2023-08-14

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Survey of Reading Habits and Dialogic Book Reading Practices in

Parents of Preschool-Aged Children

Kimberly Cronin

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Science

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ABSTRACT

Survey of Reading Habits and Dialogic Book Reading Practices in
Parents of Preschool-Aged Children

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Master of Science

This study explored the reading habits and dialogic book reading practices in parents of preschool-aged children. Early literacy practices in the home influence the development of language skills and academic learning of children. These practices were explored by directly asking parents to reflect and report on their literacy habits in the home setting. It specifically addresses current reading behaviors that parents implement when reading with their child and observations of their child's attention and involvement during book-sharing sessions. This study was part of a larger study focusing on developing and implementing dialogic reading workshops for parents. A survey with 36 parent-report questions was distributed to parents across the United States via social media. Parents were asked to identify specific demographic variables and rate their perceptions of reading habits, interactive reading strategies used with their child, and library use. Following survey completion, 83 responses were analyzed. Key findings included consistent use of positive parent-child reading behaviors and the influence of parent characteristics. Parents consistently reported feeling confident or somewhat confident in reading with their child and consistent use of reading strategies in the home. Future research should study additional demographic variables. The results from this study will be used to inform a larger study of dialogic reading trainings with parents.

ACKNOWLEDGMENTS

Words cannot express my gratitude to Dr. Summers, my professor and chair of my committee, for her patience and invaluable feedback. Words cannot express my gratitude for her guidance as she encouraged and supported me throughout this entire process. I would also like to express appreciation to my thesis committee, Dr. Harmon and Dr. Nissen, for the time and effort they put into this thesis project. I would like to express my love and appreciation for my husband, Greg Cronin, who has supported me through this experience. In addition, I would like to express gratitude to my children, Ashley, Alyssa, Drew, and Addi, for their patience, technical support, and belief in me throughout this process. Lastly, I would be remiss in not mentioning love and appreciation for my mother, Marsha Addams, and sister, Lindsey Addams, that encouraged me to pursue this goal in the first place.

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DESCRIPTION OF THESIS STRUCTURE AND CONTENT

This thesis, *Survey of Reading Habits and Dialogic Book Reading Practices in Parents of Preschool-Aged Children,* is a study focused on exploring current interactive reading behaviors in parents and their children. The thesis is written in a hybrid format. The preliminary pages of the thesis reflect requirements for submission to the university. The thesis itself is presented in a journal-ready format and conforms to length and style requirements for submitting research journals in the field of communication sciences and disorders. The annotated bibliography is included in Appendix A and the survey from the study is included in Appendix B.

Introduction

Parents use a variety of strategies to create a language-rich environment in the home setting. One of the most effective tools that parents may implement is reading books with their child. The ability to engage a child in reading experiences provides opportunities to build on a child's emerging language skills and vocabulary (Dowdall et al., 2020; Kim & Riley, 2021; Roberts et al., 2005). Sharing books with young children in an interactive way positively affects their development (Noble et al., 2020; Roberts et al., 2019;). However, research on interactive book reading strategies has mainly focused on adult and parent behaviors, but little research has looked at the behavior and interaction of children.

One evidence-based method of facilitating engaging practices with children to aid in language development is the use of dialogic book reading. Dialogic book reading (DR) is an interactive practice using picture books designed to enhance young children's language and literacy skills. It involves adult-guided scaffolding interactions with the child while reading. During the reading, the child is encouraged through prompts to engage in the pictures and story as the adult leads the child to explore the text (Clemens & Kegel, 2020). This is done by defining new words that a child may not know, asking questions about the different parts of the story, using "wh" and open-ended questions, and focusing on engaging the child. It also includes pointing and labeling from the adult in response to the child's focus of interest (Dowdall et al., 2020). In this way, the child's role moves from passive listener to active participant in the story experience (Chacko et al., 2018; Kim & Riley, 2021). This active participation on the part of the child is a form of engagement (DeBruin-Parecki, 2007). The focus of the current study is exploring the use of dialogic, or interactive book reading practices in the home, as reported by parents, and factors that may influence the use of those practices.

Parents play a critical role in engaging children in book reading interactions. Research has shown that early literacy experiences help facilitate the development of language skills in preschool-aged children (Roberts et al., 2005). One reason for this is that language skills such as vocabulary are stimulated when parents use book reading strategies with their children (Zucker et al., 2013). Many research studies have demonstrated the positive benefits of teaching parents to use evidence-based strategies while reading (Dowdall et al., 2020; Mol et al., 2008; O'Fallon et al., 2020). When book-sharing interventions have taken place in home and preschool settings, an acceleration in children's language development occurs (Noble et al., 2020). Reading with a child and engaging them in questions regarding pictures/text is an effective tool in helping the child learn new vocabulary, create connections between pictures and verbal and written language, and develop oral complexity. It also provides a context that can have a positive benefit to the connection between the parent and child (Morris & Bellon-Harn, 2022).

Effects of Dialogic Reading on Parent/Child Interactions

Parents play a key role in their child's development of language and communication abilities. When parents are trained to implement dialogic reading, they increase their use of the strategies that they learn (Dowdall et al., 2020; Kim & Riley, 2021; Roberts et al., 2019). For example, dialogic reading has resulted in increased frequency of print references by parents (O'Fallon et al., 2022; Pile et al., 2010). Print references refer to pointing out basic elements of print to the child as text is being read aloud. Another strategy in encouraging interaction with their child is distancing questions. Adults can use distancing questions (e.g., have you ever felt sick like he did?) to encourage the child to relate pictures and story content from a book to their personal experiences (Towson et al., 2020).

Even children as young as 9-months-old can benefit from interactive reading practices. Clemens and Kegel (2020) found that consistent, interactive book reading strongly indicated an increase in parental language input and parent-child verbal interactions, leading to more verbal responses from a child. Overall, the results of their study indicated that interactive book reading is a strong stimulator of language use from both parents and their children.

One way of examining parent interactive reading practices is to evaluate the strategies they use within the home setting. Some researchers have focused on determining the types of strategies and prompts that are most effective in drawing the child into the reading experience, thus increasing their engagement (Diehl & Vaugn, 2010). For example, Rodriguez et al. (2009), incorporated the ACIRI (DeBruin-Parecki, 2007) as a tool of measurement in a study of Mexican American mothers and their children. Each mother-child dyad incorporated several interactive book-reading strategies with varying degrees of frequency. Researchers found that by building on the parents' current communication and interactive patterns, teachers were able to provide them with strategies to supplement current practices, thereby bridging the gap between home and school. The ACIRI measurement tool was adapted for use in the current study as a method of measuring interactive reading practices.

Effects of Interactive Reading Practices on Children's Behavior

Previous research has largely focused on children's language skills as outcome measures. Little research has been done, however, regarding child engagement during shared book reading opportunities. The results on language outcomes are mixed regarding level of improvement in vocabulary, expressive/receptive language, and overall language skills. For example, when parents have participated in brief trainings on implementing DR strategies, many children have not demonstrated improvement in their mean length of utterance, vocabulary, or oral language

skills (Noble et al., 2020; Pile et al., 2010). In a systematic review and meta-analysis, minimal improvement was found across multiple areas of child language development (Dowdall et al., 2020; Roberts et al., 2019). Other studies, however, indicate a significant improvement in the child's language skills because of DR, as well as an ongoing impact on children's early language and literacy skills beyond the intervention period (Chacko et al., 2018; Kim & Riley, 2021; Mol et al., 2008).

One possible explanation for inconsistencies in language outcomes could be the area of language measured. When outcome measures have focused on vocabulary skills following parent DR training, consistent increases have been present (O'Fallon et al., 2020). Indeed, a meta-analysis of 16 DR studies by Mol et al. (2008) found consistent gains, specifically in preschool-aged children's expressive vocabulary development. Even when DR was measured with teachers and paraprofessionals instead of parents, children demonstrated similar increases in vocabulary (Lowman et al., 2018; Tsybina & Eriks-Brophy, 2010). In another research study (Zucker et al., 2013), preschool children participated longitudinally in the classroom setting. Overall, shared book reading interactions between teachers and students had a significant impact on children's vocabulary skills through kindergarten and extending to first grade literacy skills. These findings regarding vocabulary skills are not surprising as exposing children to a variety of books increases opportunities for novel words that may not be in the child's environment. While many daily routines require basic verbal language, storybooks can expand a child's language to include descriptions and details that they may not see in their daily lives. Dialogic reading strategies such as recasts, expansions, and open-ended questions expose a child to language including vocabulary that is slightly more advanced than their current language level.

When language areas other than vocabulary have been measured, findings have been more inconsistent. For example, Dowdall et al. (2020) and Mol et al. (2008) both found small effect sizes for both expressive and receptive language skills. Mean length of utterance (MLU) increases has often not been found following parent training (Noble et al., 2020; Pile et al., 2010). However, O'Fallon et al., (2020) found significant changes in receptive word-learning. In addition, Clemens and Kegel (2020) found a significant impact of increased language use between parents and their children, including more conversational turns between adults and child during book-sharing activities compared to other language activities.

