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**Emergent Literacy Outcomes in
Culturally and Linguistically
Diverse Preschoolers:
Considering Test Scores and
Parental Perspectives**

Presenter: Karla N. Washington, PhD, CCC-SLP, S-LP(C)

Moderated by:

Amy Hansen, M.A., CCC-SLP, Managing Editor, SpeechPathology.com

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EMERGENT LITERACY OUTCOMES IN CULTURALLY AND LINGUISTICALLY DIVERSE PRESCHOOLERS: CONSIDERING TEST SCORES AND PARENTAL PERSPECTIVES

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Assistant Professor
University of Cincinnati, OH, USA
Director, PedLLS Outcome Lab
Founder, Multilingual and Multicultural Experiences in Communication Sciences and Disorders, Education Abroad Program

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Time ordered agenda

- **2 minutes** - Disclosure and greetings
- **10 minutes** - Introduction and background
- **38 minutes** - Parent-shared reading program: Description and outcomes (qualitative and quantitative)
- **10 minutes** - Conclusions and clinical implications

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Continuing education activity

Readers will be able to:

- Describe the importance of contextual considerations on emergent literacy
- Identify parental perspectives on parent shared-reading programs
- Understand qualitative and quantitative outcomes
- Describe major benefits of parent shared-reading programs
- Identify intervention and assessment resources used in the program presented

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DISCLOSURE AND GREETINGS

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Disclosure

- This research was funded by the University of Cincinnati, Vice President for Research Start-up Funds

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Presenter's background

- BA (hons) – Psychology
- MSc. – Speech Language Pathology
- PhD – Rehabilitation Sciences (SLP Focus)
- Post doc – Pediatric Outcome Measurement
- Assistant Professor – CSD with focus in child language development and disorders

Week 1 11

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Presenter's research

- Children identified with specific language impairment (SLI)
- Cultural and Linguistic Diversity
 - English language learners, including those living in poverty
 - Speech and language development in Jamaican Creole and English speaking preschoolers

Major aim: Discover ways to reduce the impact of factors that diminish the life potential of young children.

Goal: Expand the best practice evidence on outcomes that supports the worth of speech-language intervention for at-risk preschoolers.

Theoretical framework: International Classification of Functioning, Disability and Health – Children and Youth (ICF-CY; World Health Organization, 2007)

Week 1 12

INTRODUCTION AND BACKGROUND

Research team

- **Students:**

- ① Katie Bettner BS, Year 2 MA Speech-Pathology Student
- ② Dillon Davis BS, Year 2 MA Speech-Pathology Student
- ③ Katie Felts BS, Former MA SLP, University of Cincinnati (UC)
- ④ Rachel Greene, BS, Year 2 MA Speech-Pathology Student
- ⑤ Allison McFarland, BS, Year 1 MA Speech-Pathology Student
- ⑥ Brittany Moore BS, Former, MA SLP at UC
- ⑦ Woody Rule BS, MA, PhD Student at UC

- **Collaborator**

- Genese Warr-Leeper, PhD, CCC-SLP, ASHA Fellow

- **Supervisor/Principal Investigator:**

- Karla Washington, PhD, CCC-SLP, S-LP(C)

Acknowledgement

- Families, children and preschools
- Vice President for Research Start-up Funds, University of Cincinnati, Cincinnati, Ohio

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Introduction and background

- The ability to successfully read is a valuable and essential component of everyday life
- Enhancement of children's literacy achievement is a top priority in educational policy and research
- Children who are encouraged to read more frequently become better readers in addition to acquiring additional knowledge across multiple domains
- Prevention of academic and reading difficulties

Justice, L. M., Skibbe, L. E., McGinty, A. S., Piasta, S. B., & Petril, S. (2011). Feasibility, efficacy, and social validity of home-based storybook reading intervention for children with language impairment. *Journal of Speech, Language, and Hearing Research*, 54, 523-538.

Stanovich, K. E. (1986). Making effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360-407.

van Kleeck, A. & Schuele, C. M. (2010). Historical perspectives on literacy in early childhood. *American Journal of Speech-Language Pathology*, 19, 341-355.

Introduction and background

- Literacy development is dependent upon literacy experiences and occurs along a continuum from:



Catts, H. W., Fey, M. E., Tomblin, J. B., & Zhang, X. (2002). A longitudinal investigation of reading outcomes in children with language impairments. *Journal of Speech, Language, and Hearing Research, 45*, 1142-1157.
 Justice, L. M., Bowles, R. P., & Skibbe, L. E. (2006). Measuring preschool attainment of print-concept knowledge: A study of typical and at-risk 3- to 5-year-old children using item response theory. *Language, Speech, and Hearing Services in Schools, 37*, 224-235.
 Justice, L., Kaderavek, J., Fan, X., Solfa, A., & Hunt, A. (2009). Accelerating preschoolers' early literacy development through classroom-based teacher-child storybook reading and explicit print referencing. *Language, Speech, and Hearing Services in Schools, 40*, 67-85.
 National Children's Reading Foundation. (2007). For families. Retrieved April 12, 2012, from <http://www.readingfoundation.org/parents/jpg>.
 National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Jessup, MD: National Institute for Literacy.
 van Kleeck, A. & Schuele, C. M. (2010). Historical perspectives on literacy in early childhood. *American Journal of Speech-Language Pathology, 19*, 341-355.

Week 6

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Introduction and background

- Children as young as preschool age begin to develop concepts, classified as pre-literacy (emergent literacy) skills, that later influence reading skills in kindergarten and first grade
- The acquisition of emergent literacy defined as, "the range of skills developed by the preliterate child that lay the foundation for eventual print [or conventional] literacy" (van Kleeck & Schuele, 2010, p.33)
- Emergent literacy skills represent the developmental precursors to reading, writing, and spelling

Cabell, S., Justice, L., Zucker, T., & McGinty, A. (2009). Emergent name-writing abilities of preschool-age children with language impairment. *Language, Speech, and Hearing Services in Schools, 40*, 53-66.
 Cabell, S., Lomax, R., Justice, L., Breit-Smith, A., Skibbe, L., McGinty, A. (2010). Emergent literacy profiles of preschool-age children with specific language impairment. *International Journal of Speech-Language Pathology, 12*(6), 472-482.
 Catts, H. W., Fey, M. E., Tomblin, J. B., & Zhang, X. (2002). A longitudinal investigation of reading outcomes in children with language impairments. *Journal of Speech, Language, and Hearing Research, 45*, 1142-1157.
 Justice, L. M., Bowles, R. P., & Skibbe, L. E. (2006). Measuring preschool attainment of print-concept knowledge: A study of typical and at-risk 3- to 5-year-old children using item response theory. *Language, Speech, and Hearing Services in Schools, 37*, 224-235.
 Lonigan, C. J., Bloomfield, B. G., Anthony, J. L., Bacon, K. D., Phillips, B. M., & Samwel, C. S. (1999). Relations among emergent literacy skills, behavior problems, and social competence in preschool children from low- and middle-income households. *Topics in Early Childhood Special Education, 19*, 40-53.
 van Kleeck, A. & Schuele, C. M. (2010). Historical perspectives on literacy in early childhood. *American Journal of Speech-Language Pathology, 19*, 341-355.

