

**THE EFFECTS OF LITERACY PARENT TRAINING VIA TELECOMMUNICATION
ON CHILDREN'S SELF-PERCEPTION**

by

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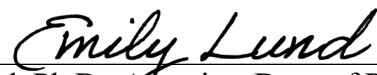
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ABSTRACTTHE EFFECTS OF LITERACY PARENT TRAINING VIA TELECOMMUNICATION ON
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by

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This study looks at the reading self-perception and the reading attitude of school-age children with reading disorders while they received reading feedback from a caregiver during a shared reading activity. The purpose of this research was to see if receiving reading support from caregivers could improve how children feel about themselves as readers as well as their attitude towards reading. A reading self-perception and reading attitude survey was developed that the children took during every baseline and intervention session. The caregivers were taught three reading strategies, and the caregivers and children read together for 20 minutes. The results showed that children's reading self-perception and reading attitude did not change when they were receiving reading support from caregivers which suggests that reading intervention should incorporate self-perception to help these children with reading disorders feel better about themselves as readers.

Chapter I

Literature Review

Introduction

Reading is a necessary part of education and required for almost all academic work (Adelson et al., 2019). As children go through school, literary texts and textbooks become increasingly complex, therefore, the ability to read and read well becomes vital in students' success in school. As children learn to read, they begin to develop a "reading self-perception." A child's reading self-perception is their beliefs about their ability to learn to read as well as their ability to read well (Adelson et al., 2019). A child's attitude towards reading is an important factor when helping them become competent readers (Adelson et al., 2019). The students who have a more positive self-belief system toward reading are the ones who are more willing to push themselves to become proficient readers (Schiefele et al., 2012; Adelson et al., 2019). Findings from studies on elementary and middle school children have shown that a child's reading self-concept is associated with their reading ability (Kasperski et al., 2015). For students with below average reading skills, reading can be a laborious task that is not enjoyable or efficient in helping them learn. Therefore, their reading self-perception is negatively affected by their reading skills (Katzir et al., 2018).

It is important, then, that the reading skills of children with below average reading skills are supported. One way to support children with below-average reading skills is to provide feedback strategies (Crowe, 2003). Emerging evidence has shown that caregivers can be trained to provide reading feedback and interact. For example, Gracia-Salas (2021) trained parents to provide feedback to their children and use specific reading strategies. His study revealed that "Teach-Model-Coach-Review" is potentially an effective model caregivers can learn to provide

reading feedback to school-age children who struggle with reading. Additionally, Kotaman (2009) looked at how caregivers engaging in dialogical storybook reading impacts children's reading attitude. Dialogical storybook reading requires children to actively participate throughout the book. Kotaman (2009) found that the participants in the experimental group had significant increases in reading attitude scores. Although self-perception is associated with children's reading ability, we do not know the impact of caregivers' reading feedback on their children's self-perception especially among children who have below-average reading abilities. Caregivers can help foster a positive attitude towards reading. By supporting a positive reading attitude, children will be motivated to read and spend more time reading, which helps them to become better readers (Kotaman, 2009). Therefore, the purpose of this study is to determine the reading self-perception and the reading attitude of school-age children with below average reading skills while receiving reading feedback from a caregiver during a shared reading activity.

Self-Perception and Reading Self-Perception

According to the social identity theory, self-concept is made from a person comparing themselves with others (Kasperski et al., 2015). This theory states that people form their self-concepts when they organize themselves into specific social groups. These social groups can be based on demographics such as age, gender, race, and ethnicity. They can also be based on organizations such as schools, religious groups, and clubs (Walsh & Gordon, 2008).

Children also form self-concepts in relation to reading. Adelson et al. (2019) explores the concepts of "reading self-perception" and "enjoyment of reading". They describe a "reading self-perception" as a person's perception of their own reading ability. Children start to develop and assess their self-perception as early as the first grade (Adelson et al., 2019; Eccles et al., 1993). One's reading self-concept involves more of the feelings and emotions of self-worth related to

their reading ability rather than their ability to master the skills required to become a fluent reader (Adelson et al., 2019). Adelson et al. also define “enjoyment of reading” as how much a person enjoys activities that involve reading. A child’s attitude towards reading is a key part of helping them become a proficient reader (Adelson et al., 2019). Therefore, it is essential to explore the children’s attitudes towards reading because early success in reading is crucial for their future academic achievement since being able to read is necessary for almost all academic success. Self-concept has recently started to receive more attention in research due to it likely being a main cause of challenge or persistence for emerging readers (Kasperski et al., 2015).

