

Influence of a Shared Reading Workshop on Parent Attitudes Toward Shared Reading

by

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This research is dedicated to my daughters, Melanie and Charlotte,  
my very own shared reading partners.

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## **ABSTRACT**

Parental use of strategies that increase positive interactions during shared reading has been found to positively correlate with both immediate and long-term effects on children's reading development (Baker, 2003). Additionally, providing training to support parent confidence in shared reading strategies may positively impact their use of these strategies (eg., Pillinger & Wood, 2014). The current study explored the influence of a parent workshop designed to increase parent confidence in using of Shared Reading strategies. Although we found that parents did not change their attitudes towards core tenets of shared reading in relation to literacy development, internal consistency of the survey created for the study was good, and post-workshop ratings from parents suggested that exposure to research-based strategies for shared reading was helpful and supported them in feeling confident to use the strategies at home.

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## **CHAPTER I**

### **INTRODUCTION**

#### **Overview**

Parent involvement in emerging literacy skills is a key component of early reading success that can be limited by a parent's confidence in their ability to effectively orchestrate at-home shared reading experiences (Fitton & Gredler, 1996). Parents who use strategies to increase positive interactions during shared reading can influence both immediate and long-term effects on a child's reading development (Baker, 2003). Studies that evaluated the effects of providing training to increase parent confidence in the employment of interactive reading methods indicate that parents use the strategies more when they've been shown how to do them and have been given an opportunity to practice (e.g., Blom-Hoffman, O'Neil-Pirozzi, & Cutting, 2006; Briesch, Chafouleas, Lebel, & Blom-Hoffman, 2008; Pillinger & Wood, 2014). The following review of the literature describes models of training intended to increase parent confidence through exposure to reading strategies.

#### **Parent Involvement in Reading with their Children**

Parent involvement has been referred to in literacy studies as interactions between parent and child that contribute to the child's development or parent participation in school (Fitton & Gredler, 1996). Family literacy research continues to indicate that parent involvement in reading fosters early and emergent literacy skills (e.g., Saracho & Spodek, 2010; Sloat, Letourneau, Joschko, Schryer, & Colpitts, 2015). Studies aimed at increasing parent involvement in literacy development in students with reading difficulties have

found that students of parents who collaborated with teachers on home reading activities performed better on standardized reading tests, were better behaved at school, were more interested in school activities and had made better gains at follow-up than struggling students whose parents were not exposed to reading strategy programs (Tizard, Schofield, & Hewison, 1982). The effects of parent involvement have been documented to surpass even those of small group reading interventions with reading specialists, indicating that the lasting effects of parent involvement in a child's literacy development may be more effective than what can be offered in schools (Tizard et al., 1982). Positive effects of parent involvement in home literacy activities continues to be a consistent finding in reviews of studies that evaluate links between at-home reading strategies and school success (e.g., Mol, Bus, de Jong, & Smeets, 2008; Sénéchal & Young, 2008; Sloat et al., 2015).

**Definition of shared reading.** Recent literature on at-home literacy activities, defines shared book reading, or joint reading, as reading aloud from a text shared typically between a caregiver and child as a way to support a child's language and literacy development (Pillinger & Wood, 2014). In traditionally defined conditions, the adult reader holds the book, turns pages for the child, and maintains control over the majority of verbal and nonverbal interactions (Pillinger & Wood, 2014). The quality of interactions during shared reading has been a focus of research in the effort to increase motivation and interest in reading for young or struggling readers (Baker, 2003). Shared reading strategies such as Whitehurst's Dialogic Reading Method create engagement through question-and-response and provide opportunities for the child's active

participation in the storytelling process (e.g., Briesch et al., 2008; Whitehurst et al., 1988). Increasing active participation during shared reading has been shown to benefit struggling readers (e.g., Baker, 2003; Blum-Hoffman et al., 2006; Briesch et al., 2008; Fitton & Gredler, 1996; Pillinger & Wood, 2014; Whitehurst et al., 1988). Shared reading differs from direct teaching of reading, which is the direct teaching of letters and sounds, decoding words, and learning to read in connected text, and focuses more on reading for enjoyment and relating stories to one's own life, which is tied to outcomes related to the child's interest in reading (Dobbs-Oates, Pentimonti, Justice, & Kaderavek, 2015).

**Impact of shared reading.** Shared storybook reading has been associated with increases in children's language growth, emergent literacy, and reading achievement (e.g., Saracho & Spodek, 2010). Meta-analyses of shared book reading practices have revealed overall positive effects on pre- and early-reading skills (e.g., Sénéchal & Young, 2008). Tracking the influences of shared reading on early literacy development can inform parents and teachers where to focus energy when employing shared reading strategies (Baker, 2003).

***Influence on language development.*** Children are immersed in language opportunities from birth, and parents play the most prominent role in the acquisition of language skills by talking to their children every day (Sloat et al., 2015). One study that evaluated the range of lexical diversity in child-directed speech found that children's books contained more unique words per sample than the daily parent-child interactions lifted from over 4,000 conversations (Montag, Jones, & Smith, 2015). This comparison supports previous research that cites parent-child storybook reading as a vessel for

building pre-literacy skills such as receptive vocabulary, letter-sound associations, and phonemic awareness (e.g., Hindman, Conner, Jewkes, & Morrison, 2008; Saracho & Spodek, 2010) and a child's overall language development through engaged conversations around books (Whitehurst et al., 1988). Mediating factors such as frequency, quality, and duration of parent-child reading time have been associated with improvements in receptive language ability for children (e.g., Deckner, Adamson, & Bakeman, 2006; Dexter & Stacks, 2014; Taverne & Sheridan, 1995).

***Influence on literacy development.*** Storybook reading and other home literacy activities have been shown to have significant positive effects on children's early literacy outcomes and reading achievement (e.g., Baker, 2003; Saracho & Spodek, 2010; Sonnenschein et al., 1997). Early meta-analyses on the relationships between parent-child read-aloud activities found that reading aloud contributed to reading-related skills (e.g., Bus, Van Ijzendoorn, & Pellegrini, 1995; Scarborough & Dobrich, 1994) and results from a 5-year longitudinal study from 1992 to 1997 called the Early Childhood Project (Sonnenschein, Baker, & Serpell, 2010) indicated that significant long-term literacy competencies emerged from intimate, at-home shared reading experiences between parents and children. While individual studies have shown parent-child reading activities to have moderate to significant positive effect sizes on reading skills, results of meta-analyses such as Scarborough and Dobrich (1994) and Bus et al. (1995); however, show only modest effects, which led to hypotheses that untargeted factors: the kinds of books that are being read (Teale, 2003), the strategies used to keep the child engaged (Mol et al., 2008), and the quality of interactions during shared reading (Sonnenschein et al.,

1997), can all influence the outcomes of parent-child reading-related activities. Other research indicated that parent involvement in at-home reading is not the sole factor that drives an increase in children's language and literacy development, but rather the use of engaging techniques during reading, the discussions about the story, and the choice of the story itself which creates an environment for the child to build their own interest in reading (Park, 2008).

***Influence on attitudes toward reading.*** Intergenerational attitudes toward reading develop in a social context in the home which is shaped by parents and caregivers (Pfof, Schiefer, & Artelt, 2016). A positive relationship between students' and their mothers' attitudes toward reading and reading behaviors that are transmitted before seventh grade have effects on reading attitudes and behaviors that continue through adolescence (Pfof et al., 2016). Reading for entertainment has been associated with a higher motivation to read (Baker & Scher, 2002), while shared reading with conversational methods have been found to have a positive impact on both parents' and children's enjoyment of reading (e.g., Knapp, 2016; Pillinger & Wood, 2014). The quality of interactions and meaning-related talk that occurs during shared reading time also contributes to the affective environment and can influence a child's reading activity (e.g., Baker, Mackler, Sonnenschein, & Serpell, 2001; Sonnenschein et al., 1997). Positive affective interactions and meaning-related talk in early years of reading with a parent have been associated with reading more challenging books in later grades (Baker et al., 2001). Negative interactions that occurred with error correction during shared reading time have been shown to be predictive of reading less-challenging books in later grades (Baker et al.,

2001). Cultivating the quality and affective nature of interactions between parent and child during shared reading could have long-term positive impact on a child's enjoyment of reading, frequency of reading activities, and reading achievement (e.g., Baker et al., 2001; Sonnenschein et al., 1997).

### **Influences on Parental Perceptions of Shared Reading**

Factors that have been considered to influence parents' perceptions of shared reading include belief in the importance of shared reading (Audet, Evans, Williamson, & Reynolds, 2008), reading development perspectives (DeBaryshe, Binder, & Buell 2000), personal enjoyment of reading (Weigel, Martin, & Bennett, 2006), and perception of own teaching efficacy (Baker, 2003).

**Belief in the importance of shared reading.** Beliefs regarding the importance of reading can influence how a parent interacts with their child during shared reading time (Audet et al., 2008). Parent's goals for their children's reading skills and enjoyment of reading are associated with frequency of reading at home, number of books in the house, and quality of parent-child interactions during shared reading time and were in turn related to the child's literacy interests (DeBaryshe, 1995). Studies that included socioeconomic demographics found that maternal literacy level is related to reading beliefs; higher levels of education and higher economic resources predicted a stronger literacy orientation with more facilitative beliefs which exposed children to broader and more frequent literacy experiences (DeBaryshe, 1995). Despite these socioeconomic trends and between literacy orientation and education levels, studies which looked at individual beliefs found exceptions, that mothers with low literacy skills and low access

to resources can hold high facilitative reading beliefs, as mothers with high literacy skills and high access to resources holding few facilitative beliefs (DeBaryshe, 1995).

Individual item analysis on the Parent Reading Belief Inventory (DeBaryshe & Binder, 1994) indicated that parents tend to agree with beliefs and behaviors associated with creative facilitative environments for reading, but not strongly agree (DeBaryshe, 1995).

Barriers such as time pressures, child's reading difficulties, parent's discomfort with reading, and a parent's lack of awareness of the benefits of reading at home are common obstacles to establishing a consistent routine for at-home, shared reading practices (Justice, Logan, & Damschroder, 2015). Directly addressing obstacles while offering training for at-home intervention practices can have beneficial effects on a child's reading skills and create a more facilitative environment for child literacy (e.g., Colmar, 2014; Sénéchal & Young, 2008; Sylva, Scott, Totsika, Ereky-Stevens, & Crook, 2008;).

**Reading development perspectives.** In an exploratory study that utilized open-ended questionnaires to investigate parent-held beliefs regarding the developmental process of emergent reading, DeBaryshe, Binder, and Buell (2000) found that mothers who placed more importance on their child's ability to read by decoding with phonics spent more time teaching the skills involved with reading, while mothers who held a more meaning-centered developmental theory used more scaffolding and conversational approaches during shared reading time (DeBaryshe et al., 2000). Baker (2003) similarly found that parents' reading development perspectives fall into categories influenced by how much they feel (a) reading should be thought of as a form of entertainment (b) reading should be cultivated as a set of skills (c) reading is a function of the everyday



routine of life. Parents in the study placed importance on both conventional teaching and meaning-centered talk, but children with mothers who placed more importance on conventional reading strategies, such as phonics, had higher scores on assessments for conventional skills, while children with mothers who took more meaning-centered approaches were found more likely to see modeling of reading by their mothers and be more inclined to practice writing on their own (DeBaryshe et al., 2000). The researchers proposed that a decreased concern with correctness may have created a more encouraging atmosphere for a child's self-driven exploration of reading and writing (DeBaryshe et al., 2000). This idea has been supported through studies that tracked positive interactions during shared reading time and found they were associated with meaning-related talk, while negative interactions were associated with decoding practice during the story (Baker et al., 2001). Additionally, Baker (2003) found that parents who endorse an entertainment perspective tended to encourage their children to seek out reading that entertained them; reading-related competencies for these children were more advanced than children who were taught reading as a set of skills. Knowledge of parent's reading development beliefs can inform school-to-home conversations in order to emphasize the importance of effective at-home literacy activities (DeBaryshe et al., 2000).

**Personal enjoyment of reading.** Connections between parents' personal enjoyment of reading and their perceptions of shared reading benefits have been documented through studies that examine links between literacy development beliefs and home reading activities (e.g., Weigel et al., 2006). Personal enjoyment of reading contributes to the amount of time a parent spends modeling reading for their child, as

well as influencing a positive affect surrounding reading activities; these conditions have been associated with positive reading outcomes for children, including oral language development and pre-reading skills (e.g., Sonnenschein et al., 1997; Weigel et al., 2006). Enjoyment of reading indicates an environment that is supportive of reading for pleasure (Baker, 2003). Children of parents who reported fewer negative feelings about shared reading have been shown to enjoy reading more and have higher print concept knowledge than children of parents who held negative beliefs (Dobbs-Oates et al., 2015). Similarly, children of parents who reported a facilitative, encouraging method for shared reading were more likely to have higher print concept knowledge than children of parents who reported a conventional, skills-based approach to reading, (Weigel et al., 2006). Enjoyment of reading has been associated with long-term positive attitudes toward reading for children and has been found to be predictive of children's literacy development (e.g., Baker, 2003, Sonnenschien et al., 1997; Weigel et al., 2006).

**Teaching efficacy during shared reading.** Teaching parents to implement shared reading techniques allows parents to provide more effective support to their emergent reader (Baker, 2003; Colmar, 2014; Scott et al., 2010). Programs that focus on improving parent confidence through building knowledge of techniques to use during shared reading time have resulted in not only increased parent confidence and increased reading scores for children, but parent reports of overall positive experience while reading with their child (Knapp, 2016). Parents face a number of barriers to implementation of reading strategies at home, especially when faced with a child who is reluctant to read or struggles with reading (Justice et al., 2015). Direct training of

techniques with emphasis on the importance of shared reading time at home has been associated with parent's teaching efficacy when implementing the strategies (e.g., Pillinger & Wood, 2014; Sloat et al., 2015). Sénéchal and Young's (2008) meta-analysis of the effects of family literacy interventions listed knowing how to effectively train parents in research-based strategies for at-home, shared reading time as one of the important future directions of literacy intervention research. An increase in parent-child reading time with effective parent-mediated interactions has been associated with increased language and literacy abilities for preschool aged children (Sloat et al., 2015).