Introduction and background

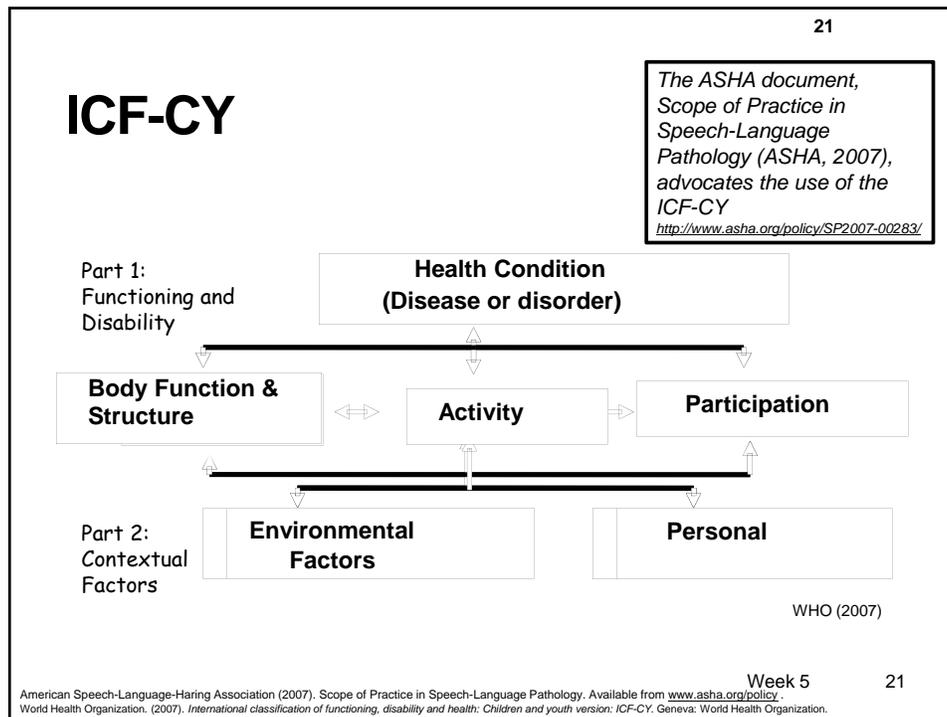
- The emergent literacy period is approximately 4 to 5 years in typically developing children, making the preschool years critical to the attainment of these skills that include:
 - ① **phonological awareness (beginning sound awareness)**
 - ② **print knowledge**
 - ③ **alphabet knowledge (upper case)**
 - ④ **emergent writing**
 - ⑤ **oral language**

Catts, H. W., Fey, M. E., Tomblin, J. B., & Zhang, X. (2002). A longitudinal investigation of reading outcomes in children with language impairments. *Journal of Speech, Language, and Hearing Research*, 45, 1142-1157.
Justice, L. M., Bowles, R. P., & Skibbe, L. E. (2006). Measuring preschool attainment of print-concept knowledge: A study of typical and at-risk 3- to 5-year-old children using item response theory. *Language, Speech, and Hearing Services in Schools*, 37, 224-235.
Justice, L. M., & Puijen, P. C. (2003). Promising Interventions for Promoting Emergent Literacy Skills Three Evidence-Based Approaches. *Topics in Early Childhood Special Education*, 23(3), 99-113.
van Kleeck, A. & Schuele, C. M. (2010). Historical perspectives on literacy in early childhood. *American Journal of Speech-Language Pathology*, 19, 341-355.

Introduction and background

- By 5-year of age, children from homes that are print-oriented experience numerous emergent literacy achievements that support later reading and spelling
- Emergent literacy development in English is influenced by children's **contextual situation**, which can facilitate or hinder development
- An important consideration is being an English language learner

Chaney, C. (1992). Language development, metalinguistic skills, and print awareness in 3-year old children in relation to social class. *Applied Psycholinguistics*, 15, 371-394.
Dickinson, D. K., McCabe, A., Clark-Chiarelli, N., & Wolf, A. (2004). Cross-language transfer of phonological awareness in low-income Spanish and English bilingual preschool children. *Applied Psycholinguistics*, 25(03), 323-347.
Huijnenkens, M. & Xu, Y. (2010). Effects of a cross-linguistic storybook intervention on the second language development of two preschool English language learners. *Early Childhood Education*, 38, 19-26.
World Health Organization. (2007). *International classification of functioning, disability and health: Children and youth version: ICF-CY*. Geneva: World Health Organization.



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Cultural and linguistic diversity

- Speech-language pathologists (SLPs) make important contributions to ensure that all children receive quality, culturally competent services
- In the United States (U.S.), more than 55.4 million people (20%) over 5-years of age speak languages other than English at home
- The proportion of children speaking a language other than English as a first language may double by 2030
- The changing U.S. demography means that SLPs are increasingly likely to be supporting academic achievement in culturally and linguistically diverse children, including literacy attainment
- Utilizing mechanisms that support literacy across languages is important

American Speech-Language-Hearing Association. (ASHA, 2004). Knowledge and skills needed by SLPs to provide appropriate culturally and linguistically appropriate services. ASHA Supplement, 24, 1-7.
American Speech-Language-Hearing Association. (2005). *Cultural competence* (Issues in ethics). Available from www.asha.org/policy.
Davis, J., & Bauman, K. (2008). *School enrollment in the United States: 2006*. Washington, DC: U.S. Census Bureau.
Ryan, C. Language use in the United States: 2011. Washington, DC: U.S. Census Bureau.

Cultural and linguistic diversity

- Regardless of the language spoken, the home environment is an effective place to support emergent literacy experiences for preschool children
- Studies examining home reading practices have shown that reading in the native language can support native and second language literacy achievement

Huenekeles, M. & Xu, Y. (2010). Effects of a cross-linguistic storybook intervention on the second language development of two preschool English language learners. *Early Childhood Education*, 38, 19-26.
 Roberts, T. (2008). Home storybook reading in primary or secondary language with preschool children: Evidence of equal effectiveness for second-language vocabulary acquisition. *Reading Research Quarterly*, 43(2), 103-130.

