions during preschool ▪ The emergent numeracy assessment tested children's knowledge of shapes, counting, word problems, and number sentences 	<ul style="list-style-type: none"> ▪ Observed maternal sensitivity mediated the relationship between family demographics and children's school readiness skills. Researchers found support for this mediator across all ethnic groups, except for English-speaking Latinos. ▪ Negative parenting and parent-child activities were only significant mediators for European Americans.

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Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
<p>Iruka, I. U., Dotterer, A. M., & Pungello, E. P. (2014). Ethnic variations of pathways linking socioeconomic status, parenting, and preacademic skills in a national representative sample. <i>Early Education and Development</i>, 25, 973–994.</p>	<p>Language and literacy development</p>	<ul style="list-style-type: none"> ▪ $n = 9,550$ children (average age was 53 months) from the Early Childhood Longitudinal Study-Birth (ECLS-B) cohort who identified as African American (18%), Asian (13%), Latino (23%, primarily Mexican, Central American, or South American) or European American (47%) ▪ 76% of the sample was at or above the poverty threshold ▪ 28% of mothers were born outside of the U.S. (51% Latina) ▪ 71% of children lived in households in which the mother was married 	<ul style="list-style-type: none"> ▪ Data derived from the ECLS-B, ages 9 months, 24 months, and preschool waves of data collection ▪ Researchers interviewed mothers ▪ They conducted an in-home direct child assessment ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ An income-to-needs ratio was created based on mothers' reports on family income and maternal education ▪ Learning materials were assessed at age 24 months by asking mothers how many role-playing toys, push or pull toys, children's books, and CD's they had in their home for their children ▪ Language stimulation was evaluated based on the frequency with which mothers read, talked, sang, and played with their children ▪ Researchers assessed outside activities via maternal reports on whether mothers took their children to a zoo, a museum, or a library in the past month ▪ Pre-academic skills consisted of receptive and expressive language, emergent literacy, and math skills ▪ Receptive language was assessed via the PPVT ▪ Expressive language was assessed via the PreLAS ▪ Emergent literacy was measured via children's phonological awareness, letter sound knowledge, letter recognition, print conventions, and word recognitions during preschool ▪ The emergent numeracy assessment tested children's knowledge of shapes, counting, word problems, and number sentences 	<ul style="list-style-type: none"> ▪ Guided by the investment model, researchers investigated whether SES and children's pre-academic skills were mediated by parenting (learning materials, language stimulation, and outside stimulation) and whether it varied across four ethnic groups. ▪ Among Latinos, the presence of learning materials in the home and maternal language stimulation were the most consistent mediators between income/education and children's outcomes.
<p>Johnson, S. B., Arevalo, J., Cates, C. B., Weisleder, A., Dreyer, B. P., & Mendelsohn, A. L. (2016). Perceptions about parental engagement among Hispanic immigrant mothers of first graders from low-income backgrounds. <i>Early Childhood Education Journal</i>, 44(5), 445–452.</p>	<p>Academic achievement</p>	<ul style="list-style-type: none"> ▪ $n = 92$ mothers with a child enrolled in 1st grade who were participating in a larger randomized controlled trial ▪ 80% of mothers were married or cohabitating ▪ 88% were monolingual Spanish speakers ▪ 69% were from Mexico, 11% from Ecuador, and 3% from Dominican Republic who came to the U.S. between 1999 and 2006 ▪ On average, mothers completed 10 years of education 	<ul style="list-style-type: none"> ▪ Data from this study was collected at one point as part of a larger interview about their children ▪ Mothers were asked a series of open-ended questions and their answers were transcribed ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Researchers sought more in-depth answers to questions, including asking mothers about their role as a parent, and how confident they felt about teaching their children 	<ul style="list-style-type: none"> ▪ Mothers associated their roles in their children's education with helping them learn and raising them to have good social skills. ▪ Mothers lacked confidence in their ability to teach their children often due to their lack of English proficiency.

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Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Jung, S., Fuller, B., & Galindo, C. (2012). Family functioning and early learning practices in immigrant homes. <i>Child Development, 83</i> (5), 1510–1526.	Socioemotional development	<ul style="list-style-type: none"> ▪ $n = 4,400$ couples ▪ Early Childhood Longitudinal Study-Birth Cohort ▪ Data was collected when children were 9, 24, and 48 months old ▪ Data collected at the 24-month wave were used to estimate mother's reading behavior with the child 	<ul style="list-style-type: none"> ▪ Researchers analyzed previously collected data from two waves of home visits ▪ Conducted parent interviews, child assessments ▪ Questions about a father were only asked when he lived in the home ▪ Mothers and fathers were interviewed 	<ul style="list-style-type: none"> ▪ Self-report and observational measures were used to learn about social-emotional functioning of adults and children ▪ Early learning practices were conceptualized as reading activity ▪ Maternal depression was measured by CES-D ▪ Social class was measured as a dichotomous variable (living above or below the poverty threshold) 	<ul style="list-style-type: none"> ▪ Despite low-income residence, immigrant families had strong social-emotional functioning. ▪ At baseline, Chinese and South Asian mothers had lower functioning and maternal mental health reports. ▪ Data reported, especially from Mexican mothers, suggest that cultural practices potentially alleviate economic risk.
Kim, Y., Calzada, E. J., Barajas-Gonzalez, R. G., Huang, K., Brotman, L. M., Castro, A., & Pichardo, C. (2018). The role of authoritative and authoritarian parenting in the early academic achievement of Latino students. <i>Journal of Educational Psychology, 110</i> (1), 119–132.	Academic achievement	<ul style="list-style-type: none"> ▪ $n = 750$ children (aged 4–5 years) and their mothers, recruited from pre-K and kindergarten classrooms ▪ Mothers were on average 32 years old ▪ 50% of children preferred English ▪ 92% of mothers were foreign-born (Mexican American or Dominican American) ▪ 72% of mothers had less than or equal to a high school education ▪ 46% of mothers worked for pay 	<ul style="list-style-type: none"> ▪ This study is part of a larger longitudinal study ▪ Mothers were interviewed ▪ Teachers completed questionnaires ▪ Children were assessed when they entered school in the fall of pre-K or kindergarten and in the spring as they completed 1st grade ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Mothers completed a comprehensive demographic form ▪ Acculturative status was measured through the Abbreviated Multidimensional Acculturation Scale ▪ Cultural socialization messages were assessed through the Cultural Socialization of Latino Children ▪ Mothers self-reported parenting practices through the Parenting Styles and Dimensions scale ▪ Children's school readiness was evaluated using the Developmental Indicators for the Assessment of Learning, and the Behavior Assessment System for Children ▪ Academic achievement was measured via the Kaufman Test of Educational Achievement 	<ul style="list-style-type: none"> ▪ Latino children in the study were overall performing and achieving at grade level; however, using structural equation modeling, subgroups at risk for underachievement included those who did not attend pre-K, and Dominican American boys. ▪ Authoritative parenting was associated with better socioemotional school readiness in both subgroups of Latino children and with academic school readiness in Mexican American students. ▪ Authoritarian parenting was associated with lower socioemotional school readiness for both groups and lower academic readiness among Mexican American students.
