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SUPPORTING EARLY LITERACY THROUGH ATTACHMENT-BASED
PARENTING: AN INTERVENTION PROJECT

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Psychology:
Child Development


by
Maureen Louise Stine
December 2008

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ABSTRACT

A 4-month intervention project consisting of regular parent training meetings and weekly take-home parent-child interactive literacy activities was implemented to examine the association between quality of mother-child interaction and preschoolers' early literacy development for five families enrolled in a state subsidized preschool program. Two assessments were conducted pre- and post intervention: 1) the quality of mother-child interaction was observed during a book reading activity and then rated on a 7-item scale (Dodici & Draper, 2001; Brigance & Glascoe, 2002), and 2) literacy skills of the children (Whitehurst & Lonigan, 2003). Post-intervention scores of the quality of mother-child interactions found improvements for two mother-child dyads, no change for one family, and a decrease for two mother-child pairs. Early literacy post intervention scores of preschool participants revealed improvements for all but one child. A positive association was found between quality of mother-child interaction and early literacy skills for two mother-child dyads where the mothers regularly attended the parent meetings and completed the take-home tasks with their child. Overall the project had a positive, though modest, effect on the participating families' lives and,

as reported by parents on the final evaluation forms, participation in the project enabled them to acquire more knowledge about parenting and early literacy development and practices.

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TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGMENTS	v
LIST OF TABLES	ix
CHAPTER ONE: INTRODUCTION	1
The Significance of Emergent Literacy	8
Influences on Emergent Literacy	12
Biological Influences	13
Environmental Influences	21
Summary and Purpose of Project	50
CHAPTER TWO: METHOD	
Overview	56
Preliminary Study	56
Development of Project Design: Materials and Activities	60
Procedures and Measures	65
Participants	65
Demographic Information	65
Procedure	66
Measures	73
Quality of Parent-child Interactions	74
Children's Emergent Literacy Skills	78
CHAPTER THREE: RESULTS	
Quality of Mother-child Interaction	80
Early Literacy Skills	83

CHAPTER FOUR: DISCUSSION

Quality of Mother-child Interaction	88
Early Literacy Screening Scores	99
Association Between Quality of Parent-child Interaction and Early Literacy Skills	102
Weekly Parent Meetings	107
Parent Responses and Comments	115
Limitations	125
Future Research	128
Summary and Conclusions	130
APPENDIX A: HOME ACTIVITIES QUESTIONNAIRE.....	134
APPENDIX B: PARENT-CAREGIVER DEMOGRAPHIC INFORMATION FORM	139
APPENDIX C: STATE PRESCHOOL PROGRAM MANAGER LETTER OF AUTHORIZATION	141
APPENDIX D: SCHOOL SITE PRINCIPAL LETTER OF AUTHORIZATION	143
APPENDIX E: AUGUST PARENT INFORMATION LETTER	145
APPENDIX F: NOVEMBER PARENT MEETING INFORMATION LETTER	147
APPENDIX G: PROGRAM CURRICULUM RUBRIC	149
APPENDIX H: RECORD KEEPING DATA SHEET	157
APPENDIX I: INFORMED CONSENT FORM	159
APPENDIX J: REGISTRATION FORM	161
APPENDIX K: PROGRAM SCHEDULE OF WEEKLY MEETINGS AND ACTIVITIES	163
APPENDIX L: MONTHLY PARENT-CHILD ACTIVITIES CALENDAR	169

APPENDIX M: WEEKLY MEETING ATTENDANCE SHEET	175
APPENDIX N: ENROLLMENT STATUS FORM	178
APPENDIX O: WEEKLY PARENT-CHILD SHARING ACTIVITY SHEET	184
APPENDIX P: 'GET READY TO READ' ACTIVITY SHEET	187
APPENDIX Q: WEEKLY PARENT REFLECTION REPORT FORM	189
APPENDIX R: WEEKLY BOOK READING LOG	192
APPENDIX S: 'LITTLE BOOKS FROM A TO Z'	195
APPENDIX T: 'LITTLE BOOKS' RECORD SHEET	202
APPENDIX U: SUPPLY INVENTORY FORM	204
APPENDIX V: MATERIALS COST RECORD FORM	206
APPENDIX W: FINAL PARENT EVALUATION FORM	209
APPENDIX X: RUNNING RECORD OBSERVATION FORM	212
APPENDIX Y: PARENT-CHILD INTERACTIVE BOOK READING RATING SCALE	215
APPENDIX Z: 4-5 YEAR OLD 'GET READY TO READ' ASSESSMENT TOOL	218
APPENDIX AA: 3 YEAR OLD 'GET READ TO READ' ASSESSMENT TOOL	220
APPENDIX BB: PROGRAM MANAGER LETTER OF AUTHORIZATION FOR LITERACY SCREENING	232
APPENDIX CC: 'GET READY TO READ' ANSWER SHEET	234
APPENDIX DD: 'GET READY TO READ' SCORE SUMMARY RECORD FORM	236
APPENDIX EE: COMPARISON OF RESEARCH ASSISTANTS' RATINGS OF MOTHER-CHILD INTERACTIONS	239
REFERENCES	241

LIST OF TABLES

Table 1. Home Activities Questionnaire	59
Table 2. Pre- and Post-scores for Quality of Mother-child Interaction	81
Table 3. Pre- and Post-scores for Quality of Mother-child Interaction: Individual Items	82
Table 4. Pre- and Post-early Literacy Screening Scores of 3, 4, and 5 Year-old Participants	85
Table 5. Pre- and Post-early Literacy Screening Scores of 3, 4, and 5 Year-olds in Control Group	86
Table 6. Comparison of Pre- and Post-scores of Quality of Mother-child Interaction and Early Literacy Skills	87

CHAPTER ONE

INTRODUCTION

Emergent literacy refers to the knowledge, attitudes, interests, and beliefs children have about language (verbal and nonverbal), reading, and writing prior to conventional reading or writing (Dickinson & McCabe, 2001; Teale & Sulzby, 1986; Whitehurst & Lonigan, 1998). Extant data propose that children's acquisition of language and early literacy skills is a dynamic process, developing continuously and simultaneously through everyday experiences and interactions with caregivers and family members (Dickinson & Tabors, 2001; Gopnik, Meltzoff, & Kuhl, 1999; Hart & Risley, 1995; Schickedanz, 1999; Shonkoff & Phillips, 2000; Snow, 1991). According to research, such experiences provide children with opportunities for independent explorations of language and literacy, and occasions to observe reading and writing behaviors (Bus & van IJzendoorn, 1988; Dickinson & Tabors, 1991; Neuman & Dickinson, 2001; Saracho, 1999; 2000; Teale & Sulzby, 1986).

Within the last decade or so, there has been a growing interest in preparing young children for school and later life success, particularly in the areas of

reading and writing. National leaders, educators, and researchers have convened national panels and formulated goals based on examinations of factors considered as primary influences on children's development of emergent literacy skills (National Education Goals Panel, 1999; Snow, Burns, & Griffin, 1998). Studies have identified both biological (e.g., child's health status) and environmental factors (e.g., socio-economic status) as exerting strong influences on children's early literacy development (reviewed below).

Additional research, however, indicates that within children's environments, interpersonal and intrapersonal experiences, specifically parent-child attachment relationships and interactions, greatly influence children's early literacy skill development (Bus, van IJzendoorn, & Pelligrini, 1995; Frosch, Cox, & Goldman, 2001; Parlakian, 2003; Shonkoff & Phillips, 2000). Research findings indicate that parents' abilities to provide sensitive and contingent care and encouragement are key components contributing to children's continued growth and development (Ainsworth, 1989; Baker, Scher, & Mackler, 1997; Bergin, 2001; Main, 1983; Sroufe, 2005). In fact, the parent-child attachment relationship has been documented as the most influential on children's growth

and development of early literacy (superceding preschool experiences, SES, home environment, and parental literacy beliefs and expectations) (Bus & van IJzendoorn, 1988; Frosch, Cox, & Goldman, 2001; Tamis-LeMonda, Bornstein, & Baumwell, 2001). Thus, while it is important to recognize biological and contextual factors as important influences on children's development, it may be extremely beneficial to consider the impact of quality parent-child interactions on children's early literacy learning.

Following an extensive review of past and current literature, it was found that only a limited number of studies have investigated the association between attachment security and children's early literacy development (Bus & van IJzendoorn, 1988; 1997; Frosch, Cox, & Goldman, 2001). In addition, an investigation of existing early literacy intervention programs failed to reveal program elements recognizing the influence of secure attachment relationships or quality parent-child interaction on children's early literacy learning. While research reveals that designers of early literacy programs acknowledge the influence of parenting styles and strategies on children's early literacy and learning by incorporating some elements of parent training into their design (e.g., Early Start, HIPPY, and Parents As

Teachers), they have historically ignored attachment security as a powerful influence on children's linguistic development.

For example, the Even Start Family Literacy Program (U.S. Department of Education, 2005) has been recognized for its efforts in helping to break the cycle of poverty and illiteracy in low-income families. By providing services such as adult education, early childhood education, parenting support, and parent and child interactive literacy activities, this program has seen positive changes in the family unit, particularly the parents' ability to become more literate and in their children's educational development. No mention is made, however, about the increased ability of parents to interact qualitatively with their children as a result of participation in the Even Start program.

Another program, HIPPY (Home Instruction for Parents of Preschool Youngsters), (Baker, Piotrowski, & Brooks-Gunn, 1999) promotes school readiness and early literacy through parent involvement. The HIPPY model is a research-based program which views parent involvement as vital to preschoolers' success in school. Parent information and resource centers are funded through the No Child Left Behind Act and help to provide information and

strategies which enable children to become ready for school and bolster the partnership between parents and schools. HIPPY home visitors work one-on-one in the home with parents, and use role-play along with modeling to encourage effective parenting techniques. Like Even Start, HIPPY attempts to eliminate illiteracy by providing and improving parents' literacy or educational skill, helping parents to act as full partners in their children's education, and by helping children realize their full learning potential. While valuable in preparing children for school entry and in providing parenting strategies, this program may be more focused on improving parents' literacy skills as a preventative measure rather than improving relationship qualities between parent and child.

Along with the home literacy programs such as Even Start and Hippy Program, the Parents As Teachers (PAT) program (Zigler, Pfannenstiel, & Seitz, 2008) implements the *Born to Learn Curriculum - Prenatal to 3 Years* to provide parents with foundational concepts of early language and literacy development. Monthly and weekly lessons over a three-year period address such areas as neuroscience, oral language development, and literacy (e.g., print awareness, word concepts). The program's designers assert that their research-based curriculum

encourages parent practices that will provide strong language and literacy environments for children. PAT parent educators who are trained in child development make home visits to provide parents with research-based information in an informal setting where parents can learn how to take a more active role in their child's education. While the PAT program and others described above appear to have worthy goals and seem dedicated to improving children's and adults' literacy development through family involvement (particularly in their recognition of the important role parents play during children's early learning), it seems as though each program is lacking in a clear understanding of the impact that interpersonal relationships have on children's learning. Although these program designers claim that their programs are research-based, it seems that they may have either overlooked (or were not as thorough in reviewing) current and extant studies which have demonstrated an association between quality of interaction and children's motivation to learn (e.g., Bus & van IJzendoorn, 2001; Hart & Risley, 1995; Shonkoff & Phillips, 2000). On the other hand, it is possible that some program designers may have chosen to utilize those program elements which are more easily quantifiable (e.g., scores on literacy screenings for

adults and/or children) as solid proof that the intervention is working rather than qualitative results (e.g., improvements over time in quality of caregiver-child interactions as measured through observations or behaviors). Indeed, the larger population often seems to require statistics to justify the costs of programs or studies. However, if we wish our youngest learners to be successful in their transition to public school and to become lifelong learners, we may need to look further at those critically important social-emotional elements underlying development and learning.

Therefore, an intervention project that informs and teaches skills to parents about early literacy as well as enhancing the parent-child relationship (e.g., training that helps support parents' use of sensitive attunement) would therefore seem most beneficial for supporting early literacy development in children.

The purpose of this study is to create a home-based early literacy intervention program focusing on parent-child relationship qualities as influences on children's emergent literacy development.

The Significance of Emergent Literacy

Emergent literacy is a fundamental component of children's overall development: it contributes to later reading and writing abilities; it provides background knowledge about unfamiliar concepts or experiences; it fosters word fluency; it contributes to academic competence and social adjustment; and it establishes reading as a pleasurable activity. Each of these is discussed in turn below.

First, emergent literacy contributes to later reading and writing proficiency by providing opportunities for children to observe and engage in literacy-related activities which foster an awareness of spoken and written forms of language. Emergent literacy experiences (e.g., shared storybook reading, drawing, and scribbling) have been shown to improve children's understanding of the relationships between sounds and letters, and also to be linked to children's awareness of the shapes and forms of written letters and numbers (Whitehurst & Lonigan, 1998). Reading and emergent writing are considered complimentary processes, and are essential activities which help children become more knowledgeable about the ways symbols can be used to represent other objects or events (Clay, 1991; Neuman & Roskos, 1993). Children's awareness and

understanding of the relationships between sounds and printed words has been linked to proficiency in spelling and to improvements in reading comprehension and vocabulary (Adams, 1990; Dickinson & Tabors, 2001; McCardle, Scarborough, & Catts, 2001).

Children's participation during such pleasant activities as story times, songs, and finger-plays with caregivers have been found to contribute to their better understanding of spoken and written forms of communication (Teale & Sulzby, 1986; Trelease, 2006). Opportunities for children to play with the sound of words, to observe and hear nuances and rhythms of words and phrases, and to learn about the structure of language are experiences that will prepare them for literacy activities such as book reading (Neuman, Copple & Bredekamp, 2000; Trelease, 2006).

Second, early reading experiences have been shown to provide children with background knowledge which facilitates comprehension of unfamiliar objects or events (Rosenkoetter & Knapp-Philo, 2006; Teale & Sulzby, 1987). For example, reading stories to children helps introduce a variety of characters, storylines, and scenarios to children that might otherwise be unknown, expanding

children's knowledge about the world and objects or persons within it (Justice & Pullen, 2003).

Third, participation in emergent literacy activities such as storybook reading with mothers, fathers, or other primary caregivers fosters word fluency, especially with regard to increases in vocabulary. In particular, storybook reading by parents promotes children's vocabulary skills by introducing them to a variety of words not used in everyday conversations (Ezell & Justice, 2005; McCardle, Scarborough, & Catts, 2001; Snow, Tabors, Nicholson, & Kurland, 1995). The positive outcomes of reading to children include the acquisition of early literacy skills such as phonemic (sound) processing, print awareness, and oral language which enable children to succeed on reading tasks that require sounding out letters and words (Whitehurst et al., 1988).

Fourth, emergent literacy has been shown to be related to later academic and social/psychological adjustment (Benner, Beudoin, Kinder, & Mooney, 2005). Benner et al. (2005) found that beginning reading skills (i.e., accurate letter-word identification and understanding oral and written forms of communication) were positively associated with measures of social skills and academic competence. Children who early acquire

proficient literacy skills learn to read more easily once they begin formal schooling, and they continue to remain ahead of those children who begin school with poor literacy skills (Strattman & Hodson, 2005). Stanovich (1986) uses the term 'Matthew Effect' to describe the diminishing success rates for children who start out with poor literacy skills, with reading becoming a self-defeating and effortful chore. As a result, children who lack proficient literacy skills experience difficulties identifying words and have trouble comprehending word meaning and vocabulary due to limited understanding of oral and written forms of language (Torgeson, 2000; Torgeson, Wagner, & Rashotte, 1998).

Children who experience difficulties with vocabulary and comprehension have been found to be more at risk for emotional, behavioral, and academic problems such as conduct disorders, difficulties in paying attention, feelings of social incompetence, fear of peer rejection, and social withdrawal (Tomblin, Zhang, Buckwalter, & Catts, 2000). Research investigating the association between emergent literacy skills, behavior problems, and social competence in children from low- and middle-income families found that problems with inattention (e.g., attention deficit/hyperactivity disorder) were

consistently associated with poor emergent literacy skills (Lonigan et al., 1999).

Finally, emergent literacy helps children establish reading as a pleasurable activity which in turn can contribute to a lifetime of reading for both enjoyment and educational purposes (Trelease, 2006). As well, shared moments of reading with attentive, warm, and affectionate adults help children to associate reading experiences with enjoyment and loving care (Bergin, 2001; DeLoache, 1984; Stratton, 1996). It is not hard to conceive that a lifetime love of reading may serve as a motivation for children to read. In fact, research indicates that children's motivation to read is based on their interest level and on their own contributions to shared storybook reading, as well as affective, attentive contributions made by parents during early literacy activities (Baker, Scher, & Mackler, 1997; Deckner, Adamson, & Bakeman, 2003).

Influences on Emergent Literacy

Both biological and environmental factors have profound effects on early literacy development (Bruner, 1983; Collins, Halsey, & Anderson, 1991; Hoff, 2005; Lennenberg, 1967; Piaget, 1954; Sulzby & Teale, 1991;

Vygotsky, 1962; Whitehurst & Lonigan, 1998). Each of these factors are discussed in the following sections.

Biological Influences

A number of biological factors have been shown to influence emergent literacy in children including critical and sensitive periods, genetic heritability, health of infants, and neurological status of infants.

Critical and Sensitive Periods. Critical and sensitive periods refer to biologically-determined deadlines when environmental input is needed for optimal development (Lennenberg, 1967; Newport, 1990). It has been hypothesized that a critical period exists for native language learning which is thought to begin very early in life and end at around 12 years of age (Knudsen, 2004; Lennenberg, 1967). The existence of such time periods in children's language development has significance not only for proficient language learning but also for literacy development which builds on oral language skills that are early-acquired (Hoff, 2005). Research indicates that failure to develop linguistic competency during such critical periods can place children at risk for later language, reading, and learning difficulties (Kuhl, Conboy, Padden, Nelson, & Pruitt, 2005; Roberts, Burchinal, Koch, Footoo, & Henderson, 1988). Exposure to

language during infancy has been found to be related to optimal proficiency on certain measures of linguistic ability, particularly phonological processing, knowledge of proper grammar, production of syntax, and comprehension of morphology (Biemiller, 1999; Whitehurst & Lonigan, 1998). Further support for the benefits of early language exposure to literacy skill development can be found in reports of young second language learners who exhibit an easier time acquiring and mastering non-native linguistic competence compared to adult learners (Bruer, 2001; Johnson & Newport, 1989).

Genetic Heritability. Genetic heritability has been linked to emergent literacy abilities such as phonological decoding, letter and word recognition, and spelling skills (Gayan & Olson, 2001; Olson et al., 1989). Research reports that genetically-linked impairments in reading include deficits in phonological processing, inability to read irregularly spelled words, and difficulties in visual and auditory processing of words and phrases (Petrill et al., 2006). Dyslexia, an inability to understand written language, is commonly thought to be associated with difficulties in phonological processing stemming from a genetically-based, inherited reading disability (Wolf & Obregon, 1992). Studies have not

clearly identified whether language deficits are due to multiple or single genetic influences, but they seem to be in agreement that grammar and phonological processing are areas affected by inherited genetic traits (Hoff, 2005).

Health of Infants. Health of infants influences emergent literacy skill development. Proper prenatal and postnatal care, childhood illness, disability, and disease have been shown to impact cognitive and neurological functions related to language, speech, and reading abilities (Lu, Bragonier, Silver, & Bemiss-Heys, 2001). Of primary concern is the prevention of health problems or diseases that have the potential to adversely affect fetal and infant neurological and physiological functioning.

Good prenatal care (e.g., regular doctor visits, health of mother, abstaining from smoking and alcohol consumption, limiting exposure to environmental toxins) can prevent health conditions such as low birth weight and premature births, and prevent neural tube defects (Eliot, 1999). Due to the vulnerability of the developing brain during the prenatal and postnatal periods, early exposure to neuro-toxic chemicals (alcohol, drugs), infectious diseases (rubella), and life stressors (poverty, malnutrition) disrupt or damage developing organs and nervous systems (Jacobson & Jacobson, 2001). For example,

maternal alcohol consumption during pregnancy has been shown to contribute to neurobehavioral impairment and impaired cognitive functioning lasting throughout the lifetime of the child, predisposing him/her to a lifetime of learning difficulties (Connor & Streissguth, 1996; Jacobson & Jacobson, 2001; McCormick, Gortmaker & Sobol, 1990).

Research has found that low birth weight infants are at risk for visual and hearing impairments, neurological handicaps, and learning difficulties (McCormick et al., 1990). Premature babies with low birth weight tend to experience more health and developmental problems such as lower IQ, cerebral palsy, and difficulties paying attention due to damage to the nervous system - impairments affecting the processing of sensory information, storage and recall of information (Allen et al., 1993; Saigal et al., 1991). Medical advances have reduced the incidence of many disabilities associated with premature births, yet a large number of premature infants continue to have serious developmental problems resulting in loss of hearing, impaired vision, and learning disabilities (Courage & Adams, 1997; Giola, 2001; Koppenhaver et al., 1991). Studies find that approximately 40-65% of prematurely born infants with significant

disabilities will need special education or specialized services once they enter school (Collins, Halsey, & Anderson, 1991; Courage & Adams, 1997).

In addition to prenatal care, proper postnatal care (e.g., follow-up visits to the pediatrician for immunizations, adequate nutrition, responsive, contingent care by the mother or caregiver) ensures health and well-being for the developing infant. The postnatal period is a time during childhood when physical and neurological systems undergo rapid change and growth. Meeting the nutritional needs of the infant is of primary importance since a daily balance of fats, carbohydrates, protein, vitamins, and water will help maintain healthy physical and neurological growth occurring during the first months of life (Santos, Arrendo, & Vitale, 1983; Trahams & Pipes, 1997). In particular, infants' development of fine and gross motor skills (e.g., those skills needed to coordinate movements, explore, and learn about objects in their environment) are dependent on caregivers' provision of safe, yet stimulating environments, and consistent responsiveness to the infants' attempts at exploration (Biringen et al, 1993; Bushnell & Boudreau, 1993). Without such exploration, infants and young children have limited opportunities to experience and discover the

characteristics, features and names of items and objects in the environment.

Childhood illnesses, disabilities, and disease are of major concern for parents and professionals alike since illness and disease can profoundly affect children's ability to hear, observe, participate, and learn during early formative periods in their lives. Chronic ear infections (otitis media) and visual impairments (i.e., blindness, cataracts, crossed eyes) have been linked to deficits in linguistic and cognitive development (Ewoldt & Saulnier, 1991; Koppenhaver, 1991). Additional studies report that the inability to hear sounds is associated with specific speech and language delays as well as deficits in the development of phonological skills needed to decode words (Billeaud, 1993; McCardle, Scarborough, & Catts, 2001). Research finds that children who experience hearing loss before 18 months of age are at a greater risk for language delays during the early childhood years (Giola, 2001; Shriberg, Friel-Patti, Flipsen, & Brown, 2000). Specifically, these delays impact the development of oral language skills since they prevent children from hearing sounds and inflections used in the grammar and pronunciation of words and sentences - skills that will be needed not only to form words orally but to decode and

sound out printed text or materials (Dickinson & McCabe, 2001).

Visually-impaired infants lack sensory information needed for identifying and labeling certain environmental features and objects useful for language and reading achievement (Arterberry, 1997; Bhatt & Waters, 1998). Children with vision problems experience delays in reaching, creeping, walking, and hand skills thus are not able to fully explore the environment, or to acquire contextual information and observe social cues (gestures, body language) necessary for early literacy development (Stratton, 1996). Visual acuity is vital to early literacy development along with binocularity (coordinated use of both eyes) in order to help children visually focus and recognize words, track words or sentences, discriminate and recall characteristics of written text or figures, and mentally sort forms or shapes of letters and numbers (Birnbaum, 1993). Infants who are born with, or who develop eye defects such as strabismus (crossed eyes), cataracts, or blindness have a limited period of time in which to have these problems corrected, typically only until three years of age (Eliot, 1999). Visual acuity is an important skill needed in reading and writing, especially when children need to visually determine which

articulatory lip movements are required for proper pronouncing of letters (e.g. (/b/, /m/, /f/)) -- a skill not available to blind children (Mills, 1987).

Neurological Status of Infants. Emergent literacy skill acquisition is influenced by the neurological status of the infant's brain. Scientists and researchers point out that genes and environment interact during stages of brain development, with genetic endowment responsible for the basic wiring of the brain, and experience responsible for fine-tuning connections, allowing individuals to adapt and adjust to unique environments (Schore, 2001; Shonkoff & Phillips, 2000; Siegel, 2001). According to Schore (1996), development can be seen as a transactional process whereby genetically coded programs for neural development are impacted by events and interactions within an infant's environment. As such, attending, selecting, and storing information necessary for thought and language are considered highly dependent on activity or experience to fine-tune the connections that will be needed to transport messages and commands between structures and areas in the brain (Kolb, 1989; Meissner, 2006). In particular, the growth and specialization of cortical areas and the formation of synaptic connections of the brain which enable thinking, memory, and language have been shown to

be impacted by early experiences, particularly by the manner in which the brain's neural circuitry becomes 'wired' for language and later literacy abilities as a result of environmental experience during infancy (Kolb, 1999; Schore, 2001).

Environmental Influences

A number of environmental influences have been shown to impact young children's emergent literacy, including preschool experiences, socio-economic status (SES) and ethnicity, home environment, parental literacy behaviors and beliefs, style of parent-child interaction, and quality of attachment security. Each is discussed in turn below.

Preschool Experiences. Preschool and child care experiences influence children's acquisition of emergent literacy skills in several ways. They provide families and teachers with opportunities to share beliefs about literacy, to work together to promote children's literacy skills, to enable children to interact with qualified instructors, and occasions for children to have access to a variety of literacy materials and play settings (Dickinson & McCabe, 2001; Weigel, Martin, & Bennett, 2005).

Congruency in beliefs and practices about the importance and value of early literacy between parents and teachers has been found to be associated with children's literacy development (Weigel et al., 2005). Improvements in preschoolers' print knowledge and receptive as well as expressive language have been found to be associated with parent and teacher reading beliefs (Weigel et al., 2005). Similarity in parent and teacher beliefs/attitudes towards literacy and reading help children understand that adults can be accepting and genuine in their efforts to teach. Thus, the continuity in beliefs between teachers and parents helps to convey that reading is a fun and valued activity, and this sends the message to children that adults are concerned with motivating and improving children's interest in literacy (Baker & Scher, 2002; DeBaryshe, 1995).

Home-school connections can have positive effects on children's literacy beliefs (Snow, 1991). However, differences which exist between parental literacy beliefs and teacher beliefs illustrate that home and school partnerships are complex in nature and deserve in-depth investigations to determine the individual or combined effects of such differences on literacy skill development (Weigel et al., 2005).

Preschools and day care settings afford families and teachers opportunities to work together to promote children's language and literacy skills (Snow, 1991). McNaughton (1995) asserts that literacy skills develop and are enhanced by cooperative and reciprocal practices occurring in home, community, and school environments. Knowledgeable teachers and supportive parents who are intent on helping children learn in developmentally-appropriate ways, and who understand the need for children to actively participate in the learning process are primary to children's success in school (Bredekamp & Copple, 1997; Teale & Sulzby, 1986).

Preschool offers young children opportunities to interact with knowledgeable and qualified adults. Teacher knowledge and quality of instruction are factors shown to affect children's literacy skill acquisition. Comparisons between trained child-care providers/teachers and untrained teachers found that children taught by teachers trained on the importance of literacy-promoting environments (books, writing materials, paper, pencils, etc.) demonstrated more proficiency on tests measuring narrative abilities and print concepts (Neuman, Copple, & Bredekamp, 1995). Studies have also found that the amount and quality of verbal exchanges between child care staff

and children, setting up classrooms with easy access to a variety of literacy materials and activities, and frequent teacher-child book reading all have positive effects on preschoolers' communicative and pre-academic skills particularly in the area of vocabulary development (Dickinson & Smith, 1994). According to nationally-recognized professional educational organizations, teachers foster language and literacy growth by using interactive styles of instruction and by implementing developmentally-appropriate, child-centered curriculum and lessons which incorporate play-based instruction along with the use of props, pictures, and stories to generate and enhance children's interest and participation in literacy building activities (National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education, 2002).