Home Reading

- Home literacy parent-child interactions foster children's literacy skills and provide necessary social context to support authentic reading experiences
- Use of environmental print during parent-child shared reading interactions in the home provides a meaningful way to increase a young child's exposure to literacy concepts like letters and letter sounds
- Vygotskian principles for **zone of proximal development** to foster gains from dependent to more independent performance
- Parents can socialize their children to the different forms and functions of literacy using a range of literacy techniques that incorporate print-referencing
- To date, use of more explicit strategies (e.g. point to and talk about words, asking questions about print) for teaching children different reading principles are employed

Bingham, G. (2007). Maternal literacy beliefs and quality of mother-child book-reading interactions: Associations with children's early literacy development. *Early Education and Development*, 18, 23-49.
 Connor, C. M., Morrison, F., & Slominski, L. (2006). Preschool instruction with and children's emergent literacy growth. *Journal of Educational Psychology*, 98, 655-689.
 Justice, L. M., Bowles, R. P., & Skibbe, L. E. (2006). Measuring preschool attainment of print-concept knowledge: A study of typical and at-risk 3- to 5-year-old children using item response theory. *Language, Speech, and Hearing Services in Schools*, 37, 224-235.
 Justice, L. M., & Ezell, H. (2000). Enhancing children's print and words awareness through home-based parent intervention. *American Journal of Speech-Language Pathology*, 9, 257-269.
 Justice, L. M., Pence, K. L., Beckman, A. R., Skibbe, L. E., & Wiggins, A. K. (2005). *Scaffolding with storybooks: A guide for enhancing young children's language and literacy achievement*. Newark, DE: International Reading Association Inc.
 Justice, L. M., Skibbe, L. E., McGinty, A. S., Piasta, S. B., & Petrill, S. (2011). Feasibility, efficacy, and social validity of home-based storybook reading intervention for children with language impairment. *Journal of Speech, Language, and Hearing Research*, 54, 523-538.
 Newland, L. A., Gapp, S. C., Jacobs, G. M., Reisetter, M., Syed, D. C., & Wu, C. H. (2011). Mothers' belief and involvement in literacy links with preschool literacy development. *International Journal of Psychology: A Biopsychosocial Approach*, 9, 67-90.
 Snow, C., & Ninio, A. (1986). The contracts of literacy: What children learn from learning to read books. In W. H. Teale & E. Sulzby (Eds.), *Emergent literacy: Writing and reading* (pp. 116-138). Norwood, NJ: Ablex.
 Vygotsky, L. (1978). *Mind in society*. (A. Cole, V. John-Steiner, S. Scribner, & E. Soubberman, Eds. & Trans.). Cambridge, MA: Harvard University Press. (Original Work published 1930).

Shared storybook reading

- A type of reading interaction (dialogic book reading) designed to encourage children to be **active readers** with parents
- This explicit approach is considered central and an important teaching mechanism necessary for cementing the forms and functions of written language
- Engagement in 'active' versus 'passive' reading with children is critical
- SLPs training parents how to read with their children using systematic and guided explicit reading exchanges can increase parents' competence and confidence and in turn children's reading outcomes, particularly in culturally and linguistically diverse populations
- With the help of the SLP, the shared-reading activity provides *structural scaffolds* that support children's learning, resulting in performance beyond that which the children could do on his/her own
- Teach use of additional *scaffolding techniques*: *distancing, linguistic, regulatory,*

Bruner, J. S. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Jarvella, W. Levelt, Burns, M., Griffin, P., & Snow, C. (Eds.), *The child's conception of language* (pp. 241-256). New York: Springer-Verlag.

Connor, C. M., Morrison, F., & Stominski, L. (2006). Preschool instruction with and children's emergent literacy growth. *Journal of Educational Psychology*, 98, 666-689.

Diaz, R., Neal, C., & Vachia, A. (1990). Maternal teaching in the zone of proximal development: A comparison of low- and high-risk dyads. *Merrill-Palmer Quarterly*, 37, 83-107.

Girolametto, L., Pearce, P., & Weitzman, E. (1996). Interactive focused stimulation for toddlers with expressive vocabulary delays. *Journal of Speech, Language, and Hearing Research*, 39, 1274-1283.

Justice, L., & Ezell, H. (2000). Enhancing children's print and words awareness through home-based parent intervention. *American Journal of Speech-Language Pathology*, 9, 257-269.

Justice, L. M., Skibbe, L. E., McGinty, A. S., Piasta, S. B., & Petrill, S. (2011). Feasibility, efficacy, and social validity of home-based storybook reading intervention for children with language impairment. *Journal of Speech, Language, and Hearing Research*, 54, 523-538.

Lizá, C., & Peña, E. (1999). Dynamic assessment: The model, its relevance as a nonbiased approach, and its application to Latino American preschool children. *Language, Speech, and Hearing Services in Schools*, 27, 367-372.

Newland, L. A., Capp, S. C., Jacobs, G. M., Reisetter, M., Syed, D. C., & Wu, C. H. (2011). Mothers' belief and involvement in literacy links with preschool literacy development. *International Journal of Psychology: A Biopsychosocial Approach*, 9, 67-90.

Ukrainetz, T. (1998). Beyond Vygotsky: What Soviet activity theory offers naturalistic language intervention. *Journal of Speech-Language Pathology and Audiology*, 22, 122-133.

Shared storybook reading

- Using the shared storybook reading technique, parents can work with children in a dialogic book reading activity that cultivates reading interactions across languages that are active and print-engaged
- Increased motivation to want to and also learn how to read
- A recent study by Sims and Berthelsen (2014) reported higher scores in English-speaking preschoolers' expressive vocabulary, rhyming, and concepts about print compared to their baseline scores compared to the control group who demonstrated no significant difference
- For culturally and linguistically diverse preschoolers, increased literacy and language skills are evident (Tsybina & Eriks-Brophy, 2010; Whitehurst et al., 1988)

Justice, L. M., Skibbe, L. E., McGinty, A. S., Piasta, S. B., & Petrill, S. (2011). Feasibility, efficacy, and social validity of home-based storybook reading intervention for children with language impairment. *Journal of Speech, Language, and Hearing Research*, 54, 523-538.

Justice, L. M., Weber, S., Ezell, H. K., & Bakeman, R. (2002). A sequential analysis of children's responsiveness to parental reference to print during shared storybook reading. *American Journal of Speech-Language Pathology*, 7, 33-47.

Hay, I., & Fielding-Barnsley, R. (2007). Facilitating children emergent literacy using shared reading: A comparison of two models. *Australian Journal of Language and Literacy*, 30, 191-202.

Huennkens, M., & Xu, Y. (2010). Effects of a cross-linguistic storybook intervention on the second language development of two preschool English language learners. *Early Childhood Education*, 38, 19-26.

LaCour, M., McDonald, C., Thomason, G., & Tasington, L. (2011). The impact of a caregiver workshop regarding storybook reading on pre-kindergarten children's emergent literacy development. *Education*, 132, 1, 64-81.

Tsybina, I., & Eriks-Brophy, A. (2010). Bilingual dialogic book-reading intervention for preschoolers with slow expressive vocabulary development. *Journal of Communication Disorders*, 43(6), 538-556.

Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child Development*, 69, 848-872.

Whitehurst, G. J., ... Caulfield, M. (1988). Accelerating language development through picture book reading. *Developmental Psychology*, 24, 552-559.

