

Wee Read: A Community-Based Program to Promote Engagement During Storybook Routines

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Table 1. Book Titles and Strategies

INTRODUCTION

- O 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:

- o Parent-child relationship quality
- Parent reported enjoyment of storybook engagement routines
- o 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

O 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

O 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).

Book Title Strategy Language Hooks Dear Zoo Tell a Story with Your Pajama Time Voice From Head to Tell a Story with Your Body Toe The Power of a Pause Goodnight Gorilla You Decide the Story Harry the Dirty Dog Follow-In with Little Owl's Night Comments The Pout Pout Let Your Child Be the Fish Storyteller Get Creative with Sheep in a Storytime Jeep

LET YOUR CHILD BE THE STORYTELLER Show your child the story first By now, your child knows what to expect at story time. They know **you** can bring a story to life. Now, we want your toddler to Then, give them a chance take the stage! Get ready to follow their lead. After you have read a story, let them hold the book. Invite them to tell the story. It's okay if your child is quiet or just wants to point at the pictures. If they Give your full attention skip pages, do not correct them. **Be positive** and stay with them. Give your child your full attention. You are entering their story! Let them skip around Your toddler is learning they have **power**. Storytime is a great opportunity to play with power. When you show your child you can follow their lead, you give 🔍 🐾 Celebrate all points, looks, and them power. You also show them you truly care. Offering this power can also build trust. This trust can speech lead to lots of story sharing! EXAMPLE: THE POUT POUT FISH Encourage all sharing This book is full of colorful characters. Encourage your child to swim along in the story. Show them the funny pout and smile faces and let them copy you. The pout-pout fish repeats himself a lot. Be silly and act out his chant. Help them tell the story with their **voice** and **body**!

Figure 1. Educational Handout Example for Wee Read Session 7

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.



