

Reminiscing or playing?

The power of early parent-child metacognitive interactions across contexts

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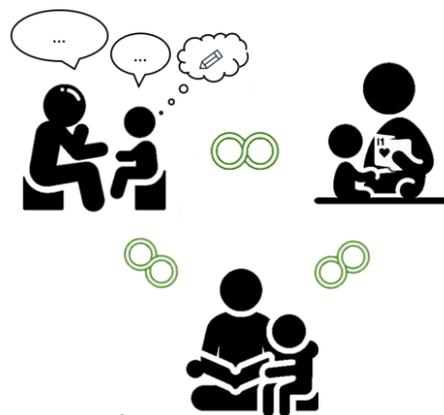
² National Fund for Scientific Research (F.R.S – FNRS)

Introduction

Research has underlined the **key role of early parent-child interactions** in child development (Langley et al., 2017, Güler et al., 2010).

To date, a few study have suggested that variations in **the metacognitive comments** provided by parents when **playing or reminiscing** with their child could be related to children's memory performance (Léonard et al., 2023; Geurten & Léonard, 2023).

Such findings raise the questions of the stability of this **parental metacognitive talk** across contexts and whether one context is more beneficial than the other to stimulate **children's memory** performance.



Participants

64 children aged between 2.5 and 4.5 and one of their parents (59 mothers)

N	Gender	Age (months)	SD	Range
64	34 girls	40.3	6.3	30-54

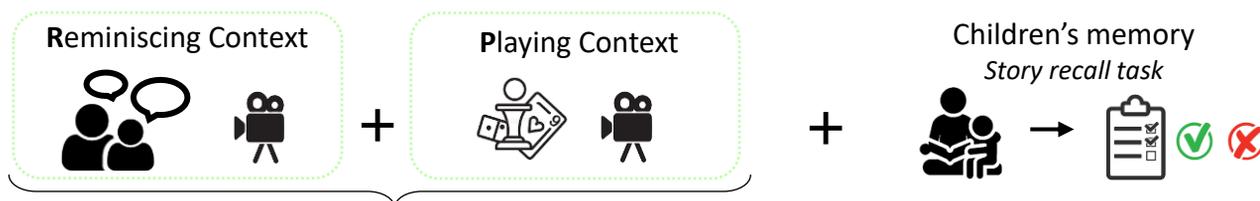
Aims

Determine whether:

- ✓ parents were consistent in their use of metacognitive talk when playing vs. when reminiscing
- ✓ one context is more favorable than the other to use metacognitive talk
- ✓ parents' and children's metacognitive talk can predict children's memory
- ✓ parental metacognitive talk is linked to children's metacognitive comments

Method

HOME SESSION



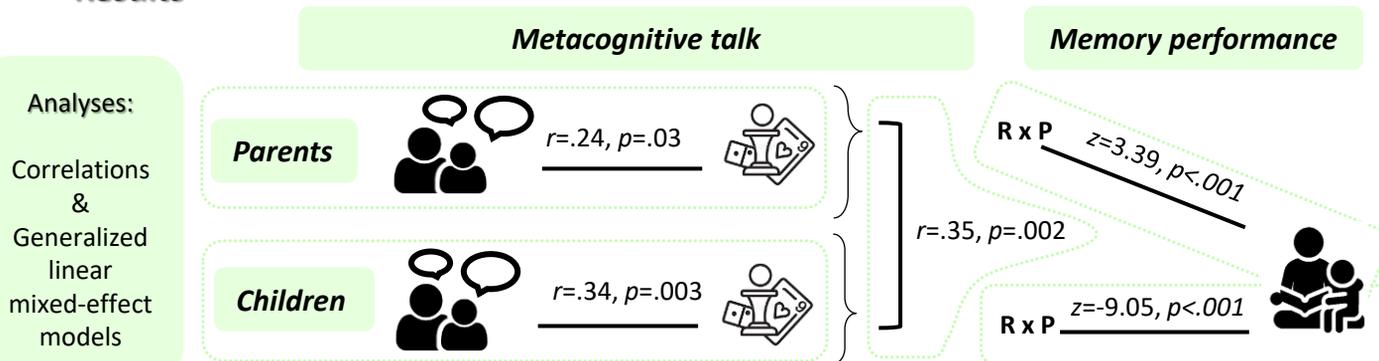
METACOGNITIVE TALK

- 1) **Monitoring comments** : "That's correct, you're right !" or "Do you remember?" or "Are you sure?"
- 2) **Regulation comments** : "If you look at the colours, it would be easier" or "What strategy could you use?"

Measures for both parents and children in each context (proportions based on total speech) :

- Global metacognitive index
- Metacognitive monitoring index
- Metacognitive control index

Results



Discussion and Perspective

- ✓ Parents adopted a somewhat **constant metacognitive talk** across contexts.
- ✓ Parents' joint use of numerous **metacognitive comments** in both contexts was found to be **associated with better episodic memory performance** among young children.
- ✓ **Preschoolers** already make **metacognitive comments**, and these are **positively associated with their memory** performance.
- ✓ **Children's frequency of metacognitive** comments appeared to be **related to those of their parents**.

Theoretical : better understanding of the social factors influencing memory development
Clinical : potential tool in intervention