### **Interventions for Shared Reading**

**Dialogic Reading Methods.** Dialogic reading, the method of creating interactive dialogue between caregiver and child during shared reading time, is an intervention strategy often used in studies measuring caregiver influence on emergent literacy skills for preschoolers (e.g., Blom-Hoffman et al., 2006; Hindin & Paratore, 2007; Pillinger & Wood, 2014; Saracho & Spodek, 2010; Sénéchal & Young, 2008). A review of several studies by Whitehurst and colleagues, who created the Pearson Early Learning video-based training for parents entitled *Read Together, Talk Together*, indicated that training parents in addition to informing them of the benefits of shared reading time with dialogic methods had positive effects on emergent literacy skills and expressive language scores in original studies, replications, and follow-up at kindergarten (Blom-Hoffman et al., 2006). Reviews that have investigated the effects of Dialogic Reading, have found that the method is linked to gains in overall language development, expressive and receptive vocabulary outcome measures (Mol et al., 2008), and have a positive effect on overall

enjoyment of books and knowledge of print concepts, with a measured improvement in word reading (Pillinger & Wood, 2014). A focus on the effects of using interactive interventions indicated that methods such as Dialogic Reading have been shown to have a positive impact on children's literacy development (e.g., Pillinger & Wood, 2014; Sim, Berthelsen, Walker, Nicholson, & Fielding-Barnsley, 2014).

**Reading Apprenticeship Method.** A program that combines effective methods and addresses the involvement of parents at home is the Reading Apprenticeship Method for Parents (Knapp, 2015). It is rooted in Toppings Paired Reading, or Guided Reading strategy (Topping, 1987), in which the learner is paired with an experienced reader and is encouraged to read only the words they know, is praised for sounding out tough words, and is given the correct word if they read a word incorrectly or hesitate for more than 5 seconds (Knapp, 2016). The Paired Reading method is based on Vygotsky's theory of learning through scaffolding by interacting with a more knowledgeable other and has been linked to increased word identification for emergent readers (Knapp, 2016; Topping, 1987). Knapp's Reading Apprenticeship method combines a paired reading strategy with comprehension strategies such as re-reading for sense and prediction, but also gives the child the choice of material explored during shared reading time (Knapp, 2016). In her study of the Reading Apprenticeship Method implemented over a summer to parents of struggling readers, Knapp (2016) found that parents who were consistent with shared reading time, allowed their child to pick the book explored during shared reading time, and placed an emphasis on the enjoyment of reading, rather than the didactic learning of words, positively influenced reading scores for 19 of the 22 first

through fourth graders who participated (Knapp, 2016). This study also included a measure of parent-reported impressions associated with shared reading time and found that every parent reported positively about the experience, the majority indicating that they felt their child's reading abilities improved and their confidence in reading increased over the course of the program. A handful of parents additionally reported that shared reading time had improved their relationship with the child (Knapp, 2016).

### **Summary**

**Purpose of the current study.** The current study was designed to explore parent beliefs associated with shared reading time to increase parents' value place on the importance of: (a) teaching efficacy, which can be defined as a parent's active role in a child's reading development; (b) positive affect, which can be defined as the parent creating an encouraging and facilitative environment for reading development; (c) verbal participation, which can be defined as how much the child takes an active part in the reading of and conversations around the story during reading; (d) knowledge base, which can be define as how much the parent sees shared reading as a way to access new knowledge; and (e) resources, which can be defined as what the parent considers resources for accessing reading materials and reading strategies. The value or importance that parents placed on these selected shared reading perspectives were measured on a parent reading beliefs survey before and after a 90-minute workshop to look for a change in perspectives following the shared reading workshop.

**Hypotheses.**

***Hypothesis 1.*** It was hypothesized that when parents were informed of the ways shared reading at home can improve language and literacy skills for their children, their total score on a parent reading beliefs survey would increase on the post-test measure.

***Hypothesis 2.*** It was hypothesized that when parents were informed of their important role in their children's literacy development, their perception of their own teaching efficacy would increase on the post-test measure compared to the pre-test.

***Hypothesis 3.*** It was hypothesized that when parents were informed of the importance of the child's enjoyment of reading during shared reading time, their value placed on positive affect would increase on the post-test measure compared to the pre-test while their value placed on conventional error correction would decrease from pre- to post-workshop assessment.

***Hypothesis 4.*** It was hypothesized that when parents were informed of the importance of their child's verbal participation during shared reading, their value placed on verbal participation would increase on the post-test compared to the pre-test measure.

***Hypothesis 5.*** It was hypothesized that when parents were informed of the ways that shared reading at home increases reading skills, vocabulary, and knowledge of other people and places, their perception of importance of reading to build their children's knowledge base would increase from pre- to post- workshop assessment.

***Hypothesis 6.*** It was hypothesized that when parents were given ideas for overcoming barriers to implementing home literacy activities, their perception of barriers to resources would decrease on the post-test measure compared to the pre-test.

## **CHAPTER II**

### **METHOD**

#### **Participants**

Participants were recruited from the Metro Nashville Public School system. The researcher obtained permission from MNPS Office of Research, Assessment, and Evaluation in compliance with district policy for performing research in schools. Emails were delivered to 39 principals and school liaisons through the director of Book 'Em Nashville, a non-profit program dedicated to delivering books to students in at-risk neighborhoods. Of these recipients, two principals of participating schools gave permission to distribute flyers asking for parents of students in kindergarten through 2<sup>nd</sup> grade to attend the 90-minute workshop on shared reading techniques.

One school dropped out of the study as they could not find time to schedule the event. Another 6 principals were contacted through the researcher's personal connections in the same district. Of these contacts only one was able to give permission and schedule an event. Flyers were distributed through the schools and sent home with students. Participation of the event was voluntary. Of the two scheduled events, only the first event yielded attendees and participants. The second event did not draw an audience and was canceled.

The current study included 20 parents who signed consent forms and attended the workshop. The participating school was located in a highly diverse neighborhood with families whose primary language was not English. Volunteer translators were present for parents who spoke Spanish, Somali, and Burmese. Languages of participants may have also included Sorani Kurdish and Arabic, but language demographics were not recorded

on the survey. A version of the survey was translated into Spanish by the school in order to facilitate the survey completion efficiently. Nine of the 20 surveys were completed with this Spanish form.

Participant demographics can be seen in Table 1. All participants reported they were parents age 18 or older. The majority of the participants, 15 of 20, reported that they were between the ages of 26 - 40. The majority of the participants, 9 of 20, also reported that their early reader was in Pre-K or Kindergarten. Five parents reported having children in 1<sup>st</sup> and 2<sup>nd</sup> grade. One reported having a middle school student. Five parents did not report the age or grade of their child. Language barriers may have limited accuracy and quantity of the responses on the forms. One parent filled out a consent form and participated in discussions but did not answer any questions on the survey.

Table 1.

*Descriptive Statistics for Parent Participants in Shared Reading Workshop*

	<i>n</i>				
Age of Participant	17	<u>18-25</u> (1)	<u>26-40</u> (15)	<u>41-60</u> (1)	<u>60+</u> (0)
Level of Education	18	<u>No Degree</u> (7)	<u>High School Degree</u> (7)	<u>Some College</u> (1)	<u>College Degree +</u> (3)
Gender	17	<u>Male</u> (9)	<u>Female</u> (8)		
Relationship to Early Reader	18	<u>Parent</u> (18)	<u>Guardian</u> (0)	<u>Grandparent</u> (0)	<u>Other</u> (0)
Grade of Early Reader	15	<u>PreK-K</u> (9)	<u>1<sup>st</sup></u> (3)	<u>2<sup>nd</sup></u> (2)	<u>Other</u> (1)



## Measures

Pre-post surveys were created to measure parents' understanding of shared reading effects and to assess whether increasing parents' knowledge of the effects of shared reading has an impact on parents' confidence in using shared reading techniques during at-home shared reading time. The measures were based on scales used in previous at-home literacy studies. Questions were added to the measures to reflect information shared in the workshop. Upon arrival to the workshop, parents filled out their consent forms with no identifying information and completed the pre-workshop survey reading beliefs and practices. At the end of the workshop, participants filled out the post-workshop survey on reading beliefs and practices. Additional questions on the post-workshop survey allowed the participants a chance to rate the workshop and its components to inform the researcher on directions for the development of future workshops.

All surveys collected identified participants by number only, so that pre- and post-workshop measures could be compared.

**Parent Reading Beliefs Survey.** A twenty-six-item survey was created for the study to assess parent beliefs and attitudes regarding reading aloud with their child and to measure parent attitudes toward shared reading with regard to the following factors: (a) Teaching Efficacy; (b) Positive Affect; (c) Verbal Participation; (d) Knowledge Base; (e) Resources; and (f) Error Correction. Fifteen items were represented from the Parents Reading Beliefs Inventory (PRBI, DeBaryshe & Binder, 1994), a 46-item, seven-subscale

inventory designed to measure how consistently parents aligned their beliefs about reading with core tenets of models of environmental influence on language acquisition and literacy development (DeBaryshe & Binder, 1994). Parents who scored high on the PRBI held views of reading which were compatible with researched approaches to language development and emergent literacy (DeBaryshe & Binder, 1994). These reading beliefs were highly predictive of the level of exposure to shared reading time between mothers and children, the quality of interactions during shared reading time, and the child's interest in reading (DeBaryshe, 1995). The PRBI has a test-retest reliability of .79 according to the original study (DeBaryshe & Binder, 1994). Internal consistencies ranged from .50 to .85 for the seven scales, the lowest alpha coefficients for Reading Instruction and Environment were .50 and .63, respectively, with internal consistency alpha coefficients above .70 for the other 5 scales (DeBaryshe & Binder, 1994).

The fifteen questions from PBRI used in the current study were reworded to accommodate parents of emergent readers in kindergarten to 2<sup>nd</sup> grade and were modified to measure beliefs associated with the importance of reading that could be changed from pre- to post-workshop. For example, the PRBI item "When we read we talk about the pictures as much as we read the story" was modified to "I feel it is important that we pause to talk about the pictures as much as we read the story" to detect the possible change in belief from the pre-workshop survey to the post-workshop survey.

Additional items on the pre-post measures included questions intended to assess how parents' reading beliefs align with new research on at-home literacy practices and literacy development. Eleven new questions reflecting the factors of interest helped

assess additional aspects of shared reading participation and their associated influences on a child's literacy development with regards to trends in shared reading research documented since the development of the Parent Reading Beliefs Inventory in 1994. The new questions directed more focus on the Positive Affect subscale, or enjoyment of reading, and the Verbal Participation subscale, as well as the perceived importance of error correction during shared reading, with one additional item in the Knowledge Base subscale and one additional item for Teaching Efficacy. No items were included from the PRBI's Environmental Input scale.

Like the original survey, answers were measured on a 4-point Likert-type scale ranging from strongly agree to strongly disagree. From the sample of parents surveyed, internal consistencies for the refined 26-item survey ranged from .95 on the pre-workshop measure to .92 on the post-workshop measure, indicating excellent internal consistency for the new measure, though limitations are discussed in the analyses.

***Teaching efficacy.*** This subscale measured the parent's view on their role as teachers of school-related skills (DeBaryshe & Binder, 1994). Internal consistency reliability for the original subscale ranged from .58 (Radisic & Seva, 2013) to .73 (DeBaryshe & Binder, 1994). The range has been speculated to be due to differences in culture and SES of samples (Radisic & Seva, 2013). The current study utilized four items from the original Teaching Efficacy subscale, one of which was modified from "As a parent, I play an important role in my child's development," to "As a parent, I play an important role in my child's literacy development," to assess the specific belief of a parents' role in emergent reading skills. The other 3 items were chosen to assess the parent's overall

belief in the importance of their role in reading to and teaching their child at home, apart from what the child is learning in school. One additional item “Sharing the importance of reading with my child will encourage them to read more” was created to address the theme of transfer of parent perceptions and values echoed in recent research (Weigel et al., 2006). Internal consistencies for the five-item subscale on the new measure ranged from .90 on the pre-workshop measure to .31 on the post-workshop measure, indicating mixed outcomes for internal consistency for this scale of the new measure.

***Positive affect.*** This subscale measured positive affect associated with reading (DeBaryshe & Binder, 1994). Examples include: (a) “I want my child to love books.”; and (b) “I feel it is important to read with excitement, so my child stays interested.” Internal consistency reliability for this subscale has been previously reported with alpha coefficients of .77 (Radisic & Seva, 2013) and .85 (DeBaryshe & Binder, 1994). Examples of newly created questions include: (a) “Talking about books and stories at home increases a child’s enjoyment of reading.”; (b) “It is important to let my child choose the book when we read.” and (c) “I feel it is important to praise and encourage my child when they read to me.” Internal consistencies for the seven-item subscale on the new measure ranged from 1.00 on the pre-workshop measure to 1.00 on the post-workshop measure, indicating excellent internal consistency for this scale of the new measure.

