



Abstract

Although research on parent-child discourse has explicated social and cognitive functions of joint reminiscing of past events, few studies have examined functions of anticipatory event conversations. This study examined links between future-oriented practices in the home, parent-child anticipatory discourse, and children's future-oriented knowledge and skills. Thirty-eight 5-year-old children and their mothers engaged in future event conversation and mothers completed a questionnaire about future-oriented practices and behaviors. Children were also interviewed about their knowledge of the future events with a naïve partner and completed a planning task. Findings support the contribution of future-oriented practices in the home on children's future-oriented knowledge and skills, and lends supports the unique contribution of anticipatory discourse in the organization of these abilities.

Introduction

•Parents initiate anticipatory event conversations with their children early and frequently during childhood.

•Individual differences in the style and content of family anticipatory event conversations have been found, yet little research has been devoted to exploring the function of these differences as they relate to how children think about themselves, others, and events in a futureoriented context.

•Future-oriented speech may influence how children anticipate future events, how children think within a complex temporal context, and may serve as a basis for joint structuring and planning of future events.

•Parental guidance in negotiating how to integrate multiple temporal representations may be a very important factor in creating a coherent, organized hypothesis about the future (Hudson, 2006).

•Moreover, anticipatory conversations with parents may provide a forum for learning how to form flexible mental representations of goal-oriented actions that are required when planning.

•The present study examined relations between family future-oriented behaviors and values, and children's future-oriented behaviors, knowledge and skills.

Hypotheses

- **Hypothesis 1:** Children from families that report more future-oriented family practices and values would evidence more future-oriented behaviors.
- **Hypothesis 2** : Children with mothers who provide a detailed description of anticipatory events would have more developed future-oriented behaviors, knowledge, and skills.
- **Hypothesis 3:** Children that evidenced more future-oriented behaviors in daily family life would provide more future-oriented details during anticipatory conversations with a naïve partner and more detailed plans.

The Development of Future-Oriented Knowledge and Skills in Young Children Sara Meyer, Rebecca Goodvin, Rachel Hayes, Ross Thompson & Karie Fahey University of California-Davis & University of Nebraska-Lincoln