The child outcome results in DR studies have primarily focused on measuring changes in a child's language skills. Due to the inconsistencies in language gains, we may not fully understand the effects of parent behavior on the child's engagement in dialogic book reading. Engaging children and improving their interactions and, in turn, outcomes in language development through dialogic reading have been recognized but understudied (Morris & Bellon-Harn, 2022; Roberts et al., 2019). Thus, there is a need to look at children's engagement in interactive book reading sessions and determine what parent behaviors are most impactful to increasing child engagement. For these reasons, the current study was conducted to inform a larger study of DR. The larger study involves a series of parent workshops focused on dialogic reading strategies. Understanding what parents are currently doing regarding literacy practices in the home is necessary to determine the best approach to effectively structure the dialogic workshops.

Parent Factors on Reading Practices

A variety of parent characteristics may influence reading practices in the home. Previous research has recognized the importance of education, gender, and ethnic background as

contributing factors to parental responses regarding early literacy. For example, O'Fallon et al. (2020) researched the outcomes of preschoolers' word-learning during storybook reading interactions with 33 children. The demographic information for the children's parents reported all female parents with college education. Results indicated that the children demonstrated successful receptive word-learning following a single storybook reading experience with a parent when target words were repeated. In addition, Chacko et al. (2018) researched the outcomes of engaging fathers in shared book reading with their preschool-aged child. This randomized controlled trial found significant improvements in parenting and child behaviors (observed and father-reported) and language development of the children in the intervention group. Parent characteristics play an important role in the focus and interpretation of results across research regarding reading habits and early literacy practices and will be identified in the current study.

The benefits of interactive reading practices have been extended to a variety of cultural and linguistic backgrounds. For example, Roberts et al. (2005) researched the outcomes of parent-child book reading in the home setting on 72 African American children's language and emergent literacy skills. This longitudinal study focused on the reading practices of mothers of preschool-aged children. Results indicated a moderate to large correlation between specific literary practices and reading strategies used in the home. The strongest predictor of children's language and early literacy skills was overall parental responsiveness and support in the home environment. These factors contributed over and above the specific literacy practice measures in determining children's development of early language and literacy skills.

Purpose of the Study

This study aims to explore how parents approach the use of reading strategies with their preschool-aged child, by directly asking parents to reflect and report on their literacy habits in

the home setting. It specifically addresses current reading behaviors that parents implement when reading with their child and observations of their child's attention and involvement during book-sharing sessions. This study was part of a larger study focusing on developing and implementing dialogic reading workshops for parents.

For the purposes of this study, a survey was developed from the ACIRI (DeBruin-Parecki, 2007). The ACIRI is an observational tool for assessing joint storybook reading behaviors. Parents were asked which techniques they used during reading opportunities that may have made it more interesting and useful for their children. Survey questions focused on three categories of dialogic and interactive strategies: (a) enhancing attention to text, (b) promoting dialogic reading and comprehension, and (c) using literacy strategies. This study examines behaviors of children during dialogic reading, measuring their level of attention to text, responses demonstrating comprehension, and participation when literacy strategies are used by the parent. The following research questions were asked to explore parents' literacy habits that would inform the larger study:

1. What are the patterns of interactive reading practices reported by parents during reading interactions in the home?

2. Do parent reading habits/literacy practices influence their interactive reading practices with their child?

Given the link between improved parent reading strategies and increased child language skills (Chacko et al., 2018; Kim & Riley, 2021; Mol et al., 2008), including vocabulary (Mol et al., 2008; O'Fallon et al., 2020), it was predicted that parent interactive reading practices would influence child behavior. It was also predicted that parents who reported higher levels of confidence in reading, would also report using more interactive reading strategies with their

child. Findings from this study will provide insights for the larger study regarding dialogic reading workshops.

Method

This study was part of a larger project addressing dialogic and interactive book-reading strategies and focused on current parent behavior during reading opportunities prior to participation in a workshop-based intervention. To gain insight into the reading strategies used broadly by parents to engage their children, we developed and conducted an online survey. The survey was designed for parents to share information about their experiences and factors associated with book reading interactions with their preschool-aged children. The results of the current study will inform the development of parent workshops for use in the larger project. The full survey contained questions related to four areas: (a) demographic information about participants, (b) reading habits, (c) dialogic reading practices, and (d) library use. The survey questions included four yes-no, five multiple-choice, one open-ended, and 26 Likert scale items.

Participants

Parents of preschool-aged children were recruited to participate in the study through multiple methods. Two preschools were contacted and encouraged to notify parents of current students via an e-mail, which included a web link to a letter of invitation and the survey. Researchers announced the study through social media, email, and word of mouth to encourage participation of parents throughout the community. The letter of invitation encouraged participants to share the survey with the goal of expanding data collection to represent a variety of populations throughout the United States. A total of 108 participants opened the online questionnaire, 17 did not answer any questions, and eight participants only answered the demographic questions. Thus, a total of 83 participant responses were included in the analysis.

Procedure

      A web-based questionnaire was developed by the author and faculty advisor with a portion of the survey adapted from the ACIRI. Several speech-language pathology graduate students pilot-tested the questions and the technical aspects of the survey delivery method. The questionnaire was created and administered through Qualtrics (www.qualtrics.com), an online, web-hosted survey administration and management system that automatically collected the response data.

      The questionnaire was distributed electronically to parents of preschool-aged children living in the United States. It was available to potential participants on a voluntary basis, with an incentive of being entered in a random drawing for one of four $25 gift cards. Prospective participants had access to the electronic survey for approximately 2 weeks. At the end of the 2-week data collection window, the researcher deactivated the survey link. Survey links were introduced by an invitation to participate that indicated the general topic of the survey, author information, and the estimated length of time for completing an initial set of questions, which was approximately 5 minutes. This was an open survey, and no individual identifying information, including IP address, were collected. If parents consented to participate in the study, they were instructed to click on an electronic link that would take them to the electronic survey. Participants were able to terminate participation at any point simply by closing out of the survey. At the conclusion of the survey, participants were asked if they wanted to be entered into a drawing for a $25 gift card. The optional response asked for the participant's name and contact number and reminded the participant that their survey responses would remain anonymous.

Survey

The survey was designed to understand current patterns of reading practices and literacy habits of parents in the home. The 36-item survey consisted of four sections of questions: (a) demographic information about participants, (b) reading habits, (c) dialogic reading practices, and (d) library use. Table 1 contains the number of questions in each section with examples of questions.

Demographics and Reading Habits

The first section of demographic questions included child's age, state of residence, parent gender, and level of parent education. The second section was reading habits. Participants were asked about the frequency of reading with their child, how often they told their child stories, how often the participant read by themselves, and how comfortable they were reading to their child.

Dialogic Reading Practices

The third section addressed dialogic reading practices in the home setting and was based on the ACIRI (Debruin-Parecki, 2007). Survey questions reflected both adult and child behaviors and followed the three categories from the ACIRI including enhancing attention to text, promoting interactive reading and supporting comprehension, and using literary strategies. For the purposes of this study, questions for adult and child behaviors were created to reflect the three ACIRI categories.

Enhancing attention to text is the first category. The focus is on maintaining physical proximity during reading, such as sitting close to the child so they can become a shared partner in the story. The parent engages the child's interest by smiling, changing voices for characters, and providing positive feedback. The child responds to parent cues. Parents will respond to questions addressing physical proximity and child participation in holding the book and turning

pages. The parent displays a sense of audience for the child, making sure the child can see the pages and pictures to allow pointing at pictures and words. This encourages the child to initiate responses and interact with the adult as an engaged reading partner.

Promoting interactive reading and supporting comprehension is the second category which includes asking questions about the content of the book, responding appropriately to the questions a child may ask, and relating the content of the book to personal experiences. The current study will focus on adult and child behaviors regarding responding to parent questions, asking questions, and relating content to their own personal experiences.

The third and final category of the ACIRI is using literacy strategies. The focus is on involving the child to make predictions about the story, elaborating on the child's ideas, and asking the child to recall information from the story. The current study will focus on the child level of engagement as they express ideas, respond to prompts, spontaneously offer ideas about the story, guess what will happen next based on picture cues, and their ability to recall information they have listened to throughout the dialogic book reading session.

Each question in the dialogic reading practice section on the survey was rated on a Likert scale with the choices of never, rarely, sometimes, often, and always. Each participant first answered 12 questions regarding their own use of reading strategies from each of the three categories. Participants then answered 11 questions regarding their child's behavior during reading opportunities.

Library Use

The fourth section of the survey focused on the participants' library use. The questions addressed if the participant had a library card and how often they used it, if they visited the

library with their child, and how many books the participant typically checked out for themselves and/or for their children at each visit.

