

# SUPPORTING FAMILY LITERACY WITH RESEARCH-BASED STRATEGIES

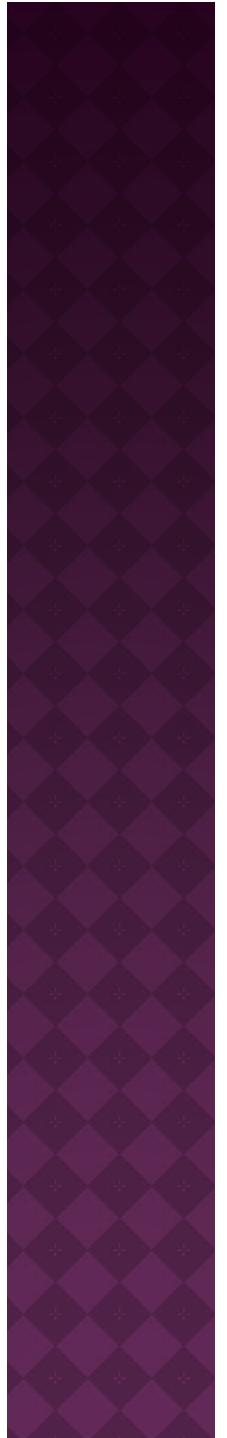
2009 EARLY HEARING DETECTION AND  
INTERVENTION CONFERENCE

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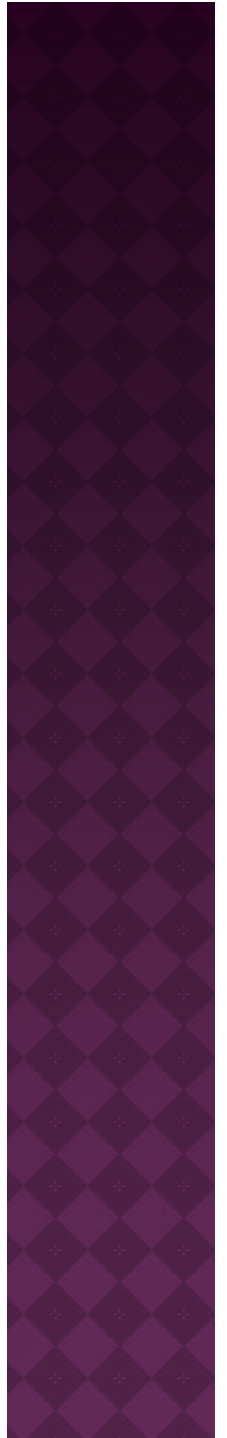
# KEY RESEARCH ON FAMILY LITERACY

- ◉ Home-School Study of Language and Literacy
  - Dickinson & Tabors
- ◉ International Reading Association (IRA)  
Family Literacy Committee
  - Culturally Responsive
  - Strengths Perspective
  - Partnership
  - Give all families “insider information”
- ◉ Joint Position Statement - IRA and NAEYC
- ◉ Literacy Environment
  - Weigel, Martin & Bennett, Saracho
- ◉ Literacy and Pediatricians
  - High et al., Kuo et al.



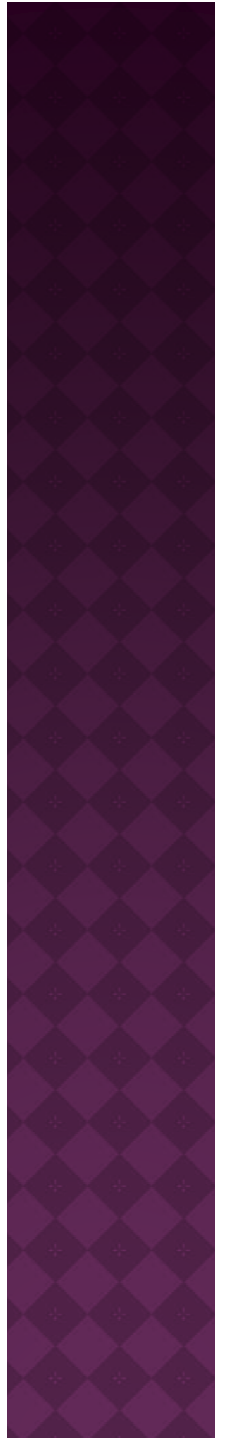
# KEY RESEARCH IN JOINT STORYBOOK READING