		M	ethods			T	Table 2. Anticipation	atory Conv	ersation and	d Planni	ng Task	x Coding	g
Particinants T	hirty_eig	the childre	n(Mage = 5.2 v)	pars 57% female	e) and	Task	Code	Description	1		М	SD	Rang
 <i>Participants.</i> Thirty-eight children (<i>M</i> age = 5.2 years, 52% female) and their mothers were recruited from community child care centers and preschools in a Midwestern city. <i>Presedures</i> Mothers reported their even future prior ted behaviors and 				and	Parent-child anticipatory event	Informational Detail	amount of future even	core (1-5) of t detail about th t provided by	he	3.03	1.06	1-5	
Procedures. Mothers reported their own future-oriented behaviors and values and their child's demonstration of future-oriented behaviors in the home. A week later, mothers engaged children in two anticipatory conversations at a university laboratory. An experimenter later interviewed the children about what they thought would happen during each event. Children also completed a planning task with an					ors in patory	conversation Naïve partner-child anticipatory event conversation	Future-oriented Detail	of unique d	count of the r letails about t t provided by	he	9.43	5.17	0-17
experimenter.						Planning Tasks	Planning Details		count of the r letails provide		6.84	3.91	0-18
Measures.									at were speci	fic to			
1994): Parer	nts comp	pleted a sel	ed Processes Que	nnaire designed t	to			planning ar	n event.				
future-oriente	ed proce	esses and b	ors that might inf ehavior in childr	▲	C			Re	esults				
their child week. Conve <u>detail</u> provid Naïve partne	<i>I</i> : Mothe d about to ersations ded by th <i>er-child</i> :	ers were as two events were code ne mother. An exper	Sked to engage in the child would ed for the amount (See Table 2.) cimenter served a	experience with t of <i>information</i> as a naïve conver	in a - rsation	future and tin • Mater	nal future-orien oriented behav	iors (routin future-orier	e & order, e	expectat e.g., cal	tion & p endars)	oreparat and	tion,
what they the was previous descriptions they provided Planning Task asked childre party and pla the amount o Table 1. D <i>Domain</i>	ought wo sly discus were coo d about t a <i>(adapted</i> en how to anting a g	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) dson et al., 1995 two events (plant hildren' s respon they provided. (S cure-Oriented Pro Sample item	ture event that ildren's <i>re-oriented detai</i> (): An experiment ning a birthday ses were coded for See Table 2.)	il nter for	by mo child f Hypoth • Childr the ho details naïve • Childr behav	ary to our hypot others in anticipa future-oriented 1	atory event knowledge tion of expe ely associat ng the antic tion of rout e were posit	conversation or skill variant ectation and ed with the cipatory even ine and ord cively relate	ons did r iables (7 d prepara amount ent conv	not relat Fable 3) ation be t of future ersation	te to any haviors re-orient with a -orienta	y s in nted
what they the was previous descriptions they provided <i>Planning Task</i> asked childre party and pla the amount o Table 1. D	ought wo sly discus were coo d about t a <i>(adapted</i> en how to anting a g of <i>plannin</i>	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ng details</i>	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) dson et al., 1995 two events (plant hildren' s respon they provided. (S cure-Oriented Pro Sample item	ture event that ildren's <i>re-oriented detai</i> (): An experiment ning a birthday ses were coded for See Table 2.)	il nter for	 Contra by mo child f Hypoth Childa the ho details naïve Childa behav 	ary to our hypot others in anticipat future-oriented f esis 3: ren's demonstratione was positive s providing duri partner ren's demonstrations in the home planning for even Table 3	atory event knowledge tion of expe ely associat ng the antic tion of rout e were posit ents (Table . Bivariate	conversation or skill variation ectation and ed with the patory even ine and ord tively relate 3). Correlation	ons did r iables (7 d prepara amount ent conv er and p ed to the ns of Ma	not relat Table 3) ation be of future oroblem amoun atternal	te to any haviors re-orient with a -orienta	y s in nted
what they they was previous descriptions they provided Planning Task asked childre party and pla the amount o Table 1. D Domain Family Practices 1. Future-Oriented Speech	ought wo sly discus were coo d about t about t a (adapted en how to anting a g of <u>plannin</u> Developm # of items	ould happe ssed with ded for the ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ng details</i> hent of Fut <i>reliability</i>	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) dson et al., 1995 two events (plan hildren' s respon they provided. (S ture-Oriented Pro Sample item We talk about things	ture event that hildren's <u>re-oriented detain</u> b): An experiment ning a birthday ses were coded for See Table 2.)	<pre>il nter for</pre>	 Contra by modeling Child for the hood details naïve Child for the hood details naïve<td>ary to our hypot others in anticipat future-oriented f esis 3: ren's demonstratione was positive s providing duri partner ren's demonstrations in the home planning for even Table 3</td><td>atory event knowledge tion of expe ely associat ng the antic tion of rout e were posit ents (Table</td><td>conversation or skill variation ectation and ed with the patory even ine and ord tively relate 3). Correlation</td><td>ons did r iables (7 d prepara amount ent conv er and p ed to the ns of Ma</td><td>not relat Table 3) ation be of future oroblem amoun atternal</td><td>te to any haviors re-orient with a -orienta</td><td>y s in nted</td>	ary to our hypot others in anticipat future-oriented f esis 3: ren's demonstratione was positive s providing duri partner ren's demonstrations in the home planning for even Table 3	atory event knowledge tion of expe ely associat ng the antic tion of rout e were posit ents (Table	conversation or skill variation ectation and ed with the patory even ine and ord tively relate 3). Correlation	ons did r iables (7 d prepara amount ent conv er and p ed to the ns of Ma	not relat Table 3) ation be of future oroblem amoun atternal	te to any haviors re-orient with a -orienta	y s in nted