Leavell, A S., Tamis-LeMonda, C. S., Ruble, D. N., Zosuls, K. M., & Cabrera, N. J. (2012). African American, White, and Latino fathers' activities with their sons and daughters in early childhood. <i>Sex Roles, 66</i> , 53–65.	No developmental domain specified	<ul style="list-style-type: none"> ▪ $n = 426$ children (24 months old) and their fathers who participated in the National Early Head Start Research and Evaluation Project ▪ The sample was composed of 50% white, 31% Latino (majority first-generation Mexican American), and 19% black ▪ Fathers ranged in age from 17 to 53 ▪ Most fathers worked full- or part-time ▪ 59% of Latino fathers reported having less than a high school diploma compared to 10% of white fathers and 19% of black fathers 	<ul style="list-style-type: none"> ▪ Fathers and children were visited in their home when children were ages 2, 3, and in preschool ▪ Father-child dyads were videotaped participating in a variety of tasks ▪ Fathers were interviewed 	<ul style="list-style-type: none"> ▪ Researchers asked fathers a series of demographic questions addressing marital status, education, and residency status ▪ They measured father engagement by asking them about the frequency in which they engaged in 23 different activities with their infants 	<ul style="list-style-type: none"> ▪ Fathers of boys engaged in physical play more frequently than fathers of girls, but fathers of girls engaged in more literacy activities. ▪ Black fathers of sons had the highest reports of caregiving and play. ▪ Compared to white fathers who had sons, Latino and African American fathers with sons reported visiting their children more often. ▪ After controlling for fathers' level of education, the difference in the amount of caregiving activities across ethnic groups was significantly weakened.

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Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Lin, B., Crnic, K. A., Luecken, L. J., & Gonzalez, N. A. (2017). Ontogeny of emotional and behavioral problems in a low-income, Mexican American sample. <i>Developmental Psychology, 53</i> (12), 2245–2260.	Socioemotional development	<ul style="list-style-type: none"> ▪ N = 322 infants and their mothers recruited from a prenatal clinic during pregnancy ▪ Mothers were on average 27 years old at their prenatal visit ▪ 74% were married ▪ 84% preferred Spanish ▪ 16% were born in the United States ▪ On average, mothers had lived in the U.S. for 13 years ▪ 40% had a high school diploma 	<ul style="list-style-type: none"> ▪ Longitudinal study with data collection at 23–40 weeks gestation, 6 weeks postpartum, 9 months, 12 months, and 18 months. ▪ Mothers participated in interviews through home visits, phone calls, and laboratory visits. ▪ Mothers and their infants were observed during semi-structured interactions at 12 months ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Maternal stress was self-reported with the Pregnancy Risk Assessment Monitoring System ▪ Infant temperament was measured through mothers' reports on the Infant Behavior Questionnaire-Revised ▪ Maternal sensitivity was assessed from the observations and coded using the Coding Interactive Behaviors coding system ▪ Behavioral symptoms were measured through mothers' reports on the Brief Infant-Toddler Social and Emotional Assessment (BITSEA) 	<ul style="list-style-type: none"> ▪ Using structural equation modeling, researchers found that prenatal stressful life events were associated with 6-week negativity, 6-week negativity with 12-month negativity, and 12-month negativity with 18-month behavior problems. However, maternal stressful life events were only associated with girls internalizing problems. ▪ For girls, surgency and maternal sensitivity moderated the association of negativity with externalizing behaviors. ▪ These findings suggest that early risk factors may set the stage for a cascade of influence on children's developmental outcomes.
Livas-Dlott, A., Fuller, B., & Stein, G. (2010). Commands, competence, and cariño: Maternal socialization practices in Mexican American families. <i>Developmental Psychology, 46</i> (3), 566–578.	Socioemotional development	<ul style="list-style-type: none"> ▪ N = 24 first- or second- generation Mexican American families ▪ Each family had a 4-year-old child ▪ Mother was the primary caregiver 	<ul style="list-style-type: none"> ▪ Researchers conducted 12 home visits over 14 months ▪ They asked mothers to follow their daily activities, and field workers observed mother and child interactions at home and in outside settings ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Field staff took notes on activities and results were coded to identify the context and character of interactions 	<ul style="list-style-type: none"> ▪ They found that compliance strategies were used often during supportive activities. ▪ While there were many verbal commands used, there was a mix of other compliance strategies used throughout the interactions. ▪ Mothers often did not use compliance strategies loudly or harshly.
Lopez, E. M., Gallimore, R., Garnier, H., & Reese, L. (2007). Preschool antecedents of mathematics achievement of Latinos: The influence of family resources, early literacy experiences, and preschool attendance. <i>Hispanic Journal of Behavioral Sciences, 29</i> (4), 456–471.	Language and literacy development	<ul style="list-style-type: none"> ▪ N = 73 Latino students and their parents recruited from bilingual Kindergarten classrooms ▪ Primarily spoke Spanish in the home ▪ 84% of parents immigrated from Mexico, and 16% from Central America ▪ Approximately 75% of children were born in the United States ▪ On average, mothers and fathers had seven years of education ▪ More than 90% of the fathers and 86% of the mothers were employed in skilled or unskilled positions 	<ul style="list-style-type: none"> ▪ Longitudinal design ▪ Families were interviewed once a year; a subsample of 32 families were randomly selected to participate in nine home interviews that lasted approximately 2 hours to provide a more detailed description of family life ▪ Both mothers and fathers were interviewed 	<ul style="list-style-type: none"> ▪ Family resources were measured by asking parents about their education and occupations ▪ Preschool attendance was reported by parents ▪ A principle component analysis was used to create a composite of children's exposure to home literacy, which included parents use of literacy on the job, skills/artifacts in the home to support literacy, formal and informal activities, home environment conducive to literacy, and parents' involvement in literacy at children's requests ▪ Early Spanish reading proficiency was assessed using the Prueba de Lectura Inicial ▪ English language proficiency was assessed with the Bilingual Syntax Measure and the IDEA Proficiency Test ▪ Math achievement was measured using the Spanish Assessment of Basic Education and the Comprehensive Test of Basic Skills, in addition to math grades 	<ul style="list-style-type: none"> ▪ Using path analyses, they found that family resources significantly predicted more literacy activities in the home, but resources were not predictive of preschool attendance. ▪ More literacy activities and preschool attendance predicted higher literacy and English proficiency scores. ▪ In addition to family resources, preschool English language and Spanish literacy proficiencies predicted higher elementary math achievement, which in turn predicted higher middle school math achievement. ▪ These findings suggest that the early home literacy environment of emerging bilinguals may be particularly important for math skills and achievement later in life.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Lugo-Candelas, C. I., Harvey, E. A., & Breaux, R. P. (2015). Emotion socialization practices of Latina and European-American mothers of preschoolers with behavior problems. <i>Journal of Family Studies</i> , 21(2), 144–162.	Socioemotional development	<ul style="list-style-type: none"> ▪ N = 134 children (between the ages of 36 and 50 months at first home visit) and their mothers (38 Latina, 96 European-American) recruited from birth records, pediatrician offices, child care centers, and community centers ▪ No additional demographic data were provided 	<ul style="list-style-type: none"> ▪ Families participated in two three-hour home visits during which mothers were interviewed ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Mothers were interviewed about demographic information ▪ Emotion socialization was measured by coding 30 minutes of an audiotaped interaction between mothers and their children ▪ Children's psychopathology was measured via mothers' reports on the Behavior Assessment System for Children-Parent Rating Scale 	<ul style="list-style-type: none"> ▪ Latina and European-American mothers used similar emotion socialization practices on many of the coded dimensions. ▪ Latina mothers were more likely to minimize or not respond to child negative affect than European-American mothers, but there did not appear to be any influence on children due to this difference.