Finally, preschool settings are beneficial to children's emergent literacy because they provide children with access to a variety of literacy materials and play settings outside of the child's home environment. As such, play experiences enable children to understand the purpose and characteristics of print and discover the meaning of print in the environment (Newman & Roskos, 1993). Play

settings which provide access to literacy materials (e.g., pens and notepads for shopping lists, printed receipts, and stamps and envelopes) allow children to apply the functions of literacy - reading, writing, arranging symbols as 'words'-- through interactions with others, the mutual expressions of feelings, handling writing tools, and role playing (Saracho, 2001).

Socioeconomic Status (SES) and Ethnicity. A family's socio-economic status and ethnicity during a child's early years has been found to be related to children's linguistic and cognitive abilities at school entry (Duncan, Brooks-Gunn, & Klebanov, 1994; Shonkoff & Phillips, 2000). SES-related differences in family income levels, parents' level of education, parental beliefs about literacy, and children's access to learning materials have been shown to be predictive of long-term patterns of learning and academic achievement.

Differences in family income levels exert powerful influences during the earliest years of children's lives (Duncan et al., 1994; McLoyd, 1990). Studies report that in 1997, 5.2 million young children in the United States were identified as poor, with disparities in income levels between poor and more affluent families continuing to widen (Duncan & Brooks-Gunn, 1997). Researchers have found

that children in poor families are more at risk for reading difficulties compared to children whose families are more affluent and can afford to provide an array of literacy-related materials and experiences (Snow, Burns, & Griffin, 1998). Children from low-income families also have fewer opportunities for verbal interactions with parents, and, as a consequence, they tend to score lower on measures of vocabulary skills - skills needed to be successful readers (Hart & Risley, 1995).

Differences in parent levels of education have been shown to influence parental expectations, types of literacy materials in the home, and parent-child interactions. According to Halle, Kurtz-Costes, and Mahoney (1997), mothers with higher education levels have positive expectations about their children's academic success. As a result, children are more likely to view their own academic endeavors in a positive manner (Halle et al., 1997). In addition, parents with more education tend to provide intellectually-stimulating environments for their children, and are more likely to engage in warm, affective interactions during home learning experiences (Davis-Kean, 2005).

According to research on mother-child book reading practices in low income families, maternal educational

level and verbal ability play a significant role in the frequency of maternal book reading in the home (Raikes et al., 2006). Data from the Raikes et al. (2006) study finds that low-literacy skills and lower levels of education limit mothers' abilities to read and participate in literacy activities with their children, ultimately impacting children's vocabulary growth and development. Furthermore, Fitzgerald, Spiegel, and Cunningham (1991) report that highly-literate parents believe literacy emerges holistically (e.g., through children's experiences with books and literacy materials, observations of parents and family members reading and writing), whereas less-literate parents maintain a more traditional outlook on literacy, believing direct instruction techniques provided by teachers are necessary to help children learn literacy skills. These differences in parents' belief systems may result in less supportive parental involvement with children in the home during literacy-related activities.

Differences related to SES also exist in the beliefs parents hold about the function and process of literacy learning. Low-SES parents consider home literacy interactions as specific learning opportunities which help children develop literacy skills, while middle-income

parents consider home literacy interactions and experiences as enjoyable and entertaining activities (Baker, Scher, & Mackler, 1997). As such, children from middle-class homes tend to have more positive views about reading. DeBaryshe (1995) found that compared to low-SES mothers (who tend to have a skills-based approach to literacy), high-SES mothers hold emergent literacy views regarding literacy learning, believing interactions with their children during reading presents opportunities for a less-structured means of literacy learning.

Hoff-Ginsberg's (2003) study on the specific effects of socio-economic status on early vocabulary development found observable differences in the growth rates of productive vocabulary for children from high-SES compared to mid-SES families which were associated with variations in mothers' style of speech. In other words, quantity, richness, and complexity of sentences used by mothers during interactions were found to explain the differences in productive rates of children's vocabulary which differed as a function of SES.

Socio-economic differences affect children's abilities to access such printed materials as books or magazines. According to research studies, children from low-SES families have very limited access to literacy

materials due to insufficient family resources compared to children from middle-income families, who tend to relegate more time and resources to provide a variety of literacy-related materials such as books, educational videos/cds, and internet resources (Baker, Sonnenschein & Serpel, 1994; Neuman & Roskos, 1993). Studies have found that disadvantaged parents expend much of their time and energy attempting to locate adequate housing, finding ways to feed their families, and search for proper health care, and thus they are less focused on their children's need for school-related or learning materials (Snow et al., 1998).

Research investigating the effects of ethnicity on early emergent literacy skills is sparse and limited in detailed information compared to studies investigating effects of socio-economic status on children's development. Neuman and Dickinson (2001) write that current studies investigating the effects of ethnic diversity on literacy learning have not been inclusive or extensive in scope (e.g., samples are primarily low-income Caucasian families, comparisons are between Caucasian with African-American families, or children's race is not identified). It appears that few studies examine specific literacy practices of minority groups; thus, it is

difficult to ascertain whether differential effects on literacy development are related to ethnicity and/or culture, or specifically income levels of families (Neuman & Dickinson, 2001).

The limited research on ethnic differences in children's book reading experiences in the home indicates that children from black and Hispanic families are read to less frequently and experience different interactions with parents than children from white, middle-class families (Hammer, 2001; Laosa, 1980). According to the Federal Interagency Forum on Child and Family Statistics (2000), 44% of African-American and 39% of Hispanic families read daily to their young children compared to 64% of white families, indicating clear differences between the reading practices of ethnic minority versus Caucasian groups in the United States. In another report investigating the frequency of book reading practices between Hispanic and Caucasian mothers, it was found that Caucasian mothers tend to read more and provide more books for their children when compared to Hispanic mothers (Raikes et al., 2006). This finding is important since additional research establishes that children from minority cultures who live in homes where reading is not practiced are at risk for school failure where fewer reading experiences contribute

to deficiencies in children's vocabulary development, print awareness, and overall linguistic knowledge (Weigel et al., 2006).

Differences related to ethnicity are reported in studies investigating parents' styles of reading interaction as influences children's styles of literacy learning. According to Heath, (1989), African-American and Caucasian mothers each participate in interactive book reading experiences with their children; however, African-American mothers tend to differ in their style of interaction by modeling a more narrative style of storytelling as a means of literacy instruction. For instance, preschool children in some African-American families participate in book reading activities which are conducted in group settings where reading out loud and group discussions expose children to the story's theme or content (Heath, 1989). This narrative style of 'fictionalized' storytelling is modeled by adults who expect that children will learn to tell stories on their own. As such, literacy is learned via oral storytelling methods rather than through the use of books (Heath, 1989).

Differences in communicative interactions are also found between Caucasian and African-American mothers.

Caucasian mothers on average tend to use more open-ended question-asking techniques during book reading interactions than African-American mothers (Anderson-Yockel & Haynes, 1994). Use of such styles of questioning during reading has been found to positively influence children's language and literacy development (Dickinson & Tabors, 2001; Hammer, 2001; Senechal, LeFevre, & Thomas, 1998).

Even less information is known about differences in book reading behaviors of young Hispanic children. Most studies have either investigated general aspects of Hispanic children's home environment (e.g., number of available books, emotional support) or studied the effects of a home literacy program on elementary Hispanic children's literacy experiences (Delgado-Gaitan, 1990; Goldenberg & Gallimore, 1991).

Studies reviewed for the current project recommend that in-depth research be conducted regarding the beliefs, practices, and values of various ethnic groups in order to promote an understanding and awareness of the ways young children from diverse ethnic backgrounds and cultures develop early literacy skills (National Research Council and Institute of Medicine, 2000; Neuman & Dickinson, 2001).

Home Environment. Experiences within the home environment impact children's emergent literacy: they occur within a context where children can explore and practice literacy through play; they provide opportunities for children to engage and participate in book reading, songs, and literacy-related activities with others in the home; and they provide opportunities for parents to provide intellectually-stimulating experiences for children.

Play time in the home setting provides a context where children have opportunities to practice early literacy skills in a number of ways, including manipulating and interacting with materials and objects in their own environment. As a symbolic activity, play enables children to use symbols as representations of experiences and it permits children to construct imaginary worlds where they are free to explore and invent other possibilities (Bruner, 1983; Teale & Sulzby, 1987). For example, if children are provided with props such as paper, pencils, and play items, they are more likely to engage in role-play activities where they use imagination to carry out an activity (e.g., role playing as cashier or a customer).

The home setting provides children with opportunities to engage in and participate in shared book reading and art activities, oral storytelling, and music activities. Data confirm that opportunities for early literacy-related and creative experiences such as picture book reading, drawing, or scribbling contribute to children's language and literacy development by allowing children to develop auditory, motor, and visual skills through practice and imagination (Clay, 1991; Saracho, 2001; Senechal & LeFevre, 1998.).

Oral storytelling (e.g., shared verbal exchanges between caregivers/adults and children) has been shown to improve oral skills through use of shared narrative experiences (Cutspec, 2006). According to Cutspec (2006), oral storytelling can be considered a valuable precursor to reading (much the way storybook reading is) since it provides vocabulary, language, and knowledge to a child during interactive moments with caring, responsive adults. Oral storytelling can serve as an additional method of literacy modeling and has been found to motivate children to explore and participate in literacy-enriching activities (Burns, 1999; Justice & Ezell, 2002).

Music and song activities have been shown to enhance narrative and oral language skills by inviting children to

participate in singing of songs or playing of musical instruments (Palmer, 2001). While often not thought of in didactic terms, music has been found to support early language and literacy since it is one of the first means of communication for infants, helping to organize the mind and body through the use of rhythm, melody, lyrics, movement, and interaction (Kimura, 2004; Rosenkoetter & Knapp-Philo, 2006).

Finally, when parents provide children with intellectually-stimulating experiences such as visits to libraries, museums, and zoos, children are able to observe, explore, and acquire a range of information and skills related to language and literacy (Bennett, Weigel, & Martin, 2002; Bus, van IJzendoorn, & Pelligrini, 1995; Dickinson & McCabe, 2001; Whitehurst & Lonigan, 1998). Through such activities, children learn the names and characteristics of things not found in their immediate environment (e.g., elephants are the largest living land animals) and they reap the benefits of meaningful, shared learning experiences with parents (Akhtar, Jipson, & Callahan, 2001; Hart & Risley, 1995).

Parent Literacy Behaviors and Beliefs. Parents' personal literacy behaviors and parental beliefs (e.g., the role they play in promoting children's literacy) have

been found to influence children's acquisition of emergent literacy skills (DeBaryshe, 1995; Griffin & Burns, 1998; Purcell-Gates, 1996; Trelease, 2006). It has been said that through parent involvement and modeling, young children learn why people read and what people do when they read (Dickinson & McCabe, 2001; Lawhon & Cobb, 2002; Teale & Sulzby, 1986).

Parents' personal literacy behaviors (e.g., enjoyment of reading, setting aside time to read themselves) have been related to positive reading outcomes for children (Baker & Scher, 2002; Sonnenschein, Brody, & Munsterman, 1996). In addition, such behaviors have been associated with children's development of oral language and phonological awareness (Bennett, Weigel, & Martin, 2002). Through their own reading and writing, parents informally model literacy habits for children, reinforcing the value of literacy during everyday activities, and encouraging children to participate in literacy activities (Teale & Sulzby, 1992). Parents or caregivers who initiate and respond to children's reading and writing efforts in turn provide their children with more opportunities to learn about language and literacy (Bergin, 2001; Bloom et al., 1996; Kassow, 2007). Such experiences are valuable not only in extending the child's base of knowledge but also

in conveying to the child that his/her parents enjoy and value sharing literacy-related activities with them.

Parental beliefs about their role in promoting their children's literacy influences the ways parents participate in literacy-related activities. For example, Lynch, Anderson, Anderson, and Shapiro (2006) found that parents who hold a holistic view of literacy (i.e., experienced through a variety of experiences) rather than a direct, skills-based view of literacy learning were more inclined to believe that children learned to read and write best when provided with encouragement. Importantly, Lynch et al. (2006) relate that parents who engage in various literacy-related activities and who value the experiential process of literacy learning are more likely to have children who are more successful in school. According to DeBaryshe (1995), mothers' beliefs regarding the importance of literacy were also highly predictive of the manner in which parents exposed children to joint book reading, the quality of interaction between parent and child during book reading, and children's interest and motivation to engage in literacy-related activities such as reading.

Style of Parent-child Interaction. The style of parent-child interaction during shared reading or writing

activities has been shown to influence children's emergent literacy. These include verbal style, joint-attention, effect of parental sensitivity on children's motivation and self-efficacy beliefs.

Parent's verbal style of interaction with children has been shown to enhance children's literacy development through the use of certain styles of instruction (Justice & Pullen, 2003; Whitehurst & Lonigan, 1998). Parent use of dialogic behaviors (i.e., open-ended questioning such as "Why do you think the dog ran away?"), further questioning/comments to children's answers (e.g., "Do you think he will come back?"), and print referencing (i.e., the use of verbal and nonverbal references to encourage/engage a child in the shared reading task) such as "Look, I see his footprints in the sand") are interactive methods found to increase emergent literacy skill development in typically-developing as well as at-risk children by inviting them to take part in the activity (Justice & Ezell, 2002). Studies also find that a caregiver's style of verbal interaction with children during everyday activities such as taking the time to point out printed names of objects (e.g., "This says, 'Cheerios'") or labeling something in the environment (e.g., "This is your red dish") not only helps introduce

relationships between words, objects, or persons, but also signals to the child that the caregiver is interested in extending or supporting the child's experience with language and literacy (Hart & Risley, 1995; Sulzby & Teale, 1991).

Joint attention, a social-communicative behavior between parent and child, has been found to contribute to positive language and literacy outcomes for children. Joint attention refers to pointing (in order to direct attention) and following another's eye gaze. Research finds that joint attentional states in mother-child dyads provide a foundation for later language and linguistic development (Adamson, Bakeman, & Deckner, 2004; Tomasello & Farrar, 1986). Studies find that the more time infants engage in episodes of joint attention with an adult, the more rapid their development of linguistic skills (Akhtar, Dunham, & Dunham, 1991; Bus et al., 1995).

According to research, a caregiver's response to, and participation in, joint attention events with young children helps establish communication as an important activity, which in turn leads to increases in language and vocabulary growth. Children whose mothers follow their children's focus of attention in their speech when the child is 13 months of age have larger vocabularies at 22

months (Akhtar et al., 1991). Mutual engagement is an important component of joint attention, and studies indicate that as mothers respond and continue in conversation with non-verbal children, they unknowingly promote children's interest and motivation to take part in communicative dialogues which are the foundations for later language and literacy (Hoff, 2005; Snow, 1991).

Parents' sensitivity and responsiveness to children's interests during literacy activities influences children's motivation and self-efficacy beliefs regarding reading (Baker, Scher, & Mackler, 1997). Within a supportive environment, and through sensitive, responsive quality interactions with parents, children become motivated to participate in literacy and reading activities, and develop self-efficacy beliefs (Baker et al., 1997; Reese & Cox, 1999; Whitehurst et al., 1998). Studies report that the socio-emotional, affective aspects of shared reading experiences (e.g., interacting with parents in a comfortable, familiar, and nurturing environment) influence children's self-initiated behaviors with regard to emergent reading (Baker & Wigfield, 1999; Bus et al., 1995). For example, studies find that parents' sensitive listening and turn-taking strategies during joint attention activities increases and stimulates verbal

interactions resulting in qualitative improvements in vocabulary and grammar (Bennett, Weigel, & Martin 2002; Bergin, 2001; Hart & Risley, 1995). Additionally, sensitive and supportive styles of parent instruction during reading activities enhance children's motivation to read since children associate enjoyment and pleasure with reading (Bus & van IJzendoorn, 1988; 1995). While parents' reading to children is considered an important behavior contributing to positive literacy outcomes, sensitive, responsive, and engaging parent behaviors during reading and literacy activities are related to children's early exploratory behaviors which are needed to acquire literacy skills (Sorce & Emde, 1981; Bornstein & Tamis-LeMonda, 1989).

Parental strategies not only foster and stimulate children's early literacy efforts; they also contribute to the child's sense of self-efficacy, i.e., the child's belief in their ability to be a successful reader (Baker & Wigfield, 1997; Coleman & Karraker, 1997; Csikszentmihalyi, 1991; Wigfield & Guthrie, 1997). With high self-efficacy, a child is more confident and willing to take on the challenge of reading, believing the task can be accomplished (Wigfield & Guthrie, 1997). Children's beliefs in their ability to read originates in the

supportive, affective interactions they have with parents during home literacy experiences, and, as such, these early supportive contexts contribute to children's enjoyment of reading and to the positive views they hold of themselves as competent readers in later years (Baker & Scher, 2002; Baker & Wigfield, 1999; Trelease, 2006). Consequently, when children sense that reading is a pleasurable activity, i.e., one that provides opportunities for affective, social interactions, or provides moments of praise or approval, they become motivated to read more frequently and extensively in later years (Baker, Scher, & Mackler, 1997).

Research indicates that children's knowledge, attitudes, interests, and beliefs about literacy develop at the same time they are mastering other abilities (e.g., social and emotional competence), and the social-emotional relationships children form with members of their family influence children's desire and capability to learn (Snow, Burns, & Griffin, 1998).

Quality of Attachment Security. Viewed within the construct of attachment theory, the early social-emotional relationships children form with their primary caregivers provide the basis for development in all domains (Ainsworth, 1989; Bowlby, 1969; Meins, 2003; Stern, 1977;

1985). Researchers are finding that the quality of parent-child attachment security influences children's vocabulary development, early reading skills, and cognitive development (e.g., Belsky & Fearon, 2002; Bus & van IJzendoorn, 1995; Hart & Risely, 1995; Parlakian, 2003; Rosenkoetter & Knapp-Philo, 2006; Shonkoff & Phillips, 2000; Trelease, 2006).

First, the quality of young children's attachment security has been shown to influence children's development of vocabulary skills. In particular, studies find that linguistic abilities and vocabularies of children with secure attachments are positively influenced by the quality of parent-child interactions. According to researchers, a mother's ability to sensitively attune herself to the topic of the child's interest during times of shared book reading is associated with gains in children's pragmatic knowledge necessary for speech and later word learning (Adamson, Bakeman, & Decker, 2004; Bus & van IJzendoorn, 1988; 1997). As such, supportive, warm, and engaging styles of parent-child interaction rather than controlling or demanding styles are associated with competencies in linguistic and other developmental domains during early and middle childhood (Belsky & Fearon, 2002; Bergin, 2001). For example, Tamis-LeMonda et al. (2001)

found that mothers who responded positively to infants' vocal and exploratory behaviors at 9 mos. of age had children who successfully developed oral skills needed for later literacy (e.g., they imitated words, they expressed first words sooner and they used expressive vocabulary to engage in shared communication activities during the toddler years).

Furthermore, studies have found that children with mothers who respond sensitively to them and who provide labels and words for objects and events develop a better understanding of semantics and syntax necessary for later literacy (Bloom, 1993; Tomasello & Farrar, 1986). In addition, caregiver's support and guidance through the use of appropriate responses, provision of stimulating toys, and structure in daily routines facilitated children's early efforts to identify and name objects in the environment (Bus & van IJzendoorn, 1988; Murray & Yingling, 2000).

According to a recent study, attachment security assessed at 12 mos. of age predicted vocabulary size at 19 mos., with caregivers of securely attached infants demonstrating they were less likely to regard their child's utterances as "vocal but meaningless" when compared to caregivers of insecure infants (Belsky &

Fearon, 2002). Such findings confirm Vygotsky's (1978) perspective that sensitive and appropriate maternal support within the child's zone of proximal development fosters linguistic competency.

Second, young children's early reading and attention to print are influenced by their attachment status. Correlations have been found between preschoolers' reading interest and attachment security, particularly in securely attached children's increased attention to reading instruction and engagement in proto-reading activities (i.e., beginning reading) than insecurely-attached children (Bus & van IJzendoorn, 1988; 1991). Studies reveal that sensitive maternal behaviors during book reading (e.g., pointing to and describing pictures in the book, labeling or providing names for objects, or taking the time to explain the story) are significantly associated with increases in children's levels of receptive and expressive language at age 3 since they provide children with opportunities to observe and learn about names for unfamiliar objects or events contained in a story (Bloom et al., 1996; Bus & van IJzendoorn, 1997). Studies have also found that secure infant attachment is related to maternal literacy-promoting techniques (e.g., encouraging remarks, sensitive responses) as well as to

children's greater interest, enthusiasm, cooperation, and focus during storybook interactions (Belsky & Fearon, 2002; Frosch, Cox, & Goldman, 2001).

Adverse effects of maternal insensitivity and lack of responsiveness during reading (e.g., a mother's use of stern or controlling behaviors to correct children's responses, infrequent use of labeling, questioning or commenting during shared book reading) prevents children's exploration of books and provides fewer opportunities for children's active learning of language and literacy skills (Bus, Belsky, van IJzendoorn, & Crnic, 1997; Dodici, Draper & Peterson, 2003; Schickedanz, 1999).

Secure parent-child attachment relationships also contribute significantly to the quality of shared storybook interactions. Due to the positive socio-emotional nature of these exchanges (e.g., parent's affective support, children's comfort/pleasure), securely-attached children are more attentive and cooperative during storybook reading than insecurely-attached children (Bus & van IJzendoorn, 1997). The importance of quality shared interactions in mother-child dyads has received more attention recently, with researchers finding that responsive and sensitive maternal behaviors (e.g., recognizing child's level of

interest and comfort, use of encouragement and sincere praise, and open-ended questioning) promote children's use of book reading behaviors and engagement in shared book reading activities (Bergin, 2001; Schickedanz, 1999).

Frequency of shared book reading is often cited (and promoted) as the means by which children best develop language and literacy skills. Researchers find that the practice of frequent shared reading by parents and caregivers has significant benefits for emerging literacy skills by affording young children numerous opportunities to learn about the functions of print and opportunities to experience a variety of vocabulary (Snow, Burns, & Griffin, 1998; Sulzby & Teale, 1991). However, frequency alone may not result in positive outcomes for the child if there is conflict between the parent and child, or controlling behavior by the parent (Bergin, 2001; Bus & van IJzendoorn, 1997). Thus, while frequent reading of stories can be considered an important experience related to literacy development, it is the affective and engaging interactive behaviors between parent and child which significantly affect children's cognitive and emotional development due to the interpersonal and intrapersonal aspects of such shared experience (Bus, van IJzendoorn, & Pelligrini, 1995; Scarborough & Dobrich, 1994).

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Finally, quality of attachment security has been found to influence young children's cognitive development by shaping attitudes towards learning and problem-solving, and by impacting children's motivation to explore the environment (Meins et al., 1998; Waters & Cummings, 2000).

Quality of attachment security influences children's attitudes towards learning and problem-solving. Studies report, for example, that insecurely attached children are more likely to develop negative attitudes towards learning and less likely to attempt problems that may challenge their current level of ability. According to Heard and Barrett (1982), when children with insecure attachments (i.e., less trustful of caregiver's response, less confident, fearful) are faced with something unfamiliar, they experience feelings of anxiety which interfere with normal exploration, and they show signs of an ever-increasing aversion to learning. In contrast, secure parent-child relationships facilitate instruction and the easy transference of knowledge and skills due to parent and child being attuned to each others' needs (Bus & van IJzendoorn, 1997; Stern, 1977; 1985). Furthermore, research finds that parents who consistently and sensitively provide scaffolded assistance, e.g., working within the child's zone of proximal development (Vygotsky,

1978), provide children with opportunities to engage in and utilize problem-solving strategies that will support the child's efforts to solve challenging tasks (Meins, Fernyhough, Russell, & Clark-Carter, 1998). This process of co-constructing knowledge within a secure relationship is vitally important to children's overall development, with much of the continuity in learning and development based upon the trusting and secure relationships formed during the early years of life (Bowlby, 1969; Matas et al., 1978; National Research Council & Institute of Medicine, 2000). Research finds that a caregiver's sensitive responses, supportive caretaking, and interpretations of signals and sounds (hallmarks of secure attachment) are associated with improvements in cognitive development associated with linguistic proficiency (Tamis-LeMonda, Bornstein, & Baumwell, 2001).

Children's motivation to explore the environment is influenced by their attachment security status. Learning presents great challenges for insecurely attached children who have developed negative attitudes towards learning. A lack of trust, along with feelings of uncertainty, makes it not only less likely for children to explore new or unfamiliar material, but makes them less resilient, less able to cope with difficulties, and less inclined to

explore written language (Bus & van IJzendoorn, 1988; Bus & van IJzendoorn ; 2001). Research has shown that children's motivation to explore is dependent upon parents' encouragement for exploration, nurturance and warmth, and provision of qualitative verbal responsiveness - characteristics identified in securely attached parent-child dyads (Olson et al., 1984; Tamis Le-Monda et al. 2001). Overall, data finds that securely attached children have a better sense of self, advanced memory processes, and are more receptive to parents' instruction, guidance, and teaching - characteristics that contribute to children's cooperation on problem-solving tasks, conflict resolution, and motivation for learning (Kassow, 2007; Meins, 1997; Shonkoff & Phillips, 2000).

Summary and Purpose of Project

Past and current research demonstrates that both biological and environmental factors influence children's early literacy development. Biological factors such as critical and sensitive periods, genetic heritability, health of infants, and neurological status of infants have been identified as important influences affecting young children's development of language and early literacy skills. Such factors as the failure to develop linguistic

competency during critical periods, genetically-based inherited traits such as dyslexia, poor prenatal/postnatal health, childhood diseases, and deficiencies in neurological development (e.g., lack of specialization of cortical areas and formation of synaptic connections) have been found to place children at risk for later language, reading, and learning difficulties (Connor & Streissguth, 1996; Gayan & Olson, 2001; Hoff-Ginsberg, 1991; Lennenberg, 1967; Roberts et al., 1988; Schore, 2001).

Research also finds that environmental factors such as preschool experiences, socio-economic status (SES) and ethnicity, home environment, parental literacy behaviors and beliefs, style of parent-child interaction, and quality of attachment security influences children's early literacy development. Of these, the factors most often considered to be major influences on children's emergent literacy skills include the child's home environment, parental involvement, and frequency of reading or literacy-related experiences (Baker et al., 1997; Saracho, 1999; 2001). Interestingly, recent research is finding that the quality and style of parent-child interactions are the primary motivating factors in children's willingness to participate and engage in pre-literate activities (Teale & Sulzby, 1986; Trelease, 2006). In

fact, research finds that the emotional bond between parent and child, specifically the attachment security status, is significantly related to curiosity, motivation to explore, and enthusiasm for solving problems (e.g., Bergin, 2001; Bus, Belsky, van IJzendoorn, & Crnic, 1997; Sorce & Emde, 1981). During the formative years of life, secure attachment has been found not only to provide a secure base from which infants can explore the environment, but also provides a solid foundation for learning (Ainsworth, 1979; Bowlby, 1969; 1988; Cassidy & Shaver, 1999; Matas et al., 1978). Furthermore, studies report that in securely-attached dyads, caregivers' use of sensitive attunement, contingent responsiveness, and supportive interactions help focus children's attention on spoken and written forms of communication (Bus & van IJzendoorn, 1988; Rosenkoetter & Knapp-Philo, 2006). Specific studies have found the security of attachment to be a strong influence on young children's vocabulary growth, attention to print, interest in early reading, engagement in literacy-related activities, and overall cognitive development (Bus & van IJzendoorn, 2001; Bus, Belsky, van IJzendoorn, & Crnic, 1997; Frosch, Cox, & Goldman, 2001). Attachment security therefore serves as

the mechanism highly related to enhanced early literacy capabilities in young children.

