



**Goodling Institute for Research in Family Literacy:
Annotated Bibliography
Research Section A:
Parent and Child Interactive Literacy**

Parent and Child Interactive Literacy – This section of the annotated bibliography explores the types of activities that programs are conducting and how much these activities are based on currently available research about the language and literacy development of children. The importance of Parent and Child Interactive Literacy Time and the need to understand what is involved within this component are extremely important to research and practice.

Annotations are also cross listed as it is possible that a single document addresses several of the research strands identified in the annotated bibliography

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Adult Literacy and Basic Skills Unit. (1993). Family literacy. *Viewpoints: A Series of Occasional Papers on Basic Education*, 15. (ERIC Document Reproduction Service No. ED 362 766).

This issue is dedicated to the topic of family literacy and draws on research and practice from both the United Kingdom and the United States. The following articles are included in this issue:

1. *Family Literacy as a Intergenerational Approach to Education* by Sharon Darling
2. *Intergenerational Literacy Intervention: Possibilities and Problems* by Peter Hannon
3. *Workforce Education, Family Literacy and Economic Development* by Thomas Sticht
4. *Parent Involvement in Parent Literacy: An Anti-poverty Perspective* by Ray Phillips
5. *Techniques in Family Literacy* by Keith Topping
6. *A Typology of Family and Intergenerational Literacy Programmes: Implications for Evaluation* by Ruth Nickse.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section J: Parent Involvement

Baker, A. J. L., Piotrkowski, C. S., & Brooks-Gunn, J. (1998). The effects of the Home Instruction Program for Preschool Youngsters (HIPPY) on children's performance at the end of the program and one year later. *Early Childhood Research Quarterly*, 13, 571–588.

The Home Instruction Program for Preschool Youngsters (HIPPY) is a 2-year, home based early childhood education and parent involvement program for parents with limited formal education. The key program features are bimonthly home visits and bimonthly group meetings during which parents use HIPPY story books and educational activities with their preschool children. This report presents findings on the effectiveness of HIPPY programs for children in the early school years. A two cohort experimental design with a randomized control group was implemented. Children were assessed at baseline, at the end of the program and 1 year later on cognitive skills, adaptation to the classroom, and standardized achievement. HIPPY Children from Cohort 1 performed significantly better than comparison group children on all measures of school performance both at the end of

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the program and one year later. However, no effects were found for Cohort 2. No significant differences between groups or cohorts account for this lack of replication. The authors also report on a concurrent evaluation that was conducted in a different state. Although the design differed and the study was quasi-experimental, the same pattern was found—significant effects were found for cohort 1 but not cohort 2. The authors interpret these findings as mixed support for HIPPY.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section C: Program Descriptions and Models

Section J: Parent Involvement

Baker, L., Scher, D., & Mackler, K. (1997). Home and family influences on motivations for reading. *Educational Psychologist*, 32(2), 69-82.

This article is a literature review on the influence of family and home on children's motivations for reading. The authors define their use of the terms attitude, interest, and motivation in relation to the studies being analyzed. In addition, the authors refer to findings from the Early Childhood Project, an ongoing longitudinal study on emergent literacy in an urban setting, through out the article to provide a framework for readers. The authors discuss the following findings: (1) young children with enjoyable early literacy experiences are more likely to develop a predisposition to read frequently and broadly in subsequent years; (2) young children's self-initiated interactions with print at home are important behavioral indexes of emerging reading motivations; (3) shared story book reading plays an important role in promoting reading motivations; (4) parental beliefs about the purposes of reading and how children learn to read relate to children's motivations for reading; and (5) parents who believe that reading is a source of entertainment have children with more positive views about reading than do parents who emphasize the skills aspect of reading development. The authors state that these findings have important implications for offering guidance to parents and for the development of family literacy intervention programs that include both considerations for programming and suggestions for practice. In their discussion of measurement limitations the authors note the need for more longitudinal studies in this topic.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

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##Bennett, K. K., Weigel, D. J., & Martin, S.S. (2002). Children's acquisitions of early literacy skills: Examining family contributions. *Early Childhood research Quarterly*, 17, 297-317.

The authors of this study looked at parents and their pre-school aged children in order to better understand the relationship between the family environment and the children's language and literacy skills. Three models (Family as Educator, Resilient Family, and Parent-School Partnership) were studied to evaluate the above relationship. Results from the study suggest that the Family as Educator model was the only model significantly associated with preschool children's book-related knowledge, and receptive and expressive language skills. Results for the Resilient Family and the Parent-School Partnership Models were inconclusive and did not show a significant relationship related to preschool children's emergent literacy skills. Therefore, a child that is not engaged in activities pertaining to books and reading in the home is at greater risk for reading difficulties than a child with a richer literacy home environment.

The Family as Educator model posits that the family serves as the educating agent and therefore, positively affects the language and literacy development of the child. Five aspects of this model were considered: literacy environment of the home, direct teaching, creating opportunities to learn, parental education, and parental expectations. Home literacy environment, parents' education, and parents' expectations for their children were the strongest predictors of word recognition skills and vocabulary development of the children.

The Resilient Family Model suggests that the family acts like a barrier against external stressors and pressures while still engaging in the behaviors that foster acquisition of language and literacy. Resiliency is defined as a dynamic interaction encompassing more than economic stability. It refers to how the family functions, how it is organized, how it manages its resources, and how it copes with internal and external stressors.

The Parent-School Partnership model states that the more supportive of school initiatives parents are, the more successful they will be in promoting their children's language and literacy development. This model is composed of five variables: formal parent-school involvement; frequency of contact with teachers; homework help by parents; nature of parent-child interaction during homework help and; school attendance and punctuality.

Finally, the study focuses on middle-income families because most research in the past has focused on low-income families. The authors state that home literacy environment-related processes such as parent-child book reading, parental expectations, family stressors, and emotionally healthy family environments affect all children regardless of

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socioeconomic status and should be topics of future research. They also suggest that one investigate how these processes operate for low-income families.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section C: Program Descriptions and Models

Section J: Parent Involvement

##Britto, P. R., Brooks-Gunn, J., & Griffin, T. M. (2006). Maternal reading and teaching patterns: Associations with school readiness in low-income African American families. *Reading Research Quarterly*, 41(1), 68-89.

The authors designed a quantitative study, based on Vygotsky's theory of learning as a social and linguistic process, to examine the congruence between mother-child reading behaviors and puzzle solving interactions. The researchers found that the maternal teaching pattern (guided assistance, use of instructions, matching child's needs, clear verbal cues, affective aspects of reading, vocabulary use, and timing of conversation during book reading) correlated strongly to the child's use of expressive language and school readiness skills. This study demonstrates that both types activities are important to a child's school success; the authors suggest that parent-child programs should focus on a range of interactive activities, beyond shared reading experiences. Novelties of this study lie in the examination of parental teaching strategies across two common home activities, in which maternal verbal ability and education were controlled for in the regression models and the large sample size (126 dyads).

Cross-Reference:

Section A: Parent and Child Interactive Literacy Time

Section J: Parent Involvement

Brooks-Gunn, J., Berlin, L. J., & Fuligni, A. S. (2000). Early childhood intervention programs: What about the family? In J.P. Shonkoff, & S.J. Meisels (Eds.), *Handbook of early childhood intervention* (2nd ed.). New York: Cambridge University Press.

The authors note that discussion pertaining to parent and family roles in early childhood initiatives appear to be missing or distorted. To address this omission, the authors depict ways in which families are critical to early childhood program access and how the programs influence parents' well being. This chapter also highlights how child outcomes are mediated through program effects on parents. It also shows how parent involvement

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is contingent on the relationships among parents, staff, and children. The authors review four types of programs: parent-focused home-based programs, parent-focused combination center- and home-based programs, intergenerational family literacy programs, and parent-focused literacy programs. These programs are discussed in relation to parent and family outcomes. The authors also examine the role of parents as catalysts of change in early intervention programs. The final two sections focus on policy, implications for practice, and recommendations for programs and their evaluations.

Cross-Reference:

Section C: Program Descriptions and Models

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Section A: Parent and Child Interactive Literacy

Section H: Government Policy

Section J: Parent Involvement

##Burgess, S. (1999). IRA outstanding dissertation award for 1999: The influence of speech perception, oral language ability, the home environment, and prereading knowledge on the growth of phonological sensitivity: A 1-year longitudinal study. *Reading Research Quarterly*, 34(4), 400-402.

This article summarizes a study that examined the developmental predictors and stability of phonological sensitivity in preschool children. Participants for this study included 115 predominately middle-class four- and five-year-old children. The participants were assessed on the influences of speech perception, oral language ability, early knowledge about print, and the home literacy environment on the growth of phonological sensitivity and re-assessed on phonological sensitivity about one year later. The intent of the study “was to determine the extent to which individual differences in the growth of phonological sensitivity during the developmental period studied were uniquely explained by the combination of individual differences in early knowledge about print, oral language, speech perception, and the home literacy environment.”

The findings suggest:

- Growth in phonological sensitivity can be explained and predicted in children prior to school entry and formal reading instruction.
- Phonological sensitivity is relatively stable in older preschool children.

Implications for practice:

- Preschool measures of phonological sensitivity may be useful for the identification of those at risk for reading failure.

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- Exposing young children to educational opportunities designed to increase their phonological sensitivity may have long-term influence on their subsequent phonological sensitivity development.
- Shared reading of alphabet books may facilitate this development.

