



**Goodling Institute for Research in Family Literacy:
Annotated Bibliography
Research Section B:
Parenting Education**

Parenting Education – This section of the annotated bibliography focuses on research that enables parents to support and foster their children’s literacy and language development needs. The literature reviewed includes strategies for (elping parents achieve this goal.

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

Akkok, F. (1999, June). *Parental involvement in the educational system: To empower parents to become more knowledgeable and effective*. Paper presented at Central Asia Regional Literacy Forum, Istanbul, Turkey. Retrieved August 13, 2003, from http://literacyonline.org/products/ili/webdocs/carlf_akk.html

This paper discusses the first parent involvement program at the kindergarten and primary school level in Turkey. The author discusses the role of parents in the educational system and Parental Involvement Programs, applications in several countries, ways to involve parents, the initiation of Parental Involvement Programs in Turkey, and the procedures. The author reports that parents from the pilot program indicated that the program equipped them with parenting skills, facilitated their understanding of their children's development, and created positive attitudes toward school. Teachers and counselors stated that the program created common ground for communicating with both parents and children that facilitated their jobs. Other outcomes noted include an increase in parents volunteering, parents participating in school activities and parents developing a better understanding of the school and school system.

indicates that the article is a research study

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Section J: Parent Involvement

Benjamin, L.A. (1993). *Parents' literacy and their children's success in school: Recent research, promising practices, and research implications*. Retrieved September 19, 2002, from <http://www.ed.gov/pubs/OR/ResearchRpts/parlit.html>

This publication is part of a series of papers published by the office of Research of the U.S. Department of Education. The “recent research” is not recent anymore, but it does pose questions for new research. This report focuses on the research and development of literacy programs that are designed to improve both the literacy skills of parents who did not graduate from high school and of their children.

Past research demonstrates that the mother’s level of educational attainment is one of the most important factors influencing the achievement of their children in school. The 1990 NAEP (National Assessment of Educational Progress) reading assessments show that fourth grade students whose mothers had not completed high school had lower than average skills. However, the 1982 Harvard Families and Literacy Study found “no simple correlation between parents’ literacy level, educational background, amount of time spent on literacy work with children, and overall achievement.” Everyday stresses including emotional environment, financial difficulties and parental involvement had a stronger effect on children’s school achievement than direct activities like helping children with their homework.

The author points out that some programs show promise in the search to help families with literacy needs. This publication provides the reader with background data that could be useful in further research. It brings new issues to the surface and suggests directions for future research.

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Section J: Parent Involvement

Bermudez, A. (1994). *Doing our homework: How schools can engage Hispanic communities* (chap. 1). Retrieved from <http://clas.uiuc.edu/fulltext/cl00136/chapter1.html>

This chapter summarizes some of the empirical evidence that supports the idea that parental involvement in their children's schoolwork is in the best interest of the schools, students, and parents themselves. Bermudez aims to provide a rationale for why Hispanic parents should remain involved with their children's school through the upper grades (secondary education).

The research topics addressed are:

1. Student academic achievement: *Student achievement can be improved through parental involvement in the schools.*
2. Language achievement: *Parents who read and speak to their children in their native language will help their children develop the skills they need to succeed in their acquisition of English.*
3. School behavior and attendance: *When schools and parents work together to establish behavior guidelines then students will not be confused by mixed messages.*
4. Science and mathematics achievement: *Parents play a key role in their children's formations of ideas about the different possibilities for their futures.*
5. Cognitive growth: *Research demonstrates that when low-income parents participated in schools that their children's verbal concepts and other school related skills improved significantly.*

Summarizing some of the research on how parents benefit from involvement with their children's schooling Bermudez demonstrates the relationship of parental self-confidence and their becoming involved in school activities or in advocacy roles for their children. Research shows that parents want to know more about how to help their children learn.

The chapter concludes with a brief discussion regarding parental involvement in secondary education. She argues that this is the time in which parents tend to become less and less involved with their children's school work. She claims that children turn more towards their peers as role models during this time in their lives, and how this type of situation can be very threatening for a home where the language and culture are not that of the mainstream.

This is the introductory chapter to an on-line book which provides a historical perspective on how Hispanic parents became disengaged in their children's schooling

Cross-Reference:

Section B: Parenting Education
Section G: Culture and Context
Section J: Parent Involvement

Bryant, D. & Wasik, B. (2004). Home visiting and family literacy programs. In B. H. Wasik (Ed.), *Handbook of family literacy* (pp. 329-346). Mahwah, NJ: Erlbaum.

Home visiting has been identified as an effective format in providing services to families in need, and reflects a long history in the fields of health, social services and education. Home visiting operates from the belief that these methods of service are effective in building relationships with families that do not have the ability to attend programs located at sites. Home visiting has also been instrumental in extending learning opportunities for families who do attend programs.

This chapter looks at the correlation of home visiting and the enhancement of language and literacy development for young children through two programs *The Parents as Teachers* (PAT) program and the *Even Start* program. Working on the premise that home visiting is:

- family focused and flexible
- provides information relative to the needs of families which is pertinent in planning
- culturally sensitive to families backgrounds and traditions
- builds on the existing strengths and practices of the families

Both *The Parents as Teachers* and *Even Start* programs have indicated that although there are challenges associated with home visiting (i.e. scheduling, family participation), the overall results from both programs have been positive relative to the effectiveness of home visiting. This chapter is particularly useful to family literacy practitioners.

Cross-Reference:

Section B: Parenting Education
Section C: Program Descriptions and Models

indicates that the article is a research study

##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.
- 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

indicates that the article is a research study

##Caddell, D. (1996, September). *Roles, responsibilities and relationships: Engendering parental involvement*. Paper presented at Scottish Educational Research Association, Dundee, Scotland. Retrieved August 13, 2003, from <http://www.leeds.ac.uk/educol/documents/00001665.htm>

This paper explores two home-school initiatives, in order to raise questions on how individual schools respond to developing policy and practices to enhance working relationships between teachers and parents. The City of Edinburgh sponsored the Pilton Home Link Project, in order to strengthen support and communication between families and schools in economically disadvantaged areas. In piloting the initial program, issues around the involvement of fathers lead to the development of another initiative “Dads & Kids.” The author uses the programs to illustrate the importance of analyzing the current social context of home-school initiatives. The author also highlights the challenge of developing strategies, which offer men and women equal opportunities to be actively involved in their children's early learning. The author argues that successful strategies must build on current interests, motivation and relationships. In addition, the author explores the connotations in using the word "parent," the gender bias of parental involvement programs, the involvement of fathers in supporting their children's learning this experience, and the quality of parent-professional relationship.