***Verbal participation.*** This subscale measures the value placed on children's active verbal participation when reading aloud (DeBaryshe & Binder, 1994). Previous internal consistency reliability for this subscale has been reported with alpha coefficients of .76

(Radisic & Seva, 2013) and .83 (DeBaryshe & Binder, 1994). The current study used six of the nine original items, with modifications that would help capture a change in beliefs from pre- to post-workshop. For instance, “When we read, I want my child to help me tell the story,” was changed to “I feel it is important that my child helps me tell the story when we read” in order to capture a potential shift in belief after being provided with information on verbal interaction. Examples of additions to the Verbal Participation subscale include: (a) “It is important to let my child take the lead as storyteller as we read” and (b) “It is important to ask my child what they think will happen next as we read.” Internal consistencies for the five-item subscale on the new measure ranged from .95 on the pre-workshop measure to .99 on the post-workshop measure, indicating excellent internal consistency for this scale of the new measure.

***Knowledge base.*** This subscale measures whether parents believe that children acquire moral orientations or practical knowledge from books (DeBaryshe & Binder, 1994). Internal consistency reliability for this subscale has been reported with alpha coefficients of .65 (Radisic & Seva, 2013) and .82 (DeBaryshe & Binder, 1994). Differences here have again been speculated to be due to differences in the sample (Radisic & Seva, 2013). The current study used four original items, with modifications that would help capture a change in beliefs from pre- to post-workshop. For instance, “My child learns lessons and morals from the stories we read,” was changed to “It is important that we look for lessons and morals in the stories we read.” The item “Reading at home improves reading scores at school” was added to the Knowledge Base subscale to reflect current research and reviews. Internal consistencies for the five-item subscale

on the new measure ranged from .99 on the pre-workshop measure to .98 on the post-workshop measure, indicating excellent internal consistency for this scale of the new measure.

***Resources.*** This subscale measures whether parents perceive limited resources which are an obstacle to reading (DeBaryshe & Binder, 1994). Internal consistencies reliability for this subscale has been reported with alpha coefficients of .59 (Radisic & Seva, 2013) and .79 (DeBaryshe & Binder, 1994). Differences have again been speculated to be due to differences in the sample and method of factor analysis (Radisic & Seva, 2013). The current study used two of the four original items, with modified wording. “Even though I would like to, I feel I’m too busy and too tired to read to my child,” and “Even if I would like to, I don’t feel we have access to books that will interest my child in reading” were modified to capture a potential change in perception of availability of resources after attending a workshop which offers a section on encouragement for accessing resources. Internal consistencies for these two items ranged from .73 on the pre-workshop measure to .90 on the post-workshop measure, indicating acceptable to excellent internal consistency for this factor of the new measure.

***Error Correction.*** Items which assess beliefs associated with teaching interactions during shared reading time included: “It is important to teach my child to sound out words as we read,” and “It is important to correct my child when he/she makes a mistake in reading.” These questions were created in attempt to capture a change in belief from before and after the workshop once parents were exposed to Baker et. al. (2001) research on negative interactions and error correction. Internal consistencies for these two items =

ranged from .69 on the pre-workshop measure to .81 on the post-workshop measure, indicating questionable to good internal consistency for this factor of the new measure.

**Demographic questions.** Five questions were added to briefly poll participants on their age, level of education, their gender, their relationship to the early reader they are representing, and the grade of the early reader they represented. The information collected was used only to provide a general description of the participants at the end of the study. No identifying information was collected.

**Home literacy activities survey.** Studies which previously explored the influences of home activities on reading have utilized home literacy activities surveys to document time and resources devoted to activities related to reading as well as preferences of parents and children in the household (e.g., DeBaryshe et al., 2000; Dobbs-Oates et al., 2015). Information collected in home literacy activities surveys are typically used by researchers to look for predictors of reading success and/or to investigate correlates to parent attitudes associated with reading (e.g., Baker, 2003; Dobbs-Oates et al., 2015; Mol et al., 2008).

In the current study, the Home Activities Survey briefly examined the number of times and amount of time spent in shared reading per week, the level of enjoyment reading brings to participants and their children, books owned by the child, and frequency of library visits. Six items measured (a) amount of time parent and child spend reading together per week, (b) the frequency of shared reading times between parent and child per week, (c) the perceived level of enjoyment experienced by the child during shared reading time, (d) the number of times per week the parent reads for fun, (e) the number of

books the child owns, and (f) how often the parent and child visit the library together. One item asked the participant to rank order problems which may prevent them from reading to their child during the week including: (a) not having time; (b) not having many books; (c) being too tired; (d) the child does not like to read; and (e) the participant does not like to read. A breakdown of responses collected from the home literacy activities section are discussed in the results section and listed in Table 9.

**Rating the helpfulness of the workshop.** Ten additional questions were added to the post-test to assess participants' perceptions of the helpfulness of workshop in order to make informed changes for future training workshops.

### **Parent Workshop**

The purpose of the intervention was to increase parents' knowledge of research evaluating the influence of interactive techniques used during shared reading time as well as research pointing to parents' pivotal roles as vessels of support during the emergent reading process. The information provided included results of recent studies in emergent literacy research as well as shared reading techniques which have been shown to be effective through replications of original methods developed by Whitehurst and colleagues in 1988 and more recent developments in the support of young readers by Knapp (2016). Components of the workshop are described in the following sections.

**Effects of shared reading.** Information covered in this portion of the workshop included the definition of shared reading as the act of reading aloud together, caregiver and child, which has been shown to offer opportunities to enrich a child's vocabulary and language skills while exposing them to people, places, and things not always encountered



in everyday life (e.g., Briesch et al., 2008; Pillinger & Wood, 2014). This portion of the workshop began with participants partnering up and looking through popular picture books for unique words. The objective was for participants to learn the value of picture books in bringing unique words to conversations through the storytelling process (Montag et al., 2015), the influence of shared reading on the knowledge of print, letters, sound, vocabulary, and comprehension of stories (e.g., Dobbs-Oates et al., 2015; Pillinger & Wood, 2014), the opportunity shared reading offers to strengthen the emotional bond between parent and child (e.g., Knapp, 2016; Pillinger & Wood, 2014; Saracho & Spodek, 2010), and the importance of creating a space for enjoyment of reading, which influences reading performance (e.g., Baker, 2003; Knapp 2016; Dobbs-Oates et al., 2015; Pillinger & Wood, 2014; Sloat et al., 2015).

**Parent's role in early literacy development.** Parents were encouraged to reevaluate their role as supporters of early literacy development during this portion of the workshop as it related to providing opportunities to enjoy reading. Objectives included the parents consideration of their role in (a) imparting the belief in the importance of reading is essential to establish reading as a priority activity in the household (Weigel et al., 2006) and (b) creating an early-years shared reading experience that is enjoyable for children and predictive of children reading for fun in later grades (Baker, 2003). The presenter discussed the research surrounding parents' negative beliefs about reading and how this was found to be negatively associated with a child's enjoyment of reading, and how parents who had fewer negative beliefs had children with higher print concept knowledge (Dobbs-Oates et al., 2015).

**Strategies for shared reading.** Strategies covered in this portion of the workshop included exposure to engaged reading methods developed by Whitehurst et al. (1988) and refined by the Washington Research Institute (Cole, Maddox, Lin, & Notari-Syverson, 2002) further including the supportive structure of the Reading Apprentice Method developed by Knapp (2016).

***Dialogic Reading Method.*** This portion of the workshop introduced participants to: (a) the CAR method (comment and wait, ask a question and wait, respond by adding more); (b) the completion method for young readers; and (c) the demonstrated value of interactive methods such as asking open-ended questions to promote conversation. The videos were not used due to technical difficulties with sound. A lack of books in the primary languages of the participants made partner practice difficult. The presenter demonstrated techniques with the group and gave examples of open questions to promote conversations based on parent input. This portion of the workshop ended with results of studies which investigated the positive effects dialogic reading methods have had on reading performance and literacy skills (Blom-Hoffman et al., 2006).

***Reading Apprenticeship Method.*** Attendees discussed the motivational aspects to allowing the child to choose the book during shared reading and the importance of creating a supportive environment for emergent readers (Knapp, 2016). Specific strategies explored in the Reading Apprenticeship Method such as alternating lines, giving difficult words after 3 seconds of hesitation, and rereading text for sense and prediction (Knapp, 2016). The presenter discussed the importance of creating *Book Talk* through conversations about the book during shared reading time. *Book Talk* models

conversations students will have in school during later grades (Baker et al., 2001). The presenter ended this portion of the workshop with a review of results from Knapp's summer study on the Reading Apprenticeship Method, including how the method (a) increased reading scores for the majority of the participants, (b) increased positive perceptions of reading together for enjoyment, and (c) increased parent's confidence in using reading strategies (Knapp, 2016).

**Support for parents and caregivers.** The final portion of the workshop focused on encouraging the parents and caregivers in the workshop, with a discussion about research featuring positive interactions during reading at home as an indicator of a child's future enjoyment of reading (Baker et al., 2001). A special focus of this event included English language learners research that supports reading in one's native language to help facilitate reading in other languages as reading is a transferable skill (Liu & Wang, 2015). The processes of how to access the library website in other languages and request books for purchase from one's local branch were discussed. The presenter gave examples of companies publishing bilingual books and listed websites for listening to books in other languages online. Participants were encouraged to read in the language that is most comfortable and most enjoyable for them and to ask their children to write their own stories, read them, and share them with teachers and friends, as diverse voices are much needed in our storytelling communities.

The final slides of the workshop reviewed important learning objectives including: (a) how shared reading influences early literacy skills; (b) what shared reading methods have been shown to effectively increase positive interactions during shared reading time; and

(c) who is the largest influence on a child's enjoyment of reading? Parents were encouraged to share what they'd learned, and one dad raised both hands up and cheered "It's us! It's the parents!"

## CHAPTER III

### RESULTS

A series of repeated-measures *t*-tests were used to compare pre-posttest parent belief scores using an alpha level of .05 to determine significance. This included a comparison of total scores for pre-workshop surveys and post-workshop surveys and for the six scales measured in the parent beliefs survey. A total of 14 of the 20 parents in attendance completed both the pre- and post-workshop measures. Changes in their scores are discussed below. Results should be interpreted with caution due to misunderstandings which may have occurred during translations as well as notable inconsistent response patterns which were detected on many of the surveys. For instance, responses on the pre-workshop survey for all 14 respondents were varied (responses on 26 items ranged from Disagree to Strongly Agree) while responses on the post-session survey for 7 of the respondents were not (all 26 items were marked Strongly Agree, even those reversed scored), indicating that those participants most likely did not re-read all 26 questions when answering the items after the workshop was finished.

The marked differences in internal consistencies from pre-workshop to post-workshop for the Teaching Efficacy scale and the Resources and Error Corrections questions indicated inconsistent response patterns for these items and scales. Additionally, clusters of surveys from respondents who were sitting at the same table were answered exactly the same, suggesting that participants may have decided together how to answer the individual questions.

Mean scores of individual questions are listed in Tables 2, 3, 4, 5, 6, and 7. Items which measured the value placed on error correction, the perceived barriers to resources, and doubt of teaching efficacy were reverse-coded to look for an opposite effect on these attitudes. Items with mean scores which increased as intended are marked with asterisks.

### **Hypothesis 1**

It was predicted that that when parents were informed of the ways shared reading at home can improve language and literacy skills for their children, total scores would increase on the post-workshop measure of attitudes toward shared reading. According to the repeated-measures *t*-test comparing pre-workshop parent belief total scores ( $M = 79.50$ ,  $SD = 11.52$ ) to post-workshop parent belief total scores ( $M = 79.86$ ,  $SD = 10.49$ ), no overall effect of the shared reading workshop intervention on parent beliefs regarding shared reading time was found,  $t(13) = 0.548$ ,  $p = .592$ , indicating that overall parent attitudes toward shared reading were not changed during the workshop.

### **Hypothesis 2**

It was predicted that when parents were informed of their important role in their children's literacy development, their perception of their own teaching efficacy would increase on the post-test compared to the pre-test measure. However, a comparison of pre-workshop teaching efficacy scores ( $M = 14.71$ ,  $SD = 2.75$ ) and post-workshop teaching efficacy scores ( $M = 15.29$ ,  $SD = 1.81$ ) indicated no effect of the workshop on parent attitudes toward their overall perceived teaching efficacy,  $t(13) = 1.53$ ,  $p = .15$ . Mean scores for individual questions reflecting this factor can be found in Table 2. An overall mean score increase on the item "As a parent, I play an important role in my

child's literacy development" was noted and may detect an effect of the workshop for that particular sentiment.

Table 2.

*Parents' Perception of their Teaching Effectiveness During Shared Reading*

Item Number and Attitude Measured	Pre-Test		Post-Test	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
7. As a parent, I play an important role in my child's literacy development.	3.21	.57	3.36	.63
8. I would like to help my child learn to read, but I do not know how.	1.86	.80	2.00	.88
9. Children do better in school when their parents also teach them at home.	3.46	.51	3.35	.63
10. Sharing the importance of reading with my child will encourage them to read more.	3.36	.63	3.36	.63
26. I am my child's most important teacher.	3.21	.70	3.21	.70

*Note:* Item number 8 was reverse-coded in the analysis.

### Hypothesis 3

It was predicted that when parents were informed of the importance of the child's enjoyment of reading during shared reading time, their value placed on positive affect would increase on the post-test compared to the pre-test measure. However, no effect of the workshop was found for attitudes regarding positive affect,  $t(13) = 1.59, p = .14$ , from pre-workshop ( $M = 23.14, SD = 4.6$ ) to post-workshop scores ( $M = 23.50, SD = 4.43$ ).

Additionally, it was predicted that after attending the workshop, value placed on conventional error correction would decrease compared to pre-workshop scores.

However no effect of the workshop was found for attitudes regarding error correction,  $t(13) = 1.47, p = .16$ , from pre-workshop ( $M = 3.57, SD = 1.22$ ) to post-workshop scores

( $M = 3.43$ ,  $SD = 1.22$ ). Mean scores for individual items reflecting perceptions of positive affect can be found in Table 3. Mean scores for items regarding the value of error correction can be found in Table 4.