Suggestions for Future Research:

- More sensitive tasks for measuring preschoolers’ phonological sensitivity need to be developed to make this practical.
- Replication of the study is needed to see if results apply to other populations such as a more diverse social class or younger children.
- Research is needed to investigate “the extent to which short-term interventions without the benefit of continued exposure to literacy materials will result in long-term gains.”

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

##Darling, S., & Hayes, A. E. (1989). *The William R. Kenan, Jr. Charitable Trust Family Literacy Project. Final Report 1988–1989*. Louisville, KY: National Center for Family Literacy.

This document reports on the Kenan Trust Family Literacy Project carried out in seven sites in Kentucky and North Carolina in 1988–89. The goal of the project was to improve the educational outcomes of children and their parents labeled "at risk" by combining efforts to provide quality early-childhood education with efforts to improve the literacy and parenting skills of undereducated parents. The children participated in a preschool program while their parents received education and vocational training. The project also included Parent and Child Interactive Literacy, when parents and children worked and played together, and group Parent Time (PT), where parents met to discuss personally significant topics and problems. Research revealed seven types of parents with unique characteristics related to program participation, motivation, capability, needs, and the likelihood of accomplishment. In two groups, the majority of parents did not expend sufficient time or effort to make progress in their own or their children's lives. In the other groups almost all of the parents and their children made significant gains. The report lists recommendations for adoption of the model.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

indicates that the article is a research study

Section C: Program Descriptions and Models

##DeBaryshe, B. D., (1995). Maternal belief systems: Lynchpin in the home reading process. *Journal of Applied Developmental Psychology*, 16, 1-10.

In this quantitative study a conceptual model of variables and outcomes for parent-child book reading practices was tested using two samples of families of preschool-aged children and their parents. Families from both samples came from the same geographic area consisting of a medium-sized city and the surrounding rural area. The majority of the subjects in both samples were African-American. Study 1 involved 60 low-income families—predominately single mothers and their Head Start/day care children. Study 2 involved 56 predominately middle-class families involved in a home - school story reading program from a for-profit childcare center. The variables studied were socioeconomic status (SES), maternal literacy, maternal beliefs about reading aloud, the frequency and quality of reading, interaction with the child, children's interest in reading, and children's oral language skills. The author discusses the results in terms of the need to better understand the role of belief systems in the parent-child socialization process. The findings reported include: (1) demographic characteristics (SES) and maternal literacy were positively related to maternal reading beliefs; (2) beliefs were highly predictive of both the degree to which mothers exposed their children to shared book reading and the quality of the mothers' book-reading interactions; and (3) maternal beliefs were also positively related to the children's interest in books. In addition, an unexpected finding was that reading practices were not strongly associated with oral language skills. The findings implied that parent-child literacy programs would be more successful if the goals and techniques of the program coincide with the existing beliefs of parents. The author states that both behaviors and beliefs must be considered in the parent-child socialization process. The article included charts of the model as well as statistical tables.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

##DeBruin-Parecki, A. (1999). *Assessing adult/child storybook reading practices CIERA Report #2-004*. Retrieved September 26, 2003 from, www.ciera.org

The author introduces this quantitative study by reviewing the existing research literature on: (1) joint storybook reading practices; (2) specific behaviors essential for success; (3) cultural, economic and environmental considerations; and (4) models for measuring joint reading sessions. The purpose of this paper is to describe and report on the efficacy of

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the Adult/Child Interactive Reading Inventory (ACIRI) assessment instrument. The ACIRI is an observational tool for assessing the joint reading behaviors of both adults and children. The instrument has both quantitative and qualitative components. The author states that the ACIRI is intended to be an authentic yet friendly assessment tool. In addition, the ACIRI encourages good instruction by helping teachers working with parents and children determine where to focus their instructional efforts in promoting good reading behaviors. The ACIRI evaluates 12 literacy behaviors in three categories: (a) enhancing attention to text, (b) promoting interactive reading/supporting comprehension, and (c) using literacy strategies.

The study was designed to determine (a) whether the ACIRI was sensitive to growth and change over time, and (b) whether teachers found the ACIRI useful as a measurement of joint reading behavior and progress. This instrument was piloted within Even Start, a federal project providing support and educational services to high-risk families with young children. The Even Start teachers collected data on 29 mothers and their children. These teachers routinely observed joint reading in the mothers' homes, evaluating them with the ACIRI twice during the pilot year (September and May). The author found that adults and children improved over time in all categories. The more comfortable adults were reading with their children, the higher the ACIRI scores were. This report includes several tables to illustrate the findings. In addition, an appendix includes a sample of the ACIRI assessment instrument.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

##Delgado-Gaitan, C. (1990). *Literacy for empowerment: The role of parents in children's education*. London: Falmer Press.

This ethnographic study describes a Mexican Spanish-speaking community in the United States and is intended for both researchers and school personnel. The main research questions address how parents assist their children in the education process, and how parents socialize each other in dealing with the school. As part of the study, the author followed 20 families with children participating in second- and third-grade. To understand how parents helped their children, the ethnography focused on the literacy practices in the classroom and the home. The author also focused on parent involvement and attended school events such as parent meetings, parent training workshops, and informal interactions between families and school personnel. The book concludes by discussing theoretical, practical and policy implications

indicates that the article is a research study

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section G: Culture and Context

Section J: Parent Involvement

##Delgado-Gaitan, C. (1994). Sociocultural change through literacy: Toward the empowerment of families. In B.M. Ferdman, R.M. Weber, & A.G. Ramirez (Eds.), *Literacy across languages and cultures*. Albany, NY: SUNY Press.

Asserting that literacy is more than a collection of discrete cognitive skills, this study investigates the sociocultural process surrounding parent-child book reading. Three questions guided this study: (1) how does parental use of literature with their children influence the parent's perception of self-efficacy regarding literacy tasks? (2) how are household relations affected as a result of parent-child literacy activity? and (3) how did the literacy project create new social networks for parents? During monthly training sessions lasting 8 weeks, parents learned four types of questioning strategies to be used when reading to their children. Parents then engaged in these activities in their homes. Information was collected in five videotaped sessions. The author concludes that the book reading experience was much more than reading text and recalling previous experiences related to the text. These parent-child reading sessions transformed the home through sharing values and opinions about family, identity, emotional support and freedom.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Dickinson, D.K., St. Pierre, R., and Weyl, J. (2004), High-quality classrooms: A key ingredient to family literacy program's support for children's literacy. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 137-154). Mahwah, NJ: Lawrence Earlbaum.

The authors argue that the changes made by intervention efforts must be much larger in magnitude than have been realized in the past. As intervention needs to begin earlier in support of emergent literacy and early literacy, they stress that high-quality "center-based" early childhood experiences must be available to those children who are at risk. As intervention needs to involve the family, they suggest that searching must continue for effective ways to enhance parents' role in fostering children's growth, but that the emphasis must be placed on creating high-quality classrooms.

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“High-quality” in this context means assurance that children acquire “language skills, attitudes toward books and literacy, and knowledge about print that are needed for success in the early grades”, as these skills are implicit in long-term literacy success. They are usually described as “structural variables”, (including teacher training and teacher-student ratios), or “process variables” (access to varied materials, teacher-student relationships that are close and also exhibit engagement).

After reporting the levels of quality that can be found in early childhood classrooms, the authors review efforts to improve quality. They report that the Literacy Environment Enrichment Program (LEEP), a course one of the authors developed for teachers and their supervisors, significantly affected children’s phonemic awareness and print knowledge. As teachers are the agents of change to boost children’s literacy and to assist parents’ use of effective practices, they need to access professional development that will help them define their own pedagogy. The lack of literacy-focused professional development limits the capacity of teachers to engage the families.

This chapter is of interest to anyone involved in early literacy practice or program development as well as those who are concerned with the professional development of early childhood teachers.

Cross-Reference:

- Section A Interactive Literacy
- Section C Program Descriptions and Models
- Section D Curriculum and Instruction
- Section F Assessment and Evaluation
- Section J Parent Involvement

Dwyer, M. C. (2000). The parenting education profile. *Family Literacy Forum*, 1(1), 5-8.

The author proposes a new observational approach to assessing parental behaviors associated with children’s literacy outcomes—Parenting Education Profile (PEP). She argues that the value-added aspect of the parenting education and interactive literacy components of family literacy programs has been overlooked in formal evaluation. To address this issue, a team developed an approach that measures the growth of parents in their roles as their children’s educators and advocates. PEP consists of four scales that are based on research about the parental behaviors associated with literacy learning outcomes for children:

1. Supporting children’s learning in the home environment
2. Engaging in interactive literacy activities
3. Supporting children’s learning in formal educational settings

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4. Taking on the parent role

Each scale has three or more subscales that further define the constructs. The full instrument includes seventy-five descriptions of behaviors in fifteen different subscales. The descriptions are used to help summarize the status of parent progress. The intent is to identify the highest level of typical behaviors within each area of development, that is, the level of behaviors that represents patterns that are consistently observable. Parents are scored using a rubric ranging from 1 (the lowest score) to 5 (the highest score). Using the developmental level on the subscales as a guide to understand progress, those who are most familiar with the parent, such as family workers, home visitors, classroom teachers, and program evaluators, make assessments at six to twelve month intervals. As with any observation framework, the key in meaningful use of the PEP is full discussion and documentation of the patterns of behavior. Results of the use of this instrument have been successful so far.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

##Elias, G., Hay, I., Homel, R., & Freiberg, K. (2006). Enhancing parent-child book reading in a disadvantaged community. *Australian Journal of Early Childhood, 31*(1), 20–25.