Luo, R., & Tamis-LeMonda, C. S. (2017). Reciprocity between maternal questions and child contributions during book-sharing. <i>Early Childhood Research Quarterly</i> , 38, 71–83.	Language and literacy development	<ul style="list-style-type: none"> ▪ N = 235 mother-child dyads in a longitudinal study of children's language and development ▪ Dyads were African American (55), Dominican (57), Mexican (53), and Chinese (70) ▪ On average, children were 4 years old at the time of assessment ▪ Average annual household income was \$25,250 ▪ All Chinese mothers, 96% of Mexican mothers, and 77% of Dominican mothers were born in their home countries 	<ul style="list-style-type: none"> ▪ Mothers and children were visited in their homes for approximately 2-2.5 hours ▪ Mothers were interviewed ▪ Children were given direct assessments ▪ Mothers and children were observed interacting together ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Maternal questions and children's contributions were coded from the transcripts of mother-child interactions 	<ul style="list-style-type: none"> ▪ For all groups, mothers' questions and children's contributions were found to be contingent; however, mothers' effects on children were larger compared to children's effects on mothers. ▪ Children were able to match their responses to their mothers' questions at a similar cognitive skill. ▪ Many children actively participate in their book-sharing interactions.
Marti, M., Bonillo, A., Jane, M. C., Fisher, E. M., & Duch, H. (2016). Cumulative risk, the mother-child relationship, and social-emotional competence in Latino Head Start children. <i>Early Education and Development</i> , 27(5), 590–622.	Socioemotional development	<ul style="list-style-type: none"> ▪ N = 106 children (average age 46 months) and their mothers recruited from Head Start programs ▪ Mothers were on average 30 years old ▪ 75% of mothers identified Spanish as their home language, 5%, English, and 15%, bilingual ▪ 51% were from Mexico, 20% from the Dominican Republic, 9% from Ecuador, 5% from El Salvador and 8% were born in the United States ▪ On average, mothers had lived in the U.S. for 10 years ▪ 38% had less than a high school education, 30% had a high school diploma, 21% had vocational or technical degrees, and 9% had a bachelor's degree 	<ul style="list-style-type: none"> ▪ Mothers were interviewed at the Head Start center ▪ Mothers and their children participated in 15 minutes of a videotaped play interaction ▪ 15 classroom teachers responded to surveys and reported on children's socioemotional development ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Maternal cumulative risk was constructed from interview responses including education, teen parenting, living arrangements, and emotional health ▪ Mother-child interactions were assessed through coded observations of maternal responsiveness and mother's self-report of perceptions of the relationship through the Child Parent Relationship Scale ▪ Child social-emotional competence was assessed with mothers reports on the Social Skills Improvement System and from teachers' responses to the Social Skills Improvement System, Penn Interactive Peer Play Scale, and the Social Competence and Behavior Evaluation 	<ul style="list-style-type: none"> ▪ Maternal cumulative risks are negatively associated with maternal supportiveness and self-reported quality of the mother-child relationship. ▪ Household cumulative risk influenced children's social competence and behavior problems through mothers' perceptions of the quality of the mother-child relationship; however, there was no statistical evidence for this relationship when relationship quality was observed. ▪ Head Start moderated the association between maternal supportiveness and children's social competence.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
McWayne, C. M., Meizi, G., Limlingan, M. C., & Schick, A. (2016). Ecocultural patterns of family engagement among low-income Latino families of preschool children. <i>Developmental Psychology, 52</i> (7), 1088–1102.	Language and literacy development	<ul style="list-style-type: none"> ▪ $n = 650$ primary caregivers of Head Start children between the ages of 30 and 66 months ▪ All caregivers self-identified as Latino ▪ 20% of participants were U.S.-born ▪ All children qualified for Head Start programs 	<ul style="list-style-type: none"> ▪ Caregivers completed questionnaires at child's Head Start center ▪ Teachers completed measure of child social competence for a smaller sample ▪ Mothers and fathers were interviewed (mainly mothers) 	<ul style="list-style-type: none"> ▪ Parental Engagement of Families from Latino Backgrounds (home- and school-based engagement) ▪ Family background questionnaire used to gather demographic information ▪ Preschool Language Scale used as direct assessment of children's receptive and expressive language skills ▪ Penn Interactive Peer Play Scale completed by teachers 	<ul style="list-style-type: none"> ▪ Having high levels of school participation and supplemental education was a differentiating feature for Spanish-speaking parents. ▪ Education, employment, and family structure were significant family demographic variables for differentiating engagement profiles.
Mistry, R. S., Benner, A. D., Biesanz, J. C., Clark, S. L., & Howes, C. (2010). Family and social risk, and parental investments during the early childhood years as predictors of low-income children's school readiness outcomes. <i>Early Childhood Research Quarterly, 25</i> (4), 432–449.	Socioemotional development, cognitive development, language and literacy development	<ul style="list-style-type: none"> ▪ Used data from National Early Head Start Research and Evaluation Project ▪ $n = 1,851$ children ▪ 78% of families had low ability to meet basic needs at baseline ▪ 44% of parents were unemployed at Wave 1 	<ul style="list-style-type: none"> ▪ Longitudinal study ▪ Parent service interviews at ages 6, 15, and 26 months ▪ Primary caregiver interviews and child assessments at ages 14, 24, 36 months ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Mothers completed Center for Epidemiological Studies Depression Scale (CES-D) ▪ Mothers completed Family Resource Scale ▪ Family and social composite risk score ▪ Parental investment strategies measured through provision of language and literary stimulation and maternal warmth/responsiveness ▪ Child outcome indicators included measures of cognitive/academic achievement, attention/behavioral regulation, and social/behavioral achievement 	<ul style="list-style-type: none"> ▪ They found cumulative risk is weighted toward economic resources. There were no differences in strength of associations among variables by race/ethnic group – poverty is a greater risk factor overall than ethnicity.
Mistry, R. S., Biesanz, J. C., Chien, N., Howes, C., & Benner, A. D. (2008). Socioeconomic status, parental investments and the cognitive and behavioral outcomes of low-income children from immigrant and native households. <i>Early Childhood Research Quarterly, 23</i> (2), 193–212.	Cognitive development	<ul style="list-style-type: none"> ▪ $n = 1459$ children and their mothers ▪ On average, mothers had 11 years of education ▪ 60% of mothers worked ▪ 35% were married 	<ul style="list-style-type: none"> ▪ Data came from the National Early Head Start Research and Evaluation Project ▪ Mothers were interviewed when their children were 14-, 24-, and 36-months old ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Immigration status and SES indicators were self-reported ▪ Measures of the language and literacy stimulation were assessed via the HOME scale ▪ Maternal supportiveness was observed via parent-child interactions ▪ Children's development was assessed via the Bayley Scales of Infant and Toddler Development and aggressive behavior via the Child Behavior Checklist ▪ Parenting stress was measured with the Parent Distress subscale of the PSI 	<ul style="list-style-type: none"> ▪ Maternal education, above household income or receipt of welfare services, was the strongest predictor of SES. ▪ Path analyses revealed that language and literacy stimulation at home and maternal supportiveness mediated the relationship between SES and cognitive outcomes, for both native- and foreign-born families. ▪ However, parenting stress was a significant mediator between SES and children's aggressive behavior, only for children from native, not foreign-born, households.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
<p>Ng, F. F., Tamis-LeMonda, C. S., & Godfrey, E. B. (2012). Dynamics of mothers' goals for children in ethnically diverse populations across the first three years of life. <i>Social Development, 21</i>(4), 821–848.</p>	<p>Socialization</p>	<ul style="list-style-type: none"> ▪ Study 1- $n = 300$ African American, Dominican, and Mexican children and their mothers ▪ Study 2- $n = 185$ mothers followed from Study 1 ▪ Children were followed from 1 month to 2 years of age ▪ 31% African American mothers, 25% of Dominican mothers, and 9% of Mexican mothers had a high school diploma ▪ More than half of mothers reported working outside the home 	<ul style="list-style-type: none"> ▪ At each wave of data collection, mothers were asked open-ended questions ▪ In Study 2, mothers completed a Q-sort direct assessment ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Mothers were asked, "What is one quality you would like to see in your child when he/she is 3 years old?" The same question was asked about an undesirable quality. A Q-sort instrument was used to rank these qualities. 	<ul style="list-style-type: none"> ▪ Mothers referred to a common set of qualities (achievement, self-maximization, proper demeanor, and connectedness). ▪ Latina mothers were more similar as a group compared with the rankings of African American mothers.
