



- Recent discussions have called for "Reframing the Word Gap" to move away from a deficit lens to explain differences in children's early language based on family backgrounds.
- We suggest "Expanding the Frame" for understanding factors underlying the Word Gap suggesting a broader ecobehavioral framework to explain inequities in children's early language experiences.
- This poster offers a set of nine principles as concrete ways that researchers can use to advance their science to promote greater equity.



### A More Expansive Conceptual Model

Fig. 1. An ecobehavioral model of language development which views child interactions as the mechanism for language learning. The model aims to conceptualize the influential levels that can shape the quantity and quality of caregiver-child interactions. The arrows across the various levels depict the bi-directional nature of the levels (Ford, et al, 2020).

# How Can Researchers Promote Equity In Language Intervention Research?



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	Preliminary Feedback
<b>Frame</b> Future Research	greatest potential impact toward more equitable language opportunities
	most likely to contribute to better long-term outcomes for diverse children
	most important in your own work
<b>g Equity in Early Language</b> dren from different	0 5 10 15
ling cultural and linguistic g so can help guide children	
e-promoting interventions, ss, and ecological and social	
egivers can easily integrate into <b>should be simple to find and</b>	
<b>es who took part</b> especially the rs match strategies with people	
nent in different cultural and ng-term outcomes valued by these	
<b>stic diversity</b> —including a orant populations we engage with	
<b>verse researchers</b> who have the esearch and to share ideas openly	
with enduring strength. Cultivate nguage support to diverse families	0   5   10   15
	NUMBER OF ENDORSEMENTS

## KU Juniper Gardens Children's Project

#### **Results So Far**

- Principles identified as most likely to have greatest impact on creating more equitable opportunities are **Principle 4** (Tools that are simple and easy to use) and **Principle 3** (Designed by diverse stakeholders).
- 2. **Principles 3 and 4** were also identified as most likely to lead to long-term outcomes for children from diverse backgrounds.

#### Your feedback continues the conversation



- 3 questions seek your feedback about the principles.
- Suggest principles that would strengthen this paper.

2. Read the paper.



 Contact us to add your own short commentary to the paper.

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