

Socioeconomic Status, Parental Investments, and the Cognitive and Behavioral Outcomes of Low-Income Children from Immigrant and Native Households

Citation:

Mistry, R. S., Biesanz, J. C., Chien, N., Howes, C., & Benner, A. D. (2008). Socioeconomic status, parental investments, and the cognitive and behavioral outcomes of low-income children from immigrant and native households. *Early Childhood Research Quarterly*, 23(2), 193-212.

- The authors attest that that one in five children residing in America (circa 2008) has one parent that is foreign-born or they are foreign-born; 21% of immigrant children reside in the poverty level (14% of domestically-born children), 49% of immigrant children are living near the federal poverty level (34% of domestically-born children).
- The authors assert that socioeconomic status (SES) has a direct effect on children's development; the three indicators of SES are (1) family income, (2) maternal education, and (3) social services cash assistance.
- The authors affirm that income is strongly associated with the well-being of young children (0-3), the lack of financial resources is found to influence parenting styles, and maternal education is a robust indicator of the relation between mother and child.
- The authors avow that parental investment, the ability to provide commodities, services, and experiences that support children's well-being and socialization pathways, the hardships that children endure due to the complexity of the spectrum of factors, are indicators of the SES impact on children outcomes.
- The authors maintain that there needs to be an increase in the conceptualization, design, and implementation of universal services for foreign and domestic-born citizens, specifically in early childhood educational services.
- The authors substantiate that immigrant-born families indicate that there are lower levels of linguistic (i.e., language and literacy) and cognitive stimulus in the home, with indications of increased parental stress.
- The authors believe that due to a rapidly growing society, there is a necessity to develop a comprehensible understanding of child development in the context of a diverse society; three robust indicators that are predictors of families' SES level are (1) family income, (2) maternal education, and (3) social services cash assistance.
- The authors aver that social categorizations (i.e., SES level, immigrant status, and funds of knowledge) need to be highlighted to bring awareness to the effects on child development; further research needs to be conducted that highlight barrier that impacts a variety of marginalized communities (i.e., country of origins, SES, and self-identifying ethnicity).

- The authors attest that immigrant communities are densely populated, ethnically and linguistically similar offer cultural support; however, isolation from the larger community creates barriers that limit opportunities.
- The authors affirm that maternal engagement in linguistic-based and cognitive stimuli is linked to children's cognitive, linguistic, and vocabulary growth; there is robust evidence that early intervention for support families produces the highest economic return in investment.
- The authors avow that children experience an equal opportunity for a free appropriate public k-12 education with the educationally-enriching approaches supported with early childhood policies and practices.