- ◉ Dialogic Reading - Research and Training Center on Early Childhood Development
  - Whitehurst
- ◉ Interactive Reading Behaviors
  - Debruin-Parecki
- ◉ Quality of Interactions
  - Partridge
- ◉ Parent Scaffolding, Social/Emotional Climate, Responsiveness
  - Kaderavek & Sulzby
- ◉ Potential Pitfalls
  - Kaderavek & Justice



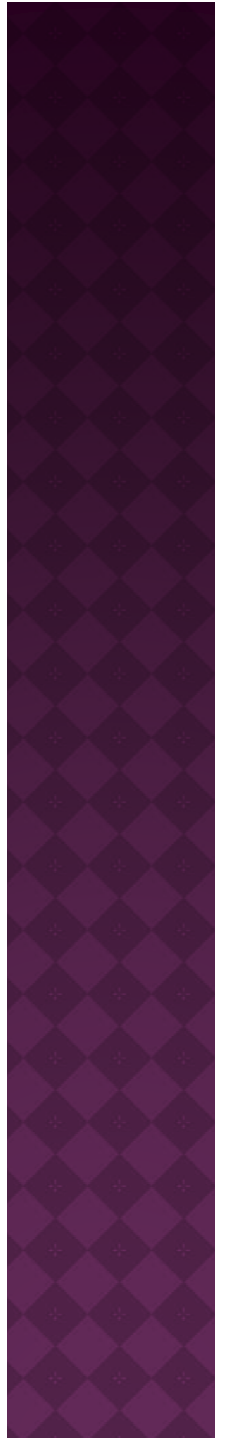
# FAMILY LITERACY AND JOINT BOOK READING IN SPECIAL POPULATIONS

- ◉ At risk populations
- ◉ Children with developmental delays
- ◉ Children from families with low SES
- ◉ Children from families where English is not the primary language used



# FAMILY LITERACY AND JOINT BOOK READING WITH CHILDREN WHO ARE DEAF/HARD OF HEARING

- ◉ DesJardin (2008)
  - Literacy skills in children with cochlear implants
  - Impact of oral language and mother's use of open-ended questions
- ◉ Swanwick and Watson (2005)
  - Literacy practices in the home
  - Collaborative facilitation of early literacy development
- ◉ Fung et al. (2005)
  - Dialogic reading intervention for 8 weeks resulted in improve vocabulary scores
- ◉ Kaderavek & Pakulski (2007)
  - Intervention strategies for emergent literacy



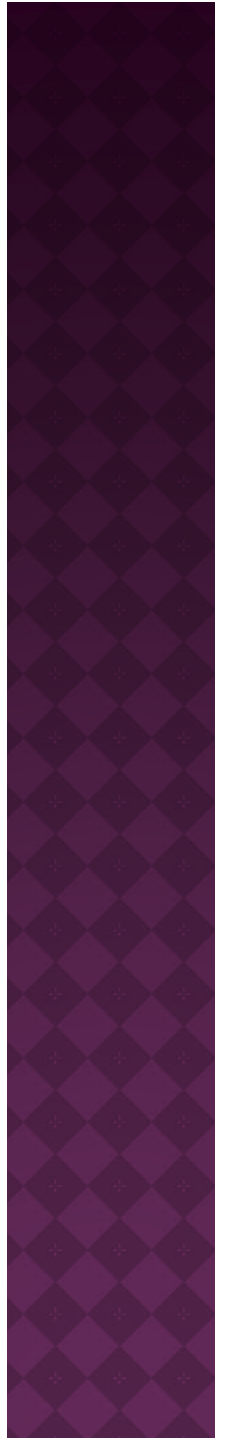
# GUIDING PRINCIPLES OF DIALOGIC READING

WHITEHURST ET AL.