PARENT SHARED READING PROGRAM: DESCRIPTION AND OUTCOMES

Research study rationale

- Parent shared-reading programs can help parents improve children's literacy skills and quality literacy experiences in English speaking and culturally and linguistically diverse populations
- An important part of the parent shared-reading program is that parents are mediators of the emergent literacy experience
- Canvassing parents' views about their experiences in these types of programs can provide a rich tapestry of information about the nature of the experience and the observed program successes for preschoolers' outcomes
- Few research studies have investigated parents' perspectives of shared-storybook reading programs
- Current research has included parental perceptions along with test score performance to better inform research outcomes

Baxendale, J., Lockton, E., Adams, C., & Galle, J. (2013). Parent and teacher perceptions of participation and outcomes in an intensive communication intervention for children with pragmatic language impairment. *International Journal of Language and Communication Disorders*, 48, 41-53.

Justice, L. M., Skibbe, L. E., McGinny, A. S., Piasta, S. B., & Petrill, S. (2011). Feasibility, efficacy, and social validity of home-based storybook reading intervention for children with language impairment. *Journal of Speech, Language, and Hearing Research*, 54, 523-538.

Justice, L. M., Weber, S., Ezell, H. K., & Bakeman, R. (2002). A sequential analysis of children's responsiveness to parental reference to print during shared storybook reading. *American Journal of Speech-Language Pathology*, 7, 33-47.

Newland, L. A., Gapp, S. C., Jacobs, G. M., Reisetter, M., Syed, D. C., & Wu, C. H. (2011). Mothers' belief and involvement in literacy links with preschool literacy development. *International Journal of Psychology: A Biopsychosocial Approach*, 9, 67-90.

Washington, K. N., Thomas-Stonell, N., McLeod, S. J., & Warr-Leeper, G. (2012). Parents' perspectives on the professional-child relationship and children's functional communication following speech-language intervention. *Canadian Journal of Speech-Language Pathology*, 36, 220-233.

Research study purpose

- ① Perceptions of a group of parents of typically developing English language learning (ELL) preschoolers who participated in a parent shared storybook-reading program designed to enhance parents' and preschoolers' home literacy practices and reading behaviors
- ① Preschoolers' outcomes using test scores to establish emergent literacy outcomes for target skills:
 - ✓ Print concepts
 - ✓ Alphabet knowledge (upper case)
 - ✓ Beginning sound awareness

Research questions

- ① What are parents' perceptions of their experience in a parent shared-reading program? It was *hypothesized* that parents would have positive perceptions. **Qualitative methodology**
- ① Does the inclusion of a parent shared storybook reading enrichment program provide a therapeutic advantage for print concepts, alphabet knowledge (upper case), and beginning sound awareness for pre-intervention to post-intervention to 2-months post-intervention performance compared to a "business as usual" condition? It was *hypothesized* that intervention offers a therapeutic advantage resulting in greater literacy outcomes compared to the "business as usual" condition. **Quantitative methodology**

Ethical approval

- Ethical approval was obtained from the University of Cincinnati's Institutional Review Board
- Preschool/Daycare agreement was also obtained
- Parents provided written consent and children provided verbal assent

Harcourt, D., & Conroy, H. (2005). Informed assent: Ethics and processes when researching with young children. *Early Child Development and Care*, 175(6), 567-577.

Participants

- Twenty-eight (n=28) parents and typically developing preschoolers
- English language learning (ELL)
 - Self-identified by parents
 - English not described as the primary language in the home
 - Preschool SLP corroborated parent self-identification and verified English proficiency
- Sample is part of larger group of parents and preschoolers in a Randomized Controlled Trial
- Recruited from one preschool program, with Head Start and non Head Start enrollment in a large Midwestern city, USA
- Preschooler-parent dyads qualified for Head Start enrollment
- Inclusion criteria:
 - ① Preschooler between 3 and 5 and outset of study
 - ② Preschooler-parent dyad is ELL
 - ③ Preschooler-parent dyads demonstrated English language proficiency (self report and SLP/teacher verification)
 - ④ Enrollment in typical classrooms
 - ⑤ Not on caseload of SLP
- All parents reported that they engaged in emergent literacy activities (i.e., adult-child shared book reading activities) in English (as well as in the first language) at home

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Participants

- Preschoolers ranged in age from 3;1 to 5;2
- There were 11 boys and 17 girls
- Selected from different classrooms with enrollment of ELL, English only, and Head Start or non Head Start preschoolers
- Preschoolers were from different racial and cultural backgrounds
 - ① African (n=1)
 - ② Asian (n=6)
 - ③ Hispanic or Mexican (n=7)
 - ④ South Asian (n=12)
 - ⑤ White European (n=2)

Language Combinations Spoken <i>Listed Alphabetically</i>	Number of Participants
1. Algerian/Arabic/French/English	2
2. Arabic/English	11
3. Arabic/French/English	1
4. Chinese/English	1
5. French/Kinyarwanda/English	1
5. Hindi/English	1
6. Japanese/Korean/English	1
7. Korean/English	3
8. Mandarin/Taiwanese/English	1
9. Spanish/English	6

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference, Turin, Italy: Europe.
Data courtesy of the "Literacy outcomes in at-risk preschoolers: Impact of parent shared-reading" research project
Principal Investigator: Karla Washington
Funding: Vice President for Research, University of Cincinnati Start-up Funds

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Procedures – Group assignment

- Participants randomly assigned to intervention (n=15) or "business as usual" (n=13) conditions, using the flip of a coin
- No statistically significant differences in pre-intervention skills for print concepts, alphabet knowledge (upper case) and beginning sound awareness
- No statistically significant differences between groups for age, gender, and parent education
- Participants evenly dispersed across classes/teachers

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference, Turin, Italy: Europe.
Washington, K., Felts, K., Moore, B., Rule, W., Bettner, K., & Warr-Leeper, G. (2014). Emergent literacy outcomes in multilingual preschoolers. Oral Presentation, Proceedings of the 15th Biennial Conference of the International Clinical Phonetics and Linguistics Association, Stockholm, Sweden: Europe.

Procedures - Intervention

- Intervention program was initially developed for a thesis requirement for Tanya Wren, MSc Student at the University of Western Ontario, Canada in 2004
- One of four literacy target categories was addressed each week over eight weeks
 - ① Motivation
 - ② Print/word concepts
 - ③ Narrative knowledge
 - ④ Phonological awareness
- A specific technique that incorporated print-referencing (e.g., pointing to and talking about words and letters) was used with the target category along with a corresponding storybook
- Previous publications on literacy development in young children were used to guide the selection of the storybooks (Justice et al., 2005; 2009)

http://books.google.com/books/about/Scaffolding_with_Storybooks.html?id=CfwPKjq7FtcC

Justice, L., Kaderavek, J., Fan, X., Sofka, A., & Hunt, A. (2009). Accelerating preschoolers' early literacy development through classroom-based teacher-child storybook reading and explicit print referencing. *Language, Speech, and Hearing Services in Schools, 40*, 67-85.