Data Analysis

After the survey was deactivated, the results were downloaded for analysis. Basic demographic information was reviewed, and percentages calculated. The remainder of the survey responses were then analyzed as follows. Reading practices and library use were analyzed descriptively using percentages. Reading practices were analyzed in two ways. First, visual inspection of generated bar graphs was used to examine patterns of both adult and child reading behaviors. Second, mean ratings for each Likert-scale question were calculated for gender, age of child, and education level. Non-parametric Mann-Whitney U tests were performed for each reported practice to determine if demographic variables played a role in the reported reading practices of parents.

Results

Participant-Related Data

Participants in the study included 83 parents of preschool children. One participant did not respond to the demographic questions on the survey apart from the question regarding the age of their child, so only 82 participants are reflected in the demographic data. Table 2 summarizes characteristics (e.g., gender, child age, highest year of education) of the participants. Sixty-five participants were female and 17 were male. Seventy-two participants reported having one child between the ages of 2 and 5, while nine participants reported two children and two participants reported three children in the same age range. Thus, the ages of a total of 96 children were reported by the 83 participants. Participants reported 20 2-year-olds, 25 3-year-olds, 31 4-year-olds, and 20 5-year-olds. The majority of participants were college graduates with 60%

reporting as a college graduate and 29% having a graduate degree. Participants reported residing in 14 different states across the United States with the greatest percentage coming from Utah (see Table 3).

Reading Habits Characteristics

In the survey, participants were asked about how often they read with their child, told stories to their child, and read by themselves. Figure 1 displays the reading habits of the participants as reported in the survey. The majority of participants reported reading with their child regularly with 61% reporting reading every day and 25% reading with their child 2-3 times each week. Most participants also reported telling stories to their child consistently with 31% telling stories to their children every day and 40% reporting doing so 2-3 times each week. The majority of participants also reported reading alone regularly with 47% reporting that they read every day and 25% reporting reading alone 2-3 times each week. In addition, participants were asked how comfortable they felt reading with their child. Participants reported feeling comfortable when reading with their child, with 83% feeling very confident and 17% of participants feeling somewhat confident.

Dialogic/Interactive Reading Practices Data

General Trends in Reading Practices

Participants rated the frequency of each reading practice question on a Likert scale for both adults and children. Figures 2 and 3 show participant responses for each question regarding reading practices. Trends in the responses were analyzed descriptively using visual inspection. In these figures, responses are displayed in three categories; "always/often", "sometimes," and "rarely/never." In the analysis of adult behaviors (Figure 2) participants reported overall that they engaged frequently in many of the reading practices such as sitting close to their child, using

voice inflection, and answering questions about the story. However, there were some practices that occurred less frequently. For example, participants reported labeling pictures and asking their child what will happen next less frequently. They also reported relating the story to the child's experiences less frequently.

In the analysis of child behaviors (Figure 3), participants reported that their child frequently engaged in most reading practices addressed in the survey questions. However, there were some practices that occurred less frequently. For example, participants reported that their child pointed to words in the book and responded to questions about what will happen next in the story less frequently. They also reported the child related the story to personal experiences less frequently.

A comparison of the reported adult behaviors and child behaviors revealed that participants reported holding a book and turning pages more frequently than they reported their child holding a book and turning pages. Participants also reported that they name pictures in a book with more frequency than they reported their child labeling pictures in a book. Participants reported that their children answered a variety of types of questions more frequently than they reported asking their child questions. This finding could indicate that when parents ask questions during a reading interaction, children are highly likely to respond.

Reading Practices by Participant Demographics

To examine potential difference in reading practices, mean ratings for each Likert-scale question were calculated for the following participant independent variables; gender (male and female), age of child (younger: 2–3-year-olds, and older: 4–5-year-olds), and participant education level (high school graduate/some college and college graduate/graduate degree). Table 4 presents detailed information regarding the participant mean ratings for the reported reading

practices according to the demographic features of gender, child age, and participant education level.

To determine if gender played a role in the reported reading practices of parents, Mann-Whitney U tests were performed for each reported practice. The distributions of reading practice ratings were largely similar for males and females ($p < .05$) apart from four specific ratings which were statistically significant. Female participants reported that they sit close to their child during reading interactions ($U = 752.000$, $z = 2.853$, $p = .004$) and that their child sits close to them more frequently than male participants ($U = 716.500$, $z = 2.435$, $p = .015$). However, male participants reported asking their child questions about pictures in the story more frequently than female participants ($U = 382.000$, $z = -1.976$, $p = .048$). Male participants also reported more frequently that their child held the book and/or helped turn pages while reading ($U = 306.500$, $z = -2.902$, $p = .004$).

Mann-Whitney U tests were also run for potential differences in reading practices by the age of the children. Eleven participants reported ratings for multiple children between the ages of 2 and 5 years. To calculate the data in an accurate manner, the analysis only included participant responses for those who reported for a single child between ages 2 and 5 (n = 72). Generally, the ratings were largely similar for the younger children (2-3 years old) and the older children (4-5 years old; $p < .05$) except for two specific ratings which were statistically significant. Participants with younger children reported their child sits close to them during reading interactions more frequently than the participants with older children ($U = 431.500$, $z = -2.388$, $p = .017$). In addition, participants with younger children also reported that their child responds to questions they ask about the story while reading more frequently ($U = 449.000$, $z = -2.065$, $p = .039$).

Because education levels were highly skewed toward college graduates (college graduates = 74, non-college graduates = 8, did not report =1), mean ratings were analyzed using descriptives statistics and not inferential statistics. Participants who did not graduate from college reported higher ratings for reading practices about physical proximity and handling of books. For example, those participants who did not graduate from college had higher mean ratings (mean = 4.00) for their child holding the book and turning pages than participants who graduated from college (mean = 3.57). The same participants also reported higher mean ratings (mean = 5.00) for relating the story to their child's experiences than participants who graduated from college (mean = 4.29). Conversely, participants who graduated from college reported higher mean ratings (mean = 3.31) for labeling pictures when reading with their child than participants who did not graduate from college (mean = 2.38). In addition, participants who graduated from college also reported higher mean ratings (mean = 3.85) when asked if their child responds to questions about what has happened in the story than participants who did not graduate from college (mean = 3.38).

Library Use

Participants responded to questions regarding whether they had a library card and if so, how often they used it, if they visited the library with their child, and how many books they typically checked out for themselves and their child. Participants reported that 90.4% had a library card and 9.6% did not have a library card. Participants reported that 33.7% visited the library once a week, 33.7% visited the library once a month, 20.5% visited the library less than once a month, 9.6% reported never going to the library and 2.4% did not answer the question. For those who reported having a library card, they reported typically checking out 6.6 books for their child per library visit and 2.7 books for themselves.

Discussion

The primary aim of this study was to describe parent behaviors related to shared book reading opportunities with their preschool-aged children. Results from this study overwhelmingly indicate that parents read with their children regularly and feel confident in their ability to engage their child. Participants reported that they engaged in the majority of interactive reading strategies from the survey, and their children participated with a high level of frequency. There were two key findings from the study which will be discussed further below including: (a) participants consistently reported positive parent-child reading behaviors and (b) there were some differences in adult reading strategies based on parent characteristics.

Positive Parent-Child Reading Behaviors

Parents overwhelmingly reported that they were engaging in reading practices. Most participants (86%) reported reading with their preschool-aged child multiple times a week and feeling very (83%) or somewhat confident (17%) reading with their child. No participants reported that they did not feel confident. Participants also perceived themselves as highly interactive with their children during reading interactions. The data demonstrates that participants are engaging in positive literary practices indicating that they value a language rich environment through regular dialogic book reading with their child. Results also show that children are engaging in positive reading practices as demonstrated by the high level of participation in the reading opportunities.

The high number of participants (90%) that hold a library card and visit the library at least once a month (67%) provides additional strong evidence of good literary practices. Only eight participants reported that they did not hold a library card and did not take their child to the library. Overall, the eight participants had consistently lower scores (never, rarely, sometimes)

when responding to the survey questions regarding adult and child behaviors during reading interactions. Three of those participants reported their level of education to be a high school graduate or some college. It is possible that those who did not visit their library had less access to reading materials and therefore fewer books in their homes to read with their children.

Other evidence of positive reading practices included the finding that participants reported reading with their child more often than telling stories to their child. This finding may be reflective of the study participants coming from cultural backgrounds without strong oral traditions (Rodriguez et al., 2009). Although the participants represented a wide variety of states from across the United States, this study did not collect data that included racial of ethnic demographics. In addition, because the majority of participants had college educations, their responses may reflect their perceptions of the importance of literacy based on their own education experiences or opportunities. It could be that participants with college educations are more invested in education and may have been more likely to respond to the survey, as indicated by the high number who reported reading alone on a regular basis. Therefore, further research would be needed to understand if cultural factors such as ethnic or educational background contribute as significant factors in literacy practices.

