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Literature Review:

The discussion of language acquisition is usually thought to evoke questions about a child’s ability to hear, or tongue articulation or the history of early vocabulary introduction, but the disciplines I chose to explore looked into the further social lives of the families and children involved.

Social Sciences explores of development of children in terms of language acquisition through how they are living and the why. “Best Practices for Youth Engagement in Municipal Government” explores the discussion of developing relationships between the municipal government in which students or youth are a part of, and discusses the gains both the youth, and community will make with that relationship. “Carer and service providers’ experiences of individual funding models for children with disability in rural and remote areas” explores the discussion on the lack of funding and service opportunities in rural areas. Reasonings sum up lack of population density, therefore lack of funds to the areas in question. “Documenting the urbanistic policy bias in rural early childhood services: Toward a functional definition of rurality” discusses the reasonings and again lack of funding to rural areas. The areas of discussion all have a common theme, and that is lack of population density, which translates into less funding for the areas. To circle back to the article about youth participation, the more knowledge a population has about their municipal government encourages participation and advocacy. “Precarious and Vulnerable: Lone Mothers on Income Assistance” contributes to the conversation by exploring the conversation with the mothers and families affected. While this study was conducted in an urban setting, the same questions about lack of funding and social assistance were still relevant. Integration of these articles is clear to me that the social sciences are looking at the support and services mothers and children are getting or are not getting for that matter.

From an education perspective the discussion is still stemming from the home life and family. All articles refer back in some sort of way to socio-economic status (SES), and if a child is from a family in a lower socio-economic status the child is not guaranteed, if there is a discrepancy there will likely be little funding for, helpful services or limited services for the area in which the affected child is living. The education discipline also looks at the home life of the child, for example what kind of television programs they watch, and how often television is being watched. “Vocabulary Instruction on Sesame Street: A Content Analysis of the Word on the Street Initiative” explains that while most children are said to watch television programs, children from lower SES are said to watch more television, and with that, less child driven programming.

The education outlook is already integrative with the social sciences with also looking at funding models, or lack thereof with families belonging to a lower socio-economic status’. Children living in more remote areas may belong to school districts that have issues obtaining teachers, health care professionals, social workers and social assistance workers. One study within the education discipline was a longitudinal study that looked at the income assistance, and within that looked at certain policy changes and the relationship to the quality of life of the study participants. The correlation found within article and study was that there would be funding cuts to lone mothers on welfare, therefore forcing them to find a job and leave the children in someone else’s care. While there have been an increase in the given independent to women who are no longer on a welfare program, there was no clear increase on affordable, quality childcare assistance, which inhibits their ability to go into the work force while having children. The lives of the women involved in the study described an extreme amount of stresses, which were not being dealt with, and therefore can be translated onto the children in the household. Social assistance programs mentioned included for example, food banks, soup kitchens, hot meal programs, and the salvation army. A correlation to the families or mothers using food banks for themselves and children, was that potentially the items would only be non-perishable, which added to the issue of how the mother’s and children would get any sort of vitamins or antioxidant rich foods. Another factor of instability noted that there was regression in a preschool aged child’s development, was likely due to the fact of having to move nearly ten times in his or her life.

Though the mothers in the study were currently living in urban east Vancouver. The assistance programs mentioned varied widely in the locations in the city, and for example, a food bank or soup kitchen would be in one part of the city, and potential housing amenities would be on the opposite side on the city. This connection relates directly to the rural difficulties of families unable to access assistance programs, because the lack of funding or location isolation. Though the mother’s accessing the social assistance programs benefitted from the availability of the programs, there were recorded issues with the expectations if the programs for example, unrealistic expectations of transitioning off of social assistance, the mother’s lives, the expectations of assistance policies, and unprofessional or bullying social or welfare workers.

From a perspective of the biology discipline looks at is examining again, the mother’s life. With an examination of vitamin intake while being pregnant and additionally, the quality of air condition in the living arrangements while a baby is in the womb and the nutrition quality of the child in the first two years of life. The ties to neurological development of a child approximately aged two in accordance with language acquisition, which has potential to translate into the socio-economic status of the family. While this discipline is also suggesting the effects of SES may inhibit the language development, there is increased prevalence of language difficulties among low SES populations. Again, there could be potential ties to a mother’s nutritional intake, reasonings may include not being able to buy foods that are vitamin rich, or the families may not be accessing programs that have vitamin rich foods available.

The major arguments from education, social sciences and medicine in looking at a child’s language development, explored external and environmental issues rather than a child’s neurological development abilities. This conversation explains that while there are no specific reasonings for rural or urban language difficulties, there are major external factors that can contribute to a language acquisition delay, as well as environmental factors that can inhibit families requiring additional help. The purpose of the studies included, give evidence that more assistance programs would be helpful to all families, the ones suffering from financial independence as well as the ones who are not, because it is clear, language delays are not only subject to children in lower SES, but all children. The difference of assistance available however, is money, time, education, and information.