A shortcoming of the current literature, however, is that only a limited number of studies have investigated the association between attachment security and children's early literacy development (Bus & van IJzendoorn, 1988; 1997; Frosch, Cox, & Goldman, 2001). While biological and contextual factors are viewed as important influences on children's development, it may be very important to study and evaluate quality of parent-child interactions as influences on children's early literacy learning, particularly when extant data indicate that parents' abilities to provide sensitive and contingent care -- and encouragement -- are key components contributing to children's continued growth and development (Ainsworth, 1989; Baker, Scher, & Mackler, 1997; Bergin, 2001; Main, 1983; Sroufe, 2005). Studies affirm that the quality of parent-child attachment relationships exerts a strong influence on children's growth and development of early literacy (superceding preschool experiences, SES, home environment, and parental literacy beliefs and expectations) (Bus & van IJzendoorn, 1988; Frosch, Cox, & Goldman, 2001; Tamis-LeMonda, Bornstein, & Baumwell, 2001). In addition, existing home literacy intervention

programs have recognized the influence of parenting styles and strategies on children's early literacy and learning by incorporating some elements of parent training into their design (e.g., Early Start, HIPPIY, Parents As Teachers). However, these programs have typically ignored attachment security as a powerful influence on children's linguistic development, and as such, there appears to be room for improvement, particularly in the realm of parent-child relationship quality and its effect on young children's learning.

The current project endeavors to broaden the base of knowledge about the importance of improving the quality of parent-child interactions during early literacy learning moments. Through the weekly dissemination and discussion of parenting and child development topics at their child's preschool (a familiar and accessible setting), and through the delivery and design of developmentally- appropriate parent-child interactive home activities, parents and children will have numerous opportunities throughout a 16-week period to engage in meaningful experiences.

In sum, the proposed intervention program has been designed with two goals in mind: 1) to provide parents with the education and training that will enhance and promote secure attachment relationships with their

children; and 2) to provide home-based early literacy activities that are to be shared during parent and child interactions in order to enhance young preschoolers' early literacy development. It is expected that parent education and training (e.g., weekly informational meetings, relationship-building activities) and parent-child interactive take-home literacy activities will support security of attachment between parent and child, and positively influence preschooler's acquisition of early literacy skills.

CHAPTER TWO

METHOD

Overview

A 4-month-long parent-child home literacy intervention project beginning Winter 2008 was offered free of charge to all parents and their preschool-aged children who were enrolled in a state-funded preschool program located in the high desert region of eastern San Bernardino County. Parenting training and parent-child take-home activities were provided as a means of supporting parent-child attachment relationships and promoting emergent literacy skill development for young children. Pre- and post-intervention measures assessed quality of parent-child interactions and emergent literacy skills of preschoolers.

Preliminary Study

A preliminary questionnaire (the "Home Activities Questionnaire") was created and distributed to 75 parents/caregivers whose children were enrolled in three state preschool programs located in Southern California during Spring 2007 (Appendix A). Forty-five parents/caregivers responded to the questionnaire. The purpose of the questionnaire was: 1) to find out which

types of home literacy activities parents and children in the local area participate in; 2) to find out whether or not parents felt they could use extra help instructing their children on literacy tasks; and 3) to find out which persons parents felt might best assist them in providing extra help. The questionnaire was modeled after several existing studies on parents' home literacy activities and practices (Boudreau, 1990; Griffin & Morrison, 1997; Webster & Feiler, 1998) and included additional original questions composed by the current researcher. It was important for the researcher to understand: 1) whether parents in the region believed reading to be an important activity since the intended intervention program is based on the premise that parents who consider reading and literacy to be important may wish to participate in a home literacy program; 2) whether such an intervention program might be viewed as a support to parents and families; and 3) parents' perceptions and level of comfort about receiving help or assistance from a school-sponsored program designed to aid them with reading and writing instruction for their children (e.g., would they consider the school program as a valuable support). Responses on the questionnaire were used to inform the design of the proposed home-based early literacy program. Current

research shows that the effectiveness of home intervention programs depends greatly on the program design's willingness to consider parents' beliefs and current practices. Such parental viewpoints may reflect deeply held values or conceptions that originate from cultural traditions, socio-economic status, social networks (e.g., family, friends), parent's developmental history, psychological attributes, gender, age, marital status and children's characteristics (Okagaki & Divecha, 1993). Mutual respect, including an understanding of parents' differing views and capabilities regarding early literacy, and a collaborative spirit between parents and school were components contributing to the success of this planned home literacy program.

The results of this questionnaire demonstrated that a majority of parents/caregivers (91%) believed reading to be a very important activity, that it would be beneficial to receive additional help with their preschool children's reading and writing (89%), and that almost half of the parents would be comfortable receiving help from a teacher (Table 1).

Table 1. Home Activities Questionnaire

n=45

1. Do you read to yourself in the presence of your preschool child?	Yes: 87% No: 13%
2. How often do you read to yourself?	Daily: 53% Several times week: 31% Weekly or less: 16%
3. Do you enjoy reading?	Yes: 80% No: 20%
4. How important do you consider reading is?	Very important: 91% Reasonably important: 9%
5. Do you encourage your preschool child to read?	Yes: 98% No: 2%
6. Do you go with your preschool child to the library?	Yes: 60% No: 40%
7. What is your preschool child's general attitude towards having books read to him/her?	He/she enjoys it: 93% He/she dislikes it: 2% He/she neither likes or dislikes it: 5%
8. Does your preschool child have access to paper, pencils, crayons or markers for play writing activities?	Yes: 100%
9. Do you feel you could benefit from information that would help your preschool child's reading or writing efforts?	Yes: 89% No: 11%
10. If you answered yes, who do you feel most comfortable receiving help from?	Teacher: 46% Family/friends: 14.3% Pediatrician/family doctor: 4% Books, magazines, videos: 24.3% Internet resources: 11.4%
11. What type of activity do you feel would most help your preschool child learn to read and write?	Reciting the alphabet regularly: 17.5% Handwriting practice at home: 22.3% Reading with parents: 24.3% Singing with parents: 8.7% Using computer/electronic games: 12.6% Going to the library: 12.6% Other: 1.9%

Development of Project Design: Materials and Activities

The planning and design of topics for parent trainings and home activities were important components of this project. Based on recommendations contained in research studies and scholarly journals reviewed for this project, scientifically-proven methods and strategies were used to aid in the design and formulation of the current home family literacy program so that instruction would support children's learning in a developmentally-appropriate way (Bredekamp & Copple, 1997; Justice & Pullen, 2003; Lawhon & Cobb, 2002). In addition, the selection and planning of parenting topics for weekly parent training meetings was based primarily on research which has found security of attachment and quality of parent-child interaction to be foundational in supporting children's overall development and literacy learning (Bus & van IJzendoorn, 1988; Frosch, Cox, & Goldman, 2001; Landy & Thompson, 2006; Main, 1983; Whitehurst & Lonigan, 1998). A schedule of parent trainings and parent-child activities intended to support parents' efforts as their child's first teacher was created (Appendix K) using the following elements as primary considerations: 1) choice of parent training topics; 2) variety and usefulness of

parent-child interactive home literacy activities;
3) ordering/distribution of supplies; 4) maintenance of records and files; and 5) assessment and screening procedures for pre- and post-intervention results.

First, the choice of parent training topics was based on extant developmental research which has demonstrated the manner in which parent-child attachment relationships, parents' knowledge of child development, and parental expectations for children's learning impact children's learning and development (Belsky & Fearon, 2002; Bus & van IJzendoorn, 1995; Dickinson & McCabe, 2001; Frosch, Cox, & Goldman, 2001). As a result, the 4-month schedule of the parent training meetings provided parents with information on the importance of secure parent-child attachment, the nature of child development, and the use of positive parenting strategies during learning moments.

Additionally, the researcher's own background and experience as a presenter for the past 7 years during parent meetings held at elementary and preschool sites, along with attendance at training conferences (e.g., 'Cradling Literacy', Zero to Three, 2007) helped in the selection and preparation of topics for the weekly meetings.

The second component, variety and usefulness of parent-child interactive home activities, was designed to be a developmentally appropriate, easy to use, fun, practical, and safe way for young children and parents to engage in meaningful activities (e.g., safety scissors, non-toxic glue, child-friendly books and child-safe puppets). The researcher's experience as preschool teacher for 17 years and her current involvement with state-supported teacher training seminars on child development (e.g., Desired Results Developmental Profile training) provided sources of information on which types of activities would be most suitable for take-home projects, as well as enjoyable for children to attempt (and for parents to engage in with their child). Activities were designed to be practical, and with easy to follow directions which would allow for creative expression and freedom of choice by parents and children. The design for certain activities, particularly those intended to support quality parent-child interactions during literacy-related activities, was based on book searches, government brochures, collegiate articles, and research which found that quality of interaction plays a large role in children's motivation to participate in such activities (e.g., 'Bonding While Learning", Kosman & Chiu,

2007; "Love and Learn", NAEYC, 1998; "Pathways to Competence, Landy & Thompson, 2006; 'Supporting Children's Development: 3-5 year olds", Kamptner, 2007; "The Beginnings of Literacy", McLane & McNamee, 1991).

Third, the process of ordering, acquiring, and organizing materials necessary for distribution to the families for the various activities throughout the 16-week project required that the researcher be financially savvy, knowledgeable about sources for materials (e.g., best prices on crayons, paper, etc.), and able to maintain accurate records for future expenses. Experience as site supervisor of local preschools for the better part of 16 years proved to be a valuable asset to the researcher who was able to successfully meet the requirements (e.g., ordering supplies, compiling budgets, completed record-keeping duties, etc.).

Fourth, in order to report on and evaluate the results of the project, the researcher needed to design original forms related to certain aspects of the project (e.g., registration, family ID numbers, attendance). Experience with record-keeping procedures and monthly parent training programs at state-funded preschool programs proved beneficial to the researcher in designing appropriate and accurate recording forms. Certain forms

were also needed which would provide instructions to program leaders and parents on implementation of the program, while other forms were necessary for record-keeping and tracking of participants, children's progress, and parents', involvement (e.g., Weekly Reflection Report) so that changes to the activities could be made, if necessary, during the four-month long project.

Finally, assessment and screening procedures along with accurate record-keeping at pre- and post-intervention required the researcher to be familiar with observational methods and rating scales, research assistant responsibilities, and proper techniques used in screening early literacy skills of young children. Based on previous collegiate experience, past and current teaching experience, and the use of assessment procedures in her current job, the researcher was able to conduct assessment procedures and train research assistants to obtain fairly reliable reports of pre- and post-intervention results.

Thus, research-based topics and activities were selected, which enabled parents and children to benefit from best practices within the field of child development.

Procedures and Measures

The purpose of the 4-month home-based early literacy intervention program was to increase the frequency of positive parent-child interactions (particularly warm, sensitively-attuned, responsive interactions) and support preschoolers' emergent literacy development through parent training meetings and take-home activities for children and parents in the program.

Participants

The home literacy program was offered free of charge to parents or guardians and their 3, 4, and 5 year-old children enrolled in a state-funded preschool located in the high desert region of eastern San Bernardino County during the 2007-2008 school year. Participant families were those who were qualified as income-eligible between May 2007 and December 2007, based on current income guidelines set by state subsidized preschool services provided by San Bernardino County Superintendent of Schools.

Demographic Information

Demographic information was provided by parent/caregiver participants on the Parent-Caregiver Demographic Information Form (Appendix B). At program start up, participants for this project consisted of 8

mothers and 10 children. Children ranged in age from 3 years 5 months to 5 years 1 month. Four of the children were male and 6 were female. Mothers in this study ranged in age from 27 to 38 years. Six mothers were married and two were single. Five parents reported they had some college education while three reported they were high school graduates. Ethnicity of participating families was as follows: five Caucasian, two Hispanic, and one African-American. While the current project started out with 8 families (10 children), due to military orders one family with one child moved, another family with three children relocated out of the area, and one family with one child dropped out mid-program, choosing to disenroll for personal reasons.¹ The total number of remaining participants who completed the project were 5 mothers and 5 children.

Procedure

Results from the Home Activities Questionnaire were used to inform the design of this project. Of particular relevance were parent responses indicating their personal literacy behaviors and beliefs, the types of home literacy

¹ Approximately half-way through the program, this mother informed the researcher she was not interested in using the home program any longer due to extended work hours and limited ability to spend time with her child on the activities.

activities parents shared with their children, parental awareness of the importance of reading, and parents' willingness to receive help and support from teachers to assist in their instruction of reading and writing.

Letters of authorization were obtained from the State Preschool Program Manager (Appendix C) and school site principal (Appendix D). Parents and guardians were first notified and asked to volunteer for the Parent-Child Home Literacy Program by the State Preschool's Site Supervisor (researcher) who distributed a typed informational letter during the Palm Vista State Preschool Parent Orientation held the first day of preschool, August 27 (Appendix E). A subsequent notice indicating the day and time of the next informational meeting (two weeks before the program starts) was provided to all parents and guardians requesting their attendance and registration for the home literacy program (Appendix F). This second letter reflected a change in meeting times from 30 minutes to 60 minutes in order to provide more time for presentation and discussion of parenting topics. The pre-program meeting provided parents with a curriculum rubric describing the purpose, goals, and planned activities of the home literacy program (Appendix G). The Parent-Child Home

Literacy Program operated for a period of 4 months, commencing early Winter 2008 and ending Spring 2008.

During the pre-program meeting, the Site Supervisor (researcher) explained the program in detail, the use of a Record-Keeping Data Sheet (Appendix H) and the confidential coding system for family identification purposes. An Informed Consent Form (Appendix I) along with a program Registration Form (Appendix J) were handed out for those who chose to participate in the home literacy program.

Prior to the conclusion of the second meeting, parents had an opportunity to ask questions and discuss any concerns or issues related to the proposed home program. Parents were given a deadline of two weeks to turn in all registration forms including Informed Consent. A schedule of planned meetings, topics, and activities (Appendix K) along with a monthly calendar of interactive parent-child activities (Appendix L) was provided to registered parents/guardians at the start of the program.

On the first day of each week (Monday or the day after a Monday holiday) for the first eight weeks of the proposed Parent-Child Home Literacy Program, a parent-training meeting was held in the preschool classroom from 11:15 a.m. until 12:15 p.m. (the scheduled

break between regularly-scheduled preschool morning class and afternoon class). Parents signed in on the Attendance Sheet (Appendix M) and the Site Supervisor tracked monthly enrollment using an Enrollment Status Report form (Appendix N) in order to accurately account for dropout rates or changes in program attendance.

During the weekly parent meetings, children and siblings of the family participants had access to existing play and learning centers in the preschool classroom in areas adjacent to the parent meeting area and which was supervised by two adult participant volunteers. Tables were set up to provide simple refreshments (e.g., bananas, crackers, juice) for children and adults.

The content of each of the parent meetings is outlined in Appendix K. Briefly, these meetings addressed parenting, parent-child interactions, child development, and early literacy learning.

The weekly parent meetings provided a forum for information dissemination, opportunity for parent discussion and networking, sharing of ideas, and demonstration of the activity. Parents were provided with a tote that contained materials and directions necessary for the weekly take-home activities: a weekly Parent-Child Sharing Activity description sheet (Appendix O); and a

copy of the shared parent-child literacy activity from the 'Get Ready to Read!' Activity Card series (National Center for Learning Disabilities, NCLD, 2003) (Appendix P). The 'Get Ready to Read!' (GRTR) program was initiated by the National Center for Learning Disabilities (NCLD) in 2001 to provide parents and early childhood professionals with information and activities related to beginning reading and writing skills for preschoolers (primarily 4 year-olds) in preparation for kindergarten. The NCLD selected researcher and educator Grover R. Whitehurst, Ph.D. as investigator and developer of the 'Get Ready to Read!' Screening Tool, the assessment instrument used to assess young children's emergent literacy skills.

The parent tote also contained any materials needed to complete the GRTR activities, a Parent Reflection Report form (Appendix Q) for parents to write down evaluations or reflections of the week's activities, and a Book Reading Log (Appendix R) on which parents recorded the books they read to their children. The parents were asked to return the tote along with the Reflection Report form and Book Reading Log at the end of each week which were refilled for the next week.

Weekly parent meetings were held in the preschool classroom for the first eight weeks of the home literacy

program. Then, following the second weekly parent meeting in March, meetings were held in the classroom every other week to encourage parental autonomy and independent use of handouts and activity materials.

Children's participation in the home literacy program included the provision of two weekly take-home ABC beginning reading booklets and activities which were given to them during the parent meetings. The booklets and activities were designed to be used primarily by child participants, but out of consideration for all families enrolled in the state preschool program, the items were also available to any families not enrolled in the project. On the first day of each week (Mondays or the next day following a Monday holiday) and on Wednesdays, the Site Supervisor read each of the weekly children's take-home 4 page alphabet-themed '*Little Books From A to Z*' paper booklet (McCormick & Mason, 1998) (Appendix S) to the preschool class. McCormick and Mason's '*Little Books from A to Z*' have been designed for interactive book reading between parents and children (or teachers and students) and have been written with high-frequency words that use simple words, phrases, and sentences along with illustrations. Research on this series of take home booklets finds that *Little Books* have potentially positive

effects on young children's beginning reading in the domains of alphabetics, reading fluency, comprehension, and general reading achievement (Phillips, Norris, Mason, & Kerr, 1990).

After reading the *Little Book* of the week to the class, the Site Supervisor distributed and explained the home activity to child participants. A record of each book sent home was maintained by the Site Supervisor using the *Little Book* Record Sheet (Appendix T). Child participants were given a small tote bag each week which contained two consecutive '*Little Books From A to Z*' (e.g., alphabet letters A and B) for the child to read with their parent and which has a designated page that the child can have signed by the person they read the book to. Children's tote bags also contained art materials (e.g., paper, pencils and crayons, etc.) needed to complete the '*Get Ready to Read!*' Activity thus providing children with a means of practicing writing skills as well as creatively interpreting their storybook.

At the end of each week, the Site Supervisor collected and stored parents' completed Reflection Report forms and Book Reading Logs in a locked cabinet in the classroom to be used as an evaluation of parents' participation in the program. Extra craft materials and a

classroom lending library were available at all times to parents and children as needed. A special bulletin board was provided for home artwork or projects families in the program wish to share with the regular preschool class. Inventory of art materials, informational handouts, and supplies needed for parent meetings and children's reading materials/take-home supplies were maintained and recorded by the Site Supervisor on a Supply Inventory form (Appendix U). Costs of supplies for the project were funded primarily by the researcher since requests for donations of goods/materials from local supporters and merchants (e.g., WalMart) were unsuccessful. Costs were recorded on a Materials Cost Record form (Appendix V).

At the conclusion of the intervention program, parents were invited to attend a final meeting held in the preschool classroom during the regularly-scheduled weekly meeting time to discuss their participation in the program, fill out program evaluation forms (Appendix W), and share comments regarding the program.

Measures

Quality of parent-child interactions and children's emergent literacy skills were assessed at pre- and

post-program periods to determine results of parent training and parent-child take-home literacy activities.

Quality of Parent-child Interactions

Fifteen-minute observations of each parent-child dyad were conducted by two trained college research assistants who were former early childhood students from the local community college. The assistants were recruited for the project due to their coursework and experience with observational methodologies. Their duties included observing, recording and rating parent-child interactions during book reading activities in the preschool classroom one week prior to the start of the program (pre-program) and one week prior to the end of the program (post-program). The training consisted of a review and discussion of the observational methodologies used in this project: running records and rating scales. Handouts were provided and opportunities for discussion and clarification were held prior to each assessment period. In addition, video-tapes of interactive caregiver-child reading styles were shown to the research assistants to provide models of appropriate versus inappropriate styles of adult-child interaction. The video-tapes were chosen both for their realistic and accurate portrayal of typical interactive experiences as demonstrated by female

caregivers (e.g., a licensed and certificated child care provider reading two books with one of her children; a video-tape produced by the National Association for the Education of Young Children (NAEYC) titled "Emergent Literacy: Role of Parents and Teachers", which depicted parents reading to their children), and for their demonstration of adult responses to children's behaviors during the book reading moments. It was important to provide the research assistants with current information and training related to the use of unbiased, objective observational methods during the assessment periods in order to maintain reliable and comparable rating scores.

Running record activity observation report forms (Appendix X) were written and filed by the research assistants following the observations. The written observations were used to immediately complete the Parent-Child Interactive Book Reading Rating Scale (Appendix Y), a scale created for use in the current project to assess quality of parent-child interactions during literacy-related activities. The rating scale for the current study utilized a variation of two existing scales: the Parent-Infant Coding Scale (PICS) (Dodici & Draper, 2001), a rating instrument measuring child language, parent language, emotional tone, joint

attention, parental guidance, and parental responsivity during observed parent-child interactive activities; and the Brigance Infant Toddler Screen (BITS) (Brigance & Glascoe, 2002), a Parent-Child Interaction Rating Form which rates communicative behaviors by parents and children during parent-child activities.

While the PICS coding system was designed to rate video-taped observations of parent-child interactions with children aged 16 months-36 months (younger than current child participants), it was felt the PICS assessment instrument provided a model which would closely match the researcher's goal to use an assessment instrument focused on evaluating and rating quality of parent-child interactions. In particular, items contained in the PICS rating scale included descriptive written statements which the current researcher felt most accurately described the types of quality interactive behaviors that could be observed between parent and child during a language and literacy-related experience. In addition to the PICS rating scale, a portion of the Brigance Infant and Toddler Screens was incorporated into the final rating scale form. This scale had been designed for use with children aged 1-2 years of age. Again, terminology in the Brigance Scale contained descriptors that were closely aligned with the

current researcher's goals to assess quality of parent-child interaction during language and literacy experiences.

Before observing and rating the interactions, the research assistants each received training on the methods of observational methodologies and rating scale procedures (e.g., video-taped sessions of parent-child interactions during book reading activities; printed handouts containing definitions and explanations of observational terminology and rating scale item descriptors) in order to obtain reliable and comparable scores. Research assistants rated and recorded the following seven items:

1. amount of age-appropriate language use by the preschooler
2. amount of developmentally-appropriate parent language used with child
3. parent emotional tone: positive, negative (including verbal comments)
4. joint attention (amount of time parent and child are looking at/interacting with the same object/book)
5. amount of parental guidance (ratio of informative vs. directive statements used by the parent when interacting with their child)

6. parental responsiveness (degree to which the parent responded to the child's cues)
7. when child is looking at parent, whether parent talks or makes sounds to child.

Each item was rated on a 5-point scale (with higher scores representing better quality). The ratings were summed and averaged to create pre- and post-comparison scores.

Children's Emergent Literacy Skills

During the week prior to the start of the home intervention program early Winter 2007, and one week prior to the end of the home program (Spring 2008) the Site Supervisor administered *The 'Get Ready to Read!'* *Assessment Tool* (Whitehurst & Lonigan, 2003) (Appendix Z) to two groups of children: the group participating in the home intervention program and a group made up of non-participants (e.g., state preschool children receiving traditional curriculum). The *Get Ready To Read Assessment Tool* is designed to measure the emergent literacy ability of children 4-5 years old during the year prior to kindergarten enrollment. Since children younger than 4 may be included in the participant group, a developmentally-appropriate variation of this assessment tool (pictures only, no text) was created by the researcher for 3 year-old children (Appendix AA). The *Get*

Ready to Read! Screening tool allows parents and early childhood professionals to gauge a child's progress toward acquiring the knowledge and skills necessary for reading and writing. The screening tool samples knowledge and skills in three areas: print knowledge, emergent writing, and linguistic writing. The *Get Ready to Read!* Screening tool for 4- and 5-year olds has 20 items; the three-year old simplified version has 8 items, with each item having a set of four pictures and a question. The estimated time needed to complete the screening was approximately 10-15 minutes. Screening assessments were conducted on both groups of children. A letter authorizing the use of the screening assessment for all children was obtained from the State Program Manager prior to administering the screening (Appendix BB). After scoring the items, the correct responses were recorded on the *Get Ready to Read!* Answer Sheet (Appendix CC). The total number correct is the child's score. A *Get Ready to Read!* Score Summary Record Form (Appendix DD) was used to record two screening scores: the pre-program score and the post-program score. In addition, scores were recorded and maintained for both groups of children (i.e., participants in the Family Home Literacy Program and non-participating children).

CHAPTER THREE

RESULTS

Quality of Mother-child Interaction

The purpose of this home-based early literacy intervention project was to support positive parent-child interactions through weekly parent trainings and activities which would in turn enhance preschoolers' early literacy skill development. To test the hypothesis that positive parent-child interactions play a role in young children's early literacy development, the quality of mother-child interaction during a book reading activity was assessed one week prior to the start of the 4-month home intervention project (January 2008), and again in (May 2008) at the conclusion of the intervention. Ratings on the seven items were similar for both assistants (see Appendix EE). Total rating scores from each of the two assistants were then averaged to provide pre- and post-assessment scores of the parent-child interaction quality. Results showed that post-assessment scores of quality of interaction improved for two mother-child dyads, decreased for two families, and remained the same for one family (Table 2).

Table 3 shows pre- and post-assessment scores for each of the seven items which rated the quality of mother-child interactions during book reading. This analysis showed that on certain individual items, improvements of up to 3.5 points were attained on four of the seven items. Specifically, item # 2 (amount of developmentally appropriate language used by parent) showed a combined increase by two families of 3 points. On item #3 (parent's emotional tone) and item # 4 (joint attention), an overall increase of 2.5 points was reported for three families. Finally, on item # 5 (parent guidance), an overall increase of 3.5 pts. was found for three out of the five families assessed.

Table 2. Pre- and Post-scores for Quality of Mother-child Interaction

(N = 5)

Mother-Child Dyads

Family ID #	Pre-assessment Score (total possible points is 35)	Post-assessment Score (total possible points is 35)
001	26.5	23
002	30	29
004	22.5	33
006	34	34
007	25.5	29.5

Table 3. Pre- and Post-scores for Quality of Mother-child Interaction: Individual Items

(N = 5)

(total possible points each item = 5)

Rating Scale Item	Family ID	Pre-assessment Score	Post-assessment Score
1. amount of age-appropriate language demonstrated by child	001	4	3.5
	002	4	4
	004	3	4.5
	006	5	5
	007	4	4
2. amount of developmentally appropriate language used by parent with preschooler	001	4	3
	002	4.5	4.5
	004	2.5	5
	006	4.5	4.5
	007	3.5	4
3. parent's emotional tone including verbal comments by parent	001	3.5	3
	002	4	4.5
	004	4	5
	006	5	5
	007	3.5	4.5
4. joint attention: amount of time parent & preschooler looking at/interacting with same object	001	3.5	3.5
	002	4	4.5
	004	4	5
	006	5	5
	007	3	4
5. parent guidance when interacting with preschooler	001	3.5	3.5
	002	4	5
	004	3.5	5
	006	5	5
	007	3.5	4.5
6. parent responsiveness when child looking at/ touching toy or object; parent talking w/child about toy or object	001	4	3.5
	002	5	3
	004	2.5	4
	006	5	4.5
	007	4	4.5
7. when child looking at parent, parent talks or makes sounds with him/her	001	4	3
	002	4	4.5
	004	4	4.5
	006	5	5
	007	4	4

Early Literacy Skills

Next, preschoolers' early literacy skills were assessed pre- and post-intervention in order to examine whether supporting positive parent-child interactions would enhance preschoolers' early literacy skill development, (Appendices BB, CC). A comparison of pre- vs. post-intervention scores showed that all but one child (80%) experienced an increase in early literacy scores (Table 4).

A control group of 17 preschool-aged children who attended the same state preschool program ranging in age from 3 years 3 months to 5 years 1 month were also screened pre- and post-intervention using the same instrument. Pre- and post-screening scores for control group revealed that 58% of these children showed improvement over time while the remaining 42% of children either decreased or stayed the same (Table 5).