The Influence of Parent Characteristics

Participant responses were largely similar across genders. One exception was questions about proximity to the child during reading interactions. Female participants reported sitting close to the child while reading with higher frequency, however, males reported allowing the child to participate in holding the book and turning pages while reading with higher frequency. In addition to females, participants with younger children and those with less than a college education also reported higher levels of physical proximity with their child while reading. This

trend of differences in the data regarding proximity could have multiple explanations. It could be that mothers are generally more physically demonstrative with their children. Younger children may also require more physical proximity to maintain their attention, or they may prefer sitting on the parents' lap to share the reading experience.

Since the study focused on parent report of behaviors, parent characteristics such as gender or education could be influencing parents' perceptions of what is going on in the reading interactions with their children. The results of this study will inform the larger study of dialogic book reading of which it is part. The larger study will include video recordings of parent child reading interactions which will allow researchers to observe parent and child behaviors directly. These direct observations will be compared to the perception of parents from the current study.

Limitations

Generalization of study findings may have been limited by participant demographics. For example, the study largely consisted of college graduates, making generalization to parents who did not attend college difficult. Likewise, although the gender makeup of this study was consistent with other studies (Noble et al., 2020; O'Fallon et al., 2022; Roberts et al., 2005), efforts to specifically recruit male parents as participants in future studies would be more representative of the broader population. Another limitation of the study is that data regarding race and/or ethnicity was not collected. Participants represented several states across different geographical regions of the United States, but it remains unknown if there were differences in reading behaviors by race/ethnicity that have been examined in other studies (Chacko et al., 2018; Rodriguez et al., 2009). Despite the lack of race/ethnicity data, it is important to note that participants overwhelmingly and consistently reported positive reading interactions from across the United States. For these reasons, it is unknown if parent responses would vary across more

diverse demographic backgrounds. Future research should ensure that data collection focuses on including participants from broader socioeconomic backgrounds, including education, and race/ethnic backgrounds. Targeted recruitment, such as reaching out to community agencies that work with lower socioeconomic populations (i.e., Head Start), may be beneficial. In addition, future research may include collection of data regarding the gender of the child, the parent's role in the home (i.e., working outside the home, working in the home, primary caregiver, etc.), and direct questions about other parent-child interactions to capture a wider view of the parent-child dynamic. This focus would allow researchers to capture a broader representation of parents' interactive reading experiences.

Clinical Implications and Future Directions

Because the study focused on parent perceptions of their dialogic reading behaviors and that of their child, it is important to extend this study to actual observation of adult/child behavior. Parents perceived high levels of interaction during dialogic reading in this study. Thus, the next step of the larger study is to record and analyze data from video recordings of parents reading with their child. The larger study may address this finding to determine how professionals may help parents to continue and improve upon these literacy behaviors. For example, parents reported relating books to their child with less frequency than most of the other reading behaviors. The parent training in the larger study should incorporate explicit instruction and examples on how to relate pictures and words in a book to a child's personal experiences (Towson et al., 2020).

Conclusions

This study adds to the body of research on early literacy and dialogic/interactive reading habits of parents with preschool-aged children and will be used to inform the parent trainings in

the larger study. Specifically, it indicated that parents of preschool-aged children consistently report significantly positive interactive reading behaviors. Participants also reported high levels of confidence in reading with their children and library use, which are beneficial in supporting early literacy habits in the home. As researchers attempt to gather and analyze data from parents and children regarding early literacy, it is imperative that researchers continue to strive to understand what occurs during shared book reading and how what is done impacts long-term literacy outcomes (Zucker et al., 2013). Rich, interactive shared-reading experiences that occur frequently between parents and children is an important goal for academic success. This study presents information for researchers to gain an understanding of parents' perspectives on interactive reading strategies and insight to support reading in the home. In addition, this study may be beneficial for researchers to identify strategies to strengthen reading habits and improve the potential for children's success in developing literacy skills as a foundation for learning.

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Tables

Table 1

Survey Questions

Sections of the Survey	Questions	Examples of Questions
Demographics	4	"In which state do you reside?"
Reading Habits	5	"How confident do you feel in reading with your child?"
Dialogic Reading Practices (Adult)		
Enhancing attention to text	3	"While reading a book with your child(ren), how often do you point to pictures in the book?"
Promoting interactive reading	6	"While reading a book with your child(ren), how often do you label pictures on the pages?"
Using literary strategies	3	"While reading a book with your child(ren), how often do you define new words to your child?"
Enhancing attention to text	3	"How often does your child(ren) sit close to you while reading together?"
Promoting interactive reading	6	"How often does your child(ren) point to pictures in a book while reading with you?"
Using literary strategies	3	"How often does your child(ren) ask questions about what will happen next in a story while reading with you?"
Library Use	4	"Do you have a library card and how often do you use it?"

Table 2

Participant Characteristics

Demographic Characteristics	Number (N = 82)	Percentage
Gender		
Female	65	78.3
Male	17	20.5
Age of child (in years) *		
2	20	20.8
3	25	26.0
4	31	32.2
5	20	20.8
Highest years of education		
High school graduate	2	2.4
Some college	6	7.2
College graduate	50	60.2
Graduate degree	24	28.9

Note. *N = 83, nine participants reported ages for two children, two participants reported ages for three children for a total of 96 children (percentages were calculated for the 96 children).

Table 3

Participant State of Residence

State of residence	Number (N = 82)	Percentage
Utah	35	42.6
Mississippi	10	12.1
California	8	9.7
Washington	8	9.7
Florida	7	8.5
*Other States ≤ 3	14	17.0

Note. *States ≤ 3, Arizona, Georgia, Idaho, Illinois, Kansas, Michigan, New York, Texas, Virginia, Colorado.

Table 4

Participant Mean Ratings for Reported Reading Practices

	Gender		Age of child		Education	
	Female	Male	2- to 3-year-olds	4- to 5-year-olds	HS/some college	College graduate
Adult Behaviors						
Sits close	*4.71	*4.06	4.59	4.50	4.75	4.55
Voice inflection	4.22	4.35	4.26	4.08	4.38	4.22
Child holds book	3.63	4.12	3.82	3.61	4.00	3.70
Point to pictures	4.06	4.18	4.15	4.13	3.75	4.21
Point to words	3.69	3.65	3.65	3.68	3.75	3.67
Label pictures	3.20	3.24	3.44	3.00	2.38	3.31
Define words	3.55	3.53	3.41	3.70	3.25	3.58
Answer questions	3.63	3.82	3.79	3.59	3.88	3.65
Questions about pictures	*3.41	*3.88	3.38	3.65	3.38	3.51
What has happened?	3.22	3.35	2.97	3.46	2.75	3.31
What will happen next?	3.16	3.47	3.06	3.43	3.00	3.25
Relate to child	4.39	4.29	4.18	4.38	5.00	4.29
Child Behaviors						
Sits close	*4.69	*4.18	4.50	4.62	4.63	4.57
Pays attention	4.30	4.06	4.21	4.22	4.25	4.25
Holds book	*3.47	*4.18	*3.85	*3.35	4.00	3.57
Points to pictures	4.11	4.24	4.18	4.03	4.25	4.13
Points to words	3.03	3.29	2.97	3.08	2.88	3.13
Names pictures	3.94	3.82	3.91	3.86	4.13	3.87
Asks questions	3.56	3.65	3.38	3.67	3.75	3.55
Responds to questions	4.27	3.88	*4.24	*4.06	4.13	4.18
What has happened?	3.86	3.65	3.68	3.89	3.38	3.85
What will happen next?	3.63	3.41	3.44	3.61	3.25	3.61
Personal Experiences	3.02	3.35	2.82	3.25	2.75	3.13

Note. HS = High School Graduate; *p < .05; Likert scale responses: 1 = never, 5 = always