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Section J: Parent Involvement

Caddell, D., Crowther, J., O'Hara, P., & Tett, L. (2000, September). *Investigating the roles of parents and schools in children's early years education*. Paper presented at the European Conference on Educational Research, Edinburgh, UK. Retrieved August 13, 2003, from <http://brs.leeds.ac.uk/edcol/documents/00001660.htm>

This paper highlights issues for schools and parents in developing partnerships in early education. The City of Edinburgh's Education Department funded this study to investigate the question, “What encouraged and discouraged parental involvement in the thirty-five at risk primary schools in the Early Intervention Programme?” This study was undertaken to establish how working class parents could be supported to help their children learn in the early years. It also sought to ascertain how schools could facilitate the engagement of parents as partners in their children's learning. It investigated the factors that encouraged and discouraged parental involvement in schools located in socio-economically-excluded communities. The study was divided into two phases and used teacher/administrator questionnaires, parent questionnaires, mini case studies at four schools (on site focus group interviews), and a pertinent document review.

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The authors use the study findings to illustrate a discussion on the rationale for involving parents, communicating with parents, parents as “junior partners,” perceptions of the effectiveness and value of parental involvement, and home learning. More specifically it examined what the managers of schools, located in such communities, communicated to parents about their children's early learning, how they communicated and how effective they thought their communications were. These views were compared and contrasted with the views of parents from four case study schools.

In the study the authors found the partnership discourse created challenges for parents and schools that were by no means easy to resolve. These and the way they may be addressed by schools are explored and some of the limitations of the partnership discourse are highlighted. In particular, it is suggested that the potential richness of a two-way partnership between the home and the school is less likely to occur in the way the partnership discourse positions the parent as a "junior" partner in the business of learning.

Cross-Reference:

Section B: Parenting Education

Section J: Parent Involvement

Cairney, T. H., & Munsie, L. (1995). Parent participation in literacy learning. *The Reading Teacher*, 48(5), 392-403.

This paper describes a program whose goal is to involve parents more personally in the literacy development of their children. The influence of the home environment is very important to the language learning process of children. Therefore, school success is believed to be strongly associated with a range of factors including family and cultural backgrounds. Yet, educators seem to take this for granted and have failed to bring schools and their communities together. Schools need to become more aware and responsive to the cultural diversity in their communities and parents need to grow in the knowledge and understanding they have of schooling.

One reason for the gap between schools and parents is that parents may not feel competent enough to deal with the school work of their children. Another reason cited is that teachers have negative attitudes toward parents because they are believed to be apathetic and disinterested in their children's education. The authors caution that school officials need to question this assumption about low-income parents. Most often, parents want to help but have few ideas about how to help.

A way to reduce the barriers between schools and parents is to give teachers and parents a chance to understand the way each defines, values, and uses literacy as part of cultural practices. It is not a good practice to coerce or even persuade parents to take on the

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literacy definitions held by teachers. Parents must be viewed as partners, thus establishing a reciprocal relationship. This leads to each party achieving a better understanding of the other.

The Talk to a Literacy Learner (TTALL) is designed to monitor parent interactions with their children; the strategies parents use to interact with their children when they read and write. The major goals of the program are to: increase parental participation in the literacy activities of their children; change the nature of the interactions adults have with children; introduce parents to a range of literacy practices; train community resource people who could be deployed in a wide range of literacy activities; raise community expectations concerning literacy and education; and serve as a catalyst for a variety of community-based literacy activities.

Overall, the program had an impact upon the way parents interact with their children; offered parents strategies they did not have before; helped parents choose resource material, help children with book selection, and use libraries more effectively; parents gained new knowledge; parents' families were affected; parents began to share their insights outside the family; parents gained a greater understanding of schools; parents grew in confidence and self-esteem; Children's literacy performance levels, attitudes, and interests were affected; and the program had an impact on the school and preschool.

The TTALL program was highly effective in creating a greater sense of partnership in the education of children involved in the project. What still remains to be determined is whether the program will have long-term effects on the literacy competence of the children whose parents were involved.

Cross-Reference:

Section B: Parenting Education

Section G: Culture/Context

Section D: Curriculum and Instruction

Section J: Parent Involvement

##Ceprano, M. (2003). Parents and children working together: A Paradigm for inclusive reading assistance. *Family Literacy Forum*. 2(1), pp.5-11.

Research has indicated that interactions between the parent and child which focus on print during the early year's impacts literacy growth considerably and provides the groundwork for the emergence of reading and writing skills as the child enters school. Researchers have proposed that when parents provide young children with a variety of language-based experiences that literacy development is enriched and accelerated.

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However, the support so necessary for young children's acquisition of literacy skills cannot be provided when parents themselves are faced with low literacy skills.

This article highlights two case studies where the literacy skills of both the adult and child improved using constructivist instructional methods. The studies focused on the belief that the acquisition of literacy skills is supported by the process of constructivism through which individuals assimilate new skills based on their previous knowledge. The interactive behaviors between the adult and child using the constructivist process resulted in improved literacy skills for both the child and adult.

The researchers implemented constructivist instructional methods by encouraging parents to incorporate the strategy of coaching with their children. This was accomplished by encouraging parents who exhibited low literacy skills themselves to participate in the sessions where their child was receiving support services for reading and writing. Involvement in these sessions provided literacy support for the parents as well as providing them with literacy strategies they could use at home.

The article, designed primarily for practitioners, but also relevant for researchers, reported positive outcomes from the studies. The studies indicated parents with limited educational backgrounds were engaged in coaching their children in playful explorations of print.

