

EARLY LANGUAGE AND LITERACY DEVELOPMENT FOR CHILDREN IN PRESCHOOL SETTINGS: WHAT IS THE ROLE OF FAMILY?

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Overview for this Presentation



- What is the Early Reading First project: Rural Language and Literacy Connections
- Findings from child assessments
- Findings from in-depth interviews with a sub-sample of Latino participants
- Take away from the findings

Importance of Integrated Experiences

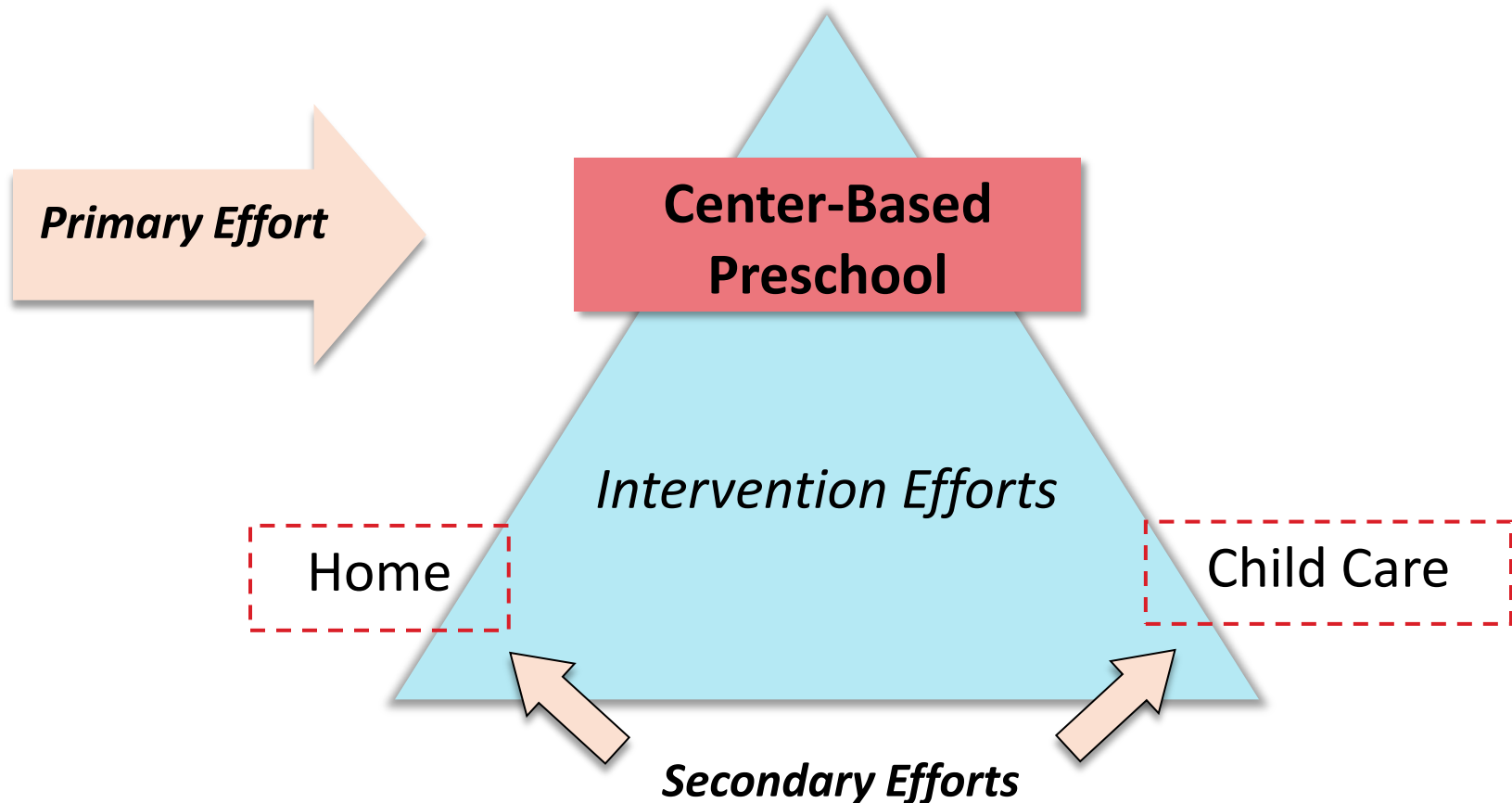
- Strong correlation between early language and literacy skills and later reading success (August & Shanahan, 2006; NELP, 2008).
- Combination of rich and high quality language and literacy experiences (Barone, 2011; Cunningham, 2010; Hart & Risely, 1995; Molfese, Modglin, & Molfese, 2003) along with family involvement is advantageous to young children (Arnold, Zeljo, Doctoroff, & Ortiz, 2008; Hart & Risely, 1995; Storch & Whitehurst, 2001).
- Preschool children's interactions and participation with their environment (home, school, community) contribute to their learning; therefore, ecologically-focused interventions are needed (Bronfenbrenner, 1979; Rogoff, 2003).

Background

- Rural Language and Literacy Connections (Rural LLC)
 - ▣ Early Reading First Project (2007 – 2011)
(U.S. Department of Education, #S359B070074)
- Program model developed in partnership with a rural community service agency.
 - ▣ Families who live in rural communities have their own set of unique needs when it comes to providing optimal early childhood education (Billings, 2009; Smith, Patterson, Doggett, 2008; Teleki & Buck-Gomez, 2002; Walker & Reschke, 2004).