Table 3.

*Parents' Perceptions of the Importance of a Positive Affect During Shared Reading*

Item Number and Attitude Measured	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
4. Talking about books and stories at home increases a child's enjoyment of reading.	3.36	.63	3.36	.63
5. Enjoyment of reading is related to reading performance.	3.38	.65	3.38	.63
6. Reading at home together can strengthen the bond between a caregiver and child.	3.36	.63	3.36	.63
12. I want my child to love books.	3.36	.63	3.36	.63
13. It is important to let my child choose the book when we read.	3.36	.63	3.36	.63
15. It is important to read with excitement, so my child stays interested.	3.21	.70	3.36*	.63
19. It is important to praise and encourage my child when they read to me.	3.36	.63	3.36	.63

Table 4.

*Parents' Perception of Error Correction During Shared Reading Time*

Item Number and Attitude Measured	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
17. It is important to teach my child to sound out unfamiliar words as we read.	1.79	.70	1.64	.63
18. It is important to correct my child when he/she makes a mistake in reading.	1.79	.70	1.79	.70

*Note:* These items were reverse coded in the analysis.



Error correction items were reverse-coded to detect an increase score, which would translate in a decrease in the value placed on error correction during shared reading time. However, the mean score on item 17 decreased, indicating either an increase on the value placed on error correction or an inconsistent response pattern on the post-workshop survey.

#### **Hypothesis 4**

Mean scores for individual items regarding value placed on verbal participation can be found in Table 5. It was predicted that when informed of the importance of their child's verbal participation during shared reading, parents perceived value on their child's verbal participation would increase on the post-test measure compared to the pre-test.

Table 5.

#### *Parents' Perception of Children's Verbal Participation During Shared-Reading*

Item Number and Attitude Measured	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
16. It is important that my child helps me tell the story when we read.	3.07	.47	3.28	.61
20. It is important to let my child take the lead as the storyteller as we read.	3.29	.61	3.36	.63
21. It is important to ask my child what they think will happen next as we read.	3.38	.63	3.36	.63
22. It is important that my child asks questions about the characters, story, and setting as we read.	3.38	.63	3.36	.63
23. It is important that we pause to talk about the pictures as much as we read the story.	3.33	.61	3.36	.63

However, no effect of the workshop was found for attitudes regarding verbal participation,  $t(13) = 2.11, p = .055$ , from pre-workshop ( $M = 16.36, SD = 2.73$ ) to post-workshop scores ( $M = 16.71, SD = 3.10$ ). A notable increase was detected for items 16, “It is important that my child helps me tell the story when we read,” and 20 “It is important to let my child take the lead as the storyteller as we read,” from the pre- to post-workshop surveys, indicating either an increase on the value placed on error correction or an inconsistent response pattern on the post-workshop survey.

### Hypothesis 5

Mean scores for individual items regarding the importance of increasing a child’s knowledge base can be found in Table 6. Standard deviations are included as well.

Table 6.

#### *Parents’ Perceptions of the Impact of Shared Reading on Their Children’s Knowledge*

Item Number and Attitude Measured	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
1. Reading helps children be better talkers and better listeners.	3.36	.63	3.57	.51
2. Children learn new words from books.	3.36	.63	3.36	.63
3. Reading at home improves reading scores at school.	3.36	.63	3.36	.63
24. It is important that we find ways to relate the story to our life.	3.21	.70	3.36	.63
25. It is important that we look for lessons and morals from the stories we read.	3.36	.63	3.36	.63

It was predicted that when parents were informed of the ways that shared-reading at home increases reading skills, vocabulary, and knowledge of other people and places, their perception of importance of reading to build their child's knowledge base would increase. However, no effect of the workshop was found for items reflecting attitudes on knowledge base,  $t(13) = 2.11, p = .55$ , from pre-workshop ( $M = 16.64, SD = 3.15$ ) to post-workshop scores ( $M = 17.00, SD = 2.94$ ). A notable increase was detected for item number 1, "Reading helps children be better talkers and better listeners, indicating the rating showed an increasing trend post-workshop.

### **Hypothesis 6**

It was predicted that when parents were given ideas for overcoming barriers to implementing home literacy activities, their perception of barriers to resources would decrease on the post-test measure compared to their scores before the workshop. However, no effect of the workshop was found for items reflecting attitudes regarding resources,  $t(9) = 2.24, p = .052$ , from pre-workshop ( $M = 5.09, SD = 1.30$ ) to post-workshop scores ( $M = 3.91, SD = 2.02$ ). Resource items were reverse-coded to detect an increase score, which would translate in a decrease in the perceptions to barriers to resources during shared reading time. However, the mean score on both items decreased, indicating either an increase on the perceived barriers to resources or an inconsistent response pattern on the post-workshop survey. Barriers to resources are discussed further in the Additional Analyses and Discussion sections. Mean scores for individual items regarding perceptions of barriers to resources can be found in Table 7.

Table 7.

*Parents' Perceptions of Barriers to Shared Reading with Their Children*

Item Number and Attitude Measured	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
11. Even though I would like to, I feel I'm too busy and too tired to read to my child.	2.79	.58	2.23	1.17
14. Even if I would like to, I don't feel we have access to books that will interest my child in reading.	2.46	.78	2	.91

*Note:* These items were reverse coded in the analysis.

### Additional Analyses

**Barriers to shared reading time.** Before the workshop, parents were asked to rank order the biggest problem to least problem they face when trying to read with their children during the week. The request to rank items in this manner was confusing to many of the participants and only 11 respondents answered the question in a way that could be interpreted. The majority of those responses, 9 out of 11, indicated access to books as the number one barrier. The second most-cited answer was time, by two respondents, one participant also indicated that their child did not like reading.

**Home literacy activities.** A breakdown of responses collected from the home literacy activities are listed in Table 8. Responses reflected frequency and time spent reading, parent and child enjoyment of reading, number of books at home, and parent-child visits to the library.

Table 8.

*Home Literacy Activities Reported by Parent Participants in Shared Reading Workshop*

	<i>n</i>	(%)	(%)	(%)	(%)	
How many times a week do you read with your child?	19	<u>4+</u> (5)	<u>2-3</u> (42)	<u>1-2</u> (37)	<u>0</u> (5)	
How many minutes per week do you typically read with your child?	17	<u>60+</u> (6)	<u>30-60</u> (41)	<u>10-30</u> (41)	<u>0</u> (12)	
Does your child enjoy reading?	17	<u>Very Much</u> (29)	<u>Most of the time</u> (25)	<u>At times</u> (41)	<u>Not at all</u> (6)	
How often during the week do you read (on your own) for fun?	19	<u>4+</u> (5)	<u>2-3</u> (47)	<u>1-2</u> (42)	<u>0</u> (5)	
How many books does your child own?	17	<u>70+</u> (6)	<u>51-70</u> (0)	<u>31-50</u> (12)	<u>10-30</u> (35)	<u>≤ 10</u> (35)
How often do you visit the library with your child?	18	<u>2+per week</u> (17)	<u>1 per week</u> (22)	<u>1-3 per month</u> (11)	<u>Never or rarely</u> (50)	

The attitudes measured in home literacy activities section of the pre-workshop survey for the parents in attendance reflected a strong perception of their child's enjoyment of reading activities, with the majority of the participants reporting that their child either "liked reading very much" (29% of participants) or "most of the time" (24% of participants) and only one parent reporting that their child did not like reading at all. Participants at the workshop also reported enjoyment of reading for themselves, with a majority reporting that they read for fun 2-3 times a week (47% of participants) or at least 1-2 times per week (42% of participants) with only one parent reporting that they did not

read for fun at all during the week. Less encouraging results were found in participant responses regarding the number of books their child owns and library visits, with 35% of parents reporting that their children owned 10 books or less and half of parents reporting that they rarely or never visit the library with their child.

Targeted comparisons regarding the participants' home literacy activities were conducted to investigate those trends in at-home reading practices. An analysis of participant responses which looked for relationships between the home literacy practices found a moderate correlation between the parent-reported frequency of library visits and the minutes spent reading with their child per week. While the correlation was not significant,  $r(16) = .35, p = .10$ , a future direction of parent attitudes and home literacy practices research would be to track the relationship of library visits to reading time with exact number of visits per week and minutes spent in shared reading per week, rather than collapsing the numbers into a 4-point scaled response. This could also be said of the relationship between the parent-reported number of children's books at home and the amount of time spent reading per week with their child,  $r(16) = .35, p = .13$ . A more detailed tracking of exact time spent in shared reading and number of books may yield more interpretable results.

**Helpfulness of workshop ratings.** Results of the workshop ratings are listed in Table 9. These ten additional items yielded an overall positive response. The majority of parent participants, 80%, gave the workshop a rating of 4/4, "very helpful," and 20% gave the workshop a rating of 3/4, "helpful," in giving them ideas for improving shared reading time with their child.

Table 9.

*Helpfulness Ratings Reported by Parent Participants in Shared Reading Workshop*

	<i>n</i>	(%)	(%)	(%)	(%)
		4	3	2	1
Overall helpfulness of the workshop.	15	(80)	(20)	(0)	(0)
Helpfulness of the videos presented.	15	(73)	(27)	(0)	(0)
Helpfulness of watching the presenter model techniques.	15	(67)	(33)	(0)	(0)
Helpfulness of practicing with a partner.	14	(50)	(50)	(0)	(0)
Helpfulness of discussions.	13	(50)	(43)	(7)	(0)
Comfort in using the strategies seen today.	15	(80)	(20)	(0)	(0)
Confidence in using the strategies learned today.	15	(73)	(27)	(0)	(0)
Likelihood of the strategies learned today.	15	(80)	(20)	(0)	(0)
Likelihood strategies will increase time spent reading with my child.	15	(80)	(20)	(0)	(0)
How much do you feel you learned about shared reading, overall, today?	14	<u>A lot</u> (86)	<u>Some</u> (0)	<u>A little</u> (14)	<u>None</u> (0)

Components which were rated lower included practicing with partners and group discussions. This is not surprising as less of an emphasis was put on these activities during the workshop due to time constraints and for the sake of simplicity for the translators. Parents reported feeling more comfortable with the strategies presented, with

a 4/4 rating reported by 80% of participants, and more confidence in using the strategies was reported as well, 76% of parents rating this item 4/4. Overall, 86% of parent participants felt they learned a lot from the information presented in the shared reading workshop event and only 14% reported learning “a little.”



## CHAPTER IV

### DISCUSSION

#### **Hypotheses in Relation to the Literature**

Previous literature has cited that directly addressing obstacles while offering training for at-home intervention practices create a more facilitative environment for child literacy (e.g., Colmar, 2014; Sénéchal & Young, 2008; Sylva, Scott, Totsika, Ereky-Stevens, & Crook, 2008;). This study intended to change parent attitudes toward shared reading through exposure to research-based strategies and long-term effects of creating a more facilitative reading environment at home.

According to the results of the pre- and post-workshop survey, parent attitudes and beliefs pertaining to shared reading were not changed during the 90-minute session. The majority of parents who attended the workshop already held high beliefs of their role in their child's reading success which was not explained by education level, access to books, or a preference for reading themselves.

This is reflective of previous literature which found that parents with low literacy skills and low access to resources were as likely to hold highly facilitative reading beliefs as parents with high literacy skills and high access to resources (DeBaryshe, 1995). The parent participants in the current study already believed that reading at home with their children was important, therefore, their beliefs did not change with new information. However, the act of sharing new information through the workshop, surveying parents' needs, and providing support based on indicated barriers produced a positive overall perception of the helpfulness of the workshop itself. In line with previous research,

results of the current study indicated that parents feel they are more likely to employ positive and interactive reading strategies during at-home shared reading time if they have access to information on what works and have an opportunity to learn or practice with support (Pillinger & Wood, 2014; Sloat et al., 2015). The majority of the parents in attendance at the workshop reported that they learned something new and felt the information would be helpful when reading to their child, while also reporting that they were more comfortable employing the strategies which were modeled and discussed. However, the additional home literacy activities information collected from the parents in attendance introduced complications in how they would effectively use these strategies. The majority of the participants reported that their children do not have access to varied reading material to practice shared reading at home; 35% reported fewer than 30 children's books in the home, and 35% reported fewer than 10 books. Nine of the twenty parents in attendance reported that they rarely or never go to the library with their child, and nine of twenty also reported access to books as their number one barrier to shared reading time at home. How can they implement learned strategies if they do not have materials to do so? Far more important than polling their reading beliefs was learning about their barriers.

Efforts were made immediately following this workshop to put the school liaison in contact with a coordinator from the Nashville Public Library's outreach program "Bringing Books to Life" in order to schedule a parent workshop at the school to help parents get library cards and learn how to navigate the resources available to them online and at their local library branch. Written information was also disseminated to the school

liaison on how to access books and library resources in other languages and formats, to provide options to parents with different needs for engaging in shared reading time with their child. In all, the influence of the shared reading workshop had more of an effect on the subsequent actions of the researcher to provide support to parent participants after the workshop than the workshop had changed parent beliefs on pre-post measures.

While the newly created parent reading beliefs survey did not detect change in beliefs of parents after the workshop, internal consistency of the new measure was excellent overall and excellent for two of the five new scales. Refinement of the remaining scales would benefit future studies intending to survey parents on reading beliefs as the scale proved to be overall useful in assessing parent attitudes toward shared reading.

### **Limitations**

As this study was performed in a singular setting with a small sample size, the effects of the research are not generalizable to larger populations. The effects of any workshop are largely dependent on the participants themselves, their reasons for attending, their motivation to listen and learn, and their perception of the presenter as a trusted source of information. Results from surveys and opinions collected in one setting could be vastly different at another school site.