Cross-Reference:

Section B: Parenting Education

Section D: Curriculum and Instruction

Section J: Parent Involvement

Comings, J. (2004). The process and content of adult education in family literacy programs. In B. H. Wasik (Ed.) *Handbook on Family Literacy* (pp. 233-252). Mahwah, NJ: Lawrence Erlbaum.

Comings writes of the four differences between children and adults as students. Adults choose to be in school and will "vote with their feet" to leave when they are not engaged. Authentic content must be present that is relevant to their life roles (in family, at work, and within the community). The skills and knowledge base that adults bring to the classroom are much more diverse than those the children bring; therefore, more individualized instruction is necessary. Also, they must work towards goals that are personally important to them, and it must be convenient for them to participate.

Persistence is necessary for change so programming must support persistent behaviors. Force-field analysis should be used early to identify individual barriers and supports. Self-efficacy needs to be built and clear goals developed. When those are in place, persistent student effort needs to be measured in order to show growth. Most

assessments are for accountability; however, adult student assessments should also indicate progress clearly and be self-evident for the student.

Comings suggests instruction that reaches students through their strengths rather than their weaknesses and programming that helps students plan how they will engage in both formal study and self-study. They should become aware of those opportunities to learn that exist beyond the classroom but connect with it. This chapter is of interest to anyone wishing to investigate the application of adult education within the context of family literacy.

Cross-Reference:

Section B Parenting Education
Section C Program Description and Models
Section D Curriculum and Instruction
Section F Assessment and Evaluation

Crawford, P. A., & Zygouris-Coe, V. (2006). All in the family: Connecting home and school with family literacy. *Early Childhood Education Journal*, 33(4), 261-267.

This article provides a historical overview of family literacy and identifies several implications for teachers. The authors advocate for a collaborative approach between parents and schools, recommending that parents take a more active role in the curriculum and that teachers work actively to encourage parent participation. In an effort to bridge home-school partnerships, the authors recommend home visits by teachers, meetings, and newsletters. Furthermore, the authors advocate providing materials for parents to use at home, such as electronic resources on family literacy activities, books, take-home book programs, and literacy learning kits. The authors provide several good recommendations for websites and books that can be provided to parents to help facilitate home literacy activities.

Cross-Reference:

Section B: Parenting Education
Section D: Curriculum and Instruction
Section J: Parent Involvement

##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

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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

Section C: Program Descriptions and Models

##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

Section B: Parenting Education

Section C: Program Descriptions and Models

indicates that the article is a research study

Section D: Curriculum and Instruction
Section G: Culture and Context
Section J: Parent Involvement

Ferguson, C. (2005) “Reaching out to diverse populations: what can schools do to foster family-school connections?” *A Strategy Brief of the National Center for Family and Community Connection with Schools*.

This strategy brief highlights the need to consider the cultural differences in definitions of parent involvement, stressing that overcoming the obstacles these discrepancies create is crucial if meaningful participation is to be attained. Ferguson provides a “school snapshot” to illustrate the divergence in what schools and parents mean by parent involvement and the positive outcomes that can occur when a common understanding is reached. A list of issues to consider when reaching out to diverse populations and specific steps that schools can take to break down the barriers that exist is included. These suggestions are particularly helpful for program developers and school administrators interested in increasing parent involvement.

Cross-reference:

Section B: Parenting Education
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?

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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.

- A. The results of the study may be characterized into:
 - 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
 - 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?
- 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

indicates that the article is a research study

Section B: Parenting Education
Section D: Curriculum and Instruction

Gadsden, V. L. (1994) "Understanding family literacy: Conceptual issues facing the field." *Teachers College Record*. 96 (1).

Gadsden supplies an overview of research on family literacy that acts as a framework through which to consider the parent-child relationship and the support that literacy provides families. This framework is based on five assumptions about the nature of families, the history of family support, and the feasibility of research and practice in family literacy. Gadsden argues that the family is a mediator between the individual and the school, program goals are a response to family expectations, literacy training and family context are developmental processes, cultural and social practices within families influence views of literacy, and specialists need to reduce conceptual conflicts between competing perspectives. She stresses consideration of cultural, social, and political differences when working with parents and highlights variations in how literacy specialists understand the definition of family support. The article is targeted toward education researchers and the density of the material makes it most appropriate for this audience. Nonetheless, program designers and teachers would benefit from the information she provides.

Cross-reference:

Section B: Parenting Education
Section G: Culture and Context

Gadsden, V. (2004). Family literacy and culture. In B. H. Wasik (Ed.), *Handbook of Family Literacy* (pp. 401-425). Mahwah, NJ: Lawrence Erlbaum Associates.

This chapter focuses on the recent rapid growth of family literacy programs and issues that need to be developed to better support the theory behind the field. Gadsden reviews components of family literacy programs, highlights four strands of research in the field, and provides an insightful discussion on the definition of culture, and how that applies to the changing field of family literacy. Two main issues surface: 1) family literacy (i.e. What is family literacy? How do we define family literacy?); and, 2) culture, (i.e. What is meant by "culture"? What are the different aspects of culture? How do culture and literacy influence each other?).

This chapter should be read by anyone whose work touches the field of family literacy. It provides an excellent overview of family literacy, concrete program examples, questions that need to be considered in program development, a discussion of the intertwining of

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literacy and culture, and insights into how culture affects the lives of learners and practitioners.

Gadsden writes that everyone has a literacy component to their lives. It is a more difficult matter of finding what those notions of literacy are and how they are embedded in the participants' and the educator's social context. Literacy extends well beyond reading and writing; it is, in fact, a series of "problem solving abilities" (pg 420) bound in cultural context. Culture has many more parts to it than just ethnicity; social class, values, gender, religion, race, history, members in the family, and intra-ethnic relations are some of the main components. There is a need for educators to take the inquiry approach to teaching; the teacher and learner engage in reciprocal teaching and learning.

Gadsden identifies four strands of research: 1) descriptions of diverse populations; 2) family literacy that develops mainstream expectations; 3) rethinking the "uniformity of approach" idea; and, 4) how family and culture create literacy learning and how that framework relates to the world. There is a call for additional well-defined research that looks at the inter-play of culture and literacy. Additionally, developing tools that measure or identify the impact a family literacy program has on children's school performance is needed.

