

Propositions accompanying the dissertation:

EFFECTS OF FAMILY LITERACY PROGRAMS

The role of implementation quality

- 1. In family literacy programs, opening the black box of implementation quality can be like opening Pandora's Box (this dissertation).
- 2. Implementation quality of family literacy programs is promoted by attention to the 'fit' between the host-setting (schools and teachers for example), the program, and participating parents (this dissertation).
- 3. 'Prompting boards' are promising activities for early literacy interventions because they stimulate highly abstract parent-child discussions (this dissertation).
- 4. Stimulating higher level parent-child interactions during prompting board activities is more beneficial for children's literacy development than stimulating such interactions during shared reading (this dissertation).
- 5. A highly diverse target group of parents makes it impossible for a single trainer to provide adequate, differentiated support during delivery of a family literacy program (this dissertation).
- 6. Research should focus on the role of families' home languages in family literacy programs and how these can be used to improve implementation quality and program effects.
- 7. Improving the fit between a program and target group requires involving members of the target group in program development.
- 8. To improve efficiency in scientific research, scholars from various fields could share samples for intervention studies by making the control-group the experimental group of another study and vice versa.
- 9. "What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child." (George Bernard Shaw)
- 10. "The teacher who is indeed wise does not bid you to enter the house of wisdom but rather leads you to the threshold of your mind." (Kahlil Gibran)
- 11. The frequency of reading to a three months old baby is highly predictive of the quality of interaction when reading to a nine-month-old.