**INTRODUCTION**

• Parents play a central role in the development of their young children’s emergent literacy skills through direct communication and a shared home literacy environment (Deckner, Adamson, & Bakeman, 2006; Senechal & LeFevre, 2002), and therefore are pivotal in preventing future reading problems. Unfortunately, many parents of children at risk for the development of reading problems also face economic challenges that may impact the frequency and quality of their interactions with their children, which might limit their influence on their child’s literacy development.

• Nemours BrightStart! has developed an early literacy intervention program for pre-kindergarten children at risk for reading failure (Ballett et al., 2009; Ballett et al., 2011). In an effort to gauge parents’ knowledge of their child’s early literacy skills both prior to and following intervention, we have developed a Reading Readiness Skills Checklist (RRSC) for parents.

• The purpose of the current study is to evaluate parents’ role in monitoring their children’s early literacy development.

• It is known that parents are good predictors of their children’s abilities. Parent involvement is critical for the development of early literacy skills in children. Are parents able to gauge the changes in their children’s emergent literacy skills following intervention?

• Does family income impact how accurate parents are in assessing their children’s emergent literacy skills?

**METHOD**

**Participants**

• 580 pre-kindergarten children were screened with an early literacy screening measure (50.0% Female; 53.4% White, 25.2% African American, 25.2% Hispanic)

• 187 qualified for and received Nemours BrightStart Tier 2 early literacy intervention

**Measures**

• Get Ready to Read-Revised (GRTR-R; Whitehurst & Lonigan, 2008)

• 25-item early literacy screening tool that assesses print awareness and phonological awareness

• Reading Readiness Skills Checklist (RRSC)

• 30-item questionnaire developed by Nemours BrightStart!

• Questions pertain to five areas of emergent literacy taught in the curriculum: Print Knowledge, Letter Knowledge, Oral Language, Phonological Awareness (PA), and Emergent Writing

• Parent Research Questionnaire (PRQ)

• 20-item demographic questionnaire developed by Nemours BrightStart!

**Procedure**

**Screening**

• All consented children were screened in the fall and spring of their pre-kindergarten year with the GRTR-R (n=580)

• Children who scored below average for their age on the fall GRTR-R assessment qualified for intervention (n=191 qualified; 167 received intervention)

• Parents of children who received intervention completed the questionnaires in fall, and completed the RRSC again in the spring following intervention

**Intervention**

• Delivered to at-risk children by degreed Nemours BrightStart! teachers at preschools and childcare centers in a large, urban city in the Southeastern United States

• Eighteen 30-minute intervention sessions delivered over 4-5 months

• Designed as a RTI Tier Two “push-in” intervention; small groups consisted of no more than 4 children

• Standardized, systematic, multi-sensory instruction covered developmentally-appropriate areas such as: syllable segmentation, letter identification, letter sounds, blending, elision, and rhyming

• Children were assessed using the PRQ and RRSC in the fall prior to their child entering intervention (if qualified);

• The RRSC was completed by parents again in the spring at the end of the school year

**DISCUSSION AND CONCLUSIONS**

• 76.1% (n=124) of those children with a spring GRTR-R score responded to intervention, determined by a spring GRTR-R score of ≥ 0.5 SD above Average or Average

• Overall, parents rated children higher across all RRSC subscales from fall pre-test to spring post-test (p <.01), consistent with increases in the GRTR-R across children and suggesting that parents are good at predicting their children’s emergent literacy skills as assessed by the RRSC.

• Parents of intervention children scored their children lower than parents whose children did not qualify for intervention across all subscales at fall pre-test.

• The largest percent increases from pre- to post-test on the RRSC for the intervention children were found for the PA subscale. Children who did not qualify for intervention also showed strong increases in this skill.

• Parents of intervention children were attuned to the increase in PA in particular.

• However, a significant relationship between spring GRTR-R and RRSC fall to spring change was found only for PA and no other skills, suggesting that parents of intervention children might not be quite as good at seeing improvements in all skills assessed as a function of their child’s participation in intervention.

• Future studies will evaluate the psychometric properties of the RRSC and assess emergent literacy skills separately so that more direct comparisons with the RRSC can be made

**REFERENCES AND ACKNOWLEDGMENTS**


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