Cross-Reference:

Section G: Culture & Context

Section B: Parenting Education

Section C: Program Description & Models

Section D: Curriculum & Instruction

Green, S. (2003). Involving Fathers in Family Literacy: Outcomes and Insights from the Fathers Reading Every Day Program. *Family Literacy Forum* 2(2), 34-40.

This article first gives shape to the trends, benefits and challenges of father* involvement in their children's school career. The author then describes the Fathers Reading Everyday Program (FRED). This article would be useful to those interested in a father-child based literacy programs; of particular interest are the insights provided for new programs or suggestions for changes to existing programs.

FRED is a four week self-guided program in which participants read with their child 15 minutes per day for the first two weeks, 30 minutes the next two weeks. This time is logged in a reading log. The program goals are to increase the father's involvement in his child's literacy development and to improve the quality of father-child relationships, thereby increasing the child's opportunity of achieving academic success and self esteem.

indicates that the article is a research study

The program commenced with a kick-off event where 123 fathers of young children in early childhood programs and elementary schools enrolled. The event included a research based presentation on parental involvement and the importance of the father's role. Each participant receives a Father's Guide. Upon completion, there is a final family event to celebrate completion.

A pre- and post-questionnaire (self report) was used for program evaluation. More than fifty percent of fathers reported that the program helped them to read to their child every day, increased the amount and quality of time spent with their child, increased their satisfaction as a parent and improved their relationship with their child.

*father in this article refers to fathers, father-figures, and male caregivers. (pg. 34)

Cross-Reference:

- Section B: Parenting Education
- Section C: Program Description & Models
- Section D: Curriculum & Instruction
- Section J: Parent Involvement

Hannon, P., Nutbrown, C., & Fawcett, E. (1997). Taking parent learning seriously. *Adults learning*, 9(3), 19–21.

Although the combination of adult education and early childhood education can often support each other, difficulties can exist because the aims and the traditions of each component also differ. The purpose of this article is to focus on how early childhood educators can think about parent learning. Early childhood educators need to recognize that (1) differences exist between adult and child learning; (2) parents are experts of their own children; (3) parents have views on school literacy; (4) parents have views about their role in their children's learning; and (5) bilingual parents may have different learning needs. This article concludes with suggestions for practice.

Cross-Reference:

- Section B: Parenting Education

##Heath, S. B. (2001). What No Bedtime Story Means: Narrative Skills at Home and School. In A. Duranti (Ed.), *Linguistic Anthropology: A reader* (pp. 318-342). MA: Blackwell Publishers.

This article reports on an ethnographic study that examines the informal and formal teaching of literacy skills to preschoolers by families in three communities. A primary

indicates that the article is a research study

focus of this study is the role of “culture” in the teaching of literacy skills. The author provides a comprehensive account of how communities instill their children with the skills to “take away” meaning from books and how this relates to the child’s participation/success in the formal school setting.

This article, which provides both cultural and concrete information regarding literacy, should be read by teachers of pre-school and elementary grade children, parent educators, staff developers and curriculum developers as it provides insight into the development of all children.

Heath uses three communities in her study: Maintown, a middle class neighborhood. All Maintown families had a current teacher or a recent active teacher as the mother; Roadville, a white working class community where parents have historically worked for the textile mill, and; Trackton, a black working class community that has a tradition of working on the land but has more recently moved into jobs at the textile mill.

The study asks: Is reading development “natural”, i.e. cultural, or learned? How are the different “values” of community, as regards literacy, displayed in a child’s literacy development? Is the mainstream way the only way to literacy? What kinds of interactions take place between adults and preschoolers in the course of literacy based activities?

The author looks at both the cognitive aspects of reading and the affective aspects of literacy. Heath concretely states the areas of disparity between the children’s knowledge and the requirements of formal schooling and at what point in school students may begin to fail. It is implicit in her findings what schools can do to enhance all children’s learning in the school by building on what they have learned to value in their homes. This, in turn, lessens the disjunction between home and school.

Cross-Reference:

Section B: Parenting Education

Section D: Curriculum & Instruction

Section G: Culture & Context

Section I Professional Development

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

indicates that the article is a research study

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.

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

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 this 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

Hill, M. H. (1998). Teen fathers learn the power of literacy for their children. *Journal of Adolescent & Adult Literacy*, 42(3), 196-202.

Hill describes how 25 teens in a juvenile facility began to learn coping strategies and how to change their lives through literacy. The author states that the juvenile justice system is basically punitive instead of rehabilitative and “for juvenile crime offenders with weak language skills, the hope for rehabilitation and a promising means of livelihood are rarely realized” (p. 197). In the group of 25 teens analyzed for this article, over 50 percent were fathers and 60 percent were bilingual student with English reading skills ranging from primer to high school levels. The teachers in the group felt that “learning of reading, writing, listening, and speaking in the bilingual classroom must be meaning based, contextualized, and allow for levels and variations of literacy growth” (p. 198). The goal of the project was to increase literacy abilities and develop ways for fathers to take language development skills home to their children.

The teachers in the article used a whole language approach that focused on the “development of story narration and universal truths: being scared or bullied and experiencing anxious and embarrassing moments” (p. 199). The teachers chose literature to use that reflected these themes. They found that the teens identified with story characters and were able to link them to their personal experiences. The students were encouraged to develop their own stories. The teachers found that there was importance in relating oral and written work. They also found that:

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- Students must see themselves as users of literacy skills before they can take those skills to their children
- Developing English skills requires modeling and support
- The chosen themes elicited deep feelings and strong connections for the students
- Oral development was vital for all other literacy connections
- Reading, writing, speaking, and listening interaction within a social context provided a platform for language growth, development, and reflection.

Cross-Reference:

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 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

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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 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-

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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

Kamber, M. & Tan, N. (2003). Reflecting Culture in Reflective Practice: How Literacy Professionals Improve Family Outcomes by Learning across Cultures. *Family Literacy Forum*, 2(2), 5-11.

