



## INTRODUCTION

### Background Information

- Parent-child interaction can provide a rich context for preschool children to understand and use increasingly complex language (Leech, Wei, Haring, & Rowe, 2018).
- Shared book reading and reminiscing about a shared past experience are two types of parent-child interaction that are more likely to include language that is beyond the here-and now (i.e., decontextualized language) (Sparks & Reese, 2012).
- These features of language are characteristic of the language of books and classroom instruction because they convey more specified meaning. This is known as literate language (Anderson, 2011)
- Many preschool children's stories include features of literate language, indicating their ability to use these higher-level language features at a young age (Curenton & Justice, 2004).
- In this preliminary study, we examine the effects of a brief intervention on parent-child conversations during shared book reading and reminiscing. Specifically, we were interested in whether the intervention would result in increases in the number of parent-child conversations, the number of long conversations (i.e., greater than 5 turns in length), and the frequency of features of literate language.

### Research Questions:

1. Is there an observable difference in performance on various linguistic abilities and features of literate language between a treatment group of parents and children who receive the 'Strive for Five' technique and a comparison group who received information related to child language?
2. Does instruction on the 'Strive for Five' technique result in increased length of parent-child conversations?

## METHOD

### PARTICIPANTS

	Intervention (n=3)	Control (n=4)
Mean Age (months)	65.7*	58.8*
Sex	3 Female	2 Female
Bilingual	2	1
Parent Education	All post-secondary	All post-secondary
CELF Core Language Index	104.0	102.8
ENNI A3	12.3	12.0

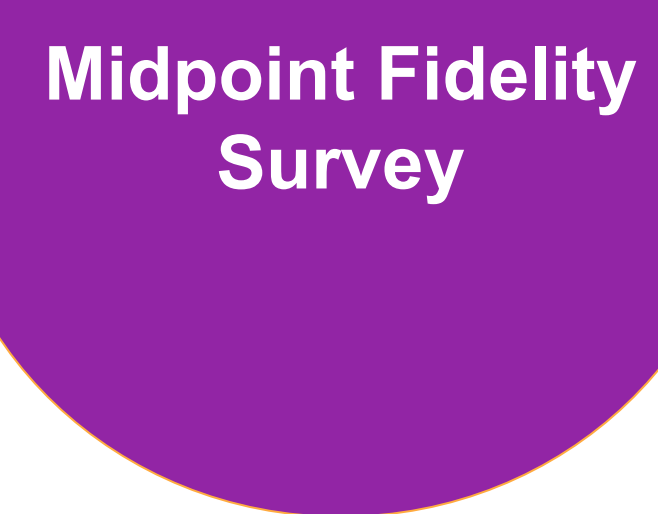
\*Significant difference at p = 0.035



- Parent and Child Measures:**
  - Shared Book Reading (*Frog Where Are You?*, Mayer, 1969)
  - Reminiscing
- Child Measures:**
  - 3 Subtests of Clinical Evaluation of Language Fundamentals - Preschool 2 (CELF-P2; Wiig, Secord, & Semel, 2004)
  - Edmonton Narrative Norms Instrument (ENNI; Schneider, Dube, & Haward, 2005): Story A3
- Parent Information:**
  - Home Language and Reading Survey
  - Group Information Delivered



- Parent and Child Measures:**
  - Shared Book Reading (*One Frog Too Many*, Mayer, 1969)
  - Reminiscing
- Child Measures:**
  - ENNI: Story B3



## CODING CONVENTIONS

Sessions were audio-recorded, transcribed using Systematic Analysis of Language Transcripts (SALT; Miller & Iglesias, 2012). Transcripts were then coded for Features of Literate Language and Conversational Turns.

