



**The Effects of Using
Spanish-Speaking Staff
on the Language and Literacy
Development of
Spanish-Speaking Children**



Purpose of Study

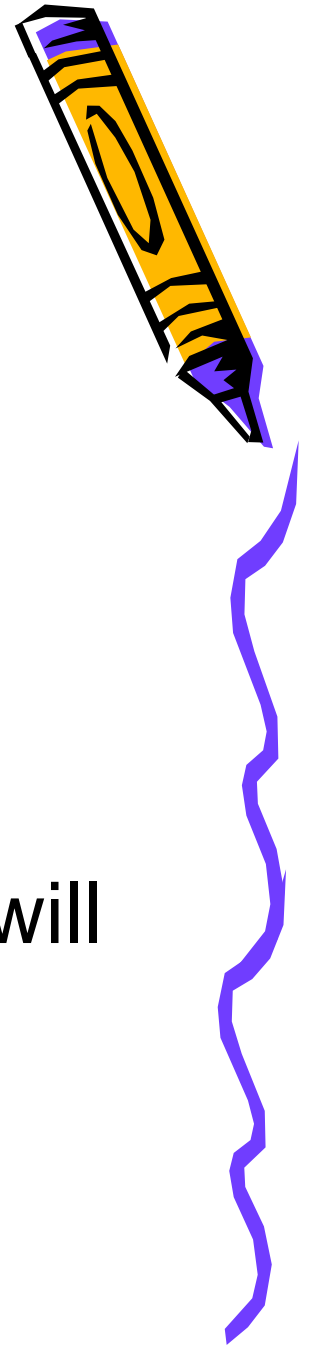
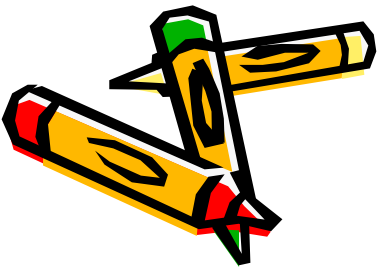
- To examine the short-term effects of vocabulary and early literacy development in Spanish-speaking 4 and 5 year olds participating in the Head Start Home Visiting Program.
- To measure effects of using a child's native language on adult-child interaction that is linked to early literacy development during story book reading.



Methods

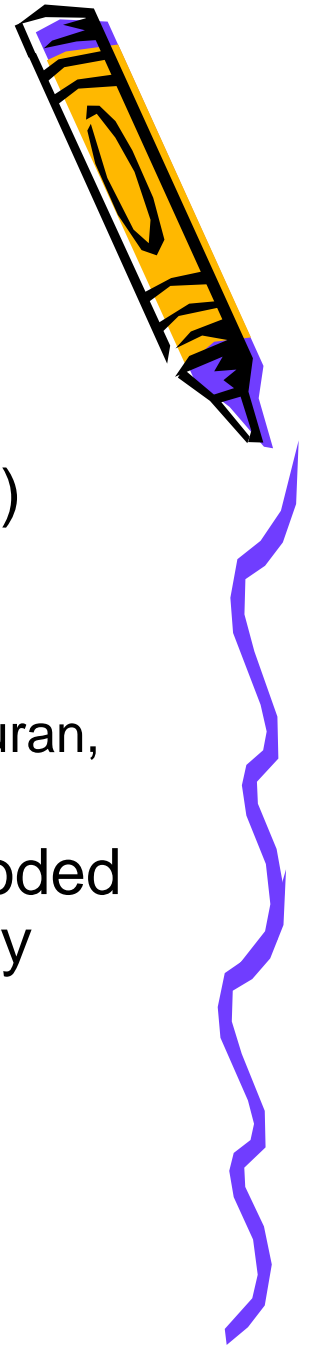
- Shared story book reading with predetermined vocabulary
- 3 conditions: English, Spanish, Parent-child in Spanish

