

ABSTRACT

Title of Document: A BOOK READING WORKSHOP IN A TRANSITIONAL HOME: PARENTAL EXPERIENCES, SELF-EFFICACY, AND PRACTICES WHEN TAUGHT CODES OF THE CULTURE OF POWER

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In this case study, I explored parents' experiences, self-efficacy, and practices in supporting their children as readers. These factors were explored while parents who were homeless attended a book-reading workshop in a transitional home, in which the primary focus was mainstream book-reading practices, which I refer to as "codes." To examine parental experiences, self-efficacy, and practices, I collected data over a ten week period of time, through interviews, observations of workshop sessions, focus groups, unscheduled meetings, and a post-workshop survey. Participants included five parents and their nine children. For additional data, I also interviewed and held a focus group for staff members who worked closely with the participating families after the workshop had concluded.

In examining parental experiences, I found that relationships and interactions, including those with the workshop implementer/researcher, other parents, and children were crucial in contributing to a positive experience. Additionally, parents and children were enthusiastic during the workshop about reading and about new vocabulary. However, parents also encountered many challenges in supporting their children as readers, which contributed negatively to experiences. In regard to parental self-efficacy, parents demonstrated their self-efficacy through reporting their own or their children's reading skills, their comfort level in reading with their children, their current practices, and their knowledge of supportive practices. Parents also strengthened their self-efficacy through positive feedback from their children, each other, and the researcher/implementer. Negative factors toward self-efficacy included a perceived lack of reading skills and a lack of time and energy. In regard to practices, parents already valued mainstream reading "codes" and were open to learning more about mainstream practices. Social, school-related, and economic factors were also found to influence parental experiences, self-efficacy, and practices. Context was found to greatly influence power dynamics as well as self-efficacy.

Implications for practice and research include a continued focus on building relationships between parents and educators, a continued focus on self-efficacy and agency, a focus on the role of siblings, and a need to continue programs that instruct mainstream "codes," while also highlighting and building on parents' current supportive practices.

A BOOK READING WORKSHOP IN A TRANSITIONAL HOME: PARENTAL
EXPERIENCES, SELF-EFFICACY, AND PRACTICES WHEN TAUGHT CODES OF
THE CULTURE OF POWER

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CHAPTER ONE: INTRODUCTION AND STATEMENT OF PURPOSE

This study explores parents' experiences in supporting their children as readers, while participating in a book-reading workshop in a transitional home. This study also focuses on parental self-efficacy and supportive practices while parents participate in a book-reading workshop. I examine parents' experiences, self-efficacy, and practices throughout the book-reading workshops through the lens of social cognitive theory (Bandura, 1986, 2006) combined with Delpit's (2006) theory of the culture of power. This chapter first begins with the rationale and motivation for this study. It then describes the theoretical background that frames this study. Next, research questions are listed, and finally, I explain possible contributions of this study to the field of literacy education.

Motivation and Rationale for the Study

My study is motivated firstly by my experiences as an educator in teaching children from low-income backgrounds, specifically in working with Kindergarten through fifth-grade students. Through my experiences, I found that many parents appeared disconnected from their children's schooling and reading, while others wanted to be involved but were not sure of what to do to support their children. I had limited contact with parents, and I often became frustrated with what I perceived to be a lack of support. After I left the public school system, I often reflected upon these parents and families, especially those that appeared disconnected, and regretted not doing more to build a bridge between school and home. Additionally, in recently working with programs that support families who are currently homeless, I wanted to explore these parents' experiences in school with their children and what could be done to provide more support to these families.

I became interested in family literacy and parent involvement because of my experiences, which led me to explore literature related to these topics. This literature then helped to fuel this study. Specifically, my study is motivated by the literature that explores family differences in language and literacy practices as well as the effects of these differences in children's literacy success in school. Further, my study is motivated by the achievement gap between students from various backgrounds, particular those of low socioeconomic status and those in homeless families. Additionally, as educators and researchers highly recommend that parents frequently read with their children, I also build my study on the literature that highlights effective parent-child book-reading behaviors, as well as parental self-efficacy for supporting their children through this means. I articulate each of these components below in describing my rationale for this study.

Mainstream and Nonmainstream: Family Differences in Language and Literacy Practices

Home language and literacy practices have important influence on students' school success (e.g., Heath, 1983; Lareau, 2003; Purcell-Gates, 1995). Children from families who value and consistently use language and print in ways that prepare children for school tend to have an advantage over children from families who do not. For example, Heath (1983) demonstrated that parents with children who were the most successful in school asked questions and negotiated meaning with their children purposefully to build children's knowledge. Further, children were treated as conversation partners with their parents at a young age, while in families that did not have as much school success, children were taught not to interrupt the adults. Children who were successful in school were also surrounded by books, print, and talk about print

as an integral part of their lives. On the other hand, children who were not as successful came from families and communities that valued more social interaction over being isolated with a book, or that saw reading as something they “should” do, but rarely had time to do. I refer to the home practices that prepare children for traditional schooling as “mainstream” practices and refer to other home literacy practices as “nonmainstream.”

