

The Impact of Information, Context, and Child Gender on Parents' Early Numeracy Input

Ashli-Ann Douglas, Erica L. Zippert, and Bethany Rittle-Johnson

Abstract

The current study continues efforts to identify effective ways to promote parents' early numeracy input. Parents ($n = 60$) played two card games with their preschooler, completed surveys about their academic beliefs, and received information about an important numeracy skill. Parents rated the skill (magnitude comparison) as significantly more important for their child after receiving related information. Additionally, parents of girls provided significantly more magnitude comparison input after receiving the information than parents of boys, though their input before receiving the information were similar. Further, parents' input was affected by the card games they played. Thus, the current study offers insightful findings on the malleability of parents' numeracy input and beliefs. Implications for future research and practice are discussed