

Parental Measures:

- Parent attendance at Family Literacy Events (parent-child focused interactions held in the evening, twice monthly, at the center-based preschool program)
- Family Involvement Questionnaire (FIQ; Fantuzzo, Tighe, & Childs, 2000)
- The Family Literacy Portfolio (collection of documentation that demonstrates the actions of families learning and working together on literacy development)
- Parent Interview on experiences, opinions, values, behaviors and beliefs regarding emergent literacy

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Mentor:

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Project Funding Years:

2010-2012

University Affiliation:

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Project Title:

Shared Reading, Guided Participation, and Mind-Mindedness among Appalachian Head Start Families

Project Abstract:

This study seeks to develop, deliver and evaluate the results of a program targeting family reading practices in rural Head Start families in Appalachia. Shared reading (i.e., the act of reading together) has profound implications for children's long-term cognitive and social-emotional development and on their home and school life. Additionally, shared reading is an authentic, meaningful, relevant activity setting that affords children from diverse backgrounds and abilities opportunities to learn about reading and literacy, taking into account their individual needs and level of development. To this end, the shared reading program provides opportunities for adults to understand the dynamic learning processes that occur in children's zone of proximal development (ZPD) and strategies for scaffolding children's development to gain reading and literacy skills. This project will assess the shared reading program's effects over time on adults' frequency and use of the scaffolding, guided participation, and mind-mindedness techniques presented in the program. This program meets the needs of the Head Start

families involved in the research through partnering with Head Start's existing literacy program and providing families with the training, techniques and knowledge to help their children to learn to read and gain knowledge, beliefs and behaviors that will help prepare them for kindergarten. A randomized, controlled trial will be used to examine differences in program effects on parent-child dyads from home-based Head Start programs, center-based Head Start programs, and combination (home and center-based) Head Start programs.

Sample:

Approximately 50 parent-child dyads from five Head Start centers in Southwest Virginia.

Measures:

- Four repeated videotaped shared reading sessions coded as per Fu, Wiles and Milne, 2007
- Mind-mindedness interviews (Meins, 1998)
- Child Observation Record (High/Scope, 1992)
- Phonological Awareness Literacy Screening (Invernizzi and Meier, 2002)
- A reading comfort and experience survey developed for the project
- Demographic information