Justice, L. M., Pence, K. L., Beckman, A. R., Skibbe, L. E., & Wiggins, A. K. (2005). *Scaffolding with storybooks: A guide for enhancing young children's language and literacy achievement*. Newark, DE: International Reading Association Inc.

Warr-Leeper, G., Washington, K., & Wren, T. (2005, June). Development of oral language and emergent literacy in English language learning children through parent shared reading. Seminar (1-hour), Proceedings of the Canadian Language and Literacy Research Network (p. 9). Toronto, Ontario, Canada.

Washington, K., Warr-Leeper, G., & Wren, T. (2006). Development of emergent language learning children through parent literacy in English shared reading. *OSLA Connection, 2*(2), 12-14.

Wren, T. (2004). *Development of emergent literacy in English language learning children through parent shared reading* (Unpublished master's thesis). University of Western Ontario, Canada.

Procedures - Intervention

- Intervention dyads (n=15) participated in **15-minute** shared-reading training sessions in English **once weekly** for **8-weeks** at the preschool
 - SLP lead training session with dyads attending sessions at *drop off or pick up* times
 - SLP introduced and modeled technique (for a specific literacy category) using a weekly storybook + accompanying handout, which incorporated a print-referencing style and provided guidance for *structural scaffolds* and introduction to *distancing, linguistic, and regulatory scaffolds*
 - Preschoolers sat with their parents and practiced the **weekly literacy technique**
 - Four to five preschooler-parent dyad groups each time with opportunity for 1:1
 - During training sessions parents also practiced in their native language
- Instructions to practice on at least three different days in the upcoming week
- Opportunities for repeated practice, guidance, and asking questions (helped to support parent understanding of intervention training and requirements)
- Parents provided with the target storybook and accompanying handout to take home each week
- Beginning of subsequent sessions was brief review of previous week, followed by new content
- Even though technique each week was different, parents encouraged to continue using previous week's technique
- All families attended all sessions, with no attrition in the intervention

Diaz, R., Neel, C., & Vachia, A. (1999). Meternal teaching in the zone of proximal development: A comparison of low- and high-risk dyads. *Merrill-Palmer Quarterly, 37*, 63-107.

Girolametto, L., Pearce, P., & Weitzman, E. (1996). Interactive focused stimulation for toddlers with expressive vocabulary delays. *Journal of Speech, Language, and Hearing Research, 39*, 1274-1283.

Justice, L., & Ezell, H. (2000). Enhancing children's print and words awareness through home-based parent intervention. *American Journal of Speech-Language Pathology, 9*, 257-269.

Ukrainetz, T. (1998). Beyond Vygotsky: What Soviet activity theory offers naturalistic language intervention. *Journal of Speech-Language Pathology and Audiology, 22*, 122-133.

Warr-Leeper, G., Washington, K., & Wren, T. (2005, June). Development of oral language and emergent literacy in English language learning children through parent shared reading. Seminar (1-hour), Proceedings of the Canadian Language and Literacy Research Network (p. 9). Toronto, Ontario, Canada.

Washington, K., Warr-Leeper, G., & Wren, T. (2006). Development of emergent language learning children through parent literacy in English shared reading. *OSLA Connection, 2*(2), 12-14.

Washington, K., Fels, K., Moore, B., Rute, W., Bettner, K., & Warr-Leeper, G. (2014). Emergent literacy outcomes in multilingual preschoolers. Oral Presentation, *Proceedings of the 15th Biennial Conference of the International Clinical Phonetics and Linguistics Association*, Stockholm, Sweden: Europe.

Wren, T. (2004). *Development of emergent literacy in English language learning children through parent shared reading* (Unpublished master's thesis). University of Western Ontario, Canada.

Procedures - Intervention



Week	Technique	Target Category	Corresponding Book	Rationale for Book Choice
2	Track print and talk about print	Print Concepts	Spot's First Walk (Hill, 1991)	Interactive; Features large, bold narrative print; Print embedded in pictures

Intervention fidelity - Parents

- Asked to read the book and practice the technique on at least three different days each week using scaffolding techniques, including *distancing scaffolds*, *linguistic scaffolds*, *regulatory scaffolds*
- Fidelity to intervention supported by weekly phone calls
- Completed weekly logs documenting their adherence to the program (i.e., days book was read, whether or not the technique was used, number of times the book was read each day)
- Log sheets were provided each week and then collected at beginning of the subsequent session
- All parents reported that they practiced in English and in their native languages
- All parents reported continuing to use previous weeks' strategies
- Adhered to the intervention program 100% of the time

Diaz, R., Neel, C., & Vachia, A. (1990). Maternal teaching in the zone of proximal development: A comparison of low- and high-risk dyads. *Merrill-Palmer Quarterly*, 37, 83-107.
 Girolametto, L., Pearce, P., & Weitzman, E. (1996). Interactive focused stimulation for toddlers with expressive vocabulary delays. *Journal of Speech, Language, and Hearing Research*, 39, 1274-1283.
 Justice, L., & Ezell, H. (2000). Enhancing children's print and words awareness through home-based parent intervention. *American Journal of Speech-Language Pathology*, 9, 257-269.
 Ukrainetz, T. (1998). Beyond Vygotsky: What Soviet activity theory offers naturalistic language intervention. *Journal of Speech-Language Pathology and Audiology*, 22, 122-133.

Intervention fidelity - SLP

- Sessions were randomly observed by graduate students using a fidelity checklist
- Checklist was an observational tool used to document whether the interventionist addressed the specific literacy target, using the corresponding book and technique for that week (1=yes, 2=no)
- SLP adhered to protocol 100% of the time

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference. Turin, Italy: Europe.
 Washington, K., Felts, K., Moore, B., Rule, W., Bettner, K., & Warr-Leeper, G. (2014). Emergent literacy outcomes in multilingual preschoolers. Oral Presentation, Proceedings of the 15th Biennial Conference of the International Clinical Phonetics and Linguistics Association. Stockholm, Sweden: Europe.

No intervention cohort

- Participants in the “business as usual” condition (n=13) did not receive the program intervention, but continued with their “usual” practices at home and in school
- At the end of the study, preschooler-parent dyads in this condition received the intervention and materials, following a meeting with the intervention SLP

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference. Turin, Italy: Europe.
 Washington, K., Felts, K., Moore, B., Rule, W., Bettner, K., & Warr-Leeper, G. (2014). Emergent literacy outcomes in multilingual preschoolers. Oral Presentation, Proceedings of the 15th Biennial Conference of the International Clinical Phonetics and Linguistics Association. Stockholm, Sweden: Europe.

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QUALITATIVE METHODOLOGY AND OUTCOMES

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Procedures - Assessment

- At the **end of intervention** parents provided yes/no responses to two questions
- Parents expanded on the yes/no response provided using written descriptions

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference, Turin, Italy; Europe.