Figures
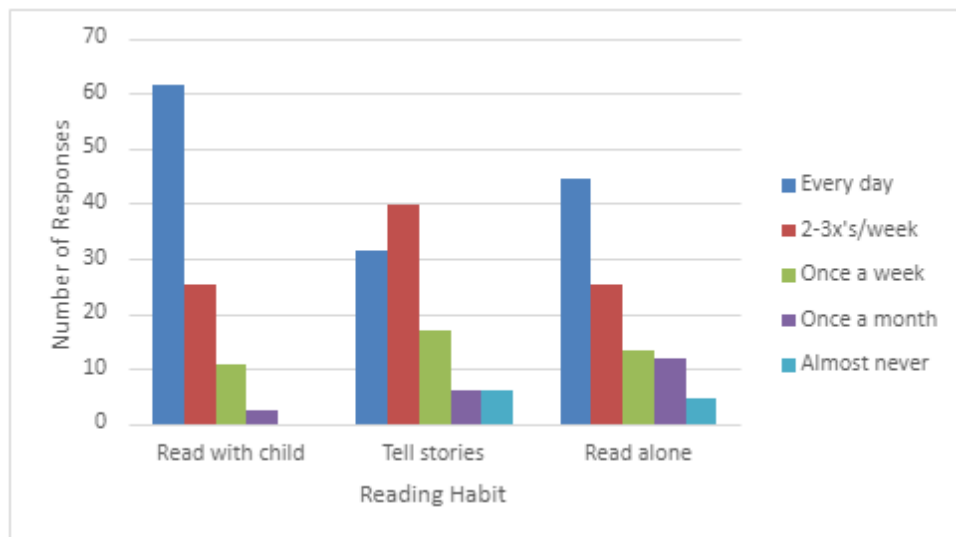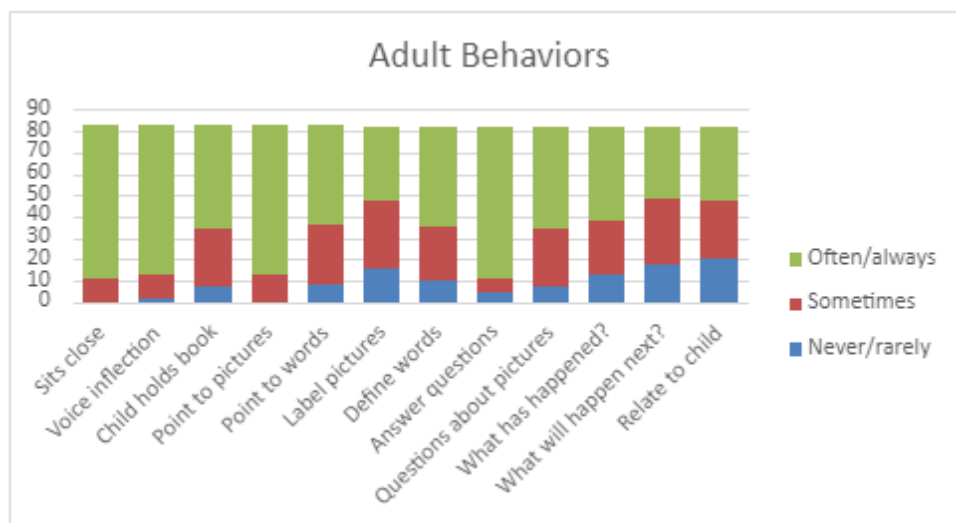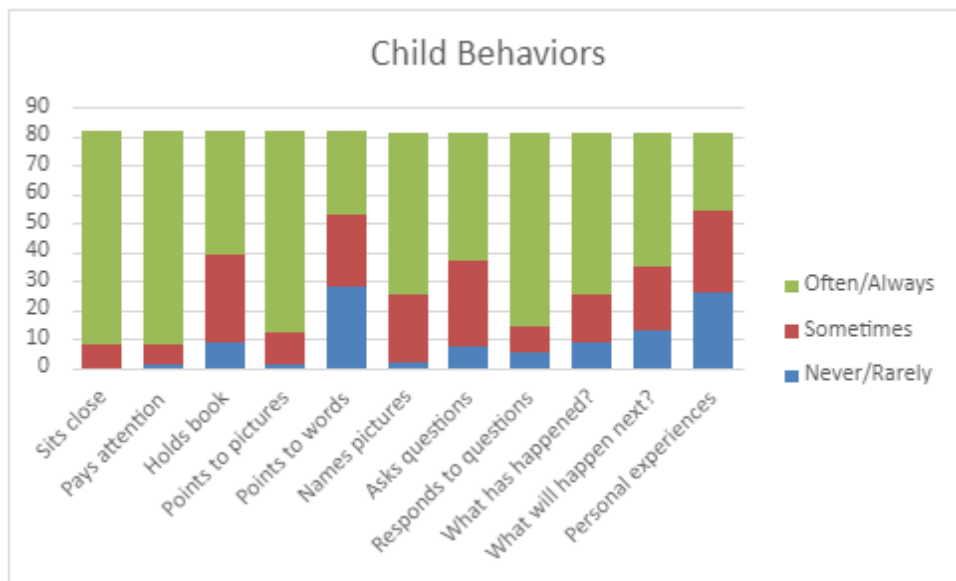
Figure 1

Reading Habits

Figure 2

Adult Behaviors

Figure 3

Child Behaviors

APPENDIX A

Annotated Bibliography

Chacko, A., Fabiano, G. A., Doctoroff, G. L., & Fortson, B. (2018). Engaging fathers in effective

parenting for preschool children using shared book reading: A randomized controlled

trial. *Journal of Clinical Child & Adolescent Psychology, 47*(1), 79–93.

https://doi.org/10.1080/15374416.2016.1266648

Objective: This study explored the effects and benefits resulting from shared book

reading experiences, specifically between fathers and their children. The purpose of the

study was to determine if shared book reading could positively affect fathers' skills in

relation to parenting while also improving the language skills of their child.

    Methods: The participants in this study included 126 low-income, Spanish-

speaking fathers and their children. They were participants in Head Start education

centers in high-risk urban communities. The participants were randomized to the

intervention or to a waitlist control condition. This study was a short-term, highly

engaging intervention which was administered by staff that had been given training

specific to this program. Data was collected before and immediately following the

intervention which included both observed and father-reported levels of parental stress

and symptoms of depression. Data was also acquired as a proxy measure regarding

engagement to the intervention.

    Results: Parenting behaviors, child behaviors, and language development showed

significant improvement for children in the intervention group relative to those in the

waitlist control group. Fathers reported improved discipline approaches and awareness of

their children's psychological growth because of the study intervention. Observation and

self-reports of father-child interactions showed that fathers in the program increased use of positive parenting behavior (praise and affection) and decreased number of critical statements to their children. Because engagement of fathers plays an important role in child outcomes, the results of this study are significant and demonstrate that fathers' parenting behaviors can have a positive effect on improving key child outcomes.

Relevance to the current study: The current study will be focused on evaluating and improving shared book reading and its effect on parent-child interactions.

Clemens, L. F., & Kegel, C. A. (2020). Unique contribution of shared book reading on adult-child language interaction. *Journal of Child Language*, *48*(2), 373–386. https://doi.org/10.1017/s0305000920000331

Objectives: The purpose of this study was to evaluate the effect of parent-child shared book reading and language-rich interactions in a naturalistic environment. The researchers hypothesized that book sharing is powerful because it elicits more interactive talk in young children than other activities.

Methods: Participants consisted of parents of 43 infants (9-18 months). Data collection occurred over a 16-month period. The recording equipment used was the Language Environment Analysis (LENA) system. The LENA device was worn by the infant during the day. Each parent completed two recording days with their child. On the first recording day, participating parent-child dyads were instructed to start recording from the time the child woke up in the morning and record for 10 successive hours. On the second recording day, parents were instructed to read and play with their child at least once during the 10-hour period. Adult-child activities were coded in 5-minute

increments. For all coded 5-minute units of both recording days, LENA-scores were calculated on adult word count, child vocalizations, and conversational turns.

Results: The results indicate that shared reading is a strong unique stimulator of language use from parent to child. This study showed that common activities like singing songs, toy play, personal care, and mealtime all elicited a significantly lower level of language use and interaction between parent and child compared to shared book reading. This study also shows that book reading is an effective language enhancing activity for children as young as 9 months old and stimulates rich language from the adult as well as from the child.

Relevance to thesis: The current study is also looking at the benefits of shared book reading with young children and the positive effects of language-rich interactions.

Diehl, S., & Vaughn, B. (2010). Clinical discourse and engagement during shared storybook reading in preschool groups. *Seminars in Speech and Language*, *31*(02), 111–121. https://doi.org/10.1055/s-0030-1252112

Objectives: The purpose of this study was to assess effect of discourse on engagement in dialogic reading opportunities with preschool aged children who demonstrate a language impairment and scored greater than one standard deviation below the mean on the PLS.

Methods: Participants included small groups of children who attended a university clinic therapeutic preschool. Four shared storybook sessions were chosen for analysis and structured to include a discussion of new words to prime vocabulary, open-ended, fill-in-the-blank, and recall questioning, expanded comments, and praise/encouragement. Each session was videotaped, transcribed, and analyzed for the overall structure of the storybook reading.

Results: Factors that were identified as playing a significant role in engagement included balance between requests and responses, the ability to keep the focus on the learning target instead of the child's behavior, the ability to scaffold successful engagement, and the use of several paralinguistic skills including pausing, volume, and inflection to encourage the child to actively participate in the storybook reading.

Relevance to thesis: The current study will also be analyzing dialogic storybook sessions to determine the effects of the adult's behavior, types of questions, etc.

Dowdall, N., Melendez-Torres, G. J., Murray, L., Gardner, F., Hartford, L., & Cooper, P. J. (2020). Shared picture book reading interventions for child language development: A systematic review and meta-analysis. *Child Development*, *91*(2), 383-399. https://doi.org/10.1111/cdev.13225

Objectives: The purpose of this review and meta-analysis was to determine if children's expressive and receptive language improves with book reading interventions. The review focuses on the impact of child age, dosage (brief vs intense interventions), modality (individual vs group), income level and parental education level.