what they they was previous descriptions they provided <i>Planning Task</i> asked childre party and pla the amount o Table 1. D <i>Domain</i> Family Practices 1. Future-Oriented Speech 2. Future-Oriented Tool Use	ought wo sly discus were cou d about t about t (adapteden how toanting a gof planninDevelopm# ofitems14	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ng details</i> hent of Fut <i>reliability</i> .72	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) dson et al., 1995 two events (plan hildren' s respon they provided. (S cure-Oriented Pro <i>Sample item</i> We talk about things We use a calendar to happen.	ture event that ildren' s <u>re-oriented detai</u> (): An experiment ning a birthday ses were coded for See Table 2.) () () () () () () () () () () () () ()	il nter for naire horrow.	 Contra by mo child f Hypoth Childa the ho details naïve Childa behav when 	ary to our hypot others in anticipa future-oriented I esis 3: ren's demonstra- ome was positive s providing duri partner ren's demonstra- iors in the home planning for eve Table 3 and	atory event knowledge tion of expe ely associat ng the antic tion of rout e were posit ents (Table . Bivariate	conversation or skill variation ectation and ed with the patory even ine and ord tively relate 3). Correlation	ons did r iables (7 d prepara amount ent conv er and p ed to the ns of Ma	not relat Table 3) ation be of future oroblem amoun atternal	te to any haviors re-orient with a -orienta	y s in nted
what they the was previous descriptions they provided <i>Planning Task</i> asked childre party and pla the amount o Table 1. D <i>Domain</i> Family Practices 1. Future-Oriented Speech 2. Future-Oriented Tool Use 3. Organizing Daily Life	ought wo sly discus were coo d about t about t a (adapted en how to anting a g of <u>plannin</u> Developm # of items	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ng details</i> hent of Fut <i>reliability</i> .72	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) dson et al., 1995 two events (plan hildren' s respon they provided. (S cure-Oriented Pro <i>Sample item</i> We talk about things	ture event that ildren' s <u>re-oriented detai</u> (): An experiment ning a birthday ses were coded for See Table 2.) () () () () () () () () () () () () ()	il nter for naire horrow.	 Contra by more child for the hore child for the hore details naïve Childa the hore details naïve Childa behave when 	ary to our hypot others in anticipa future-oriented l esis 3: ren's demonstra- ome was positive s providing duri partner ren's demonstra- iors in the home planning for eve Table 3 and aviors	atory event knowledge tion of expe ely associat ng the antic tion of rout e were posit ents (Table . Bivariate	conversation or skill variation ectation and ed with the patory even ine and ord tively relate 3). Correlation	ons did r iables (7 d prepara amount ent conv er and p ed to the ns of Ma	not relat Table 3) ation be of future oroblem amoun atternal	te to any haviors re-orient with a -orienta	y s in nted
what they they was previous descriptions they provided Planning Task asked childre party and pla the amount o Table 1. D Domain Family Practices 1. Future-Oriented Speech 2. Future-Oriented Tool Use 3. Organizing Daily Life Child Behaviors	ought wo sly discus were cou d about t about t (adapteden how toanting a gof planninDevelopm# ofitems14	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ng details</i> hent of Fut <i>reliability</i> .72	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) dson et al., 1995 two events (plan hildren' s respon they provided. (S cure-Oriented Pro <i>Sample item</i> We talk about things We use a calendar to happen. We eat dinner around	ture event that ildren' s <u>re-oriented detai</u> (): An experiment ning a birthday ses were coded for See Table 2.) () () () () () () () () () () () () ()	<i>il</i> nter for naire orrow. thing would a day.	 Contra by more child for the hore child for the hore details naïve Childa the hore details naïve Childa behave when 	ary to our hypot others in anticipa future-oriented I esis 3: ren's demonstra- ome was positive s providing duri partner ren's demonstra- iors in the home planning for eve Table 3 and aviors onal detail	atory event knowledge tion of expe ely associat ng the antic tion of rout e were posit ents (Table . Bivariate	conversation or skill variation ectation and ed with the patory even ine and ord tively relate 3). Correlation	ons did r iables (7 d prepara amount ent conv er and p ed to the ns of Ma	not relat Table 3) ation be of future oroblem amoun atternal	te to any haviors re-orient with a -orienta	y s in nted