<p>Nievar, M. A., Jacobson, A., Chen, Q., Johnson, U., & Dier, S. (2011). Impact of HIPPY on home learning environments of Latino families. <i>Early Childhood Research Quarterly, 26</i>, 268–277.</p>	<p>Academic achievement</p>	<ul style="list-style-type: none"> ▪ $N = 131$ preschool children (on average, 3 years and 11 months) and their mothers ▪ $n = 54$ randomly assigned to Home Instruction for Parents of Preschool Youngsters (HIPPY) intervention program, $n = 54$ in control group on HIPPY wait list ▪ Mothers were on average 30.8 years old ▪ 92.5% were married ▪ All spoke Spanish, 3% preferred to do the survey in English ▪ All Latino origin (no further specifics included) ▪ On average, mothers had completed high school ▪ 36.6% of fathers had not graduated from high school 	<ul style="list-style-type: none"> ▪ Program ran for 30 consecutive weeks during the academic school year ▪ Mothers received a packet each week containing developmentally appropriate games and activities related to science, math, language, motor skills, literacy skills, and social competence ▪ Families were visited each week in their homes and were taught how to do these activities ▪ Measures were collected at one timepoint, 6-months into participation in HIPPY ▪ Children's academic achievement scores were collected from school districts when they were in 3rd grade ▪ Mothers reported on fathers 	<ul style="list-style-type: none"> ▪ Mothers completed surveys, including demographic information ▪ Parenting stress was measured with the PSI ▪ Parental involvement and efficacy were measured by asking questions related to mothers' perceived control over areas of their children's health, social skills, and cognitive development ▪ Maternal depression was measured with the CES-D ▪ Researchers completed the Home Observation for Measurement of the Environment ▪ Children's academic achievement was measured through state achievement tests in reading and math 	<ul style="list-style-type: none"> ▪ In a multiple regression, they found that participation in the HIPPY intervention was a stronger predictor of a positive home environment than maternal education, depression, or stress. ▪ Those who participated in the HIPPY intervention were more likely to have more positive scores on the Parental Involvement and Efficacy Measure and certain HOME subscales ▪ Compared to other Latino children in their school district, children who had participated in the HIPPY intervention had higher math achievement.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Ortiz, R. W. (2000). The many faces of learning to read: The role of fathers in helping their children to develop early literacy skills. <i>Multicultural Perspectives</i> , 2(2), 10–17.	Language and literacy development	<ul style="list-style-type: none"> ▪ $N = 26$ fathers who had a child enrolled in kindergarten, 1st or 2nd grade were recruited from an urban school district ▪ Fathers were aged 25–45 years ▪ All fathers were bilingual (Spanish and English) ▪ All fathers were born in the United States and the majority were second- or third-generation Mexican American ▪ Education ranged from junior high to graduate school ▪ Fathers were employed in a variety of jobs, from unskilled labor to managers in hospitals and universities 	<ul style="list-style-type: none"> ▪ Fathers volunteered to be interviewed ▪ Interviews were audio recorded and lasted approximately 90–120 minutes 	<ul style="list-style-type: none"> ▪ Researchers developed and used a 60-item questionnaire that posed open-ended, “yes-no,” and Likert scale questions to fathers about literacy activities within their homes ▪ Part 1 of the interview asked about demographic and family background factors and Part 2 focused on fathers’ participation in children’s reading activities 	<ul style="list-style-type: none"> ▪ Fathers read with their early elementary-aged children in various subject areas, including education, religion, and recreation. ▪ 92% of the fathers reported reading material related to children’s school on a weekly basis.
Pachter, L. M., Auinger, P., Palmer, R., & Weitzman, M. (2006). Do parenting and the home environment, maternal depression, neighborhood, and chronic poverty affect child behavioral problems differently in different racial-ethnic groups? <i>Pediatrics</i> , 117(4), 1329–1338.	Socioemotional development	<ul style="list-style-type: none"> ▪ $n = 1,826$ mothers with children aged 6–9 years from the 1994 wave of the National Longitudinal Survey of Youth (NLSY) ▪ This analytic sample was composed of 884 white, 538 black, and 404 Latino families ▪ No additional demographic information was provided 	<ul style="list-style-type: none"> ▪ NLSY began in 1979 as a national stratified random sample of 12,686 men and women aged 14–21 who were interviewed annually until 1994 and then biannually ▪ In 1986, a new study, the Children of the NLSY was launched, which consisted of children born to the female NLSY79 participants ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Mothers reported on child behavior problems using the Behavior Problems Index, their depressive symptoms using the CES-D, and their neighborhoods ▪ Researchers completed the Home Observation of the Environment-Short Form scale to assess parenting ▪ Mothers reported on family income and researchers constructed a chronic poverty variable if the family was below the poverty level for at least 50% of the child’s life 	<ul style="list-style-type: none"> ▪ Using multigroup Structural Equation Modeling, they found an indirect effect of chronic poverty on child behavior problems through all other variables. ▪ Parenting practices had direct effects on child behavior problems in each ethnic/racial group. ▪ The effects of maternal depression were partially mediated through parenting in the white and Latino samples but were directly related through parenting practices for black families. ▪ Effects of the neighborhood were not significant for the Latino sample.
