**The influence of Socioeconomic Status and Ethnicity on Speech and Language Development**

**(Basit, Hughes et al., 2014)**

**(ACCEPTED VERSION)**

**Tables**

**Table 1: Number of schools and children in each socioeconomic status group**

|  |  |  |  |
| --- | --- | --- | --- |
| **Socioeconomic status group** | **IMD ranks included in group** | **Number of schools/nurseries in group** | **Number of children in group** |
| Very Low (most deprived) | 396 – 3343 | 12 | 126 |
| Low | 4203 – 8034 | 11 | 105 |
| Middle Range | 15495 - 18994 | 3 | 24 |
|  |  | **Total = 26** | **Total = 255** |

**Table 2: Number of children in each age band by gender, ethnicity and first language (Total N = 255)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Age (years;**  **months)** | **Gender** | | **Ethnicity** | | | **First language** | | |
| **Boys** | **Girls** | **White British** | **Asian/**  **Asian British** | **Other Ethnic Background** | **English** | **Asian**  **Languages** | **Other Language** |
| 3;01 | 2 | 1 | 1 | 2 | 0 | 2 | 1 | 0 |
| 3;02 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 |
| 3;03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3;04 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 |
| 3;05 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 0 |
| 3;06 | 20 | 11 | 17 | 10 | 4 | 21 | 9 | 1 |
| 3;07 | 10 | 23 | 24 | 5 | 4 | 28 | 2 | 3 |
| 3;08 | 21 | 19 | 30 | 4 | 6 | 35 | 2 | 3 |
| 3;09 | 31 | 22 | 41 | 8 | 4 | 44 | 7 | 2 |
| 3;10 | 14 | 24 | 27 | 7 | 4 | 30 | 8 | 0 |
| 3;11 | 25 | 27 | 41 | 6 | 5 | 47 | 4 | 1 |
| 4;00 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 |
| **Total** | **125** | **130** | **186** | **42** | **27** | **212** | **33** | **10** |
| **Percentage** | **49%** | **51%** | **73%** | **16%** | **11%** | **83%** | **13%** | **4%** |

**Table 3: Definitions of variables**

|  |  |
| --- | --- |
| **Variable** | **Definition** |
| Ethnicity:  White British  Asian or Asian British  Other ethnic background | A – White British  H – Asian or Asian British: Indian  J – Asian or Asian British: Pakistani  K – Asian or Asian British: Bangladeshi  L – Asian or Asian British: Any other Asian background  C – White: Any other White background  D – Mixed White and Black Caribbean  E – Mixed White and Black African  F – Mixed White and Asian  G – Mixed: Any other Mixed background  N – Black or Black British: African  P – Black or Black British: Any other Black background  R – Other ethnic groups: Chinese  S – Other ethnic groups: Any other ethnic groups |
| First language:  English  Asian  Other language | Languages included in category:  English  Bengali, Kurdish, Punjabi, Urdu  Czech, Dan, Lithuanian, Mandarin, Polish, Tigrinya |

**Table 4: Descriptive categories for standard scores and distribution**

**of Comprehension and Production standard scores by category**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Descriptive category** | **SD above and below the mean** | **Standard score range** | **Percentile rank range** | **Comprehension**  **– number of children in each descriptive category** | **Production**  **– number of children in each descriptive category** |
| Severe delay | Below -2 | Below 70 | < 2 | 44 (17.3%) | 42 (16.5%) |
| Moderate to severe delay | -1.5 to -2 | 70-77 | 2-6 | 33 (12.9%) | 47 (18.4%) |
| Moderate delay | -1 to -1.5 | 78-84 | 7-14 | 36 (14.1%) | 47 (18.4%) |
| Low average | -1 | 85-89 | 16-24 | 42 (16.5%) | 21 (8.2%) |
| Average | 0 | 90-110 | 26-74 | 80 (31.4%) | 83 (32.5%) |
| High average | +1 | 111-115 | 77-84 | 11 (4.3%) | 4 (1.6%) |
| Moderately advanced | +1 to +1.5 | 116-122 | 86-93 | 4 (1.6%) | 6 (2.4%) |
| Moderately to very advanced | +1.5 to +2 | 123-130 | 94-98 | 4 (1.6%) | 5 (2.0%) |
| Very advanced | Above +2 | Above 130 | 99+ | 1 (0.4%) | 0 (0%) |

SD: standard deviation

**Table 5: Children showing evidence of delay (scoring below -1 SD)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Descriptive category** | **Comprehension** | | | **Production** | | |
| **N** | **Percentage** | **Expected percentage** | **N** | **Percentage** | **Expected percentage** |
| Severe delay (-2 SD) | 44 | 17.3 | 9.2 | 42 | 16.5 | 9.2 |
| Moderate to severe delay (-1.5 to -2 SD) | 33 | 12.9 | 4.4 | 47 | 18.4 | 4.4 |
| Moderate delay (-1 to -1.5 SD) | 36 | 14.1 | 2.3 | 47 | 18.4 | 2.3 |

**Figures**

**Figure 1: Distribution of mean standard scores by**

**descriptive category for Comprehension and Production**

**Figure 2: SES group: mean standard scores (adjusted**

**for covariate of age) for Comprehension and Production**

**Figure 3: Ethnicity: mean standard scores (adjusted for**

**covariate of age) for Comprehension and Production**

**Figure 4: First language: mean standard scores (adjusted**

**for covariate of age) for Comprehension and Production**