

Profiles of mothering behavior among low income African American and Latina mothers of preschoolers: Profiles, predictors, and school readiness

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Dallas Preschool Readiness Project

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Cultural Differences in Parenting

- Our knowledge of parenting relies predominantly on studies of white middle-class mothers and their children
- Continued need for studies of cultural differences parenting
- Unclear which parenting behaviors are optimal for school readiness in African American and Latino populations experiencing poverty.



Study Goals

- Explore the parenting profiles that emerge for low income, African American and Latina mothers.
- Examine the associations between mothering profiles and child school readiness.



Dallas Preschool Readiness Project

- 407 children and their parents recruited at age 2 ½
- Home visits conducted at child ages 2 ½ and 3 ½ years
 - Observations of 402 children with maternal data
 - 48% African American (N=192)
 - 52% Latino (N=210)
 - Mostly originating from Mexico
 - Child Gender:
 - 54% boys
 - 46% girls
 - Family income:
 - 51% of African American sample in extreme poverty
 - 17% of Latina sample in extreme poverty

**Extreme poverty = less than half of the federal poverty level for household size



Parent-child Interaction Qualities: 3 Box Task

Age 2 ½ years

15-minute interaction. Toys included: picture book, toy oven, and Discovery Cottage playhouse.

5-point global parental ratings:

- Sensitivity
- Intrusiveness
- Detachment
- Cognitive Stimulation
- Positive Regard
- Negative Regard



Measures of School Readiness at 3 ½

Child Behavior Checklist (CBCL)

Bracken School Readiness Subscale (SRS)

Peabody Picture Vocabulary Test (PPVT/TVIP)



Analysis Approach

- Latent Class Analysis
- Series of multivariate regression models
- Separately for each ethnicity
- Controlling for maternal education and gender