A second limitation of the research relied on the researcher's ability to recruit a variety of participants. Over a year of planning and attempts to connect with willing schools resulted in only two planned workshops, only one of which was able to garner interested parents. School schedules, parent schedules, and the presenter's schedule had

to align to make a workshop possible and even then, something as unexpected as a district-wide cancellation of school for a snow day could nullify months of efforts. (This happened!)

As language barriers were a specific limitation to this population of parents, aspects of the workshop were shortened, simplified, and omitted to allow time for translations into various languages. As noted by the lower ratings on the post-workshop survey, videos and opportunities to practice were not perceived to be as effective as they may have been if workshops had been performed separately for groups of parents speaking the same language. This was also true of materials at the workshop, as there was a shortage of books in other languages for the practice activities.

Important to note are the limitations regarding the validity of the survey results. Items from previously published inventories were modified and new items were used to create an entirely new survey to address the hypotheses. Careful item analysis and test-retest methods are necessary to verify results. Internal consistencies for the scales ranged from .69 to .99 on the pre-workshop survey and from .31 to .99 on the post-workshop survey, indicating inconsistent response patterns, specifically for the scales with reverse items. The length of the survey was also limitation when attempting to capture the opinions of a population of participants who are busy parents of young children. Additionally, though efforts were made to ensure the Spanish-translated versions of the surveys were assessing parent values for the same content and on the same metric as the English forms, construct validity between the Spanish and English forms could not be guaranteed.

## **Future Directions**

Future research would continue to examine parent attitudes toward shared reading time before and after shared reading workshops to increase the sample size and to verify the results. Efforts to train other school professionals to present shared reading workshops would broaden the reach of information and participation. Efforts to include parents of children from different age groups and backgrounds will enable us to track factors that may affect outcomes (Mol et al., 2008) and allow us to modify workshops and refine our survey to reflect input from various perspectives and meet the needs indicated by parent responses from diverse communities (Gonzalez, Taylor, Davis, & Kim, 2013; Radisic & Seva, 2013; Wu & Honig, 2010).

Future generations of the workshop should include a shortened version of the pre- and post-survey questionnaire which only briefly polls parent attitudes in the survey and focuses more on home literacy activities and ratings of the components of the workshop, so we can find the best ways to support parents who attend. Follow-up surveys which examine the effects of a shared reading workshop on the amount of shared reading time and the quality of interactions between caregiver and reader would give insight to whether parents implement the techniques learned in the workshops and whether they feel the workshops have led to a positive change in at-home shared reading time for their child (e.g., Pillinger & Wood, 2014; Sénéchal and Young's 2008; Sloat et al., 2015).

Long-term studies would allow us to survey whether parents continued to use the strategies to increase positive interactions during shared reading and felt they had an

overall effect on their child's interest and success in reading over time (Baker et al., 2001; Sonnenschein et al., 2010). These are future directions of the research which could ultimately result in a change of attitude toward barriers and general shift in parent motivation to access resources in their neighborhood which would help facilitate their child's love of books and time spent reading together.

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## **APPENDIX**

## APPENDIX A

### Pre-Workshop Parent Reading Beliefs Survey (English)

Thank you for participating in the Shared Reading Strategies Workshop for parents of early readers. Listed below are several statements about parents' attitudes and beliefs. Circle the answer that is closest to your feelings when SA = strongly agree, A = agree, D = Disagree, and SD = Strongly Disagree. Please answer each question in response to your early reader. There are no right or wrong answers. Your own opinions are very important.

SA = strongly agree, A = agree, D = Disagree, and SD = Strongly Disagree

1.	Reading helps children be better talkers and better listeners.	SA	A	D	SD
2.	Children learn new words from books.	SA	A	D	SD
3.	Reading at home improves reading scores at school.	SA	A	D	SD
4.	Talking about books and stories at home increases a child's enjoyment of reading.	SA	A	D	SD
5.	Enjoyment of reading is related to reading performance.	SA	A	D	SD
6.	Reading at home together can strengthen the bond between a caregiver and a child.	SA	A	D	SD
7.	As a parent, I play an important role in my child's literacy development.	SA	A	D	SD
8.	I would like to help my child learn to read, but I do not know how.	SA	A	D	SD
9.	Children do better in school when their parents also teach them at home.	SA	A	D	SD
10.	Sharing the importance of reading with my child will encourage them to read more.	SA	A	D	SD
11.	Even though I would like to, I feel I'm too busy and too tired to read to my child.	SA	A	D	SD
12.	I want my child to love books.	SA	A	D	SD



13.	It is important to let my child choose the book when we read.	SA	A	D	SD
14.	Even if I would like to, I don't feel we have access to books that will interest my child in reading.	SA	A	D	SD
15.	It is important to read with excitement, so my child stays interested.	SA	A	D	SD
16.	It is important that my child helps me tell the story when we read.	SA	A	D	SD
17.	It is important to teach my child to sound out unfamiliar words as we read.	SA	A	D	SD
18.	It is important to correct my child when he/she makes a mistake in reading.	SA	A	D	SD
19.	It is important to praise and encourage my child when they read to me.	SA	A	D	SD
20.	It is important to let my child take the lead as the storyteller as we read.	SA	A	D	SD
21.	It is important to ask my child what they think will happen next as we read.	SA	A	D	SD
22.	It is important that my child asks questions about the characters, story, and setting as we read.	SA	A	D	SD
23.	It is important that we pause to talk about the pictures as much as we read the story.	SA	A	D	SD
24.	It is important that we find ways to relate the story to our life.	SA	A	D	SD
25.	It is important that we look for lessons and morals from the stories we read.	SA	A	D	SD
26.	I am my child's most important teacher.	SA	A	D	SD

**I would like to get some information about who is attending the session today.**

1.	What is your age?	18-25	26-40	41-60	61+
2.	What is your highest level of education?				
	a. Some High School				
	b. High School Degree				
	c. Some College				
	d. College Degree or higher				
3.	What is your gender?				
4.	What is your relationship to your early reader? (ie. parent, grandparent).				
5.	Your early reader is in what grade in school?				

**I would like to know more about your reading activities at home.**

1.	How many times a week do you typically read with your child?	4+	2-3	1-2	0	
2.	How many minutes a week do you typically read with your child?	60+	30-60	10-30	0	
3.	Does your child enjoy reading at home?	Very Much	Most of the time	At times	Not at all	
4.	How often during the week do you read (on your own) for fun?	4+	2-3	1-2	0	
5.	How many books does your child own?	More than 70	51-70	31-50	10-30	Less than 10
6.	How often do you visit the library with your child?	2+ times per week	1 time per week	1-3 times per month	Hardly ever or never	

7. Below are some reasons parents might not read to their child during the week. Rank them in the order they affect you from 1 being your biggest problem to 5 being your smallest problem.

I don't have time.	We don't have many books.	My child doesn't like to read.	I'm too tired at the end of the day.	I don't like reading.

**Thank you. There will be another survey after the session. We appreciate your input!**

## APPENDIX B

### Post-Workshop Parent Reading Beliefs Survey (English)

Thank you for your participation today! Thinking about the presentation, please rate how helpful you feel the following activities were on a scale from 1-4, when 4 = very helpful, 3 = helpful, 2 = somewhat helpful and 1 = not helpful.

1.	Overall, how helpful was this session in giving you ideas for improving shared reading time with your child?	4	3	2	1
2.	How helpful were the videos in showing how the techniques work in real situations?	4	3	2	1
3.	How helpful was watching the presenter model the techniques?	4	3	2	1
4.	How helpful was practicing the techniques with a partner?	4	3	2	1
5.	How helpful were the group discussions about solutions to problems which prevent reading at home?	4	3	2	1
<b>After attending today's presentation:</b>					
6.	I will be more comfortable using the strategies I saw today.	4	3	2	1
7.	I will be more confident using the strategies I learned today.	4	3	2	1
8.	I will be more likely to use the strategies I learned today.	4	3	2	1
9.	The strategies I saw will help me increase time spent reading with my child.	4	3	2	1
10.	How much do you feel you learned about shared reading, overall, today?	A lot	Some	A little	None

Listed below are several statements about parents', attitudes and beliefs. Circle the answer that is closest to your current feelings when SA = strongly agree, A = agree, D = Disagree, and SD = Strongly Disagree. There are no right or wrong answers. Your own opinions are very important.

SA = strongly agree, A = agree, D = Disagree, and SD = Strongly Disagree

1.	Reading helps children be better talkers and better listeners.	SA	A	D	SD
2.	Children learn new words from books.	SA	A	D	SD
3.	Reading at home improves reading scores at school.	SA	A	D	SD
4.	Talking about books and stories at home increases a child's enjoyment of reading.	SA	A	D	SD
5.	Enjoyment of reading is related to reading performance.	SA	A	D	SD
6.	Reading at home together can strengthen the bond between a caregiver and a child.	SA	A	D	SD
7.	As a parent, I play an important role in my child's literacy development.	SA	A	D	SD
8.	I would like to help my child learn to read, but I do not know how.	SA	A	D	SD
9.	Children do better in school when their parents also teach them at home.	SA	A	D	SD
10.	Sharing the importance of reading with my child will encourage them to read more.	SA	A	D	SD
11.	Even though I would like to, I feel I'm too busy and too tired to read to my child.	SA	A	D	SD
12.	I want my child to love books.	SA	A	D	SD

13.	It is important to let my child choose the book when we read.	SA	A	D	SD
14.	Even if I would like to, I don't feel we have access to books that will interest my child in reading.	SA	A	D	SD
15.	It is important to read with excitement, so my child stays interested.	SA	A	D	SD
16.	It is important that my child helps me tell the story when we read.	SA	A	D	SD
17.	It is important to teach my child to sound out unfamiliar words as we read.	SA	A	D	SD
18.	It is important to correct my child when he/she makes a mistake in reading.	SA	A	D	SD
19.	It is important to praise and encourage my child when they read to me.	SA	A	D	SD
20.	It is important to let my child take the lead as the storyteller as we read.	SA	A	D	SD
21.	It is important to ask my child what they think will happen next as we read.	SA	A	D	SD
22.	It is important that my child asks questions about the characters, story, and setting as we read.	SA	A	D	SD
23.	It is important that we pause to talk about the pictures as much as we read the story.	SA	A	D	SD
24.	It is important that we find ways to relate the story to our life.	SA	A	D	SD
25.	It is important that we look for lessons and morals from the stories we read.	SA	A	D	SD
26.	I am my child's most important teacher.	SA	A	D	SD



## APPENDIX C

### Pre-Workshop Parent Reading Beliefs Survey (Spanish)

Gracias por participar en el Taller de Estrategias de Lectura Compartida para padres con niños que están aprendiendo a leer. A continuación, se enumeran varias percepciones sobre las actitudes y creencias de los padres. Encierre en un círculo la respuesta más cercana a sus sentimientos cuando TA = totalmente de acuerdo, A = de acuerdo, D = en desacuerdo y SD = totalmente en desacuerdo. Conteste cada pregunta en respuesta a su experiencia personal con su lector principiante. No hay respuestas correctas ni incorrectas. Sus opiniones son muy importantes.

TA = Totalmente de Acuerdo, A = De Acuerdo, D = en Desacuerdo y TD = Totalmente en Desacuerdo

1.	La lectura ayuda a los niños a hablar mejor y a escuchar mejor.	SA	A	D	TD
2.	Los niños aprenden nuevas palabras de los libros.	SA	A	D	SD
3.	Leer en casa mejora los puntajes de lectura en la escuela.	SA	A	D	SD
4.	Hablar sobre libros e historias en casa aumenta el disfrute de la lectura de un niño.	SA	A	D	SD
5.	El gozo en la lectura está relacionado con el rendimiento en la lectura.	SA	A	D	SD
6.	Leer en casa juntos fortalece el vínculo entre un padre o tutor y un niño.	SA	A	D	SD
7.	Como padre, desempeño un papel importante en el desarrollo de la alfabetización de mi hijo.	SA	A	D	SD
8.	Me gustaría ayudar a mi hijo a aprender a leer, pero no sé cómo.	SA	A	D	SD
9.	A los niños les va mejor en la escuela cuando sus padres también les enseñan en casa.	SA	A	D	SD
10.	Compartir la importancia de leer con mi hijo lo animará a leer más.	SA	A	D	SD
11.	Aunque me gustaría, siento que estoy demasiado ocupado y demasiado cansado para leerle a mi hijo.	SA	A	D	SD

12.	Quiero que mi hijo ame los libros.	SA	A	D	SD
13.	Es importante dejar que mi hijo escoja el libro cuando leemos.	SA	A	D	SD
14.	Incluso si quisiera, no creo que tengamos acceso a libros que le interesen a mi hijo en la lectura.	SA	A	D	SD
15.	Es importante leer con entusiasmo, para que mi hijo siga interesado.	SA	A	D	SD
16.	Es importante que mi hijo me ayude a contar la historia cuando leamos.	SA	A	D	SD
17.	Es importante enseñar a mi hijo a pronunciar palabras desconocidas mientras leemos.	SA	A	D	SD
18.	Es importante corregir a mi hijo cuando comete un error al leer.	SA	A	D	SD
19.	Es importante alabar y motivar a mi hijo cuando me lee.	SA	A	D	SD
20.	Es importante dejar que mi hijo tome la iniciativa como narrador mientras leemos.	SA	A	D	SD
21.	Es importante preguntar a mi hijo qué cree que sucederá a continuación mientras leemos.	SA	A	D	SD
22.	Es importante que mi hijo haga preguntas sobre los personajes, la historia y el entorno mientras leemos.	SA	A	D	SD
23.	: Es importante tomar tanto tiempo para hablar acerca de las ilustraciones como tomamos para leer el cuento.	SA	A	D	SD
24.	Es importante que encontremos formas de relacionar la historia con nuestra vida.	SA	A	D	SD



25.	Es importante que busquemos lecciones y moralejas de las historias que leemos.	SA	A	D	SD
26.	Soy el maestro más importante de mi hijo.	SA	A	D	SD

**Me gustaría obtener información sobre quién asistirá a la sesión de hoy.**

- ¿Cuál es su edad? 18-25 26-40 41-60 61+
- ¿Cuál es su nivel más alto de educación?
  - Algún grado de escuela superior
  - Bachillerato
  - Alguna educación universitaria
  - Título universitario o superior
- ¿Cuál es su género?
- ¿Cuál es su parentesco con su lector principiante? (es decir, padre, abuelo).
- ¿En qué grado de escuela está su lector principiante?