Methods: The meta-analysis resulted in 19 studies that met the search criteria. Of these studies, 11 were conducted in the United States. The included studies varied in length of intervention (dosage), characteristics of participants, setting and modality of intervention, and the specific outcomes that were being measured. The included studies involved 2,594 child-caregiver dyads as participants, with the child age spanning from 8 months to 6-years-old.

Results: Overall, evidence of an acceptable quality suggests that shared reading interventions targeted at parents have a small positive effect on both the expressive and

receptive language of children. Intervention dosage appeared to be a significant factor, revealing that children benefited more in their expressive language when the caregiver took part in a more intense (vs brief) intervention. Another significant finding was that group-based interventions were more effective than one-on-one interventions for both expressive and receptive child language outcomes. In addition, there was no evidence for country income level having any association with child receptive language. The interventions were just as effective in low-income countries as high-income.

Relevance to thesis: This meta-analysis provided valuable information regarding key research that has been done regarding shared book reading interventions. Research gathered during the meta-analysis strongly suggests that book-sharing should be considered for any program seeking to improve and support early literacy and language development in young children.

Kim, Y. B., & Riley, D. (2021). Accelerating early language and literacy skills through a preschool-home partnership using dialogic reading: A randomized trial. *Child & Youth Care Forum*, *50*(5), 901–924. https://doi.org/10.1007/s10566-021-09598-1

Objectives: The purpose of this study was to evaluate the effects of parents' use of dialogic reading strategies on their child's literacy scores and early language abilities. The researchers assigned homework for the parents to complete with their preschool aged child regarding specific strategies to incorporate into the reading session.

Methods: Participants consisted of 87 children between the ages of 2-3 years old and their parents/caregivers from 12 different preschool programs. The intervention took place over a 6-week period with 6 weeks of follow-up. There was an intervention group and a control group-a randomized design.

Results: The results indicate that providing the parents/caregivers tools to implement dialogic reading strategies into the home environment had a positive and ongoing influence on their children's language and literacy skills. In addition, parent involvement played an impactful role on the success of the child.

Relevance to thesis: The current study is also assessing the impact of parent behavior on the child's development through the course of a dialogic reading intervention.

Lowman, J., Stone, L. T., & Guo, J. (2018). Effects of interactive book reading for increasing children's knowledge of instructional verbs. *Communication Disorders Quarterly*, *39*(4), 477–489. https://doi.org/10.1177/1525740117745639

Objectives: The purpose of this study was to determine if instructional verbs could be learned using investigator-created books during an interactive book reading experience. In addition, the study was aimed at seeing if learned words were retained by the preschool children at a follow-up assessment.

Methods: Participants included 122 preschoolers from urban school district in the southeast United States. The children were randomly placed in intervention or control group. Over the course of 3 weeks, children in the intervention group were taught 12 instructional verbs using interactive book reading strategies in a large group setting in a classroom. For the children in the control group, only given direct exposure to the instructional verbs during teach talk.

Results: Given a receptive picture identification task, the children in the intervention group were able to correctly identify more words than the children in the

control group at post testing. The data collected indicates the interactive book reading is effective for teaching verbs.

Relevance to thesis: The purpose of this study was to use interactive book reading as a method of teaching verbs to preschool aged children. The current study is also focused on interactive book reading and its effects on preschool aged children and their parents.

Mol, S. E., Bus, A. G., de Jong, M. T., & Smeets, D. J. (2008). Added value of dialogic parent–child book readings: A meta-analysis. *Early Education and Development, 19*(1), 7–26. https://doi.org/10.1080/10409280701838603

Objectives: This article is a meta-analysis of 16 studies, testing Whitehurst's determination that certain variations in reading to children can have significant impacts on the development of language. There were 5 hypotheses being raised. The first two hypotheses involve the effects of dialogic reading on picture storybook sharing between parents and children and the effects on expressive and receptive language skills. The other 3 hypotheses look at the associations between dialogic reading and outcome measures regarding the child's age, risk for language and literacy impairments, and effect sizes.

Methods: A literature search was conducted which identified studies relevant to the topics being searched. The studies were then coded using a standardized data extraction tool which resulted in selecting the 16 studies analyzed. Of these, 8 contained measures of receptive and expressive vocabulary in the children. Across all studies, 626 children were included, ages 2-5 years.

Results: Dialogic reading (DR) between parent and child can positively impact families with children ages 2-3. DR follows the premise that reading with a child is different and more beneficial than simply reading to the child. The education level of parents also influences the type of interaction between mothers and children during reading time. The mothers with a higher education asked more "why" questions than those with less education and overall are more likely to guide their child's experience while reading. Other results also conclude that if a parent enjoys reading, they pass that on to their children by making it a positive part of the daily routine. One result of this meta-analysis is that groups in the "at risk" category for language and literacy impairments received less benefit from shared book reading than other groups not at risk.

Relevance to current study: The current study is evaluating a similar aspect of shared book reading, including bilingual, or English as a second language students. The training and modeling we will be sharing through workshops will focus on teaching the parents strategies to improve the book-reading experience with their children. We want to look at families that are culturally and linguistically diverse. The authors emphasized that there is not enough research in diverse populations, so we want to make sure we are considering them.

Morris, L. R., & Bellon-Harn, M. L. (2022). Parental satisfaction and the impact of an internet intervention for interactive storybook reading. *Perspectives of the ASHA Special Interest Groups, 7*(3), 897–911. https://doi.org/10.1044/2022_persp-21-00260

Objectives: The purpose of this study was to evaluate the Success with Stories (SWS) program of interactive book reading. In addition, the authors examined parent satisfaction and parent perceptions.

Methods: Participants consisted of 10 parents of young children with/or at-risk for a spoken language disorder enrolled in SWS. The program was structured within a 4-week period. Qualitative and quantitative data were collected.

Results: The survey revealed high levels of satisfaction, and qualitative data reflected the survey data. Parents found the program to be acceptable, functional, and practical. Significant differences were reported with a large effect size on the parent beliefs scale. Parents were motivated and had high levels of perceived competence across all learning paths within SWS.

Conclusion: SWS is a program targeting interactive storybook reading rather than a comprehensive language and literacy program. This study indicates that SWS may be beneficial as a supplemental program to support direct service delivery.

Relevance to the current study: The current study is assessing interactive storybook reading and the effects it may have upon parent and children behavior. They found that parents were motivated by the workshop and our study will expand on that by looking at their behavioral changes while reading with their children.

Noble, C., Cameron-Faulkner, T., Jessop, A., Coates, A., Sawyer, H., Taylor-Ims, R., & Rowland, C. F. (2020). The impact of interactive shared book reading on children's language skills: A randomized controlled trial. *Journal of Speech, Language, and Hearing Research*, *63*(6), 1878–1897. https://doi.org/10.1044/2020_jslhr-19-00288

Objectives: The purpose of this study was to determine whether two interactive shared book reading interventions support a range of language skills in children from a range of socioeconomic backgrounds. Two established interventions, dialogic reading and pause reading, were used as strategies.

Methods: This was single-center, double-blind, parallel group study that took place in the United Kingdom. Two 6-week interactive shared book reading interventions were conducted on a range of language skills in children from a variety of socioeconomic backgrounds. Participants included 150 children-parent dyads with the children age ranging from two to three years. Each dyad was randomly assigned to one of three conditions: a pause reading, a dialogic reading, or an active shared reading control condition. All caregivers were provided with a set of 20 books to read to the child during the 6-week intervention. Each of the books was read 3 times throughout the intervention. Caregivers were trained (via video) to read using an interactive dialogic reading style.

Results: Interventions were effective at changing caregiver reading behaviors, but the interventions did not significantly raise children's language skills, comprehension of syntax, or mean length of utterance. The children in the intervention conditions, whose parents received the instruction on interactive book reading techniques, did not show a significant improvement on the language measures when compared to children in the control group, whose caregivers were simply instructed to read with their children. In addition, the study did not indicate effects of socioeconomic status. This indicates that caregivers from all socioeconomic backgrounds successfully adopted an interactive shared reading style.

Relevance to thesis: This study focused on instructing parents on behaviors to implement in shared book reading opportunities with their children. A group of caregivers were taught DR strategies, which is also being done in the current study. This study has a similar focus on teaching parents/caregivers to enhance reading sessions with their child, however, the current study will focus on children ages 3-4. The current study

targets children that are slightly older and may be more receptive to reading opportunities presented.

O'Fallon, M. K., Alper, R. M., Beiting, M., & Luo, R. (2022). Assessing shared reading in families at risk: Does quantity predict quality? *American Journal of Speech-Language Pathology*, *31*(5), 2108–2122. https://doi.org/10.1044/2022_ajslp-22-00013

Objectives: This purpose of this study was to evaluate if and how frequency and time spent reading correlate with parent and child print referencing, controlling for perceived parenting self-efficacy, developmental knowledge, and child sex.

Methods: Participants consisted of 30 parent-child dyads. Children in the dyad were ages 12-27 months old. The study is a secondary analysis of baseline data collected in which parents reported frequency and duration of weekly reading sessions. The parent-child interactions were coded to quantify use of print references.