Data collection began in January and will continue until May 18th



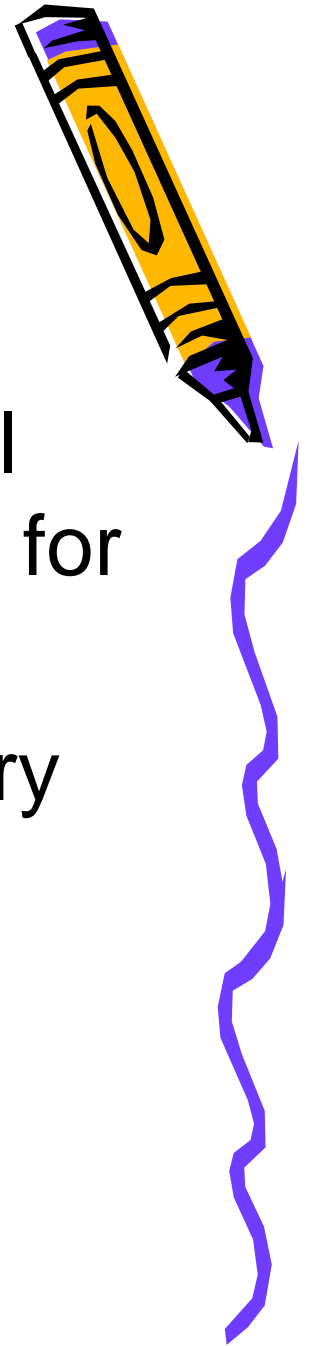
Data Collected

- Individual Growth and Development Indicators: Picture Naming, Rhyming and Alliteration (IGDIs) (McConnell, Priest, Davis, & McEvoy, 2002)
- Phonological Awareness Task (Tabors et al., 2004)
- Curriculum-Based Vocabulary Probe (CBVP) (Duran, 2007)
- Video clips of each storybook reading session coded with the Adult-Child Interactive Reading Inventory (ACIRI, De Bruin-Parecki, 2006)

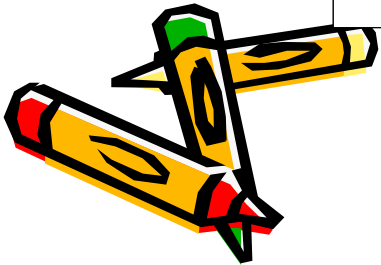
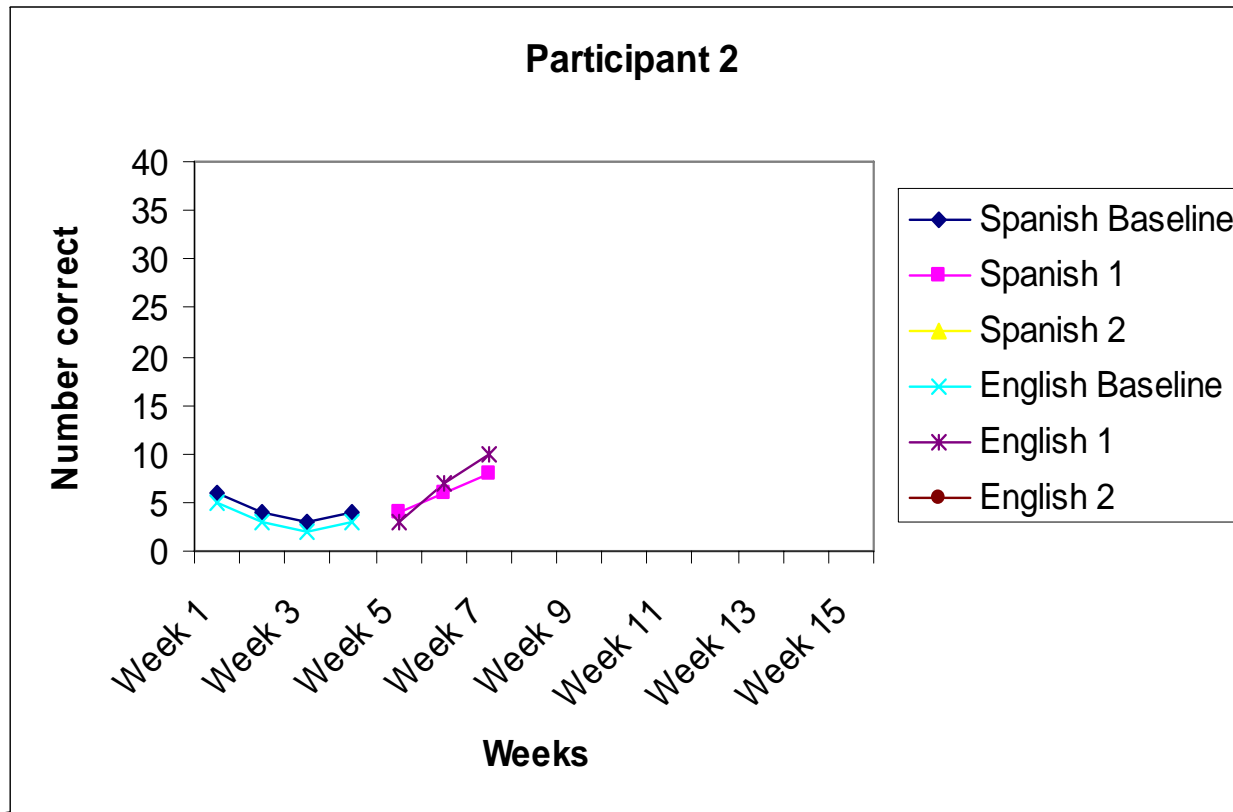
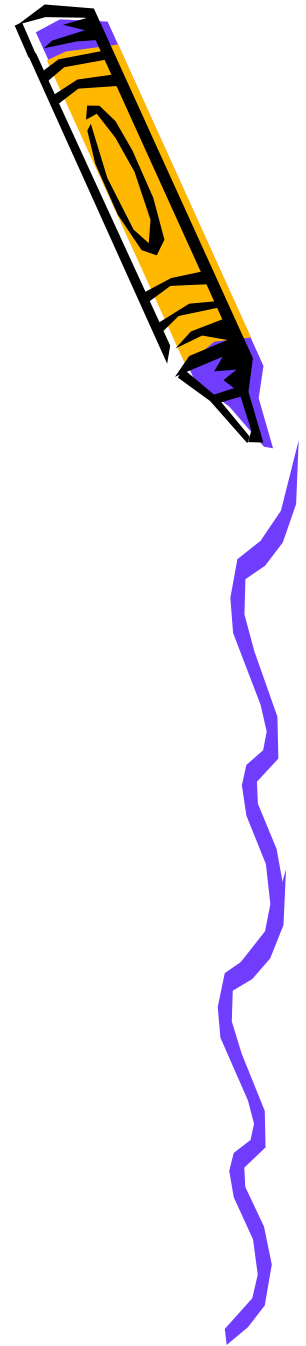