Rural Literacy & Language Connections

Intervention Design Based on Community Need



Rural LLC Project Goals

Specifically, Rural LLC:

- (a) *implemented scientifically-based reading curricula (integration of **Opening the World of Learning [OWL]** and **Read Together, Talk Together [RTTT]**);*
- (b) *enriched literacy environments in preschool classrooms, supplemental child care settings, and children's homes; and*
- (c) *provided intensive and systematic professional development around literacy/language curriculum and scientifically-based practices, as well as supplemental literacy-based opportunities to families.*

Intervention – Preschool


Skill	Curricula Components
Oral Language	<ul style="list-style-type: none">• Story time• Teacher- and child-led discussions, extended discourse and exchange of information• Key vocabulary words in each book, used during activity time• Vocabulary relevant to real life
Phonological Awareness	<ul style="list-style-type: none">• Songs, predictable books, sing-along CD's, teacher-led alliteration, rhyming activities
Print Awareness/ Alphabet Knowledge	<ul style="list-style-type: none">• Teacher-led games and child-initiated activities focused on letter recognition• Use of letters in rich literacy environment• Support of early writing

Intervention – Home and Child Care



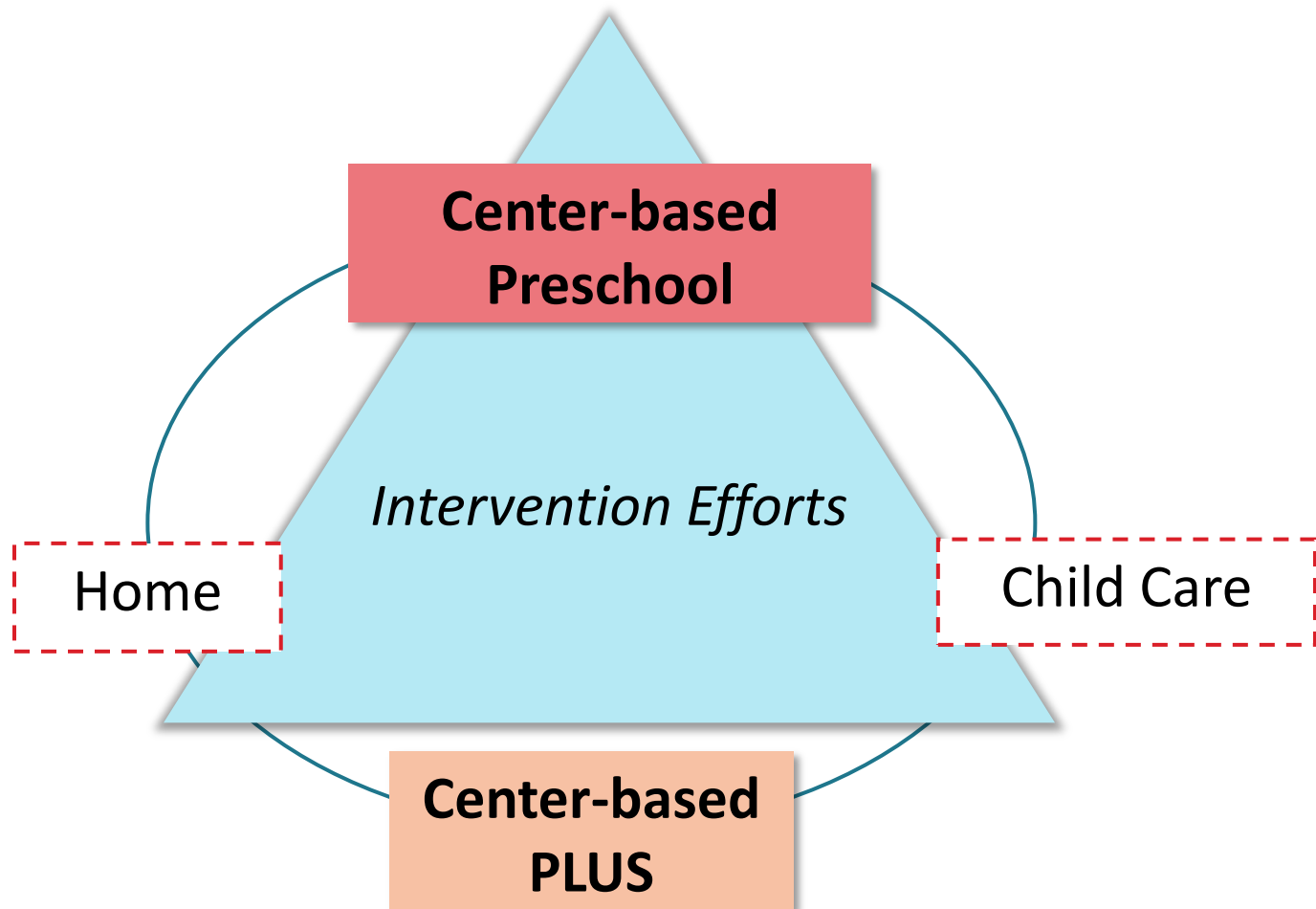
- *Read Together, Talk Together* curricula
 - ▣ Dialogic reading program (shared book reading)

- Home-School Linkages
 - ▣ Family Connections resource
 - ▣ Family Literacy Events – 2x monthly



How do language and early literacy skills vary for children who participated in Center-based programming versus Center-based Plus programming at Kindergarten transition?