Results: Negative binomial regression modeling was used to analyze parent reading episodes, showing that parents who reported more weekly reading sessions tended to use more print references during interactions. Overall, duration of reading did not positively predict children's use of print references. Neither reading frequency nor reading time was associated with increased print referencing from children. However, weekly reading frequency positively predicted parents' use of print references. Parent perceived self-efficacy and knowledge may predict early interaction quality similarly to quantity of reading.

Relevance to thesis: This study assessed shared reading habits within the family similar to how we will assess in the current study.

O'Fallon, M., Von Holzen, K., & Newman, R. S. (2020). Preschoolers' word-learning during storybook reading interactions: Comparing repeated and elaborated input. *Journal of Speech, Language, and Hearing Research*, *63*(3), 814–826. https://doi.org/10.1044/2019_jslhr-19-00189

Objective: This study was looking at possible benefits of storybook reading with preschool-aged children, specifically through elaboration of new vocabulary.

Methods: Participants consisted of 33 typically developing children ages 35-37 months. Parents/caregivers completed the MacArthur-Bates Communicative Development Inventory III and the Ages and Stages 36 Month Questionnaire. A pre-recorded story was played for them which contained novel words. These words were either repeated with a definition, repeated with no additional information, or only spoken one time. A preferential looking task was presented to assess the child's receptive word-learning for the specific novel words. The three levels of presentation were analyzed to determine the children's looking behavior toward target pictures that were presented to them following the story reading. One-sample t tests were used to assess the proportion of total looks to the target object to chance-level looking behavior.

Results: According to the data of time that the children looked at the target, evidence suggests that receptive word-learning occurred for the words that were repeated or repeated with elaboration, but not for the words that were only spoken once. Overall, the results indicated that preschool children could map the newly learned, novel words to objects when they were repeated, whether additional elaboration occurred or not.

Relevance to thesis: This study provides evidence of the importance of book reading in a child's receptive and expressive language development.

Pile. E. J., Girolametto. L., Johnson, C. J., Chen, X., & Cleave, P. L. (2010). Shared book reading intervention for children with language impairment: Using parents-as-aides in language intervention. *Canadian Journal of Speech-Language Pathology and Audiology, 34*(2), 96-109. https://www.cjslpa.ca/files/2010_CJSLPA_Vol_34/No_02_81-152/Girolametto_pile_johnson_chen_cleave_CJSLPA_2010.pdf

Objectives: The purpose of this study was to investigate the efficacy or a shared book reading intervention administered by parents of preschool children with language impairment. The shared reading intervention had two objectives: promoting children's print concepts and enhancing their oral language development.

Methods: Participants included 36 preschool-aged children with language impairment, who were assigned randomly to experimental and control groups, and their parents. The experimental group participated in the 9-week intervention program consisting of one introductory parent session and eight 60-minute group sessions for the children, followed by 15 minutes of parent training after each session. Sessions were conducted weekly on the same day of the week. Video recordings of shared book reading were collected at pre- and post-test and coded to show measures of parents' intervention strategies, the ratio of parent-to-child utterances, and the children's oral language.

Results: The results revealed two modest but positive benefits of the shared book reading intervention for parents and children with specific language impairment. First, parents in the experimental group used significantly more print concepts following intervention in comparison to the control group. Second, parent-child interaction became more balanced for dyads in the experimental group. This finding was consistent with one of the objectives of shared reading intervention, which is to promote conversational

exchanges between parents and children on the topic of the book. In this study, however, no differences were found between the children in the experimental and control groups for frequency of responses, vocabulary diversity, or mean length of utterance. Also, no intervention effects were found for use of parents' shared book reading strategies.

Relevance to thesis: The current study will include children with language impairments. Similarly, the current study will be implementing use of video recordings of shared book reading pre and posttest to assess parent/child behaviors.

Roberts, J., Jergens, J., & Burchinal, M. (2005). The role of home literacy practices in preschool children's language and emergent literacy skills. *Journal of Speech, Language, and Hearing Research*, *48*(2), 345–359. https://doi.org/10.1044/1092-4388(2005/024

Objectives: The purpose of this study was to evaluate how 4 specific measures of home literacy practice (i.e., shared book reading frequency, maternal book reading strategies, child's enjoyment of reading, and maternal sensitivity) and a global measure of the quality and responsiveness of the home environment during the preschool years predicted children's language and literacy skills between the ages of 3 and 5 years.

Methods: Participants consisted of 72 African American children and their mothers primarily from low-income families that were followed from 18 months-5 years old. Annually, the children's mothers were interviewed about the frequency they read to their child and how much their child enjoyed being read to, and the overall quality and responsiveness of the home environment were observed. The measure used to assess the child's overall environment included a 45-item semi structured observation/interview that measures the mother's emotional and verbal responsivity, acceptance of the child's

behavior, organization of the environment, academic and language stimulation, and maternal involvement with the child.

Results: The global measure of overall responsiveness and support of the home environment was the strongest predictor of children's language and early literacy skills and contributed more than the specific literacy practice measures in predicting children's early language and literacy development.

Relevance to thesis: The current study is looking at children in the same age range of preschool/pre-k and examining the effects/benefits of book-reading on language development of children with their mothers in the natural setting of the home.

Roberts, M. Y., Curtis, P. R., Sone, B. J., & Hampton, L. H. (2019). Association of parent training with child language development: A systematic review and meta-analysis. *Journal of the American Medical Association Pediatrics, 173*(7), 671-680. https://doi.org/10.1001/jamapediatrics.2019.1197

Objectives: The purpose of this study was to examine the association between parent training and language and communication outcomes in young children.

Methods: The meta-analysis included 59 randomized and 17 nonrandomized clinical trials including 5848 participants. Sixteen of these studies used a dialogic reading approach.

Results: This study demonstrated a positive association between parent training and child language and communication skills.

Relevance to thesis: The current study's focus is dialogic reading practices, and the larger study involves parent training as a method of intervention.

Rodríguez, B. L., Hines, R., & Montiel, M. (2009). Mexican American mothers of low and middle socioeconomic status: Communication behaviors and interactive strategies during shared book reading. *Language, Speech, and Hearing Services in Schools*, *40*(3), 271–282. https://doi.org/10.1044/0161-1461(2008/07-0053

Objectives: The purpose of this study was to describe and compare the communication behaviors and interactive reading strategies employed by Mexican American mothers of low- and middle-socioeconomic status (SES) background during shared book reading with their preschool children.

Methods: Participants consisted of 20 Mexican American mother-child dyads from the Southwestern United States. The dyads in each group included 5 boys and 5 girls between the ages of 24-36 months. All children were English speakers and the mothers reported that the children were developing typically and that they did not have any concerns about their speech and language development. Each dyad was observed during two audio- and video-recorded book reading sessions that were conducted in their homes approximately one week apart. The videos of the shared book reading interactions were coded across several communication behavior categories and were analyzed using the Adult/Child Interactive Reading Inventory (ACIRI: DeBruin-Parecki, 1999). The audio recordings of the shared book reading interactions were transcribed using the Systematic Analysis of Language Transcripts (SALT; Miller & Chapman, 2000). Descriptive statistics were calculated for the coded communication behaviors and for the ACIRI scores.

Results: The results indicate that there were significant differences between the SES groups regarding the frequency of specific communication behaviors. Middle-SES

mothers used positive feedback and yes/no questions more often than did low-SES mothers. Mexican American mothers also used a variety of interactive reading strategies with varying frequency, as measured by the ACIRI. They enhanced attention to text some of the time, but rarely promoted interactive reading/supported comprehension or used literacy strategies. There were no significant differences between the SES groups regarding the frequency of interactive reading strategies. Parent literacy programs should supplement Mexican American mothers' communication behaviors and interactive reading strategies to improve effectiveness and participation.

Relevance to current study: The current study is also incorporating ACIRI to analyze parent-child dyads during interactive book reading. My study is also including participants that speak Spanish and/or come from middle-low socioeconomic backgrounds. The purpose of this study is similar to the current study in that they are both evaluating communication behaviors during shared book reading.

Towson, J. A., Green, K. B., & Abarca, D. L. (2020). Reading beyond the book: Educating paraprofessionals to implement dialogic reading for preschool children with language impairments. *Topics in Early Childhood Special Education, 40*(2), 68–83. https://doi.org/10.1177/0271121418821167

Objectives: The purpose of this study was to examine the effectiveness of educating paraprofessionals in preschool classrooms on the use of DR and to determine the effects of DR on student outcomes for preschool children with language impairments.

Methods: Participants consisted of four paraprofessionals and eight preschool children. This study was a single-case multiple-probe across-participants design. Paraprofessionals were trained in using DR strategies for the sessions. All children

completed tests receptive and expressive vocabulary skills. Descriptive statistics were utilized to summarize the near-transfer receptive and expressive vocabulary data by child for each phase as well as social validity data collected from the paraprofessionals.

