



Presentation Resources

- A copy of this presentation and relevant resources can be obtained from the following website:

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FLORIDA STATE UNIVERSITY

Congruence of Parents' and Teachers' Perceptions of Early Literacy Behavior

Ron L. Mullis, Ph.D., Ann K. Mullis, Ph.D.,
Thomas Cornille, Ph.D., Lucille H. Byno, Ph.D.,
Bethanne M. Schlee, M.S., Michael D. Shriner,
M.S., and Nari Berarducci, M.F.T.

Objectives

- The purpose of this presentation is to:
 - Identify parents' perceptions associated with children's early literacy
 - Identify teachers' perceptions related to children's early literacy
 - Identify similarities between both parents' and teachers' perceptions of early literacy in children

Parent/Child interactions that promote early literacy

- Researchers have found that children gain the skills necessary to read and write during early childhood.

At age 3

- Children should be able to use plural words, past tense, and place articles (a, the) in front of words

At age 4

- Children can categorize objects (separate objects into different categories through expression of language). They are able to associate a new word with its meaning so fast it has been termed “fast mapping”

4-5 year olds

- Are able to understand the concept of the story as well as show storytelling skills. They can express meaning, change their minds, and change focus through language

Florida Institute of Education (2002)

- Early literacy skills needed to form future formal literacy:
 - Expanding vocabulary
 - Understanding concepts of print
 - Phonemic awareness (recognizing that words are made up of distinct sounds)
 - Phonological awareness (ability to link sounds with the corresponding letters or combination of letters)

Florida Institute of Education (2002)

- Knowledge of letters (being able to recognize letters)
- Comprehending stories

These skills are cultivated during the pre-school years (3-5).

Smith (2001)

- Most teachers viewed social aspects of preschool (sharing, learning to get along with others) as their primary concern
- Majority of teachers did not think that preparing children to learn academic skills and become ready for formal school, was part of their goal

Goelman, 1988

- Many parents are unaware that their pre-school aged children are even developing early literacy skills
- Parents can play an important role in this advancement

Goelman, 1988 (cont.)

- A large number of parents do not feel that they have the capacity to teach their children
 - Low maternal education level
 - Fear that their child will become more knowledgeable than parent
 - Belief that literacy development is not important in the home environment (they are getting it in school)

Anderson, et al., 1998

- Parents are inhibited by other concerns such as:
 - The mess of activities
 - Storing literacy tools so that the child can not reach them
 - TIME

Vygotsky, 1962

- Early literacy skills can be enhanced through parent involvement and cultivating a home literacy environment
- A child's environmental and social experiences influence language, thought, and communicative processes

What can parents do?

- Cultivating a home literacy environment:
 - Storybook reading – children who are read to have a higher orientation toward print
 - Sharing vocabulary words
 - Providing print awareness activities (discussing the components of print – not flash card drills)

What can parents do?

- Cultivating a home literacy environment:
 - Labeling pictures
 - Encourage the child's participation during reading (asking questions, pointing out words/letters, sounding letters, etc.)
 - Introducing new words to enhance vocabulary development – **how often do you use volcano or stegosaurus in normal language?**

What can parents do?

- Cultivating a home literacy environment:
 - Viewing reading as enjoyable **(Parents)**
 - Believing that you can help your child learn to read (also promotes a strong self-concept in child) **(Parents)**
 - Viewing literacy and literacy activities as entertainment **(Parents)**

What can parents do?

- Cultivating a home literacy environment:
 - Have conversations/dialogue with children (talk about the day's activities at dinner, discuss how things work, ask questions on why people do things)
 - Use questions and comments to help children elaborate on events and link them to other events – most influential to literacy skills (Reese, 1995)
 - Not just about memory, about use

Teacher/Child interactions that promote early literacy

- The National Center for Education Statistics (2002)
 - 72% of children spend time in center-based early care and education prior to starting kindergarten
 - With most children attending childcare programs during a time when they are developing early literacy skills, it is important for such programs to have qualified staff adept to teaching such skills (Lonigan, Bloomfield, & Anthony, 1999)

Hiebert, 1988

- Young children avidly learn about written language in school environments
 - Provided that the activities in which they are engaged simulate the ways in which they best learn

- Teachers play a key role to enhancing early literacy skills because they are responsible for constructing the learning environment
- However, how much teachers know and their beliefs about attainment of early literacy is unknown
- Few research studies have focused on engaging teachers in children's early literacy skill development

Lonigan, Bloomfield, & Anthony, 1999

- A key factor facilitating early literacy among preschoolers is teacher attention
- Inattention by teachers is associated with preschoolers' lack of print information

Lonigan, Bloomfield, & Anthony, 1999 (cont.)

- Children from middle-income families who attended a childcare center with an emphasis on play activities had more opportunities to use their cognitive abilities than did children in Head Start centers

Lonigan, Bloomfield, & Anthony, 1999 (cont.)

- More structure was apparent in the childcare and the children engaged in activities such as identifying specific letters and objects
- The children in the Head Start program moved more independently among the activities and did not receive a sufficient amount of teacher attention

Lonigan, Bloomfield, & Anthony, 1999 (cont.)

- Development of literacy skills among preschool children might be at risk if teachers fail to provide an adequate amount of attention that focused directly on developing their emergent literacy skills

Hiebert, 1988

- One characteristic of a preschool environment in which children acquire literacy concepts and skills is that of seeing adults using literacy for work and pleasure

Taylor, 1983

- When adults involve children in the use of literacy, children come to understand the function of reading and writing and experience the enjoyment that reading and writing bring

- These studies demonstrate the important role that teachers can play in creating an early literacy environment for preschool children
- They also reveal that teachers may not view their primary role as creating an early literacy environment within the larger learning environment
- Teachers can affect the development of early literacy skills in preschool children by knowing the vital role they play in this development, as well as providing early literacy activities in their classroom

Congruence

- Makin & KcNaught (2001)
 - Parents and staff recognize the necessary support for early literacy development
 - Staff and Parents both want successful early literacy learning
- Macleod (1996)
 - Educational institutions need flexibility
 - Match what children bring to school
 - Accept and value different home literacy practices

■ Cairney (1994)

- Shared goals between parents and teachers involving
 - Language
 - Literacy development
 - Mutual understanding of how to achieve these goals
- Multiple Pathways

■ Edwards (2004)

- Collaboration, not delegation
- Talk about goals for literacy-related involvement

■ Zeece (2005)

- Professionals must help parents support the emerging literacy skills of their children
 - Book sharing
 - Book reading
- Share available resources between classroom and home
- Invite participation in workshops
- Create formal parent-child literacy programs

Zeece (2005) (cont.)

- Parents provide information about interests to teachers and caregivers
- Teachers and caregivers observe parents' literacy levels
- Parents learn literacy-based norms and activities

Active vs. Passive Roles

(Mullis, R., Mullis, A., & Cornille, T., 2005)

■ Parents

- Average endorsement of beliefs about behaviors involving active parent/child interaction
- 75%

■ Teachers

- Average endorsement of beliefs about behaviors involving parent/child interaction
- 71%

Perceptions

- What is Latent?
 - Beliefs
- What is Observed?
 - Behaviors

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References

Contact Information

The Family Institute
Florida State University
225 Sandels Building
College of Human Sciences
Tallahassee, FL 32306-1491
850-644-3217