Palacios, N., Kibler, A. K., & Baird, A. S. (2017). Childcare, language-use, and vocabulary of second-generation Latino immigrant children growing up in a new immigrant enclave in the United States. <i>Early Child Development and Care</i> , 187(3–4), 690–706.	Language and literacy development	<ul style="list-style-type: none"> ▪ $N = 77$ preschoolers (on average aged 3.66 years) and their mothers ▪ Mothers were first-generation born in Mexico (76%) and other Central American countries (24%) and had lived in the United States for an average of nine years 	<ul style="list-style-type: none"> ▪ Researchers visited mothers and children in their home ▪ They interviewed mothers ▪ Research assistants conducted direct assessments with children ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Language use was measured through mothers’ self-reports on what language they use in the home ▪ Children’s language was assessed with the Woodcock-Munoz Language Survey ▪ Mothers answered two items about their children’s childcare, taken from the ECLS-K study 	<ul style="list-style-type: none"> ▪ They found that 67% of the Latino families used parental care rather than any other form of childcare. ▪ Children in parental care were more likely to be spoken to in English by a household member, but on average had lower English and Spanish vocabulary scores than children in other childcare settings. ▪ These findings suggest that access to childcare outside of the home may be an important environment for children’s vocabulary development.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Ramos, G., Blizzard, A. M., Barroso, N. E., & Bagner, D. M. (2018). Parent training and skill acquisition and utilization among Spanish- and English-speaking Latino families. <i>Journal of Family Studies, 27</i> , 268–279.	Socioemotional development	<ul style="list-style-type: none"> ▪ $n = 60$ infants (average age 13 months) and their mothers, who were recruited from a pediatric primary care clinic ▪ All mothers were of Latino ethnicity, with a racial breakdown of 82% white, 4% black, 7% biracial, 7% other and immigrated from the Caribbean, South America, and Central America ▪ 52% lived below the poverty line 	<ul style="list-style-type: none"> ▪ This study was part of a larger randomized controlled trial of an intervention aimed at improving early behavior problems using Parent-Child Interact Therapy ▪ PCIT is a home-based program where parents are trained to increase praises, reflection, imitation, descriptions, and enjoyment during play and ignore disruptive behaviors ▪ 31 dyads participated in the intervention and 29 dyads received standard care ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ All infants were screened for behavior problems using the Brief Infant-Toddler Social and Emotional Assessment ▪ During a 5-minute play task, coders used the dyadic parent-child interaction coding system to assess the “do” skills and the “don’t” skills 	<ul style="list-style-type: none"> ▪ Using multiple linear regression, they found no group differences in the acquisition rate of do or don’t skills at any time point. ▪ Spanish-speaking mothers used significantly more commands at each timepoint compared to English-speaking mothers. They also used more questions post-treatment and at the follow-up assessment.
Reese, L., & Gallimore, R. (2000). Immigrant Latinos' cultural model of literacy development: An evolving perspective on home-school discontinuities. <i>American Journal of Education, 108</i> (2), 103–134.	Language and literacy development	<ul style="list-style-type: none"> ▪ Included from a larger longitudinal study where $n = 10$ families who participated in the ethnographic study and $n = 29$ families who participated in the case study ▪ The following demographic information is from the full sample: <ul style="list-style-type: none"> ▪ Primarily spoke Spanish in the home ▪ Approximately 75% of children were born in the United States ▪ On average, mothers had spent 10 years in the U.S. and fathers, approximately 12 years ▪ On average, mothers and fathers had seven years of education ▪ More than 90% of the fathers and close to 90% of the mothers were employed in skilled or unskilled positions 	<ul style="list-style-type: none"> ▪ Longitudinal design across 10 years ▪ This study utilizes data collected during the first four years of the study ▪ Parents were interviewed for more than 800 hours and observed for approximately 220 hours ▪ Mothers and fathers were interviewed 	<ul style="list-style-type: none"> ▪ Parents answered a series of open-ended questions during the study ▪ Parents also completed more standard interviews that posed questions about family demographics, their children’s academic progress, and their expectations for their children’s future 	<ul style="list-style-type: none"> ▪ Data findings suggest that changes in home literacy practices (related to school expectations), such as reading aloud to children during the preschool years, was associated with parents’ own educational background and literacy experiences growing up in their countries of origin.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Reese, L., Garnier, H., Gallimore, R., & Goldenberg, C. (2000). Longitudinal analysis of the antecedent of emergent Spanish literacy and middle-school English reading achievement of Spanish-speaking students. <i>American Educational Research Journal</i> , 37(3), 633–662.	Language and literacy development	<ul style="list-style-type: none"> Constructed a longitudinal cohort of 121 families with a child entering kindergarten All children were placed in bilingual education programs 84% of parents came to the United States from Mexico 90% of families qualified for free or reduced lunch 	<ul style="list-style-type: none"> Interviews, child assessments, and school records were used to gather data Families were interviewed in their homes when the child was starting kindergarten, and in the spring of 1993 and 1995, and by telephone every fall and spring until 1997 Path analysis was used to estimate and test interrelations among family and child variables Mothers and fathers were interviewed (did not specify which parent) 	<ul style="list-style-type: none"> Spanish language literacy assessment was developed for the project and used at the beginning and end of kindergarten year Bilingual Syntax Measure and IDEA Proficiency Test results were both used and combined to create a single measure of English proficiency Family literacy practices, parents' literacy use, and reading aloud to the child were all asked about during parent interviews and coded for on a numerical scale 	<ul style="list-style-type: none"> Emergent Spanish literacy at the beginning of kindergarten is a significant predictor of English reading ability eight years later. Parents' socioeconomic status and family literacy practices significantly predicted both early Spanish literacy and later English reading.
Rodriguez, E. T., Tamis-LeMonda, C. S., Spellmann, M. E., Pan, B. A., Raikes, H., Lugo-Gil, J., & Luze, G. (2009). The formative role of home literacy experiences across the first three years of life in children from low-income families. <i>Journal of Applied Developmental Psychology</i> , 30, 677–694.	Language and literacy development	<ul style="list-style-type: none"> $n = 1046$ children and their mothers, who participated in data collection waves at 14-, 24-, and 36-month intervals 43% were white, 29% were black, 18% were non-English speaking Hispanic, 6% were English-speaking Hispanic, and 4% were from other racial and ethnic groups 29% of mothers were married and cohabiting 57% of mothers had at least a GED or high school diploma 28% of mothers were employed 	<ul style="list-style-type: none"> Data came from the Early Head Start Research and Evaluation study Mothers were interviewed at their homes when their children were 14, 24, and 36 months of age Children's language and cognitive abilities were assessed during home visits Mothers and their children were observed for 10 minutes of semi-structured play Interviewers completed a checklist based on their observations of the home environment Fathers were not included 	<ul style="list-style-type: none"> Children's early literacy experiences (literacy activities, quality of maternal engagement, and provision of learning materials) was assessed with the Home Observation for Measurement of the Environment Maternal parenting quality was coded from the play observation using the Child-Parent Interaction Rating Scales Children's language was assessed via the PPVT and via maternal report on the MacArthur CDI Children's cognitive development was assessed via the Bayley Mental Development Index 	<ul style="list-style-type: none"> They found that each aspect of the literacy environment made unique contributions to children's language and cognitive skills at each age, controlling for child and family characteristics. Literacy experiences at each time point explained unique variance in children's language and cognitive skills by 36 months.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Schick, A. R., Melzi, G., & Obregón, J. (2017). The bidirectional nature of narrative scaffolding: Latino caregivers' elaboration while creating stories from a picture book. <i>First Language, 37</i> (3), 301–316.	Language and literacy development	<ul style="list-style-type: none"> ▪ N= 39 preschoolers (aged 37–47 months) and their primary caregivers (95% mothers aged 20–59 years old) recruited from an urban preschool center ▪ 67% were cohabiting with the child's father ▪ 46% of caregivers were born in Mexico, 31% were born in the United States, 23% were born in a different Latin American country ▪ 69% of caregivers had a high school education or higher ▪ 62% were employed outside the home 	<ul style="list-style-type: none"> ▪ Longitudinal study with data collection at three timepoints at 6-month intervals across the children's two preschool years ▪ Researchers conducted direct child assessments at the end of the first and second preschool years ▪ They conducted home visits, interviewed caregivers, and videotaped parent-child shared reading interactions in the fall of the second preschool year ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Children's language was assessed using a combination of parent, teacher, and child reports and two subscales of the Preschool Language Assessment Scale (PreLAS). They also completed the Preschool Language-Scale Fourth Edition (PLS-4) auditory comprehension and expressive communication subscales and were asked to share a wordless picture book with an investigator. ▪ Caregivers completed demographic questionnaires ▪ Researchers coded shared reading interactions for child storytelling skills and caregiver elaboration 	<ul style="list-style-type: none"> ▪ Results showed a negative association between caregivers providing a new elaboration and children's language skills. ▪ Embellished elaboration predicted more advanced language skills six months later. For those children who had more advanced language skills, caregivers had fewer new elaborations and more embellished elaborations. ▪ Results suggest a transactional model of language development. Caregivers appeared to be sensitive to their children's linguistic and narrative skills and adapted their elaboration style accordingly.
Serrano-Villar, M., Huang, K., & Calzada, E. J. (2017). Social support, parenting, and social emotional development in young Mexican and Dominican American children. <i>Child Psychiatry and Human Development, 48</i> (4), 597–609.	Socioemotional development	<ul style="list-style-type: none"> ▪ N= 610 children (on average 4 years old) and their mothers, recruited from public elementary schools in New York City ▪ On average, Mexican American (MA) mothers were 31 years old and Dominican American (DA) mothers were 33 years old ▪ 13% of MA mothers and 39% of DA mothers were single parents ▪ 87% of MA and 50% of DA mothers only spoke Spanish in the home ▪ On average, MA mothers had been in the United States for 11 years and DA mothers for 13 years ▪ 44% of MA mothers and 7% of DA mothers had less than a high school education ▪ 29% of MA mothers and 65% of DA mothers worked for pay 	<ul style="list-style-type: none"> ▪ Longitudinal study of the child development of MA and DA pre-K or kindergarten children in New York City public schools ▪ Mothers participated in an in-person interview ▪ Teachers completed assessment packets that included measures of child functioning ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Social support was measured via the Multidimensional Scale of Perceived Social Support ▪ Harsh parenting and positive parenting were measured through the Parenting Practices Interview and the Parenting Styles and Dimensions Questionnaire ▪ Mothers' parental involvement was measured through the Involve-T, which was rated by teachers on mothers' school-based involvement ▪ Child functioning was measured through teachers' and mothers' reports on the Behavior Assessment System for Children-2 	<ul style="list-style-type: none"> ▪ Results showed that both MA and DA mothers receive more support from family than school networks. DA mothers reported higher levels of familial support than MA mothers. ▪ Familial support was associated with child functioning, mediated through positive parenting practices. ▪ Support from school networks was not associated with child functioning.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Sims, J., & Coley, R. L. (2016). Independent contributions of mothers' and fathers' language and literacy practices: Associations with children's kindergarten skills across linguistically diverse households. <i>Early Education and Development, 27</i> (4), 495–512.	Language and literacy development	<ul style="list-style-type: none"> ▪ $n = 5,450$ children and their resident mothers and fathers ▪ Sample was restricted to white, Mexican, and Chinese children from linguistically diverse households, including Mexican English-speaking homes ($n = 400$) and Mexican Spanish-speaking homes ($n = 650$) ▪ On average, the youngest parent in the household was 28 years old. ▪ Spanish-speaking Mexican families reported the lowest levels of education (most had a high school education or less), while most English-speaking Mexican families had at least some college ▪ Most Mexican mothers were transitionally or never employed 	<ul style="list-style-type: none"> ▪ Data comes from Early Childhood Longitudinal Study-Birth Cohort ▪ Longitudinal study with data collection taking place when children were 10 months, 2 years, 4 years, 5 years, and—for children who had not yet entered kindergarten by age 5—6 years old ▪ Mothers participated in face-to-face interviews ▪ Fathers completed questionnaires ▪ Researchers conducted direct assessments of children's language and literacy skills ▪ Mothers and fathers were interviewed 	<ul style="list-style-type: none"> ▪ Children's expressive language was assessed with the Pre-Language Assessment Scales (PreLAS); reading skills were assessed through the Peabody Picture Vocabulary Test-Third Edition (PPVT) and the Preschool Comprehensive Test of Phonological and Print Processes ▪ Mothers and fathers each reported the frequency in which they engaged in language and literacy practices with their child ▪ Parents were interviewed about various demographic information and child characteristics, including age, gender, low birthweight status, and poor health ▪ Child cognitive functioning was assessed using the Bayley Short Form-Research Edition 	<ul style="list-style-type: none"> ▪ Results showed significant differences in parental inputs across the racial/ethnic groups. Specifically, Mexican fathers reported low rates of storytelling and reading and mixed rates of singing to their children. Spanish-speaking Mexican mothers reported the lowest rates of language inputs. ▪ There were significant associations between maternal and paternal inputs and children's language and reading skills. These associations did not differ across ethnic/language group membership.
Slade, E P., & Wissow, L. S. (2004). Spanking in early childhood and later behavior problems: A prospective study of infants and young toddlers. <i>Pediatrics, 113</i> (5), 1321–1330.	Socioemotional development	<ul style="list-style-type: none"> ▪ $n = 1,966$ children and their mothers from the 1979–1998 National Longitudinal Survey of Youth Mother-Child Sample (Hispanic $n = 395$) ▪ On average, mothers were 28 years old ▪ On average, family income was \$39,494 ▪ About 43% of mothers completed more than 12 years of school 	<ul style="list-style-type: none"> ▪ Women who were part of the initial cohort who later had children were followed every two years and administered supplementary interviews focusing on the home environment and child development ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Children's behavior problems were measured using the Behavior Problems Index and mothers' responses to whether they had gone to her child's school to discuss her child's behavior problems ▪ Mothers reported on the number of times they spanked their child in the past week ▪ Child temperament was measured using the How My Infant Usually Acts - Difficult Temperament Scale ▪ The frequency of parent-child reading, and interviewer observations of positive mother-child interactions were used to measure cognitive stimulation and emotional support 	<ul style="list-style-type: none"> ▪ For Latino and black children, the association between the frequency of spanking on mothers' reports of children's behavior problems was not statistically significant. ▪ White children who were spanked more frequently before age 2 were more likely to have behavior problems after entry into school.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Sotomayor-Peterson M., Figueredo A., Christensen D., Taylor A. (2012). Couples cultural values, shared parenting, and family emotional climate within Mexican American families. <i>Family Process</i> , 51(2), 218–233.	No developmental domain specified	<ul style="list-style-type: none"> ▪ N = 61 Mexican American couples whose children were enrolled in home-based Head Start ▪ Mean age of target child was 3.7 years ▪ 73% of couples were married, 26% were cohabiting ▪ 53% of mothers and 61% of fathers had no educational degree 	<ul style="list-style-type: none"> ▪ Study used data from a portion of an interview during the first wave of data collection from a larger study ▪ Subset study population was composed only of Mexican biological parents ▪ Both mothers and fathers were included 	<ul style="list-style-type: none"> ▪ Acculturation was measured using a developed 12-item measure ▪ Familismo was measured using a modified version of the Family Relational Value Q-Sort ▪ Parents' level of simpatia was assessed using a modified Simpatia scale ▪ Parents' level of agreement was assessed using a 10-item version of the Parental Agreement about Childrearing questionnaire ▪ Co-parenting was assessed with Ahrons and Wallisch's 10-item scale ▪ Family Climate was measured using a 12-item scale 	<ul style="list-style-type: none"> ▪ Shared parenting was associated with positive emotional climate within the family. ▪ They found that when couples agree on their parenting tasks, they had a more positive emotional family climate. ▪ Mexican cultural values played an important predictive role; a strong sense of family duty and togetherness in fathers could potentially promote shared parenting.