This article provides a description of the development and implementation of the Sunset Park Even Start Literacy Partnership (located at PS 314). It grew out of evidence that the ESOL program was not adequately meeting the needs of its participants **AND** the participants’ concerns over not being able to help their children be successful in school. This article is most useful to family literacy practitioners.

The program: Specifics of the actual program are not given in this article.

Goals of the program: “To develop a comprehensive program that guides families in a cross-cultural journey by engaging them in an authentic learning partnership with program staff who reflect their linguistic and cultural background.” (p.5)

Participants: The program works intensively with 40 immigrant families each year. Latino and Asian families are equally represented. Families live below the federal poverty level, have low literacy levels in their native countries, all have children under the age of 5 and 25 percent generally have children with special needs.

Innovative Features of the Program:

- Staff and Families in an Authentic Learning Partnership
- Staff as Cultural Interpreters
- Reflective Staff Development
- Reflective Practice

Outcomes:

Staff:

- learned to collaborate with other agencies in order to provide comprehensive services
- questioned their own cultural beliefs
- explored and implemented best practices
- reported a greater sense of confidence in working with parents

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Parents:

- high retention
- educational progress
- improved employment status
- noticeable involvement at children's school and education
- improvement on Even Start children's attendance and standardized scores (100% of pre-K – grade 3 reading on grade level)
- reported being more participative, able and confident as parents
- better able to seek support in the community at large

Cross-Reference:

Section B: Parenting Education

Section C: Program Description & Models

Section G: Culture & Context

##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

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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.

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

indicates that the article is a research study

Section B: Parenting Education
Section J: Parent Involvement

##Leleman, P. P. M., & de Jong, P. F. (1998). Home Literacy: Opportunity, instruction, cooperation and social-emotional quality predicting early reading achievement. *Reading Research Quarterly*, 33(3), 294-318.

Literacy development is thought to begin at home long before formal instruction in reading and writing begins at school. Literacy development begins at home through the introduction of books and participation in literacy-related activities between parents and their children. However, large differences exist among the home literacy environments provided by families, and consequently the preparation of children for school learning. In this paper, the authors examine three issues they consider relevant to family literacy.

The first issue examines the constructive processes responsible for the association between home literacy and developmental and educational outcomes. They question they try to answer is whether “mere exposure and modeling of certain behaviors are sufficient or whether co-constructive interaction leading to higher levels of knowledge is essential to obtain results.” Taking a social constructivist perspective, the authors side with research stating that several aspects of the home literacy environment are crucial for the development of children’s language development and literacy acquisition. These aspects include: opportunities to participate in literacy-related activities; the passing down or teaching to their children, by parents, the knowledge involved in these processes; and finally, in order to guarantee high involvement and good cooperation, affective/motivational aspects are also important. While other studies have observed these facets one at a time, the authors of this paper examine their separate and joint contribution to children’s language and literacy development.

The second issue addressed by this study is the contextuality of home literacy. Often, research [quantitative] has observed home literacy through a limited social and cultural context inclusive only of a family’s socioeconomic status, race, or ethnicity. In turn, this skews the insight into the functional and meaningful relationships of home literacy aspects with the larger features of daily life connected to socioeconomic conditions and minority status. In this paper, the authors try to lessen the gap that exists between ethnographic and quantitative studies.

The third issue addressed by the authors is the relationship between home literacy and language and literacy development. The current assumption is that home literacy is a causal link for language development. However, this assumption can no longer be considered valid because correlational techniques can equally point causal links to the

indicates that the article is a research study

reverse. Instead, the authors of this paper used a longitudinal design to strengthen the causal conclusion.

The results of this study indicate that home literacy does determine school literacy achievement even when effects for early language level and home language are controlled. The authors also find that the degree of opportunity for literacy interactions does affect literacy learning, however, literacy and language development are not affected by the social-emotional quality of the interaction. Finally, the authors caution that a too narrow focus promoting children's literacy may be insufficient in bringing about lasting change. Instead, attention should be paid to the broader sociocultural context of the home literacy environment, in particular when working with ethnic minority groups and special attention should be given to enhancing literacy use for pleasure.

Cross-Reference:

Section G: Culture/Context

Section B: Parenting Education

Section D: Curriculum and Instruction

Section J: Parent Involvement

Logue, M. E. (2000). *Implications of Brain Development Research for Even Start Family Literacy Programs*. (ERIC Document No. ED446832)

The author of this article relates how current findings in brain development research can be reflected in family literacy programs. Logue divides her article into two sections.

What do we know:

- The first three years of life are critical to a child's brain development
- "Experiences that are repeated often-whether positive or negative-have a great impact on how the brain is wired. Repeated, daily actions and interactions have the most potential for affecting a child's life. In terms of developing literacy skills, nothing is more important for young children than regular daily experiences of face-to-face interactions-being read to, talked to, listened to, touched and comforted... Teaching parents about the effect of repeated, positive interactions is key for helping parents understand how ordinary experiences become nourishing food for the child's brain" (p.3).
- There are critical periods of time for certain types of learning
- Differences in language development are not rooted in the type of physical care children receive at home but in the quantity and variety of language to which they are exposed
- How children are cared for has a decisive, long-lasting impact on their development, their ability to learn, and their capacity to regulate their emotions

indicates that the article is a research study

- Parenting education addressing discipline, guidance, and stress management cannot begin too early.

Implications for Even Start:

- Use parenting education as a vehicle for strengthening parent-child attachment
- Help parents learn to “read” the non-verbal signals babies give
- Parents can strengthen parenting and literacy skills through group experiences and individual instruction
- Parents need to develop observational skills
- Programs that systematically provide instruction to parents on literacy activities can have a positive effect on parents’ skills in reading to their children
- Parent and Child Interactive Literacy time can be used to increase parents’ awareness of and practice with their children’s language development
- Programs need to provide staff training and development with current research
- “Changing parents’ attitudes and beliefs about parenting is difficult and takes time: it cannot be accomplished during the limited Parent and Child Interactive Literacy time available in most Even Start programs. However, the integration of program components can intensify the effect of services because the big messages about parenting, language and learning are reinforced” (p. 7).