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Procedures - Assessment

Question	Purpose
<p>① Yes/no question: “Did you enjoy participating in this eight week book-reading activity?”</p>	<p>Obtain yes/no response regarding <u>enjoyment</u></p>

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference, Turin, Italy, Europe.
 Data courtesy of the “Literacy outcomes in at-risk preschoolers: Impact of parent shared-reading” research project
 Principal Investigator: Karla Washington
 Funding: Vice President for Research, University of Cincinnati Start-up Funds

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Procedures - Assessment

Question	Purpose
<p>② Yes/no question: “Do you notice anything different that you do with your child when reading?”</p>	<p>Obtain yes/no response regarding <u>differences observed</u></p>

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference, Turin, Italy, Europe.
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Procedures

- A **content analysis** of parents' written comments was completed
- Content analysis is the “systematic, objective, analysis of message characteristics” to make valid inferences from text

Neuendorf, K. (2002). *The content analysis guidebook*.

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Procedures

- Two blinded and trained assessors completed a content analysis
 - Attended three, 2-hour training sessions on qualitative research, particularly content analysis approach and coding of written text
 - Reliability in training at 90% before working with study data
- Recurring themes identified in parents' comments

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference. Turin, Italy; Europe.

Procedures – Perspectives on enjoyment

Themes

- ① Enjoyment/Fun/Satisfaction
- ② Learning (how to teach their child how to read)
- ③ Progress/Improvement/Development (in their child's reading)

The Kappa, representing inter-rater agreement was, >.90 (p < .001), indicating almost perfect agreement

Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics*, 33, 159-174.
 Viera, A. J., & Garrett, J. M. (2005). Understanding interobserver agreement: The Kappa statistic. *Family Medicine*, 37, 360-365.
 Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference, Turin, Italy, Europe.
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Procedures – Perspectives on reading practices

Themes

- ① Asking/answering questions (while reading)
- ② Praising/motivating (their children)
- ③ Point to/talk about words/letters (while reading)

The Kappa, representing inter-rater agreement was, >.95 (p < .001), indicating almost perfect agreement

Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics*, 33, 159-174.
 Viera, A. J., & Garrett, J. M. (2005). Understanding interobserver agreement: The Kappa statistic. *Family Medicine*, 37, 360-365.
 Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference, Turin, Italy, Europe.
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Data analysis

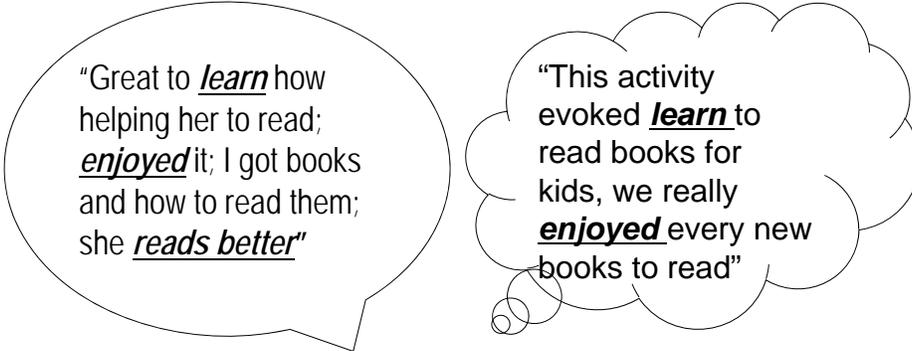
- Descriptive Data
- Qualitative analysis
 - Content analysis for identification of themes based on parents' comments

Results – Question 1

- ***Did you enjoy this 8-week book reading program?***

100% of parents (15 out of 15) responded
“yes”

Parents' written comments



Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference, Turin, Italy; Europe.
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Results – Question 1

- Most to least frequently coded themes:

Frequency	Theme
Most	Learning (about how to teach their children to read) [43%]
↓	Enjoyment/Fun/Satisfaction [35%]
Least	Progress/Improvement [22%]

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference, Turin, Italy; Europe.
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Results – Question 2

- ***Do you notice anything different that you do with your child when reading?***

100% of parents (15 out of 15) responded “yes”

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference, Turin, Italy; Europe. Data courtesy of the “Literacy outcomes in at-risk preschoolers: Impact of parent shared-reading” research project
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Parents’ written comments

“I’m (say) ***good job*** more; I ***point to*** letter in words and page to read; I say “read dis way”; I ***ask*** her about story; What happen next; I say you finish it.”

“I’m giving more ***questions*** about letters and words; I make a ***‘high five you do good job’***; I ***ask*** about the story her understand and tell me what going happen; I say hat go with what; I’m ***point and talk*** about words and letters”

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. 29th World Congress of the International Association of Logopedics and Phoniatrics Conference, Turin, Italy; Europe. Data courtesy of the “Literacy outcomes in at-risk preschoolers: Impact of parent shared-reading” research project
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Results – Question 2

- The most to least frequently coded themes:

Frequency	Theme
Most	Asking/Answering questions [41%]
↓	Point to/Talk about words/letters [33%]
Least	Praising/Motivating [26%]

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QUANTITATIVE METHODOLOGY AND OUTCOMES

Procedures - Assessment

- **Preschoolers:** Completed assessments with a blinded assessor (trained SLP graduate student, who attended one 2.5 hour session regarding administration and scoring for assessment measures)

Pre-intervention	-Print concepts -Alphabet knowledge (upper case) -Beginning sound awareness
Post-intervention	-Print concepts -Alphabet knowledge (upper case) -Beginning sound awareness
2-months post-intervention	-Print concepts -Alphabet knowledge (upper case) -Beginning sound awareness

Individually tested in English using valid and reliable literacy assessments during 30-minute sessions at the preschoolers' daycares

Washington, K., Felts, K., Moore, B., Rule, W., McFarland, A., & Warr-Leeper, G. (2014, November). Emergent literacy outcomes and predictors for English language learning and monolingual English-speaking preschoolers. Technical Research Session at American Speech-Language-Hearing Association Convention, Orlando, Florida, USA.