This study investigates the effects of a parent-child dialogic reading program on the parents' frequency of reading with their preschool-age children, their eagerness to participate in school activities, and the preschoolers' reading abilities. Dialogic reading involves caretakers reading *with* rather than *to* their children or simply correcting their child's reading. The sample was drawn from an Australian community with high levels social and economic disadvantage (e.g., income, educational attainment, single parent families, unemployment). The study investigated the effectiveness of the parent-child dialogic reading program developed to meet the perceived needs of the parents and children in this community. Through socially and culturally relevant reading materials, the research aimed to encourage parents and children to engage in shared book experiences and to convince parents that they could contribute to their children's formal education in meaningful ways. The study presents suggestions for involving parents who feel threatened by the school's middle-class values and for drawing on students' native language.

Cross-Reference:

Section A: Interactive Literacy

indicates that the article is a research study

Section B: Parenting Education
Section C: Program Descriptions and Models
Section D: Curriculum and Instruction
Section G: Culture and Context
Section J: Parent Involvement

##Fitzgerald, J., Spiegel, D. L., & Cunningham, J. W. (1991). The relationship between parental literacy level and perceptions of emergent literacy. *Journal of Reading Behavior, 23*(2), 191-213.

This is a well-organized paper with detailed descriptions of the research methods used. This study examines parental perceptions of young children's literacy development and explores the relationship between parental literacy level and perceptions of the importance of literacy artifacts (such as newspapers, children's books, paper, and pencils) and events/experiences in preschoolers' literacy development. Literacy events are further divided into child-focused events such as listening to stories, watching Sesame Street, and adult-focused events such as checking the schedule in the TV Guide or using written recipes. Literacy, in this study, refers to reading and writing.

The subjects, 108 parents, were interviewed and given the Wide Range Achievement Test (WRAT) as criterion for their reading grade level. The interview had three subsets of items—two open-ended, 37 Likert, and several demographic. The two open-ended questions were:

1. Why do you think some children learn to read and write well in school and others don't?
2. Do you think there is anything parents of two- to four-year-olds might do to help their children learn to read and write better when they start school? (If yes, what?)

Responses to the open-ended items were tape-recorded and later transcribed. The reliability and validity of the Likert items were further tested. Characteristics of both low- and high-literacy caretakers were compared: In this sample, race of the caretaker and literacy level were highly correlated, with whites tending to be more literate.

The results of the study may be characterized into:

- A. General parental perceptions of preschoolers' literacy development:
 - Literacy artifacts and events during the preschool years were viewed as important
 - What is done with the available literacy artifacts was seen as more important than simply having the artifacts themselves

indicates that the article is a research study

- Simple literacy materials (books, pencils, paper) were seen as the most important kinds of materials to have in the home for nurturing literacy
 - Natural interactions with books was viewed to be the most important kind of literacy event; skill-oriented and solitary activities were the least important
 - Though both were perceived as important, children’s participation in the events was more important than seeing adults doing the literacy activity
 - Early literacy development was characterized more as learning about reading than writing.
- B. Similarities in responses to open-ended questions by parents with lower versus higher literacy levels:
- Very little of their talk focused on literacy artifacts. -Parents tended to see events that involved the child and the child’s own aptitude or disposition towards literacy learning as the most central features of early literacy learning
 - Both groups focused on reading much more than writing as part of literacy
 - The role of schools or teachers in children’s literacy success was rarely mentioned in response to question 1.
- C. Differences in perceptions of parents with lower versus higher literacy levels: (There was a significant negative relationship between parental literacy level and perceptions of the importance of literacy artifacts and events.)
- For artifacts, both groups thought simple materials such as paper, pens, and magazines were most important, but it is interesting to note that among top-ranked items for low-literacy caretakers there were also materials that might be considered instructional (alphabet blocks and flashcards)
 - On the whole, compared to the high-literacy caretakers, the low-literacy caretakers tended to give more importance to special-use items, that is, items might teach something, or that might be explicitly associated with skill development
 - Low-literacy caretakers generally had much less to say than high-literacy caretakers regarding the questions asked in terms of length and varieties of responses
 - High-literacy caretakers tended to perceive adult-focused or role-modeling activities and child-focused activities as roughly equivalent in importance; however, low-literacy caretakers felt role-modeling was less important than child-focused activities.

Suggestions for Future Research:

- Why do low-literacy parents seem to have a bundle-of-skills view of literacy, and why do high-literacy parents tend to see literacy as cultural transmission?
- What kinds of intergenerational or early childhood interventions would be most effective with parents with low-literacy levels?

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- How are parental perceptions of emergent literacy related to what they parents actually do with their preschoolers in their homes?

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section G: Culture and Context

Section J: Parent Involvement

Frazier, N. (1999). What we've learned in the GTE Family Literacy & Technology Project. *Literacy Practitioner*, 5(2).

In this article, findings relating to family members using technology to build and improve literacy as a family are discussed. Frazier summarizes findings reported by family literacy providers involved in this project:

- It's okay for adults to use software designed for kids
- Use interactive software
- Modify mouse pads and keyboards to include larger pad areas and keys, and lowercase letters
- Use headphones instead of speakers
- Encourage parents and children to use the Internet
- Use qualified volunteers to help work with adults and children.

Cross-Reference:

Section C: Program Descriptions and Models

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section D: Curriculum and Instruction

Fuligni, A.S. & Brooks-Gunn, J. (2004). Early childhood intervention in family literacy programs. In B. H. Wasik (Ed.) *Handbook on Family literacy* (pp. 117-136). Mahwah, NJ: Lawrence Earlbaum.

This chapter summarizes research supporting early intervention for those children, from birth to age seven, who are economically disadvantaged, with focus on research relevant to family literacy. The overview includes types of intervention, research base for intervention and any implications for family literacy.

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Research suggests that children from low income backgrounds do make gains – including reduction of delinquency and behavior problems. As research results support early intervention, the implications for supporting family literacy are positive. If young children and their families are involved in intensive programs of high quality, the effects are stronger than if the children alone are involved.

The authors stress that most research has studied the cognitive outcomes for preschoolers in specific environments. They suggest that the social, emotional and behavioral outcomes are equally of importance, as are the effects on children of other ages.

Ten recommendations for practice and implementation, and seven for evaluation studies are listed in detail at the end of this article before the extensive reference section. This information would be of value to anyone wanting access to a broad survey of research available within one document.

Cross-Reference:

Section A: Interactive Literacy

Section C: Program Description and Models

Section F: Assessment and Evaluation

Section H: Government Policy

Section J: Parent Involvement

Gadsden, V.L. (2000). Intergenerational literacy within families. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research, Volume III* (pp. 871–887). Mahwah, NJ: Lawrence Erlbaum.

This chapter focuses on the conceptual and theoretical issues of intergenerational literacy in families. The first section discusses the issues associated with a more expansive and critical framework to study intergenerational literacy. For example, Gadsden suggests that a need exists to identify different features of learning, literacy, families, human development, and intergenerationality in order to fully understand how families acquire, use and value literacy. The second section considers the theoretical context in which this framework is emerging. Four areas of research are suggested to contribute to this context: parent-child book reading, family literacy and parent-child interactions around print, intergenerational learning, and the family life course. The chapter ends with a discussion on the use and importance of having an expanded framework on intergenerational literacy.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

indicates that the article is a research study

##Grinder, E. L., Sáenz E. L., Askov E. N., & Aldemir J. (2005) What's happening during the parent-child interactive literacy component of family literacy programs? *Family Literacy Forum*, 4 (1), 12-18.

In compliance with federal legislation that requires that Even Start programs use instructional programs that are based on research, this study aims to provide a prerequisite step in identifying “high quality” practices in interactive literacy experiences. It considers the process that occurs during the parent-child interactive literacy component in family literacy programs across Pennsylvania.

Through phone interview questionnaires with sites that previous research had identified as meeting the majority of the Family Literacy Performance Standards required by the state, the researchers were able to gain insight into key aspects of parent-child interactive literacy relating to purpose, sources of information used to develop/plan activities, ways staff plan and prepare, and assessment. The study showed that these programs stress the importance of parent-child interactive literacy time as a means of helping parents become accustomed to promoting their children's literacy. Despite this goal, most do not use scientifically-based research to inform their development or planning. Collaboration is crucial for all four family literacy components to be used appropriately and effectively. Assessment of these programs tends to be informal. The ones that are most successful use activities that reflect parents' and children's needs and goals, implement the activities, and debrief parents after the event. The information Grinder, et al, provide is invaluable as a starting point for researchers who plan to do further studies in this area and as a guide for program developers as they work to find “best practices” for their own programs.

Cross-reference:

Section A: PACT (Parent & Child Together) Time

Section C: Program Description/Models

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Henderson, B. (2000). Home reading: The key to proficiency. *Principal*, 80(1), 46-48.

Henderson provides an overview of efforts incorporated over a ten-year period at an elementary school to encourage parents and children to read together at home. As a response to low achievement scores, a Boston area elementary school devised a plan to improve reading abilities. The strategies of the plan included more time teaching reading, improving instruction quality, acquire more books, provide more support for students not reading at grade level, and encourage students to spend more time reading out of school. This article lists five efforts initiated by the school and the results.

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Effort #1: The Contest Approach

- Some students read more books
- Poorer readers gave up when they felt they couldn't keep up
- Some students figured out to read shorter books
- Student's reading habits did not really change.