what they they was previous descriptions they provided Planning Task asked childre party and pla the amount o Table 1. D Domain Family Practices 1. Future-Oriented Speech 2. Future-Oriented Tool Use 3. Organizing Daily Life	ought wo sly discus were cou d about t about t (adapteden how toanting a gof planninDevelopm# ofitems14	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ing details</i> hent of Fut <i>reliability</i> .72 .73 .81	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) udson et al., 1995 two events (plant hildren' s respon they provided. (S cure-Oriented Pro <i>Sample item</i> We talk about things We use a calendar to happen. We eat dinner around Has some routines th	ture event that aildren' s <u>re-oriented detai</u> 5): An experiment ning a birthday ses were coded for See Table 2.) Decesses Question that will happen tomet o explain when somet d the same time each hat (s)he follows the s	<i>il</i> nter for naire orrow. thing would a day.	 Contra by more child for the hore child for the hore details naïve Childa behave when 	ary to our hypot others in anticipa future-oriented I esis 3: ren's demonstra- ome was positive s providing duri partner ren's demonstra- iors in the home planning for eve Table 3 and aviors onal detail	atory event knowledge tion of expe ely associat ng the antic tion of rout e were posit ents (Table Bivariate Child Futu 1 2	conversation or skill variation ectation and ed with the patory even ine and ord tively relate 3). Correlation	ons did r iables (7 d prepara amount ent conv er and p ed to the ns of Ma	not relat Table 3) ation be of future oroblem amoun atternal	te to any haviors re-orient with a -orienta	y s in nted
what they they was previous descriptions they provided <i>Planning Task</i> asked childre party and pla the amount o Table 1. D <i>Domain</i> Family Practices 1. Future-Oriented Speech 2. Future-Oriented Tool Use 3. Organizing Daily Life Child Behaviors 1. Routine & Order	ought wo sly discus were cou d about t about t (adapteden how toanting a gof planninDevelopm $# ofitems14$	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ng details</i> hent of Fut <i>reliability</i> .72	en during each fu their mother. Ch e amount of <i>futur</i> (See Table 2.) <i>idson et al., 1995</i> two events (plant hildren' s respon they provided. (S cure-Oriented Pro <i>Sample item</i> We talk about things We use a calendar to happen. We eat dinner around Has some routines th day. (Bedtime routin	ture event that ildren' s <u>re-oriented detai</u> 5): An experiment ning a birthday ses were coded for See Table 2.) Decesses Question that will happen tometric that will happen tometric that will happen sometric d the same time each hat (s)he follows the sometric hat (s)he follows the sometric hat (s)he follows the sometric)	il nter for for naire norrow. thing would a day. same way each	 Contra by more child for the log child for the hore details naïve Childa the hore details naïve Childa behave when 	ary to our hypot others in anticipa future-oriented I esis 3: ren's demonstra- ome was positive s providing duri partner ren's demonstra- iors in the home planning for eve Table 3 and <i>aviors</i> onal detail iented Speech iented Tool Use ng Daily Life	atory event knowledge tion of expe ely associat ng the antic tion of rout e were posit ents (Table Bivariate Child Futu 1 2	conversation or skill variation ectation and ed with the zipatory events ine and ord zively relate 3). Correlation re-Oriented 3 = 4	ons did r iables (7 d prepara amount ent conv er and p ed to the ns of Ma	not relat Table 3) ation be of future oroblem amoun atternal	te to any haviors re-orient with a -orienta	y s in nted
what they they was previous descriptions they provided <i>Planning Task</i> asked childre party and pla the amount o Table 1. D <i>Domain</i> Family Practices 1. Future-Oriented Speech 2. Future-Oriented Tool Use 3. Organizing Daily Life Child Behaviors 1. Routine & Order 2. Expectation &	ought wo sly discus were cou d about t about t (adapteden how toanting a gof planninDevelopm $# ofitems14$	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ing details</i> hent of Fut <i>reliability</i> .72 .73 .81	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) udson et al., 1995 two events (plant hildren' s respon they provided. (S cure-Oriented Pro <i>Sample item</i> We talk about things We use a calendar to happen. We eat dinner around Has some routines th day. (Bedtime routin Anticipates what will	ture event that ildren' s <u>re-oriented detai</u> 5): An experiment ning a birthday ses were coded for See Table 2.) Decesses Question that will happen tomet that will happen tomet o explain when somet d the same time each nat (s)he follows the s he) happen by watching	il nter for for maire norrow. thing would a day. same way each same way each	 Contra by more child for the hore child for the hore details naïve Child for the hore details naïve The hore details naïve Child for the hore details naïve Child for the hore details naïve The hore details naïve Child for the hore details naïve The hore details naïve	ary to our hypot others in anticipa future-oriented I esis 3: ren's demonstra- ome was positive s providing duri partner ren's demonstra- iors in the home planning for eve Table 3 and <i>aviors</i> onal detail iented Speech iented Tool Use ng Daily Life <i>ors in the home</i>	atory event knowledge tion of expendent ely associating the antice tion of rout were position ents (Table Bivariate Child Futu 1 2 2 2 	conversation or skill variant ectation and ed with the sipatory even ine and ord tively relate 3). Correlation re-Oriented 3 4	ons did r iables (7 4 prepara amount ent conv er and p ed to the d to the ns of Ma I Behavi 5	not relat Table 3) ation be of future oroblem amoun atternal	te to any haviors re-orient with a -orienta	y s in nted