A visual comparison of pre- and post-scores for quality of parent-child interaction and early literacy skills revealed a positive association between increases in positive parenting interactions and improved early literacy scores for two of the five families in the current project (Table 6). These two families are the same families who attended a majority of the parent training

meetings (see Attendance Record, p. 2, Appendix M). While early literacy screening scores improved for all but one child, the association between the pre- and post-scores for quality of parent-child interaction and early literacy skills for these two families suggests that the intervention was successful for at least two families. The comparison of pre- and post-scores for quality of parent-child interaction and early literacy skills revealed a positive association between increases in positive parenting interactions and improved early literacy scores for two of the five families in the current project (Table 6). These two families are the same families who attended a majority of the parent training meetings (see Attendance Record, p. 2, Appendix M). While not all families demonstrated an association between increases in scores of quality of parent-child interaction and increases in scores of early literacy skills, it might be suggested that personal or environmental factors (e.g., inability to integrate new information; financial or work-related stressors) may have impacted parents' abilities to interact qualitatively with their child during post-assessment, yet their children may have demonstrated improvements in literacy skills independent of parental interaction (e.g., improved scores are due to

maturation; children's personal interest in literacy activities served to influence their post-intervention scores of early literacy). Again, those families who were able to consistently participate in parent training meetings exhibited the most improvement on measures rating quality of interaction and on measures assessing early literacy skills

Table 4. Pre- and Post-early Literacy Screening Scores of 3, 4, and 5 Year-old Participants

(N = 6)

Child ID #	Child's Age (at program start up)	Total Possible Points	Pre-assessment Score	Post-assessment Score
004a	3 yrs., 8 months	8	4	8
002a	4 yrs., 5 months	20	16	20
007a	4 yrs., 6 months	20	13	19
006a	4 yrs., 7 months	20	16	20
008a	4 yrs., 7 months	20	8	4
001a	5 yrs., 1 month	20	7	18

Table 5. Pre- and Post-early Literacy Screening Scores of
3, 4, and 5 Year-olds in Control Group

(N = 17)

Child Initial	Child's Age (at program start up)	Total Possible Points	Pre-assessment Score	Post-assessment Score
R.M.	3 yrs., 3 months	8	1	2
C.H.	3 yrs., 4 months	8	6	3
C.K.	3 yrs., 6 months	8	1	2
M.A.	3 yrs., 6 months	8	2	1
Y.M.	4 yrs., 0 months	20	5	11
P.A.	4 yrs., 1 month	20	9	16
M.B.	4 yrs., 2 months	20	14	15
B.W.	4 yrs., 3 months	20	10	8
J.H.	4 yrs., 6 months	20	16	19
C.F.	4 yrs., 10 months	20	13	15
C.G.	4 yrs., 11months	20	11	12
W.O.	4 yrs., 11 months	20	5	9
M.K.	5 yrs., 0 months	20	12	14
T.E.	5 yrs., 0 months	20	10	7
K.C.	5 yrs., 1 month	20	15	15
N.D.	5 yrs., 1 month	20	11	11
R.T.	5 yrs., 1 month	20	17	17

Table 6. Comparison of Pre- and Post-scores of Quality of Mother-child Interaction and Early Literacy Skills

(N = 5)

Family ID #	M-C Interaction Pre-assessment Score (total possible points is 35)	M-C Interaction Post-assessment Score (total possible points is 35)	Child's ID #	Total Possible Points	Early Literacy Screening Pre-Assessment Score	Early Literacy Screening Post-Assessment Score
001	26.5	23	001a	20	7	18
002	30	29	002a	20	16	20
004	22.5	33	004a	8	4	8
006	34	34	006a	20	16	20
007	25.5	29.5	007a	20	13	19

CHAPTER FOUR

DISCUSSION

The current study examined the effects of a 4-month home-based early literacy intervention program on early literacy development in 3-5 yr. old children. It was expected that the intervention would support positive parent-child interactions and enhance preschoolers' emergent literacy skill development through weekly parent trainings and home literacy activities. The results partially supported the hypothesis.

Quality of Mother-child Interaction

Analysis of pre- and post-scores assessing the quality of mother-child interactions during book reading revealed that improvements in quality of interaction occurred for two families, declined for two families, and remained unchanged for one family. For those who improved, it is suggested that the intervention was successful. For those who declined or stayed the same, there are several explanations for the findings including parents' consistency of attendance, motivation or willingness to participate, parents' ability to integrate new information or strategies related to parenting, and/or parents'

personal difficulties or other related home environment situations.

First, improved post-assessment scores suggest that when parents consistently attended the weekly meetings, the quality of interaction improved between mother and child. In particular, the two families who scored highest at post-assessment were those who attended the majority of parent training meetings (when compared to attendance records of other families) (Appendix M). This may serve as an indicator that weekly attendance at parent trainings and subsequent discussion sessions on parenting topics (i.e., the importance of secure attachment relationships, importance of understanding children's developmental needs, and the need for understanding children's temperament) were successful in supporting parents' efforts to qualitatively interact with their child during the observed literacy activities.

Second, highly motivated and involved parents would be more likely to demonstrate improvements over the course of the project due to their level of interest and willingness to participate in weekly parent meetings. As such, an investment of time and the conscientious effort to use the parenting strategies and activities may have led to more positive outcomes for them and their child.

While no change was observed in one mother-child pair (they received an almost perfect score of 34 for both the pre- and post-assessments), it might be suggested that this dyad had already been engaging in meaningful qualitative interactions during book reading activities and, for them, a score of 34 at both pre- and post-periods is typical of the quality of their interactions during most book reading events. Hence, motivation and interest to participate in an interactive activity (book reading) for this mother-child pair may have more to do with pleasure of sharing an activity that they normally shared at home. Thus, the quality of interaction as measured by this activity is reflective of the typical type of behaviors both mother and child exhibit on a routine basis.

Third, the ability to integrate new information or strategies related to parenting may account for the increase in scores for the two families mentioned previously. Acceptance and utilization of parenting information and methods given during weekly meetings may have influenced their daily interactions with their child, ultimately resulting in improvements over the course of the project. A decrease in post-assessment scores for two families suggests that for these mother-child pairs, the

parenting education portion of the intervention program had little effect on demonstrating improvements in quality of interaction during the observed book reading activity.

While disappointing, the scores may have resulted not only from a lack of consistent attendance at parent training meetings (attendance records show that one mother attended five out of 12 meetings while the other mother attended only three meetings), but also may have reflected an inability to integrate the new information and/or skills provided through the handouts and attendance at the weekly parenting trainings. Studies examining the effectiveness of parent training interventions have found that existing core beliefs and attitudes about parenting and children's development (especially parents' own characteristics and experiences, their marital situation, and children's temperament) can cause a parent to be resistant to change or unable to integrate new parenting skills or strategies (Auerbach, 1989; 1995; Okagaki & Divecha, 1993).

Lastly, parents' personal difficulties or other related home environment situations may have made it hard for some families to actually avail themselves of any suggestions or strategies due to constant levels of stress or problems in their home or work environment. One mother

reported that she was having trouble at home with her older children, and that changes with employment status caused a great deal of stress which she felt contributed to her feelings of frustration and an inability to work consistently when interacting with her preschool-aged child. In addition, she felt her child was becoming more defiant and unwilling to cooperate with her in almost all situations. For another mother, work responsibilities and college coursework were reported to be the primary reasons why she could not fully engage with her child. Studies find that stress can have detrimental effects on parenting which can have both short- and long-term effects. For instance, prolonged stress can lead to harsh parenting styles which might interfere with the caregiver's ability to respond in helpful, supportive ways to their children's developing competencies and abilities (Deater-Deckard, 2005). Thus, while the post-assessment scores did not reflect improvement in quality of interaction for two dyads, it might be worth noting that the program may have had a positive effect on the mothers' levels of awareness - especially the realization that parenting abilities can be affected by situations at home and work.

Findings from the analysis of the individual rating scale items for quality of mother-child interaction

suggest that for some families, but not all, certain qualitative aspects of mother-child interactions were more positively impacted by participation in the intervention program. Specifically, a review of improved scores (item #2, amount of developmentally appropriate language; item #3, parent's emotional tone; item #4, joint attention; and item #5, parent guidance), suggests that the parenting education portion of the intervention positively influenced parents' abilities to implement strategies and styles during their interactions with their children, at least on these specific measures. Importantly, it should be noted that outcomes of intervention programs can be affected by any number of variables, ranging from methodological procedures to contextual factors. In fact, extant studies have demonstrated that outcomes of parent training programs can be influenced by a variety of factors including assessment methodologies (e.g., terminology used in scoring and rating interactions) (Benjamin, 1994), changes in parenting styles (e.g., new ideas versus currently held notions of parenting) (Goodnow & Collins, 1990), and parent perceptions/personal views (e.g., Okagaki & Divecha, 1993).

An in-depth analysis of rating scale item #1 (amount of age-appropriate language demonstrated by child)

revealed few if any changes. A decrease at post-assessment for one family, an increase for another family, and no change in score for three families on this particular item leads one to assume that at least on this particular rating, the intervention was not successful in improving children's language. Reasons for this may be varied but might be related to possible observers' subjectivity (versus objectivity), especially if the descriptors are ambiguous. Research studies often find that rating scale designs which have clearly defined descriptors will enable observers to rate actual events with less bias or opinion (Benjamin, 1994). As such, lower scores here may be related to the terminology used in the rating scale item itself. While the purpose of the observation and rating scale assessment procedure was two-fold (i.e., to assess qualitative interactions between mother and child and to observe early literacy skills during literacy-related activities), it is possible that this particular item required more specific, less ambiguous language to help the research assistants accurately rate the interactions. In fact, the observers would have been better served possibly if the statement was phrased in a more quantitative vs. qualitative manner (e.g., number of words spoken clearly, frequency of appropriate adjectives,

number of correct names for objects). Future studies may find that revising or clarifying the item statement might provide a more accurate reflection of young children's age-appropriate language.

Analysis of rating scale item #2 (amount of developmentally-appropriate language used by parent with preschooler) revealed that two families out of five improved in their ability to use developmentally appropriate language when interacting with their child during book reading. Two of the five families' scores did not change, and one family's score declined. These scores suggest that while the intervention was successful for two families, it had little or no effect on the remaining three families. One possible explanation for these findings might be found in studies which report that for some families, change in currently held notions or ideas can be difficult (e.g., DeBaryshe, 1995; Goodnow & Collins, 1990). As such, use of developmentally-appropriate language is not within their current genre of communication (i.e., usually speaking with children in an adult manner, i.e., not explaining in terms a child would understand).

A review of scores on item #3 (parent's emotional tone including verbal comments by parent) found

improvements in most of the mother-child dyads, with one pair's score remaining the same, and one dyad's scores declining. It can be surmised that, overall, weekly parent trainings and information addressing the socio-emotional aspects of parenting (e.g., consistent use of sensitive, responsive tones when responding to or addressing their child) had a significant and positive effect on parents' emotional tone when speaking with their children. For one mother-child dyad, no change in score may reflect an ongoing style of verbal interactions which may already indicate a positive emotional tone. The decline in scores for one mother-child dyad suggests that for some parents, it may be difficult to change perceptions regarding the importance of proper emotional tone and verbal comments to children. Studies find that parents' perceptions/personal views (Okagaki & Divecha, 1993) can be resistant to change particularly when it comes to personally held beliefs about parenting styles or behaviors.

Analysis of rating scale items #4 (joint attention) and #5 (parent guidance) revealed improvements in scores on both items, for four out of five of the dyads and no change for one pair. The improvements in scores suggest that for a majority of the families, the intervention was beneficial in improving the amount of time spent on joint

attention, and on parents' style of guidance during a shared book reading activity. For one family, however, the intervention appeared to have little if any effect. It may be that, for this family, the inability to use the activities and implement parent guidance strategies were associated with lack of improvement. In fact, a review of this parent's weekly reflection revealed that on a number of occasions, the mother was unable to engage in the activities due to work or stress in the home.

Contrary to expectations, a review of scores on item #6 (parent responsiveness) revealed an overall decrease of 3 points. Due to the underlying theme of this project -- positive parenting strategies' association with children's early literacy -- it had been hoped that scores on quality of parent responsiveness during book reading activities would improve from pre- to post-assessment. Speculation for these lower scores includes mother's inconsistent use or failure to utilize the weekly information provided, mother's expectations for improvement or progress, parent/caregiver inability to integrate the information or find it relevant, and/or child's lack of interest or cooperation (Bus & van IJzendoorn, 1988; Goodnow & Collins, 1990; Hart & Risley, 1995; Okagaki & Divecha, 1993; Shonkoff & Philips, 2000; Tomasello & Farrar, 1986).

It may have been that some of the mother's were unable to use the information provided to them regarding the need for sensitivity and consistency when responding to their children due to previously-held notions that parents are supposed to be more directive and less interested in what the child is feeling, or acting during early literacy moments.

Lastly, analysis of the association between the individual rating scale items and changes in the post-assessment scores reveal that for item #7 (when child looks at parent, parent talks or makes sounds with him/her), one family scored lower, two families increased their scores, and two families remained the same. Again, contrary to the researcher's hypothesis that parent training and intervention would have a positive effect on the manner in which parents interact with their children, the scores did not reflect any significant positive effects of intervention on parent communicating or attending to their child's efforts to engage the parent as rated on this particular item. Reasons for these results, as mentioned previously, might be attributed to parents' inability to integrate new information on interactive styles during literacy activities, or children's lack of interest or cooperation (Auerbach, 1995; Barr et al.,

1991; Bus & van Ijzendoorn, 1988; Shonkoff & Philips, 2000).

Early Literacy Screening Scores

Analysis of the pre- and post-scores of the early literacy screening scale demonstrated that the intervention was effective for all but one child participant. The mother of the child whose score decreased had not attended any of the weekly parent trainings and typically had another family member (aunt, grandmother) pick up her parent training handouts and home literacy materials. In spite of the researcher's suggestions to choose activities that would be simpler and possibly less time consuming, or even have other family members use the activities with her child, the mother responded she did not wish to continue with the program. This mother's choice to drop from the program was surprising since she initially reported being excited at the prospect of working with her child and had expressed she felt the program would help her daughter become better prepared for kindergarten. It is possible that this mother's lack of participation (indicated by her remarks that she had little time to spend with her child on activities) negatively affected her child's literacy learning

progress. As such, the parent may have thought that the program was not working. In spite of this, studies have found a strong correlation between the amount of time a parent and child spend engaged in shared activities and children's academic achievement (Dickinson & McCabe, 2001; Teale & Sulzby, 1986). Nonattendance at parent meetings and inability to pick up the weekly program materials may have been indicators that the mother had come to the final realization that she couldn't devote time and energy to participate in the weekly activities with her child. Children who scored higher on the post-screening of early literacy skills had parents who attended parent trainings regularly or who met with the researcher independently when they could not attend the weekly meetings so they could be briefed on the important points of the week's topics and the nature and purpose of the take-home activities. For most parents in the program, consistency seemed key to improved literacy scores for their children. Thus, it appears that in order to obtain positive results or at least some improvement, the project required an investment of time and continued effort by parents. It is important to remember, however, that for some parents, extenuating personal or financial circumstances may be factors influencing their choice to participate consistently in

home intervention projects. The hope is that as more early childhood programs promote interactive and cooperative learning, parents can become more informed about the benefits of spending time with their children on literacy and other learning activities.

A review of control groups' results revealed that 58% of the children showed improvement in their literacy abilities, while 42% showed a decrease in scores, or remained the same. One likely explanation for the improvement in scores for more than half of the group may be these children's involvement with routine literacy experiences in the preschool environment combined with age-related maturation over the 4-month duration of this intervention project. However, this explanation does not seem to fully address why a little less than half of the scores declined or stayed the same, particularly since all children in the control group attended the same preschool, participated in similar activities, and were following a typical pattern of growth. It might be that children with improved scores may have had more of an interest in early reading and writing activities, or could more proficiently demonstrate their knowledge of early literacy. It is quite possible these children came from homes which were more supportive of early literacy practices and thus had more

opportunities to learn and practice with parents and family members. As a result, these children may have been taught that reading or writing are both valuable and important activities, and consequently literacy skills were developed through their everyday routines in the home. Children in the control group whose scores decreased or remained unchanged may not yet have had as many opportunities at home to learn the names of objects or to practice appropriate language use -- literacy skills screened in the current project. Support can be found in research which finds that limited home experiences and interactions with caring parents or adults may prevent young children from acquiring skills related to early literacy development (Dickinson & Tabors, 1991; Snow et al., 1998; Teale & Sulzby, 1986).

Association Between Quality of Parent-child Interaction and Early Literacy Skills

Improvements in post-intervention scores on the quality of parent-child interaction and early literacy skills serve to illustrate the positive effects of the current intervention. By supporting parents' efforts to qualitatively interact with their children, and by providing literacy activities to families, it can be surmised that for some families, the combination of parent

training and early literacy skill building was successful and important in their child's early development.

First, a visual comparison of pre- and post-scores for quality of parent-child interaction and early literacy skills showed a positive association between increases in positive parenting interactions and improved early literacy scores for two of the five families in the current project (Table 6). While not all families experienced such increases, improvements in each of these areas for two of the five families suggest that the use of parent training over time has the potential not only to influence and support positive parent-child interactions, but also to improve young children's literacy learning. In spite of the lack of association between the quality of parent-child interactions and early literacy screening scores for two families (whose scores decreased), and for one family (whose score remained the same), it can be said that for those families who attended consistently, who fully participated during weekly meetings, and for those who sought help or advice on parenting issues, the intervention may have provided a foundation which will enable them to comprehend the value of positive parenting strategies and quality interpersonal relationships. Studies find that children's early literacy skill

development is affected by interpersonal and intrapersonal experiences, particularly the parent-child relationship (Bus, van IJzendoorn, & Pelligrini, 1995); Frosch, Cox, & Goldman, 2001; Parlakian, 2003; Shonkoff & Phillips, 2000).

It must be noted however, that in the current study, one child's results did not seem to fit with the proposed hypothesis (e.g., supporting parents' efforts to interact sensitively and consistently will enhance children's early literacy development). After reviewing post-intervention scores for quality of mother-child interaction, this parent-child dyad's score decreased 3.5 pts. from pre- to post-intervention, yet the child's post-intervention scores for early literacy increased by 11 pts. Thus, it appears that while no improvements in the quality of mother-child interaction could be detected through observation and rating scale measures, this preschooler was able to demonstrate a significant improvement in early literacy skills during post-intervention screening. Reasons for this finding might be attributed to the child's normal aptitude or growth in literacy skills development, but could also be the result of the child's own desire to independently seek out books or literacy activities, especially if mother was not available. Quite

possibly, the child may have developed strategies on his own (e.g., asking a sibling, or parent what the word said in a certain book, etc.) to help him practice early literacy skills. Not entirely dependent upon parental involvement or guidance, the child may have improved on his own due to self-motivation or a keen interest in books or writing. In addition, guidance or scaffolding during moments of interactive experiences may have been provided by some other member of the family (e.g., father, sibling) who provided the child with opportunities to practice literacy skills. In addition, when reviewing the lower score at post-intervention of the quality of this mother and child dyad's interaction, it might be suggested that the decrease in their score could be the result of either the mother's or the child's attitude, resulting in an inability to engage meaningfully on that particular day. It is possible that the mother or the child may have simply had a rough day, or that the mother could have been nervous, and therefore, the observed interactions were not typical of usual behaviors.

Second, in terms of providing opportunities to practice and engage in literacy activities, the addition and provision of simple-to-use early literacy activities (along with instructions) for families can be considered

instrumental in improving preschoolers' early literacy scores for all families except one. A review of pre- and post-literacy screening scores found that for those parents who conscientiously used the take-home activities with their children, improvements could be seen in early literacy skills such as phonemic awareness (letter sounds) and alphabetic principles. Such findings are supported by research that shows there are great benefits to children's early learning and literacy development when families utilize and engage with their child in easy-to-use, developmentally-appropriate, routine home activities (Hart & Risley, 1995; Scarborough, Dobrich, & Hager, 2001; Snow, 2001; Trelease, 2006).

In sum, while scores on the quality of mother-child interaction and early literacy skills demonstrate few improvements when viewed separately, a comparison of these scores demonstrate that for two families, there was a positive association between quality of parent-child interaction and children's early literacy development. These data support other research findings which assert that developmentally- appropriate, research-based parent education programs and early literacy skill development programs can be valuable co-contributors to children's early learning. In fact, studies find that early

social-emotional relationships, particularly the quality of parent-child attachment security, influences children's early literacy development and cognitive development (e.g., Belsky & Fearon, 2002; Bus & van IJzendoorn, 1995; Hart & Risley, 1995; Shonkoff & Phillips, 2000). Therefore, the importance of the association between quality of parent-child relationships and children's early learning cannot be underestimated.

Weekly Parent Meetings

Parent meetings were held in the preschool classroom each week for the first eight weeks of the program and then were held every other week for the duration of the intervention to encourage autonomy and independent use of materials by parents. The primary purpose of the weekly parent meetings was to provide parents with an opportunity to obtain information and strategies that would support positive parenting skills which would enhance their children's literacy development. Challenges and concerns included planning for the cost of supplies/materials, scheduling the presentations, finding adequate room arrangements, choosing appropriate topics for parent trainings and designing supporting activities, and

parents' receptiveness and enthusiasm towards parent training.

First, planning for purchases of materials and supplies became an issue particularly when solicitations for donations went unanswered by local businesses. With a goal of supplying 8 families with enough materials and printed copies of handouts for the 16-week period, it became important to find the best prices on crayons, markers, paints, etc. While not many discounts could be found, a sufficient amount of materials and resources were located, paid for by the researcher, and provided to all families. A record of expenses has been maintained to provide data useful for any future home literacy projects (Appendix U).

Second, careful scheduling of parent meetings was required so that each parent meeting at the school site could be held during days and times when the school campus was open and operating. Mid-week holidays and weeks-long winter/spring breaks in the school year calendar meant that parent information and take-home activities had to be given out ahead of time. This challenge was overcome by designing take-home activities that could be used easily by parents during holidays and weekends. Scheduling a suitable time for the meetings was important as well since

convenience was a major factor in helping mothers and their children attend the weekly meetings. Thus, in order to accommodate parents dropping off or picking up their preschooler already attending the preschool, meetings were arranged to be held during the break between morning and afternoon classes so that program parents and their children would have sole use of the classroom and play areas while the other preschoolers were not in the room. On limited occasions, staff or preschoolers would enter unannounced which was minimally distracting.

Organizational skills were also paramount since parents' binders and children's totes needed to be re-filled at the end of each week, and records needed to be maintained and filed. On the first day of each week, all supplies necessary for the parent meetings were brought into the classroom, including snacks which were bagged and refrigerated. Tables for parents were set up, and areas of interest for the children were arranged so that once the program families came in, children and siblings could be free to choose an area to play.

Third, adequate room arrangements were at times troublesome. It was hoped that the preschool classroom setting would allow parents and their children (including siblings) to comfortably choose activities and enjoy light

snacks while the meeting was held. It was expected that minimal supervision would be needed for the children since the classroom had been set up to accommodate children's safety and to provide a variety of play objects including books. However, during most meetings, there were times when siblings fought over toys or juice boxes, or needed to use the adjoining bathrooms. In spite of redirection by parents or the researcher, some children seemed to be in need of more attention than had been expected. In spite of parent volunteer assistance, there were times when discussions would be interrupted because of a child's individual need, and it would become necessary for the researcher to repeat some of the presentation materials to get the group focused.

Fourth, choosing topics for parent trainings and designing home activities were important concerns. Based on the literature review for this project, studies strongly recommended that family literacy intervention programs utilize scientifically-proven methods and strategies so that instruction will provide and support children's learning in a developmentally-appropriate way (Bredekamp & Copple, 1997; Dickinson & Tabors, 2001; Edwards, 1990; Morrow & Young, 1996). Such recommendations were followed for this project. The research-based topics

and activities for the parent meetings and take-home activities were chosen based on the current study's proposed thesis that a home-based intervention program would support positive parent-child interactions during early literacy learning moments through the use of research-based, developmentally-appropriate parenting strategies and preschool literacy activities. Since the current intervention project contained both a parent training component and an early literacy skill component, it was necessary to design topics and activities suitable for each. Studies of family literacy intervention programs find that while such literacy programs are unique, they are considered valuable in helping facilitate meaningful parent and child interactions which are focused on language and literacy (Jacobs, 2004). To that end, research-based topics and activities were selected, which enabled parents and children to benefit from best practices within the field of child development.

Weekly parent meetings began with a presentation of attachment relationships which set the stage for continued discussions of topics related to many aspects of parenting and early learning (e.g., understanding children's developmental needs, parents' roles in children's development, home-school connections, etc.). A

description, schedule of parent meetings and calendar of all topics and activities are contained in Appendices J and K. It was important to begin the parent training with a discussion of attachment relationships since this was the construct underlying the basic premise of this study: supporting positive parent-child interactions will enhance early literacy skill development.

Finally, one of the main concerns for the researcher regarding parent trainings was whether mothers would be receptive to the parenting advice and current information on appropriate parenting strategies/styles. Research has found that parent trainings can present some challenges to the trainer due to parents' unfamiliarity with the topic, discomfort when in a group setting, feelings of intimidation or rejection by others during open discussions, or inability to integrate new ideas/strategies about parenting into their current parenting philosophies (Auerbach, 1989; 1995; Goodnow & Collins, 1990). Toward this end, one of the first ground rules set by the researcher was to let all attendees know that respect for each person's feelings and thoughts would be maintained and that all discussions would remain confidential throughout the duration of the meetings. Knowing this seemed to make most parents feel comfortable

and more willing to participate in discussions during the meetings.

For the most part, mothers who attended the meetings seemed genuinely interested in each topic, indicating that they felt the suggestions were appropriate and 'do-able', and they participated fully in discussions. Most were willing to relate to the group their own parenting experiences and how they thought early events in their own life influenced their parenting today. The researcher also shared brief accounts of her own parenting experiences and related how early childhood education became important when raising her family. Sharing of real-life experiences has been shown to be beneficial to feelings of belonging and connectedness for group participants (Griswold & Ullman, 1997). Indeed, these shared moments seemed to help each member of the group feel as if they had something important to contribute during discussions.

After presentation of the topic, the researcher asked open-ended questions about the issues that were contained in the handouts. It was important for the researcher to hear what the parents thought and felt about the topic, and to permit a free flow of ideas so that the parents could speak about their experiences. Studies find that empowering and supporting parent contributions during

discussions has a positive impact on their ability to feel comfortable about attending and participating in school-related meetings (e.g., Morrow & Young, 1996). And, in most instances, their stories served as a springboard for others to contribute their own personal accounts. Only a few times did it become necessary for the researcher to 'reign' in those discussions that were heading off-track, with parents conscious of the need to stay focused in order to complete the meeting during the allotted time frame.

Parents' attitudes during the meetings were fairly positive with most parents agreeing that research-based studies are valuable and necessary to help individuals understand how children grow and develop. Some had never heard of the phrase "security of attachment", and were amazed that research had found associations between parenting styles (including parent's style of responsiveness) and children's enthusiasm, interest, and cooperation during learning times.

The weekly meetings provided excellent opportunities not only to learn more about the parents and families in the program, but they also facilitated positive relationship-building between parent and teacher. Parents seemed genuinely interested in finding ways to deal with

their own parenting issues and their child's learning. Through the weekly sharing of information, the researcher was able to glimpse into home lives, observe first-hand the trials and successes families were experiencing, and gain a deep appreciation for the many ways parents are genuinely attempting to help their child learn.

Parent Responses and Comments

Parents were provided with a Weekly Parent Reflection Report form each week during the 4-month Family Home Literacy Program (Appendix P) and were asked to return the forms at the end of each week in the confidential folder supplied to them with their weekly supplies. The purpose of the reflection form was to provide feedback to the researcher on what parents thought about the week's topic and take-home activities (e.g., to help the researcher determine whether parents felt the topics and home activities were useful or beneficial to them and their child). There was also a section on this form for parents to make comments or suggestions about the weekly program. Based on parents' responses, changes or adjustments in the topic presentations or types of activities could be made.

At the beginning of the program, most parents responded and turned in forms quite consistently. However,

as weeks went by, fewer forms were turned in or were not completely filled out. It is not clear from any comments whether parents did not have the time to fill the reports out, or whether they did not consider the importance of returning the forms. Reports that were turned in contained remarks about parents' not being able to complete the weekly activities due to personal issues (moving, work, or illness), time constraints (attending college themselves), hectic home lives, and out of town family emergencies. Three out of the five participating families routinely wrote comments regarding the week's topics or activities which were always positive in nature. Fortunately, based on the book reading log some parents submitted (Appendix Q), it appears parents did take time to read to their children, and attempted to engage in some form of literacy activities throughout the duration of the program.