Rural Literacy & Language Connections



Distribution by Program Type

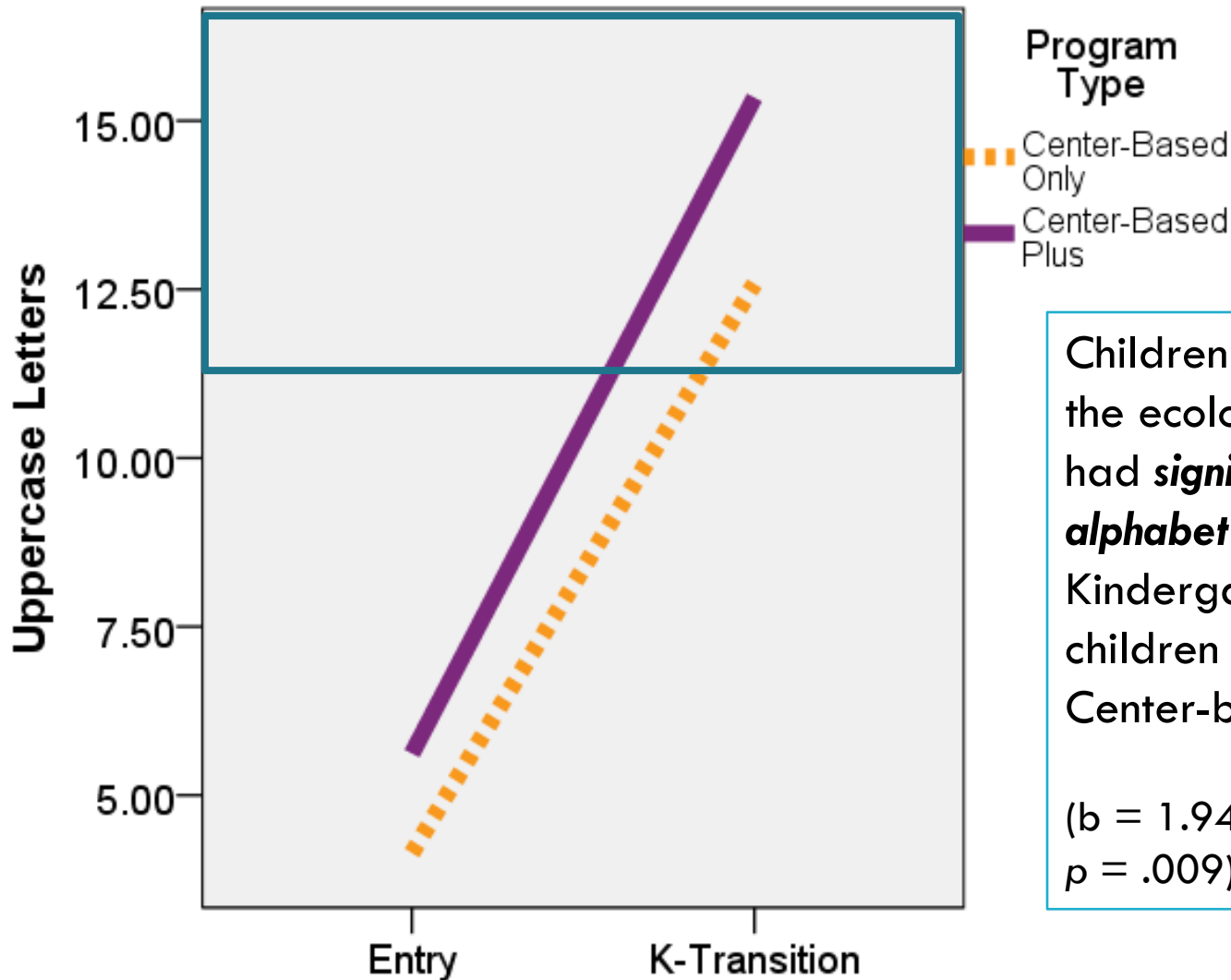
Program Type	<i>n</i>	% of sample
<i>Preschool Center-based</i>	229	47%
<i>Center-based Plus</i>	259	53%

Equivalency of demographic characteristics between groups was established as well as equivalency of baseline outcome measures.

Results for Program Type

- After controlling for baseline scores, significant differences at Kindergarten transition were observed in:
 - ✓ alphabet knowledge
 - ✓ print awareness
- No significant differences for Center-based only or Center-based PLUS programming on oral language and phonological awareness.
 - ✓ Significant language group differences for oral language