Cross-Reference:

Section B: Parenting Education

Section D: Curriculum and Instruction

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

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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 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

Mahoney, G., Boyce, G., Fewell, R. R., & Wheeden, C. A. (1998). The relationship of parent-child interaction to the effectiveness of early intervention services for at-risk children and children with disabilities. *Topics in Early Childhood Special Education*, 18, 5-17.

This article reports on the analysis of four early intervention evaluation studies in relation to developmental outcomes and parent-child interaction. The four studies reviewed were the Infant Health and Development Program, the Longitudinal Studies of the Effects and Costs of Alternative Types of Early Intervention, the Play and Learning Strategies Program, and the Family Centered Outcomes study. All four studies used the Maternal

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Behavior Rating Scale. The authors discussed barriers to relationship-focused interventions and the need to re-examine the early intervention outcomes. The authors analysis focused on contrasting the differences between child-focused and relationship-focused models of early intervention. In child-focused models intervention is on the child's development and care needs in a directive teaching framework. In relationship-focused models intervention is based on enhancing or supporting the parent-child relationship. The authors advocate for the relationship-focused intervention model. The authors' analysis indicated that intervention effects on child development were unlikely to occur unless mothers modified their style of interacting with their children. For mothers who had participated in intervention programs, their level of responsiveness was positively associated with their children's developmental outcomes. Tables are included to illustrate definitions from the data collection tool and statistical information from the narrative discussion.

Cross-Reference:

Section B: Parenting Education

McDermott, R. (2003). Go gently on family literacy. *Family Literacy Forum*, 2 (1), 31-34.

In this article the author uses a narrative voice to look at the role literacy played within his family for three generations, and to question the ways in which the systems found within education and society hinder literacy.

The author proposes family literacy as having a greater impact than school achievement and career paths, and identified that the changes in the description of literacy within his family correlated with the shifting position of the family within the social class system.

The path of literacy throughout the three generations of his family was described beginning with his parents, where literacy was part of their daily lives, functional and ordinary. Within the author's generation literacy and academic degrees represented success. For the third generation the author expresses more concern relative to the direction of literacy. He describes life for his children as easier with the promise of more opportunities; however, it is his belief that these opportunities come with more constraints especially in the area of literacy. Due to academic competitiveness the focus on literacy is not just "the more the better, but the earlier the better." p. 31 It is the opinion of the author that children's lives are constrained far too early thus impacting literacy within the family.

In conclusion the author proposes that literacy needs to be seen as a tool we acquire and use primarily as communication, thus supporting the community and society in general.

Cross Reference:

Section B: Parenting Education

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

##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.

indicates that the article is a research study

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section C: Program Descriptions and Models

Section E: Collaboration Within Programs and Among Social Service Agencies

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 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.

indicates that the article is a research study

Cross-Reference:

Section A: Interactive Literacy

Section B: Parenting Education

Section C: Program Description and Models

Mulhern, M., Rodriguez-Brown, F. V., & Shanahan, T. (1994). Family literacy for language minority families: Issues for program implementation. Washington, DC: The George Washington University, The National Clearinghouse for Bilingual Education.

This article reviews considerations in designing and implementing family literacy programs for limited English-speaking populations. This article examines the strategies and practices of Project Family Literacy: Aprendiendo/Learning, Mejorando/Bettering, Educando/Educating (FLAME), a federally funded program for Latino/a families that serves six elementary schools in Chicago, IL. Approximately 15-20 families are served per school. Project FLAME is designed with two integrated components of Parents as Teachers and Parents as Learners.

In an introductory section, the authors review the family's role in children's learning, barriers to family involvement in education, and family literacy programs as a means of linking homes and schools. The authors then describe Project FLAME. In the main discussion of program development and implementation, the authors examine the following considerations in the form of questions: (1) taking the appropriate first steps; (2) determining the location and scheduling of classes; (3) curriculum design; (4) language of instruction; (5) selecting instructional materials; (6) staffing; (7) maintenance of attendance and involvement; and (8) program evaluation. Embedded in this section are illustrations of specific practices and strategies of Project FLAME. Appendices provide the resources of a Project FLAME model lesson plan and a list of resource organizations.

Cross-Reference:

Section B: Parenting Education

Section C: Program Descriptions and Models

Section G: Culture and Context

Section J: Parent Involvement

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

This manual serves as a guide for programs intending to develop and implement parent groups. Included are sections discussing the purposes of parent groups, the definition and examples of parent groups, issues targeted by parent groups, and the role and responsibilities of a staff member involved with a parent group. The manual provides a sample session plan, a parent survey, and a sequencing of topics for parent groups. Group dynamics and facilitating skills are addressed by underlining the importance of communication, involvement, and respect among group members. Methods used to empower families are also discussed. In addition, strategies for facilitating personal growth for parents (e.g., self-esteem and problem solving) and questions that should be examined while developing a parent group are included.

Cross-Reference:

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

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

indicates that the article is a research study

##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.

Cross-Reference:

Section A: Parent and Child Interactive Literacy

Section B: Parenting Education

Section G: Culture and Context

Section J: Parent Involvement

##Orellana, M. F., Monkman, K., & MacGillivray, L. (2002). *Parents and Teachers Talk about Literacy Success*. (No. 3-020). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

The authors propose that spatial and temporal dimensions should be considered in understanding the relationship between different social contexts and perceptions about literacy and success. Data is drawn from two different studies; sources include: focus groups with parents and teachers, observations, formal and informal interviews, field notes, etc. The researchers find that Mexican and Central American parents have a broader definition of success (i.e. not only linked to academics) and an optimistic outlook for their child's success, yet they state that the children control the direction of their lives. The teachers, while they do not operate from a "deficit" perspective, tend to focus on social obstacles and lack of opportunities facing their students; the teachers feel powerless to change the structures of society and rely on the families to make a difference in their students' lives. The authors suggest ways to build a shared understanding between parents and teachers in order to better support children's academic and general success.

indicates that the article is a research study

Cross-Reference:

Section G: Culture and Context

Section B: Parenting Education

Section D: Curriculum and Instruction

##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.