Results: A functional relation between educating paraprofessionals in DR and implementation of the DR strategies was observed. A functional relation was not observed for the implementation of the evaluate, expand, and repeat strategies. Analysis of data on participant's expressive near-transfer vocabulary indicated that all but one child made minimal gains from baseline to intervention, whereas receptive data remained stable for six participants.

Conclusions: The results of this study suggest that paraprofessionals implemented both aspects of DR with variability. Although DR was selected specifically due to its formulaic nature and ease of implementation, this study suggests that additional training and/or supports are necessary for implementation of the prompting hierarchy and carryover of all strategies to novel book readings. Based on the variable results of this and similar studies, paraprofessionals may be a viable source of expanding the direct instruction of evidence-based practices for young children with language impairments in preschool settings if provided with more consistent coaching and in book supports. If these supports result in increased fidelity, DR implementation by paraprofessionals may be a promising method of improving children's vocabulary skills.

Relevance to current study: In the current study, DR strategies were considered when creating a parent survey regarding reading interactions between parents and their children.

Tsybina, I., & Eriks-Brophy, A. (2010). Bilingual dialogic book-reading intervention for

preschoolers with slow expressive vocabulary development. *Journal of Communication*

Disorders, 43(6), 538–556. https://doi.org/10.1016/j.jcomdis.2010.05.006

Objectives: The purpose of this study was to assess the effects of a dialogic book-reading

approach in preschool-aged Spanish-English speaking children with slow expressive

vocabulary development. The focus was on the acquisition of target vocabulary using a

parent–clinician bilingual intervention designed to enhance vocabulary development.

Methods Participants consisted of 12 children (two girls and ten boys) who were

recruited from a waiting list of an organization that coordinated preschool speech-

language services in a large metropolitan city in Canada. The children were aged 22-42

months (mean 27.8) in the intervention group, and 24-41 months (mean 31.7) in the

control group, with no significant difference in age between the groups. Due to a high

degree of variability in some characteristics, non-parametric statistical procedures were

used for all of the analyses. An assessment was completed in English and Spanish for

communication skills. Thirty dialogic book-reading intervention sessions (15 minutes)

were provided by the mothers and the primary investigator over a 6-week period.

Results: The results indicate that dialogic book-reading intervention may be

beneficial to acquisition of a specific set of target vocabulary for children with existing

vocabulary learning challenges. The study indicates that bilingual children provided with

bilingual vocabulary intervention can increase their vocabularies in both of their

languages.

Relevance to current study: The current study may potentially include bilingual

participants and will assess parents' use of dialogic book reading strategies.

Zucker, T. A., Cabell, S. Q., Justice, L. M., Pentimonti, J. M., & Kaderavek, J. N. (2013). The
role of frequent, interactive prekindergarten shared reading in the longitudinal
development of language and literacy skills. *Developmental Psychology*, *49*(8), 1425–
1439. https://doi.org/10.1037/a0030347

Objectives: The purpose of this study was to examine longitudinal relations between
frequency and features of shared reading interactions within the preschool classroom
setting to children's language and literacy outcomes in kindergarten and first grade.

Methods: Participants consisted of 28 preschool teachers and 178 children. The
teachers worked in need-based preschool programs serving children experiencing
economic, social, or developmental risks.

Results: The frequency of classroom shared reading was positively and
significantly related to improvement of the children's receptive vocabulary. In addition,
the inclusion of prompts and strategies to elicit comments from the children positively
affected children's receptive vocabulary skills. Longitudinally, use of prompts and verbal
engagement during the shared book reading was associated with improved children's
vocabulary skills extending through first grade.

Relevance to thesis: The current study is also assessing the use of prompts and
verbal engagement for preschool aged children during share book reading. The positive
effects of the intervention resulted in gains in children's receptive vocabulary from
preschool through first grade.

APPENDIX B

Interactive Reading Parent Survey

Demographic Questions

1. Do you have a child between the ages of 2 and 5?

o   Yes

o   No

2. What is the age of your child or children? (Mark all the applicable ages)

o   2

o   3

o   4

o   5

3. In what state do you reside?

_____

4. What is your gender?

o   Male

o   Female

o   Other _____

5. What is your highest level of education?

o   less than high school

o   high school graduate

o   some college

o   college graduate

o   graduate degree

Questions regarding reading habits

6. How often do you do the following:

	Every day (1)	Two to three times a week (2)	Once a week (3)	Once a month (4)	Almost never (5)
Read with your child?	o	o	o	o	o
Tell stories to your child?	o	o	o	o	o
Read by yourself?	o	o	o	o	o

7. How comfortable do you feel reading with your child?
o   Very confident
o   Somewhat confident
o   Not very confident

Questions regarding interactive reading strategies
8. While reading a book with your child(ren), how often do you do the following?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
Try to sit close to your child	○	○	○	○	○
Read in a voice that is different from your regular voice (varying your pitch, tone, inflection, etc.)	○	○	○	○	○
Allow your child to hold the book and/or turn pages	○	○	○	○	○
Point to pictures in the book	○	○	○	○	○
Point to words in the book	○	○	○	○	○

9. While reading a book with your child(ren), how often do you do the following?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
Label pictures on the pages	○	○	○	○	○
Define new words to your child	○	○	○	○	○
Ask questions about pictures	○	○	○	○	○
Ask questions about what has happened in the story	○	○	○	○	○
Ask questions about what will happen next	○	○	○	○	○
Try to relate the story to your child's experiences	○	○	○	○	○
Answer questions that your child asks you about the story	○	○	○	○	○

10. How often does your child(ren) do the following while reading a book with you?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
Your child sits close to you	○	○	○	○	○
Your child pays attention to the story	○	○	○	○	○
Child hold the book and/or turn pages	○	○	○	○	○
Point to pictures in the book	○	○	○	○	○
Point to words in the book	○	○	○	○	○

11. How often does your child(ren) do the following while reading a book with you?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
Names pictures on the pages	○	○	○	○	○
Asks you questions about the story	○	○	○	○	○
Responds to questions you ask about pictures	○	○	○	○	○
Responds to questions about what has happened in the story	○	○	○	○	○
Responds to questions about what will happen next	○	○	○	○	○
Relates the story to their own experiences	○	○	○	○	○

Questions regarding library habits

12. Do you have a library card, and how often do you use it?
o   Yes—once a week
o   Yes—once a month
o   Yes—less than once a month
o   No

13. Do you visit the library with your child?
o   Yes
o   No
o   Sometimes

14. How many books do you typically check out for:

	0	1	2	3	4	5	6	7	8	9	10
Yourself?											
Your child(ren)?											

Incentive information

Thank you for your time in completing this survey. In appreciation for your participation, we have four $25 Amazon gift cards to award. If you would like to be entered into the drawing for one of these gift cards, please provide your name and phone number. This information will only be used to contact you if you win the drawing. Your responses will remain anonymous.

Do you want to be entered in the drawing?

o   Yes
o   No

APPENDIX C

Institutional Review Board Approval

Memorandum

To: Connie Summers
Department: BYU - EDUC - Communications Disorders
From: Sandee Aina, MPA, HRPP Associate Director
     Wayne Larsen, MAcc, IRB Administrator
     Bob Ridge, Ph.D., IRB Chair
Date: July 19, 2022
IRB#: IRB2022-252
Title: Microaggressions Experienced by Underrepresented Students in Communication Sciences and Disorders

Brigham Young University's IRB has approved the research study referenced in the subject heading as expedited level, categories 6 and 7. This study does not require an annual continuing review. Each year near the anniversary of the approval date, you will receive an email reminding you of your obligations as a researcher. The email will also request the status of the study. You will receive this email each year until you close the study.

The IRB may re-evaluate its continuing review decision for this decision depending on the type of change(s) proposed in an amendment (e.g., protocol change that increases subject risk), or as an outcome of the IRB's review of adverse events or problems.

The study is approved as of 07/19/2022. Please reference your assigned IRB identification number in any correspondence with the IRB.

Continued approval is conditional upon your compliance with the following requirements:

1. A copy of the approved informed consent statement and associated recruiting documents (if applicable) can be accessed in iRIS. No other consent statement should be used. Each research subject must be provided with a copy or a way to access the consent statement.
2. Any modifications to the approved protocol must be submitted, reviewed, and approved by the IRB before modifications are incorporated in the study.
3. All recruiting tools must be submitted and approved by the IRB prior to use.
4. In addition, serious adverse events must be reported to the IRB immediately, with a written report by the PI within 24 hours of the PI's becoming aware of the event. Serious adverse events are (1) death of a research participant; or (2) serious injury to a research participant.
5. All other non-serious unanticipated problems should be reported to the IRB within 2 weeks of the first awareness of the problem by the PI. Prompt reporting is important, as unanticipated problems often require some modification of study procedures, protocols, and/or informed consent processes. Such modifications require the review and approval of the IRB.

Instructions to access approved documents, submit modifications, report complaints and adverse events can be found on the IRB website under iRIS guidance: https://orca.byu.edu/IRB/Articulate/Study_Management/story.html.