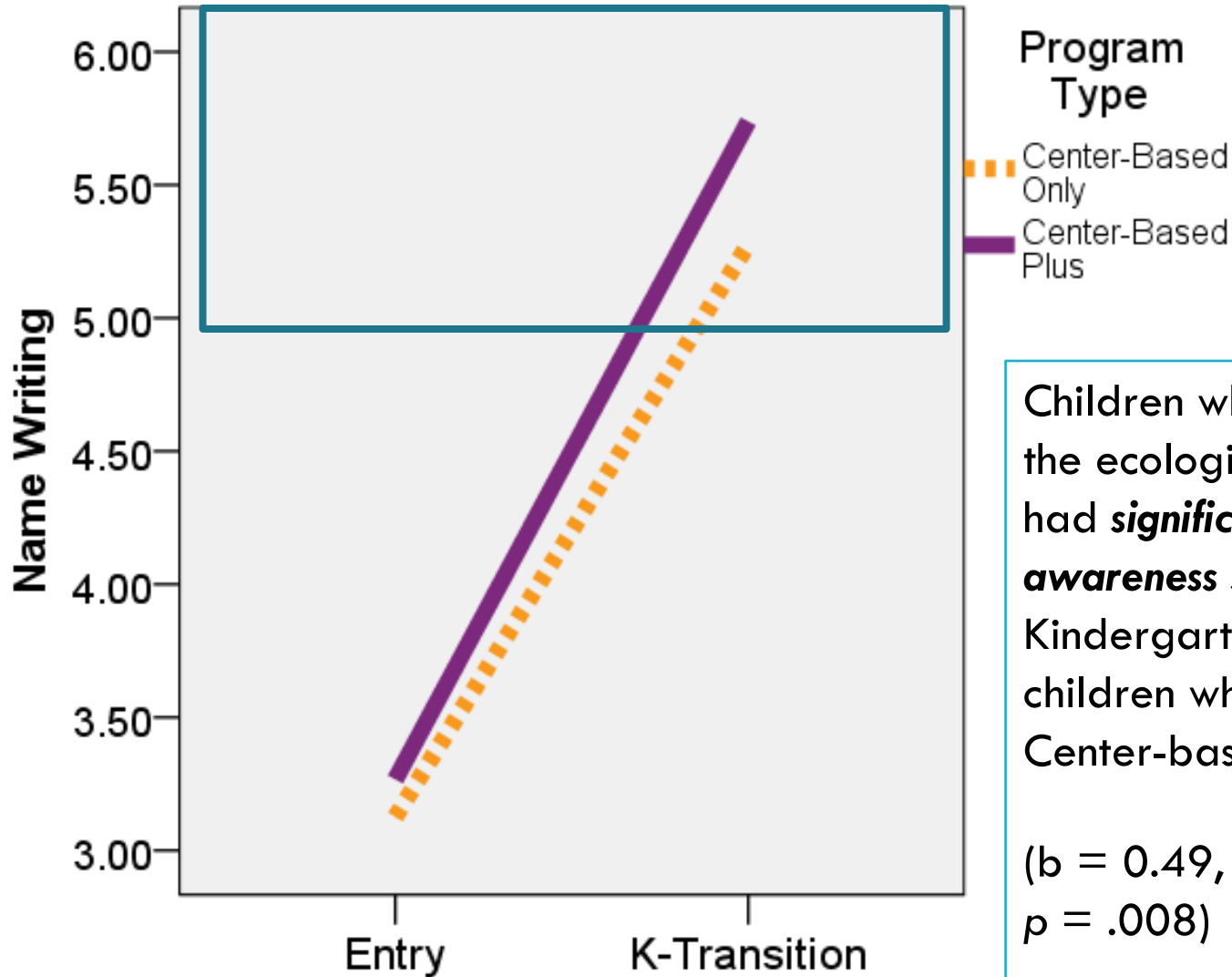
Program Type: Alphabet Knowledge



Children who experienced the ecological intervention had **significantly higher alphabet knowledge skills** at Kindergarten transition than children who experienced Center-based alone.

($b = 1.94$, $t(443) = 2.63$, $p = .009$)

