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Submitter Information

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Abstract Information

Abstract Title:

Does storybook reading increase the vocabulary skills of at risk preschool students?

Format:

Poster

Themes:

early childhood literacy

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Abstract:

The Head Start Impact study (2005) reported that children participating in Head Start Preschool programs made gains in areas of language/literacy compared to children who did not participate in the programs. However, many children from low-income families continue to enter kindergarten significantly behind their more advantaged peers in terms of readiness for school. One intervention that has been supported in the literature is storybook reading (Walsh, 2008; Scarborough & Dobrich, 1994; Bus, Ijzendoorn, & Pellegrini, 1995). The purpose of this paper is to report the results of a systematic review of the effect of shared storybook reading on the vocabulary development of at risk preschoolers. Inclusion Criteria Design: Only studies that utilize an RCT or quasi-experimental design with a statistical or matching comparison at the pre-treatment stage will be included in this review. Participants: -- preschool-aged children between 2;0-5;11 (or the international equivalent) who have not begun formal elementary instruction -- at risk for later reading difficulties (e.g., low SES or maternal education, English language learners, minority, rural, late talkers. Studies will be excluded if the participants present with a recognized social, emotional, sensory, behavioral, or cognitive deficit or disability (e.g., mental retardation, deafness, autism). Intervention: Only studies that employ a storybook reading intervention will be included. Outcome: Studies must report a quantitative vocabulary measure post-intervention using either standardized or non-standardized measures. Data Extraction: Full-text will be retrieved for all studies that meet all of the inclusion criteria and will be coded by two reviewers. Analysis & Synthesis We will calculate all effect sizes using Hedge's g. Within Study Synthesis Some of the studies may report multiple outcome comparisons. We will calculate an individual effect size for each comparison in the study and aggregate all effect sizes in that study to obtain a global measure of treatment effect for that particular study. Across Study Synthesis We will conduct heterogeneity analysis and sensitivity analysis. We will conduct an assessment of publication bias using unpublished vs. published categorization using a funnel plot as a visual representation of potential publication bias. Post Hoc Subgroup and Moderator Analyses We will examine a limited number of these subgroup comparisons. These analyses may include: 1. Efficacy vs. Effectiveness studies 2. Intention to Treat vs. Active Treatment only 3. Age of Participant 4. Length of Treatment. Principles and findings from this review may have application across countries, cultures, and socioeconomic groups.