Of great interest was a review of individual parent responses detailing how the weekly parenting topics benefited their relationship with their child during the literacy activities for the week. Since the hypothesis of this study was that a parent education class and home-based early literacy program would support positive parent-child interactions during early literacy learning moments through the use of research-based,

developmentally-appropriate parenting strategies and preschool literacy activities, it was important to ascertain whether parents felt the parenting presentations impacted their relationship with their child. While not all parents remarked about each weekly topic, those who did commented on certain topics, especially how the information was helpful, meaningful, or relevant to their understanding of parenting. For instance, remarks by parents during the first weekly meeting (which addressed security of attachment) included personal statements about the types of relationships/bonding experiences parents had as young children, and how they felt those experiences influenced the current relationship they had with their children. Additional written comments on the second week's topic, "Understanding Your Child's Developmental Needs", revealed that one parent felt the topic and discussion helped her to understand why her child did certain things and how she might use other strategies to help her child. Paraphrasing another parent's remarks on the same topic, 'it was comforting to know that all children develop differently, and that even though my child is slower, it is all right'. Such comments were beneficial to the researcher who was hopeful that the parenting topics chosen for the project were relevant to the parents' needs

for information which they felt would promote their own child's growth and development. However, not all parents chose to comment weekly on the ways in which the weekly information affected their parenting, or if they actually felt the parent trainings applied to them.

Some of the weekly parent reflection reports made it clear that some parents were more focused on the nature of literacy activities and how the activities affected both them and their child. According to responses, the activities were 'fun', sometimes made the parent 'feel like a teacher', provided skills that would prepare children for reading and writing, and allowed the parent to see that working with their children helped accomplish a certain task. These statements provided great insight into the ways that most of the parents valued and enjoyed the weekly activities which had been designed and chosen by the researcher largely to be worked on by both parent and child. When designing each activity, the researcher wanted to keep them simple, fun, and inviting to both parent and child -- allowing for spontaneous child-centered moments of learning. Support for the importance of child-centered and appropriate early learning activities can be found in studies reporting that children's enthusiasm and pleasure serve as motivation to

participate in literacy activities (Teale & Sulzby, 1986; Dickinson & Tabors, 2001; Dweck, 1986; Jacobs, 2004).

At the end of the four-month program, parents were also asked to submit a copy of the Final Parent Evaluation Form (Appendix V) which provided feedback on parents' evaluations about their overall experience in the home literacy program. Again, the primary goal was to get a sense about what parents felt about the beneficial effects of the program regarding weekly parenting topics and literacy-related activities. In addition, it was hoped that through the use of this form, parents would be able to indicate which of the weekly activities were most enjoyable or useful (i.e., information that would be helpful in planning for future home activities and parent trainings).

The final parent evaluation form reinforced what most parents had reported weekly - that their children enjoyed the weekly activities, and many of them looked forward to the varied literacy projects and little reading booklets. While it is not known how many projects were co-created or finished based on either the weekly responses or the final evaluation form, almost every parent reported at one time or another that they felt their child truly enjoyed the take-home activities. While it was not mandatory that

parents and children completed each week's activities, some parents apologized when they could not finish the week's activities. From the beginning, parents were encouraged to keep the materials for as long as they wanted, and they were urged to continue to interact with their children during everyday routines, even though the activities themselves may not get completed. It was important to relate this information to the parent since studies have found that children reap many benefits when parents use everyday moments to help children grow and develop literacy skills. In fact, activities that may be most salient to early literacy learning occur during times when children observe parents writing out monthly bills, making grocery lists, reading the newspaper, communicating with each other, and reading and discussing story books with them (Hart & Risley, 1995; Teale & Sulzby, 1986; Trelease, 2006).

Additional written comments by parents revealed that the change in parent meetings from weekly to every other week during the second half of the project was problematic: in spite of having the schedule which indicated that the change would occur at week nine, a couple of parents wrote that they wished the meetings would have continued to be held weekly. While they did not

elaborate why they felt this way, one explanation might have to do with parents' wishes to experience continuity in their routines. Opportunities to meet with other parents and discuss important issues with the researcher may have represented a form of social support or networking system for these mothers. Research on family literacy intervention programs finds that teaching and learning become meaningful to individuals, especially when conducted within a familiar social context (Auerbach, 1989; 1995). Thus, for these parents, the connection with others on a weekly basis may have been very important.

Comparable to the weekly parent reflection reports which revealed the nature of parents' lives today, the final evaluation forms indicated that for many parents, lives have become so hectic that spending just a little time with a young child - even when the materials and activities are made freely available—seems almost impossible to do. Based on responses from almost every parent, there were numerous times when the week's activities could not be completed. The reasons were varied, but throughout the responses, the common complaint was not having enough time to work on the week's activity. Again, time constraints, especially with regard to work schedules or college coursework, family illnesses, and

housing/relocation issues created situations that parents reported as interfering with their ability to devote time to working on the weekly activities with their preschooler. It begs the question, "Are lives really busier, or are parents choosing or being forced to choose how to spend their time?"

Indeed, it is a reality that many mothers must work, siblings need caregiving, and future careers need to be tended. Yet one must wonder whether parents understand that the choices they make can -- and do -- need to be evaluated in light of what would be best for their developing child. For a number of parents in the current project, it appeared that they felt compelled to keep up the pace, trying their very best to maintain a schedule, but at times appeared to be missing out on opportunities to spend a little quality time with their child. As mentioned previously, a great majority of mothers in the home literacy program either read to, or engaged in book reading activities on a weekly basis. As positive as these reports were, however, studies have found that it is not merely the activity of book reading that will help children with their literacy development: rather, it is a caregiver's sensitive, consistent, and nurturing interaction along with children's interest and motivation

that will enable continued development (e.g., Bus, van IJzendoorn, & Pelligrini, 1995; Dweck, 1986; Snow, Scarborough, & Burns, 1999). Some parents may also hold on to the notion that very young children will ultimately gain the literacy skills necessary to be successful in elementary school without their direct involvement. However, cause for concern to this researcher is that when primary caregivers do not make conscientious efforts to prioritize schedules in order to take advantage of everyday opportunities to teach, support, and sensitively guide their developing child - then chances for growth and learning slip away.

In spite of parents' admissions that they may not have totally participated with their children in the take-home activities, all five final evaluation forms revealed that all parents felt the program was beneficial in a number of ways. They responded that the program provided them with an understanding of early literacy and stages of early learning (e.g., concepts of early reading, how children connected the alphabet with words and sounds, hints on helping children listen, etc.), that the program helped them to become more understanding of their children's needs and stages of development, and that the

program helped to enlighten them about the important role they play in children's learning and development.

Responses on the final evaluation form were also important in helping the researcher assess parents' perceptions of the overall influence of the intervention project on parenting practices and attitudes related to attachment relationships—particularly the effects of sensitive, attuned parenting on children's learning. Similar in content to comments on the weekly reports, final evaluations by parents revealed that they felt parent trainings were beneficial and provided them with helpful parenting information. However, their comments did not specifically address the topic of attachment relationships or the manner in which sensitive, attuned parenting influences children's learning and development. Even though it was not verbalized, it is possible that for those parents who participated in the project, the parenting information related to attachment security and sensitive, responsive parenting styles provided throughout the 16 weeks will become part of their parenting schema. Additionally, it can be hoped that if any of the weekly parenting topics and activities were meaningful or pleasurable, they will be a springboard for continued

efforts by parents to engage in quality interactions with all of the children whom they parent or care for.

Limitations

In reviewing this study from beginning to end, it seems quite likely that a period of four months may have been too brief for positive significant results to be found. Thus, it is recommended that a longer intervention project be conducted to examine more in depth the relationship between quality of attachment security and children's early literacy development. While the current project was planned to meet the needs of the participants who were already enrolled in the traditional 10-month preschool program, and had been designed to run for a limited time due to routine military moves occurring regularly in the area, an intervention program lasting longer than 4 months would have given parents and children more time to adapt or incorporate proposed strategies or activities into their existing styles or patterns of parenting. While it may be difficult to get parent commitment over a longer period of time, research on longitudinal studies finds that in order to obtain valid results on the effects of intervention programs, it is important to examine changes over time, rather than

measure outcomes that do not consider dynamic variables such as changes in parent sensitivity, or changes in children's abilities (Bornstein & Tamis-LeMonda, 1989; Landry & Swank, 2000).

In addition, the small sample size did not allow findings to generalize to the larger population which would be beneficial in validating any possible results. A larger sampling would be more likely to include, and thus reflect, a wider range of parent-child behaviors and interactions. Additional studies investigating the reasons parents choose to participate in home literacy programs (or choose not to) may also be of some benefit in designing future interventions. In particular, discovering variables or circumstances which most affect parents' willingness to commit the time and effort required as a participant would be of value to both design elements and outcomes.

The use of different assessment instruments is recommended so that one might rule out, or include, additional variables which might affect outcomes of the intervention. While the current project used simplified versions of existing assessment and screening tools due to limited funds and personnel, it would be beneficial to assess and screen young children on a wider range of

abilities using a comprehensive measure of linguistic ability. In addition, different observational methodologies (i.e., parent reports, home visits, etc.) rather than rating scales alone might provide more specific, qualitative measures of styles or levels of interaction that occur most frequently in mother-child interactions within the home setting—an environment typically thought of as depicting most naturally occurring behaviors.

There may also be some value in the use of videotaping when observing mother-child interactions. Videotaping by trained research assistants may prove useful in providing a running-record of activities and behaviors which would offer fairly verifiable information regarding quality of interactions/responses occurring during shared parent-child activities. However, in some instances, videotaping may be problematic since that form of observation may influence subjects to act unnaturally or conspicuously (e.g., presence of cameras and filming procedures). For this project, it was felt that natural observations during real-time events would provide research assistants with reliable information needed to manually rate and record parent-child interactions in the

reading area of the preschool classroom where the child participants were most comfortable.

Additional recommendations include securing grant funding to cover the cost of any future home intervention project so that a suitable location could be obtained to meet the needs of parents and children enrolled in the program, and provide monies for training of staff and cost of materials. In this way, parent meetings would most likely be more productive and informative, with parents feeling more comfortable knowing their child is safely being cared for during meeting times. Additional financial resources would help to alleviate the workload placed on one individual by providing monies for additional staff and research personnel.

Future Research

A dearth of research related to quality of parent-child interactions and preschool children's early literacy development made it difficult to research this particular topic. A number of studies reported on the importance of parents reading early and often to their children, but did not specifically identify or address what influence positive interactions during early reading moments have on children's overall attitude toward

literacy. It is recommended that in-depth studies be conducted to determine the association between socio-emotional aspects of *early learning* -- particularly with regard to security of attachment between parent and child -- and children's motivation to participate or engage in early learning activities as they transition to elementary school.

Future studies investigating the influence of parent-child attachment security on children's learning and development might also provide valuable information helpful in designing local programs that would assist/train educators, mental health workers, and parents. Local programs could provide much-needed resources to schools, counseling centers, and families during the early years before formal schooling begins. Thus, while a number of studies researched for the current project reported on contextual issues influencing *elementary- and secondary* school-aged children (children already in school), many did not fully address developmental or interpersonal issues considered foundational in young children's successful transition into public school.

Future studies may prove beneficial in determining the effect that intervention projects such as this one have on future offspring or siblings of children who

participate in such programs. A follow-up study on families who participated in the current project may provide valuable information related to any long-lasting or associated effects of an early intervention program on family members or family unit as a whole.

Summary and Conclusions

While the project demanded a great amount of time, planning, money, and personal commitment, this pilot project had, overall, a positive though modest effect on the participating parents' and children's lives. Based on parents' weekly reflection reports and on the final evaluation forms, the experience was one that parents and children both enjoyed, and would like to experience again. According to comments by most parents, participation in this project was satisfying and contributed to a feeling of accomplishment for completing the project, and a sense they had acquired knowledge about parenting and early literacy development and practices. In fact, a number of parents wrote that they hoped the program would be held again, and that they would like to use the activities with their other children. During the final parent meeting, parents were in an upbeat mood and exhibited a great sense of pride and camaraderie. They chatted with each other

about what their children had been able to accomplish and how glad they were that they were able to be involved in this type of program—and that they were the first ones to participate.

Even though the numbers of participants were not as large as originally hoped for, nor were the final results conclusive in support for the parenting component of the intervention, the overall process of planning and interacting with families provided a number of opportunities that this researcher (and who also was the teacher of the preschool-aged children) might not have had otherwise.

First, being able to work one-on-one with families towards a shared goal (i.e., supporting positive parent-child interactions during early literacy learning) was rewarding since it provided valuable insight into parenting practices, beliefs, and expectations regarding influences on children's growth and development of literacy. By interacting with the family participants, it became very clear that families have different expectations, different needs, and differing viewpoints on children's growth and development. Yet, because of the shared discussions and active roles both parents and researcher played, valuable information about the

importance of quality interpersonal relationships and practical strategies/methods of teaching their children was exchanged. As a result of this reciprocal process, the researcher was able to become more knowledgeable about the families she teaches, and to find out what is important to families regarding their child's education and development.

Secondly, beneficial effects of this project were uncovered when listening to or reading parents' remarks regarding what they learned about different parenting strategies, how better informed they felt about helping their children grow and develop, and how they realized that activities don't need to be fancy, costly, or electronically-designed when it comes to helping children learn early literacy skills. One of the design goals of the project was to provide simple, applicable parenting strategies and learning activities useful to everyday lives and circumstances and in this respect, it is felt the goal was achieved.

A third unexpected benefit to families enrolled in this project is that they came to the realization that they could be considered valuable team members in the education of their child. Through the home intervention program, parents were provided with support and guidance

on ways to work with their child's school and teachers to address a variety of issues ranging from parent involvement to expectations for transition to kindergarten and later school experiences.

Finally, parents were able to learn that they are not alone when faced with the challenges of parenting. With the information they received and discussions that were held, parents became better informed about what they can do to support their relationship with their child -- ultimately realizing that their relationship with their child has everything to do with development. A project such as this one taught the researcher that indeed parents must take those 'baby steps' with their young children before preschoolers (and parents!) take the larger leap into the elementary setting. It is hoped that the current project will promote parents' awareness that they are their child's first teachers, and that optimal development depends upon sensitive, attuned, and consistent parenting.

APPENDIX A
HOME ACTIVITIES QUESTIONNAIRE

Home Activities Questionnaire
Questions for Mother/Primary Caregiver to Complete

Part I. Instructions: Each question below has to do with activities you and your children participate in at home. Please respond to each question.

1. Does your family subscribe to newspaper? ☐ yes (# of newspapers you subscribe to):
☐ no
2. Does your family subscribe to magazines? ☐ yes (# of magazines you subscribe to):
☐ no
3. Number of magazines your preschool child subscribes to:
4. Do you read to yourself in the presence of your preschool child? ☐ yes ☐ no
5. How often do you read to yourself? ☐ daily
☐ several times a week
☐ weekly or less
6. What is your reading material of choice? (check all that apply): ☐ books
☐ magazines
☐ newspapers
☐ other:
7. How many books on average do you read during a year? ☐ none
☐ 1-5
☐ 5-10
☐ more than 10
8. Do you enjoy reading? ☐ yes ☐ no
9. Were you read to as a child? ☐ yes ☐ no
10. How important do you consider reading is? ☐ very important
☐ reasonably important
☐ unimportant
11. Do you encourage your preschool child to read? ☐ yes ☐ no
12. Was your preschool child read to before beginning preschool? ☐ Yes ☐ No
If you answered yes, about how frequently was your preschool child read to before preschool?
(check one)
☐ about once a day
☐ about once a week
☐ about once a month
13. What was your preschool child's age when he/she was first read to? (please check one)
☐ birth
☐ one year
☐ two years
☐ three years
☐ older than three

14. Do you go with your preschool child to the library? ☐ yes ☐ no
 If you answered yes, how often do you go? ☐ once a week
☐ once a month
☐ once a year ☐ hardly ever
15. Who reads to your preschool child most frequently? (please specify) _____
16. How often does the above person read to your preschool child? ☐ daily
☐ weekly
☐ monthly
☐ less than monthly
17. Approximately how many books does your preschool child own? ☐ less than 10
☐ 10-30
☐ more than 30
☐ more than 100
18. During the last week, how often was your preschool child read to?
☐ every day ☐ every couple of days ☐ not at all
19. Does your preschool child ask you to read to him/her? ☐ Yes ☐ No
 If yes, about how often? ☐ every day ☐ a few times per week ☐ once a month
20. How often does your preschool child currently look at books for pleasure on his/her own?
☐ daily or almost daily ☐ weekly ☐ monthly
21. What is your preschool child's general attitude towards having books read to him/her?
☐ he/she enjoys it ☐ he/she dislikes it ☐ he/she neither likes or dislikes reading
22. If your preschool child enjoys being read to, what time of the day do they prefer?
☐ morning ☐ afternoon ☐ evening, before bed
23. Does your preschool child have access to paper, pencils, crayons or markers for play writing activities? ☐ Yes ☐ No
24. Does your preschool child practice writing his/her name? ☐ Yes ☐ No
25. During the last week, approximately how many hours did you spend with your preschool doing the following: (check all that apply)
- ☐ computer ☐ hours
☐ watching tv ☐ hours
☐ sports/exercise activities ☐ hours
☐ reading or writing ☐ hours
☐ music/singing with your child ☐ hours
☐ creative projects ☐ hours
☐ socializing with family/friends ☐ hours
26. Do you feel you have enough time to spend with your preschool child? ☐ yes ☐ no
 If you answered no, what do you feel is the reason? ☐ work/family obligations
☐ lack of income/resources
☐ stress
☐ don't feel my child wants me to
☐ don't know why

27. Do you feel confident reading to your preschool child ? ___ yes ___ no
28. Do you feel comfortable teaching your preschool child to write? ___ yes ___ no
29. What do you feel most accurately describes your involvement in your preschool child's reading or writing efforts? ___ I am always involved, interested
 ___ I am mostly interested, but not confident
 ___ My participation isn't necessary
 ___ I don't feel capable
30. Do you feel you could benefit from information that would help your preschool child with their reading and writing? ___ yes ___ no

If you answered yes, who would you feel most comfortable receiving help from? (check one)

- ___ teacher/school
 ___ pediatrician/family doctor
 ___ family or friends
 ___ books, magazines, videos
 ___ internet resources

31. What type of activity do you feel would most help your preschool child learn to read and write? (check one)

- ___ reciting the alphabet regularly
 ___ handwriting practice at home
 ___ reading with parents
 ___ singing with parents
 ___ using computer programs/electronic games
 ___ going to the library
 ___ other: _____

Part II. Demographic Information

1. Your age _____
2. Marital status (circle one) : single married single/divorced
3. Your sex (circle one) male female
4. Your preschooler's sex (circle one): male female
5. Are you the child's biological mother/father? Yes _____ No _____
If no, please state your relationship to this child: _____
5. Do you live in the home of the child? Yes _____ No _____
6. Does your preschool child spend the majority of his/her time at home with you or another caretaker?
_____ me
_____ another (please specify _____)
7. What is your ethnic background? (check one) _____ Asian
_____ African American
_____ Caucasian
_____ Hispanic
_____ Other (_____)
8. What is the highest level of education the child's mother has completed? (check one)
_____ have not finished high school
_____ graduated from high school
_____ trade school
_____ some college (includes A.A. degree)
_____ graduated from college (B.A. or B.S. degree)
_____ some post graduate work
_____ graduate or professional degree (specify: _____)
9. What is the highest level of education the child's father has completed? (check one)
_____ have not finished high school
_____ graduated from high school
_____ trade school
_____ some college (includes A.A. degree)
_____ graduated from college (B.A. or B.S. degree)
_____ some post graduate work
_____ graduate or professional degree (specify): _____
10. What is (or has been) your primary occupation? _____
11. Number of children you have _____
12. Number of children currently living at home _____
13. Language(s) spoken at home (please specify): _____

APPENDIX B

PARENT-CAREGIVER DEMOGRAPHIC INFORMATION FORM

Family Home Literacy Program 2008
Parent-Caregiver Demographic Information

1. Your age _____
1. Marital status (circle one) : single married single/divorced
2. Your sex (circle one) male female
3. Your preschooler's sex (circle one): male female
4. Are you the child's biological mother/father? Yes _____ No _____
If no, please state your relationship to this child: _____
6. Do you live in the home of the child? Yes _____ No _____
7. Does your preschool child spend the majority of his/her time at home with you or another caretaker?
_____ me
_____ another caretaker
_____ other (please specify _____)
8. What is your ethnic background? (check one)
_____ Asian
_____ African American
_____ Caucasian
_____ Hispanic
_____ Other (_____)
9. What is the highest level of education the child's mother has completed? (check one)
_____ have not finished high school
_____ graduated from high school
_____ trade school
_____ some college (includes A.A. degree)
_____ graduated from college (B.A. or B.S. degree)
_____ some post graduate work
_____ graduate or professional degree (specify: _____)
10. What is the highest level of education the child's father has completed? (check one)
_____ have not finished high school
_____ graduated from high school
_____ trade school
_____ some college (includes A.A. degree)
_____ graduated from college (B.A. or B.S. degree)
_____ some post graduate work
_____ graduate or professional degree (specify: _____)
11. What is (or has been) your primary occupation? _____
12. Number of children in the child's family _____
13. Number of children currently living at home _____
14. Language(s) spoken at home (please specify): _____

APPENDIX C
STATE PRESCHOOL PROGRAM MANAGER
LETTER OF AUTHORIZATION



Herbert R. Fischer, Ph.D., Superintendent

San Bernardino County Superintendent of Schools

August 17, 2007

To Whom It May Concern:

This letter serves as permission for Maureen Stine to provide curriculum and parent-child home activities for the families attending Palm Vista State Preschool as part of her Graduate Project.

Sincerely,

Becky J. Thams, Manager
Student Services
State Preschool Program

APPENDIX D

SCHOOL SITE PRINCIPAL LETTER OF AUTHORIZATION

JOSEPH H. CRITES
PRINCIPAL

MORONGO UNIFIED SCHOOL DISTRICT
PALM VISTA ELEMENTARY SCHOOL

74350 BASELINE
TWENTYNINE PALMS, CALIFORNIA 92277

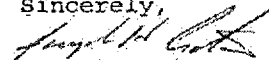
(760) 367-7538
fax (760) 367-6766

October 3, 2007

Maureen,

A four-month Parent-Child Home Literacy Program for free, here at Palm Vista Elementary. What a super idea! Of course Palm Vista will support you and this new program in anyway, your work will be our gain. I understand that this will be a pilot curriculum and something will change as it develops, if we can be of assistance during this time, please let us know. Green light all the way and best wishes.

Sincerely,


Joseph H. Crites
Principal

PANTHER PRIDE SCHOOL WIDE



APPENDIX E

AUGUST PARENT INFORMATION LETTER

Palm Vista State Preschool
74350 Baseline Rd.
29 Palms, CA. 92277
760 361-1697
Facility No. 36480988



August 27, 2007

Dear Parents and Guardians,

As your child's first teacher, you demonstrate dedication to your child's development and learning that is to be applauded! You are faced with tasks that match or exceed the responsibilities of many corporate CEO's and national leaders!!

In an effort to support your dedicated efforts to prepare your child for kindergarten, a Parent-Child Home Literacy Program is being offered this year to all families as part of a graduate studies program at California State University, San Bernardino.

In addition to our regular classroom curriculum, this home-based early literacy program will provide weekly research-based strategies and activities that are fun, practical, and geared for busy families like yours. A thirty minute parent meeting one day a week (11:20 - 11:50 a.m.) will provide helpful information, training, and resources to be used at home, And, it is free of charge to parents and children !!

I invite each of you to sign up for this exciting research-based program that is intended to support parent-child relationships and promote young children's learning and early literacy development - important elements of kindergarten readiness!

A parent meeting will be held mid-September outlining how this simple home program can provide beneficial parenting and learning opportunities (along with resources) to all families and children.

Please fill out the bottom portion and return it to me so that you can be included in this wonderful opportunity for shared learning!!

Maureen Stine, Site Supervisor/Teacher

Yes, I am interested in the Parent-Child Home Literacy Program:

Name _____

I am not sure, but I would like more information about the program:

Name _____

APPENDIX F

NOVEMBER PARENT MEETING INFORMATION LETTER

*Palm Vista State Preschool
74350 Baseline Rd.
29 Palms, CA. 92277
760 361-1697
Facility No. 36480988*



November 1, 2007

Dear Parents and Guardians,

Later this month we will be holding an informational registration meeting for all parents and guardians interested in participating in the Family Home Literacy Program.

As your child's first teacher, you demonstrate your dedication to your child's development and learning! All of you are invited to attend and sign up to receive weekly research-based strategies and activities that are fun, practical, and geared for busy families like yours. Included in the program are 60 minute parent meetings one day a week (11:15 - 12:15 a.m.) that will provide helpful information, training, and resources to be used at home, And, it is free of charge to parents and children !!

I invite each of you to participate in this exciting research-based program that is intended to support parent-child relationships and promote young children's learning and early literacy development - important elements of kindergarten readiness!

Please fill out the bottom portion and return it to me so that you can be included in this wonderful opportunity for shared learning!!