Reading Self-Perception and Academic Achievement

Research has found that a child’s reading self-perception is a strong predictor of their reading comprehension and overall reading achievement (Schiefele et al., 2012). Similarly, students who have a more positive self-belief system toward reading are the ones who are more willing to push themselves to become proficient readers (Schiefele et al., 2012; Adelson et al., 2019). Further, Adelson et al., 2019 suggest that students’ self-perception is strongly linked to how much they engage in reading activities, and those who like reading are more likely to work to improve their reading ability (Marinak, 2013; Adelson et al., 2019).

Adelson et al. (2019) developed a survey to measure the reading self-perceptions and reading enjoyment of students in grades 3-5. Students were given a Reading Self-Perceptions Scale to measure their belief of their ability to read and comprehend readings. 13 items measured Reading Self-Perception and nine items measured Enjoyment of Reading. It also included items about the difficulty or ease of reading for the students, their perceptions of themselves as readers, and comprehending reading in different contexts (Adelson et al., 2019). Adelson et al. also measured how much pleasure the students got from reading. This scale included items about the

students' appreciation of books in addition to their overall enjoyment of reading. The results of this study found that the students believed that they were able to read, able to understand what they read, and most of them enjoy reading. However, there was variability in the reading self-perception scores (Adelson et al., 2019). In 2009, Katzir and Kim conducted a study on fourth grade children and looked at the relationships between reading comprehension, reading self-concept, and home literacy practices. When measuring the children's self-concept, they measured their competence in reading, perceptions of ease with reading, and their attitudes toward reading. The study found a positive relation between a child's reading self-concept their reading comprehension. Additionally, the data showed that the children who more frequently participated in literacy practices (e.g., reading books at home, writing/ sharing stories) at home were associated with a more positive reading attitude (Katzir & Kim, 2009).

Researchers have shown that reading self-perception is different depending on children's age. Chapman and Turner (1995) examined four different experiments regarding young children's development of reading self-concept. In one of the experiments, they administered the Reading Self-Concept Scale to children ages 5-7. This 30-question scale was developed and measured three-factors: perceptions of difficulty, perceptions of competence, and positive attitudes toward reading. In this experiment, they define competence perceptions as feelings of skill and proficiency in reading. Chapman and Turner found changes in the correlations between the three factors as students get older. For the youngest students in the experiment, the 5-year-old children, their perceptions of difficulty did not impact their attitudes or perceptions of competence. However, by 7 years old, there was a strong relationship between perceptions of difficulty and perceptions of competence (Chapman & Turner, 1995). Chapman and Turner (1995) suggest that children understand the meaning of academic ability (Chapman & Turner,

1995). Also, McKenna et al. (1995) administered a nationwide survey about students' attitude toward reading. They took a sample of U.S. children in Grades 1 through 6 and investigated their recreational and academic reading attitudes. The results showed that reading attitudes are the most positive when children are in Grade 1 and have a gradual decline as children get older (i.e., 6th grade). For recreational reading attitude specifically, there is a negative decline that is especially rapid for students with below average reading skills. For academic reading attitude, there is a negative trend regardless of children's reading ability (McKenna et al., 1995).

There also is evidence that children with below average reading ability have higher levels of anxiety and negative perceptions of themselves (McArthur & Castle, 2017). These children who have negative reading self-perceptions usually have reading comprehension and word recognition weaknesses and read simpler books compared to children with more positive reading self-perceptions (Kasperski et al., 2015). Conlon et al. (2006) researched the relationships between reading skills and family history, cognitive abilities, and reading self-perceptions and attitudes. Early adolescents (11 to 13-year-olds) were given a battery of assessments to evaluate their reading, processing, and spelling skills. Caregivers were asked about their reading history, if they or anyone in the family has or had any reading problems, as well as their current literacy practices. Additionally, their reading self-perceptions and attitudes were assessed using a 30-item scale developed by Chapman and Turner (1995). After analyzing the responses, researchers considered two factors the best- 'attitudes to reading' and 'perception of reading competence.' The results found that family history of reading problems, children's perceptions and attitudes, and their cognitive functioning all had a significant correlation to their reading comprehension, spelling ability, and word identification. They also found an association between children's

reading attitudes and their reading and cognitive measures. Therefore, positive reading self-perceptions contribute to future reading achievement (Conlon et al., 2006).