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

##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 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

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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.
- 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.

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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

Paratore, J. R. (2001). *Opening doors, opening opportunities; Family literacy in an urban community*. Needham Heights, Allyn & Bacon

The author presents the process of creating, tracking and evaluating a particular family literacy program, the Intergenerational Literacy Project (ILP). She addresses practical topics such as partnership with the surrounding community, target participants, recruitment, curriculum and evaluation. Detailed accounts of materials, class structure, intake and exit questionnaire/interviews, student work and evaluation methods are provided in this book. Additionally, this text provides an excellent overview of current family literacy research and practices in an accessible manner.

Cross-Reference:

Section C: Program Description and Models

Section F: Assessment & Evaluation of Family Literacy Programs

Section D: Curriculum & Instruction

Section B: Parenting Education

Section G: Culture & Context

##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

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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 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

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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.

Cross-Reference:

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

Ponzetti, J. J., & Bodine, W. J. (1993). Family literacy and parent education. *Adult Basic Education*, 3(2), 106–114.

This article presents a conceptual model of family literacy programs with descriptions of program components and discusses the importance of parent education in family literacy programs. Ponzetti and Bodine define family literacy programs as having two unique features that make them different from other services provided for parents and children. First, family literacy programs focus on the family as a unit, and second, these programs provide joint literacy activities to families (adults and children together) that are applicable to their daily lives. The component model presented proposes that family literacy programs have three key ingredients: Adult Basic Education, Early Childhood Education, and Parenting Education. The authors provide a description of each component. Last, the authors elaborate on the importance of parenting education in family literacy programs.

Cross-Reference:

Section B: Parenting Education
Section C: Program Descriptions and Models

##Ponzetti, J. J., & Dulin, W. (1997). Parent education in Washington State Even Start Family Literacy Programs. *Early Childhood Education Journal*, 25(1), 23–29.

The authors argue that parent education is the most critical component of family literacy yet it is the most elusive in the literature. The purpose of this study was to understand and document parent education practices in Even Start Family Literacy Programs. In 1991–92, the 24 Even Start Programs in Washington state were asked to complete a survey on the educational preparation of instructors, the content of parenting education classes, as

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well as the methods used by parent education teachers. The findings are based on responses from 16 sites. The programs focused on parents and their unique needs, provided services in a variety of settings for easy access, and educated parents about their influences in the practices of family literacy. The authors discuss the importance of state mandates to guide parenting education efforts. They conclude by noting that quality parenting education efforts need not be to the detriment children's education programs. The programs that responded appeared to be able to provide parent education without neglecting the education of children.

Cross-Reference:

Section B: Parenting Education

##Popp, R. J. (1991). Past and present educational experiences of parents who enrolled in *Kenan Trust Family Literacy Programs*. Louisville, KY: National Center for Family Literacy.

This document examines the education, both past and present, of 34 parents who had dropped out of high school and were enrolled in 5 Kenan Trust Family Literacy programs in Kentucky and North Carolina. More than half of the respondents had been previously enrolled in adult education courses from which they had dropped out before completing the high school equivalency certificate. The study was conducted to determine the reasons participants had dropped out of high school and why they had subsequently enrolled in adult education programs. Results indicated that the main underlying cause of school dropout was a process of disengagement from schooling that the respondents began to experience as early as the transition from elementary to middle school. This alienation also played a large role in the dropout of participants from adult education programs, in which they had enrolled primarily to get their GED. The author of this document states that a chief reason participants remained in family literacy programs was that these programs addressed their sense of alienation, enabling them to identify with schooling.

Cross-Reference:

Section B: Parenting Education

Ports, J. (2003). Making Connections: Using Narrative and Journal Writing in a Holistic Literacy Enhancement Program for Incarcerated Mothers. *Family Literacy Forum* 2(2), 12-18.

The author provides a description of a 10 week holistic reading, discussion and writing program for incarcerated mothers. It discusses the outcomes and the challenges of the

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program and offers suggestions for future courses of this kind. This article would be of use to those interested in adult literacy and/or parent involvement programs.

The course designed to develop literacy skills, improve parenting skills and create a deeper relationship between mother and child/ren met for 10 meetings. Themes for the classes were developed around the life experiences of the participants, including their role as a parent. This technique allowed the learners to reflect on their lives and personal interests. Journaling, reading aloud and discussions were the main techniques used during the course of the program. Additional components of the program were sending age appropriate books to their children's homes, producing two booklets of their own writings (one written specifically for the children) and each woman was given books on parenting and life.

The participants (12 incarcerated mothers at a county prison, aged between late teens and mid-50's) at the end of the course expressed an increased level of interest and enthusiasm for reading and writing. The women also ranked that the focus on personal and parenting developmental issues, inclusion of pertinent literature to the women's lives and how it related to their lives, and the opportunity for personal expression through journal writing as being instrumental in their reading and writing development. This article is important due to its successful combination of teaching reading and writing and parenting issues through topics relevant to the participants.

Cross-Reference:

- Section B: Parenting Education
- Section C: Program Description & Models
- Section D: Curriculum & Instruction
- Section J: Parent Involvement

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

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.

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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

Powell, D., Okagaki, L. & Bojczyk, K. (2004). Evaluating parent participation and outcomes in family literacy programs: cultural diversity considerations. In B. H. Wasik (Ed.), *Handbook of family literacy* (pp. 551-566). Mahwah, NJ: Lawrence Erlbaum Associates.

This chapter discusses the manifestation of personal and cultural beliefs in parenting behaviors and how these beliefs impact parents' views of family literacy programming and evaluation measures. In the first part of this chapter, the authors review research and provide culture specific examples of the interplay of culture, literacy and childrearing. Additionally, the authors examine parental goals and expectations, approaches to literacy, and family roles and relationships. The second part of the chapter outlines suggestions for evaluating parent participation and program outcomes. The authors discuss ways in which social class and cultural variations in beliefs and parenting practices are affecting current areas of evaluation. Included are types of data and investigations that might better reflect the parent group, parent interactions with the program, quality of program, suitability of program and the results of the program. Considerations for developing a family literacy program and appropriate evaluation measures are provided. The authors give concrete and relevant observations and suggestions. This chapter offers a fascinating look at the diversity of cultures and expectations found in family literacy programs. This chapter should be read by teachers, evaluators, program developers and policy makers.