Families that do not include these mainstream, traditional practices at home oftentimes have rich and valuable language and literacy practices (e.g., Heath, 1983; Sonnenschein, Brody, & Munsterman, 1996; Taylor & Dorsey-Gaines, 1988), including rich oral traditions, creative writing, and the use of print for daily living and social interaction. However, these nonmainstream practices may not necessarily prepare students as well for the traditional school literacy environment. This mismatch between home and school practices can then present a number of misunderstandings and miscommunications between teachers and parents. Teachers may believe that families are unsupportive, unresponsive, or indifferent to their children’s education (Greene & Long, 2011; Lazar, 2004) or even view parents and families as the “villains” in their children’s education (Edwards, McMillon, & Turner, 2010). On the other hand, parents may believe that teachers are unclear and inconsistent with their recommendations or even disrespectful to them and their families (Dudley-Marling, 2009). This dynamic may impede children’s reading growth and their education. This literature provides great motivation for making a more concerted effort to show parents specific strategies they can use with their children at home.

Homeless and At-Risk Families

Children from low-income families also tend to be less successful in school than their middle-income and upper-income peers. Hart and Risley (2003) showed the differences in vocabulary and language growth between children in professional families, working-class families, and families on welfare. By observing and recording language interactions for 2.5 years in 42 families, Hart and Risley estimated that over the first four years in a child's life, a child from a family on welfare accumulates experience with approximately 13 million spoken words, while a child from a professional family accumulates experience with approximately 45 million spoken words, creating a great disadvantage for children of poverty as they enter school. Standardized test data also exemplifies these achievement gaps between families of varying socioeconomic statuses (National Center for Education Statistics, 2011).

Homeless families are also among those families of low socioeconomic status. Someone who is homeless is defined as an individual who "lack[s] a fixed, regular and adequate nighttime residence" (McKinney-Vento Homeless Assistance Act, 2000). The U.S. Department of Housing and Urban Development (2010) reported approximately 1.56 million people who used emergency shelters or transitional housing from October 2008 to September 2009. About one-third of these 1.56 million were members of families with children. Additionally, three out of every five people in these homeless families were children. According to the National Center on Family Homelessness (2011), 1.6 million children are homeless (living in a shelter or living with no home) within the course of a year. Therefore, it is important to pay attention to the effects of homelessness on children and families, including emotional instability, poor health care, excessive stress, limited education of parents, environmental hazards, and poor

educational outcomes for children (e.g., Buckner, Bassuk, Weinreb, & Brooks, 1999; Masten, Miliotis, Graham-Bermann, Ramirez, and Neemann, 1993; Nunez, 2004). Zima, Wells, and Freeman (1994) found that a majority of children living Los Angeles County shelters suffered from depression, a behavioral problem, or severe academic delays.

However, parent behaviors can influence children of poverty or homelessness. Children who are homeless and who have also experienced positive parenting, including emotional support, parental warmth, and involvement in school can have greater academic success (Herbers, Cutuli, Lafavor, Vrieze, & Leibel, 2011; Miliotis, Sesma, & Masten, 1999). Moreover, parents and families from similar socioeconomic backgrounds have varying reading practices. Burgess, Hecht, and Lonigan (2002) argued that reading development may not depend on generalized parent behaviors within a particular socioeconomic status, but instead may depend on specific, varied behaviors that parents do in their home literacy environments. These behaviors may look quite different between two families of similar economic backgrounds. Yet Burgess et al. explained that these behaviors do matter, as many active reading behaviors, such as those involving reading with their children, were significantly correlated with higher reading development.

Importance of Parent-Child Reading and Parental Self-Efficacy

Prominent educators have emphasized the importance of supporting children's literacy development at home for over a century (Huey, 2009). One of the most highly recommended practices to support students' reading growth is parents reading with their children at home (National Association for the Education of Young Children, 1998; Snow, Burns, & Griffin, 1998). This practice has contributed to literacy development

and school success (Senechal & LeFevre, 2002; Snow, Burns, & Griffin, 1998).