Caregiver Reading Feedback and Training

Many foundational skills for literacy can develop through interactions with adults at home (Hamilton et al., 2021). An example of these interactions is shared storybook reading. Shared storybook reading between a child and an adult can provide a way to support children's literacy skills. During shared reading, adults provide input to the child in the form of comments, questions, and feedback. An important aspect of the child's language learning during these interactions is their active participation. Studies have found that caregivers provide reading feedback to support their children's reading errors (Evans et al., 1998). Evans et al. (1998) found that 43% of parents used "top-down" approach that focused on developing broader reading and language skills. This "top-down" concept of reading means that the caregivers facilitated the use of children's knowledge of vocabulary and syntax to make sense of what they are reading in printed text. On the other hand, 57% of caregivers favored using a "bottom-up" approach which was more code-based and focused on sounding out words. For this concept, the caregiver facilitated the use of children's knowledge of letter sound correspondence to help them understand the text they are reading (Evans et al., 1998). Whether top-down or bottom up, caregivers' feedback, become internalized and contribute to children's reading self-proception (Kasperski et al., 2015).

There have been studies conducted in which caregivers or teachers were trained to present references to print to young children during shared storybook reading and results have shown that these interventions have a positive effect on their early literacy skills (Hamilton et al., 2021). Few studies focus on children's reading self-perception or reading behaviors. For

example, Kotaman (2013) assessed the impact of caregiver-child dialogical storybook reading on preschool children's attitudes towards reading as well as their receptive vocabulary development. The participants were randomly assigned into a control or an experimental group. The caregivers in the experimental group received dialogical storybook reading training. The results showed that children in the experimental group had significant increases in their reading attitude scores after engaging in dialogical storybook reading with their caregivers (Kotaman, 2013). In addition to the lack of evidence in research of the socio-emotional aspects of shared reading, there is a gap in evidence of how shared book reading affects children who are at high risk of language and literacy problems (Hamilton et al., 2021).

Purpose

The purpose of this study is to determine the reading self-perception and the reading attitude of school-age children with below average reading skills while receiving reading feedback from a caregiver during a shared reading activity. This study addresses the following research question:

Research Question

Is there a functional relation between reading self-perception and reading attitude of school-age children with below average reading skills and caregiver reading interaction and feedback? Emerging research suggests that reading with a caregiver improves self-perception of reading of preschoolers (Kotaman, 2009). Therefore, we hypothesize that reading with a caregiver will improve self-perception and reading attitude of school-age children.

Chapter II

Method

Participants

Three caregiver-child dyads participated in this study (one mother-daughter, one mother-son, and one father-son). The participants were identified by speech-language pathologists from the Miller Speech and Hearing Clinic at Texas Christian University. The caregiver-child dyads were eligible to participate if the child had a diagnosis of dyslexia and/or developmental language disorder (DLD). The caregivers of dyads 4 and 5 have four college degrees and dyad 3 has a two-year degree. The child of dyad 3 was nine years old and in third grade. The child of dyad 3 had a diagnosis of hearing loss and suspected dyslexia. The child of dyad 4 has a diagnosis of dyslexia. The child of dyad 4 was 10 years old and in the fifth grade. The child of dyad 5 had a diagnosis of dyslexia and speech sound disorder. The child of dyad 5 was 7 years old and in the first grade.

Self-Perception Survey

A survey was developed to measure self-perception and reading attitude of the child participants. The survey was created by looking at scales and surveys that have been developed for researching literacy and self-perception. These tools include the Reader Self-Perception Scale (RSPS) created by Henk and Melnick (Henk & Melnick, 1995), the Elementary Reading Attitude Survey (McKenna & Kear, 1990), and a literacy interest questionnaire (Ecalte et al., 2006). Items 1-6 measured the children's reading self-perception and item 7-12 measured their reading attitude. (See Appendix A). We used five face icons that were numbered 1 through 5 to gather ratings from the children. (See Appendix B).