### Features of Literate Language Codes\*

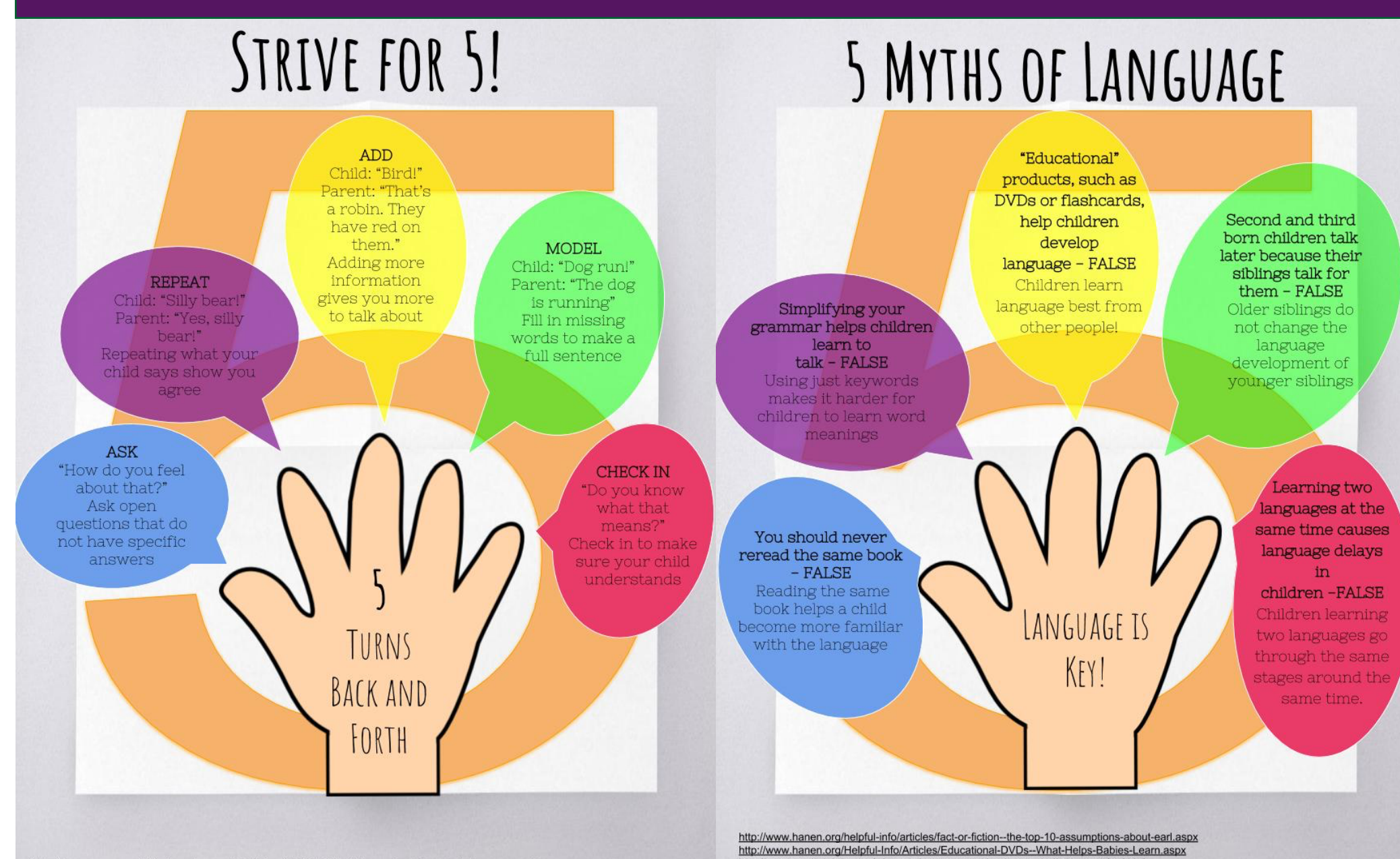
- Simple/Complex Elaborated Noun Phrases [SEN] [CEN]
- Linguistic and Mental State Verbs [LV] [MSV]
- Tier Two Vocabulary [T2]

### Conversation Measures

- Length of Conversations
- Number of Conversations Greater than or Equal to five turns

