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
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”?
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
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
REFERENCES

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