Procedure - Assessment

Literacy Domain	Outcome Measure	Description
Print Concepts	Preschool Word and Print Awareness (PWPA; Justice & Ezell, 2001) -Evaluated at three time points: ① Before intervention (pre) ② After intervention (post) ③ Following a break in intervention (2-months post, follow-up)	<ul style="list-style-type: none"> • Standardized method of establishing preschoolers' attainment of print concept knowledge during a shared book-reading activity using the oversized <i>Nine Ducks Nine book</i> • 12-items test covering 14-concepts about print, including alphabet knowledge and print concepts such as words and book conventions (e.g., directionality and orientation) • Individually administered and valid and reliable

- The Clay (1979) and Justice et al. (2006) procedures were utilized in the present study's protocol.
 - **'We are going to read this book together and I need you to help me read'.**
 - **'Show me the front of the book', 'Show me the name of the book', and 'Where do I begin to read'.**
- Presentation of Print Concepts tasks was the same for all preschoolers and responses were scored using the PWPA criteria of correct, alternate correct, or incorrect

Clay, M. (1979). *The early detection of reading difficulties: A diagnostic survey with recovery procedures*. Portsmouth, NH: Heinemann.
Hayes, S. (1990). *Nine ducks nine*. Cambridge, MA: Candlewick Press.
Justice, L. M., Bowles, R. P., & Skibbe, L. E. (2006). Measuring preschool attainment of print-concept knowledge: A study of typical and at-risk 3- to 5-year-old children using item response theory. *Language, Speech, and Hearing Services in Schools, 37*, 224-236.
Justice, L., & Ezell, H. K. (2001). Word and print awareness in 4-year-old children. *Child Language Teaching and Therapy, 17*(3), 207-225.
Justice, L., Kaderavek, J., Fan, X., Sofka, A., & Hunt, A. (2009). Accelerating preschoolers' early literacy development through classroom-based teacher-child storybook reading and explicit print referencing. *Language, Speech, and Hearing Services in Schools, 40*, 67-85.
Washington, K., Felts, K., Moore, B., Rule, W., McFarland, A., & Warr-Leeper, G. (2014, November). Emergent literacy outcomes and predictors for English language learning and monolingual English-speaking preschoolers. Technical Research Session at American Speech-Language-Hearing Association Convention, Orlando, Florida, USA.

The 14 print concepts evaluated on the Preschool Word and Print Awareness Test

Item	Print Concept
1	Front of the book
2	Title of the book
3	Role of the title
4	Identification of print versus picture
5	Directionality – left to right identification
6	Contextualized print – narrative text
7	Directionality of print – book organization (left/right)
8	Directionality of print (top line)
9	Directionality of print (bottom line)
10	Print function – purpose of narrative text
11	Letter concept
11a	First letter
11b	Capital letter
12	Print function – narrative text meaning

Note. Items and print concepts as administered in the Print Concepts evaluation. Information abstracted from the article by Justice & Ezell (2001).

Hayes, S. (1990). *Nine ducks nine*. Cambridge, MA: Candlewick Press.
Justice, L., & Ezell, H. K. (2001). Word and print awareness in 4-year-old children. *Child Language Teaching and Therapy*, 17(3), 207-225.

Procedures - Assessment

Literacy Domain	Outcome Measure	Description
	Phonological Awareness and Literacy Screening (PALS-Pre K; Invernizzi, Sullivan, Meier, & Swant, 2004) -Evaluated at three time points: ① Before intervention (pre) ② After intervention (post) ③ Following a break in intervention (2-months post, follow-up)	<ul style="list-style-type: none"> • “Scientifically-based literacy screening” • Comprised of different subtests • Individually administered and provides a comprehensive evaluation of young children’s knowledge of important literacy fundamentals predictive of future reading success • http://pals.virginia.edu/tools-prek.html
Alphabet Knowledge	PALS-PreK	Alphabet Knowledge subtest Part A: Upper-Case Alphabet Recognition (26 items) *To elicit alphabet knowledge, preschoolers identified uppercase letters of the alphabet in non-sequential order using a foam letter board following a request from the examiner.
Beginning Sound Awareness	PALS-PreK	Beginning Sound Awareness subtest *Preschoolers identified the sound for the first letter in a word (e.g., mom) following a verbal request from the examiner.

Counterbalancing in assessment was achieved by providing half the participants with the PWPA first followed by the PALS-subtests. The order of administration was reversed for the remaining half.

Invernizzi, M., Juel, C., Swank, L., & Meier, C. (2004). Phonological awareness literacy screening: Pre-Kindergarten. Charlottesville, VA: University of Virginia.
Washington, K., Felts, K., Moore, B., Rule, W., McFartand, A., & Warr-Lepper, G. (2014, November). Emergent literacy outcomes and predictors for English language learning and monolingual English-speaking preschoolers. Technical Research Session at American Speech-Language-Hearing Association Convention, Orlando, Florida, USA.

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Procedures - Reliability

- Inter-rater reliability was established for PWPA and PALS-PreK administration at >95%
- Two graduate students completed these measures for the same preschoolers during the same session
- Completed randomly and independently for eight of the 84 assessment sessions (10%)
- Each session selected included a different participant and was equally selected across groups and time points

PWPA	PALS-Pre K subtests
Point-by-point agreement in scoring averaged 97%	Point-by-point agreement in scoring averaged 99%

Washington, K., Felts, K., Moore, B., Rule, W., McFarland, A., & Warr-Leeper, G. (2014, November). Emergent literacy outcomes and predictors for English language learning and monolingual English-speaking preschoolers. Technical Research Session at American Speech-Language-Hearing Association Convention, Orlando, Florida, USA.
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Data analysis

- A pre-post-followup design within a randomized controlled trial was employed
- Multivariate analysis of variance (**MANOVA**) was completed to determine between group [intervention vs. control] difference
- Cohen's *d* (Cohen, 1988) was used to represent effect sizes, with recommended standardized effect size indices for small (0.20), medium (0.50) and large (0.80)
- Data entered into the Statistical Program for the Social Sciences (SPSS)

Cohen, J. (1988). *Statistical power analysis for behavioral sciences*. Hillsdale, NJ: Laurence Erlbaum Associates
 PASW Statistics. (2011). *Statistical program for the social sciences (Version 20.0.1)*. Chicago, IL: SPSS Inc.
 Washington, K., Felts, K., Moore, B., Rule, W., McFarland, A., & Warr-Leeper, G. (2014, November). Emergent literacy outcomes and predictors for English language learning and monolingual English-speaking preschoolers. Technical Research Session at American Speech-Language-Hearing Association Convention, Orlando, Florida, USA.

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Results

- The MANOVA revealed significant differences between intervention and control groups across dependent variables, $p < .05$
- A significant time X group status interaction was observed, $p < .001$
- Follow-up tests were completed using ANOVAs, which revealed significant interaction effects, $p < .017$ (.05/3)
- Main effects were not interpreted
- Simple main effect analyses were completed at each time point with an adjusted alpha level $p < .006$ (.017/3)

Washington, K., Felts, K., Moore, B., Rule, W., McFarland, A., & Warr-Leeper, G. (2014, November). Emergent literacy outcomes and predictors for English language learning and monolingual English-speaking preschoolers. Technical Research Session at American Speech-Language-Hearing Association Convention, Orlando, Florida, USA.