Before data collection began, the survey of the 12 questions was reviewed with the committee who gave feedback which was then implemented in order to improve the effectiveness

of the survey.

Baseline Procedures

During these baseline sessions, caregivers were asked to read with their children for 10 minutes while the researcher provided no instruction or feedback. The self-perception survey was administered before. The clinician read the questions to the child while showing the visual scale. After each question was read, the children rated themselves on a scale of 1 to 5. The order the questions were randomized each session to reduce testing effects. The participants' answers were recorded in an Excel Spreadsheet. Because the design of the study was a multiple baseline across participants, caregiver dyad baseline sessions were as follows: caregiver child dyad 3 had 5 baseline sessions, caregiver child dyad 4 had 8 baseline sessions, and caregiver dyad 5 had 11 baseline sessions. See Figures 1 and 2.

Intervention Procedures

Every intervention session started with the child reading to the caregiver for ten minutes and the administration of the self-perception survey. Next, a trained research assistant taught the caregivers three reading feedback strategies: Sounding-out and Blending, Meaning-Based Comment, and Dividing a Word. Each intervention strategy was taught for five sessions for a total of 15 sessions. All intervention and baseline sessions were audio and visual recorded on Zoom for later analysis.

We used the Teach-Model-Coach-Review (TMCR) model of caregiver training (Roberts et al., 2014) to teach the caregivers the three reading feedback strategies. Each intervention session lasted 45 minutes. The beginning of the plan is the "teach" component, which focused on teaching the caregiver a specific reading strategy as well as the reasoning for using the strategy and the steps for implementing it effectively. The researcher provided caregivers with a handout

for each strategy during the teaching stage. During the “model” phase, the researcher demonstrated how to use the strategy with the child while they read. Once the researcher had sufficiently modeled the strategy, the caregiver took over reading with the child, beginning the “coach” component of TMCR. During this stage, the researcher offered praise and feedback to the caregiver as they implemented the strategy with the child. After 5-10 minutes of the “coach” stage, the researcher began the “review” stage. In the final component of TMCR, the investigator reviewed the strategy and answered any questions the caregiver had about the strategy and its implementation.

The Sounding-Out and Blending strategy taught caregivers to focus on the sounds in words. The process of sounding-out consisted of breaking down a word into each separate sound. Likewise, for blending, the caregivers slowly combined all the sounds that were sounded out previously. For the Meaning-Based Comment strategy, caregivers were instructed to encourage the child to think about the events in the story or the meaning of the sentence. Lastly, the Dividing a Word strategy taught parents to break words down into smaller parts, by either syllables or suffixes and prefixes, in order to make the word easier to read for the child.

Reliability

Two speech-language pathology graduate students who served as the interventionist documented the child's responses to the self-perception survey from the three participants into a spreadsheet during the session. To ensure reliability of the scores, the first researcher watched 15% the recoding of the session and redocumented the child's responses. We did not find any discrepancies; therefore, 100% interrater reliability was reached.

Data Analysis

In order to analyze the data, the participants' scores across the six questions that measured self-perception were averaged. This average of items created an overall self-perception score. The same method was done for the six questions measuring reading attitude. The data was collected and inserted into Microsoft Excel during each baseline and intervention session to represent the child's rating throughout the duration of the study. A line graph was created for each variable (Reading Self-Perception and Reading Attitude). The data points from all the sessions from all three participants are represented on each line graph. Trends in self-perception and reading attitude scores were determined via visual analysis.

The data was visually analyzed using three of Parsonson and Bear's (1978) variables of analysis. These three variables include variability, level, and overlap. Variability is the variation in the data points during baseline and intervention sessions (i.e. "fluctuating" or "steady"). Level refers to the data points within the baseline phase versus the intervention phase. Overlap is intersection of data points between the baseline and intervention phases.

