

**Melhuish, E.C., Sylva, K., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2001). *Technical Paper 7 - The Effective Provision of Pre-School Education (EPPE) Project: Social/behavioural and Cognitive Development at 3-4 years in relation to family background*. London: DfEE / Institute of Education, University of London.**

Abstract: When children were 3-4 years old, parents were interviewed concerning child and family characteristics and children were assessed on social/behavioural and cognitive development. These data on 2,800 children provide information about associations between family/child factors and child development. The explanation of cognitive development provided by the analyses is strong whereas the explanation of social/behavioural development is much weaker. This paper highlights the associations between parental occupational status and mothers' qualifications for children's cognitive development. The effects of siblings on both social/behavioural and cognitive development and the importance of the home learning environment had the strongest effect on cognitive development, stronger than either social class or parental education. This finding indicates that what parents do is more important for the academic and social/behavioural development of their children than who parents are.