**ABSTRACT**

This research explored home-based factors that promote literacy in the context of an emergent literacy intervention for pre-kindergarteners. Specifically, the relationship between home-based factors and emergent literacy was examined. In addition, differences between intervention responders and non-responders were examined in terms of these factors. Session participants will learn about effective family early literacy practices. Understanding salient family practices will inform literacy programming for young children and their families.

**INTRODUCTION**

- The development of literacy skills in the early years of schooling is highly predictive of later achievement levels, school completion, and overall life success.
- Yet, achievement levels for as many as 60% of the nation’s young children fall well below basic levels and put them at risk for poor outcomes.
- Longitudinal studies have identified the development of phonological awareness and code-related skills in pre-school as key components of literacy development (Bialystok & Whitehurst, 2002).
- Early childhood interventions have begun to focus on teaching these skills with encouraging results (Bailey, Repper, Plasta, & Murphy, 2009).
- Moreover, studies show that family contributions to early learning serve as a protective factor and are related to children’s early skills and academic success (e.g. Hart & Riley, 1986).

**METHOD**

- Participants: 2079 preschool children and their families residing in a large southeastern city participated in a 9-week intervention program provided to children scoring below 9 on the GRTR screener in the fall of their pre-kindergarten year.
- Parents completed the Family Early Literacy Practices Questionnaire (FELP).

**Instrumentation**

- The FELP is a research-developed likert scale questionnaire (Ginsburg-Block, Lewis & Pizzini, 2010).
- Exploratory factor analysis revealed five factors with adequate alpha coefficients ranging from .80 to .93, including:
  - **Skill Building**: Interacting Reading, Modeling and Monitoring, Expectations, and Child Skill.
  - **Parental Beliefs**: Expectations and Child Skill.
  - The scale also consists of several open-ended items measuring additional aspects of the home literacy environment, for example, time spent in creative play activities and children’s use of media such as the television and computer.
  - The FELP assessment is a published, research-based, screening tool (Whitehurst, 2009).

**Descriptive Statistics**

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Full Sample</th>
<th>Intervention Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td></td>
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</tr>
<tr>
<td>College</td>
<td>44%</td>
<td>41%</td>
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<tr>
<td>High School</td>
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<td>30%</td>
</tr>
<tr>
<td>Less Than HS</td>
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<td>29%</td>
</tr>
<tr>
<td>Income</td>
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</tr>
<tr>
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<tr>
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<td>10%</td>
</tr>
<tr>
<td>Age (Months)</td>
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<tr>
<td>12-23</td>
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<tr>
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<td>32%</td>
</tr>
<tr>
<td>36+</td>
<td>9%</td>
<td>9%</td>
</tr>
</tbody>
</table>

*Pairwise deletion used to retain subjects.

**Results**

**Question 1: Correlations, Full sample (n=2079)**

- Fall GRTR scores with:
  - Skill Building (r = .159, p < .01)
  - Interactive Reading (r = .179, p < .01)
  - Modeling and Monitoring (r = .112, p < .01)
  - Expectations (r = .102, p < .01)
  - Child Skill (r = .489, p < .01)
  - Education (r = .311, p < .01)
  - Income (r = .346, p < .01)
- Age (r = .247, p < .01)

**Hierarchical Multiple Regression**

- Education, Income, Age, Child Skill entered as predictors of Fall GRTR yielded a significant model F (14,103) = 232.14, p < .01
- \( \Delta R^2 \) Education = .086, p < .01
- \( \Delta R^2 \) Income = .048, p < .01
- \( \Delta R^2 \) Age = .060, p < .01
- \( \Delta R^2 \) Child Skill = .123, p < .01

**Question 2: MANCOVA**, Intervention Sample (n=153)

- **Descriptive Statistics**

**Results**

**Question 3: Intervention Sample (n=153)**

- **Descriptive Statistics**

**REFERENCE**


**REFERENCES**

Ginsburg-Block, M., Ph.D., and Kandis Lewis, M.A., University of Delaware.

Lauren Bailet, Ph.D., Suzanne Murphy, Ph.D., and Cynthia Zettler-Greely, Ph.D., Nemours BrightStart! Delaware Initiative.