Maureen Stine, Site Supervisor/Teacher

Yes, I am interested in attending the upcoming information meeting for the Family Literacy Program:

Name _____

I am not sure, but I would like more information about the program:

Name _____

APPENDIX G
PROGRAM CURRICULUM RUBRIC

Palm Vista Family Home Literacy Program

Curriculum Planning Rubric: *Preschool Child Component*

(rubric format adapted from Even Start Family Literacy Program, U.S. Department of Education, August 2005; RMC Research Corporation, Arlington, VA)

Goal 1: CHILDREN ENGAGE IN QUALITY (AFFECTIVE) INTERACTIONS WITH PARENTS	Curriculum Sources/Materials <i>Program-created materials/curricula sources</i>	Sample Activities/Practice <i>Weekly take-home activities with parents</i>
Develop and maintain a secure attachment relationship with their parent, and a predictable environment through routines	<u>Pathways to Competence for Young Children</u> (Landy & Thompson, 2006)	Weekly Parent Meeting: parents view video clip "Developing a Secure Attachment", pp. 105-119 Teacher discussion with class about family home environment, care and routines at home Activity: Magnetic Family Project
Engage in attentive, flexible interactions with their parent during home literacy activities	<u>Little Books from A to Z</u> (McCormick & Mason, 1998) <u>Bonding While Learning</u> (Kosman & Chiu, 2007)	'Little Book' to take home in a personalized bag each week to read and share with parent Classroom lending library: access to books for home reading Activity: Paper Bag Puppets 'Goldilocks & Three Bears' Puppet Play
Actively participate in shared book reading (e.g., dialogic reading) with their parent	<u>Little Books from A to Z</u> (McCormick & Mason, 1998) <u>Shared Storybook Book Reading</u> (Ezell & Justice, 2005)	'Little Book' to take home in a personalized bag each week to read and share with parent Children have free access to books in classroom lending library for at-home use Teacher models shared book reading to parents during class time Parents receive handouts on "Promoting Shared Reading in the Home Environment- Parent's Role", pp. 161-162
Actively engage in shared creative activity with parent	<u>Creative Curriculum</u> (Dodge & Colker, 1998) <u>Bonding While Learning</u> (Kosman & Chiu, 2007)	Teacher supplied materials for weekly free art choice at home with parent Letter to Parents on Art pg. 196 Recipe for Modeling Clay pg. 169 Home Activity: Children form letters & shapes with clay Home Activity: 'Glittering Alphabet' pg. 91

GOAL 2: CHILDREN	Curriculum Sources/Materials	Sample Activities/Practice
-------------------------	-------------------------------------	-----------------------------------

ENGAGE IN MUTUALLY-SHARED LITERACY ACTIVITIES WITH PARENTS		<i>Weekly take-home activities with parents</i>
Have numerous opportunities to explore oral language and vocabulary	<u>Creative Curriculum</u> (Dodge & Colker, 1998) <u>Learning to Read and Write</u> (Neuman, Copple, & Bredekamp, 2000) <u>Little Books from A to Z</u> (McCormick & Mason, 1998)	Copy of nursery rhyme "Hey Diddle Diddle" goes home to practice with parents Parents receive handout "Language Development", pp. 48-54 'Little Book' to take home in a personalized bag each week to read and share with parent
Participate with parents in activities promoting phonological awareness: listening, rhyming, alliteration, sentence segmenting	<u>Ladders to Literacy Preschool Activity Book</u> (Notari-Syverson, O'Connor, & Vadasy, 2007) 'Get Ready to Read' Activity Cards (National Center for Learning Disabilities, Inc. NCLD, 2005)	Home Activity: 'Sounds in My Name'- child photos personalized with names; practice pointing to letters in their name 'Be An Expert Listener'- parent records onto cassette sounds in the home & neighborhood; child closes eyes and listens, tries to identify sounds
Participate with parents in activities promoting alphabetic knowledge: saying, singing letter names, connecting letters to pictures or words	<u>Creative Curriculum</u> (Dodge & Colker, 1998) <u>Ladders to Literacy Preschool Activity Book</u> (Notari-Syverson, O'Connor, & Vadasy, 2007)	Copy of alphabet to sing ABC's at home Alphabet Bingo Game to take home 'Clap the Syllables'- name game Play "I Spy" to find letters of your name
Have opportunities to practice scribbling/writing	<u>Creative Curriculum</u> (Dodge & Colker, 1998) <u>Nurturing Knowledge</u> (Neuman & Roskos, 2007)	Teacher provision of paper & writing materials for home use Activity: post office play with envelopes, paper, pencils, markers etc. Handout to Parents: 'From Making Marks to Making Words', pp. 71-78
Engage in activities with parents that promote print knowledge	'Get Ready to Read' Activity Cards (NCLD, 2005) <u>Little Books from A to Z</u> (McCormick & Mason, 1998) Teacher-provided handouts regarding community events and activities (e.g. local libraries, museums), applications for library cards	'Walk on a Letter" jumping game 'Little Book' to take home in a personalized bag each week to read and share with parent Teacher encouragement to children & parents to visit library, obtain library cards, participate in library reading programs
Gain background knowledge about literacy and the meaning of words	<u>Bonding While Learning</u> (Kosman & Chiu, 2007) <u>Ladders to Literacy Preschool Activity Book</u> (Notari-Syverson, O'Connor, & Vadasy, 2007)	Making a "Caring for My Books" book, pg.33 Enacting storybook activity: paper bag puppets to re-tell "Brown Bear Brown Bear What Do You See?" (Martin, 1970) , pp. 300-304

INSTRUCTIONAL DESIGN FEATURES	Strategy used by staff	Instruction and Practice
Guidance concerning use of explicit/direct and indirect instruction	<u>Creative Curriculum</u> (Dodge & Colker, 1998) <u>Ladders to Literacy Preschool Activity Book</u> (Notari-Syverson, O'Connor, & Vadasy, 2007) <u>Nurturing Knowledge</u> (Neuman & Roskos, 2007)	Provision of materials for child Explanation of activity to child and parent Modeling of practice to children (e.g., clapping syllables, reciting rhymes) Provision of strategies to parents regarding appropriate expectations and interactions with child during activities
Guidance in detecting need for and providing additional support to individual child-parent dyads	Pre- and Post- observations and assessments of children's social-emotional and emergent literacy development	Observation of child-parent interactions Child reports Referral to outside agencies if needed (e.g., upon parent request, teacher evaluation of need)
Conducting informal and formal assessments of children in key areas	Observation Running Record Form and Parent-Child Interaction Rating scale to record pre- and post- program observations of parent-child interactions during a literacy-related activity <u>Get Ready to Read! Screening Tool</u> , (Whitehurst & Lonigan, 2000)	Pre- and Post-Program observation, rating, and recording of parent-child interactions during scheduled classroom reading activity Pre- and Post Assessment of child's personal and social competency, cognitive competency, language and literacy competency

Curriculum Planning Rubric: Family Home Literacy Program - *Parent Component*

(rubric format adapted from Even Start Family Literacy Program, U.S. Department of Education, August 2005; RMC Research Corporation, Arlington, VA)

Goal 1: PARENTS ENGAGE IN AND ENHANCE QUALITY OF INTERACTIONS WITH CHILDREN	Instructional Material <i>Program-created materials/curricula sources</i>	Sample Activities and Practice <i>Weekly Parent Meetings: Discussion opportunities for parents to practice this skill/receive materials</i>
Develop and maintain a secure attachment with their child, and a predictable environment through routines	<u>Pathways to competence for Young Children</u> , (Landy & Thompson, 2006) Parenting Institute Brochures	"Developing a Secure Attachment", pp. 105-119 along with video clip on parent-child interactive qualities Handout brochure: "Love & Learn", (NAEYC, 2000) Activity: Magnetic Family Project Provision of booklets with topics related to parenting skills in a variety of domains (e.g., discipline, social-emotional development, etc.)
Engage in attentive, flexible interactions (e.g., responsive interaction) with their child	<u>Bonding While Learning</u> (Kosman & Chiu, 2007) <u>Pathways to competence for Young Children</u> , (Landy & Thompson, 2006)	"Reading With Your Child", pp. 3-10 Activity: Paper Bag Puppets 'Goldilocks & Three Bears' Puppet Play, pp. 6-7 "Encouraging Language & Communication", pp. 135-147
Ask their child questions that strengthen problem-solving abilities (e.g., open-ended questions)	<u>Shared Storybook Reading</u> (Ezell & Justice, 2005)	"Parent's Role in Promoting Shared Reading in the Home Environment", pp. 161-162 Handout brochure: "Raising a Reader, Raising a Writer" (NAEYC, 1998) Teacher models dialogic reading; parents practice with their peers
Actively participate in joint book reading (e.g., dialogic reading) with their child	<u>Nurturing Knowledge</u> (Neuman & Roskos, 2007) 'Get Ready to Read' Activity Card (NCLD, 2007)	"Ways to Help Children Understand What You Are Reading", pg.42 Handout: "Make Your Own Books", pp. 51-52 Activity: My Favorite Book

Goal 2: PARENTS HOLD APPROPRIATE EXPECTATIONS OF CHILDREN'S LEARNING AND DEVELOPMENT	Instructional Material <i>Program-created materials/curricula sources</i>	Sample Activities and Practice <i>Weekly Parent Meetings: Discussion opportunities for parents to practice this skill/receive materials</i>
Demonstrate knowledge of appropriate expectations of their child's abilities based on age and developmental stage	<u>Pathways to Competence for Young Children</u> , (Landy & Thompson, 2006) <u>Supporting Children's Development: 3-5 year olds</u> (Kamptner, 2007)	"Understanding Development", pp. 77-82 Video clip Handout: "Milestones of Development" p. 78 Activity: Paper Trees (representing family members' needs & interactions) Handout/Discussion: Importance of social development Activity: Role Play
Are knowledgeable about their child's interests and abilities, and choose joint activities based on this and the child's cues and reactions/responses	<u>Bonding While Learning</u> (Kosman & Chiu, 2007)	"Knowing When and How to Celebrate Your Child's Effort & Accomplishments", pg. 1 "What to do While Reading Together", pp. 3-4 Paper Weaving Activity
Understand preschool expectations for their child's development and mastery of skills, and the school's role in supporting and enhancing child's development and achievements	<u>Creative Curriculum</u> (Dodge & Colker, 1998) <u>Building Literacy With Love</u> (Bardige & Segal, 2005)	"Goals and Objectives" of <i>Creative Curriculum</i> , pp. 11-13; "Parent's Role in the <i>Creative Curriculum</i> ", pp. 64-70 Activity: Parent Journals (record/reflect on home-school experiences) "Bring Family Stories Into the Classroom", pp. 318-319

Goal 3: PARENTS PROVIDE SUPPORTS FOR LITERACY IN THE FAMILY AND THE HOME	Instructional Material <i>Program-created materials/curricula sources</i>	Sample Activities and Practice <i>Weekly Parent Meetings: Discussion opportunities for parents to practice this skill/receive materials</i>
Provide easy access to reading and writing materials (e.g., books, paper, coloring books, pencils/crayons)	<u>Creative Curriculum</u> (Dodge & Colker, 1998) <u>Ladders to Literacy</u> (Notari-Syverson, O'Connor, & Vadasy, 2007) <u>Bonding While Learning</u> (Kosman & Chiu, 2007)	Teacher-created activities and provision of totes & materials for weekly practice/activity; classroom lending library for parents/children "Parent/Family Guide to Early Literacy Activities", pp. 426-428 'Learning to Write/Recognize Your Name', p. 26 Handout
Model use of reading and writing in daily life for everyday purposes (e.g., newspaper, grocery lists, mail)	<u>Building Literacy With Love</u> (Bardige & Segal, 2005) <u>'Get Ready to Read' Activity Cards</u> (National Center for Learning Disabilities, Inc. 2005)	Handout/discussion: 'Showing Children That Reading Matters to You', pp. 342-344 Activity: Making a Menu
Demonstrate an enthusiastic view of reading as a fun and leisure activity	<u>Shared Storybook Reading</u> (Ezell & Justice, 2005)	Teacher models reading of 'Chicka Chicka Boom Boom' Handout/Discussion: Home Reading Logs Activity: Practice filling out reading log
Engage in play that incorporates language and literacy practice and application of skills (e.g., rhyme and alphabet songs)	<u>Learning to Read and Write</u> (Neuman, Copple, & Bredekamp, 2000) <u>Bonding While Learning</u> (Kosman & Chiu, 2007) <u>'Get Ready to Read' Activity Cards</u> (NCLD, 2007)	'The Power and Pleasure of Literacy', pp. 28-33 Activity: Alphabet Song & Game: Alphabet Letters and Sharks, p. 45 Activity: Walk on a Letter

INSTRUCTIONAL DESIGN FEATURES	Strategy Used by Staff to Parent	Instruction and Activities
Demonstrating/Modeling	Use/implementation of research-based publications & strategies (e.g., <u>Pathways to Competence for Young Children</u> (Landy & Thompson, 2006); <u>Shared Storybook Reading</u> (Ezell & Justice, 2005); <u>Learning to Read and Write</u> , (Neuman, Copple, & Bredekamp, 2000))	Weekly Parent Meetings/discussions Classroom Modeling Handouts Video Clips Provision of Resource Materials
Coaching	Availability and provision of ongoing support to families Sharing research-based information and strategies as needed Agency Referrals as requested by parents	Weekly Parent Meetings/discussions Modeling Handouts Video Clips Provision of Resource Materials. & County Referral Agency Contacts
Providing Feedback	Question & Answer Period during parent meetings Verbal and written communication with families Parent Reflection Forms	Parent Meetings Daily conversations during drop off/pick up times Telephone contact or written note Parent Conferences/progress reports Review of weekly Parent Reflection Forms
Conducting informal and formal assessments of parents in key areas	Pre- and Post- Program Observation Running Record Form and Parent-child Interaction Rating Scale to record parent-child interactions during a literacy-related activity Recording and maintaining confidential family files	Pre- and Post- Observations of parent-child interactions during reading activities Review of weekly Parent Reflection Forms
Program Evaluation	Final Week of Program	Discuss/provide time for parent evaluation

APPENDIX H
RECORD KEEPING DATA SHEET

Record Keeping Data Sheet: Family Identification Number

Family ID #	Date	Registration Form On File	Informed Consent	Participant Parent	Participant Guardian	Participant Child	Disenrollment Date --comments--	Supervisor Initial
001	1/15/08	x	x	X	-----	001a		MS
002	1/19/08	x	x	X	-----	002a		MS
003	1/15/08	x	x	X	-----	003a	Military relocation Moved 4-08-08 Early lit. & m-c interact Pre-assess only	MS
004	1/17/08	x	x	X	-----	004a		MS
005	1/15/08	x	x	X	-----	005a	Military relocation Moved 4-14-08 Early lit. & m-c Interact. Pre-assess. only	MS
					-----	005b	Moved 4-14-08 Early lit. & m-c interact. Pre-assess. only	MS
					-----	005c	Moved 4-14-08 Early lit. & m-c interact. Pre-assess. only	MS
006	1/15/08	X	X	X	-----	006a		MS
007	1/15/08	X	X	X	-----	007a		MS
008	1/18/08	X	X	X	-----	008a	mom decided to drop from program 3-14-08 Early lit. pre & post. Assmt. but no m-c interact. assessmt pre or post	MS

APPENDIX I
INFORMED CONSENT FORM



**CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO**

5500 University Parkway, San Bernardino, CA 92407-2307

**COLLEGE OF SOCIAL AND
BEHAVIORAL SCIENCES**

Department of Psychology

(909) 537-5570

fax: (909) 537-7003

**Informed Consent
Family Home Early Literacy Program**

The project in which you and your child are being asked to participate in is designed to help us better understand the ways that the family environment can support young children's early literacy development. This study is being conducted by Maureen Stine under the supervision of Dr. Laura Kamptner, Professor of Psychology, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

In this program, you and your child will be asked to participate in weekly home-based parent-child early literacy activities such as alphabet letter songs, shared storybook making, and puppet play activities. The weekly activities and all materials will be supplied by Maureen Stine and should take no longer than 20-30 minutes. You will also be asked to attend weekly parent meetings which are designed to provide information on parenting and early literacy skills. Your name (and your child's name) will not be reported with any data collected; all data will be reported in group form only. You may receive the group results of this study upon completion, June 12, 2008 from Dr. Kamptner in SB-531 (909-537-5582) at California State University, San Bernardino.

Your participation in this study is totally voluntary. You are free to not participate at any time and to withdraw at any time without penalty. When you have completed the home program, you will receive a debriefing statement describing the project in more detail. Your participation in this study will help in the design of home activity programs for parents of preschool-aged children. No foreseeable risks or discomforts to participants or others are associated with this study.

If you have any questions or concerns about this study, please feel free to contact Dr. Laura Kamptner, at (909) 537-5582.

By placing a check mark in the box below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also freely give my consent to have my child participate in this study. I acknowledge that I am at least 18 years of age.

Place a check mark here ☐

Today's date _____

The California State University

*Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles • Maritime Academy
Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus*

APPENDIX J
REGISTRATION FORM

Palm Vista State Preschool Family Home Literacy Program 2008

Registration Form

Date: _____

Parent/Caregiver Name: _____

Relationship to child: _____

Child's name : _____

Child's date of birth: _____

Child's sex: _____ M _____ F

Home telephone number: _____

Cell phone number: _____

This portion to be filled out by teacher:

Family Identification number _____

APPENDIX K
PROGRAM SCHEDULE OF WEEKLY MEETINGS
AND ACTIVITIES

2008 Family Home Literacy Program

Schedule of Parenting Topics, Parent-Child Activities and Children's Take-Home Literacy Activities

****First eight weeks:** Parent Meetings held once a week; second eight weeks parent meetings held every other week.

Week 1: Jan. 21-25

Parent Group Meeting Topic: *Attachment Relationships: Promoting Trusting Relationships*

Discussion/Handouts: Pathways to Competence for Young Children (Landy & Thompson, 2006) , pp. 105-112

3.1- Parent relationship with their parent

3.4 – Development of Attachment

Child Take Home Activities: Little Book A and B (each week from Little Books From A to Z (McCormick & Mason, 1998)

Shared parent-child home activities: 'Get Ready to Read Activity: 'Draw Your Day ; Paper Heart Weaving Project

Materials needed: Copy of Little Book A, B, construction paper, crayons, markers; heart-shapes with strips to weave

Week 2: January 28-Feb. 1

Parent Group Meeting Topic: *Understanding Your Child's Developmental Needs*

Discussion/Handouts: Pathways to Competence for Young Children (Landy & Thompson, 2006) pp. 77-82

1.4: -1.5: Major Areas of Development

Milestones of Development

Love and Learn Brochure (National Association for the Education of Young Children, NAEYC, 1998)

Child Take Home Activities: Little Book C and D

Shared parent-child home activities: GRTR Activity: *Draw to the Music*; Gingerbread Man paper bag puppets/ story scripts to share

Materials needed: Copy of Little Book C;D music with different tempos and styles, large paper, crayons; pre-printed picture of Gingerbread Man and story characters; glue sticks, brown paper bags; printed copy of "Gingerbread Man" story, safety scissors, sequins, buttons, lace and ric-rac

Week 3: Feb. 4-8

Parent Group Meeting Topic: *Parent Roles in Development*

Discussion/Handouts: Pathways to Competence for Young Children (Landy & Thompson, 2006) pp. 81-82

1.3: Tree with Parents' Role Cards

1.9: Parent Roles Pie Chart to fill out

1.22: Self-Care Activities

Child Take Home Activities: Little Book E and F

Shared parent-child home activities: GRTR Activity: *My Name Has Letters*; Paper Mobiles with family member names

(* representing how we each affect the other)

Materials needed: Copy of Little Book E, F; plastic 3-d letters, paper, markers, shallow basket or container; paper people-figure shapes, pipe cleaners, Crayola Magic Clay , safety scissors, string, tempera paints

Week 4: Feb. 11-15

Parent Group Meeting Topic: *From Making Marks to Making Words*

Handouts: Nurturing Knowledge (Neuman & Roskos, 2007) pp. 51-54;m pp. 71-78

Child Take Home Activities: Little Book G and H

Shared parent-child home Activities: GRTR Activity: Make up a Cereal; Family Valentines to create

Materials needed: Copy of Little Book G and H; red, pink, white construction paper, lace doilies, heart sticker shapes, colored sidewalk chalk, glitter glue

Week 5:Feb. 18-22

Parent Group Meeting Topic: *Development and Temperament*

Discussion/handouts: Pathways to Competence for Young Children (Landy & Thompson, 2006) pp. 73-76

1.13: Understanding Your Child's Temperament

1.16: Understanding Your Own Temperament

1.14: Principles for Dealing With Stage-Related and Temperament Issues

Child Take Home Activities: Little Book I AND J

Shared parent-child home activities: GRTR Activity: *Syllable Clapping*; All About Us Booklet of parent & child pictures

Materials needed: Copy of Little Book I, J; picture books; pre-printed and stapled pages of "All About Us" booklet, crayons, markers, magnetic alphabet letters

Week 6: Feb. 25-29

Parent Group Meeting Topic: *The Importance of Sensitive and Responsive Parenting: Quality of Shared Book Reading*

Handouts: Shared Storybook Reading, Ezell & Justice, 2005), pp. 10-14

Chart: Possible Benefits of Shared Reading

Opportunities for Learning Language and Emergent Literacy During Book Sharing

Child Take Home Activities: Little Book K and L

Shared parent-child home activities: Copy of Little Book K , L; GRTR Activity: *Tell Me About Your Picture*; Listening Exercise(close your eyes for 15 min., write down all you hear; ask your child to do the same(you write for them), then compare what you each heard

Materials needed: drawing paper, crayons, black marker, list of suggested books about families to read

Week 7: March 3-7

Parent Group Meeting Topic: *Fostering Social-Emotional Development*

Discussion/Handouts: Pathways to Competence for Young Children (Landy & Thompson, 2006), pp. 221-228;

Supporting Children's Development; 3-5 year olds (Kamptner, 2007)

How to Support and Guide Young Children's Social Development

The Principles for Encouraging Social Competence, Empathy, and Caring Behavior

Child Take Home Activities: Little Book M and N

Shared parent-child home activities: copy of Little Book M,N; GRTR Activity: *The Reading Puppet*; 'Feelings' Face Card Game

Materials needed: a stuffed animal or puppet, a picture book; pre-printed 'feelings' cards (e.g., happy face, sad face, silly face, mad face, sleepy face), safety scissors

Week 8: March 10-14 — after this week, parent meetings every other week to encourage independent use of materials

Parent Group Meeting Topic: *The Importance of Predictable Routines*

Handouts: <http://www.apa.org/releases/rituals2.html>

How Routines Help Your Child Learn

Consistency Makes a Difference!

Child Take Home Activities: Little Book O and P

Shared parent-child home activities: GRTR Activity: *Mini Messages*; child and parent work together to make a chart of the week's schedule

Materials needed: Copy of Little Book O, P; box of cheerios, alphabet noodles, paper, pencil or crayons; poster board, markers, ruler

Week 9: March 17-21 No Parent Meeting/handouts and materials provided use at home independently

Topic: *Building Children's Knowledge and Comprehension*

Handouts: *Learning to Read and Write* (Neuman, Copple, & Bredekamp, 2000), pp. 56-63

Teacher modeling of dialogic reading of 'Little Old Lady Who Swallowed a Fly'

'Making New Words and Concepts Meaningful'

Handouts: *A Child Becomes a Reader* (National Institute for Literacy, NICHD, 2003)

'What To Do at Home'; Brochure: 'Raising a Reader, Raising a Writer' (NAEYC, 1998)

List of suggested children's storybooks

Child Take Home Activities: Little Book Q and R

Shared parent-child home activities: GRTR Activity: *How Many Words?*;

Materials needed: Copy of Little Book Q, R; 2' x 2' cardboard counters; copies of Little Old Lady story & characters; paper plates, glue sticks; paper, pencils

-----**March 24-28: Spring Break- No Parent Meetings or Take-Home Activities** -----

Week 10: March 31- April 4

Parent Group Meeting Topic: *The Home-School Connection and Children's Learning*

Discussion/Handouts: *Creative Curriculum* (Dodge & Colker, 1998), pp. 11-13; pp. 64-70

Goals and Objectives of Your Preschool Program

Parent's Role in the 'Creative Curriculum'

Journaling home-school experiences

Child Take Home Activities: Little Book S and T

Shared parent-child home activities: GRTR Activity: *Name Letter Book*; parent journals

Materials needed: Copy of Little Book S, T; copy of page with 1-10 hearts to count/color; crayons, glue, magazines, paper, safety scissors, stapler; pre-printed parent journal, pen

Week 11: April 7- 11 No Parent Meeting: handouts and materials provided for home use

Topic: *Encouraging Concentration, Planning and Problem-Solving*

Handouts: Pathways to Competence for Young Children (Landy & Thompson, 2006), pp. 201-214

9.2: The Steps of Planning and Problem Solving

9.3: Development of Concentration, Planning and Problem Solving

9.5: Principles for Encouraging Concentration, Planning and Problem Solving

9.8: How Our Family Solves Problems Worksheet

Child Take Home Activities: Little Book U and V

Shared parent-child home activities: GRTR Activity: *Alphabet Puzzle*; homework activity

9.10- parent helps child solve a problem using strategies discussed at parent meeting; writing down solutions; "Goldilocks and the Three Bears" paper bag puppets

Materials Needed: copy of Little Book U and V; pre-printed ABC puzzle pieces; copy of Three Bears story, copies of story characters, safety glue, scissors, paper lunch bags

Week 12: April 14-18

Parent Group Meeting Topic: *Interactive Reading Styles: Promoting Language and Vocabulary*

Discussion/handouts: Pathways to Competence for Young Children (Landy & Thompson, 2006), pp. 135-147

5.3: Development of Language and Communication,

5.7: How to Listen to a Child

5.14: Warning Signs of Speech Problems

Child Take Home Activities: Little Book W and X

Shared parent-child home activities: GRTR Activity: *Be an Expert Listener*: listening to other family members' description at mealtime of their day and writing down the most exciting events; choose a book from the class lending library to take home to share

Materials needed: Copy of Little Book W, X; copies of Brown Bear Story and characters; cassette player/cd player, cassette tape or cd with common sounds recorded on it; sidewalk chalk

Week 13: April 21-25 No Parent Meeting: handouts and materials provided for home use

Topic: *The Importance of Playtime to Your Child's Learning*

Handouts: The Beginnings of Literacy (McLane & McNamee in *Zero to Three Journal* September, 1991)

Play Is Children's Work; The foundations of learning found in play

Child Take Home Activities: Little Books Y

Shared parent-child home activities: GRTR Activity: *The Reading Puppet*; Mystery Box Guessing Game

Materials needed: copy of Little Book Y; stuffed toy animal, baby formula can w/ lid; markers, crayons, miscellaneous small objects/toys; salt, white glue

Week 14: April 28-May 2

Parent Group Meeting Topic: *The Connection Between Music and Literacy*

Discussion/Handouts: Learning to Read the World (Rosenkoetter & Knapp-Philo, 2006) pp. 235-250

'Music: The Great Organizer for Early Language and Literacy'

Child Take Home Activities: Little Book Z

Shared parent-child home activities: GRTR Activity: *Match That Sound*; 'Sounds of Art' (listening and painting to music)

Materials needed: copy of Little Book Z ; cd or cassette player, cd or taped recording of household sounds; art paper, magnetic abc letters, watercolor paints, classroom instruments to loan

Week 15: May 5-9

Topic: Bookmaking for You and Your Child

Handouts: Learning to Read and Write, Neuman, Copple, & Bredekamp

Child Take-Home Activities: Letter Stamping Chicka Chicka Boom Boom Tree

Shared Take Home Activities: ABC Booklets to assemble; Parent Journal Covers to design

Materials Needed: Preprinted copies of bookmaking instructions; preprinted copy of Chicka Chicka Boom Boom Tree; construction paper, glue, safety scissors, crayons, abc letter stamps, washable paints; ABC noodles

Week 16: May 12-16 ***Last week of Program

Parent Group Meeting Topic: Review and Evaluation of Home Literacy Program; choice of materials provided for use at home; Pizza Party

Child Take Home Activity: Choice of Little Book

Materials needed: Little Books A-Z; pizza, juice, paper plates, cups, napkins, construction paper, markers, crayons, safety scissors etc.

Curriculum book resources and printed materials reference list:

A Child Becomes a Reader (National Institute for Literacy, NICHD, 2003)

Bonding While Learning (Kosman & Chiu, 2007)

Creative Curriculum (Dodge & Colker, 1998)

'Get Ready to Read!' (GRTR) Activity Cards, (National Center for Learning Disabilities Inc., NCLB, 2005)

Ladders to Literacy (Notari-Syversen, O'Connor, & Vadasy, 2007)

Learning to Read and Write (Neuman, Copple, & Bredekamp, 2000)

Learning to Read the World (Rosenkoetter & Knapp-Philo, 2006)

Little Books From A to Z (McCormick & Mason, 1998)

Love and Learn (National Association for the Education of Young Children, NAEYC, 1998)

Nurturing Knowledge (Neuman & Roskos, 2007)

Pathways to Competence (Landy & Thompson, 2006)

Raising a Reader, Raising a Writer (National Association for the Education of Young People, 1998)

Shared Storybook Reading, Ezell & Justice, 2005

Supporting Children's Development: 3-5 year olds (Kamptner, 2007)

The Beginnings of Literacy (McLane & McNamee in *Zero to Three Journal* September, 1991)

<http://www.apa.org/releases/rituals2.html>

APPENDIX L
MONTHLY PARENT-CHILD ACTIVITIES CALENDAR

Palm Vista Family Home Literacy Activity Calendar January 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Winter Break	2 Winter Break	3 Winter Break	4 Winter Break	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20 Family Home Literacy Program Begins Week 1	21 No School! Martin Luther King Jr. Day Ask your child what peace means; draw a circle to represent the world; you and your child can use colored markers to draw	22 Parent Meeting 11:15-12:15 Topic: Attachment Relationships: Promoting Trusting Relationships Home Activity: Paper Heart Weaving	23 Have your child read their little book A to you—Sign the back! GRTR Activity: Draw Your Day	24 Discuss with your child how to take care of books/materials Help each other find a special place to keep program materials	25 Have your child read their Little Book B to you—Sign the back!—Ask your child to pick out a special book to read; after reading with them, each of you draws a picture of your favorite part *Bring Back Parent Reflection Form & Tote	26 Trace your hand and your child's hand—each of you cuts them out, paste onto paper and hang in a special place people around the world
27 Week 2	28 Parent Meeting 11:15-12:15 Topic: Understanding Your Child's Developmental Needs Home activity: Gingerbread Man Story Script and paper bag puppets	29 Have your child read their little book C to you—sign it! GRTR Activity: Draw to the Music	30 Have your child draw or write a special letter to a relative about their Little Book C and take them to mail it at your community post office.	31 Have your child read Little Book D to you—sign it! Discuss with your child their D book; help them design a picture about something special they liked in the D book; have them bring it to share with the class tomorrow at school	Feb. 1 Decorate Gingerbread Man shapes with special items: buttons, ric-rac, sequins—count how many buttons you use *Bring Back Parent Reflection Form & Tote	2 Use your Gingerbread Man Puppets to play act the story of the Gingerbread Man running from the Wolf.