- ⦿ Techniques are used to encourage the child to take an active role during story time
- ⦿ Feedback is encouraged in the form of modeling, corrections, and praise
- ⦿ Progressive change in adult standards for the child are encouraged so that the parent or teacher is constantly encouraging the child to do just a bit more

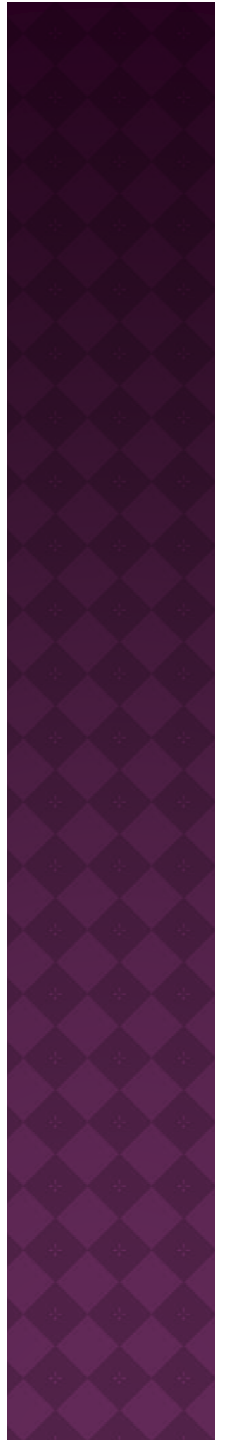
# CHARACTERISTICS OF DIALOGIC READING

- ◉ Asking “what” questions
- ◉ Following the child’s answers with questions
- ◉ Repeating what the child says
- ◉ Helping the child as needed
- ◉ Praising and encouraging
- ◉ Following the child’s interests
- ◉ Slowing down and allowing the child time to respond
- ◉ Asking open-ended questions
- ◉ Expanding what the child says
- ◉ Emphasizing fun in order to encourage continued interest in reading



# VIDEO OF JOINT BOOK READING

Available in presentation only



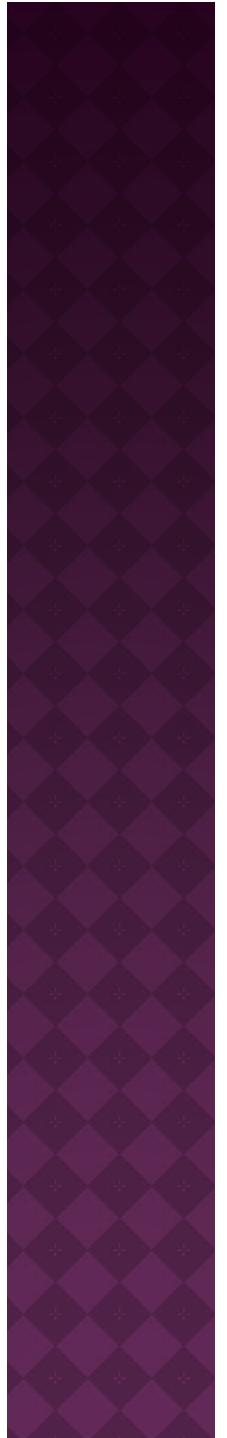


## MODELS OF FAMILY LITERACY PROGRAMS

- ◉ Hanen Program - *It Takes Two To Talk*, Chapter 8, Sharing Books
- ◉ Building Language Together (BLT) - International Reading Association
- ◉ Beginning with Books, Center for Early Literacy
- ◉ Babies into Books - Baby Book Bag and Baby Book Groups
- ◉ Reading Rockets
- ◉ Reading is Fundamental
- ◉ National Center for Family Literacy
- ◉ Reach Out and Read National Center
- ◉ Barbara Bush Foundation for Family Literacy
- ◉ Eventstart, Family Literacy Partnerships

# METHODS OF ASSESSING JOINT BOOK READING

- Literacy Activity Scale
- Parent Reading Belief Inventory
- Family Literacy Survey
- Caretaker Variables during Joint Book Reading
- Parent-Child Joint Book Reading Observational Protocol



# LITERACY ACTIVITIES SCALE

WIEGEL & MARTIN

- 18 questions regarding literacy practices
  - “How often do you or another family member read aloud to your child”?
- Rated on 5 point scale
  - 1—Hardly ever-----Two or more times per day
- Two open-ended questions
  - “When you share a book with your child, what are some of the things you do”?