Effort #2: Reading Materials

- Provide access to more books in libraries and classrooms
- Take students to neighborhood libraries and get them cards
- Give students free books -Set up a swap cart for books and magazines
- There was more reading access but "still far too many students who were not reading regularly at home."

Effort #3: The Reading Contract

- Contract involved all students reading or being read to at least four days a week: K-2 for 15 minutes and 3-5 for 20 minutes
- First year results showed 50 percent of the students participated at least 75 percent of the time and most of these students showed steady growth in reading performance
- 50 percent were not reading regularly at home. Many of these students were not performing at grade level and had potential for reading problems. Almost all of these students lived with families who qualified for free or reduced lunch or had special needs
- Parent workshops were then offered but were mostly attended by parents of those students who were reading regularly

Effort #4: The Literacy Show

- A literacy show performed by children emphasized the principal's message that children's future academic progress depended on whether and how much children read at home
- Emphasis that reading is fun and important was integrated into school culture

Effort #5: Reaching Out

- A group of trained parents visited the homes of new students with a message about the importance of reading at home, present a book, and discuss strategies for fulfilling reading contracts
- Volunteers began calling and visiting homes of non-participating children. Peers were usually received in the homes
- Reading contract grades were added to report cards

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Further efforts and results:

- After a few year of implementation, participation increased to 85 percent.
- A pizza party was held for families of 35 non-participating students. At this party, parents had a frank discussion of the challenges of participation. Parent leaders facilitated the discussion and offered suggestions. ESL parents were encouraged to read in their own language
- By the middle of the 1999-2000 school year, 95 percent of the students participate Achievement test scores have shown steady improvement as a result of his program, additional instruction time, extensive staff development, adoption of best practices, and tutoring
- “Research shows that the most important element in improving reading is extensive practice.”

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Jacobs, K. (2004). Parent and child together time. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 193-212). Mahwah, NJ: Lawrence Earlbaum.

Interactive Literacy/Parent and Child Together (PACT) time is what makes family literacy programming unique; it symbolically represents the concept of learning as a team effort with the adult taking the lead. The acronym PACT has dual meaning in this context as a pact is a promise. Jacobs presents the developmental history for this intergenerational activity component within family literacy and discusses application in preschool settings. The challenges for implementation, delivery and design are addressed. The chapter concludes by stressing the necessity to measure outcomes for both programs and families.

Interaction between parent and child needs to be natural vs. artificial if it is to be meaningful which requires time. Coordination between home and school should occur; PACT time allows for these two separate and distinct environments to overlap. Within the school environment, parents receive support and learn new skills and techniques for their interactions with their own children.

PACT time allows for 1) intergenerational transfer between parent and child, 2) building on topics addressed in parenting education, 3) classroom environment conducive to

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learning, 4) a sequence of events that can be routine yet flexible, 5) both child-initiated and adult-initiated activities, 6) preparation, guidance and reflection (referred to as plan-do-review), 7) guidance from staff who support and model best practices, 8) transference of knowledge and skills, and 9) time for integration of the entire program experience.

Different contexts for PACT application are reviewed, including Even Start, Head Start, school-age, infant and toddler, welfare reform/working parents, and home based applications. Goals are listed and categorized as either short-term or long-term; evaluations from three programs are reviewed.

Finally, it is concluded that PACT can happen in any environment in the home, school or community. What is practiced within the family literacy program can be applied in any family life situation. If family literacy programs can design PACT experiences that have a language and literacy base, then families can experience parent-child interactions that are meaningful—the definition of success. The chapter is useful to planners, practitioners, evaluators, and researchers.

Cross-Reference:

Section A: Interactive Literacy

Section B: Parenting Education

Section C: Program Description and Models

##Janes, H., & Kermani, H. (2001). Caregivers' story reading to young children in family literacy programs: Pleasure or punishment? *Journal of Adolescent & Adult Literacy*, 44(5), 458-466.

This article discusses the findings of a three-year family literacy project in southern California. The project evolved from a researcher-oriented one with a 70% drop-out rate to one with learner-oriented objectives with a 100% retention rate. In the initial program, the researchers trained caregivers from low-income families (most of whom were recent immigrants from rural Mexico and Central America) how to read storybooks to young children in an interactive way using higher order thinking questions. This form of literacy experience became a “punishment” to the caregivers who had an average of fourth-grade level schooling and also to the children.

In order for the literacy process to become a “pleasure” experience, the researchers relinquished their control and provided opportunities for the caregivers to create their own texts that they, in turn, shared with children. Differences were found, not only in retention of participants, in performance mode of reading, pride in the text, and shared positive-affect values. Caregivers were then able to “concentrate on refining those

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aspects of oral presentation that were important to them, such as dramatization and bidirectionality (requesting and encouraging feedback from the listener), instead of on the chores of text decoding and comprehension” (p.463).

“Recognition of this cultural reality entailed a reshaping of instructional goals... The literacy providers learned to re-emphasize the caregivers’ *castigo*-burdened role as students and teachers of school-based literacy and to support their self-expression as transmitters of literacy... The kind of literacy demonstrated here does not constitute ignorance or any other deficit that necessitates training, cure, or compensation... If child-rearing practices work for individual groups, they will be (and should indeed be) hard to change. A more appropriate response for educators and practitioners involved in literacy projects is simply *respeto*-respect” (p.464).

Cross-Reference:

- Section A: Parent and Child Interactive Literacy
- Section B: Parenting Education
- Section C: Program Descriptions and Models
- Section D: Curriculum and Instruction

Kaderavek, J. & Justice, L.M. (2002). Shared storybook reading as an intervention context: Practices and potential pitfalls. *American Journal of Speech-Language Pathology*, 11, 395-406.

In this article, the authors (both researchers and practicing clinicians) target the field of speech-language pathology, tracing the trend in research and practice of using shared storybook reading between parent and child as a context for clinical interventions for preschoolers with language disorders. This article has three purposes: (1) to provide an overview of the perspectives of emergent literacy, naturalistic approaches, and social interaction in preschool language interventions; (2) to introduce five potential problems in shared book reading interactions that can produce a negative response to reading in children with communication impairments; and (3) to recommend four strategies for optimizing shared book reading, divided into the categories of literacy engagement, adult behaviors, generalization of language concepts, and sociocultural influences. The authors conclude with a reminder to speech-language pathologists that “storybook reading can be an appropriate and meaningful intervention target in and of itself” (p.404).

Cross-Reference:

- Section A: Parent and Child Interactive Literacy Time
- Section I: Professional Development

indicates that the article is a research study

##Karther, D. (2002). Fathers with low literacy and their young children. *The Reading Teacher*, 56(2), 184-193.

Parents play an important role in the literacy development of their children. In the past, studies have focused on the maternal influence. However, there is a recent interest in the paternal influence. This article is a phenomenological study that was conducted with the West Virginia Even Start Family Literacy program. It presents two families that have similar demographic variables. Each family is European American, consists of married parents with two preschool children, and who is on some form of public assistance.

The Even Start Family Literacy Program is a federally funded program that offers educational opportunities for low-income families. It provides early childhood education, adult education, and parenting education. The West Virginia program specifically addresses the literacy skills of parents and children, parent roles, and self-sufficiency. Services from the program include home visits every one or two weeks from a family educator. Each visit contains developmentally appropriate literacy activities for the children and parents to do during the visit and to continue to do after the home visitor has left.

The study specifically focuses on the father's interaction with his children and the effect that this has on the children's development. The article describes the two families in depth and the responses of the fathers to the home visits. The study was conducted on home visits because the fathers were not the primary participants in the program. Each family valued education and realized the need for their children to possess the skill of reading. Each family wanted their children to succeed. "Despite their own school failures and frustrations with learning, the fathers attempted to support their children's literacy learning" (p.191). Even though the effects of the study did not yield statistical differences, the fathers did initiate some reading habits and actively participate in their child's learning. The parents also claimed to see an improvement in their children's literacy development after participating in the program.

The author provides some program implications that evolved from this study. First, fathers should not be excluded from literacy activities with their children. Second, family educators should include activities and books that match fathers' reading abilities and deal with traditional male roles to spark interest. Third, program planning should be considerate of fathers' benefits. Fourth, providers should be aware that children can encourage the fathers' efforts in literacy activities and provide positive reinforcement. Finally, parents who read to children and participate in literacy development will positively affect children's literacy development.

indicates that the article is a research study

Cross-Reference:

Section F: Assessment and Evaluation of Family Literacy (FL) Programs
Section A: Parent and Child Interactive Literacy
Section B: Parenting Education

Kerka, S. (2000). Parenting and career development (Contract No. ED-99-CO-0013).
Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.
(ERIC Document Reproduction Service No. ED440251)

In this digest, Kerka examines how the role of parents influences career development in their children. This work suggests that family relationships can provide security that can promote exploration and risk taking. Kerka relates that studies have shown that an authoritative style of parenting is associated with “self-confidence, persistence, social competence, academic success, and psychosocial development.” Kerka states that “family functioning has a greater influence on career development than either family structure or parents’ educational and occupational status.” The author summarizes current research by saying, “Using an authoritative parenting style, proactive parents help children learn to be autonomous and successful in shaping their own lives. They also transmit values about work and teach important lessons in decision making, work habits, conflict resolution, and communication skills, which are the foundation of career success.”

Kerka suggests that career counselors and career educators should “(1) shift the focus from the individual to the family system; (2) develop a new and richer view of parent involvement in schools; (3) help families become more proactive; and (4) consider ways of duplicating helpful types of family functioning in schools, especially for children whose families are not proactive.”