Palm Vista Family Home Literacy Activity Calendar

February 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					Feb. 1 Decorate Gingerbread Man shapes with special items: buttons, ric-rac, sequins—count how many buttons you use*Bring Back Parent Reflection Form & Tote	2Use your Gingerbread Man Puppets to play act the story of the Gingerbread Man running from the Wolf.
3 Week 3	4 Parent Meeting 11:15-12:15 Topic: Parent Roles in Development Home Activity: Family Mobiles Check out a book from the class lending library	5 Have your child read their little book E to you—sign it!GRTR Activity: My Name Has Letters	6 Use tree shape to help your child think of all the jobs family members have: Mother: works, cleans, cooks, shops, washes clothesFather: works, cleans, helps with housework, etc.	7Have your child help to mix up salt dough and make letters of their name; let dry overnight then paint with tempera colors	8Have your child read their Little Book F to you—sign it!Bring Back Parent Reflection Form & Tote	9Take a nature walk to look for signs of animal homes and animals helping each other; you and your child can write down, draw, and discuss what you both saw. Use twigs and leaves to make a nature collage
10 Week 4	11 Parent Meeting 11:15-12:15 Topic and Handouts: From Making Marks to Making WordsHome activity: Family Valentines	12Have your child read their little book G to someone who might be visiting your home—have them sign it!Use colored chalk outdoors to help your child write the letters in their first name	13GRTR Activity: Make up a Cereal Compare sizes of cereal boxes you have at home; have your child tell you which one is biggest, smallest	14 Have your child read their Little Book H to you—sign the back! Visit the library to find a special Valentine's Day book to read with your child Bring Back Parent Reflection Form & Tote	15 No School Lincoln's Day Counting Hearts Game #s 1-10	16Sing the ABC's with your child while helping your child sort through your home literacy materials to find out if you need any supplies; make a list with their help
17 Week 5	18 No School President's Day	19 Parent Meeting: 11:15- 12:15 Topic: Development and Temperament Home Activity: All About Us Booklet	20 Have your child read their little book I to you—make sure to sign it on the backGRTR Activity: Syllable Clapping	21Chart you and your child's feelings/behavior this week; compare each.Draw a picture in your 'All About Us' Booklet about your feelings today	22Have your child read their little book J to a brother, sister, aunt or uncle — have them sign it!Use magnetic ABC's on a cookie sheet to sing with your child*Bring Back Parent Reflection Report & Tote	23Have a sleeping-bag story night to share your child's favorite book
24 Week 6	25 Parent Meeting 11:15-12:15 Topic: The Importance of Sensitive and Responsive Parenting: Quality of Shared Book Reading Home Activity: Listening Exercise	26Have your child read their little book K to you—sign it!GRTR Activity: Tell Me About Your Picture	27Take a nature walk to listen to sounds; you and your child write down or draw what you heardChoose a book from the classroom library to take home for a week	28Have your child read their little book L to you—sign it!Each of you draws your favorite part of the L book	29Read a special book to your child using quality strategies from Monday's meeting*Bring Back Parent Reflection Form & Tote	30 Practice syllable clapping of each family member's name Visit your local library to find a child's book about families(suggested list provided)

Palm Vista Family Home Literacy Activity Calendar

March 2008

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2 Week 7	3 Parent Meeting 11:15-12:15 Topic: Fostering Social and Emotional Development Home activity: 'Feelings Face Cards'	4 Have your child read their little book M to you—Sign the back! GRTR Activity: The Reading Puppet	5 Use stuffed animals as you and your child each plays a character in a favorite story book; draw pictures of what your character is feeling in the story	6 Have your child read their little book N to you; use this time to discuss how the book makes you feel! Bring Back Parent Reflection Form & Tote	7	8
9 Week 8	10 Parent Meeting 11:15-12:15 Topic: The Importance of Predictable Routines Home activity: Schedule Making	11 Have your child read their little book O to you—be sure to sign it on the back! GRTR Activity: Mini Messages	12 When driving to the store or school, look for letters on signs, etc. Each of you can make a list of them! Make a mini message note to give to a sister or brother	13 Have your child read their little book P to you—sign the back! Each of you writes down all the letter Pp words you can think of; count and see how many each of you come up with	14 Use Alphabet Noodles to find the letters in your names! Bring Back Parent Reflection Report & Tote	15 Use Cheerios to form the beginning letter of things like Boy, dog, cat, girl etc.
16 Parent Meetings now held every other week Week 9	17 No Parent Meeting Topic: Building Children's Knowledge and Comprehension Home Activity: Paper Plate Puppets to act out the story: "Little Old Lady Who Swallowed the Fly"	18 Have your child read their little book Q to you—sign the back! GRTR Activity: How Many Words?	19 Go to the local library to find books on insects; draw a picture of the most interesting bug and bring them to school to share. Practice singing "The Itsy Bitsy Spider"	20 Have your child read their little book R to their brother, sister, aunt, or uncle—have them sign the back! Dress up like 'little old ladies' and have tea and cookies!	21 Call Grandma and ask her to tell you her favorite childhood story! Bring Back Parent Reflection Report & Tote	22 Take a nature walk and look for insect homes; collect leaves and twigs to make a collage! Take photos of the most interesting bug homes!
23 Easter Holiday NO Parent Meetings No Take home activities/booklets	24 Spring Break	25 Spring Break	26 Spring Break	27 Spring Break	28 Spring Break	29
30 Week 10	31 Parent Meeting 11:15-12:15 Topic: The Home-School Connection and Children's Learning Home Activity: Parent Journals	April 1 Have your child read their little book S to you—sign the back! GRTR Activity: Name Letter Book	2 Visit the library to find books about children going to school—list is provided	3 Have your child read their little book T to you—sign the back! Try tongue-twisters—'She Sells Sea Shells by the Sea Shore' Bring back parent reflection form & tote	4 No School! Help your child draw or write things they like or dislike about school; share with the teacher on Monday	5 Go outdoors for a family walk; look for signs of spring such as new flowers, leaves, or baby birds. Together make a spring mural to bring to school and share with the class

Palm Vista Family Home Literacy Activity Calendar

April 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Have your child read their little book S to you—sign the back! GRTR Activity: Name Letter Book	2 Visit the library to find books about children going to school — list is provided	3 Have your child read their little book T to you—sign the back! Try tongue-twisters— "She Sells Sea Shells by the Sea Shore" Bring back parent reflection form & tote	4 No School! Help your child draw or write things they like or dislike about school; share with the teacher on Monday	5
6 Week 11	7 No Parent Meeting Topic: Encouraging Concentration, Planning, and Problem-Solving Home Activity: Paper Bag Puppets: Goldilocks & the 3 Bears— discuss how the bears solved the problems created by Goldilocks	8 Have your child read their little book U to someone other than you— have them sign the back! GRTR Activity: Alphabet Puzzle	9 Help your child make a map of the way you get from home to school — have them bring it to school to share with their class* Write in your journal	10 Have your child read their little book V to you—sign the back! Use purple and violet crayons or markers to draw 10 oval shapes	11 Check out a book from the classroom library and let your child read it to you! Each of you draws your favorite part — mail it to a special family member or friend *Bring Back Parent Reflection Report & Tote	12 Sing the ABC's together but the second time, stop to let your child fill in a missing letter every other time A _ C _ E _ G, etc
13 Week 12	14 Parent Meeting 11:15-12:15 Topic: Interactive Reading Styles: Promoting Language and Vocabulary Home Activity: Dinnertime Conversations: Draw What You Hear	15 Have your child read their little book W to you—sign the back! GRTR Activity: Be An Expert Listener	16 Use Brown Bear Story to interact with your child as you read; on a large sheet of paper write down the name of the character that matches the picture; post them someplace special at home	17 Have your child read their little book X to a family member— have them sign the back! Play 'I Spy' to look for all the brown items in your living room; bring one of them to school in a brown paper bag!	18 Count the number of times your child can find the letter B next time you go grocery shopping; help them write the words down and bring to school Monday* Bring back Parent Reflection Report & Tote* Write in your journal	19 Use sidewalk chalk outside to play hopscotch— use Brown Bear paper character shape as a marker *Write in your journal
20 Week 13	21 No Parent Meeting Topic: The Importance of Playtime to Your Child's Learning Home Activity: Mystery Box Guessing Game	22 Have your child read their little book Y to you—sign the back! GRTR Activity: The Reading Puppet	23 Using a tray of salt, let your child write the letters in his/her name and in your name ; use glue afterwards to print your child's name— let them pour the salt on top; let it dry and display	24 Set aside an hour today to play floor games with your child! Check out a book from The class lending library* Write in your journal	25 Go to the park and play on the climbers with your child! Check out some special toys from the teacher to use at home for a change of usual home toys* Bring back Parent Reflection Report & Tote	26 Use your reading puppet to play a mystery game of "Hide and Seek"
27 Week 14	28 Parent Meeting 11:15-12:15 Topic: The Connection Between Music and Literature Home Activity: 'Sounds of Art' painting activity	29 Have your child read their little book Z to a family member— have them sign the back! GRTR Activity: Match That Sound	30 Let your child read their ABC chart to you and help them find the letters in their first and last name! Use magnetic letters to help spell out their name, or spell out their favorite words	May 1 You and your child lie down on a big blanket and listen to some classical music; help your child identify what instruments you both hear* Write in your journal	2 Go to a music store and look at instruments; ask if the salesman can demonstrate them for you! Ask to borrow a music instrument from your classroom* Bring back Parent Reflection Report & Tote	3 Make up a rhyming song with each of your names — use kitchen pots and pans to sound out the rhythm in your names

Palm Vista Family Home Literacy Activity Calendar

May 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 You and your child lie down on a big blanket and listen to some classical music; help your child identify what instruments you both hear*Write in your journal	2 Go to a music store and look at instruments; ask if the salesman can demonstrate them for you Ask to borrow a music instrument from your classroom*Bring back Parent Reflection Report & Tote	3 Make up a rhyming song with each of your names— use kitchen pots and pans to sound out the rhythm in your names
4 Week 15	5 No Parent Meeting Topic: Book making for You and Your Child Home Activity: ABC Booklets to assemble and keep Parent Journal Covers to design	6 Children design Book covers for a favorite book character	7 Letter stamping a Chicka-Chicka Boom Boom Tree	8	9	10
11 Final Week of Home Literacy Program Week 16	12 Parent Meeting 11:15-12:15 Review and Evaluation of Family Home Literacy Program Children get to choose a favorite Little Book to take home Pizza Party!	13 Parents are encouraged to take home extra materials to independently continue with home activities	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APPENDIX M
WEEKLY MEETING ATTENDANCE SHEET

Palm Vista State Preschool Parent-Child Home Literacy Program

Weekly Parent Meeting Sign In Sheet

Date _____

Please place an X on the line corresponding with your Family Number:

____001	____019	____037
____002	____020	____038
____003	____021	____039
____004	____022	____040
____005	____023	____041
____006	____024	____042
____007	____025	____043
____008	____026	____044
____009	____027	____045
____010	____028	____046
____011	____029	____047
____012	____030	____048
____013	____031	
____014	____032	
____015	____033	
____016	____034	
____017	____035	
____018	____036	

**Page 2: Palm Vista State Preschool Parent-Child Home Literacy Program
Weekly Parent Meeting Attendance Record**

Family ID	Jan. 22	Jan. 28	Feb. 4	Feb. 11	Feb. 18	Feb. 25	Mar 3	Mar 10	Mar 31	April 14	April 28	May 12	Total meetings attended
001	x						x	x	x		x	x	6
002		x	x	x								x	4
003	x	x	x			x	x	x	x				7
004		x	x	x	x		x	x	x	x	x	x	10
005	x				x	x	x						4
006			x	x	x	x	x		x	x	x	x	9
007	x	x	x	x		x	x	x	x	x		x	10
008													0

APPENDIX N
ENROLLMENT STATUS FORM

**Palm Vista State Preschool Family Home Literacy Program
Teacher Record Sheet: Enrollment Status**

Date: Jan.

Number of families enrolled: 8

Number of families disenrolled this month: 0

Reasons for disenrollment:

Additional comments:

**Palm Vista State Preschool Family Home Literacy Program
Teacher Record Sheet: Enrollment Status**

Date: Feb.

Number of families enrolled:8

Number of families disenrolled this month: 0

Reasons for disenrollment:

**Palm Vista State Preschool Family Home Literacy Program
Teacher Record Sheet: Enrollment Status**

Date: March

Number of families enrolled: 7

Number of families disenrolled this month: 1

Reasons for disenrollment:

Family 008 has decided to drop due to mother's statements that work responsibilities prevent her from working with her child.

**Palm Vista State Preschool Family Home Literacy Program
Teacher Record Sheet: Enrollment Status**

Date April.

Number of families enrolled: 5

Number of families disenrolled this month: 2

Reasons for disenrollment:

Family 003 had military orders to relocate, last day 4-8.

Family 005 had military orders to relocate last day 4-14

**Palm Vista State Preschool Family Home Literacy Program
Teacher Record Sheet: Enrollment Status**

Date: May

Number of families enrolled: 5

Number of families disenrolled this month: 0

Reasons for disenrollment:

APPENDIX O

WEEKLY PARENT-CHILD SHARING ACTIVITY SHEET

Palm Vista State Preschool Parent-Child Home Literacy Program
Weekly Parent-Child Sharing Activity: Description Sheet

Date: _____

Name of activity: _____

Materials needed: _____

How to's: _____

SAMPLE

Palm Vista State Preschool Parent-Child Home Literacy Program Weekly Parent-Child Sharing Activity: Description Sheet

Week 1

Date: Jan. 22, 2008

Name of activity: Get Ready to Read Activity—'Draw your Day'
Parent-Child Activity: Paper Heart Weaving Project
Child Activity: Paper Weaving Project

Materials needed: GRTR Instruction sheet: paper, markers
Paper Heart Pages and weaving strips: scissors, glue
sticks
Purchased weaving cards and cardboard strips

How to's: For GRTR Emergent Literacy Activity follow the instructions on the
Draw Your Day' page.

For Parent-Child paper heart weaving project, each of you cuts out the
five colored strips of construction paper then take turns weaving the
strips in and out of your paper hearts. Help your child if they have
difficulty getting the strips under and over.

You can cut off the numbers on the strips and use a glue stick to paste
down the ends. Put your names on them and hang up!

Child weaving activity: guide your child on their first attempt to
weave the heavier cardboard strips through the slots in the white paper
sheets. Encourage them to practice and provide assistance as they need
it. You will be amazed at their progress each time they practice!!

APPENDIX P

'GET READY TO READ' ACTIVITY SHEET

Get Ready to Read! Activities

As the child's skills develop more, you may want to try this:

Make a "Name Letter Book"

What you need: paper
scissors
glue
magazines
crayons
stapler

What you do:

1. Mark one page of paper with each letter of the child's name.
2. Work with the child to cut out letters from magazines and paste them on the page with the same letter. Say the letters. Say the sounds the letters make.
3. Staple the pages together into a "Name Letter Book."

Why

The child learns to identify letters of the alphabet and their corresponding sounds.

APPENDIX Q
WEEKLY PARENT REFLECTION REPORT FORM

Parent Reflection Report

Family Identification #: _____ Date: _____

What did you like best about this week's topic?

Were you able to use this week's activity? If no, what prevented you from using the activity?

Did your child read with you this week? If so, what book was read?

What suggestions or comments would you like to make regarding this week's topic or activities?

SAMPLE: Parent Reflection Report

Week 1

Parent Reflection Report

Family Identification #: 002

Date: 1-26-08

What did you like best about this week's topic?
Take into an attachment and what to expect, and ideas that are given as suggestions
Were you able to use this week's activity? If no, what prevented you from using the activity?
Yes, most of it - the child was sick
Did your child read with you this week? If so, what book was read?
Yes, Time for Bed
What suggestions or comments would you like to make regarding this week's topic or activities?
I like the activities because they're really simple but with great concepts. The activities and reading are at a slow pace a little each day instead of all at once. It's something that makes you realize it doesn't have to all be done at once but in proportion.

APPENDIX R
WEEKLY BOOK READING LOG

Palm Vista State Preschool Family Home Literacy Program

Home Book Reading Log

(adapted from Home Reading Log, Ezell and Justice, 2005)

Family ID #: _____

Week of _____

	Books we read today	Approximate time we spent reading	Things we talked about while reading
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Notes: (e.g., things we liked or didn't like; how I helped my child):

SAMPLE:

Palm Vista State Preschool Family Home Literacy Program

Home Book Reading Log

(adapted from Home Reading Log, Ezell and Justice, 2005)

Family ID #: CC-3

Week of 1/28-2/1

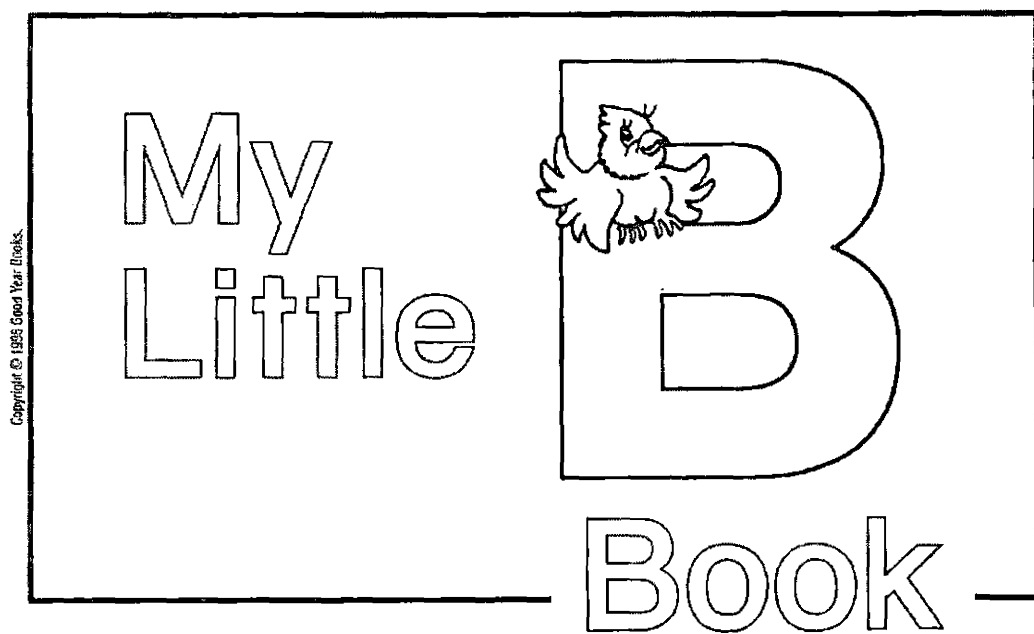
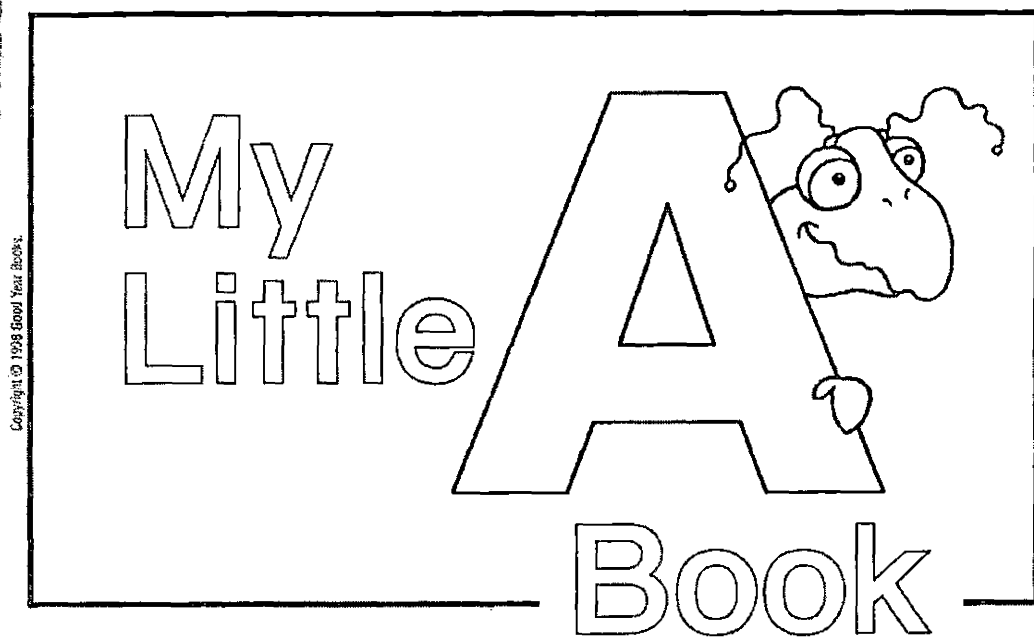
	Books we read today	Approximate time we spent reading	Things we talked about while reading
Sunday	Brown Bear what do you see.	5 min or so	The colors and what they saw next.
Monday	Click, Click Quackity-Quack	5-7 min.	How the duck was silly, Cow's dentent pizza
Tuesday	Giggly Giggly Quack	8 min	The letters & what they sound like
Wednesday	Run at the Rocks	10 min	Colors of the trains.
Thursday	Wipe & The Ruff's Easter	10 min.	The eggs matched each character
Friday			

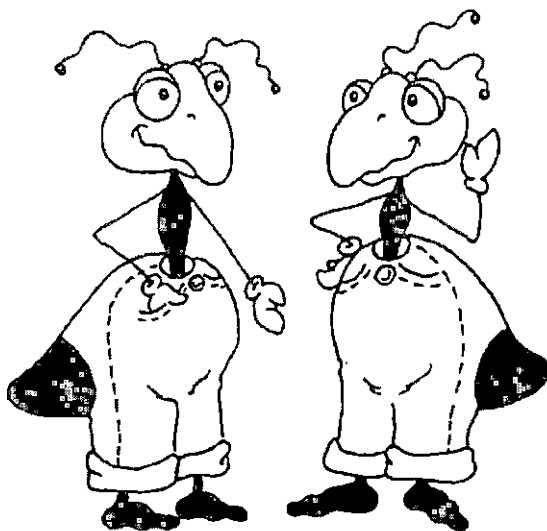
Notes: (e.g., things we liked or didn't like; how I helped my child):

APPENDIX S

'LITTLE BOOKS FROM A TO Z'

Little Books from A to Z by Christine McCormick and Jana M. Mason (1998)
Goodyear Books: Parsippany





1

Ants in pants



1

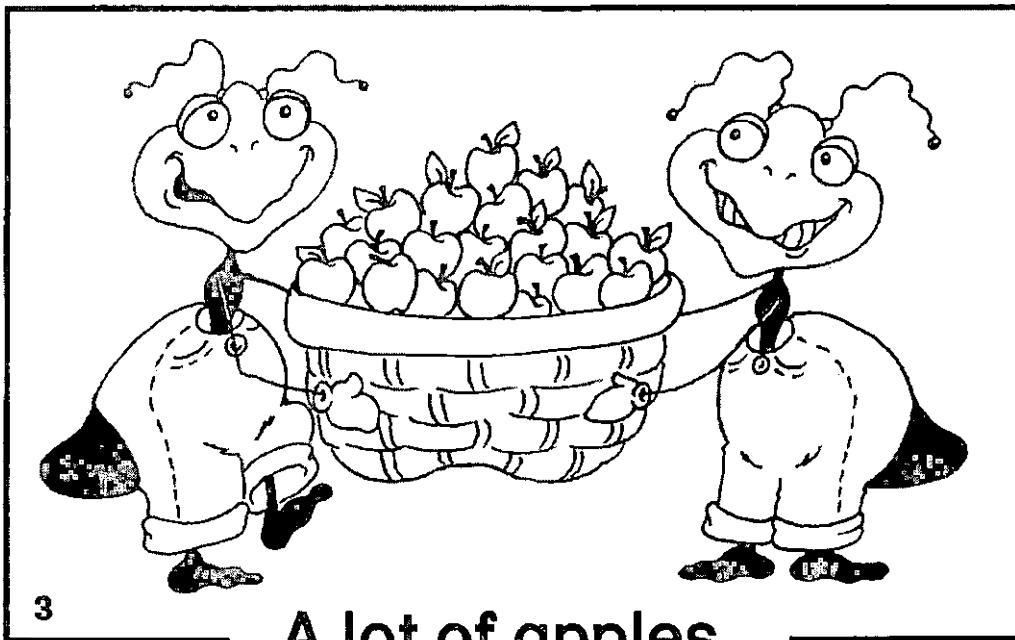
Bear on bike.



ask for apples.

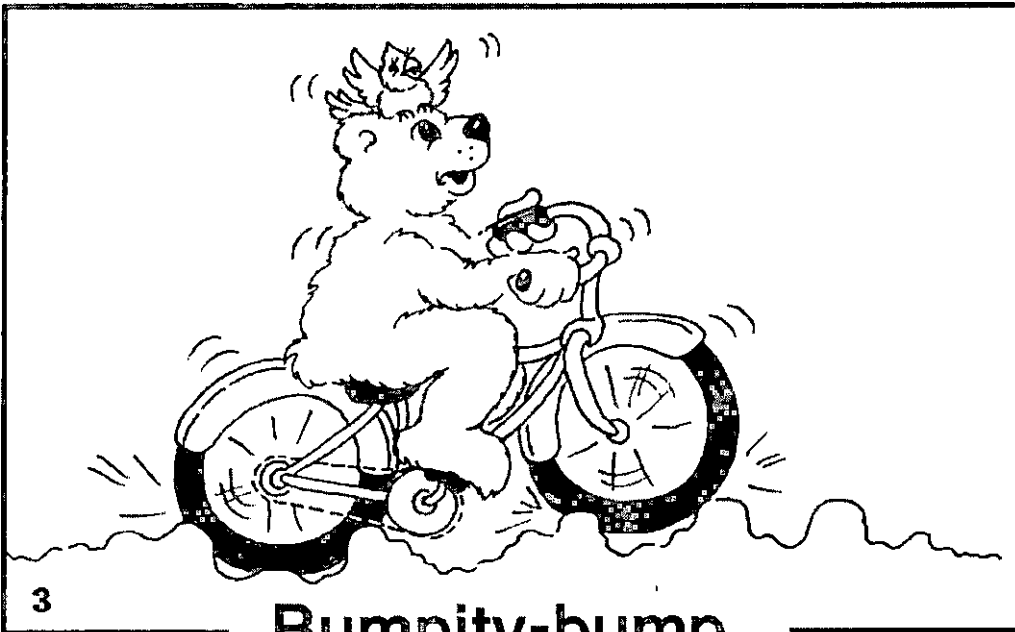


Bird on bear.



A lot of apples.

Copyright © 1998 Good Year Books.



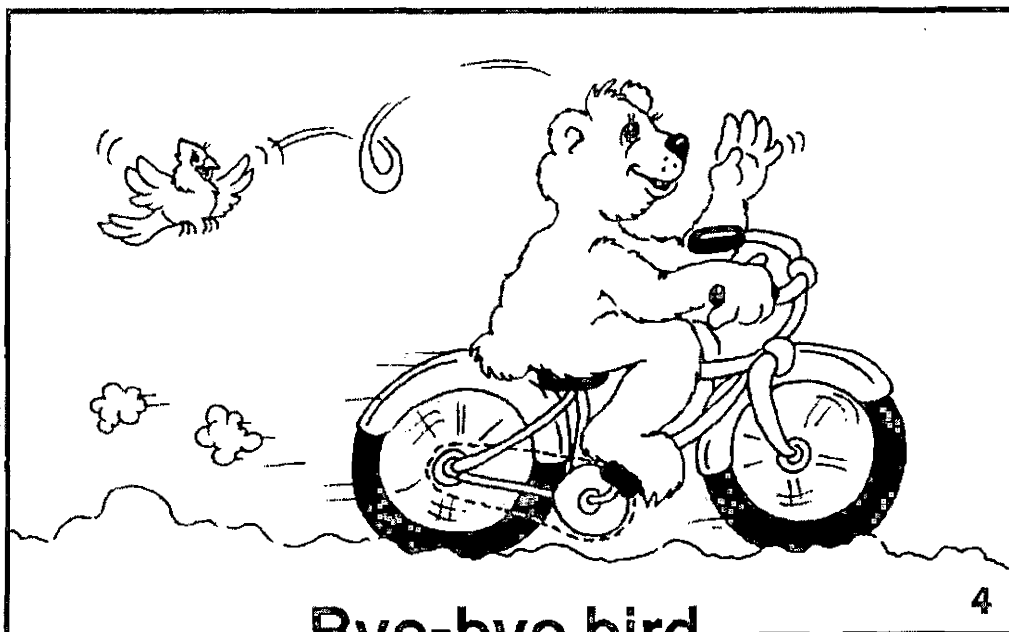
Bumpity-bump.