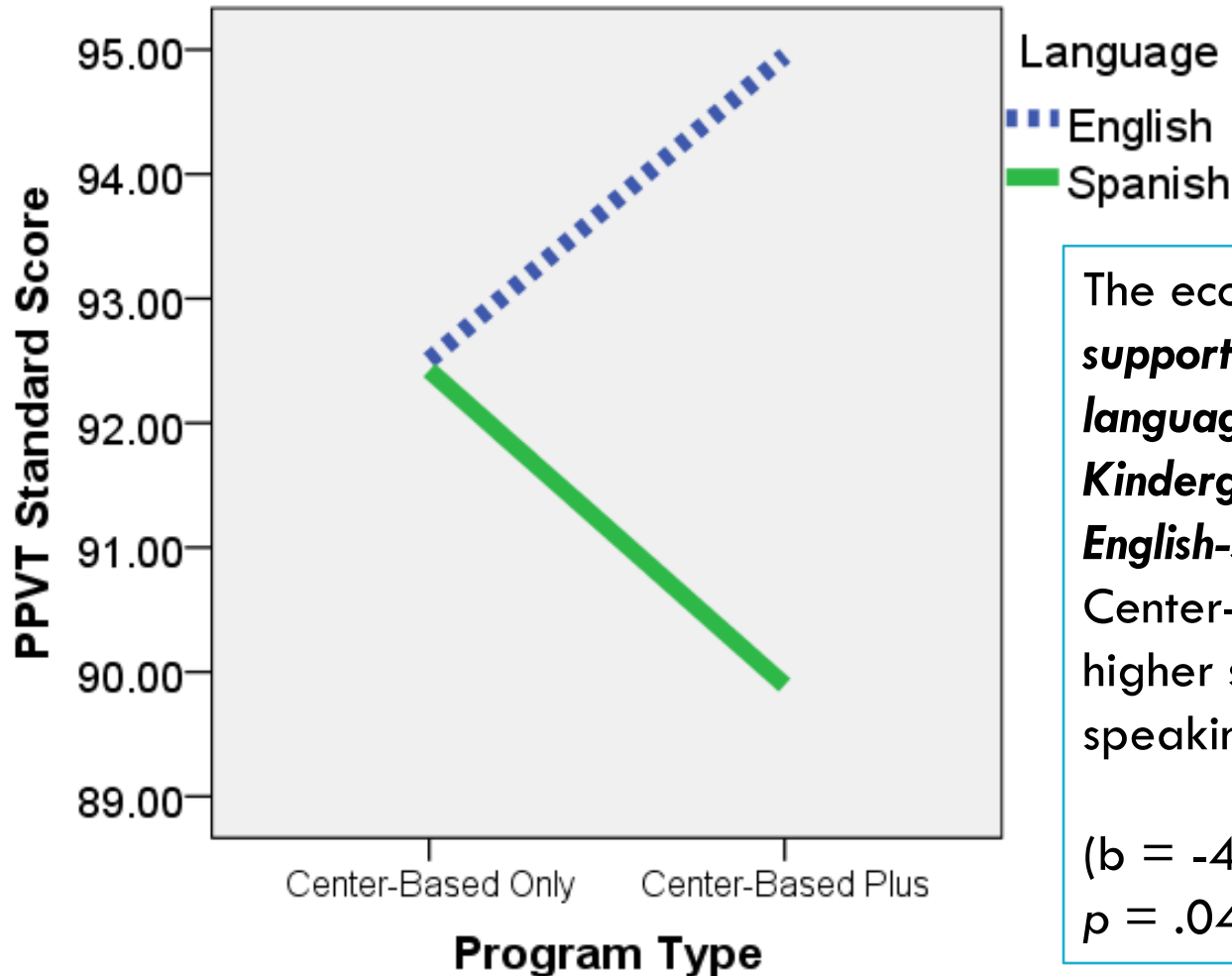
Program Type: Print Awareness



Children who experienced the ecological intervention had ***significantly higher print awareness skills*** at Kindergarten transition than children who experienced Center-based alone.

($b = 0.49$, $t(309) = 2.68$, $p = .008$)

Program Type x Language



The ecological intervention supported higher English oral language scores at Kindergarten transition for English-speaking children; Center-based alone related to higher scores for Spanish-speaking children.

($b = -4.98$, $t(415) = -2.02$, $p = .04$)

Latino Parental Engagement in an Emergent Literacy Program

- Preliminary findings from in-depth interviews conducted with a sub-sample of this study, consisting of Latino families.
- Latino parents who completed their education in their country of origin were raised in homes where academic learning began with the start of formal education; entering schools with emergent literacy skills was not a common occurrence.
- Latino families' approach to supporting their child academically encompasses a more holistic approach that includes *educación* or “life education.”

Latino Parents' Definitions of Parental Involvement

Academic Involvement	Life Participation
Attend parent-teacher conferences	Be aware of child's life.
Sign homework as required by the teacher	Be aware of and monitor child
Know when to expect report cards	Be aware of child's peer group and interacting with peers' parents
Ask about homework daily	Teach good morals and respect of others
Listen to the child read	Communicate with child
Visit classroom during open house	Be aware of and encourage child's abilities and career aspirations
Ask questions about homework	Provide general encouragement
Ask friends, siblings, and other family members for homework help for child	Discuss future planning
Have high standards for academic performance	Monitor school attendance
Purchase materials required for class	Provide advice on life issues
Go to the library with them	Encourage siblings to look out for each other

Qualitative Study

- N=30

- In-depth interview

- In the home of the participant
- Approximately 30 minutes
- Consent obtained to photograph portfolios, as well as audio and video tape interview
- Family Literacy Portfolio
- Transcribed and translated
- Extraction of vignettes

FAMILY LITERACY PORTFOLIOS

- **For the portfolios, parents collect evidence of:**
 - 1) reading, writing, and math skills
 - 2) goal setting and planning
 - 3) functioning as their child's teacher
 - 4) engaging in child centered/child selected activities
 - 5) creating an environment which contributes to the development needs of children, particularly their language and literacy development.
 - 6) participation in family literacy events held in preschool classrooms

Research Question

- What are Latino parents' perceptions about emergent literacy after participating in an emergent literacy program and attending preschool sponsored Family Literacy Events?

In-depth Interviews

- Este ellos se sienten más a gusto de que uno como padre **conviva** con ellos. (1110-21)
- Well, they feel very happy that as a parent you **coexist** with them. (1110-21)

In-depth Interviews

□ ...porque cuando ella me ve que yo la ayudo hacer esto, o le ayudo con su tarea o le explico cosas de la escuela, ella siempre dice, “tu si sabes, ¿verdad?” Yo le digo, “Si, a mi me gusta ayudarte, par que tu aprendes más rápido.” (1125-101)

□ ...because when she sees me, that I help her do this, or I help her with her homework and I explain to her things from school, she always says, “You do know, right?” I tell her, “Yes, I like to help you, so that you will learn more quickly.” (1125-101)

Latino Parental Engagement in an Head Start Emergent Literacy Program

- Esto lo tengo para que ella mire cuanto ha avanzado. O sea cuanto progresado... no se los enseñado todavía, porque quiero que termine el kínder. Para que mire ella como empezó y, o sea para que mire ella más bien que la escuela la ayuda para algo. No más porque quiero que valle, “¡Hay que tú me quieres mandar!” No, es porque quiere uno que aprendan ellos mismo. (1112-304)
- I have this so that she will see how much she has advanced. I mean, how much she has progressed...I’m not showing them to her yet, because I want her to finish kindergarten. So that she will look and see how she was when she began and, I mean, rather, that schooling has helped her in something. It’s not just that I want her to say, “Oh, you just want to send me!” No, it’s because one wants them to learn. (1112-304)

Literacy Portfolio



Parent Reflection

DATE:

ACTIVITY:

Insert Picture Here

1. What did my child learn from this activity?
2. What was something surprising I learned about my child?
3. How will I use what I have learned from this activity with my child?