Cross-Reference:

Section A: Parent and Child Interactive Literacy
Section B: Parenting Education
Section J: Parent Involvement

indicates that the article is a research study

Lonigan, C.J. (2004). Emergent literacy skills and family literacy. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 57-82). Mahwah, NJ: Lawrence Erlbaum.

Lonigan surveys the knowledge base developed over the recent past regarding the development of reading in children, and on emergent reading and writing among preschool children, with emphasis on research relevant for family literacy. The author cites analysis of Even Start concluding that program emphasis has shifted towards background issues of family function and away from focus on literacy skills. Also cited are studies of Even Start programs that failed to find evidence that children's literacy was being effectively supported.

Emergent literacy is defined here as the acquisition of literacy originating early and developing along a continuum, with no clear demarcations between prereading and reading, or prewriting and writing. Two domains are ascribed to literacy and emergent literacy: outside-in (when readers bring an understanding of the context to their reading of written text), and inside-out (when readers apply knowledge of rules for translating written text). The author focuses on oral language and print motivation (two outside-in elements), and phonological processing and letter knowledge (two elements of the inside-out domain).

Because there is a connection between school readiness and family income, SES becomes one of the strongest predictors of performance. Book ownership and exposure to other experiences in support of the development of literacy, are also tied to SES through numerous research studies cited. Among the most dramatic is an estimate that a child from a "typical" middle class family may have experienced 1,000 to 1,700 hours of one-on-one picture book reading prior to entering first grade, against 25 hours accrued by a child whose family is low-income. Family literacy typically addresses this inequity.

Environments encouraging development of emergent literacy are characterized as those including shared reading, other home activities (e.g. conversations), and shared reading intervention. Phonological processing skills are categorized. Variations in home environments, writing and invented spelling, teacher-directed interventions, computer-assisted intervention (CAI) are highlighted as subheadings as well as the links between school and home.

The chapter is useful to administrators, program staff, also planners and those constructing policy. As most program evaluations have focused on the broad outcomes of family literacy, emergent literacy skills have not necessarily been targeted for attention. The research referenced in this article can assist in addressing those crucial emergent literacy skills that can be used to strengthen program impact. Both existing programs and

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program policy can be further optimized to improve the acquisition of emergent literacy skills.

Cross-Reference:

Section A: Interactive Literacy

Section B: Parenting Education

Section D: Curriculum & Instruction

Mikulecky, L. (1996, January). Family literacy: Parent and child interactions. Paper presented at the symposium for Family Literacy: Directions in Research and Implications for Practice, Washington, DC. Retrieved September 12, 2002, from <http://www.ed.gov/pubs/FamLit/parent.html>

This paper identifies four features of parent-child interactions related to children's success with literacy. The four features include:

- Parental reading to and with children;
- Complexity of language and strategy between parents and children;
- Parental conceptions of the roles of education and literacy; and
- Literacy modeling and support present in the home environment.

First, the author states that what occurs during the time spent reading with children is more important than simply reading to them. Second, the author compares the strategies employed by parents of children who are good readers with strategies employed by parents of children who are poor readers. Parents of children who are good readers use “expansionist strategies”. With these strategies, parents elaborate on text by requiring their children to make predictions and connections (activating schema), and to use strategies to both comprehend text and reduce frustration associated with reading difficulty. Parents of children who are poor readers, on the other hand, use “reductionist strategies.” These strategies focus on skills such as decoding, and they emphasize reading as a skill to be mastered versus something that is fun and of social value. Third, the author dispels the myth that low-income parents do not value education. The author suggests that differences between low-income and middle-income parents in reading behaviors and strategies exist because of differences in beliefs about literacy held by parents. The author also uses the term “bi-directional” when referring to the parent-child literacy relationship. This term means that the child and parent equally influence each other. Finally, the author makes a distinction between the use of literacy in low-income families and in middle-income families in the home environment. The author suggests that schools change their (curriculum) middle-class approach to literacy to accommodate a low-income approach to literacy.

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This paper also discusses briefly interventions in parent-child interactions, program results, conflicting viewpoints, and a middle ground to meet all families' needs. In conclusion, the author suggests that our focus should be on literacy instruction "designed to give parents more control over their world. If this is done, all else will follow" (pg. 5).

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Morrison, F. J., Bachman, H. J., & Connor, C. M. (2005). *Improving Literacy in America: Guidelines from Research*. New Haven: Yale University Press.

The authors (professors at U. of Michigan, U. of Pittsburgh and Florida State, respectively) examine the changing policies, educational reforms and practices in the arena of literacy. Their central argument is that in seeking answers to the literacy crisis occurring in the U.S., one should look to the proximal (parent involvement, childcare, etc.) rather than the distal (social economic status, reducing class size, etc.). The authors promote: literacy learning from a very young age, effective parenting, quality daycare, and effective teaching and training strategies, such as mentoring, professional development. The researchers emphasize the need for and the application of continued research in all the aforementioned areas, particularly in teacher education. While the authors make useful suggestions for the improvement of successful literacy learning, they underplay both the socio-cultural aspects of literacy and the policy and financial aspects of implementing these changes.

Cross-Reference:

Section C: Program Description and Models

Section B: Parenting Education

Section D: Curriculum and Instruction

Section A: Parent and Child Interactive Literacy Time

Section F: Assessment and Evaluation of Family Literacy Programs

Section H: Government Policy

indicates that the article is a research study

##Morrow, L. M., & Young, J. (1997). A family literacy program connecting school and home: Effects on attitude, motivation, and literacy achievement. *Journal of Educational Psychology*, 89, 736–742.

This study investigated the effects of connecting home and school literacy by involving parents in developmentally appropriate and culturally sensitive literacy activities with their children. Fifty-four children in first, second or third grades were randomly assigned to either a combined home and school based or school-based intervention. The school based program included classroom literacy centers, teacher modeled literacy activities, and WRAP (Writing and Reading Appreciation for Students) time. The home based program provided additional parent-child literacy activities similar to the school based activities. Differences between pre- and post-test achievement and motivation data favored children in the combined school and home based program.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section E: Collaboration

Section J: Parent Involvement

Morrow, L.M. and Temlock- Fields, J. (2004) Use of literature in the home and at school. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 83-100). Mahwah, NJ: Lawrence Earlbaum.

This chapter highlights the importance of literacy instruction at home that is based on the use of children’s literature. Book-rich contexts lead to learning to read and write. Literature based instruction includes reading aloud, daily reading aloud time, reflection and discussion, etc., with constructing meaning as the primary goal.

A brief history of literature-based instruction is included in the article. Skill development is tied in with storybook reading, addressing comprehension, print awareness, vocabulary, and fluency development. Strategies for positive effects stress the dialogic interaction that is the centerpiece of family literacy’s intergenerational literacy component. Strategies include interactive behaviors, repeated readings and literature discussions.

Positive attitudes and interest in books should be promoted. Research indicates that reading achievement improves when classrooms are filled with trade books and students are encouraged to engage in free reading. In addition to supportive social environments where positive attitudes towards reading are encouraged, physical environments can

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strongly affect students' motivation to read. Successful library centers within the classroom are characterized by partitions that separate them from the rest of the room as well as comfortable seating, at least five books per child in multiple genres, and props such as puppets or listening stations. (While it cannot be expected that homes will supply these characteristics, educators can strive to replicate or model some of the features during home visits, parenting activities, or even via material sets that go home.)

When students are second language learners, the learning experiences need to be especially meaningful and interesting. Children's literature can highlight prior knowledge, as well as multiple interests, in order to assist with literacy and language acquisition. Techniques for storybook reading in the home environment are included in support of building comprehension, fluency, interactive reading and discussion, with the bonding of families around literacy activities as the end result. The chapter is useful to program staff and administration, especially where programs follow a home-based model.

Cross-Reference:

Section A: Interactive Literacy

Section B: Parenting Education

Section C: Program Description and Models

National Center for Family Literacy. (1995). *Family literacy: Parent/child interaction time* (participant's manual). Louisville, KY: Author.

This manual, focusing on parent/child interaction time, serves as a part of the training for family literacy programs. It discusses the importance of parent/child interaction, outlines the definition and structure of parent/child interaction time, and promotes ways in which this interaction time can be successfully transferred to the home. Included in the manual is a typical example of parent/child interaction time, in addition to a listing of what is and is not considered to be parent/child interaction time. The importance of parents learning to facilitate their child's learning is discussed by means of listing characteristics of emergent literacy and describing the role of parents and play in a child's learning process. The manual includes a list of common problems and solutions for implementing parent/child interaction time and a list of suggested questions to be examined during the planning of a program to foster parent/child interaction.

Cross-Reference:

Section D: Curriculum and Instruction

Section A: Parent and Child Interactive Literacy

indicates that the article is a research study

National Center for Family Literacy (1997). *The family literacy answer book*. Louisville, KY: Author.

The objective of this book is to address many of the questions that are often asked about implementing family literacy programs, developing curriculum, and meeting the needs of families. Another intention of this guide is to provide resources for effective family literacy programs such as lesson plans and a bibliography. This guide is divided into 10 chapters covering the following topics: collaboration, curriculum development, adult education, early childhood education, infants/toddlers, parent and child together time, parent groups, home visits, and component integration. The guide includes over 70 lesson plans involving adult education, early childhood education, parent and child together time, and parent groups.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section E: Collaboration Within Programs and Among Social Service Agencies

Section J: Parent Involvement

##Neuman, S. B., Hagedorn, T., Celano, D., & Daly, P. (1995). Toward a collaborative approach to parent involvement in early education: A study of teenage mothers in an African-American community. *American Educational Research Journal*, 32, 801–827.