Copyright © 1998 Good Year Books.



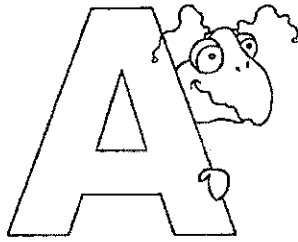
Apples, ahhh!

4



Bye-bye bird.

4



I read my
Little Book to:

1. _____
2. _____
3. _____

Copyright © 1998 Good Year Books.



I read my
Little Book to:

1. _____
2. _____
3. _____

Copyright © 1998 Good Year Books.

APPENDIX T
'LITTLE BOOKS' RECORD SHEET

Palm Vista State Preschool Family Home Literacy Program 'Little Book' Record Sheet

Enter ID #, date and place checkmark in column when book is sent home

Child ID #	Week 1 Little Book A and B 1/22	Week 2 Little Book C and D 1/29	Week 3 Little Book E and F 2/4	Week 4 Little Book G and H 2/11	Week 5 Little Book I and J 2/18	Week 6 Little Book K and L 2/25	Week 7 Little Book M and N 3/3	Week 8 Little Book O and P 3/10
001a	x	x	x	X	x	x	x	x
002a	X	x	x	X	x	x	x	x
003a	x	x	x	X	x	x	x	X
004a	X	x	x	X	x	x	x	x
005a	x	x	x	X	x	x	x	X
005b	x	x	x	X	x	x	x	X
005c	x	x	x	X	x	x	X	x
006a	X	x	x	X	x	x	X	x
007a	x	x	x	X	x	x	X	X
008a	X	x	x	X	x	x	X	x

Child ID #	Week 9 Little Book Q and R 3/17	Week 10 Little Book S and T 3/31	Week 11 Little Book U and V 4/7	Week 12 Little Book W and X 4/14	Week 13 Little Book Y 4/21	Week 14 Little Book Z 4/28	Week 15 Little Book ABC Booklet 5/5	Week 16 ABC Practice Pg/Choice of Booklet 5/12
001a	x	x	x	X	X	x	x	X
002a	X	x	x	X	X	x	x	x
003a	x	x	x	Moved 4/8				
004a	x	x	x	X	X	x	X	X
005a	x	x	x	X	Moved 4/14			
005b	x	x	x	X	Moved 4/14			
005c	x	x	x	X	Moved 4/14			
006a	x	x	x	X	X	x	x	X
007a	X	x	x	X	X	x	x	x
008a	Dropped 3/14							

APPENDIX U
SUPPLY INVENTORY FORM

Palm Vista State Preschool Family Home Literacy Program
Teacher Record: Supply Inventory Form
Parent Meetings and Take Home Activities

Parent Component:

- _____ Weekly parent handout
- _____ Video Clip Title
- _____ TV/DVD
- _____ Parent Reflection Report Form
- _____ Weekly 'Get Ready to Read!' Activity Card
- _____ Take home tote
- _____ Crayons
- _____ Sample of weekly activity
- _____ Construction Paper
- _____ Dry erase boards
- _____ Writing Paper
- _____ Pens, markers

Child Component:

- _____ Weekly 'Little Book'
- _____ Take home tote
- _____ Weekly 'Get Ready to Read!' Activity Card
- _____ Crayons
- _____ Construction paper
- _____ Safety scissors
- _____ Glue

APPENDIX V
MATERIALS COST RECORD FORM

Palm Vista State Preschool Parent-Child Home Literacy Program

Materials Cost Record Sheet

Month: _____

CRAFT SUPPLIES

Construction Paper: _____
Crayons _____
Glue _____
Markers _____
Pens/pencils _____
Safety Scissors _____
Tape _____
Miscellaneous _____
Description: _____

OFFICE SUPPLIES

Copy Charges _____
Copy paper _____
Paper Clips _____
Staples _____
Stapler _____
Miscellaneous _____
Description _____

PRESENTATIONS

Brochures _____
Videos _____
Snacks _____
Paper Goods _____
Miscellaneous _____
Description _____

Palm Vista State Preschool Parent-Child Home Literacy Program Total Cost Sheet

Items/ Expenditures	June 07	July 07	Aug 07	Sept. 07	Oct. 07	Nov. 07	Dec. 07	Jan 08	Feb. 08	Mar. 08	Apr 08	May 08	
Craft items		13.20						376.38	28.63	90.39			
Miscellaneous/ ABC letters, puppet, kid's books		38.45	12.89					300.89	124.76	41.69	211.23	46.29	
Office Supplies			18.33			9.71							
Copy charges					58.83	70.43		77.56	41.29		19.23	12.28	
Ink		108.02	79.80			108.02		108.02					
Miscellaneous						101.33			100.21				
Presentations/ Snacks	37.17	51.50	62.50		108.02			45.51	37.96	41.58	61.35	25.00	
Books/ Brochures/Videos		217.70	64.76	84.95			110.40	35.71					
Screening Tool/Assessment Materials			71.51			71.51							
Total	37.17	428.87	309.79	84.95	166.85	361.00	110.40	844.07	332.85	173.64	291.81	83.57	Grand total: 3318.97

APPENDIX W
FINAL PARENT EVALUATION FORM

**Palm Vista State Preschool Family Home Literacy Program 2008
Program Evaluation**

Date: _____

Family ID # _____

1. Do you feel the home literacy program was beneficial? ____ Yes ____ No

Please explain: _____

2. Were the Parent Trainings helpful to you? ____ Yes ____ No

Please explain: _____

3. Were you able to complete each week's activities? ____ Yes ____ No

If not, why? _____

4. Did your child enjoy the weekly activities? ____ Yes ____ No

5. What suggestions or comments would you like to make regarding the home literacy program?

SAMPLE:

**Palm Vista State Preschool Family Home Literacy Program
Program Evaluation**

Date: 05-16-08

Family ID # 004

1. Do you feel the home literacy program was beneficial? ☒ Yes ☐ No

Please explain: I feel that the program helped
(child) to connect her alphabet with
words and word sounds.

2. Were the Parent Trainings helpful to you? ☒ Yes ☐ No

Please explain: They gave me insight into how
to help (child) learn and understand
what she should be learning.

3. Were you able to complete each week's activities? ☐ Yes ☒ No

If not, why? I think I missed two activities;
however I made them up.

4. Did your child enjoy the weekly activities? ☒ Yes ☐ No

5. What suggestions or comments would you like to make regarding the home literacy program?

I think you did an absolute awesome
job!

APPENDIX X
RUNNING RECORD OBSERVATION FORM

Palm Vista State Preschool Family Home Literacy Program 2008
Classroom Observation: Running Report Narrative of Parent-Child Interaction

Family Identification Number: _____ Date _____ Location: _____ Time _____

Interaction Activity (s): check all that apply ☐ Free Play ☐ Book Reading

Observer's Name/ Title: _____

Running Record Activity

	Comments

Sample:

Palm Vista State Preschool Family Home Literacy Program 2007-2008
Classroom Observation: Running Report Narrative of Parent-Child Interaction

Family Identification Number: 33

Date 5-6-08 Location: PVES Time 2:30

Interaction Activity (s): check all that apply ☐ Free Play ☒ Book Reading

Observer's Name/ Title: Christina Brown Bear

Running Record Activity

- Child is interested
- mom + child interacting during book
- mom refocuses child
- mom points as she mentions names of animals
- child includes himself by echo reading w/ mom
- child identifies colors
- mom looks at child (eye connections) every page
- child points at pictures as he identifies animals

Comments

- Interested more at the end
- child makes noise according to animal that is being pointed to.

APPENDIX Y

PARENT-CHILD INTERACTIVE BOOK READING RATING
SCALE

Palm Vista State Preschool Family Home Literacy Program 2008

Classroom Observation: Rating Scale of Quality of Interactions

(adapted from Parent Infant Toddler Interaction Coding System, PICS (Dodici & Draper, 2001) and Brigance Infant Toddler Screens(Frances Page Glascoe, 2002)

Observer will rate each item on a scale of 1-5 (higher score representing better quality of interaction)

1. Amount of age-appropriate language demonstrated by preschooler

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

2. Amount of developmentally appropriate language the parent used with the preschooler

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

3. Emotional tone: positive or negative, including verbal comments by parent

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

4. Joint attention: amount of time the parent and preschooler were looking at/interacting with the same object

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

5. Parent guidance when interacting with the preschooler

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

6. Parent responsiveness: when child looks at or touches a toy or object, parent talks to him/her about the toy/object

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

7. When child is looking at parent, parent talks or makes sounds with him/her.

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

Sample:

Palm Vista Family Home Literacy Program 2007-2008

Parent-Child Interactive Book Reading Rating Scale

(adapted from Parent Infant Toddler Interaction Coding System, PICS (Dodici & Draper, 2001) and Brigance Infant Toddler Screens (Frances Page Glascoe, 2002))

Observer will rate each item on a scale of 1-5 (higher score representing better quality of interaction)

1. Amount of age-appropriate language demonstrated by preschooler

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

2. Amount of developmentally appropriate language the parent used with the preschooler

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

3. Emotional tone: positive or negative, including verbal comments by parent

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

4. Joint attention: amount of time the parent and preschooler were looking at/interacting with the same object.

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

5. Parent guidance when interacting with the preschooler

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

6. Parent responsiveness: when child looks at or touches a toy or object, parent talks to him/her about the toy/object

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

7. When child is looking at parent, parent talks or makes sounds with him/her.

Never	Rarely	Sometimes	Most of the time	Always
1	2	3	4	5

APPENDIX Z

4-5 YEAR OLD 'GET READY TO READ' ASSESSMENT TOOL

Get Ready to Read!

An Early Literacy Manual: Screening Tool, Activities, & Resources

- Information on how children learn to read
- A screening tool to check a four-year-old's progress in developing early literacy skills
- Skill-building activities and resources

Get Ready to Read! Screening Tool:

Grover J. Whitehurst, Ph.D., Developer
Christopher Lonigan, Ph.D., Co-Developer



Get Ready to Read! is an initiative of the
National Center for Learning Disabilities, Inc.
www.getreadytoread.org



APPENDIX AA

3 YEAR OLD 'GET READ TO READ' ASSESSMENT TOOL

Researcher –Designed Three-Year-Old Version of the ‘Get Ready to Read!’ Early Literacy Manual

(Grover J. Whitehurst, Ph.D., Developer, Christopher Lonigan, Ph.D., Co-Developer, National Center for Learning Disabilities, Inc, 2003)

Simplified version includes the following selected items from the original literacy manual:
Item 4, Item 5, Item 14, Item 15, Item 16, Item 17, Item 18, Item 19 only

Get Ready to Read!

An Early Literacy Manual: Screening Tool, Activities, & Resources

- Information on how children learn to read
- A screening tool to check a four-year-old's progress in developing early literacy skills
- Skill-building activities and resources

Get Ready to Read! Screening Tool:

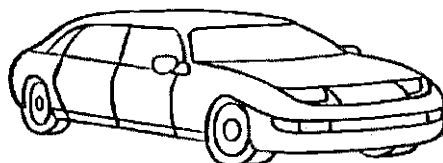
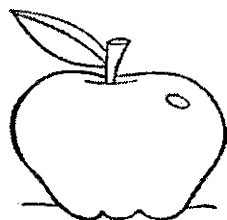
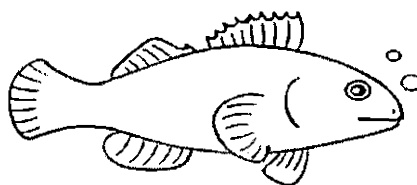
Grover J. Whitehurst, Ph.D., Developer
Christopher Lonigan, Ph.D., Co-Developer



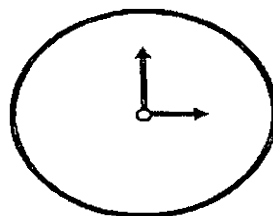
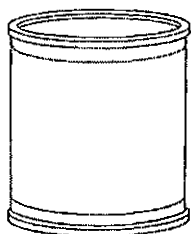
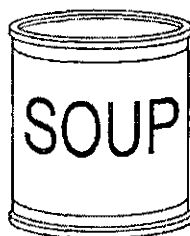
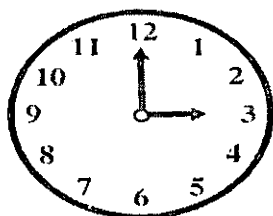
***Get Ready to Read!* is an initiative of the
National Center for Learning Disabilities, Inc.
www.getreadytoread.org**



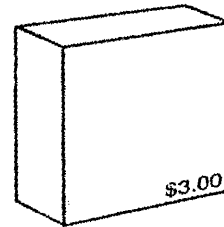
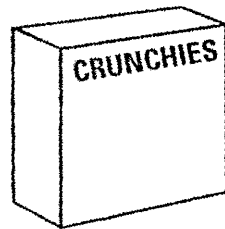
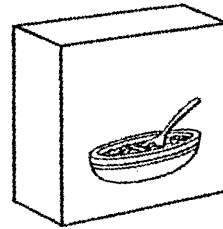
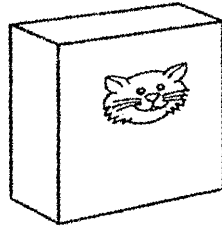
Sample: These pictures are: boy, fish, apple, car. Which one is car? Find car.
If child answers incorrectly: That was a good try, but this is car. Let's try again. Which one is car?



Item 4: Find the picture that has a word in it

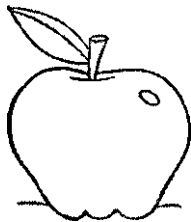
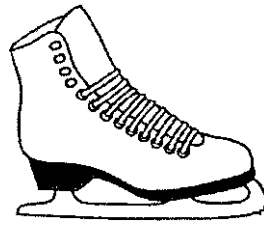
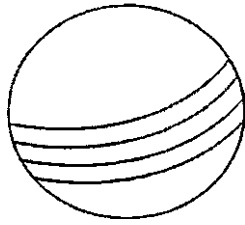


Item 5: These are pictures of a cereal box. Find the one that tells you the name of the cereal.

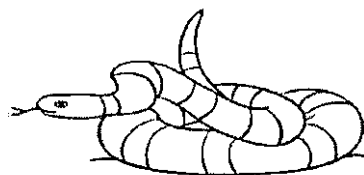
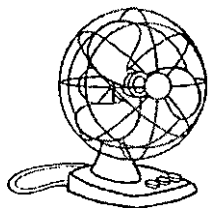
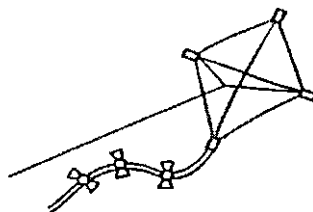


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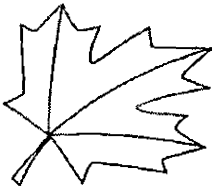
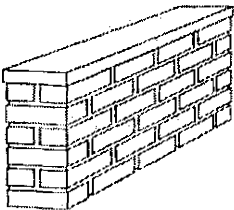
Item 14: These pictures are: ball, skate, apple, star. Find the one that starts with the *buh* sound.



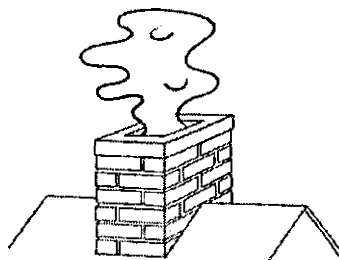
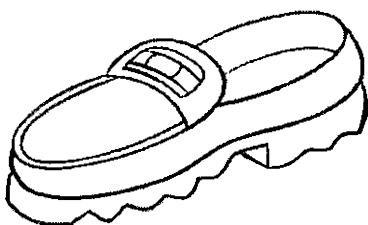
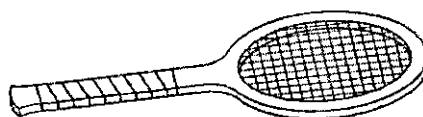
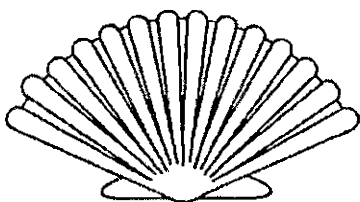
Item 1.5: These pictures are: dog, kite, fan, snake. Find the one that starts with the /duh/ sound.



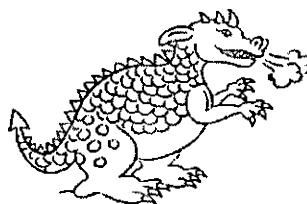
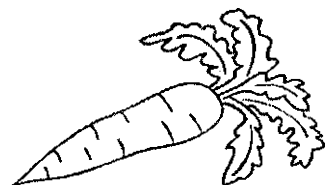
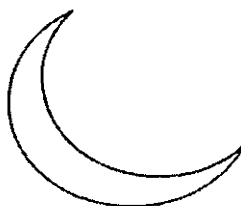
Item 16: This is ball, and these pictures are: zebra, shoe, wall, leaf. Does ball sound like zebra, shoe, wall, or leaf?
Find the one that rhymes with ball.



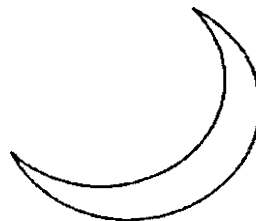
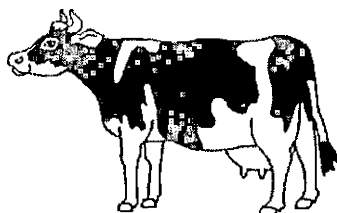
Item 17: These pictures are: seashell, racket, shoe, chimney. Find what you get when you put SEA and SHELL together. Find sea (pause) shell.



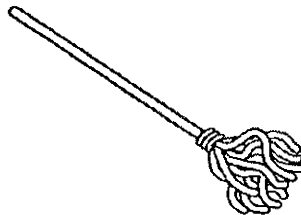
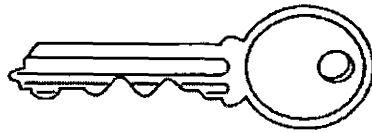
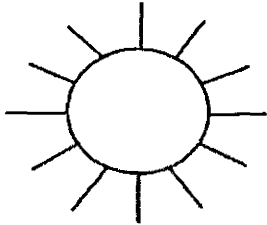
Item 18: These pictures are: penguin, moon, carrot, dragon. Find what you get when you put PEN and GUIN together. Find pen (pouse) guin



Item 19: These pictures are, mouse, cloud, cow, moon. Find what you get when you put MMM and OON together. Find mmm (pause) oon.



Item 20: These pictures are sun, key, frog, mop, Find turkey without tur.



APPENDIX BB
PROGRAM MANAGER LETTER OF AUTHORIZATION FOR
LITERACY SCREENING



Herbert R. Fischer, Ph.D., Superintendent

San Bernardino County Superintendent of Schools

DATE: November 13, 2007

FROM: Becky J. Thams *BJS*
State Preschool Manager

PHONE: (909) 433-4618

TO: Maureen Stine

SUBJECT: Approval of child assessment instrument

As manager of SBCSS State Preschool program I give permission for Maureen Stine to conduct an assessment to assess the SBCSS State Preschool children's emergent literacy skills before the parent-child home program and after.

The information will be confidential and will be used only for the purpose of Maureen's research project for her Master's degree.

APPENDIX CC

'GET READY TO READ' ANSWER SHEET

Get Ready to Read! Answer Sheet

Duplicate the answer sheet for each screening.

Child's Name: _____

☐ male ☐ female

Child's Age: years _____ months _____ D.O.B.: ____/____/____

Date: month _____ day _____ year _____

Person Administering Screening: _____

☐ parent ☐ teacher

☐ First Screening ☐ Second Screening ☐ Third Screening



Item Sample These pictures are: boy, fish, apple, car. Which one is car? Find car. If child answers incorrectly: That was a good try, but this is car. Let's try again. Which one is car?



Item 1 These are pictures of a book. Find the one that shows the back of the book.



Item 2 Find the picture that has letters in it.



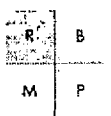
Item 3 Find the picture that has letters in it.



Item 4 Find the picture that has a word in it.



Item 5 These are pictures of a cereal box. Find the one that tells you the name of the cereal.



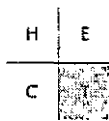
Item 6 Find the letter R.



Item 7 Find the letter G.



Item 8 Find the letter that makes a sss sound.



Item 9 Find the letter that makes a hub sound.



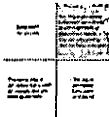
Item 10 Find the letter that makes a bub sound.



Item 11 Some children wrote the letter F. Find the one that is written the best.



Item 12 Some children wrote their names. Find the one that is written the best.



Item 13 Some children wrote stories. Find the longest story.



Item 14 These pictures are: toad, snake, apple, star. Find the one that starts with the toh sound.



Item 15 These pictures are: dog, kite, fun, snake. Find the one that starts with the deh sound.



Item 16 This is ball, and these pictures are: zebra, shoe, wall, lead. Does ball sound like zebra, shoe, wall, or lead? Find the one that rhymes with ball.



Item 17 These pictures are: seashell, rocket, shoe, chimney. Find what you get when you put SEA and SHELL together. Find sea (pause) shell.



Item 18 These pictures are: penguin, moon, carrot, dragon. Find what you get when you put PEN and GUIN together. Find pen (pause) guin.



Item 19 These pictures are: mouse, cloud, cow, moon. Find what you get when you put MAAA and OON together. Find maaa (pause) oon.



Item 20 These pictures are: sun, key, frog, map. Find turkey without tur.

Instructions: This answer sheet shows a reduced version of each question on the screening tool. Read each question to the child. Mark on this answer sheet the child's answer. For example, if the child points to the car in response to the sample question, then make a pencil mark on the car on this sheet. When the child has finished taking the screening tool, there should be a mark indicating the child's answer on each of the 20 questions.

The correct answer for each question is shaded on the answer sheet. For example, the correct answer for item 10 is the letter B.

Add up the number of correct responses made by the child. (Don't count the sample question.) The total number correct is the child's score. Enter that number in the box below:

Number correct:

APPENDIX DD

'GET READY TO READ' SCORE SUMMARY RECORD FORM

Get Ready to Read! Screening Tool Summary Form

Teacher: Maureen Strick

Project Participants		Screening 1			Screening 2			Screening 3		
Child's Name	ID#	Date mo/day/yr	Age yrs/mos	No. of Correct Responses	Date mo/day/yr	Age yrs/mos	No. of Correct Responses	Date mo/day/yr	Age yrs/mos	No. of Correct Responses
001 a		4/14/08	5yrs/1mo	7	5/9/08	5yrs/5mo	18		N/A	
002 a		4/15/08	4yrs/5mo	16	5/7/08	4yrs/9mo	20			
3yr old 003 a		4/18/08	3yrs/5mo	1	— moved —					
3yr old 004 a		4/29/08	3yrs/8mo	4	5/6/08	4yrs/0mo	8			
005 a		4/17/08	5yrs/1mo	16	— family moved —					
005 b		4/14/08	4yrs/1mo	12	—					
005 c		4/14/08	4yrs/1mo	9	—					
006 a		4/15/08	4yrs/7mo	16	5/14/08	4yrs/11mo	20			
007 a		4/15/08	4yrs/6mo	13	5/19/08	4yrs/10mo	19			
008 a		4/15/08	4yrs/7mo	8	5/7/08	4yrs/11mo	4			

Get Ready to Read! Screening Tool Summary Form

Teacher: Margaret Stine

	Child's Name Initials	Screening 1			Screening 2			Screening 3		
		Date mo/day/yr	Age yrs/mos	No. of Correct Responses	Date mo/day/yr	Age yrs/mos	No. of Correct Responses	Date mo/day/yr	Age yrs/mos	No. of Correct Responses
3yr olds	Control Group									
	R.K.	1/17/06	3yr 2mo	1		removed			N/A	
	C.H.	1/18/08	3yr 4mo	6	5/8/06	3yr 8mo	3			
	C.K.	1/18/08	3yr 6mo	1	5/9/08	3yr 6mo	2			
	M.A.	1/14/08	3yr 6mo	2	5/7/08	3yr 10mo	1			
	R.M.	1/14/08	3yr 3mo	1	5/7/08	3yr 7mo	2			
4yr olds	L.R.	1/14/08	4yr 6mo	12		removed				
	H.H.	1/14/08	4yr 1mo	11		removed				
	E.C.	1/14/08	4yr 0mo	12		removed				
	P.A.	1/14/08	4yr 1mo	9	5/7/08	4yr 5mo	16			
	W.O.	1/14/08	4yr 1mo	5	5/7/08	5yr 3mo	9			
	J.H.	1/17/08	4yr 6mo	16	5/4/08	4yr 10mo	19			
	M.B.	1/17/08	4yr 2mo	14	5/7/08	4yr 6mo	15			
	B.W.	1/16/08	4yr 3mo	10	5/9/08	4yr 7mo	8			
	G.G.	1/15/08	4yr 1mo	11	5/7/08	5yr 3mo	12			
	Y.M.	1/14/08	4yr 0mo	5	5/8/08	4yr 4mo	11			
	C.F.	1/14/08	4yr 10mo	13	5/7/08	5yr 2mo	15			
5yr olds	T.E.	1/15/08	5yr 0mo	10	5/7/08	5yr 4mo	7			
	N.D.	1/16/08	5yr 1mo	11	6/7/08	5yr 5mo	11			
	D.S.	1/16/08	5yr 1mo	14		removed				
	K.C.	1/16/08	5yr 1mo	15	5/7/08	5yr 5mo	15			
	R.T.	1/15/08	5yr 1mo	17	5/8/08	5yr 5mo	17			
	M.K.	1/16/08	5yr 0mo	12	5/8/08	5yr 4mo	14			

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APPENDIX EE

COMPARISON OF RESEARCH ASSISTANTS' RATINGS OF

MOTHER-CHILD INTERACTIONS

Comparison of Research Assistants' Ratings for Quality of Mother-Child Interaction during Bookreading N= 5

	Item #1			Item #2			Item #3			Item #4			Item #5			Item #6			Item #7		
	Resrch Asst. 1	Resrch Asst. 2		Resrch Asst. 1	Resrch Asst. 2		Resrch Asst. 1	Resrch Asst. 2		Resrch Asst. 1	Resrch Asst. 2		Resrch Asst. 1	Resrch Asst. 2		Resrch Asst. 1	Resrch Asst. 2		Resrch Asst. 1	Resrch Asst. 2	
001																					
Pre	4	4		4	4		4	3		4	3		4	3		4	4		4	4	
Post	3	4		3	3		3	3		4	3		3	4		3	4		3	3	
002																					
Pre	4	4		4	5		4	4		5	4		4	4		5	5		4	4	
Post	4	4		4	5		5	4		4	5		5	3		4	2		5	4	
004																					
Pre	3	3		2	3		4	4		4	4		3	4		2	3		2	4	
Post	4	5		5	5		5	5		5	5		5	5		4	4		4	5	
006																					
Pre	5	5		5	4		5	5		5	5		5	5		5	5		4	5	
Post	5	5		4	5		5	5		5	5		5	5		4	5		5	5	
007																					
Pre	4	4		4	3		4	3		4	2		4	3		4	4		4	4	
post	4	4		4	4		4	5		4	4		4	5		4	5		4	4	

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