**Me gustaría saber más sobre sus actividades de lectura en casa.**

- |    |   |       |                 |         |       |
|----|---|-------|-----------------|---------|-------|
| 1. | ¿Cuántas veces a la semana suele leer con su hijo?                    | 4+    | 2-3             | 1-2     | 0     |
| 2. | ¿Cuántos minutos a la semana suele leer con su hijo?                  | 60+   | 30-60           | 10-30   | 0     |
| 3. | ¿A su hijo le gusta leer en casa?                                     | Mucho | Frecuente mente | A veces | Nunca |
| 4. | ¿Con qué frecuencia durante la semana lee usted (solo) por diversión? | 4+    | 2-3             | 1-2     | 0     |

5.	¿Cuántos libros tiene su hijo?	Más de 70	51-70	31-50	10-30	Menos de 10
6.	¿Con qué frecuencia visita la biblioteca con su hijo?	2+ veces por semana	1 vez por semana	1-3 veces por mes	Casi nunca o nunca	

7. A continuación se presentan algunas razones por las cuales los padres podrían no leerles a sus hijos durante la semana. Clasifíquelos en el orden en que lo afectan: 1 es su mayor problema y 5 es su menor problema.

No tengo tiempo.	No tenemos muchos libros.	A mi hijo no le gusta leer.	Estoy demasiado cansado al final del día.	No me gusta leer.

**Gracias. Habrá otra encuesta después de la sesión. ¡Agradecemos su aporte!**

## APPENDIX D

## Post-Workshop Parent Reading Beliefs Survey (Spanish)

¡Gracias por su participación hoy! Pensando en la presentación, califique qué tan útil cree que fueron las siguientes actividades en una escala del 1 al 4, cuando 4 = muy útil, 3 = útil, 2 = algo útil y 1 = no útil.

1.	En general, ¿qué tan útil fue esta sesión para darle ideas para mejorar el tiempo de lectura compartido con su hijo?	4	3	2	1
2.	¿Qué tan útiles fueron los videos para mostrar cómo funcionan las técnicas en situaciones reales?	4	3	2	1
3.	¿Qué tan útil fue ver al presentador modelar las técnicas?	4	3	2	1
4.	¿Qué tan útil fue practicar las técnicas con un compañero?	4	3	2	1
5.	¿Qué tan útiles fueron las discusiones grupales sobre soluciones a problemas que impiden leer en casa?	4	3	2	1
<b>Después de asistir a la presentación de hoy:</b>					
6.	Estaré más cómodo usando las estrategias que he visto hoy.	4	3	2	1
7.	Estaré más seguro usando las estrategias que aprendí hoy.	4	3	2	1
8.	Es más probable que use las estrategias que aprendí hoy.	4	3	2	1
9.	Las estrategias que vi me ayudarán a aumentar el tiempo que paso leyendo con mi hijo.	4	3	2	1
10.	¿Cuánto cree que aprendió sobre la lectura compartida, en general, hoy?	Mucho	Algo	Un Poco	Nada

A continuación, se enumeran varias declaraciones sobre las actitudes y creencias de los padres. Encierre en un círculo la respuesta más cercana a sus sentimientos actuales cuando TA= totalmente de acuerdo, A = de acuerdo, D = en desacuerdo y TD = totalmente en desacuerdo. No hay respuestas correctas ni incorrectas. Sus propias opiniones son muy importantes.

TA = totalmente de acuerdo, A = de acuerdo, D = en desacuerdo y TD = totalmente en desacuerdo

1.	La lectura ayuda a los niños a hablar mejor y a escuchar mejor.	TA	A	D	TD
2.	Los niños aprenden nuevas palabras de los libros.	SA	A	D	SD
3.	Leer en casa mejora los puntajes de lectura en la escuela.	SA	A	D	SD
4.	Hablar sobre libros e historias en casa aumenta el gozo de la lectura de un niño.	SA	A	D	SD
5.	El encanto por la lectura está relacionado con el rendimiento de lectura.	SA	A	D	SD
6.	Leer en casa juntos puede fortalecer el vínculo entre la familia y un niño.	SA	A	D	SD
7.	Como padre, desempeño un papel importante en el desarrollo de la alfabetización de mi hijo.	SA	A	D	SD
8.	Me gustaría ayudar a mi hijo a aprender a leer, pero no sé cómo.	SA	A	D	SD
9.	A los niños les va mejor en la escuela cuando sus padres también les enseñan en casa.	SA	A	D	SD
10.	Compartir la importancia de leer con mi hijo lo animará a leer más.	SA	A	D	SD
11.	Aunque me gustaría, siento que estoy demasiado ocupado y demasiado cansado para leerle a mi hijo.	SA	A	D	SD
12.	Quiero que mi hijo ame los libros.	SA	A	D	SD

13.	Es importante dejar que mi hijo escoja el libro cuando leamos.	SA	A	D	SD
14.	Incluso si quisiera, no creo que tengamos acceso a libros que le interesen a mi hijo en la lectura.	SA	A	D	SD
15.	Es importante leer con entusiasmo, para que mi hijo siga interesado.	SA	A	D	SD
16.	Es importante que mi hijo me ayude a contar la historia cuando leamos.	SA	A	D	SD
17.	Es importante enseñarle a mi hijo a pronunciar palabras desconocidas mientras leemos.	SA	A	D	SD
18.	Es importante corregir a mi hijo cuando comete un error al leer.	SA	A	D	SD
19.	Es importante elogiar y motivar a mi hijo cuando me lee.	SA	A	D	SD
20.	Es importante dejar que mi hijo tome la iniciativa como narrador mientras leemos.	SA	A	D	SD
21.	Es importante preguntarle a mi hijo qué cree que sucederá a continuación mientras leemos.	SA	A	D	SD
22.	Es importante que mi hijo haga preguntas sobre los personajes, la historia y el entorno mientras leemos.	SA	A	D	SD
23.	Es importante hacer una pausa para hablar sobre las imágenes tanto como leemos la historia	SA	A	D	SD
24.	Es importante que encontremos formas de relacionar la historia con nuestra vida.	SA	A	D	SD
25.	Es importante que busquemos lecciones y moralejas de las historias que leemos.	SA	A	D	SD
26.	Soy el maestro más importante de mi hijo.	SA	A	D	SD



## APPENDIX E

### Recruitment Flyer

#### IRB

INSTITUTIONAL REVIEW BOARD  
Office of Research Compliance,  
010A Sam Ingram Building,  
2269 Middle Tennessee Blvd  
Murfreesboro, TN 37129



#### IRBF007 – PARTICIPANT RECRUITMENT FLYER/POSTER

All the fields are mandatory. The IRB will not make changes to the font size or style. No images will be allowed and there will be no exceptions to all the requirements. The IRB may impose additional restrictions and requirements during the review. This front page will be removed along with other unnecessary text from the approved IRB flyer.

#### INSTRUCTIONS

**Tear sheet preference:** The researcher will indicate YES or NO for the tear sheets in the bottom of the flyer. If tear sheets are preferred, the researcher must also type the text to be displayed in each tear sheet. If additional segments are needed, the researcher must indicate that in an email and the IRB administrator will attempt to meet the investigators' preference. The tear sheet will be removed if the researcher indicated by checking NO.

**Study Title** – Enter the title of your study.

**Protocol ID and Expiration** – Please leave these fields vacant during initial submission. An ID will be issued once the pre-review has been conducted and the date of expiration will be issued upon protocol approval.

**Study Description & Purpose** – Provide a brief summary of what you want your participants to know about this study. An easy-to-read account of the procedures and interventions from the description section of the informed consent is strongly recommended.

**Target Participant Pool** – Explain who are looking to enroll in your study. Describe all inclusion/exclusion criteria to let the potential subjects know who may be eligible to participate.

#### Risks & Benefits –

**Additional Information** – List any discomforts, time duration, other types of commitments, possible compensation for participation, exclusion criteria, warnings and other types of disclosures you wish to make upfront so that the participants are aware of the requirements before they enroll. If you receive funding for this study, indicate the funding ID information here.

**Contact Information** – Provide your contact information including email address and phone number. If you are requesting the participants to visit a website to enroll, then provide the UR.

# Research Participants Needed

Study Title: Influence of Shared Reading Workshop on Parent Attitudes Toward Shared Reading  
 Protocol ID: 20-1105 Approval: 01-24-2020 Expiration: 12-31-2020

## Study Description & Purpose

This Shared Reading study was developed to survey parent and caregiver experience and perspectives regarding at-home shared reading time with their child. Participants are invited to attend a 90-minute workshop which demonstrates techniques for engaging children during shared reading time, reviews the short-term and long-term effects of parent-child interactions during shared reading, and provides support to parents and caregivers as we discuss the obstacles which sometimes prevent us from sitting down to read with our child during the week. A survey addressing caregiver opinions on shared reading techniques and outcomes, and current at-home reading activities will be distributed before the session and after, as well as additional questions which will help us evaluate the helpfulness of the workshop as it relates to parent/caregiver needs.

Your participation in the workshop and surveys will help us learn how to best support parents and caregivers of young or emergent readers during shared reading time while adding to the discussion on parent involvement in early childhood literacy.

## Target Population

Parents and guardians of K-2nd grade students are needed, but parents of 3rd and 4th grade students are more than welcome. Participants must be 18 years or older and must be a caregiver to an early reader with whom they share time reading outside of school.

## Risk & Benefits

The information produced from this research may interest parents and caregivers with young children at home and encourage them to continue being more involved in their child's beginning reading process. Results of the study will be made available to those who are interested. There are no foreseeable risks or discomforts related to participation in this research project.

## Additional Information

Results of the study will be made available to those who are interested.

## Contact Information

Catherine York, MTSU Graduate Student & MNPS Intern, Psychology Division of Exceptional Education Department,  
 Telephone: (310) 621 1594, Email: cy2u@mtmail.mtsu.edu  
 Faculty Advisor: Monica Wallace, PhD., MTSU School Psychology Department,  
 Telephone: (615) 898-2165, Email: Monica.Wallace@mts.edu

Institutional Review Board, Middle Tennessee State University  
 2269 Middle Tennessee Blvd, Room 010A, Murfreesboro, TN 37132  
 Tel 615 494 8918 | Email: [irb\\_information@mts.edu](mailto:irb_information@mts.edu) | [www.mtsu.edu/irb](http://www.mtsu.edu/irb)

## APPENDIX F

### Informed Consent

#### IRB

**INSTITUTIONAL REVIEW BOARD**  
Office of Research Compliance,  
010A Sam Ingram Building,  
2269 Middle Tennessee Blvd  
Murfreesboro, TN 37129



#### IRBF0041C INFORMED CONSENT - EXEMPT INFORMED CONSENT – RESEARCHERS' DISCLOSURES (Part A – Participant's Copy)

Study Title	<i>Influence of Shared Reading Workshop on Parent Attitudes Toward Shared Reading</i>	
Principal Investigator	<b>Catherine York</b>	IRB ID: <b>20-1105</b>
Faculty Advisor	Monica Wallace	Approval Date: <b>01/24/2020</b>
Contact Information	Email: <a href="mailto:cy2u@mtmail.mtsu.edu">cy2u@mtmail.mtsu.edu</a> ; Phone: 310-621-1594	Expiration Date: <b>12/31/2020</b>

Dear Participant,

On behalf of the research team, the Middle Tennessee State University (MTSU) would like to thank you for considering to take part in this research study. You have been contacted by the above identified researcher(s) to enroll as a participant in this study because you met its eligibility criteria.

This consent document describes the research study for the purpose of helping you to make an informed decision on whether to participate in this study or not. It provides important information related to this study, possible interventions by the researcher(s) and proposed activities by you. This research has been reviewed by MTSU's internal oversight entity - Institutional Review Board (IRB) - for ethical practices in research (visit [www.mtsu.edu/irb](http://www.mtsu.edu/irb) for more information).

As a participant, you have the following rights:

- You should read and understand the information in this document before agreeing to enroll
- Your participation is absolutely voluntary and the researchers cannot force you to participate
- If you refuse to participate or to withdraw midway during this study, no penalty or loss of benefits will happen
- The investigator **MUST NOT** collect identifiable information from you, such as, name, SSN, and phone number
- The researcher(s) can only ask you to complete an interview or a survey or similar activities and you must not be asked to perform physical activities or offer medical/psychological intervention
- Any potential risk or discomforts from this study would be lower than what you would face in your daily life

After you read the following disclosures, you can agree to participate in this study by completing "Part B" of this informed consent document. You do not have to do anything further if you decide not to participate.

#### 1. What is the purpose of this study?

This study was designed to measure the influence of an informational workshop for at-home shared reading strategies for parents and caregivers of young and/or struggling readers.

#### 2. What will I be asked to do in this study?

You will be asked to complete a pre-workshop survey which will ask you questions about your beliefs regarding shared reading time and your role in your child's early literacy, demographic information and then questions about the reading activities of you and your early reader. You will then attend a shared reading presentation which will last approximately 65 minutes, during which you will observe demonstrated techniques for engaging children during shared reading time, practice some of the techniques in groups or with partners, and review the short-term and long-term effects of those techniques as well as the researched effects of parent involvement in shared reading time. Opportunities

IRBF0041C

Version 1.2

Revision Date 07.26.2016



will be given for all participants to discuss the obstacles which sometimes prevent us from sitting down to read with our child during the week and solutions to problems will be proposed and discussed as well. After the presentation, you will be asked to fill out a post-workshop survey. After the post-workshop survey is completed, you may choose a book, provided by Book 'Em as a thank-you for participating.