This qualitative study explored beliefs about children's literacy and learning held by 19 African-American teenage mothers participating in a family literacy program. Even within this relatively similar group, parents held a variety of beliefs on their role and their child's role in learning and literacy. Further, parents varied on general beliefs about learning and literacy and schooling. Although parents varied in their perspectives, the authors also noted that mothers held shared goals demonstrated through four quotations: (1)"You gotta teach them something;" (2)"I want my child to be safe;" (3)"A good teacher is keeping that respect;" and (4)"What I'm doing, I'm doing for her." The authors stress that practitioners and researchers need to be careful not to view ethnic or cultural groups as homogenous in their beliefs. Through developing collaborative relationships between parents and staff that acknowledge the importance of parent beliefs, partnerships can be established to promote children's success in school.

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Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section G: Culture and Context

Section J: Parent Involvement

##Ortiz, R. W., Stile, S. W., & Brown, C. (1999). Early literacy activities of fathers: Reading and writing with young children. *Young Children*, 54(5), 16-18.

In this study, the literacy activities of 47 father-child pairs from a southern New Mexico community were examined over a two-year period. The authors state “practice and applied research in early literacy development has traditionally focused upon mother-child, not father-child interaction” (p. 16). The authors found that fathers reported using a variety of reading activities with their children such as: reading story books, using environmental print, reading print found in ads, newspapers, magazines, dictionaries, maps, phone directories, manuals, and the internet. Fathers also reported a number of writing activities that they experienced with their children.

Two themes were reported regarding these father-child literacy activities, the desire for school readiness and parent-child bonding. Fathers whose primary language was not English were found to be particularly interested in school readiness for their children.

Recommendations for fathers:

- It’s never too early to start reading to children.
- Offer a choice of child-centered, hands-on literacy experiences.
- Start with informal and simple activities.
- Take advantage of spontaneous and incidental reading activities.
- Capitalize on environmental print
- Be patient.

Recommendations for educators:

- Understand cultural differences for fathers.
- Cultivate fathers as literacy resources.
- Encourage fathers who are already involved and ask that they share their experiences with others.
- Assure fathers that they can contribute much to their child’s literacy gains.
- Help fathers recognize benefits including bonding and school readiness.

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Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section J: Parent Involvement

##Ortiz, C., Stowe, R. M., & Arnold, D. H. (2001). Parental influence on child interest in shared picture book reading. *Early Childhood Research Quarterly, 16*, 263-281.

The early interest demonstrated by children in shared reading is thought to be very important for later reading achievement. Children who are interested in reading do more reading and literacy related activities and therefore, become better readers than similar children with less interest. However, there is no research that has appropriately tried to study the influences of such interest. Hence, theories about the development of early interest have not been fully developed and not enough experimental research has been conducted in this area. The authors of this paper, using a multimethod assessment, have tried to evaluate whether parents can influence their children's interest in shared reading.

Twenty-five middle socioeconomic status parents and their preschool-aged children were separated into an intervention group and a control group. The intervention group was exposed to strategies thought to foster interest in shared reading. They were given a handout called "Making Shared Reading Fun." It listed the following five principles: follow the child's lead, get the child actively involved, make it fun, use positive feedback and, select stories that will interest the child. Parents in both groups filled reading logs. In the logs, parents recorded who initiated the interaction and how well was the child's interest maintained on a scale from one to five. After one week, the children in the intervention group demonstrated a greater interest in shared reading than those children in the control group. However, after a four-week evaluation the effects of the intervention had diminished in that the children of this group showed less interest in shared reading but still more interest than those in the control group. These initial findings are indicators that more development is needed of interest interventions.

An issue addressed by the study was whether child interest in reading improved because of increased amount of parent initiated reading sessions or because of increased quality of the parent reading sessions. This was an important aspect of the study because if all it takes to develop child interest in reading is increase number of reading sessions, then the specifics of the reading intervention are of little importance. On the contrary, analysis of the data revealed that when the amount of parent-initiated reading was controlled, posttest results remained strong. This indicates that the content of the intervention is very important in developing child interest in reading. The results of the intervention also

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suggest that parents do have an impact on children's interest on shared reading, at least on the short-term.

Finally, while changes in interest observed in the study establish a causal influence of parents' behaviors, more information is needed about the specific mechanisms that initiate the change. It could be that teaching parents to follow their child's lead is more important than making sure they create a fun environment around reading. Limitations of this study are that a very homogenous sample was observed and results can not be generalized to other populations. The authors also suggest that shared storybook reading is a very middle class cultural interaction and that there may be other ways to foster literacy. Studies with parents and children of more diverse ethnic and socioeconomic status backgrounds need to be conducted.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions/Models

##Park, E. (2001, Winter). The relationship between parenting practices and academic achievement: A cross-ethnic comparison. *UC LMRI Newsletter*, 10, 1.

This dissertation study examined the effects of parenting practices on high school students' academic achievement. Comparisons were made including four ethnic groups: Asians, Blacks, Hispanics, and Whites with a special emphasis on Korean-American families.

The findings of this dissertation include:

- A. The processes by which parenting practices affect grades vary among ethnic groups, although the effects are minimal compared to those of previous achievement.
- B. Among White, Asian, and Hispanic families, parents and children together making decisions about children's social activities appeared to contribute to their children's high achievement more than parental involvement.
- C. Parental home involvement had a positive indirect effect on academic achievement among White, Black, and Asian families citing student aspirations and enrollment in advanced programs.
- D. Among ethnic minority groups, parental involvement had a negative direct effect on academic achievement.
- E. Results suggest that unless parental involvement at home induces students' positive characteristics, it in itself does not necessarily support adolescents' academic achievement.

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- F. Data suggest that Korean American parents of high achieving students engage in serious discussions regarding academic matters and provide appropriate support.
- G. The major parental involvement behaviors among parents of low-achieving students tend to be frequent nagging.
- H. Parental school involvement had direct and indirect effects on achievement. The direct effect was found among Blacks and Hispanics. The positive effects included aspirations and course enrollment. Parental school involvement by Korean American parents was relatively low regardless of their children's academic achievement.

Summary:

The results of this study suggest that parenting processes affect high school students' aspirations, course enrollment, and disciplinary problems. Parenting practices do not overrule the effects of previous achievement. There are both inter-ethnic group and intra- ethnic group (Korean Americans) differences in terms of parenting practices and their children's achievement.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section G: Culture and Context

Section J: Parent Involvement

##Perry, N. J., Kay, S. M., & Brown, A. (2008). Continuity and change in home literacy practices of Hispanic families with preschool children. *Early Child Development and Care*, 178, 99-113.

This qualitative study examined how Latino immigrant families incorporate school-based interactive literacy activities (ILAs) into their existing home literacy practices. Few studies have examined home literacy experiences among diverse populations; this study fills this gap in the literature by focusing on Hispanic families of preschool children. The study investigated how Hispanic parents view school-designed ILAs, the types of instructional strategies they most often use during school-designed home literacy interactions, how their beliefs and histories of literacy learning influence the ways that they practice ILAs in their home, the ways in which other family members participate in school-designed ILAs intended for preschool children, and how Hispanic parents support their children's bilingual language development during home literacy activities. Participants were 13 Spanish-speaking families enrolled in an Even Start Family Literacy program. Results indicated that Hispanic parents utilized school-based ILAs when they believed it would help their children succeed academically. Parents also tailored ILAs to

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reflect their cultural beliefs. For example, siblings were often involved in ILAs along with parents. Overall, Hispanic parents tended to emphasize pleasure and interactivity in ILAs, utilize scaffolding strategies, impart moral messages to children during ILAs, and encourage bilingual literacy opportunities. The researchers provide important preliminary and descriptive information regarding the home literacy practices of a small group of Hispanic families.

Cross-Reference:

Section A: Interactive Literacy

Section B: Parenting Education

Section G: Culture and Context

Section J: Parent Involvement

Pianta, R. (2004). Relationships among children and adults and family literacy. In B. H. Wasik, (Ed.) *Handbook on Family Literacy* (pp. 175-192). Mahwah, NJ: Lawrence Earlbaum.

Pianta explains the developmental systems theory and then employs it in considering adult-child relationships within the context of children's literacy development. Systems link and interact, creating a multi-system world with multi-system domains. Conceptual tools must be acquired in order to respond to this complexity, and literacy is crucial for decoding.

Adult-child relationships for the very young are characterized by themes of "regulation and modulation of physiological arousal and joint attention". Attachment processes are crucial for protecting immature humans, leading to a *secure-base* function where the adult is established as the conduit between information and the child. If the child feels safe and secure both physically and emotionally, then attachment relationships can predict success with regards to the development of emergent literacy.

Motivation/communication and instruction/skill acquisition are the two interactions involving adult-child relationships during children's literacy development and are interdependent. Relationship systems are comprised of multiple components, both biological and reflecting the quality of the relationship. Systems require feedback and are sensitive to the environment and other external conditions. All the components form a system. The implication for practitioners within family literacy programs, highlighted in the summary, involves focusing on the goal of change which the parent identifies while simultaneously providing a secure base for the child to explore literacy.

indicates that the article is a research study

Cross-Reference:

Section A: Interactive Literacy
Section B: Parenting Education
Section C: Curriculum and Instruction
Section G: Culture and Context

Popp, R. J. (1992). Family portfolios: Documenting the change in parent-child relationships. Louisville, KY: National Center for Family Literacy. (ERIC Document Reproduction Services No. ED 342 819).