what they they was previous descriptions they provided <i>Planning Task</i> asked childre party and pla the amount o Table 1. D Domain Family Practices 1. Future-Oriented Speech 2. Future-Oriented Tool Use 3. Organizing Daily Life Child Behaviors 1. Routine & Order 2. Expectation &	ought wo sly discus were cou d about t about t (adapteden how toanting a gof planninDevelopm $# ofitems14$	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ng details</i> hent of Fut <i>reliability</i> .72 .73 .81	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) dson et al., 1995 two events (plant hildren' s respon they provided. (S cure-Oriented Pro <i>Sample item</i> We talk about things We use a calendar to happen. We eat dinner around Has some routines th day. (Bedtime routin Anticipates what will do. (Knows Daddy y	ture event that ildren' s <u>re-oriented detai</u> 5): An experiment ning a birthday ses were coded for See Table 2.) Decesses Question that will happen tomet that will happen tomet o explain when somet d the same time each nat (s)he follows the s he) happen by watching	il nter for for maire norrow. thing would a day. same way each same way each	 Contra by more child for the log child for the hore details naïve Child behave when 	ary to our hypot others in anticipa future-oriented l esis 3: ren's demonstratione was positive s providing durit partner ren's demonstrations in the home planning for even Table 3 and aviors onal detail iented Speech iented Tool Use ng Daily Life ors in the home & Order	atory event knowledge tion of expendents ely associating the antice tion of rout were position to frout were position bivariate Child Futu 1 2 1 2 -1 2 -25 . 31^*	conversation or skill variation ed with the sipatory events ine and ord tively relate 3). Correlation re-Oriented 3 4	ons did r iables (7 4 prepara amount er and p ed to the d to the ns of Ma 1 Behavi 5	not relat Table 3) ation be of future oroblem amoun atternal	te to any haviors re-orient with a -orienta	y s in nted
what they they was previous descriptions they provided Planning Task asked childre party and pla the amount of Table 1. D Domain Table 1. D Domain Family Practices 1. Future-Oriented Speech 2. Future-Oriented Tool Use 3. Organizing Daily Life Child Behaviors 1. Routine & Order 2. Expectation & Preparation	ought wo sly discus were cou d about t about t (adapteden how toanting a gof planninDevelopm $# ofitems14$	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ing details</i> hent of Fut <i>reliability</i> .72 .73 .81	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) udson et al., 1995 two events (plan hildren' s respon they provided. (S cure-Oriented Pro Sample item We talk about things We use a calendar to happen. We eat dinner around Has some routines th day. (Bedtime routin Anticipates what will do. (Knows Daddy his suitcase)	ture event that ildren's <u>re-oriented detai</u> 5): An experiment ning a birthday ses were coded for See Table 2.) Decesses Question that will happen tome to explain when somet d the same time each hat (s)he follows the s ne) happen by watching will leave when watch	il nter for for maire norrow. thing would a day. same way each same way each thing him pack	 Contra by more child for the log child for the hore details naïve Child behave when 	ary to our hypot others in anticipa future-oriented I esis 3: ren's demonstra- ome was positive s providing duri partner ren's demonstra- iors in the home planning for eve Table 3 and <i>aviors</i> onal detail iented Speech iented Tool Use ng Daily Life <i>ors in the home</i>	atory event knowledge tion of expendent ely associating the antice tion of rout were position ents (Table Bivariate Child Futu 1 2 2 2 	conversation or skill variant ectation and ed with the sipatory even ine and ord tively relate 3). Correlation re-Oriented 3 4	ons did r iables (7 4 prepara amount er and p ed to the d to the ns of Ma 1 Behavi 5	not relat Table 3) ation be of future oroblem amoun atternal	te to any haviors re-orient with a -orienta	y s in nted
what they they was previous descriptions they provided <i>Planning Task</i> asked childre party and pla the amount o Table 1. D <i>Domain</i> Family Practices 1. Future-Oriented Speech 2. Future-Oriented Tool Use 3. Organizing Daily Life Child Behaviors 1. Routine & Order 2. Expectation &	ought wo sly discus were cou d about t about t (adapteden how toanting a gof planninDevelopm $# ofitems14$	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ng details</i> hent of Fut <i>reliability</i> .72 .73 .81 .70	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) dson et al., 1995 two events (plant hildren's respon they provided. (S cure-Oriented Pro <i>Sample item</i> We talk about things We use a calendar to happen. We eat dinner around Has some routines the day. (Bedtime routin Anticipates what will do. (Knows Daddy will his suitcase) Asks about things the	ture event that ildren's <u>re-oriented detai</u> b): An experiment ning a birthday ses were coded for See Table 2.) Decesses Question that will happen tomet of the same time each at (s)he follows the s ne) happen by watching will leave when watch at will happen in the for	<i>il</i> nter for maire orrow. thing would aday. same way each same way each such others hing him pack	 Contra by mo child f Hypothe Childa the ho details naïve Childa behav when Variable Maternal Behavious 1. Information 2. Future-oris 3. Future-oris 4. Organizing Child Behavious 5. Routine & 6. Expectation	ary to our hypot others in anticipa future-oriented I esis 3: ren's demonstra- ome was positive s providing duri partner ren's demonstra- iors in the home planning for eve Table 3 and aviors onal detail iented Speech iented Tool Use ng Daily Life ors in the home & Order on & Preparation	atory event knowledge tion of expendents ely associating the antice tion of rout were position to frout were position bivariate Child Futu 1 2 2 26 $.29^+$ $.02$ $.38^*$ 	conversation or skill variation ectation and ed with the patory even ine and ord relation re-Oriented 3). Correlation re-Oriented 3 4	ons did r iables (7 4 prepara amount ent conv er and p ed to the d to the ns of Ma Behavi <u>5</u>	ation be of future oroblem amoun aternal ors 6	te to any here to any chaviors ire-orient a with a -orienta it of det	y s in nted