Preliminary Summary of Data

- Growth on measures of phonological awareness and vocabulary is limited for all participants
- The following is a graph of vocabulary development as measured by the CBVP of one student



Tracking Data



Observational Data

Adult-Child Interactive Reading Inventory

- Scores are similar between English and Spanish conditions
- However, we are noticing more quality interaction between adults and child during Spanish language reading



English Language Reading

- Notice how teacher cannot respond appropriately to comments made by child
- Parent needed to prompt response in Spanish
- Once prompted in Spanish child could respond with a full sentence to question



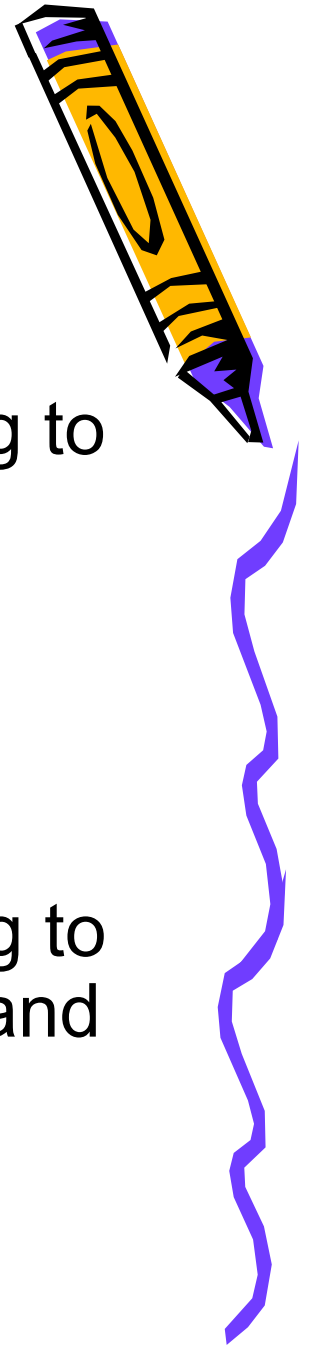
Spanish Language Reading

- Notice how child can respond to questions asked
- Can respond with novel sentences expressing his own ideas
- Teacher can respond appropriately building on his comments using “elaboration” an interactive reading strategy known to improve literacy outcomes



Conclusions

- There is preliminary evidence that reading to a child in their native language better supports interactive behaviors associated with improved literacy outcomes
- Given these preliminary findings, further research should be done using a child's native language during story book reading to further measure the effects on language and literacy outcomes.



Further Analysis

- An observational coding system will be developed to capture more of the subtleties of the language interaction during the Spanish and English condition to document behaviors associated with quality interactive storybook reading