\*Inter-rater reliability = 0.92

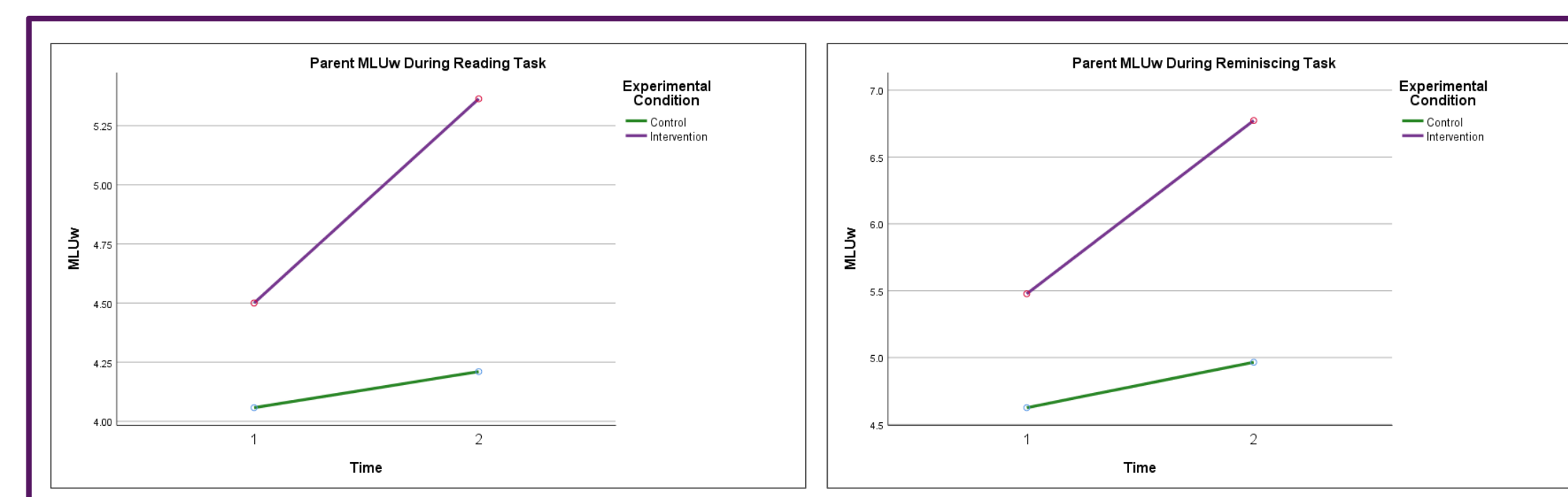
## INTERVENTION



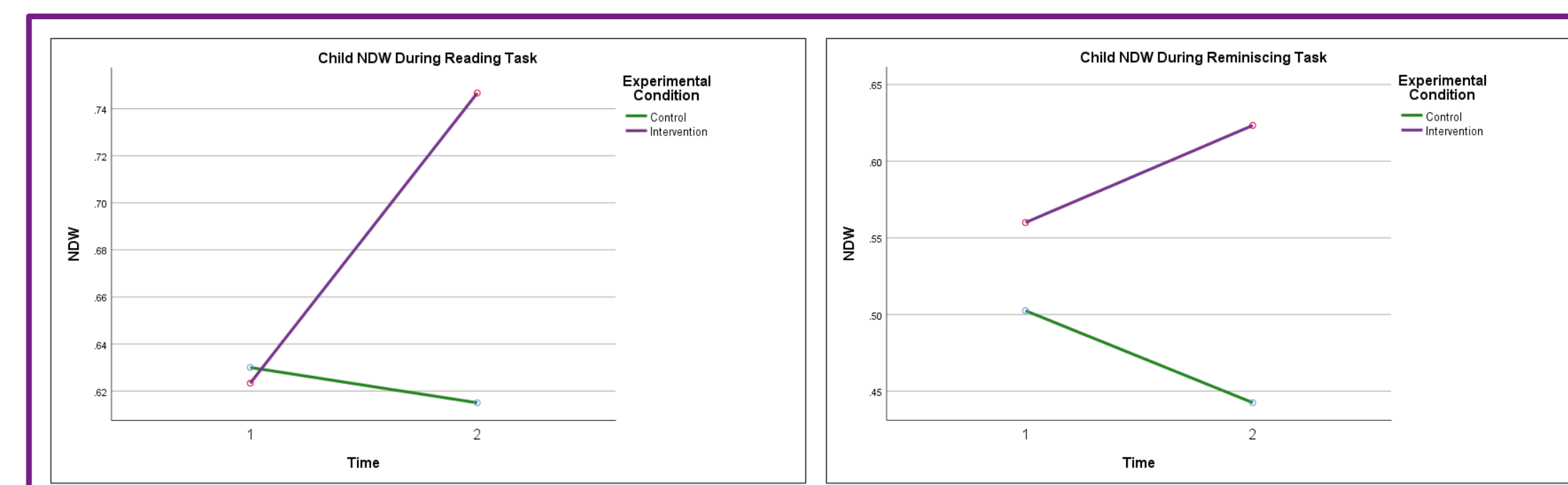
## RESULTS

### Quantitative Findings

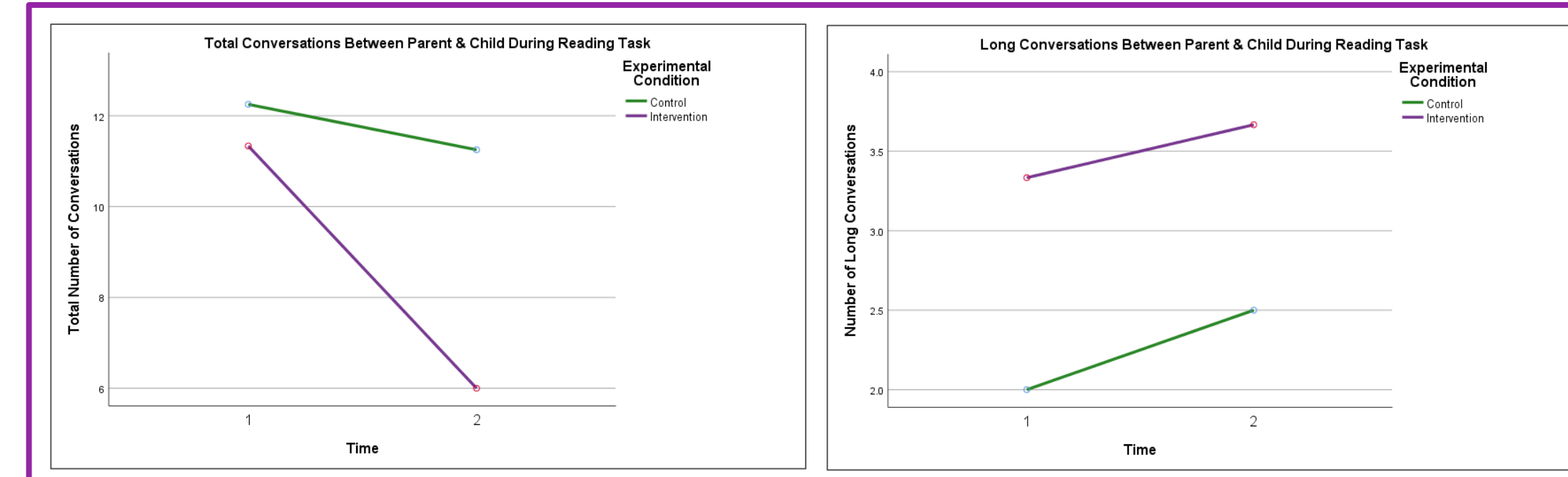
- Preliminary analyses of repeated measures ANOVAs were conducted for all codes across tasks and speakers between conditions and times. No significant results were found ( $p > 0.05$  on all tests). Some trends were found amongst other variables of interest.



Although non-significant, preliminary analyses suggest a trend toward all parents increasing their mean length of utterance in words (MLUw) at T2 (reading [ $F(1,5) = 1.61, p = 0.26$ ], reminiscing [ $F(1,5) = 6.03, p = 0.06$ ])



Although non-significant, preliminary analyses suggest a trend toward children in the intervention group using a greater number of different words (NDW) at T2 (reading [ $F(1,5) = 2.02, p = 0.22$ ], reminiscing [ $F(1,5) = 0.89, p = 0.39$ ])



Although non-significant, preliminary analyses suggest a trend that, during reading, children in both groups increased their number of long conversations at T2 [ $F(1,5) = 0.18, p = 0.70$ ], while children in the intervention group trended toward a greater decrease in total number of conversations at T2 [ $F(1,5) = 0.62, p = 0.47$ ]

### Qualitative Findings

- Parent report from the Midpoint Fidelity Survey indicated that all participants in the Intervention group changed how they read books with their child.
- All parents from the Intervention Group rated the 'Strive for 5!' technique as successful when reading with their child.

## DISCUSSION

### Summary

- In this small sample preliminary investigation, no significant differences were found between the control and experimental group as a result of the intervention.

### Implications

- Participants who increased the length of their conversations may have decreased their total number of conversations, as their interactions were characterized by long conversations as opposed to several short conversations.
- Having brief conversations with parents to encourage them to engage in longer conversations with their children may have an impact on children's language use.
- Parents responded positively to this brief intervention and the use of the strategies to engage their children in more conversations and longer conversations in their home environment.
- The trending change in NDW in children and MLUw in adults following intervention indicates that providing parents with strategies to promote language development may be effective, even in the short-term.

### Limitations

- Small sample size should be considered as it limited the ability to draw any significant conclusions.
- There were differences between groups at T1 (e.g., age).
- T1 to T2 timing inconsistency between participants may have been a possible confounding factor.
- The changes found in NDW, MLUw, and longer conversations may lead to future changes and developments in literate language features; however, there may not have been a long enough gap between T1 and T2 to demonstrate a significant change.

### Future Research

- To truly observe the effect of this brief intervention strategy, future studies should include more participants.
- It may be that differences between intervention and control participants begin to be observed in longer time frames (i.e., increasing literate language use may require a longer duration than 4-8 weeks). Future studies may benefit from looking at longer follow-up times.

## REFERENCES

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