

The Influence of Individual Characteristics on Children's Detection of Inconsistencies

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Background Information

- **Background:** Children come into school with factors that may influence their learning such as **vocabulary**, **age**, and **education**.
- **Existing facts:** Children with strong vocabulary knowledge also tend to have strong **comprehension monitoring skills**, which is the ability to check if a text makes sense while reading.
- **Research Gap:** Shortcomings in previous research have been we don't have much information about how children comprehend stories. We have this information for older children in reading contexts, but research on kids under age eight in **listening** contexts is limited.

Purpose

The purpose of this study is to further understand trends in **listening** comprehension skills. Individual characteristics (vocabulary knowledge, age, and amount of schooling) could be influencing children's ability to detect inconsistencies in passages.

Research Question

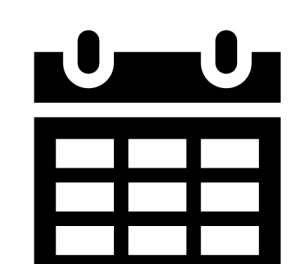
Is there a correlation between performance on inconsistency detection scores and individual characteristics?

- **Vocabulary:** Is there a correlation between inconsistency detection scores and children's vocabulary knowledge?
- **Age:** Is there a correlation between inconsistency detection scores and children's age?
- **Number of school days:** Is there a correlation between inconsistency detection scores and children's number of days in school?

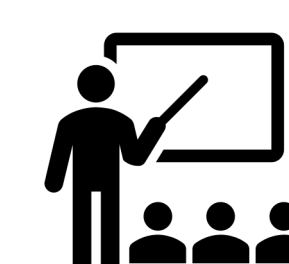
Hypotheses



Children's detection of inconsistencies will be positively associated with their vocabulary scores.



Older children will correctly identify inconsistencies more frequently than younger children



The more schooling children have, the more frequently they will be able to correctly identify inconsistencies

Methods

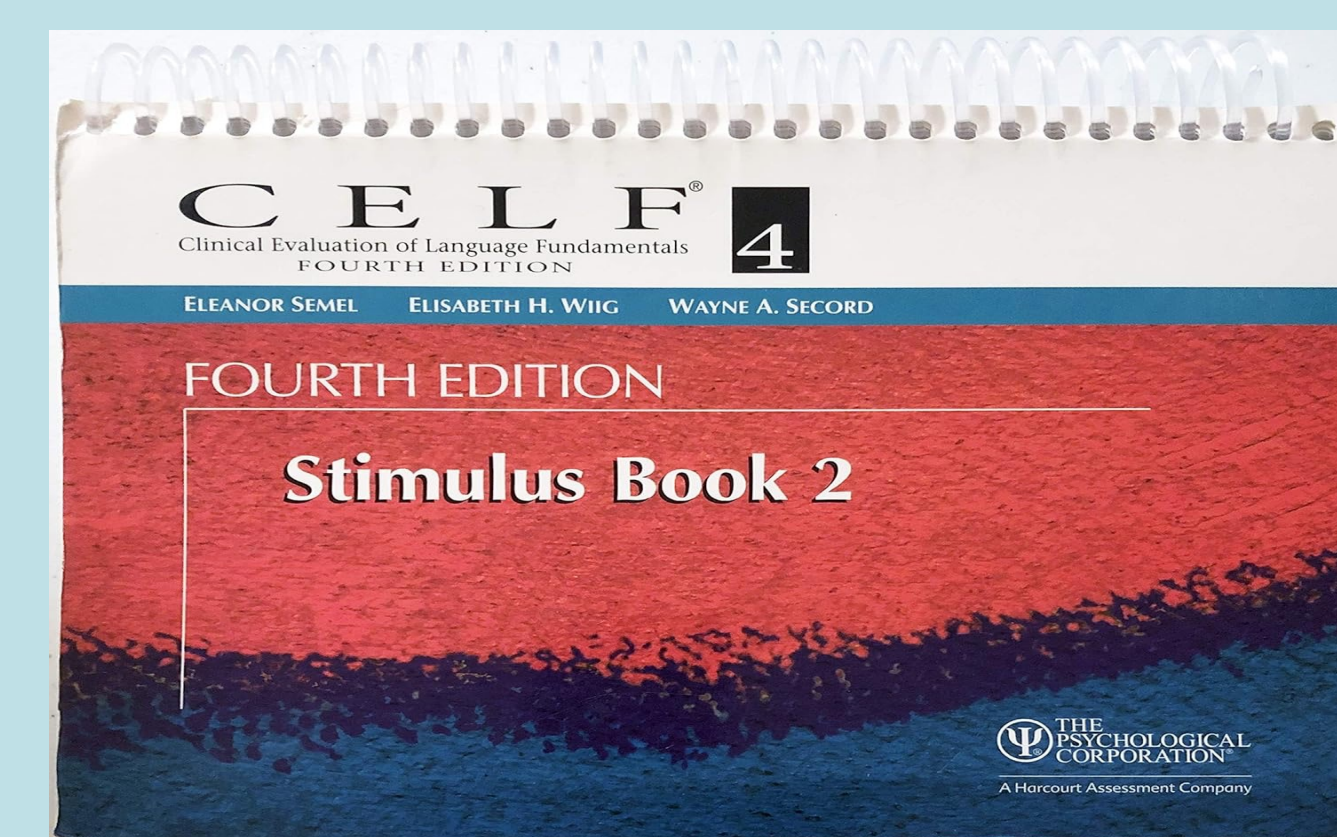
- **Participants:** Data collection is in progress. Target sample size of 155 students who are 8-years-old and under in North Florida.
- **Focus:** Relation between listening comprehension with vocabulary, age, number of school days.
- **Methodology:** Participants completed three assessments: vocabulary, working memory, and inconsistency detection task.
- **Narrative comprehension Inconsistency detection task:** Children listened to short stories containing inconsistencies. They were then asked to identify inconsistencies within each story and indicate whether the passage was logically coherent.

Narrative Passages

Consistent	Inconsistent
Sameera was walking in the park and found a lost kitten. She picked up the kitten and showed her parents. Sameera and her parents walked around the park searching for the kitten's owner.	Khanh lives in a big city . He hears lots of noises like honking cars and neighbors' music. He loves walking on the busy streets and looking at the tall buildings on the farm .

Vocabulary

Clinical Evaluation of Language Fundamentals Fourth Edition (CELF-4)
Expressive Vocabulary Assessment (Semel et al., 2003)



Preliminary Findings

- Preliminary linear mixed effects models with 60 students revealed that as vocabulary knowledge increased, so did children's detection of inconsistencies
- As age increased, so did children's detection of inconsistencies.
- As children progressed in school, their detection of inconsistencies increased.

Conclusion

- **Expected Future Implications:** If our findings show that increased vocabulary knowledge leads to more accurate inconsistency detection, it supports the idea that early intervention and enrollment can help children build the skills they need to succeed.

Study Strengths

- We examined a moderate sample size, reducing bias
- We prerecorded passages for consistency, reducing bias

Limitations

- Age of a child and their amount of schooling are highly correlated, so at times it can be hard to tell if students are doing better because of development or schooling.

Resources