Mothering Profiles: Results of LCA

African American

- Child-Oriented
- Directive
- Harsh-Intrusive
- Withdrawn

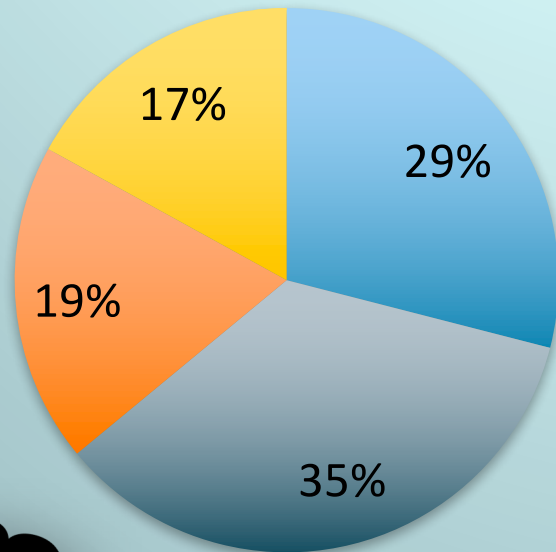
Latina

- Child-Oriented
- Directive
- Harsh-Intrusive

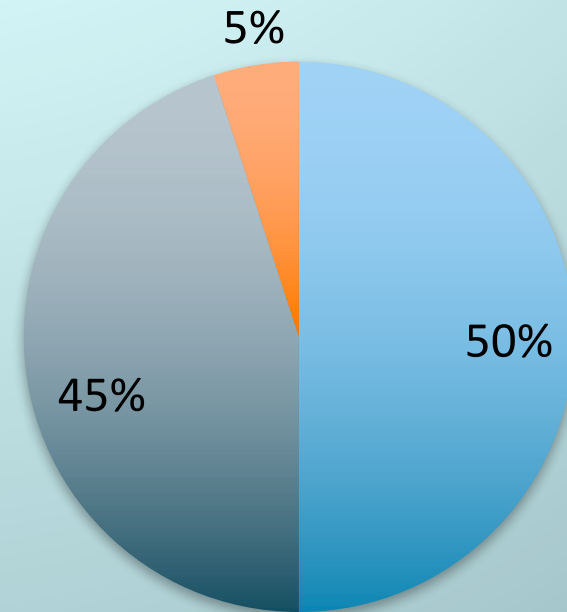