what they they was previous descriptions they provided Planning Task asked childre party and pla the amount o Table 1. D Domain Family Practices 1. Future-Oriented Speech 2. Future-Oriented Tool Use 3. Organizing Daily Life Child Behaviors 1. Routine & Order 2. Expectation & Preparation 3. Time	ought wo sly discus were cou d about t about t (adapteden how toanting a gof planninDevelopm $# ofitems14$	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ng details</i> hent of Fut <i>reliability</i> .72 .73 .81	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) udson et al., 1995 two events (plant hildren' s respon they provided. (S cure-Oriented Pro <i>Sample item</i> We talk about things We use a calendar to happen. We eat dinner around Has some routines th day. (Bedtime routin Anticipates what will do. (Knows Daddy his suitcase) Asks about things tha we gonna eat cake a	ture event that ildren's <u>re-oriented detai</u> (i): An experiment ning a birthday ses were coded for See Table 2.) (cesses Question) (that will happen tome of explain when somet d the same time each hat (s)he follows the s he) (happen by watching will leave when watch at will happen in the for the party tomorrow?	iii inter for maire morrow. hing would aday. same way each what others hing him pack future. ("Are '?")	 Contra by mo child f Hypothe Childa the ho details naïve Childa behav when 	ary to our hypot others in anticipa future-oriented I esis 3: ren's demonstra- ome was positive s providing duri partner ren's demonstra- iors in the home planning for eve Table 3 and aviors onal detail iented Speech iented Tool Use on a Preparation orientation <i>ld Behaviors</i>	atory event knowledge tion of expendents of expendents and the antice tion of rout were posite ents (Table Bivariate Child Futu 1 2 1 3 1 3	conversation or skill variation ectation and ed with the patory events ine and ord tively relate 3). Correlation re-Oriented 3 4 .57** .10 .25 0810 .23 .16	ons did r iables (7 4 prepara amount ent conv er and p ed to the d to the ns of Ma Behavi <u>5</u>	hot relat Table 3) ation be of futurersation oroblem amoun atternal ors 6	te to any ehaviors ire-orient a with a -orienta it of det 7	y s in nted
what they they was previous descriptions they provided Planning Task asked childre party and pla the amount of Table 1. D Domain Table 1. D Domain Family Practices 1. Future-Oriented Speech 2. Future-Oriented Tool Use 3. Organizing Daily Life Child Behaviors 1. Routine & Order 2. Expectation & Preparation	ought wo sly discus were cou d about t about t (adapteden how toanting a gof planninDevelopm $# ofitems14$	ould happe ssed with ded for the the events. <i>ed from Hu</i> o plan for garden). C <i>ng details</i> hent of Fut <i>reliability</i> .72 .73 .81 .70	en during each fu their mother. Ch e amount of <u>futur</u> (See Table 2.) udson et al., 1995 two events (plant hildren' s respon they provided. (S cure-Oriented Pro <i>Sample item</i> We talk about things We use a calendar to happen. We eat dinner around Has some routines th day. (Bedtime routin Anticipates what will do. (Knows Daddy his suitcase) Asks about things tha we gonna eat cake a	ture event that ildren's <u>re-oriented detai</u> (): An experiment ning a birthday ses were coded for See Table 2.) () () that will happen tome () that will happen tome () explain when somet () at he same time each () at (s)he follows the some () happen by watching () happen by watching () happen by watching () happen in the follows the some () happen in the follows the some some solve a problem when watch () happen in the follows the solve a problem when watch	<i>ii</i> nter for maire norrow. hing would anday. same way each same way each same way each thing him pack future. ("Are "") hen the first	 Contra by mo child f Hypothe Childa the ho details naïve Childa behav when 	ary to our hypot others in anticipa future-oriented I esis 3: ren's demonstration ome was positive s providing durit partner ren's demonstrations in the home planning for even Table 3 and aviors onal detail iented Speech iented Tool Use ng Daily Life ors in the home & Order on & Preparation orientation <i>ld Behaviors</i> iented detail	atory event knowledge tion of expendents ly associating the antice tion of rout were position to frout were position bivariate Child Futu 1 2	conversation or skill variation ectation and ed with the patory events ine and ord tively relate 3). Correlation re-Oriented 3 4 .57** .10 .25 0810 .23 .16	ons did r iables (7 4 prepara amount er and p ed to the er and p ed to the ms of Ma Behavi 5 . 64^{**} . 48^{**} . 42^{**} . 16	hot relat Table 3) ation be t of future oroblem amount atternal ors 6	te to any $\frac{1}{2}$ ehaviors ire-orient a with a -orienta it of det 7 .40** .30 ⁺	y s in nted