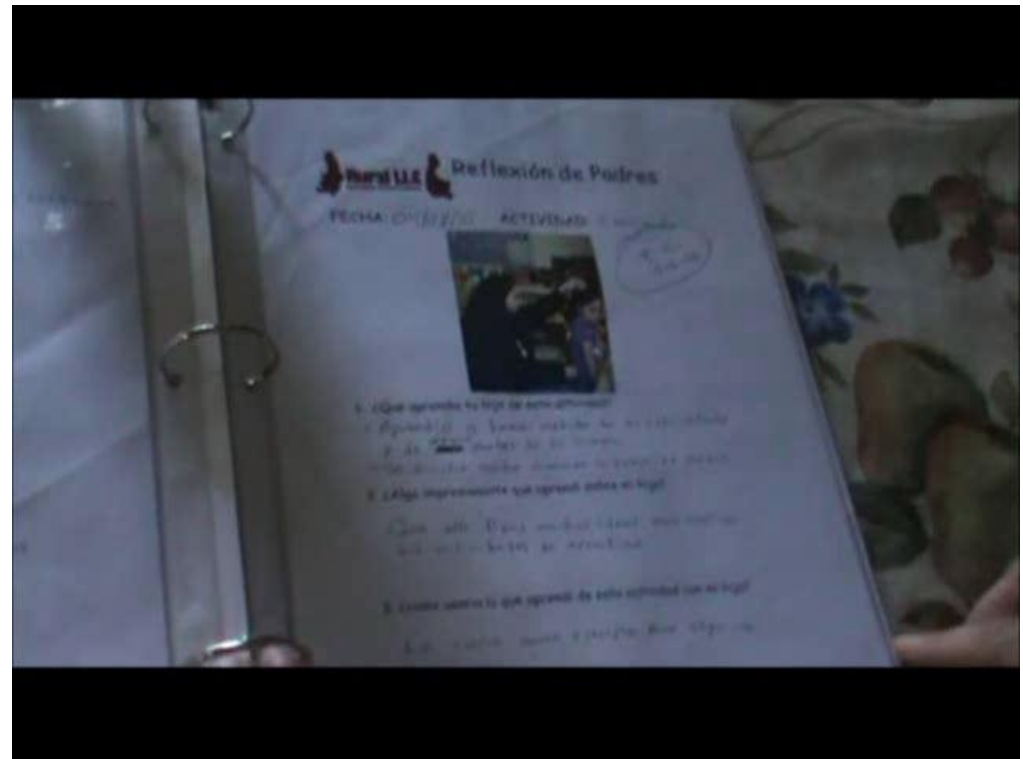
Parental Engagement

- Mother discusses how she assists her child in writing mother's name.



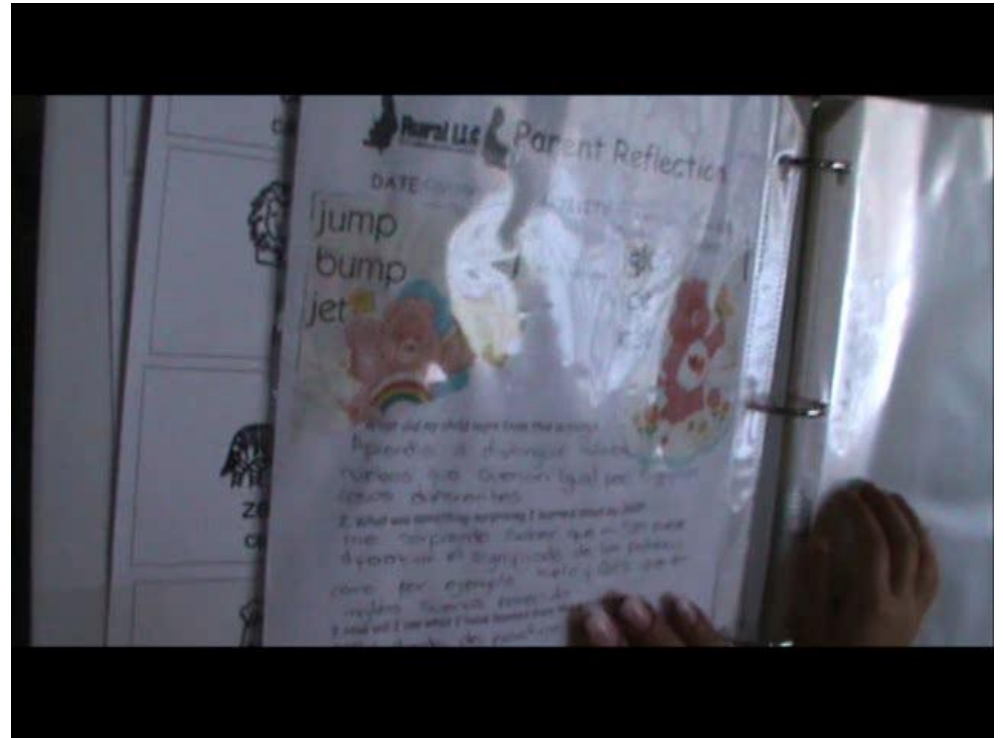
Parental Engagement

- Mother and child work on activity about measurement.