Mothering Profiles

African American



Latina



Child-Oriented

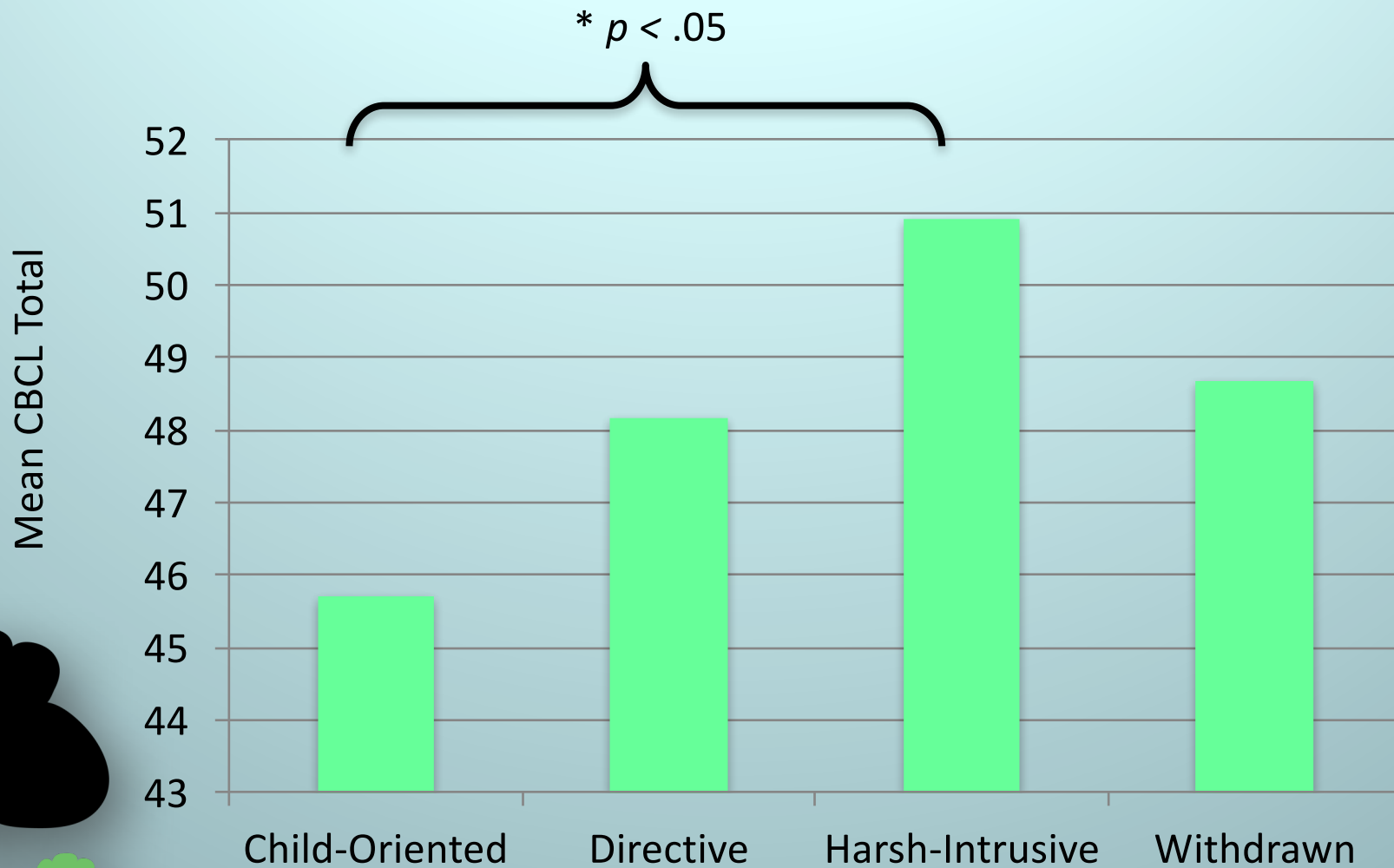
Directive

Harsh-Intrusive

Withdrawn



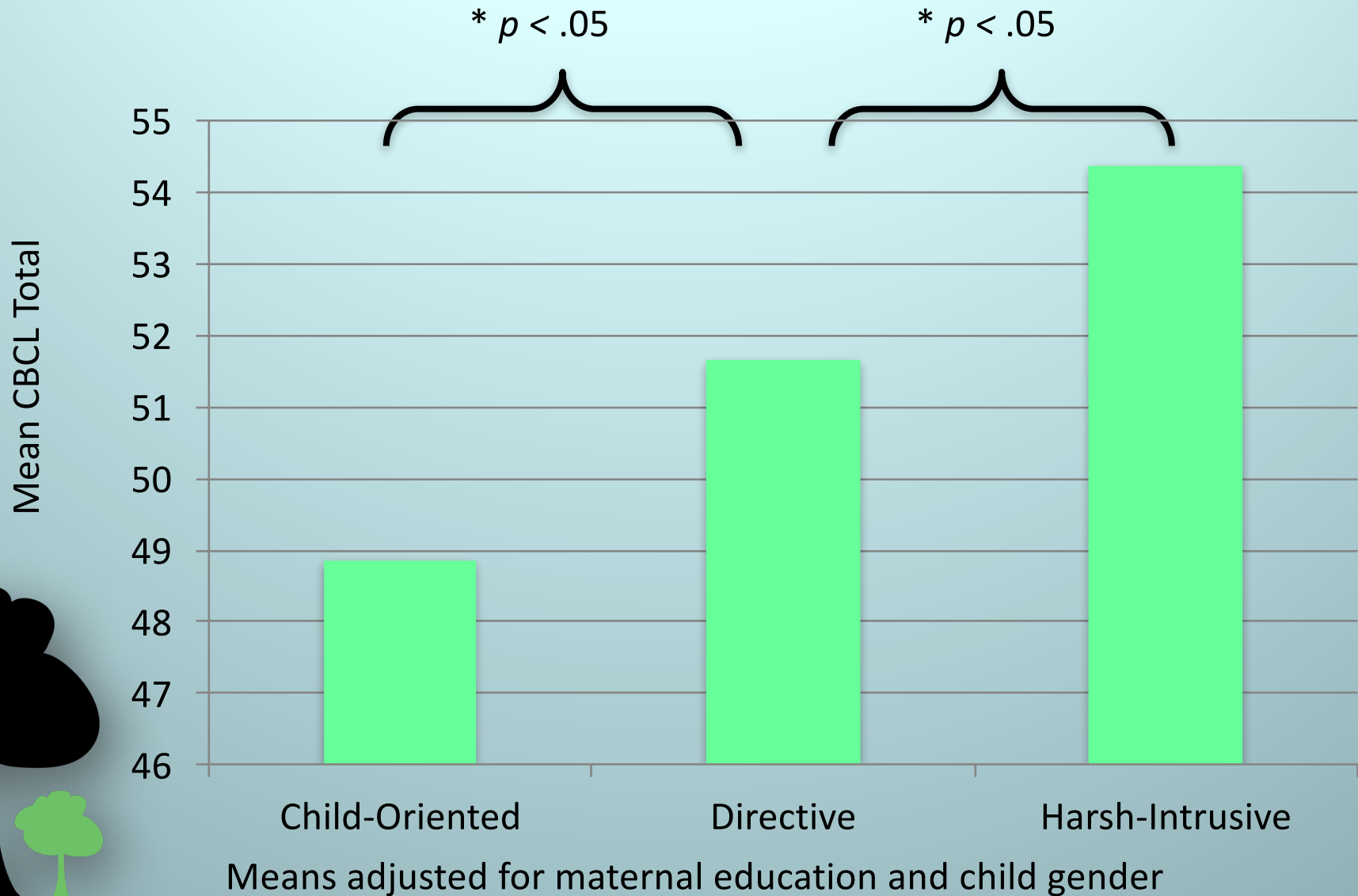
African American: CBCL at age 3 ½ by Mothering Profiles at age 2 ½