However, reading at home does not look the same for each family, in terms of frequency, types of reading behaviors, and affective qualities of reading behaviors. These differences matter in terms of school preparation and success (e.g., Baker, Mackler, Sonnenschein, & Serpell, 2001; Ninio, 1980; Sonnenschein & Munsterman, 2002).

Researchers can often find patterns of general literacy and language practices of parents in a community. However, particular parents or families, regardless of their background and living situation, may have language and literacy practices that are more aligned with mainstream parent reading behaviors. Teaching these mainstream reading behaviors to at-risk parents and families, so they are made fully aware of the practices that can help their children achieve literacy success, is important. However, educators must also be cautious of teaching these codes with a “transmission” approach (Auerbach, 1995), in which educators directly transfer school-like tasks to parents who are expected to transfer these skills to their children. Instead, parents should be able to try strategies, discuss and be critical of them with other parents, and articulate their own ideas.

Parents’ motivation to be involved in their children’s literacy development is affected by how confident they are that they can successfully support their children. Bandura (1986, 1993) and Hoover-Dempsey and Sandler (1997) both discussed the important role that this confidence, or parental self-efficacy can play. I define parental self-efficacy of supportive reading behaviors as parents’ beliefs that they have the “ability to help improve their children’s reading achievement,” which is based on the work of Lynch (2002, p. 55). I use Lynch’s definition as she specifically applies parental self-efficacy to supportive reading practices. In my conceptualization of self-efficacy, I

believe that self-efficacy has an influence on the way that “people feel, think, motivate themselves, and behave” (Bandura, 1993, p. 118). In this conceptualization, high or low self-efficacy can have a great impact on the motivation that parents have for supporting their children’s reading development as well as the actions they take. Therefore, I hypothesize that parents’ self-efficacy beliefs in supporting their children’s reading may have an impact on their supportive reading practices.

Theoretical Framework: Social Cognitive Theory and the Culture of Power

In this study, social cognitive theory (Bandura, 1986, 2006) is combined with Delpit’s (2006) theory of the culture of power. Social cognitive theory explains how self-efficacy directly affects agency, or the actions that an individual takes. Theoretically, with increased parental self-efficacy for supportive reading behaviors, parents are more likely to engage in these supportive behaviors with their children.

Delpit’s (2006) theory of the culture of power is included a) as a major influence for conducting this study and b) as a way to analyze the power dynamics within the study. Delpit’s original theory describes the importance of explicitly teaching “codes” of school, primarily in regard to low-income, African American children. For example, she discussed the importance of explicitly teaching and discussing the use of Standard English with students and its role in being successful in mainstream society. Delpit spoke of how to give students the codes to gain power in society, but also how to challenge these codes and see the value of their own home language practices.

I built on Delpit’s description of codes of power in building the rationale for this study, and applied it to planning for a workshop for parents in a transitional home. In using her rationale, I emphasized explicitly instructing mainstream practices in order for

parents to add to their knowledge base, increase their self-efficacy, and make informed decisions about their reading practices. In an earlier study, parents also reported wanting to know specific things they could do at home to support their children, especially if they felt that their children's schools were not doing enough to support them (Crassas, Turner, & Codling, 2011). This finding further supported my decision to focus the book-reading workshop on mainstream codes.

Delpit's theory of the culture of power also assisted me in critically examining the power dynamics present within the context of the book-reading workshop. Delpit discussed the influence of mainstream society on schools and classrooms and the power held over children in these classrooms. I broadened her theory to discuss the power dynamics present as parents support their children in school and reading success.

In using social cognitive theory, I focus on the factors of agency and self-efficacy. Bandura (2006) articulated that "to be an agent is to influence intentionally one's functioning and life circumstances" (p. 164). Individuals are not passive, but active members in contributing to their circumstances. In individuals' actions (and inactions), their decisions are influenced by additional factors that contribute to agency in social cognitive theory. These factors include knowledge, self-referent thought, and self-efficacy. Knowledge does not directly influence agency. Instead, this knowledge is mediated by self-referent thought, and through this reflection, contributes to self-efficacy. Self-efficacy, which is a primary mechanism of agency, then affects what an individual chooses to do (See Figure 1.1). For example, if a parent learns of the importance of book-reading with her child, simply gaining this knowledge does not mean that she will necessarily start this practice. This particular parent may reflect on this knowledge and