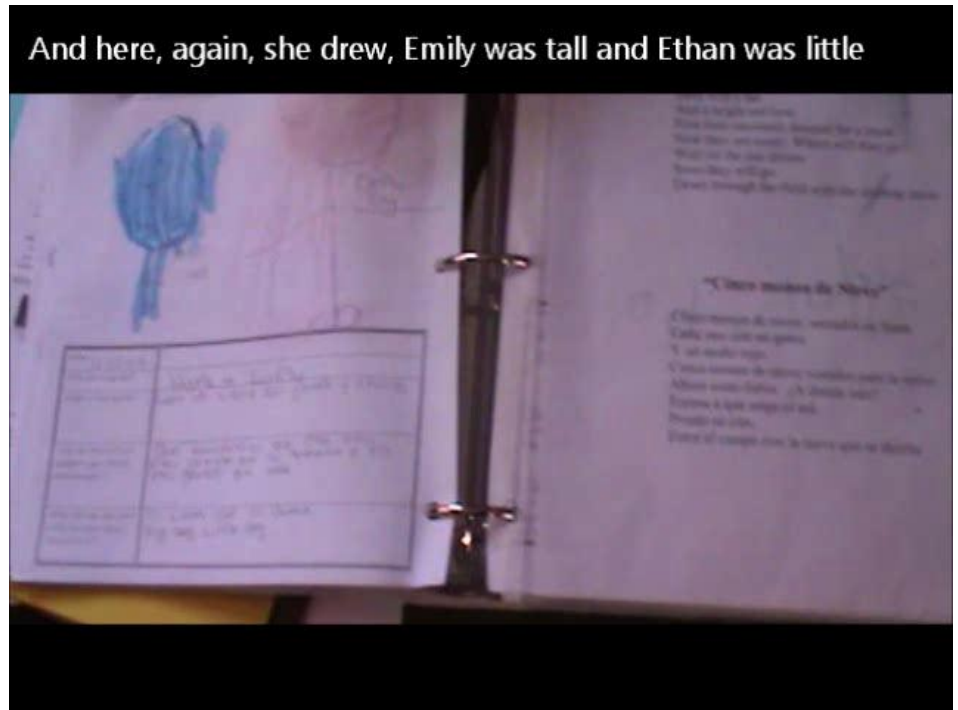
Parental Reflections

- Mother reflects on activity where child learns about words that sound alike.