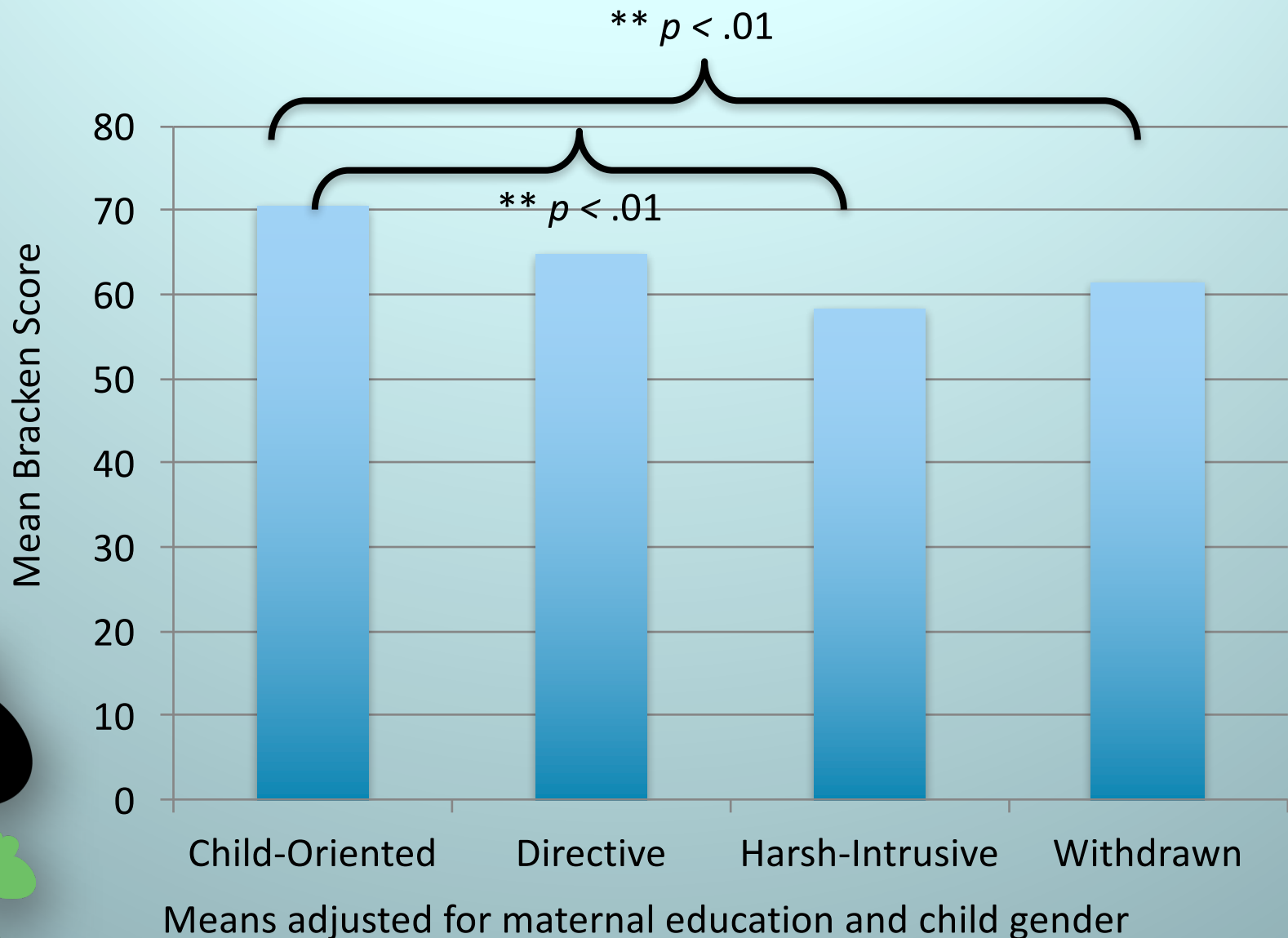
Means adjusted for maternal education and child gender