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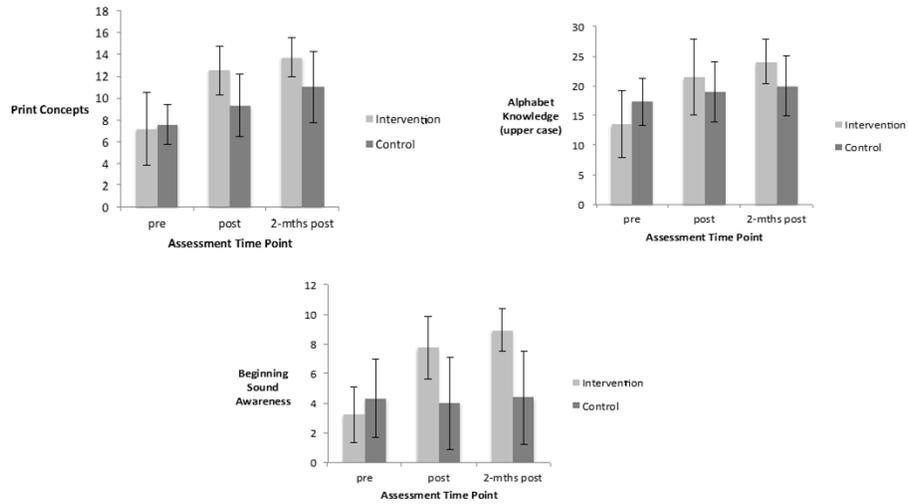
Results

<i>Dependent Variable</i>	<i>Pre</i>	<i>Post</i>	<i>2-months post</i>
Print concepts	ns	$p < .001$, Cohen's $d > 1.00$	ns
Alphabet knowledge (upper case)	ns	ns	ns
Beginning sound awareness	ns	$p = .001$, Cohen's $d > 1.00$	$p < .001$, Cohen's $d > 1.00$

Pairwise comparison for time points meeting the set alpha level revealed that intervention participants outperformed control cohorts

Washington, K., Felts, K., Moore, B., Rule, W., McFarland, A., & Warr-Leeper, G. (2014, November). Emergent literacy outcomes and predictors for English language learning and monolingual English-speaking preschoolers. Technical Research Session at American Speech-Language-Hearing Association Convention, Orlando, Florida, USA.
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CONCLUSIONS AND CLINICAL IMPLICATIONS

Conclusions

- Contribution to body of evidence on emergent literacy outcomes in English, maintenance of these outcomes, and a deeper understanding of the parent-mediated experience
- Parental perspectives and experiences might explain the child outcomes observed
- Use of *social practice* where parents were directly taught how to engage in explicit reading strategies with their children supported shared active interactions that included various scaffolding techniques
- Educating parents about how to facilitate emergent literacy development is an important intervention feature that supports effective home reading that is beneficial to children
- An important finding is that while these gains are initially achieved by intervention participants for most literacy skills, not all skills are maintained over time

Washington, K., Davis, D., & Greene, R. (2013, August). Parents' perspectives on a brief parent-child shared-reading program for at-risk culturally and linguistically diverse preschoolers. *29th World Congress of the International Association of Logopedics and Phoniatrics Conference*. Turin, Italy; Europe.
 Washington, K., Felts, K., Moore, B., Rule, W., McFarland, A., & Warr-Leeper, G. (2014, November). Emergent literacy outcomes and predictors for English language learning and monolingual English-speaking preschoolers. Technical Research Session at American Speech-Language-Hearing Association Convention, Orlando, Florida, USA.

Conclusions - Qualitative

- Parental experiences during literacy-based intervention programs are an important part of supporting children's literacy development
- Parents had positive perceptions of their experience in a parent shared-reading program, with *learning* linked to enjoyment and *asking or answering questions* linked to differences observed in reading practices
- In their own words, parents engaged positively with their children and used active reading strategies
- Research shows that parental engagement can encourage interest and participation in learning tasks
- Research also shows that parents' own perceptions of their experience impacts: (a) willingness to engage in learning opportunities that enhance children's literacy success and (b) children's learning and associated competence

Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York, NY: W. H. Freeman and Company.
 Jacobs, J. E., & Eccles, J.S. (2000). Parents, task values, and real-life achievement-related choices. In C. Sansone, J Harackiewicz (Eds.), *Intrinsic and Extrinsic Motivation* (pp. 405-439). San Diego, CA: Academic Press.
 Newland, L. A., Gapp, S. C., Jacobs, G. M., Reisetter, M., Syed, D. C., & Wu, C. H. (2011). Mothers' belief and involvement in literacy links with preschool literacy development. *International Journal of Psychology: A Biopsychosocial Approach*, 9, 67-90

Conclusions - Quantitative

- A therapeutic advantage of a brief intervention program compared to no intervention (“business as usual”) was evident, with large effect sizes
- Intervention utilized print focused approach rather than picture focused, which is supportive of existing research regarding the boosting of emergent literacy skills
- Immediate gains achieved (print concepts, beginning sound awareness) and maintenance of gains (beginning sound awareness) observed for intervention dyads only, with the latter gains indicative of learning
- Gains likely related to parents making changes in their home reading practices, as supported by qualitative findings
- Not all literacy skills improved or demonstrated maintenance
- Previous research demonstrates that preschoolers who are ELL can experience challenges in emergent literacy attainment in English
- Limited effects of print-referencing techniques on alphabet knowledge

Huenekeens, M. & Xu, Y. (2010). Effects of a cross-linguistic storybook intervention on the second language development of two preschool English language learners. *Early Childhood Education*, 38, 19-26.

Justice, L. M., & Ezell, H. K. (2002). Use of storybook reading to increase print awareness in at-risk children. *American Journal of Speech-Language Pathology*, 11, 17-29.

Justice, L. M., Skibbe, L. E., McGinty, A. S., Piasta, S. B., & Petrill, S. (2011). Feasibility, efficacy, and social validity of home-based storybook reading intervention for children with language impairment. *Journal of Speech, Language, and Hearing Research*, 54, 523-536.

Taybina, I., & Erks-Brophy, A. (2010). Bilingual dialogic book-reading intervention for preschoolers with slow expressive vocabulary development. *Journal of Communication Disorders*, 43(6), 538-556.

Yoder, P., Mollese, D., & Gardner, E. (2011). Initial mean length of utterance predicts relative efficacy of two grammatical treatments in preschoolers with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 54, 1170-1181.

Limitations

- Small sample size
- Heterogeneity of ELL group
- Social/cultural factors not controlled
- Parent report regarding fidelity
- Subjective English proficiency evaluation
- Due to restrictions imposed by children’s school timetables and length of time children were at school:
 - Did not complete direct testing of preschoolers’ developmental status or parents’ own reading skills
 - Preschoolers’ language skills were not monitored
 - Not all literacy skills targeted were evaluated

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Clinical Implications

- Pilot data indicating that home storybook reading intervention has some benefits for low income ELL families
- More intensive support or direct SLP intervention beneficial for specific literacy skills (e.g., Alphabet knowledge) and for maintenance of skills (e.g., Print concepts)
- Benefits of SLP teaching parents about different types of scaffolds for supporting children's literacy development
- Maintenance of skills is indicative of development, an important intervention outcome
- Further investigation of ELL parents home reading social practices is warranted
- Qualitative research addressing parental experiences enhances our understanding of child outcomes and parents perspectives

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Contact Information

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