

Research backing the Talk, Read, Play campaign:

1. *Meaningful Differences*, (Hart & Risley, 1995)
 - a. The number of words a child hears from birth to age 3 has a direct correlation to their level of vocabulary upon entering Kindergarten:

Children in...	These children heard...	Words per year...	By age 3, these children had a vocabulary of...
Higher Socioeconomic families	2,153 words per hour	11 million	1,100 words
Middle Socioeconomic families	1,251 words per hour	6 million	750 words
Lower Socioeconomic families	616 words per hour	3 million	500 words

2. Juniper Gardens Children's Project at the University of Kansas
 - a. Strategies for Promoting Communication & Language of Infants and Toddlers
 - b. When parents & teachers use specific strategies to promote communication & language (for example, being responsive to children, labeling what the child is doing, etc), young children talk more & score higher on early literacy readiness tests.
3. American Library Association Interviews
 - a. Common parent response: "I did not think it was very important to talk to my child UNTIL my child could talk to me."
4. Frank Porter Graham Child Development Institute
 - a. Family Life Project
 - b. Parents who learn about the importance of talking with & interacting with their children will then speak more frequently to them.

This research tells us that:

- 1) If parents speak more often to their children when they are infants/toddlers, those children will have a bigger vocabulary at age 3
- 2) If we give parents or childcare providers specific strategies to promote communication with young children, those children enter school with bigger vocabularies & score higher on literacy tests
- 3) Parents don't always know that they need to start talking to their babies early.
- 4) If we tell parents about the positive impact of talking more often to their children, parents are more likely to do so.