This guide proposes a method for family literacy programs to document the evaluation of parent-child relationships. The National Center for Family Literacy advocates the use of portfolios because this method enables parent-child relationships to be examined within a context that encompasses not only the change but how and why the change occurred. The purpose of this guide is to introduce and describe portfolio assessment, explain how to begin this type of assessment, and suggest how it can be implemented in family literacy programs. The author also includes a description of the three problems the National Center of Family Literacy has encountered in implementing portfolio assessment and suggestions for solving these problems. In addition, methods for analyzing and summarizing portfolios are discussed. Included in this guide is a reference list of articles discussing portfolio assessment as well as programs using portfolio assessment.

Cross-Reference:

Section A: Parent and Child Interactive Literacy
Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Potts, M. (2004). Integration of Components in Family Literacy Services. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 349-371). Mahwah, NJ: Lawrence Erlbaum.

Potts focuses on the intention to engage adults and children in educational experiences that integrate the four components of adult education, early childhood education, parenting education, and Interactive Literacy/Parent and Child Together (PACT). Component integration is perceived as maximizing the effectiveness of the overall program in order to positively affect the children's and parents' academic experiences. The end result is stronger than the sum of its parts. The children's learning is validated by the adults' extensions to the curriculum, and the adults can construct their own learning within the non-threatening domain of the children.

indicates that the article is a research study

What sounds superficially simple is not so simple to implement. Integration requires staff to commit time and energy to team planning as well as program implementation. Integration also requires flexibility in order to capitalize on teachable moments that may arise from the interests of the students. Integration can be considered as the fifth component for family literacy programs. Specific learning takes place and then integration provides ample opportunities for expansion of that learning.

Systems Thinking is employed here as focus on the whole of interrelationships – shifting focus from the individual program components to the total program and from the individual family members to the total nuclear and extended families. Family literacy allows for change to be made within the family – not just within an individual family member.

Staff is encouraged to adopt four approaches for program success:

- The adaptation of a broad definition of literacy
- The utilization of similar educational theories across the components
- A commitment to the use of play, stimulation, and challenge as a means of acquiring knowledge
- The use of a strengths model approach (p.356)

Administration is encouraged to enhance implementation through:

- Appropriate facilities
- Planning time incorporated into the staff routine
- Staff development

Several tables are included to assist with conceptualizing the task of integration. The final section deals with the difficulty of evaluating integration alone, suggesting that effectiveness will be evident in component effectiveness – where desired outcomes are identifiable. The chapter is of use for anyone involved in family literacy program planning or implementation.

Cross-Reference:

Section C: Program Development and Models

Section A: Interactive Literacy

Section D: Curriculum and Instruction

Section F: Assessment and Evaluation

indicates that the article is a research study

Powell, D. (2004). Parenting education in family literacy programs. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 157-174). Mahwah, NJ: Lawrence Earlbaum.

Powell describes strategies for parenting education, covers what is pertinent to know about working with parents, reviews current research, and then makes recommendations to support and advance literacy through parental involvement. Those parenting behaviors and beliefs crucial to children's literacy development and school success are categorized as (a) family verbal environment, (b) supports available for early literacy, (c) parents' expectations for the children's learning and development, (d) active parenting engagement.

Strategies for working with parents should employ methods that: incorporate family perspectives, use focused discussion and interactive strategies, provide instructional guidance on activities that support children's literacy development, tailor program guidance to individual parent-child relationships, extend the lessons of parenting experiences, provide multiple supports and flexibility for program participation, and maintain frequent and sustained interaction with parents. These are all detailed in the text, as are strategies for strengthening application of promising approaches (clarity on goals and outcomes, guides to curriculum development, and training and technical assistance).

This chapter is particularly useful for practitioners and professional development staff as well as for those developing curriculum for parenting education.

Cross-Reference:

Section B: Parenting Education

Section A: Interactive Literacy

Section C: Curriculum and Instruction

Purcell-Gates, V (2004). Family Literacy as the site for emerging knowledge of written language. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 101-116). Mahwah, NJ: Lawrence Earlbaum.

The author states that family literacy should be a "descriptive construct" and not one that is prescriptive. In this article she focuses on emergent reading and writing within this context. Her intent is to counter the claims that middle class children achieve school literacy over those children from a poverty base due to oral language development. She begins by describing the language that children employ when they pretend to read - a language which does not resemble their pattern of speech - a written language that they

indicates that the article is a research study

produce as they read aloud. She argues that emergent language knowledge reflects written language and not oral language.

Language is influenced by the social context; for example, court language is different from church language. What we write does not always resemble how we speak. Purcell-Gates designed research to focus on how children learn a *linguistic register* specific to a social context. She collected oral narratives and pretend reading responses (“sound like a book”) in order to compare oral with “written”; the language for each was different in vocabulary, syntax, and degree of decontextualization. Those children who had been read to aloud were not linked by any common SES indicators. She found that two years of schooling brought all children exposure to hearing reading aloud; there were no differences in the scores when *written register* was scrutinized.

She argues that language can develop from written-to-oral and that it is exposure to print and use of print that allows children’s emergent literacy to develop and that emphasis on oral language development is leading us astray. The implication for family literacy is that all children need to be exposed to written language in any form – shopping lists, coupons, religious texts, etc. Family literacy should maintain a focus on supporting written language development through those environments, experiences and activities. This article is particularly useful for practitioners, program planners and researchers

Cross-Reference:

- Section A: Interactive Literacy
- Section B: Parenting Education
- Section C: Program Development and Models
- Section D: Curriculum and Instruction
- Section G: Culture and Context

##Rebello Britto, P. (2001). Family literacy environments and young children’s emerging literacy skills. *Reading Research Quarterly*, 36 (4), 346-347.

This study focuses on the relationships between family literacy environments and the emerging literacy skills of low-income African-American preschool and school-aged children. The researcher looked specifically at the correlations between three dimensions of the family literacy environment (language and verbal interactions; learning climate; social and emotional climate) and children’s – pre-school and elementary-school-aged – receptive and expressive vocabularies, school readiness, letter-word identification, and comprehension skills.

indicates that the article is a research study

The sample for the study was comprised of 126, mostly single mothers and their children, welfare-eligible African American participants. Data was collected at four points, beginning when children were 7 months of age and ending when the children turned 7 years old. Mixed methods were used to collect data including structured interviews, selected ability measures, and naturalistic and video-taped observations of mother-child interactions.

The data provided three different sets of results. First, a relationship was found between the learning dimension of the family literacy environment and the language and verbal interactions dimension and the social and emotional climate dimension. Second, the study showed that preschool literacy skills are more closely associated with the home literacy environment than with school-aged literacy skills. Mother's educational level was also found to be a strong correlate of children's literacy development both at the pre-school and school-age level. Third, the type of literacy interaction (book reading, teaching across the book-reading and puzzle solving activities) between mother and child was found to be an important factor for children's emergent literacy skills.

The home literacy environment needs to be evaluated within the context of the social and cultural practices of the family. Further exploration of the home literacy environment should include parents' beliefs and attitudes towards literacy. Parents and primary caregivers need to deviate from the more traditional book reading style of exposure to print and model using other methods. Probably the most important aspect of this study was that it found strong correlates between certain aspects of the home literacy environment and specific children's literacy skills. This allows for further investigation of interventions targeting specific environmental areas associated with specific literacy development skills. Finally, it can be concluded that the home literacy environment sets the pace for lifelong learning, beginning with infancy.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

##Senechal, M., LeFevre, J., Thomas, E., Daley, K. E. (1996, August). *Early exposure to storybooks as a predictor of reading in grade 1*. Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development, Quebec City, Quebec, Canada.

The authors of this research examined the growth of language skills and emergent literacy of 47 children who were exposed to storybooks and explicit teaching of writing and reading skills by their parents. Two examples of language skills are vocabulary and

indicates that the article is a research study

phonemic awareness. Two examples of children's emergent literacy are knowing the names or sounds of letters and understanding print concepts. These skills are varied among children entering school and have been associated with later reading achievement. The authors observed storybook reading and direct teaching about reading and printing by parents as two distinct home literacy experiences. Storybook exposure was measured using parental checklists while parent teaching was measured with self-reports of the frequency with which parents taught reading and spelling. Language factors were tested using a listening comprehension task, a vocabulary task, and a phonemic awareness task. The emergent literacy factors included letter knowledge, knowledge of print concepts, invented spelling, and letter-sound knowledge.

The results of the study address three questions:

1. What is the relation between storybook reading and parental teaching? Evidence revealed that literacy experiences were common, but that parents who frequently read to their children did not necessarily teach their child about reading and writing and vice versa. These findings reveal that parents engage their children in very different literary experiences at home
2. Do both storybook reading and parental teaching predict language skills and emergent literacy? Results showed that storybook exposure influenced the language factor but did not significantly influence the emergent literacy factor. On the other hand, parent teaching of reading and writing influenced the emergent literacy factor but did not significantly influence the language factor. However, the authors do note that although parent reading does influence language at least into grade 1, its magnitude on language development is small to moderate.
3. Do storybook reading and parent teaching predict word reading at the end of grade 1? The results showed that children's language skills and emergent literacy made up for 20% of the variance in word reading, while parent teaching did not account for any additional variance and storybook exposure accounted for an insignificant 2% of the variance. In conclusion, the authors state that there is a clear distinction between the influence of different home literacy environments with different links to early skills and, ultimately, to reading acquisition.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

indicates that the article is a research study

##Silvén, M., Pekka, N., & Voeten, M. J. M. (2002). Do maternal interaction and early language predict phonological awareness in 3- to 4-year-olds? *Cognitive Development, 17*, 1133-1155.