Suizzo, M., & Stapleton, L. M. (2007). Home-based parental involvement in young children's education: Examining the effects of maternal education across U.S. ethnic groups. <i>Educational Psychology</i> , 27(4), 533–556.	Academic achievement	<ul style="list-style-type: none"> ▪ N = 9,864 children (mean age 68.11 months, Hispanic n = 1,375) and their mothers from the Early Childhood Longitudinal Study Kindergarten Cohort (subsample of monoracial families who had stable family structures across study period) ▪ On average, Latino mothers in this sample had at least a high school diploma or equivalent 	<ul style="list-style-type: none"> ▪ Data from the parent questionnaire were collected in the fall and spring of kindergarten via computer-assisted phone interviews or personal interviews ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Mothers were interviewed about their family background, including education and income ▪ Maternal depression was assessed with 12 items about how mothers felt in the past month ▪ Parental satisfaction was measured with nine items about how they felt about being a parent ▪ Parental expectations about their children's education was measured by a single item question ▪ Parent-child and child activities were measured through 11 items measuring the frequency of children's weekly activities ▪ Family routines was measured via the frequency of family meals and family discussions. 	<ul style="list-style-type: none"> ▪ Results showed that maternal education explained a small to moderate amount of variation in involvement, but it was more strongly associated with outcomes than income. ▪ Ethnicity only predicted additional variation in parental educational expectations and family discussions. ▪ Controlling for education and income, Latina mothers reported the higher educational expectations for their children than European American or African American mothers but engaged in the fewest outside-home activities. ▪ Latina and African American mothers reported the highest frequency of engagement in family discussions.
Tamis-LeMonda, C. S., Song, L., Leavell, A. S., Kahana-Kalman, R., & Yoshikawa, H. (2012). Ethnic differences in mother-infant language and gestural communications are associated with specific skills in infants. <i>Developmental Science</i> , 15(3), 384–397.	Language and literacy development	<ul style="list-style-type: none"> ▪ N = 226 mother-infant pairs from Mexican, Dominican, and African American backgrounds when infants were 14 months and 2 years old ▪ On average, mothers were 26 years old ▪ African American and Dominican mothers and fathers averaged 12 years of education while Mexican mothers and fathers had about 8 years of education 	<ul style="list-style-type: none"> ▪ Mothers were interviewed ▪ Mother-child dyads were observed interacting ▪ Children were given direct assessments ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Expressive language, receptive language, and action sequencing and imitation were based on mothers' reports on the MacArthur-Bates Communicative Development Inventories and the Mullen Scales of early Learning ▪ Mother-child interactions were transcribed and analyzed for gestures and language/vocalizations 	<ul style="list-style-type: none"> ▪ Mothers differed in their gestures, and the ways they coupled language and gestures based on their ethnicity, which was also differentially associated with infants' skills at 2 years of age.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Tamis-LeMonda, C. S., Song, L., Luo, R., Kuchirko, Y., Kahana-Kalman, R., Yoshikawa, H., & Raufman, J. (2014). Children's vocabulary growth in English and Spanish across early development and associations with school readiness skills. <i>Developmental Neuropsychology</i> , 39(2), 69–87.	Language and literacy development	<ul style="list-style-type: none"> ▪ N = 133 children and their mothers (64 Dominican, 69 Mexican) ▪ 73% of mothers were first-generation ▪ Mothers' age at child birth ranged from 18 to 41 years (on average, 27 years) ▪ On average, Dominican mothers had 12 years and Mexican mothers had 8 years of education 	<ul style="list-style-type: none"> ▪ Mothers were observed sharing a book with their child when they were 2, 3, 4, and 5 years old ▪ Direct assessments of children's cognitive skills were administered when children were 5 years old ▪ Mothers were interviewed ▪ Participants were seen in their homes at age 2 and 3 and in the lab at ages 4 and 5 ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Mother-child interactions were transcribed, and language was assessed using the Child Language Data Exchange System ▪ Children's cognitive skills were assessed with the Early One Word Picture Vocabulary Test (EOWPVT) ▪ Expressive vocabulary was assessed via the EOWPVT ▪ Emergent literacy was assessed through the Letter-Word Identification test of the Woodcock-Johnson Tests of Cognitive Abilities and through observations of children's independent storytelling 	<ul style="list-style-type: none"> ▪ Across time points, changes in mothers' language use explained the growth in children's vocabularies in both English and Spanish, which predicted cognitive skills. ▪ The amount of time mothers spent in the United States was predictive of children's vocabulary growth in English.
Tomopoulos, S., Dreyer, B. P., Tamis-LeMonda, C., Flynn, V., Rovira, I., Tineo, W., & Mendelsohn, A. L. (2006). Books, toys, parent-child interaction, and development in young Latino children. <i>Ambulatory Pediatrics</i> , 6, 72–78.	Language and literacy development, cognitive development	<ul style="list-style-type: none"> ▪ N = 73 mothers and their infants (followed from birth through 21 months of age) recruited from hospitals ▪ 89% two-parent households ▪ 85% spoke only Spanish; 7% bilingual; 8% spoke English ▪ 58% from Mexico; 15% from Ecuador; 10% from Dominican Republic; 11% from the U.S. ▪ On average, mothers completed 7.3 years of education ▪ 95% were in the lowest SES group 	<ul style="list-style-type: none"> ▪ Longitudinal cohort design followed from infants' birth to 21 months who were control group participants in a randomized controlled trial of a child development reading intervention ▪ Mothers were interviewed and visited in the home at birth, 6, 18, and 21 months; researchers videotaped parent-child interactions and child assessments at 21 months ▪ Mothers reported on fathers 	<ul style="list-style-type: none"> ▪ Mothers completed surveys on demographic information ▪ Resources in the home were assessed via the StimQ Cognitive Home Environment, to measure the presence of toys and books in the home ▪ Children's cognitive and language development was measured through the Bayley Scales of Infant Development, the Mental Development Index, and the PLS-3 ▪ Parents engaged in a parent-child interaction for 10 minutes, which was coded using the Caregiver-Child Affect, Responsivity and Engagement Scale (C-CARES) 	<ul style="list-style-type: none"> ▪ Results suggest that the presence of books in the home at 18 months predicted cognitive and receptive language at 21 months. ▪ The presence of toys at 6 and 18 months predicted 21-month receptive vocabulary. ▪ Reading aloud by parents more than four days a week was associated with less early intervention eligibility.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Trainin, G., Wessels, S., Nelson, R., & Vadasy, P. (2017). A study of home emergent literacy experiences of young Latino English learners. <i>Early Childhood Education Journal</i> , 45(5), 651–658.	Language and literacy development	<ul style="list-style-type: none"> 2 cohorts of ($n1 = 118$ and $n2 = 97$) Latino English- language learners (on average 5.5 years) at kindergarten entry and their parents Overall child sample was 52.6% male 66% of families reported receiving free/reduced lunch assistance 94% of parents reported speaking Spanish only at home Further sample characteristics reported in Nelson et al. (2011) 	<ul style="list-style-type: none"> Cross-sectional data No description of procedure provided Mothers and fathers were interviewed 	<ul style="list-style-type: none"> Home literacy practices were measured in English and Spanish via the Home Literacy Environment Questionnaire Children’s English receptive vocabulary was measured using the Peabody Picture Vocabulary Test- IIIA (PPVT) Children’s English language proficiency was measured via the Pre-Literacy Language Assessment Scales 2000 (PreLAS200) Children’s vocabulary was measured through a 50-item test sampled from the kindergarten curriculum Letter knowledge and phonological awareness were measured via the Phonological Awareness Literacy Screening for kindergarteners (PALS-K). Spelling was measured with the Wide Range Achievement Test-Revised Word identification was measured from the Woodcock Reading Mastery Test Revised Decoding was measured via the Word Attack subtest from the Woodcock Reading Mastery Test Revised Normative Update 	<ul style="list-style-type: none"> Children’s achievement improved in the presence of the availability of books in the home and child-initiated literacy factors (i.e., pretending to read or scribbling), which were directly related to the phonological processing skills of these English-language learning students.
