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Enhancing parent-child shared book reading interactions: Promoting references to the book's plot and socio-cognitive themes

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Abstract

The study examined the efficacy of an intervention designed to promote parents' and preschoolers' references to storybooks' plot and socio-cognitive themes during shared reading within a sample of 58 families from low-SES background. All parents were given four books, one new book weekly, and were instructed to read each book four times per week to their children. Parents in the control group were given no further guidance, whereas parents in the intervention group were guided in reading the books interactively with their children using Bruner's (1986) structure of the complete storybook reading experience. These parents were taught a four-reading model that guided them to first focus on the book's plot aspects (vocabulary, sequence of events, story structure) and then move on to its socio-cognitive aspects (mental terms, mental

story structure) and then move on to its socio-cognitive aspects (mental terms, mental causality, references to the child's life). After the intervention, parents and children in the intervention group referred more than their control counterparts to both the book's plot and its socio-cognitive themes. The advantages of the intervention were maintained beyond effects of parental education and of children's gender, vocabulary, and social cognition level. The study revealed the importance of direct guidance of parents and the potential of shared reading contexts for eliciting rich conversations between parents and children. Discussion emphasized the importance of encouraging parents to refer to both the book's plot and its socio-cognitive themes.

Highlights

• Study assessed intervention enhancing discourse when reading to preschoolers of low SES. • Parents were taught to focus on books' literacy and social cognitive aspects. • Control group read each book without further guidance. • Intervention increased references to literacy and social cognition themes. • Discourse improved beyond parents' education, children's gender, vocabulary, and social-cognition.



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Keywords

Parent-child share book reading; Early home intervention; Social cognition; Low socioeconomic status; Preschool children; Vocabulary; Book's plot

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Knowledge of storybooks as a predictor of young children's vocabulary, the floor lying, despite the fact that there are many bungalows to stay, stretches the gap, ignoring the forces of viscous friction.

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