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Annotated Bibliography

Anastasiow, Nicholas J. and Michael L. Hanes. "Cognitive Development and the Acquisition of Language in Three Subcultural Groups." *Developmental Psychology*, vol. 10, no. 5, Sept. 1974, pp. 703-709. EBSCO*host*, doi:10.1037/h0037010.

This study looked at whether black inner-city kids differ from white middle-class groups. While the study showed no significant difference, what I found interesting was the way the researchers found the children from different backgrounds to assess. Subjects were found for the black inner-city sample by identifying depressed areas that qualify for extra or more funding to schools. While at the opposite end, white middle-class children were selected on the basis of education level of parents, collected by a high number of university families. This article is useful to me because it shows evidence that research looks at parent or caregiver education in terms of language performance of children, also this article correlates funding services to children in terms of learning assistance.

Augsberger, Astraea, et al. "Best Practices for Youth Engagement in Municipal Government." *National Civic Review*, vol. 106, no. 1, Spring2017, pp. 9-16. EBSCO*host*, doi:10.1002/ncr.21304.

This article gives reasoning for how funding is allotted and how youth in certain areas may participate in their municipal governing, which will give a voice and recognition to what kind of services and engagement their community needs. This article will be useful within my sources because Augsberger et al. look at what could potentially be reached with youth engagement in government, and how that will affect funding, give them early knowledge of how funding is decided and giving them a confident voice. Which can lead into adults that will advocate for their community and children, thus staying proactive in community.

Brentnall, Jennie, et al. "Carer and Service Providers' Experiences of Individual Funding Models for Children with a Disability in Rural and Remote Areas." *Health & Social Care in the Community*, vol. 21, no. 4, n.d., pp. 432-441. EBSCO*host*, [ezproxy.tru.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000320404000010&site=eds-live](http://ezproxy.tru.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000320404000010&site=eds-live).

This article discusses how individuals who live in rural or remote areas have less choice and access to services rather than their urban counterparts. Reasonings stem to lack of information and advice, limited service options, higher cost and fewer services and the complexity of self-managing situations. This article strengthens my assumptions that barriers facing rural communities in the scope of children driven programs are under-funded for rural communities globally.

Bornstein, Marc H. and Linda R. Cote. "Expressive Vocabulary in Language Learners from Two Ecological Settings in Three Language Communities." *Infancy*, vol. 7, no. 3, 01 Jan. 2005, pp. 299-316. EBSCO*host*, ezproxy.tru.ca/login?url=https://search-ebscohost-com.ezproxy.tru.ca/login.aspx?direct=true&db=eric&AN=EJ840298&site=eds-live.

Bornstein and Cote’s article offers context and evidence on whether studies show which children globally know more words, children living in rural areas, or children who live urbanely. There are children from three different countries, and which each country has two different locations of children are evaluated. Throughout this article reasonings and explanations are discussed as to who is living in these certain locations, and perhaps why. There was even research done to the extent of using three different languages, to see if perhaps there was a linguistic difference. There did not seem to be. Consistently however, the research presented urban children knowing more words at the start of school years. This article is useful to me for the discussion on the parents of children. Rural parents tend to believe they are poor educational role models, while urban parents tend to have a higher expectation for their children’s education.

Gurstein, Penny & Goldberg, Michael & Fuller, Sylvia & Kershaw, Paul & Pulkingham, Jane & Vilches, Silvia. (2008). Precarious and Vulnerable: Lone Mothers on Income Assistance.

This article discusses the topic of families on social assistance, and what cuts have been made and how it effects the children and parents, this article also discusses 80% of the single parents on assistance are mothers. That discussion directly ties into my articles that state that more than likely a researcher will look at the mother in terms of language development for a child.

Guxens, Mònica, et al. "Prenatal Exposure to Residential Air Pollution and Infant Mental Development: Modulation by Antioxidants and Detoxification Factors." *Environmental Health Perspectives*, vol. 120, no. 1, Jan. 2012, pp. 144-149. EBSCO*host*, doi:10.1289/ehp.1103469.

Guxens et al. states that the purpose of the study was to asses whether residential air pollution during pregnancy adversely affects mental development during the second year of life in regards to my discussion on whether children living in rural or urban setting know more words. This article contributes to the research overall that urban children know more words. Contributing factors are the mothers living situations, the air quality she is living in, her nutrient intake, and antioxidant intake, which has been shown to combat air pollution exposures.

Hall, William S., and Dolores Straker. “Language in Society.” *Language in Society*, vol. 9, no. 2, 1980, pp. 275–279. *JSTOR*, JSTOR, www.jstor.org/stable/4167146.

Kornilov, Sergey A., et al. "Language Development in Rural and Urban Russian-Speaking Children with and without Developmental Language Disorder." *Learning & Individual Differences*, vol. 46, Feb. 2016, pp. 45-53. EBSCO*host*, doi:10.1016/j.lindif.2015.07.

This article states that while children with learning disorders and speaking disorders are not limited to rural or urban living, there seemed to be more children living in rural areas, the study also linked syntactic abilities to the characteristics of the caregivers or teachers and also linked to children living in lower socioeconomic status with speech delays compared to those living urbanely. This article is useful to me for the discussion of the caregivers input and the environment in which the children are living in.

Larson, Anne L. and Naomi L. Rahn. "Vocabulary Instruction on Sesame Street: A Content Analysis of the Word on the Street Initiative." *Language, Speech & Hearing Services in Schools*, vol. 46, no. 3, July 2015, pp. 207-221. EBSCO*host*, doi:10.1044/2015\_LSHSS-14-0079.

This article discusses children, language acquisition, and watching television, specifically Sesame Street, in accordance with language acquisition. The argument states that while both children in rural and urban settings both watch television, children in urban settings watch more child driven educational programs, than the children living in rural homes. This article is useful to me with knowledge of the discussion of the difference in children’s lives in the home from rural to urban living.

Vilches, Silvia L., et al. "Documenting the Urbanistic Policy Bias in Rural Early Childhood Services: Toward a Functional Definition of Rurality." *Canadian Geographer-Geographe Canadien*, vol. 61, no. 3, n.d., pp. 375-388. EBSCO*host*, [ezproxy.tru.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000408869400018&site=eds-live](http://ezproxy.tru.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000408869400018&site=eds-live).

This article explores the discussion of policy bias in terms of funding and services related to early childhood services in rural areas. While Early Childhood Education has been shown to be crucial in the success of children there is a lack of access in the rural area. Lower population densities receive fewer services, with a one-size-fits all funding model. Communities with less than 1,000 persons in BC cannot justify full-time positions. Individuals are then referred to urban specialists. This article contributes information in terms of my research material with evidence suggesting the smaller populations funding purposes and lack of professionals to work rurally are the main barriers to getting assistance for rural children.