Chapter III

Results

Survey Analysis

Due to this measure being adapted and non-validated, we ran intercorrelations. Inter-item correlations are essential when conducting item analysis of a set of questions, such as the ones used for self-perception and reading attitudes that were on the survey. These correlations look at the extent to which scores of one question are related to the scores of all the other questions in the survey (Piedmont, 1970). The range of correlation coefficients is -1 to $+1$. A correlation value greater than 0 and closer to $+1$ indicates a stronger, positive correlation, meaning that as one variable increases, so does the other one. If a value is less than 0 and closer to -1 , it indicates a negative, inverse relationship. This means that as one variable's value increases, the other variable's value decreases (Turney, 2024).

Item	1	2	3	4	5	6
ICC	.427	.821	.904	.822	-.760	-.924
Item	7	8	9	10	11	12
ICC	.952	.979	.981	.779	-.999	-.855

For the items that measure self-perception, items 2 (How comfortable do you feel when you read?), 3 (How do you feel about how you learn from what you read?), and 4 (How do you feel about reading out loud in front of your [caregiver]?) had strong correlation with the total score and, therefore, seem to be accurately measuring children's self-perception. Item 1 (How do you feel about how you read?) had a very weak correlation overall. Items 5 (How do you feel when you and your [caregiver] read together?) and 6 (How do you feel when your [caregiver] helps you with your reading?) were unique in that they had moderate to very strong negative correlation with the total score. As the overall score of the survey increased, items 5 and 6

decreased, causing an inverse relationship. Participant 5 consistently scored 5s. It should be noted that their caregiver was always present so the child may have felt obligated to say a high ranking even though their overall self-perception scores were low. For the items that measured reading behaviors, item 11 (How do you feel about going to the library?) and 12 (How do you feel about going to a store to buy books?). These items seem to be measuring enjoyment of getting a gift more than enjoyment related to reading.

Although some items were negatively correlated to the total score of each construct, we analyzed this data based on the responses of three children (i.e., small sample size). Therefore, we decided to include all items in the multiple baselines across participant analysis.

Single-Case Design Results

When visually analyzing the data, there was no functional relation between the caregiver reading feedback intervention and children's reading self-perception and reading behaviors. See Figures 1 and 2.

Caregiver-Dyad 3

Self-Perception

We analyzed variability and overlap using visual analysis. Participant 3's self-perception data during the baseline phase declined from the first session to the fifth session (i.e., self-perception rating of 4.17 in session 1, 3.33 in session 3, and then 2.16 in session 5). Additionally, the majority of Participant 3's self-perception data points overlapped between baseline and intervention. There was not an increase in the child's self-perception score from baseline to intervention. The average across baseline sessions was 3.13 and the average of the intervention sessions was 2.74, suggesting that the child's self-perception score from baseline to intervention declined.

Reading Behavior

Participant 3's reading behavior data was steady in the baseline and intervention phases. There were many overlapping data points. There was also a slight decrease in the level of the data points once intervention began. The average across baseline sessions was 3.93 and the average of the intervention sessions was 3.64, suggesting that the child's reading attitude score from baseline to intervention remained the same.

Caregiver-Dyad 4**Self-Perception**

Participant 4 had steady data for self-perception. The average across baseline sessions was 3.23 and the average of the intervention sessions was 3.1, therefore, there was no change in level from baseline to intervention. Due to this steady trend, the majority of data points overlapped between baseline and intervention.

Reading Behavior

Participant 4's reading attitude data were at a higher level than their self-perception, but the level still remained the same as the average of baseline sessions was 3.94 and the average of the intervention sessions was 3.6. There were many overlapping data, however, there was less overlap in the items measuring reading behavior than self-perception.

Caregiver-Dyad 5**Self-Perception**

Participant 5 had the most fluctuating data amongst all participants for self-perception. The level remained the same from baseline to intervention. The average across baseline sessions was 2.97 and the average of the intervention sessions was 3.17, suggesting that the child's reading attitude score from baseline to intervention remained the same. During baseline the

child's score fluctuated between a score of a 3, a 2.5, and a 4. During intervention, the child's scores were steady with some fluctuation halfway through the intervention. Because the participants' data were irregular, there was some overlap of the data points between baseline and intervention.