# PARENT READING BELIEF INVENTORY

DEBARYSHE & BINDER

- 14 Belief Statements

  - “I read to my child so he/she will learn the letters and how to read simple sentences”

- 4 Point Rating Scale

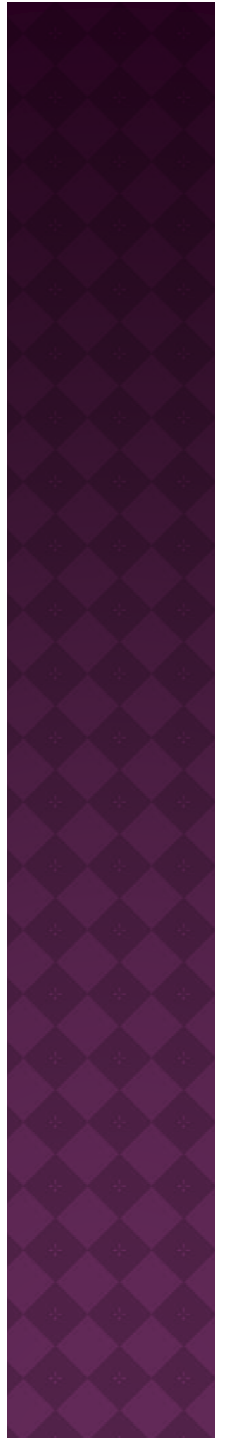
  - 1=Strongly agree

  - 4=Strongly disagree

# FAMILY LITERACY SURVEY

LENIHAN & RICE

- ◉ Demographic Information
- ◉ Description of Hearing Loss
- ◉ Description of Amplification
- ◉ Description of Early Intervention Services
- ◉ Description of Literacy Interactions



# CARETAKER VARIABLES DURING JOINT BOOK READING

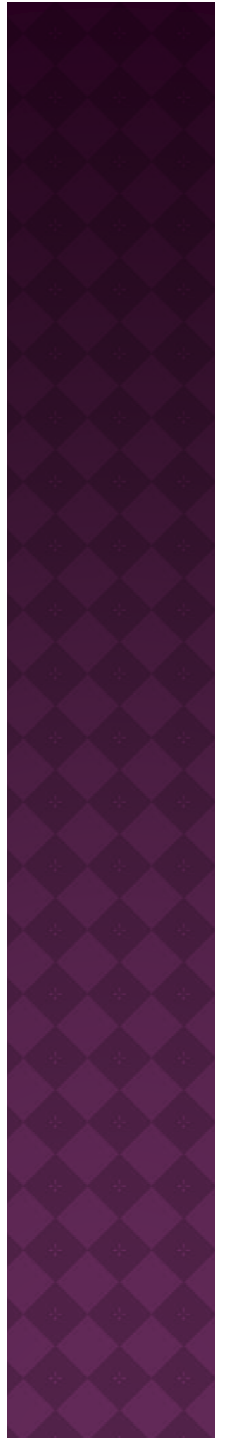
POTTER & HAYNES

- ◉ 10 Variables
  - Wh-questions; Positive feedback, Directives
- ◉ Variables counted during the rating period

# JOINT BOOK READING OBSERVATIONAL PROTOCOL

(BASED ON KADERAVEK & SULZBY)

- ◉ Success of story book interaction
- ◉ Positive/Negative aspects of parent scaffolding—13 behaviors
- ◉ Aspects of social/emotional climate
- ◉ Aspects of the child's verbal responsiveness