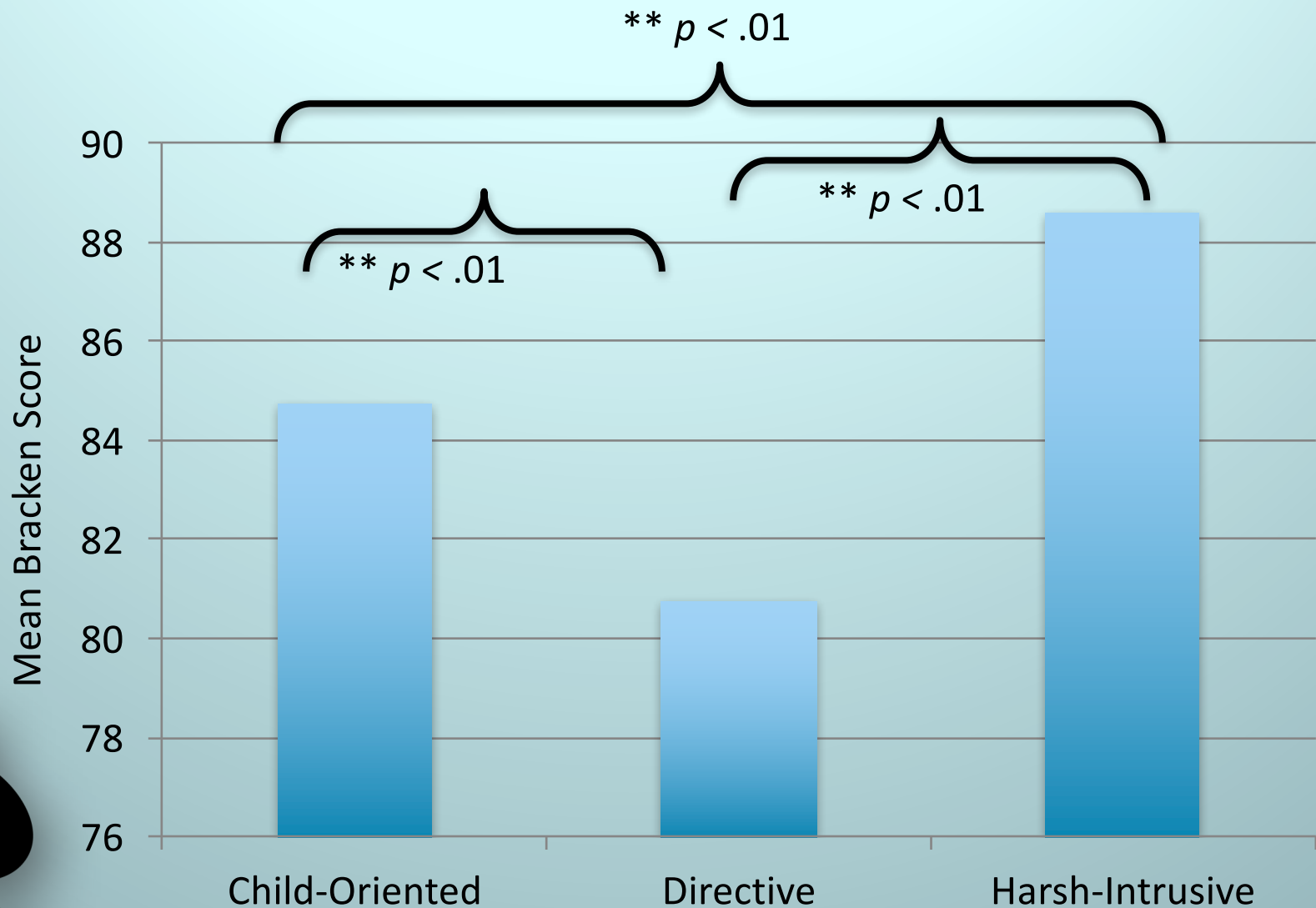
Latino: CBCL at age 3 ½ by Mothering Profiles at age 2 ½