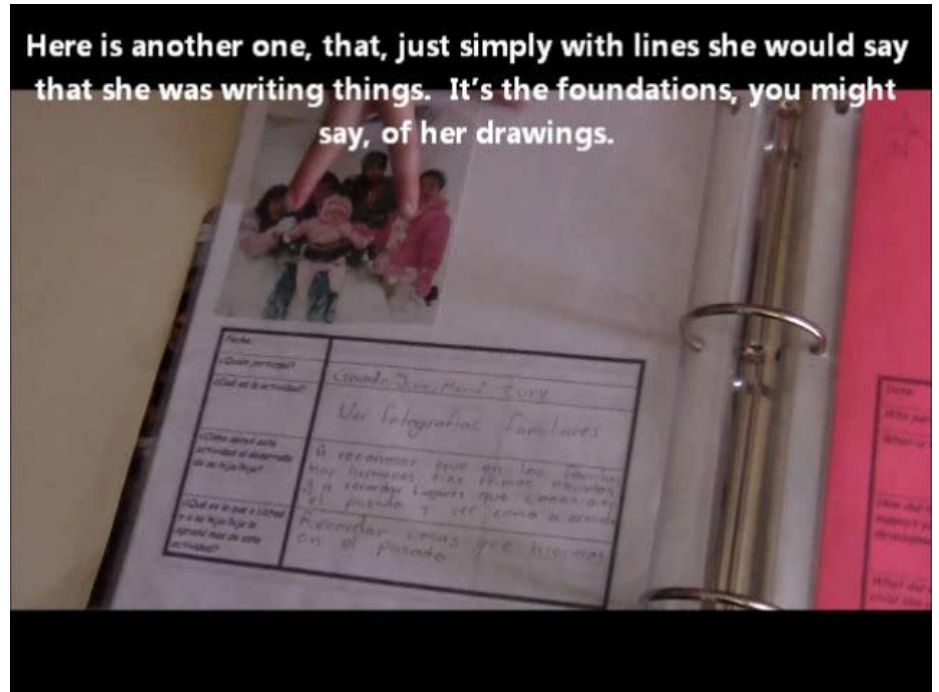
Parental Reflections

- Mother reflects on activity where child learns about big & small



Parental Reflections

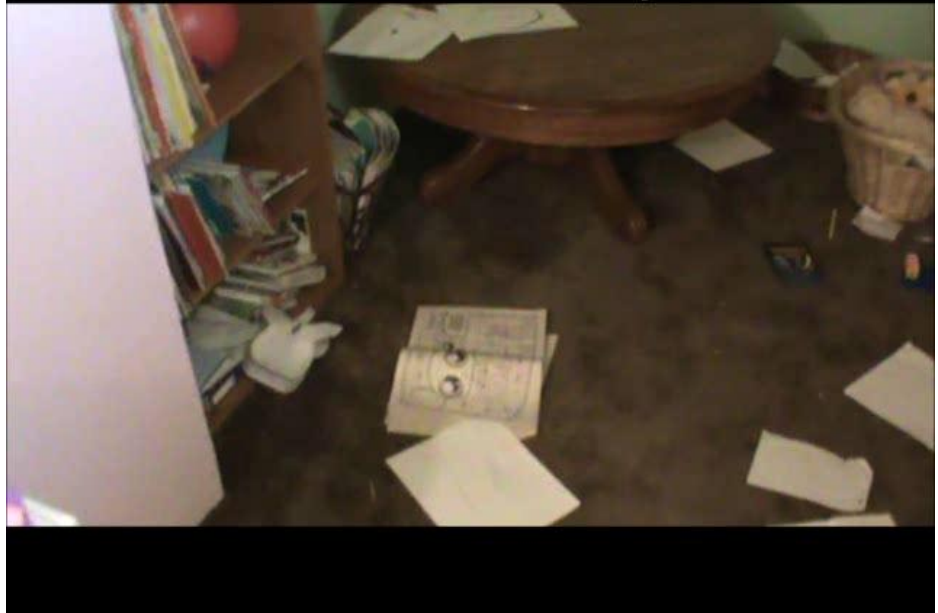
- Mother reflects on the foundation or beginnings of her child learning how to write



Home Literacy Activities

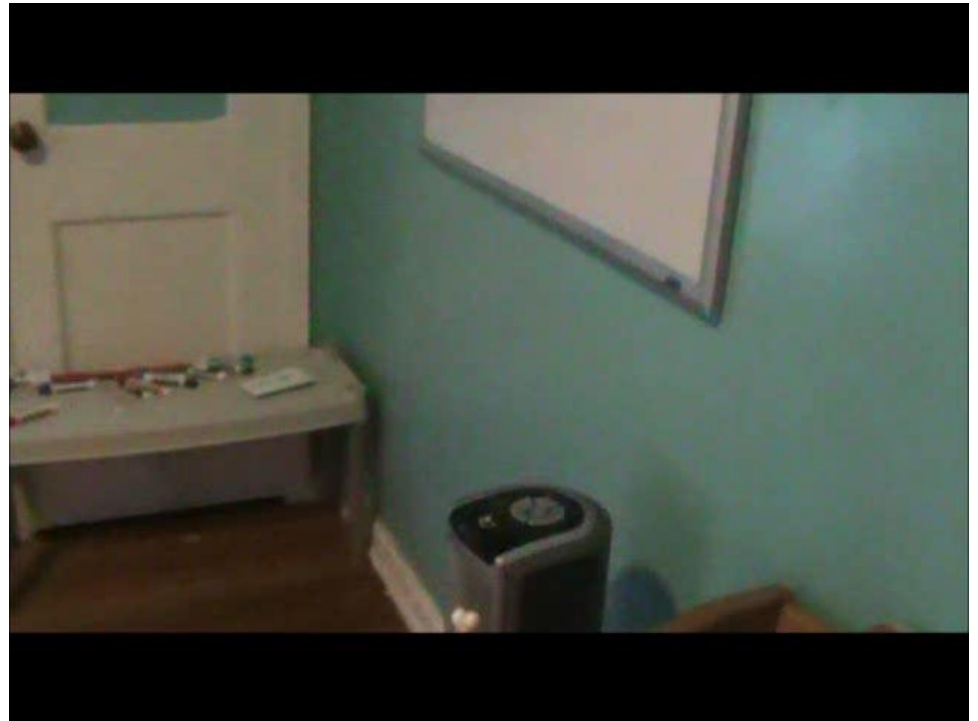
- Mother shows changes made in the home to model preschool classroom learning centers.

Their table. A table, the library.



Home Literacy Activities

- Mother and child play school, interchanging role of student and teacher.



Conclusions

- ***Early literacy skills appear to be most affected by ecological programming (Center-Based PLUS).***
 - Efforts to integrate home-school had particular benefit for English-speaking children's oral language skills.
- ***Latino parental competencies demonstrate perspective taking.***
 - Cognizant of their role as child's teacher
 - Cognizant of child's progress
 - Cognizant of optimal learning environments

Conclusions

- ***Early literacy skills appear to be most affected by ecological programming (Center-Based PLUS).***
 - ▣ Efforts to integrate home-school had particular benefit for English-speaking children's oral language skills.
 - ▣ Programs should consider strategic efforts to link home and school settings.

- ***Latino parental competencies demonstrate perspective taking; they value the education of their children, and expressed a desire to be involved in preschool.***
 - ▣ Cognizant of their role as child's teacher
 - ▣ Cognizant of child's progress
 - ▣ Cognizant of optimal learning environments

- ***Programs should investigate and consider the perspective of parents, and recognize how this perspective contributes to the interaction that parents have with both their children and with preschool programs.***



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Questions?



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Questions