Cross-Reference:

Section G: Culture & Context

Section B: Parenting Education

Section F: Assessment and Evaluation of Family Literacy Programs

Powell, D. R., & D'Angelo, D. (2000). *Guide to Improving Parenting Education in Even Start Family Literacy Programs*. Portsmouth, NH: RMC Research Corporation.

This guide was developed to help build a framework for parenting education in Even Start programs. The authors state, “There are no commonly-accepted standards for parenting education; in contrast, there are highly-regarded benchmarks of appropriate practice in early childhood education and in adult education” (p.3). This work “is based on a review of research literature on family contributions to children’s literacy development, structured visits to local Even Start programs, extensive consultation with professionals associated with family literacy programs, and constructive feedback of earlier drafts of the guide from Even Start state coordinators, program staff and administrators” (p.3).

This guide establishes a content framework for parenting education based on the five areas of parenting goals for Even Start:

1. Engage in language-rich parent-child interactions;
2. Provide supports for literacy in the family;
3. Hold appropriate expectations of the child’s learning and development;
4. Actively embrace the parenting role; and
5. Form and maintain connections to community and other resources for meeting individual and family needs.

The guide continues by making suggestions for implementing the content framework. The three broad guidelines contain recommendations for individual incorporation of the program. These suggestions include:

1. Understand and respectfully build on parents’ views and circumstances
 - a. Acknowledge life circumstances
 - b. Learn about parents’ goals
 - c. Adapt program strategies
2. Use multiple and sequenced strategies of instruction
 - a. Ensure the credibility of modeling
 - b. Foster reflection and discussion
 - c. Provide supportive feedback
 - d. Select appropriate materials for learning
3. Support connections and high quality across all program components
 - a. Use common methods or shared assignments

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- b. Increase staff presence across components
- c. Select and support staff carefully extend practice standards to program partners

The final sections of the guide address measuring parenting outcomes and forms used for evaluations.

Cross-Reference:

Section B: Parenting Education

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 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.

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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.

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

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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

Rodriguez-Brown, F. (2004). Project FLAME: a parent support family literacy model. In B. Wasik (Ed.) *Handbook on Family Literacy: Research and Services*. Mahwah, NJ: Lawrence Earlbaum. 213 – 229

A program designed specifically to enhance literacy learning for a community of mostly Hispanic immigrants is described within this chapter. Home literacy cultures, communication styles, interaction and views regarding literacy are examined within the context of this program. Focus on the concept of *familia*, already central to Hispanic culture, provides a convenient vehicle for applying a family literacy model to this community. Funded by the U.S. Department of Education, the program was piloted in the Chicago public schools before disseminating nationally.

The program objectives are 1) to increase parents' ability to provide literacy opportunities for their children, 2) to increase parents' ability to act as positive literacy models for their children, 3) to improve parents' literacy skills so they can more efficiently initiate, encourage, support and extend their children's learning and 4) to increase and improve the relationship between the parents and the schools.

The instructional program included activities to train participants through a routine of semimonthly workshops. The core program was *Parents as Teachers*, which was conducted in the language most familiar to the participants. Twice a week, participants were involved in *Parents as Learners* – two hour sessions focusing on basic skills. *Parents as Leaders* evolved into a summer institute where outside speakers were brought in to address questions or concerns of the participants. *The Trainers of Trainers* program allowed graduate parents to develop leadership for literacy activities in the community. *Parents as Volunteers* enlisted those program participants as aides for classroom teachers who prepare the parents for their roles before they entered the classroom.

The conclusion highlights that increased self efficacy and social networking into the community are major outcomes from this program, which then positively impact success with parenting and community roles. Specifically, "Validation of knowledge is particularly relevant to new immigrant parents who find themselves isolated" (227). The

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chapter is of interest to those planning programming or curriculum, or to those planning family literacy within specific cultural contexts.

Cross-Reference:

- Section B: Parenting Education
- Section C: Program Development and Models
- Section F: Assessment and Evaluation
- Section G: Culture and Context
- Section J: Parent Involvement

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 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

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- 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

Tett, L., Caddell, D., Crowther, J., & O'Hara, P. (2000, September). *Parents and schools: partnerships in early years' education*. Paper presented at British Educational Research Association Conference, Cardiff. Retrieved August 11, 2003 from, <http://www.leeds.ac.uk/educol/documents/00001681.htm>

This paper reports on a study of primary schools in a socio-economically disadvantaged Scottish city that addressed the two main research questions: (1) How can parents be supported to help their children learn in the early years? (2) What can, and are, schools doing to facilitate the engagement of parents as partners in their children's learning? The paper is organized in five sections. The *Introduction*, reviews literature on parents' involvement in the education of their children that shows the importance of early knowledge gained within the home has in providing a framework for future learning in school. The second section, *Methodology*, discusses the two phases of the study. In the first phase, questionnaires were collected from school administrators of 35 Primary schools in an "Early Intervention Programme." In the second phase, questionnaires were collected from parents of Primary 1 children from four specific schools identified for improvement in literacy and numeracy. The third section, *Results*, is organized into five specific question groups, which include: (1) Why work with parents; (2) Communication and support; (3) Roles for parents; and (4) Resources to develop the learning strategies. The paper reports on what the administrators of schools communicate to parents, how they communicate and how effective they think their communications are. These views are compared and contrasted with the views of parents. The fourth section, *Discussion*, explored the importance of working with parents and supporting teacher-parent relationships. The final section, *Conclusion*, reviewed the authors' ideas on how parents can become effective partners in their children's education.

Cross-Reference:

Section B: Parenting Education

Section J: Parent Involvement

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 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

indicates that the article is a research study

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.

Cross-Reference:

Section B: Parenting Education

Section A: Parent and Child Interactive Literacy Time

##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

indicates that the article is a research study

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