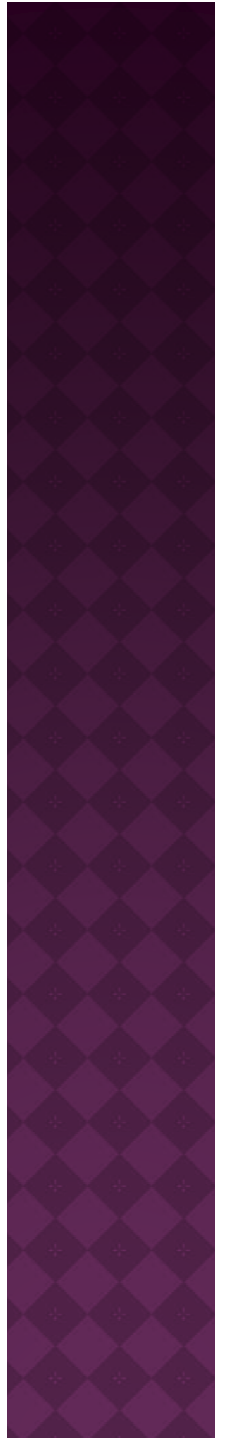
# PROJECT COMPONENTS

## ◉ Family Literacy Workshop

- Early interventionists and parents attend
- Parents complete literacy questionnaire and parent belief survey
- Strategies
- Resources

## ◉ Early Intervention Sessions

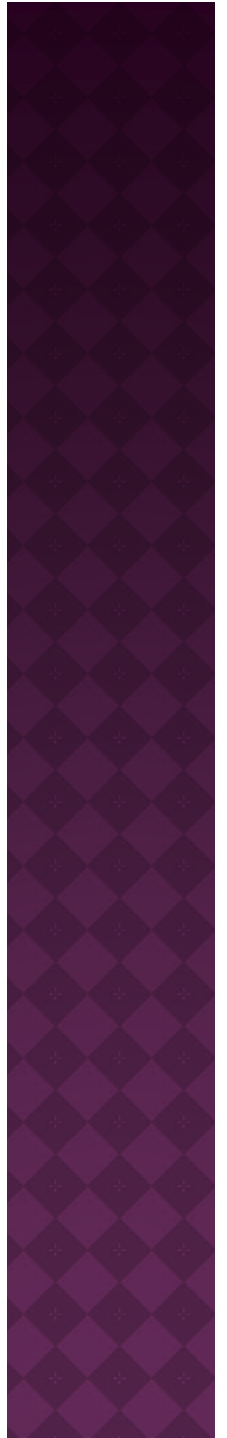
- Coaching
- Guided practice
- Recording of 2 joint reading sessions



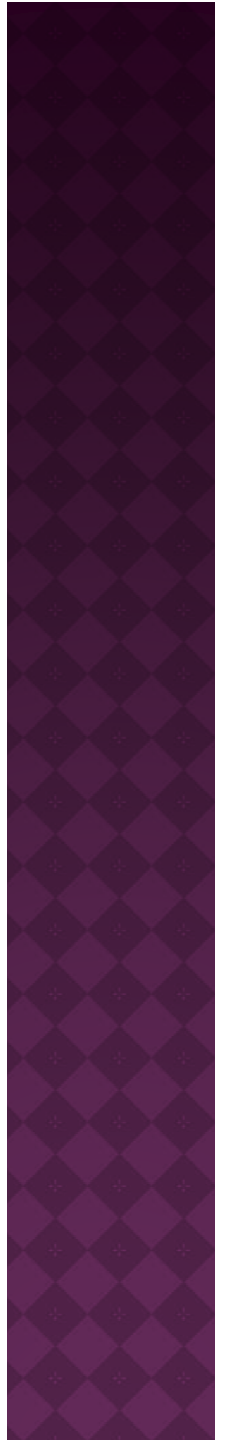


# RESOURCES ON FAMILY LITERACY AND JOINT BOOK READING

- ◉ *Beginning Literacy with Language*
  - Dickinson and Tabors
- ◉ *Scaffolding with Story books*
  - Justice and Pence
- ◉ *Literacy and Deafness*
  - Robertson
- ◉ *Storybook-Based Curriculum*
  - Fetherston and England
- ◉ *Sharing Books and Stories to Promote Language and Literacy*
  - van Kleeck
- ◉ Model Program Websites



# QUESTIONS AND DISCUSSION



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