•Findings support the unique contribution of future-oriented speech in organizing children's future-oriented abilities. This study measured multiple dimensions of future-oriented behaviors in the home. While daily organization practices and tool use (e.g., calendars) did not relate to children's demonstration of future-oriented behaviors in the home or in the lab, maternal reported future-oriented speech was positively associated with three child behavioral factors. Mothers who reported discussing the future more in the home had children who demonstrated more ordering behaviors around routine events, preparation behaviors, and enacted behaviors such as making inquires about the future more often. Mothers who discussed the future more often in the home may be acting to structure rich and coherent anticipatory event representations.

•These findings reinforce the importance of examining the influence of future-oriented discourse processes in the home and how children's knowledge about the future is fostered.

Hypothesis 2:

•Surprisingly, the amount of informational detail provided by mothers during anticipatory event conversations did not relate to any child future-oriented knowledge or skill variables. A detailed anticipatory conversation may not foster concurrent use of cognitive abilities in young children.

•The amount of detail provided in anticipatory conversations may not influence children's event representations in the same way as it does in retrospective conversations. With the cognitive complexity required to represent the future temporal context and a lack of prior experience to draw upon, qualities of speech beyond the informational detail may be needed to foster children's future-oriented knowledge and skills. A longitudinal study is needed to further explicate the developmental impact of anticipatory discourse style.

Hypothesis 3:

•There are specific patterns of everyday home skills and activities that related to the amount of future-oriented details provided by children about upcoming events, as well as detailed plans.

•Children's behaviors indicating expectation and preparation for future events were associated with the amount of future-oriented detail they use to describe an upcoming event to a naïve partner. By regularly engaging in such behaviors as asking about and discussing future events in the home, children may be more prepared to discuss future-oriented events with a naïve partner, as they are better equipped with the skills needed to describe an anticipatory event, and to negotiate a more complex anticipatory representation.

•Children's planning abilities, indexed by the amount of detail they could provide about two standard events, was positively associated with their abilities enact daily routine events, as well as with their problem solving abilities. The organization of anticipatory representations involved in planning may be supported by children's opportunities to participate in routine daily activities in the home, and fostered by the flexibility and goaloriented skills required to anticipate solutions to challenges that may arise in the context of daily activities.

Lincoln

Discussion

Hypothesis 1: