

INTRODUCTION

- Community-based interventions targeting parent-child dyadic reading have proven successful in increasing early child language factors, specifically vocabulary, language complexity, and pre-literacy skills.
- Dialogic reading techniques increase engagement during reading routines by drawing attention to stories beyond the text.
- Limited research has evaluated the impact of community-based or dialogic reading interventions on socio-emotional factors, such as parent-child relationship quality.

STUDY AIMS

- This study will evaluate the impacts of a community-based dialogic reading program on caregivers’ engagement during story time routines, as well as parent-child relationship quality and children’s social engagement behaviors.

HYPOTHESES

We hypothesize that participation in a community-based storybook engagement program will positively impact the following:

- Parent-child relationship quality
- Parent reported enjoyment of storybook engagement routines
- Parent compliance with activities
- Children’s frequency of initiating joint attention behaviors
- Children’s frequency of responding to joint attention behaviors
- Children’s frequency of social affective signaling

METHODS

Participants

- Our sample has been recruited from the TTU Center for Early Head Start and currently includes 15 caregiver-child dyads. Children range in age from 1-3 years.

Program Structure

- The research team will provide eight training sessions on storytime engagement techniques to caregiver-child dyads at the TTU Center for Early Head Start Library. Half of the parent-child dyads will receive in-person training, and half of the caregiver-child dyads will receive training through educational handouts. At each session, all 15 parent-child dyads will also receive a copy of the session-centered book and materials for a book-themed snack and craft activity.

Analysis Plan

- Data collection will be completed with pre-post intervention surveys and play-based assessments, including the Self-Efficacy for Parenting Tasks-Toddler Scale (SEPTI-TS) and the Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO).

Table 1. Book Titles and Strategies

| Session | Book Title | Strategy |
|---------|----------------------------|-----------------------------------|
| 1 | <i>Dear Zoo</i> | Language Hooks |
| 2 | <i>Pajama Time</i> | Tell a Story with Your Voice |
| 3 | <i>From Head to Toe</i> | Tell a Story with Your Body |
| 4 | <i>Goodnight Gorilla</i> | The Power of a Pause |
| 5 | <i>Harry the Dirty Dog</i> | You Decide the Story |
| 6 | <i>Little Owl’s Night</i> | Follow-In with Comments |
| 7 | <i>The Pout Pout Fish</i> | Let Your Child Be the Storyteller |
| 8 | <i>Sheep in a Jeep</i> | Get Creative with Storytime |

ANTICIPATED RESULTS

We hypothesize that participation in this program will lead to: increased parenting self-efficacy, stronger parent-child relationship quality, greater engagement during play and storytime routines.

We also hypothesize parent-child dyads that complete the in-person training sessions will demonstrate greater gains in the aforementioned outcomes compared to the dyads receiving educational handouts.

IMPLICATIONS

Our results have the potential to inform best practices for improving caregivers’ competence when engaging with their toddlers, both during storytime and other daily routines.



Figure 1. Educational Handout Example for Wee Read Session 7