Literature Review

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Cognitive language development starts at an early age. If all people are born with a certain potential; then why are some unable to fully reach theirs? There is much to consider when it comes to a child's development. Developmental growth can be affected in many ways. Life is about experiences. If a child is not able to experience high quality learning before they are pushed into the school system, once they have reached their rightful age, often times this causes all sorts of delays and issues. These experiences do not necessarily have to mean the child learning how to do long division at two years of age, but that they are in a supportive healthy environment that fosters learning through all kinds of forms. A healthy lifestyle and living conditions comes with supportive guardians. All of the helpful aspects of supporting a child's cognitive language development comes with needing time, money, and they tools needed to foster learning. This puts low-income families at a disadvantage. The research on children from low-income families has shown a significant difference in many areas compared to children from middle class or upper class families. Researchers are asking themselves, what is the relation between low income families and education? Can there be a way to prevent the inevitable negative outcomes when it comes to these children's education? Many studies have been conducted to figure out how cognitive development in children is effected by their low-economic back grounds.

Measuring the success of students from different backgrounds is hard, especially to get evidence and statistics the follow children from early years into young adulthood. There was study done to see if the effects from early educational interventions would be effective in adulthood. Low income families were the focus in an assortment of early educational childcare centers, the goal was to see the effects of early childcare and how the different environments

made a difference for these children's futures. Children from low-income families are at risk for school failure, and it is no question that early intervention can have positive impact on students in turning around their future odds. With these children and many others, those who had early education showed major change and progress in test scores and success on into ages 14 and 15. Students not only showed academic growth they also showed behavioral achievement as well (Campbell,2001).

The High scope program, an early education center used to examine the effects of environment, found that their students were more likely stay out or grow out of special education programs and graduate high school. There were better rates of employment and they found that the students with the early childhood care were less likely to end up in jail. These early intervention programs have proven the importance of early education. Preschool dose have a significant impact on a person's life. A highly qualified preschool may be the answer to helping low-income students learn to be successful and help prevent their seemingly predictable negative future (Campbell,2001).

School readiness is another major piece in creating a positive educational experience in young children. There is something to be said about the impact of preschool, but if a child is not developmentally ready for it than it poses the question; is school readiness something to take into consideration? *The development of cognitive skills and gains in academic school readiness for children from low-income families* studied one hundred sixty-four children that attended a Head Start programs. They examined the connection between the working memory and attention spans with the specific skills of reading and math. The information found on the working memory and attention skills were a direct link to the results found in the specific skills area. Those who had good attention control and working memory skills in preschool showed grade level or above

achievement in kindergarten. This link of memory and attention to cognitive achievement can be used as a good indicator to see if children are developmentally ready to start school, or if they should wait another year (Welsh,2010).

One of the hardest questions teachers have is how to address all the levels of learners in their class. If students start school early, or before they are ready, this can end up being more of a disadvantage than an advantage. When children are not ready for school this is where the gaps in the classrooms are starting. Getting a jump start on education with preschool always seems like a positive precautionary to take, but school readiness is something preschools have to take into consideration. It not only effects the child's development in their early years of learning, it starts a chain reaction where they end of falling more and more behind, and after a certain point it becomes terribly hard to catch up. The study on the connection of memory and attention to literacy and numerical skills can help bridge the school readiness gap that is often found in children that come from low economic backgrounds. If the problem can be identified as soon as preschool, children from low-income families have a better opportunity to make it (Welsh,2010).

Academic achievement and cognitive development can be highly effected by a person's environment. There has been much research on development and the environmental factors that play into learning. A person's surroundings has a large influence on their growth of academic skills. In the study *The of environment in the development of reading skills* they found that to measure a child's cognitive ability they must take their environment into consideration. This study showed that preschoolers who had high reading abilities also had a supportive home environment mixed with a supportive schooling environment. In children, ages three to eight years old, showed that their home environment was significantly the most important indicator of their intelligence level. At age three intelligence test scores were influences the most by the

children's social economic status and home environments. In all a child's environment effects their education and cognitive growth in one way or another (Molfese,2003).

The of environment in the development of reading skills study took a group of children that were born around the same time and had families that agreed to do yearly academic testing. The total scores factored in parental education, parental occupation, and total family income. The overall averages created a socieo economic status score. Children that had the lowest socio economic status score often did not do well or show improvement on the intellectual testing. Children who are fortunate to have supportive types of lifestyle will have higher intellectual abilities and reading abilities (Molfese,2003).

In most studies of low-income students and their cognitive growth patterns environmental factors are often examined and found to be directly related to income status. Quality childcare and the influence it has on children's development has been a focus of study in the world of education. *Child care and low-income children's development: direct and moderated effects* is a study where they took information from children and their families who are on welfare. They examined the quality of childcare in these situations and their relation to child-development. This study found that children from low-income families often did not receive adequate quality childcare. This effected there cognitive and social emotional development (Votruba-Drzal,2004).

Child development is not just biological it can be influences by the combination of interactions with the people in their lives and their environments. The mix of home environments and childcare settings are what gives a child the opportunity to reach their potential. With a poor environment and little interaction comes poor development and lack of skill. The analysis in *Child care and low-income children's development: direct and moderated effects* study suggests

that quality childcare will have a noticeable effect on children from low-income families (Votruba-Drzal,2004).

In relation to a child's cognitive development is their parent's education and vocabulary span. *Parents' education, mothers 'vocabulary, and cognitive development in early childhood* is a study where a sample of children from a rural area associated between their mothers cognitive skills and theirs. The results of this study showed the schooling and vocabulary levels of parents were strong indicators of the cognitive development of their children. Household wealth was another factor that was taken into consideration. The differences and gaps we see amongst children's education start very early. There is promise for low-income children in high-quality center-based care that focus on encouraging disadvantaged children and through parenting programs (Schady,2011).

When it comes to the low-income families and their children's cognitive development, studies show that they are at a disadvantage. In all of these studies they focused on income, early learning experiences, child care, parental roles, school readiness, and how all of this has an impact on a child's development. All of these studies have one finding in common; children are highly influences by their environment, and a good environment is easier to foster in families who are not in low economic situations. Environmental factor cover and impact a lot of areas of a child's life and development. One study focused just on how a child's environment plays a big role in their reading skills. If the surroundings of a child has a profound effect on their reading skills, then it will be effecting more areas other than reading. Looking at the bigger picture, the opportunities and experience children are exposed to will have life long lasting effects on their education, developmental, and cognitive growth.

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