Reading Behavior

Compared to the self-perception data, participant 5's reading attitude data was steadier. Therefore, the majority of the data overlapped. The average across baseline sessions was 2.59 and the average of the intervention sessions was 2.76, suggesting that the child's reading attitude score from baseline to intervention remained the same.

Chapter IV

Discussion

The purpose of this study was to determine the reading self-perception and the reading attitude of school-age children with below average reading skills while receiving reading feedback from a caregiver during a shared reading activity. The researchers wanted to determine if there was a functional relation between reading self-perception and/or reading attitude and caregiver reading interaction and feedback. The results found that the caregiver reading training, which included reading for 20 minutes with help from their caregiver, did not change their reading self-perception or reading behavior. On average, the child participants rated their self-perception of themselves as readers 3.1 out of 5. Additionally, they rated their attitude towards 3.4 out of 5 on average.

The caregiver training intervention was focused on improving the caregivers use of strategies to support the children's reading accuracy. The caregivers were not given specific instruction to praise the child's success or identify increases in the child's reading ability. Although caregivers praised their children, we hypothesize that this praise was not enough to change the child's reading self-perception. The reading strategies that were taught to the caregiver were based off the Simple View of Reading (Hoover & Gough, 1990), which are made up of components of spoken language, language comprehension, and word recognition. However, a newer reading theory, "The Active View of Reading" (Duke & Cartwright, 2021), includes "Active Self-Regulation" as a component of reading. According to Duke & Cartwright, "Active Self-Regulation" includes motivation and engagement, which they say can impact reading. Our results suggest that strategies specific to addressing children's self-perception could be added to the caregiver reading training. For example, children's self-perception could have

changed if caregivers shared increases in the child's reading ability, like a chart that displayed increases in reading fluency or the number of words read independently.

Limitations

This study's limitations provide opportunities for future research for children who struggle with reading and have a negative view of reading. First, this study is limited by the small sample size of three caregiver-child dyads (one mother-son, one father-one, and one mother-daughter). Future research could include more dyads, including a father-daughter or a non-parent and child. Another limitation was the variability with the ages of the child participants. Ages range from 6 to 10 years old, which raises the question of whether the child's self-perception changes depending on age? Similarly, the personality and determination of each child was different, and therefore, could have affected their self-perception and reading attitude data. Further, the survey was created by the researchers. It is possible that the survey may not have been capturing what we wanted to measure. There were some items that were negatively correlated with the survey total score. Finally, the current study did not report fidelity of the intervention procedures or caregiver data, such as use of reading strategies and child data, such as changes in the number of reading errors.

Conclusion

There was no functional relation found between caregiver reading training that included shared reading activity and children's reading self-perception and reading attitude. This tells us that reading intervention must explicitly target reading self-perception and reading attitude in order to promote positive change amongst children with reading difficulties.