**3. How many times should I participate or for how long?**

Your voluntary participation is requested only once for the 90-minutes this includes the workshop, and the time it will take to complete the pre-workshop and post-workshop surveys.

**4. What are the risks and benefits if I participate?**

There are no foreseeable risks to you for participating in this study. While the specific benefits for your participation are unknown at this time, you may learn new strategies for engaging your child during shared reading time at-home and have the opportunity to discuss obstacles and ideas with other like-minded parents and caregivers in attendance.

**5. What will happen to the information I provide in this study?**

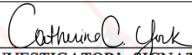
No identifying information will be collected on the forms. All forms collected will be retained for three years after the study has been completed and kept in a locked in storage area for your protection. Signed informed consent forms (this form) will be collected separately so participants' numbered surveys are not associated with their names.

**6. What will happen if I refuse to participate and can I withdraw if I change my mind in the middle?**

Participation is voluntary and it is your right to refuse to participate in any portion of the workshop and your right to withdraw at any time.

**7. Whom can I contact to report issues and share my concerns?**

You can contact the researcher(s) by email or telephone (Catherine York email: [cy2u@mtmail.mtsu.edu](mailto:cy2u@mtmail.mtsu.edu), Phone: 310-621-1594 Faculty Advisor: Monica Wallace Email: [Monica.Wallace@mtsu.edu](mailto:Monica.Wallace@mtsu.edu) Phone: (616) 898-2165.). You can also contact the MTSU's Office of Research Compliance by email – [irb\\_information@mtsu.edu](mailto:irb_information@mtsu.edu). Report compliance breaches and adverse events by dialing 615 898 2400 or by emailing [compliance@mtsu.edu](mailto:compliance@mtsu.edu).

		
INVESTIGATOR's SIGNATURE	FACULTY ADVISOR's SIGNATURE	DATE
NON-IDENTIFIABLE PARTICIPANT ID# _____		

**Confidentiality Statement:**

All efforts, within reason, will be made to keep the personal information in your research record private but total privacy cannot be promised, for example, your information may be shared with the MTSU IRB. In the event of questions or difficulties of any kind during or following participation, you may contact the Principal Investigator as indicated above. For additional information about giving consent or your rights as a participant in this study, please feel free to contact our Office of Compliance at (615) 898 2400.

**Compensation:**

Unless otherwise informed to you by the researcher(s), there is no compensation for participating in this study. The investigator must disclose if the participant would be compensated in the benefits section.

**Study-related Injuries:**

MTSU will not compensate for study-related injuries.

**Exemption Criteria:**

This study was submitted to the MTSU IRB – an internal oversight entity to oversee research involving human subjects. The IRB has determined that this investigation consists of lower than minimal risk and it is exempt from further IRB processes based on the criteria: *"Category 2 - Educational Tests."*

**Note to the Participant**

You do not have to do anything if you decide not to participate in this study. But if wish to enroll as a participant, please complete "Part B" of this informed consent form and return it to the researcher. Please retain the signed copy of "Part A" for your future reference.

IRBF0041C – Informed Consent EXEMPT

IRB ID: 20-1105  
APPROVAL DATE: 01/24/2020  
EXPIRATION DATE: 12/31/2020

**IRB****INSTITUTIONAL REVIEW BOARD**

Office of Research Compliance,  
010A Sam Ingram Building,  
2269 Middle Tennessee Blvd, Murfreesboro, TN 37129

**INFORMED CONSENT**

(Part B – Researcher's Copy)

Study Title	<i>Influence of Shared Reading Workshop on Parent Attitudes Toward Shared Reading</i>	IRB ID: <b>20-1105</b>
Principal Investigator	<b>Catherine York</b>	Approval Date: <b>01/24/2020</b>
Faculty Advisor	Monica Wallace	Expiration Date: <b>12/31/2020</b>
Contact Information	Email: cy2u@mtmail.mtsu.edu; Phone: 310-621-1594	

You have been contacted by the investigator(s) because the researchers believe you meet the eligibility criteria to participate in the above referenced research study. Be aware that you must NOT be asked by the investigator(s) to do anything that would pose risk to your health or welfare, such as:

- Identifiable information – name, phone number, SSN, address, College ID, social media credentials (FaceBook page, twitter, etc.), email, identifiable information of closest relatives and etc.
- Physical activities – like exercise studies
- Medical intervention – testing drugs, collection of blood/tissue samples or psychological questions
- Nothing risky – any proposed activity that would expose you to more risk than what you would face on a day to day basis is not approved by the IRB

However, you can do the following:

- Withdraw from the study at any time without consequences
- Withdraw the information you have provided to the investigators before the study is complete
- Ask questions so the researcher must explain the procedures used in the research verbally.

The investigators must give you enough time to ask any questions. Once you have had a chance to read "Part A" (Participant's Copy), indicate your acceptance by checking the appropriate boxes:

	<b>NO</b>	<b>YES</b>
➤ I have read investigator(s)' disclosure (Part A) for the above identified research	<input type="checkbox"/>	<input type="checkbox"/>
➤ The researcher(s) explained the procedures to be conducted verbally	<input type="checkbox"/>	<input type="checkbox"/>
➤ I understand each part of the interventions and all my questions are answered	<input type="checkbox"/>	<input type="checkbox"/>
➤ The researcher(s) gave me a signed copy of the disclosure page (Part A)	<input type="checkbox"/>	<input type="checkbox"/>

By initialing below, I give my consent to participate in this study. I understand that I can withdraw from the study at any time without facing any consequences.

X

\_\_\_\_\_  
Participant initial                      Date                      **NON-IDENTIFIABLE PARTICIPANT ID#** \_\_\_\_\_

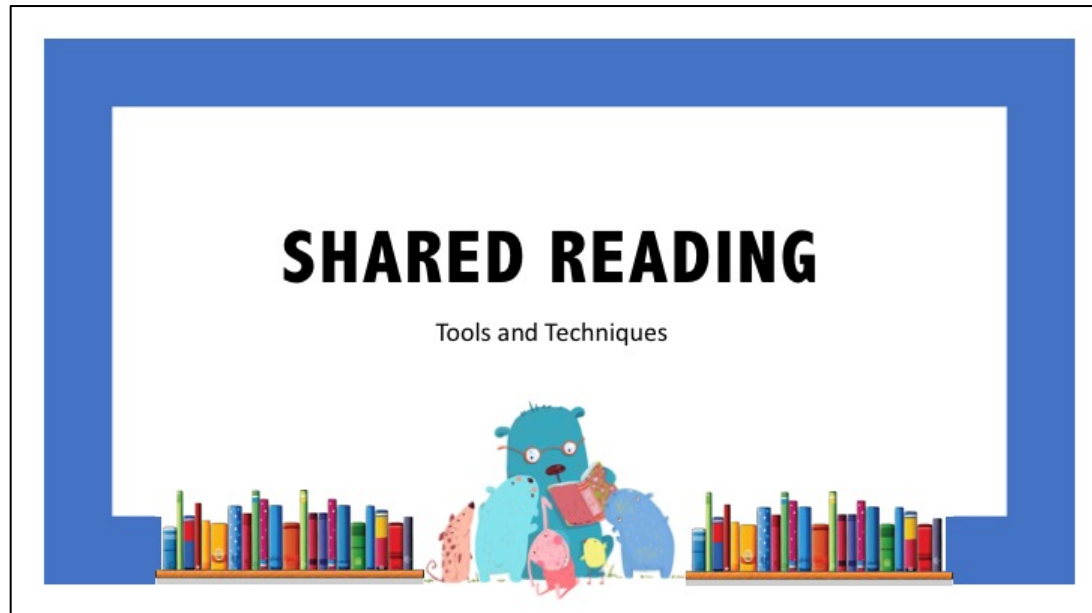
*Initial this copy and return it to the researcher and retain Part A for your reference in case you have questions or you wish to get in touch with the researcher or with the MTSU IRB*

IRBF0041C – Informed Consent EXEMPT

IRB ID: 20-1105  
APPROVAL DATE: 01/24/2020  
EXPIRATION DATE: 12/31/2020

## APPENDIX G

### Workshop Slides



### Learning Objectives

Participants will

- Learn how shared at-home reading is linked to school success.
- Practice ways to keep at-home shared reading time fun and engaging.
- Learn how caregivers play the biggest role in positive outcomes for early readers.

## Part One: Shared Reading

Review of research, effects, and outcomes.



## Shared Reading

- Is reading aloud together, caregiver and child.
- Is an opportunity to enrich a child's vocabulary and language patterns
- Invites people, places, and things not always encountered in everyday life.

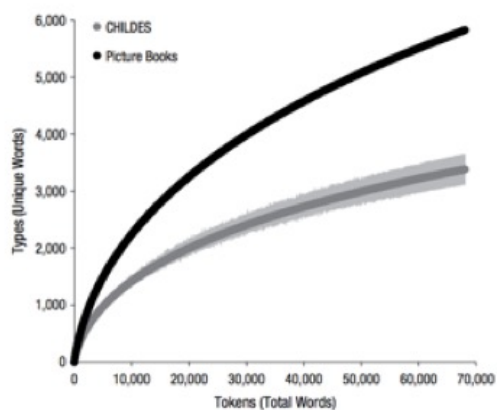


## Unique Words

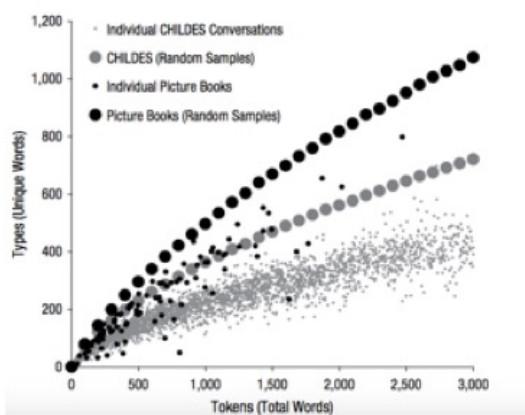


After measuring the unique words of 100 popular children's books, one study found that reading to kids exposes them to more unique words than they hear or speak in daily conversations. (Montag, 2015).

## Unique Words



## Unique Words







## Unique Characters and Settings

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Angelina Ice Skates by Katharine Holabird

Are You My Mother? by P. D. Eastman

Arnie the Doughnut by Laurie Keller

Arthur Writes a Story by Marc Brown

A Bad Case of Stripes by David Shannon

Bark, George by Jules Feiffer

Bear Wants More by Karma Wilson

The Berenstain Bears and the Green-Eyed Monster by Stan Berenstain and Jan Berenstain

The Berenstain Bears Forget Their Manners by Stan Berenstain and Jan Berenstain

Blueberries for Sal by Robert McCloskey

Bread and Jam for Frances by Russell Hoban

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.

Bunny Party by Rosemary Wells

Caps for Sale by Esphyr Slobodkina

How Do Dinosaurs Say Good Night? by Jane Yolen and Mark Teague

How to Train a Train by Jason Carter Eaton

If You Give a Moose a Muffin by Laura Joffe Numeroff

If You Give a Moose a Cookie by Laura Joffe Numeroff

I'm a Big Sister by Joanna Cole

The Keeping Quilt by Patricia Polacco

Knuffle Bunny by Mo Willems

Ladybug Girl at the Beach by David Soman and Jacky Davis

Lily's Purple Plastic Purse by Kevin Henkes

Little Blue Truck Leads the Way by Alice Schertle

The Little Engine That Could by Watty Piper

The Little House by Virginia Lee Burton

Llama Llama Home With Mama by Anna Dewdney

Llama Llama Red Pajama by Anna Dewdney

The Lorax by Dr. Seuss

Love You Forever by Sheila McGraw

Maddeline by Ludwig Bemelmans



## Unique Characters and Settings

The Carrot Seed by Ruth Krauss

The Cat in the Hat by Dr. Seuss

Charlie and the New Baby by Ree Drummond

Chicka Chicka 1-2-3 by Bill Martin, Jr., Michael Sampson, and Lois Ehlert

Chicka Chicka Boom Boom by Bill Martin, Jr., and John Archambault

Chrysanthemum by Kevin Henkes

Click, Clack, Moo: Cows That Type by Doreen Cronin

Clifford at the Circus by Norman Bridwell

Cloudy With a Chance of Meatballs by Judi Barrett

Corduroy by Don Freeman

Curious George by H. A. Rey

Curious George Takes a Job by H. A. Rey

The Day the Crayons Quit by Drew Daywalt

Dear Zoo by Rod Campbell

Dinosaur Rescue by Penny Dale

Don't Let the Pigeon Drive the Bus by Mo Willems

Dragons Love Tacos by Adam Rubin

Maisy Goes Camping by Lucy Cousins

Maisy Goes to the Library by Lucy Cousins

Make Way for Ducklings by Robert McCloskey

Mike Mulligan and His Steam Shovel by Virginia Lee Burton

Miss Rumphius by Barbara Cooney

The Napping House by Audrey Wood

No, David! by David Shannon

Oh, the Places You'll Go by Dr. Seuss

Olivia by Ian Falconer

Olivia . . . and the Missing Toy by Ian Falconer

The Other Side by Jacqueline Woodson

Out Moon by Jane Yolen

The Paper Bag Princess by Robert N. Munsch

Pete the Cat: The Wheels on the Bus by James Dean

The Pigeon Finds a Hot Dog! by Mo Willems

The Polar Express by Chris Van Allsburg

The Runaway Bunny by Margaret Wise Brown

Shone Dog by Meghan McCarthy

A Sick Day for Amos McGee by Philip C. Stead





## Unique Characters and Settings

*Duck on a Bike* by David Shannon  
*The Duckling Gets a Cookie?* by Mo Willems  
*Erregy Goes to Bed* by Jonathan London  
*The Gardener* by Sarah Stewart  
*George and Martha* by James Marshall  
*The Giving Tree* by Shel Silverstein  
*Goldilocks* by Victoria Kann  
*Good Night, Gorilla* by Peggy Rathman  
*Goodnight Moon* by Margaret Wise Brown  
*Green Eggs and Ham* by Dr. Seuss  
*The Grouchy Ladybug* by Eric Carle  
*Guess How Much I Love You* by Sam McBratney  
*Harold and the Purple Crayon* by Crockett Johnson  
*Hairy the Dirty Dog* by Gene Zion  
*The Hat* by Jan Brett  
*Horton Hears a Who!* by Dr. Seuss

*The Snowy Day* by Ezra Jack Keats  
*Stellaluna* by Janell Cannon  
*The Story of Babar* by Jean De Brunhoff  
*The Story of Ferdinand* by Munro Leaf  
*Sylvester and the Magic Pebble* by William Steig  
*The Tale of Peter Rabbit* by Beatrix Potter  
*That's Not a Good Idea!* by Mo Willems  
*There's an Alligator Under My Bed* by Mercer Mayer  
*This Is Not My Hat* by Jon Klassen  
*Train* by Elisha Cooper  
*Trashy Town* by Andrea Zimmerman and David Clemesha  
*The True Story of the 3 Little Pigs* by Jon Scieszka  
*The Very Hungry Caterpillar* by Eric Carle  
*When Dinosaurs Came With Everything* by Elise Broach  
*When the Wild Things Are* by Maurice Sendak  
*Winter Days in the Big Woods* by Laura Ingalls Wilder

## Partner Up!

Look for unique words, settings, and characters in the books on your table.



