INTRODUCTION

Purpose of this study:
- To examine relationships among performance on these two experimental tasks.
- To investigate the role of dialect density in child language development.

METHODS

Participant Characteristics: Means (SDs in parentheses)

<table>
<thead>
<tr>
<th>Number of boys</th>
<th>Number of girls</th>
<th>Age in months</th>
<th>Ethnicity</th>
<th>Socioeconomic status</th>
<th>PPVT-4 standard score</th>
<th>EVT-2 standard score</th>
<th>TACL-3 (EPS) standard score</th>
</tr>
</thead>
<tbody>
<tr>
<td>44 boys</td>
<td>44 girls</td>
<td>73 (16)</td>
<td>African American or biracial</td>
<td>76% low-SES (parent interview)</td>
<td>94.6 (12.8)</td>
<td>93.8 (10.2)</td>
<td>9.7 (2.1)</td>
</tr>
</tbody>
</table>

EXPERIMENTAL TASKS

Experiment 1: Dialect categorization

Stimuli:
- Visual: 6 red and 6 blue monsters
- Auditory:
  - Voices: 6 SAE-speaking and 6 AAE-speaking young women.
  - All speakers read 2 children’s books: A Snowy Day and A Letter to Amy.

Procedure:
1. Training Phase:
   - A red monster and a blue monster were presented on a touch screen: all red monsters spoke AAE and all blue monsters spoke SAE (or vice versa).
   - The monsters both repeated a story, each time at the end of the trial:
     - “Touch the monster that talked.”
     - “Because the monsters were asking, it was clear which monster was talking.”
2. Pre-switch: Child sorts by one dimension (e.g., color).
3. Post-switch: Child sorts by other dimension (e.g., shape).

Results for Model 1:
- Dependent variable: Percent correct on singular/plural categorization.
- Predictor variables: Age, EVT raw score, TACL-EPS raw score, Overall accuracy on DCCS (executive function measure).

RESULTS

Model 2: Word comprehension (singular/plural)
- Dependent variable: Percent correct on singular/plural comprehension.
- Predictor variables: Age, EVT raw score, TACL-EPS raw score, Overall accuracy on DCCS (executive function measure).

DISCUSSION

Summary and Discussion
- The language skills of the children in this study seemed to be representative of those of children from low-SES families more generally.
- For example, Washington & Craig (1999) reported a mean of 91 on the PPVT II for a similar group of children.

LIMITATIONS AND FUTURE DIRECTIONS
- Language samples to measure dialect density are not yet analyzed.
- In a subset of data (N=8), a U-shaped relationship between dialect density and word comprehension was observed (Kies et al., 2010).

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