INTRODUCTION
Research indicates that child literacy interventions that include parent involvement produce stronger outcomes than classroom interventions alone (Lonigan & Whitehurst, 1998). Following 4 years of RCT conducted to measure treatment effects on our supplemental early literacy classroom intervention (Bailet et al., 2009; 2011; Zettler-Greeley, in progress), this RCT study evaluated the impact of a parent-administered early literacy intervention program for pre-kindergarten children at-risk for reading failure, with or without supplemental child classroom instruction. 318 families of children who scored at-risk for reading failure in fall of their prekindergarten year randomly were assigned to a child classroom instruction, parent instruction, classroom plus parent instruction, or control group for 10 weeks. Classroom instruction and parent workshops featured five key early literacy components. Parent influence on emergent literacy outcomes was most evident for children who also received classroom instruction, but not for those children whose parents received parent workshops only, supporting a synergistic effect of combined classroom and parent intervention and supporting previous work indicating that both forms of supplemental instruction are necessary to maximize child outcomes.

METHOD
Participants
• 318 4-year-old prekindergarten children in VPK programs in northern Florida at risk for reading failure and their families were randomized to receive:
  - Classroom intervention (n=74)
  - Parent workshops (n=77)
  - Classroom and parent workshop combined group (n=83)
  - No treatment control (screening only) (n=84)
  - Mean qualifying fall pretest GRTR-R 81.19 (7.51)

MEASURES
• Ready to Read-Revised (GRTR-R) Screening
• Letter Names/Letter Sounds
• Expressive One Word Picture Vocabulary Test
• Test of Preschool Early Literacy- Print Knowledge and Phonological Awareness subtests
• Assessment of Literacy and Language- Rhyming

CLASSROOM INTERVENTION
• 10-week supplemental instruction in emergent literacy skills including print awareness, phonological awareness, emergent writing in fall of pre-K year
• 20 explicit, scripted, multisensory lessons, small group, provided by early literacy specialist for 30 minutes 2x/week

PARENT WORKSHOPS
3 Workshops:
• Presented on site at the childcare facility for 30-45 minute sessions in fall of child’s pre-K year
• Parents received 5 scripted Guided Activity Pages that correlated with the NBS Level One classroom intervention per training
• Script contained:
  • information on the value of learning each early literacy skill trained
  • suggested related books to read
  • oral language activities to try
  • additional activities for skill practice
  • “toolbox” with troubleshooting tips
• Parents also received essential manipulative materials needed to implement the activities
• A popular children’s book at each training session
• NSBI Alphabet Song CD
• NSBI Instructional Demonstration DVD

MEASURES
• Activities completed, parent groups: 46.56 (Parent + Classroom combined group); 41.17 (Parent workshops only)
• Group comparisons:
  - GRTR-R outcomes (ΔR² = 101, p<.01)
  - Letter names (ΔR² = .086, p<.001)
  - Letter sounds (ΔR² = .052, p<.05)
  - Print Knowledge (ΔR² = .06, p<.05)
  - Blending (ΔR² = .086, p<.055)

RESULTS
• Activities completed, parent groups:
  • 46.56 (Parent + Classroom combined group)
  • 41.17 (Parent workshops only)
• Group comparisons:
  - GRTR-R outcomes
  - Letter names
  - Letter sounds
  - Print Knowledge
  - Blending

CONCLUSIONS
• GRTR-R standard scores (all intervention) increased from 81.19 to 95.17
• Parents in the Combined parent group who completed more activities significantly impacted child outcomes for GRTR-R, letter names, letter sounds, print awareness, and emergent writing in fall of pre-K year.
• This relationship between activities completed and child outcomes was not significant for the Parent Only group, supporting a synergistic effect of child and parent contributions to the development of emergent literacy skills
• Group differences were found for letter names, letter sounds, rhyming, and GRTR-R outcomes
• Supplemental classroom intervention largely is driving these effects
• Parent workshops significantly impacted rhyming outcomes
• Though expressive language was NS across groups, pattern of results and ELLCO outcomes suggest opportunities to improve language environments in pre-kindergarten classrooms

REFERENCES

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