Waldfogel, J., Han, W., & Brooks-Gunn, J. (2002). The effects of early maternal employment on child cognitive development. <i>Demography</i> , 39(2), 369–392.	Cognitive development	<ul style="list-style-type: none"> $n = 1,872$ children from the National Longitudinal Survey of Youth (NLSY) who were born between 1982 and 1989, and their mothers 903 white; 582 African American; 387 Hispanic On average, white mothers were 24 years old at year of birth while black and Hispanic mothers were 23 years old 	<ul style="list-style-type: none"> Children were followed from birth to age 7 or 8 Mothers were interviewed Children were given direct assessments at three time points: ages 3 or 4, ages 5 or 6, and ages 7 or 8. Fathers were not included 	<ul style="list-style-type: none"> Children’s receptive vocabulary was measured via the Peabody Picture Vocabulary Test-Revised (PPVT-R) Children’s verbal and math achievement were measured via the Peabody Individual Achievement Test (PIAT) Math and Reading Recognition. Observers administered the HOME scale to measure the home environment 	<ul style="list-style-type: none"> For non-Latino white children, they found negative effects of mothers’ employment during the first year of life, but not for Latino or African American children. Similarly, white children experienced positive effects of mothers’ employment during their second and third year of life on their cognitive skills The effects of mothers’ year 1 employment on children’s cognitive skills is reduced when family effects are controlled for.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
Wood, L. E., Grau, J. M., Smith, E. N., Duran, P. A., & Castellanos, P. (2017). The influence of cultural orientation on associations between Puerto Rican adolescent mothers' parenting and toddler compliance and defiance. <i>Cultural Diversity and Ethnic Minority Psychology, 23</i> (2), 300–309.	Socioemotional development	<ul style="list-style-type: none"> ▪ $N = 123$ Puerto-Rican origin adolescent mothers and their toddlers ▪ On average, mothers were 18 years at child's birth ▪ 21% of mothers completed school up to the 9th grade, 41% to 10th–12th grade, 22% graduated high school, 16% had some secondary education ▪ 89% of mothers received government assistance ▪ 59% of mothers were born in the United States ▪ At Wave 2, child mean age was 25 months 	<ul style="list-style-type: none"> ▪ Mothers were recruited from low-income neighborhoods in community clinics and through referrals ▪ Mothers were interviewed in their homes and observed playing and cleaning up toys with their child. ▪ Standardized developmental test was administered to children ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Acculturation Rating Scale for Mexican Americans was used to measure retention of Latino cultural information and American culture assimilation ▪ Child behavior was recorded for coding by Adaptation to Change in Test Materials and Frustration with Inability to Complete Tasks subscales of the Bayley Behavior Records Scales ▪ Life Events Survey was used to measure stressful events in a mother's life 	<ul style="list-style-type: none"> ▪ A strong correlation was found between maternal guidance and child compliance. ▪ Children whose mothers endorsed more Latino cultural values and practices showed more compliance than children with less enculturated mothers. ▪ There are individual differences in cultural orientation as it influences maternal and child behaviors.
Yu, J., Lucero-Liu, A., Gamble, W., Taylor, A., Hendrickson Christensen D., & Modry-Mandell, K. (2008). Partner effects of Mexican cultural values: The couple and parenting relationships. <i>The Journal of Psychology, 142</i> (2), 169–192.	No developmental domain specified	<ul style="list-style-type: none"> ▪ $N = 50$ mothers and fathers of Mexican origin with a preschool-aged child ▪ Only mothers were available at T2 of data collection ▪ Spanish was the primary language spoken at home ▪ 47% of mothers reported having no high school diploma or GED ▪ 84% of mothers were first-generation Americans 	<ul style="list-style-type: none"> ▪ Data collected from in-home interviews over a 3-year period ▪ This specific study took data from second year of collection when children were enrolled in Head Start programs in the fall (T1) and spring (T2) ▪ Both mothers and fathers were interviewed 	<ul style="list-style-type: none"> ▪ Mexican cultural values and norms were measured using simpatia and respeto scales ▪ Relationship adjustment was measured using an adapted Short Marital Adjustment Test ▪ Parental agreement on childrearing was measured using an adapted version of the Conflict over Child Rearing subscale from the Marital Satisfaction Inventory, Revised (MSI-R) ▪ Co-parenting was measured using the Co-parenting Interaction questionnaire ▪ Satisfaction with partner's parenting was measured using a 5-point Likert scale ▪ Temperament was measured using Temperament Assessment Battery for Children 	<ul style="list-style-type: none"> ▪ Fathers' simpatia was associated with mother's report of greater parental agreement on childrearing practices and greater satisfaction with their partner as a parent. ▪ Mothers' simpatia did not influence father's reports of parental agreement on childrearing or co-parenting. ▪ Fathers' cultural values were related to mothers' perceptions of their relationship outcomes, whereas support for the opposite was not found.

Table 1, cont. Summary Information of Studies Reviewed in *The Early Home Environment of Latino Children: A Research Synthesis*

Citation	Domain of Child Development	Sample	Method	Measures	Key Findings
<p>Zeiders, K. H., Umaña-Taylor, A. J., Jahromi, L. B., & Updegraff, K. A. (2015). Grandmothers' familism values, adolescent mothers' parenting efficacy, and children's well-being. <i>Journal of Family Psychology</i>, 29(4), 624–634.</p>	<p>Socioemotional development</p>	<ul style="list-style-type: none"> ▪ N = 180 adolescent mothers, their mothers, and their infants ▪ Mothers were 15–18 years old, unmarried, and in third trimester of pregnancy ▪ 66% of adolescent mothers were U.S.-born, 67% of grandmothers were born in Mexico ▪ At Wave 1, the median family income was \$22,000 	<ul style="list-style-type: none"> ▪ Longitudinal study with 6 waves of data collection ▪ Recruited from high schools, health centers, and community resource centers ▪ Fathers were not included 	<ul style="list-style-type: none"> ▪ Mexican American Cultural Values Scale assessed grandmothers' family values ▪ Global support from Mother Figure Postpartum scale assessed grandmothers' parenting support ▪ Co-parenting interaction scale assessed frequency of communication between grandmothers and mothers about childrearing behaviors ▪ Behavioral Autonomy measured mother autonomy ▪ Parental Expectations Survey measured adolescent mothers' perceived parenting efficacy ▪ Woodstock Johnson III Tests of Achievement measured children's social competence 	<ul style="list-style-type: none"> ▪ Grandmother's familism values before the baby's birth predicted parenting support and communication between grandmothers and adolescent mothers after the birth of the baby. ▪ Grandmothers' support predicted greater parenting self-efficacy among adolescent mothers. ▪ Children's academic skills at age 5 were predicted by age 4 social competence scores, which were predicted by mothers' self-efficacy.