African American: Bracken Scores at age 3 ½ by Mothering Profiles at age 2 ½



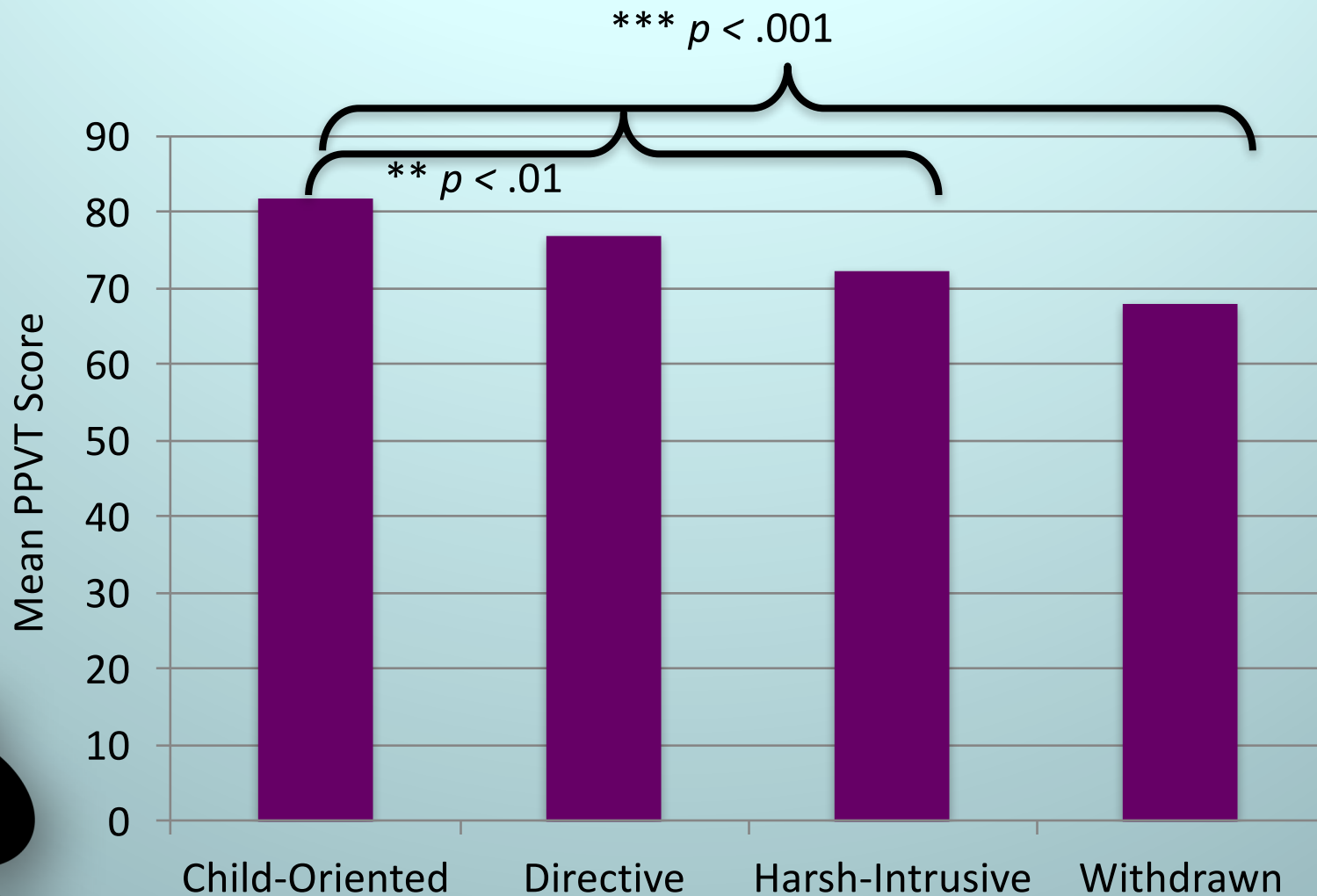
Latino: Bracken Scores at age 3 ½ by Mothering Profiles at age 2 ½