This paper presents findings from a longitudinal study that looked at how phonological awareness is affected by mother-child interaction and the child's language development. Sixty-six two-parent families from Finland were selected to participate in this study. On average the mothers had 14 years of education and the fathers had 13 years of education. With some rare exceptions, the primary caregivers of the children in this study during the first 10 months of life were their mothers.

Results indicate that phonological awareness is present even at the earliest stages of vocabulary learning. Differences in both the mother's sensitivity during joint play episodes and the children's vocabulary in infancy were indicators of later language acquisition and seemed to especially contribute to the progress of phonological awareness years before formal reading instruction began. The findings also show that mothers' educational level is directly correlated the their interactional sensitivity and the father's educational level is related to the children's skill in combining lexical items at two years of age, but neither parent's educational level was found to be related to phonological awareness.

Frequent high quality play interactions provided by mothers during the first years of life result in children having more advanced language skills as measured from early to middle childhood. It was also concluded that early language acquisition is a two-way process driven mutually by parent and child. This finding supports the view that, over time, language development is a child-driven process. Citing Vygotsky, the authors of this paper state that the parents' behaviors is what prompts the early phases of sound pattern awareness in their children and that children's knowledge about words is what determines the growth of the sound pattern awareness.

Finally, the authors cite that their sample is rather small to justify definite conclusions and that replications of their findings are needed to confirm that conscious access to speech emerges from the repeated process of enriching knowledge.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section G: Culture/Context

indicates that the article is a research study

##Sonnenschein, S., & Munsterman, K. (2002). The influence of home-based reading interactions on 5-year-olds' reading motivations and early literacy. *Early Childhood Research Quarterly*, 17, 318-337.

In this article, the authors examined the relationship between the kinds of comments made during shared reading and the affective quality of the reading interaction in order to understand the impact of home-based reading practices on young children's literacy development. This study observed 30 five-year-olds, during the summer prior to kindergarten, in shared reading experiences with a member of their family, usually a parent but in one-third of the cases, an older sibling. The children came from both African-American and European-American families who attended inner-city preschools in Baltimore, Maryland. The majority of the children came from low-income families. In addition to the observations, the parents were interviewed about the frequency with which their children engaged in reading activities at home. The children's phonological awareness, orientation toward print, and story comprehension were assessed during the spring of kindergarten and their motivations for reading was assessed at the start of first grade. The study found that comments about the content of the storybook were the most common type made during reading interactions. The authors also reported reading frequency was the only significant correlate to children's early literacy-related skills. In contrast, the affective quality of the reading interaction was the most powerful predictor of children's motivations for reading. The authors state that these results emphasize the importance of the affective quality of positive reading interactions for fostering children's interest in literacy. The authors concluded their discussion with suggestions for implications for practice for teachers.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Stile, S., & Ortiz, R. (1999). A model for involvement of fathers in literacy development with young at-risk and exceptional children. *Early Childhood Education Journal*, 26(4), 221-224.

The authors of this article seek to address the need for father involvement in children's literacy activities. They propose a model consisting of four approaches that has evolved in their work on Project DADS at New Mexico State University. Stile and Ortiz state that there has been a lack of focus on involving fathers. They feel that both research and practice have traditionally attended to mother-child interactions. The authors propose that early childhood personnel could increase father-child involvement by explaining benefits, suggesting activities and materials, and sharing expectation. They believe father's involvement in inclusive early childhood settings could be especially beneficial

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for children with developmental delays. The authors suggest four ways for fathers to participate in early literacy experiences with their children. These include:

Early social interaction

- Literacy begins in infancy when children interact with adults
- Reciprocal play activities can be based on developmental benchmarks

Reading books

- Reading can begin as young as 0-3 months
- Fathers may need suggestions regarding selection of books
- Teachers can provide guidelines for how to read with children
- Using environmental print for literacy activities

Incidental preliteracy experiences

- Using environmental print for literacy activities

School involvement

- Collaborate with schools in structured activities related to literacy
- Opportunities may not occur naturally at home with fathers so schools may look to encourage fathers' participation in home-school partnerships.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section J: Parent Involvement

Taylor, D. (1983). *Family literacy: Young children learning to read and write*.
Portsmouth, NH: Heinemann.

In this book, Taylor follows, over 3 years, six middle-class families that each have a successful reader. This ethnographic work provides insight into the ways in which children successfully learn to read and write through their participation in the everyday experiences of family life. The last chapter of the book explains the importance of using ethnographic methodology in the study of child literacy outcomes.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

indicates that the article is a research study

##Taylor, D., & Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner-city families*. Portsmouth, NH: Heinemann.

In Taylor's second book, she and Dorsey-Gaines follow four inner-city African-American families. In this qualitative study, the reader learns that children from these families can be successful readers, even in the face of overwhelming poverty and unfortunate circumstances. Like the middle-class families Taylor studied previously, these families provided literacy experiences for their children in their everyday lives. However, they are distinguished from the middle-class families in that they often used literacy activities as a means to an end (e.g., applications for food stamps, AFDC, WIC, and student financial aid forms). The authors of the book recommend their work for educators, researchers, and policymakers.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section G: Culture and Context

Section H: Government Policy

Tracey, D. H. (1995). Family literacy: Overview and synthesis of an ERIC search. In K. Hinchman, D.J. Leu, & C. Kinzer (Eds.), *Perspectives on literacy: Research and practice, forty-fourth yearbook of the National Reading Conference* (pp. 280–288). Chicago: National Reading Conference. (ERIC Document Reproduction Service No. ED 379 611).

To pull together and facilitate further knowledge within the field of family literacy, as well as to better define family literacy, Tracey conducted a comprehensive review of the literature. Using the descriptor "family literacy" on two indexes within the ERIC system (Resources in Education (RIE) and Current Indexes to Journals in Education (CIJE)), 409 references and abstracts were located and reviewed. For the final reporting of the literature, 135 documents were sorted into 3 main categories—research emphasis (19 percent), program descriptions (35 percent), and position papers (38 percent)—and then analyzed. Several strengths, weaknesses, and needs in the literature emerged as a result of the review. The primary weaknesses noted were a lack of clear and agreed-upon definitions in the field; a disproportionately small percentage of documents created from a research perspective; a too narrow focus on topics that would fit more appropriately into areas outside of family literacy; and a lack of research on program efficacy. Primary strengths included the fact that the attrition rate for participants in family literacy programs is considerably smaller than in adult literacy programs, and that documented research consistently supports the finding that participants of family literacy programs are

indicates that the article is a research study

benefited by increased positive literacy interactions in the home between parent and child as a correlate of participation.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section E: Collaboration Within Programs and Among Social Service Agencies

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

Section G: Culture and Context Section H: Government Policy

Unwin, C. (1995). Elizabeth's story: The potential of home-based family literacy intervention. *The Reading Teacher*. 48 (7), 552-557.

Elizabeth's story highlights the importance of motivation and family involvement in developing literacy skills. The story portrays an African American family, Elizabeth, a single mother, and her four children. The author of the article met Elizabeth's family in 1992, while conducting doctoral research in family literacy. It was at this time that the author identified that programs that were once targeted for either illiterate adults or disadvantaged children were developing a family orientation. However, the majority of these programs were not based on research or theoretical perspectives.

The article highlights an intervention program that focused on parent/child literacy interaction using the home environment as the setting. The author identified that conducting this intervention in the home setting was critical since working with isolated family members at a central location would not address the most vital aspects of family literacy, the home. Visits were made once a week for nine months in which the author worked closely with Elizabeth and her two youngest children. Through observations and interviews, the family's home environment was assessed relative to literacy materials available within the home and how these materials were used. Based on the strengths of the family, the author modeled literacy routines such as reading to the children every day, writing, and the use of oral language such as storytelling. Materials were supplied when needed, and Elizabeth was able to see and replicate the routines modeled by the author.

The author noted that when resources and ideas become available to Elizabeth, she and her children began to experience the joy of reading and writing and joined in partnership with each other as a literate family. It also became apparent through this research that involving parents in their children's education can be successfully accomplished in the home environment where many parents feel more comfortable.

indicates that the article is a research study

Cross-Reference:

Section B: Parenting Education

Section A: Parent and Child Interactive Literacy Time

Winter, M., & Rouse, J. (1990). Fostering intergenerational literacy: The Missouri Parents as Teachers Program. *The Reading Teacher*, 43(6), 382–386.

There is growing agreement among educators that interventions targeting child literacy must more broadly recognize the entire family as the client, and must respect the culture and value system of that family. The Missouri Parents as Teachers program (PAT) employs this family-centered approach and has become the model for early childhood family education in Missouri. This paper describes the services the program offers, their curriculum, how PAT promotes literacy, and the variety of parent-child activities. Implications for local school districts are discussed. A general evaluation of the project is also included.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section C: Program Descriptions and Models

Section D: Curriculum and Instruction

Section E: Collaboration Within Programs and Among Social Service Agencies

Section F: Assessment and Evaluation of Family Literacy (FL) Programs

indicates that the article is a research study