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FIGURES

Figure 1. Graph of self-perception scores

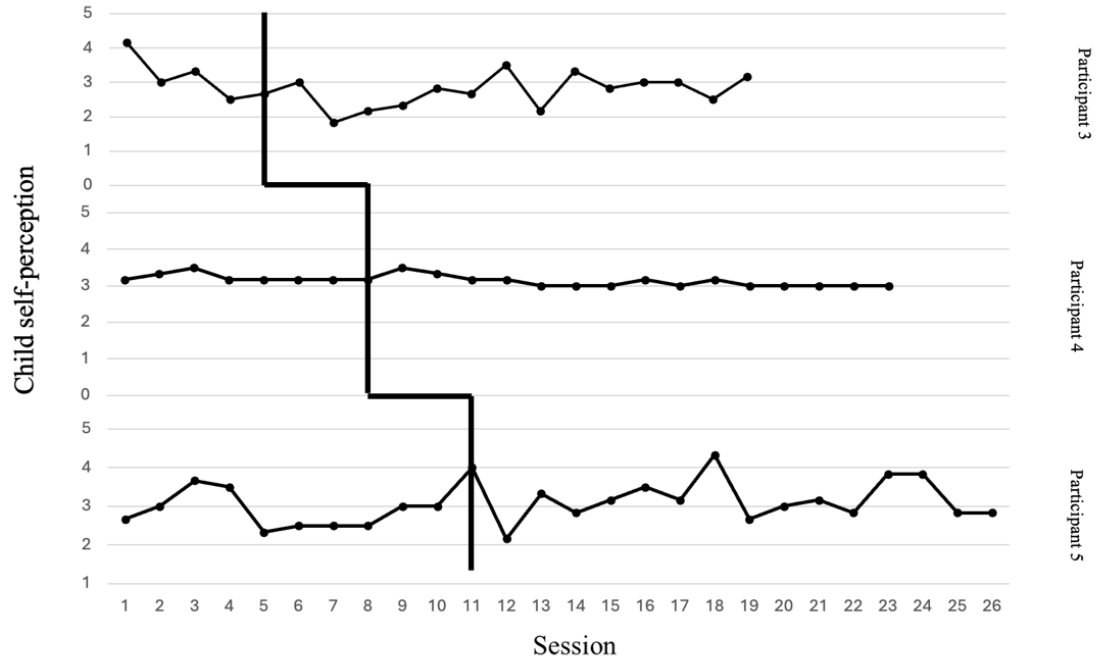
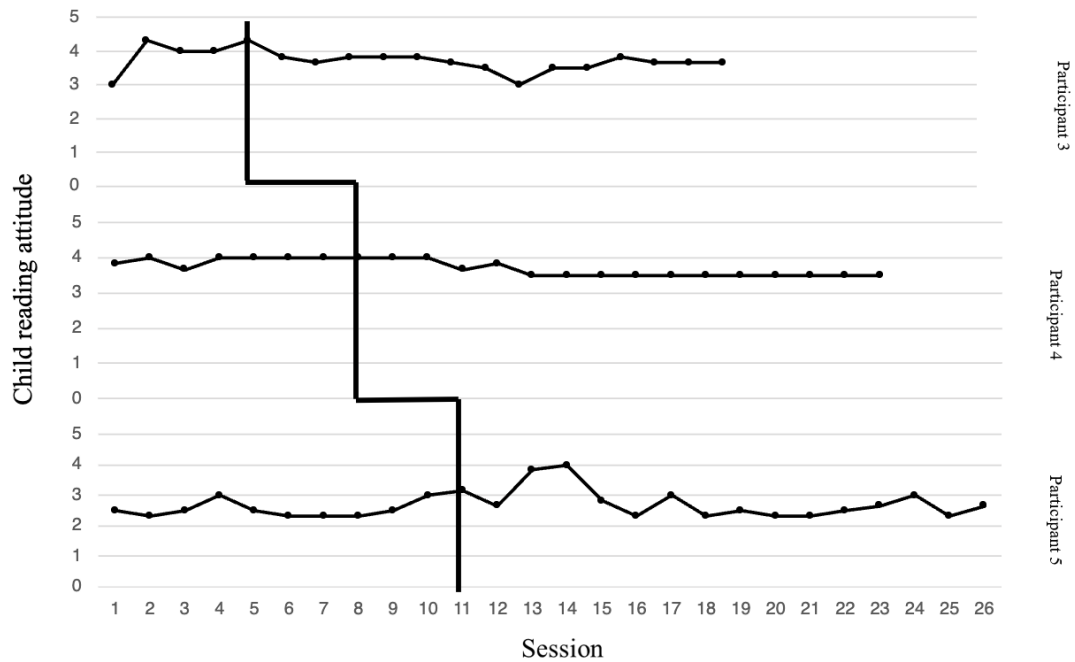


Figure 2. Graph of reading attitude scores



APPENDICES**Appendix A.**Reading self-perception

1. How do you feel about how you read?
2. How comfortable do you feel when you read?
3. How do you feel about how you learn from what you read?
4. How do you feel about reading out loud in front of your [caregiver]?
5. How do you feel when you and your [caregiver] read together?
6. How do you feel when your [caregiver] helps you with your reading?

Reading attitude

7. How do you feel about reading?
8. How do you feel about getting a book as a present?
9. How do you feel about spending free time reading?
10. How do you feel about reading instead of playing?
11. How do you feel about going to the library?
12. How do you feel about going to a store to buy books?

Appendix B.**1****2****3****4****5**