Means adjusted for maternal education and child gender



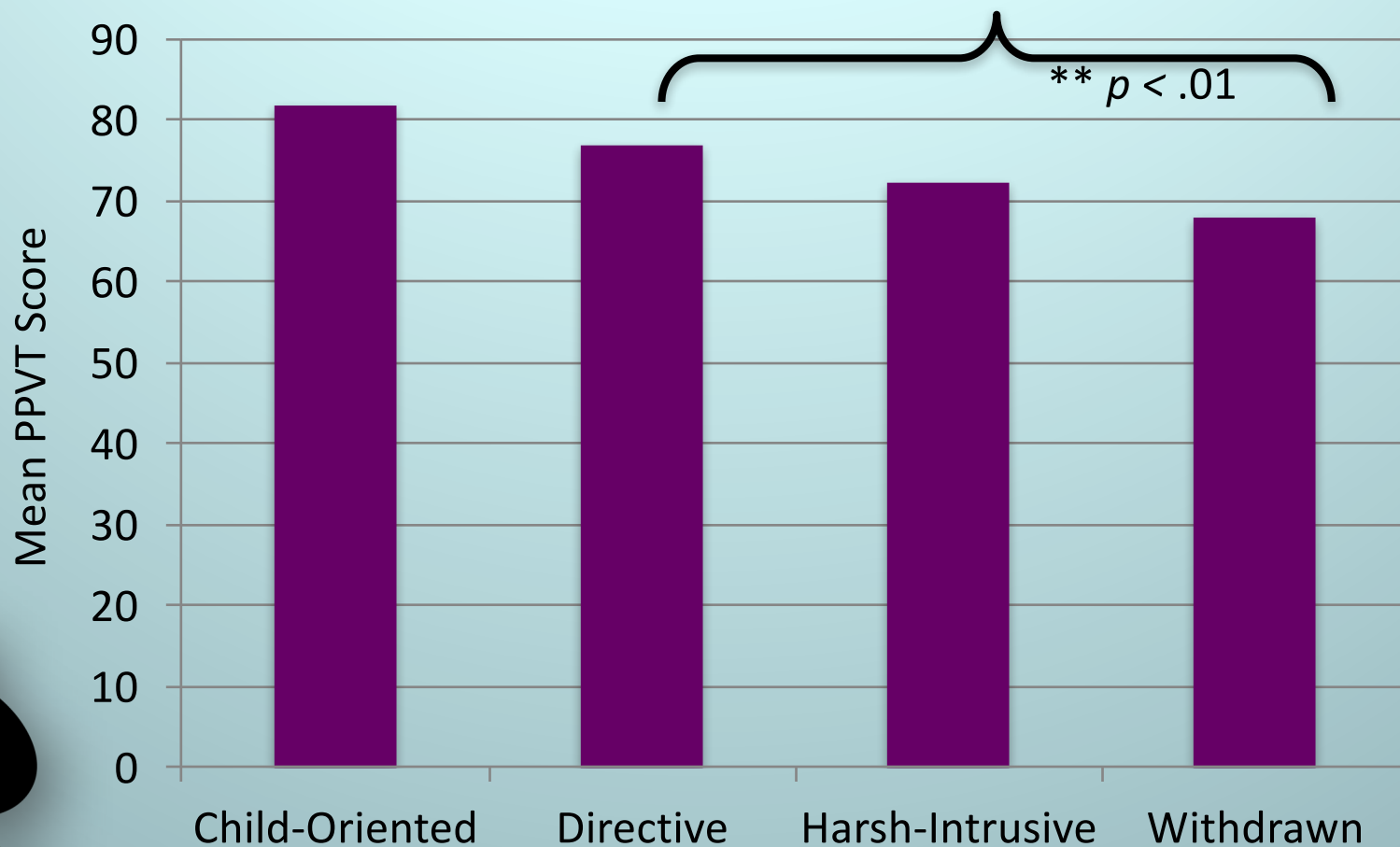
African American: PPVT/TVIP at age 3 ½ by Mothering Profiles at age 2 ½