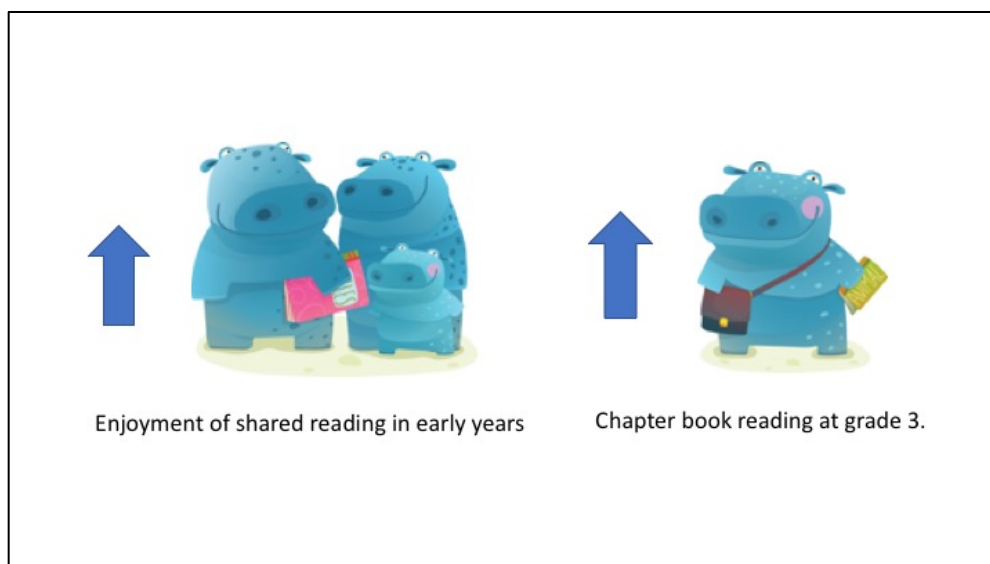
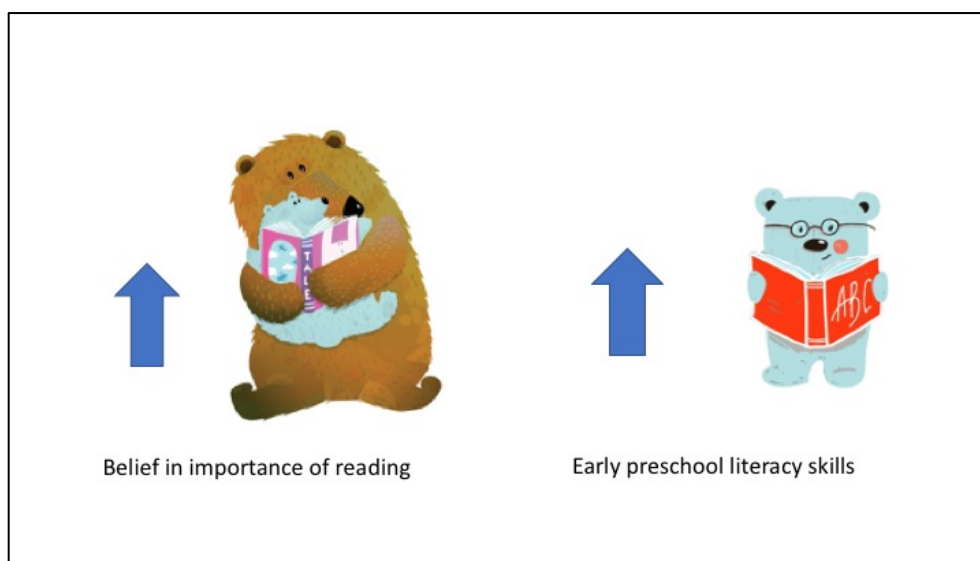
## Shared Reading outcomes

- Influences knowledge of print, letters and sounds, vocabulary, and comprehension.
- Strengthens the emotional bond between caregiver and child.
- Enjoyment of reading is related to reading performance which is related to school performance.



Research says:

You  
are the biggest influence on your child.





Conversations about books in early years



Reading for fun at grades 2 and 3.



## Part Two: Engaged Reading

Review of research and evidence-based techniques.



## Engaged Reading

- Promotes active participation.
- Child becomes a storyteller.
- Caregiver is the supportive listener.



## Engaged Reading

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- Comment and wait.
- Ask a question and wait.
- Respond by adding more.



## Partner Up!

Practice  
the CAR Method.

Comment and wait  
Ask and wait  
Respond with more



## Engaged Reading

- Completion



## Partner Up!

Practice Completion



## Engaged Reading

- Focus on who, what, where, and why.
- Keep it simple, keep it fun.
- Create conversation.



## Partner Up!

Practice  
"WHO, WHAT, WHERE, WHY?"





## Engaged Reading Outcomes



- Increases expressive language
- Increases sound and letter awareness
- Increases emergent literacy skills
- Has continued positive effects on literacy skills through Kindergarten.

## Part Three: Creating Support

Research on methods and strategies to raise readers who love to read.



## Reading Apprenticeship Method

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- Adult partner reads with a novice reader for 20-30 minutes, two or three times per week.
- **The book is chosen by the child.**
- Scaffolding: adult provides support where novice needs it.
- The Reading Apprenticeship method supports the reader.
- Encouragement is key.



## Reading Apprenticeship Method

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Encourage the child to choose texts that interest them (don't worry about difficulty level).

Read 20-30 minutes, two or three times a week.



## Reading Apprenticeship Method

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Three ways to scaffold:

- Alternate lines, give words that are difficult after 3 seconds,
- Take lead on reading, letting child read the words they know (completion).
- Let child take lead on reading, give words when needed, or



## Partner Up!

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Practice:

Alternating lines

Using the 3 second rule

Take lead, give lead,  
or completion.



## Reading Apprenticeship Method

- Reread for sense and predication:
  - “Let’s read that again.”
  - Adult models difficult passage, then
  - “What do you think will happen next?”
- Practice “book talk” – it models the discussions your child will have in book clubs and classrooms later.








## Partner Up!

Practice:  
Rereading for sense and prediction.  
Book talk! Keep it like a conversation!



## Reading Apprenticeship Outcomes

-  • Increased reading scores in 6 weeks over summer for majority of participants.
-  • Increased positive perceptions of reading together for enjoyment.
-  • Increased parent's confidence in using reading strategies.
-  • Increased parent's opportunities to read and be closer to their children.
-  • Increased the child's abilities to teach the method to other adults.

## For English Language Learners

Current research (Liu & Wang, 2015) says:

- Read in your native language.
- Let the child pick the book.

Consistent research says

- Students who see their culture reflected in their reading are more motivated to read
- Reading books written in one's native language helps students learn the target language.



## For English Language Learners

Resources for diverse books:

### Local Library

Odilo <https://nashville.odilo.us/opac/?locale=es#indice>

Interlibrary loan <https://nashville.illiad.oclc.org/illiad/>

Request purchases <https://library.nashville.org/about/policies/suggest-a-title-for-purchase>

Kindle – E-reader / audio books

Language Lizard - bilingual

International Children's Books - growing



Books, Movies, Music



## For English Language Learners

Resources for diverse books:

### Free Audiobooks & Read-Alouds Online

- My wonder Books (App)
- <https://www.youtube.com/watch?v=g11vCMejbD4&list=PLASnkVjgZVqWbVDXdveUHa8tvFB0sctHu>
- <https://www.youtube.com/watch?v=MIWiSyks3tQ>
- Children's Books forever. <http://www.childrensbooksforever.cc>



Books, Movies, Music



## For English Language Learners



### Supported Reading

- Encourages child to read what interests them.
- Sets expectations for increasing skills.
- Creates opportunities for rich discussion.
- Engages, builds vocabulary, & teaches "Book Talk."





### Learning Objectives Review

- Shared reading increases vocabulary and print concepts for emergent readers. How?
- Effective methods for increasing positive interactions during shared reading are:
- Remember, the research says one of the most important keys to a child's enjoyment of reading is ...

### Supported Reading is Love for Reading

Reading together with "book talk" will increase positive interactions.

Positive interactions =

positive attitudes about reading =

lifelong love of reading.





## **THANK YOU!**

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- Post Survey
- Handouts



## APPENDIX H

### IRB Approval Letter

#### IRB

#### INSTITUTIONAL REVIEW BOARD

Office of Research Compliance,  
010A Sam Ingram Building,  
2269 Middle Tennessee Blvd  
Murfreesboro, TN 37129



#### IRBN007 – EXEMPTION DETERMINATION NOTICE

Friday, January 24, 2020

Principal Investigator **Catherine York** (Student)  
Faculty Advisor Monica Wallace  
Co-Investigators NONE  
Investigator Email(s) [cy2u@mtmail.mtsu.edu](mailto:cy2u@mtmail.mtsu.edu); [monica.wallace@mtsu.edu](mailto:monica.wallace@mtsu.edu)  
Department Psychology

Protocol Title ***Influence of shared reading workshop on parent attitudes toward shared reading***  
Protocol ID **20-1105**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXEMPT** review mechanism under 45 CFR 46.101(b)(2) within the research category (2) *Educational Tests*. A summary of the IRB action and other particulars in regard to this protocol application is tabulated as shown below:

IRB Action	<b>EXEMPT from further IRB review***</b>	Date	<b>1/24/20</b>
Date of Expiration	<b>12/31/2020</b>		
Sample Size	50 (FIFTY)		
Participant Pool	Healthy adults (18 or older) - Caregivers of school-aged children attending K-2nd grade		
Exceptions	NONE		
Mandatory Restrictions	1. Participants must be 18 years or older 2. Informed consent must be obtained from the participants 3. Identifying information must not be collected		
Restrictions	1. All restrictions for exemption apply. 2. Mandatory active informed consent with age-verification. 3. NOT approved for online data collection.		
Approved IRB Templates	IRB Templates: Paper Informed Consent, IRB Flyer Non-IRB template: NONE		
Funding	NONE		
Comments	Replica protocol of 20-1076		

\*\*\*Although this exemption determination allows above defined protocol from further IRB review, such as continuing review, MTSU IRB will continue to give regulatory oversight to ensure compliance.

## APPENDIX I

## MNPS Office of Research, Assessment, and Evaluation Letter



*MNPS Department of Research,  
Assessment, and Evaluation*

January 21, 2020

Ms. Catherine York  
4016 Russellwood Dr.  
Nashville, TN 37204  
[Catherine.york@mnps.org](mailto:Catherine.york@mnps.org)

RE: Influence of Shared Reading Workshop on Parents' Attitudes Toward Shared Reading

Dear Researcher:

Your action research proposal has been reviewed by MNPS through our expedited review process and has been approved. This pathway is open to master's-level students conducting research within their normal scope of professional practice and reviews only for the potential of student harm. Please note that projects limited in scope such as yours lack generalizability. In other words, you may discover an instructional impact within your classroom's context and with your participating students but the study's limited nature inhibits one from making broader claims about whether this impact would occur within other contexts. You are likely aware of this limitation, but we want to re-iterate the distinction between the type of action research you are undertaking and generalizable research. A more rigorous research design would need to be implemented in order to know whether an educational technique/initiative is effective.

We do hope that your investigation proceeds smoothly and that your research questions are answered conclusively. We encourage you to amend your consent forms and communications to include a notification of MNPS central office approval of your study. As a reminder, participation within external research projects is always optional for students, parents, and teachers. Additionally, the school principal has complete discretion to allow or disallow research projects to occur within his or her school.

MNPS is pleased to approve proposals that are protective of MNPS instructional time, attentive to privacy issues, and aligned with current district instructional efforts. We hope your action research study leads to improved practices and outcomes in your classroom or school. In future correspondents with us please include reference code *Exp\_20\_1\_1\_York*.

Respectfully,

A handwritten signature in black ink that reads "Nicole Elizer".

Nicole Elizer  
MNPS Research, Assessment, and Evaluation