Means adjusted for maternal education and child gender



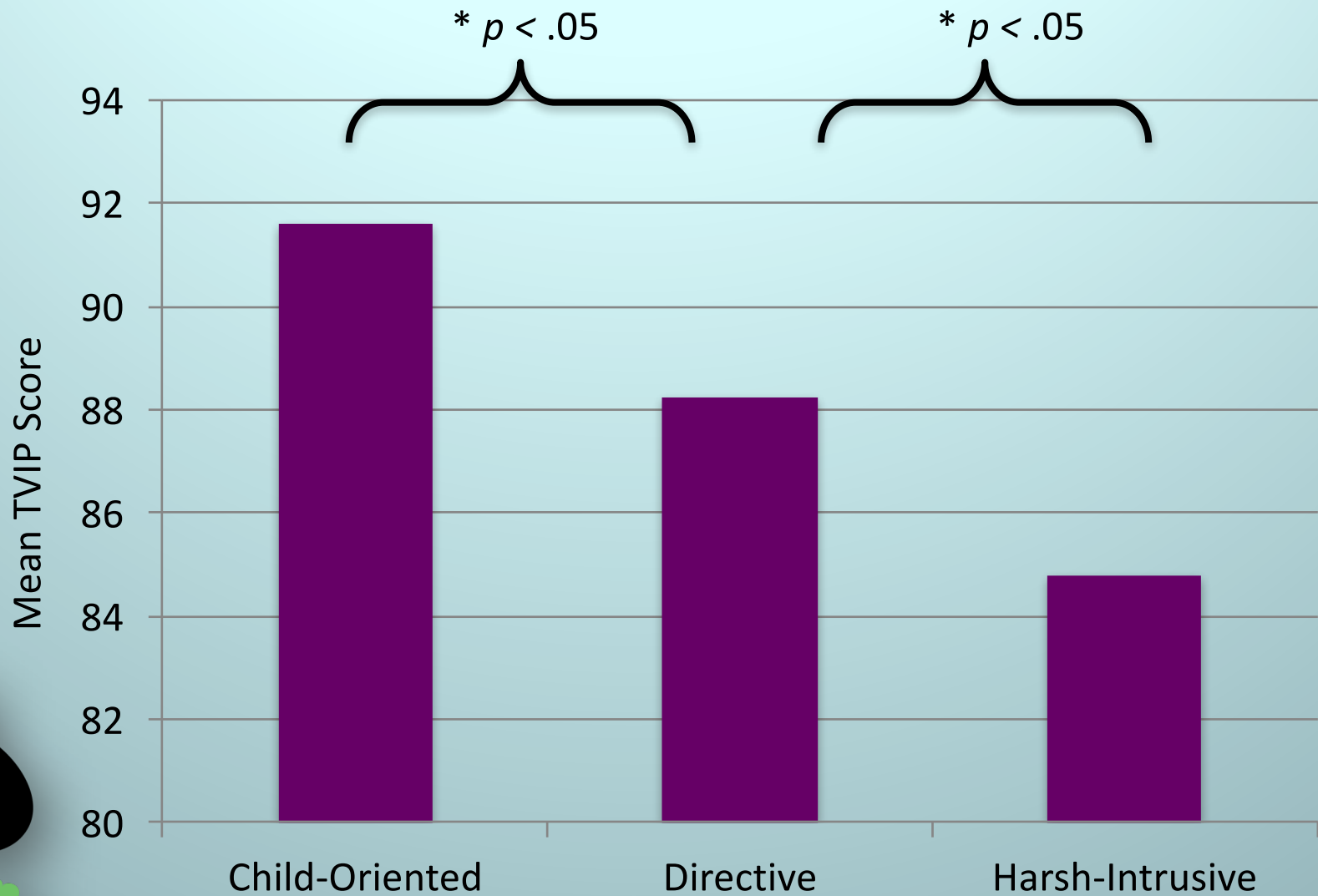
African American: PPVT/TVIP at age 3 ½ by Mothering Profiles at age 2 ½



Means adjusted for maternal education and child gender



Latino: PPVT/TVIP at age 3 ½ by Mothering Profiles at age 2 ½



Means adjusted for maternal education and child gender



Mothering Profiles and School Readiness

Child-oriented and Directive mothering profiles are both positive for children's school readiness.

Harsh-Intrusive mothering is associated subsequently with more behavior problems and lower Bracken* scores.



Ethnic Variations

Directive mothering is not as optimal as child-oriented mothering for Latino children, but not for African American children.

Withdrawn mothering among African American mothers was associated with poorer Bracken school readiness and lower PPVT scores.



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