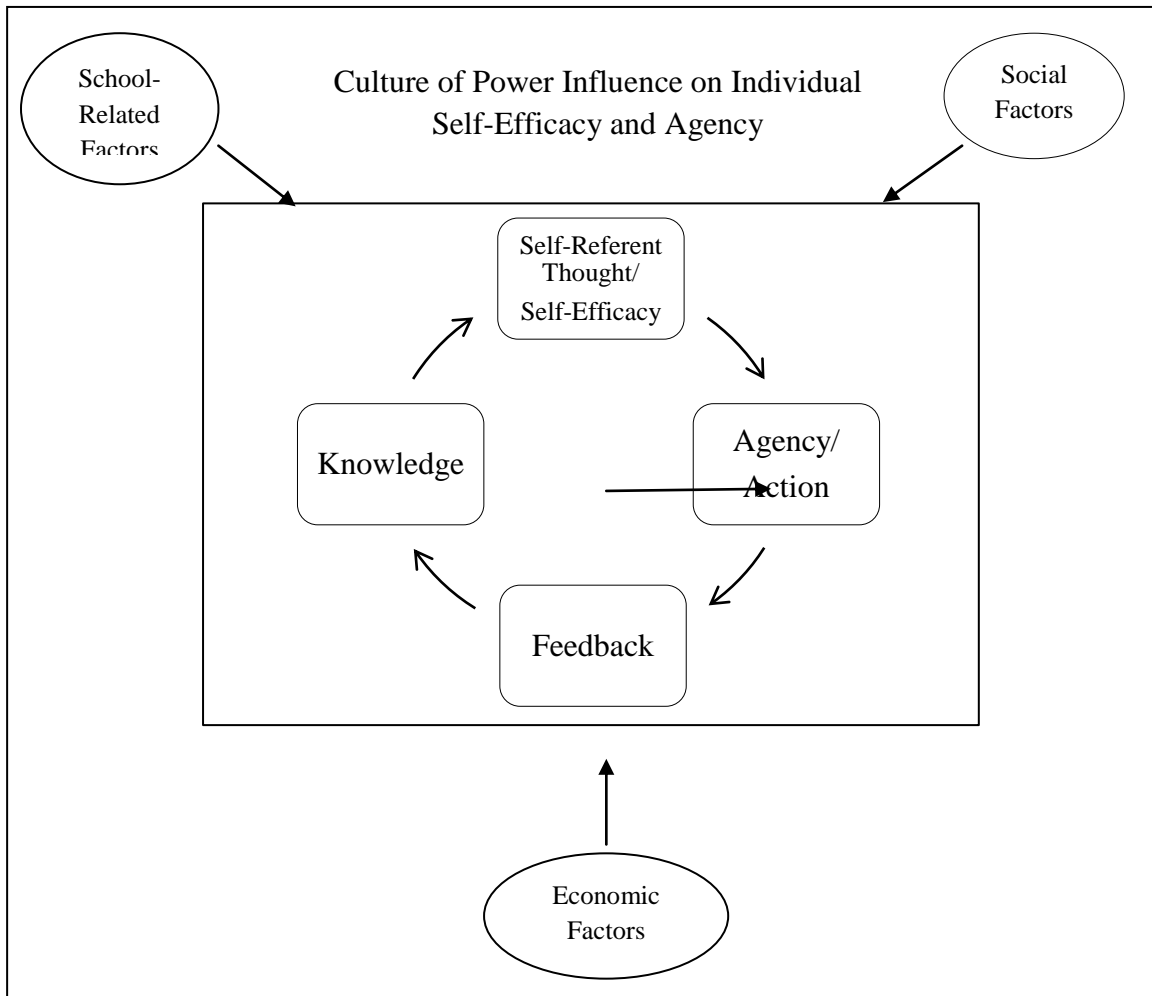
decide that she does not have the reading skills or resources to read to her child. This negative self-efficacy belief then contributes to the parent deciding not to support her child's reading development.

The factors and mechanisms of agency do not happen within a vacuum; instead, they occur with other individuals within a social system. Bandura (2006) stated, "Social systems are the product of human activity, and social systems, in turn, help to organize, guide, and regulate human affairs" (2006, p. 165). Thus, the feedback that an individual receives within social, school-related, and economic contexts influences and contributes to knowledge, self-efficacy, and agency (See Figure 1.1). A parent may know of the recommendation to read with her child, yet that parent may have received messages from her own schooling that she was not a good reader or a good student, which may contribute to her lack of action. Additionally, along with the messages from those in power at school, this parent may receive messages in other social contexts that she is not equipped to provide her child with the "right" support. This parent may hear other individuals speak in more formal English, while she speaks in a dialect. Additionally, this mother may receive messages that she is inadequate by not obtaining a middle-class job or by being unable to provide her child with the resources or opportunities that she feels are needed to be successful. Thus, power dynamics are enacted within the school-related, social, and economic factors that influence self-efficacy and agency (Delpit, 2006).

In combining both the ideas of Bandura (2006) and Delpit (2006), I acknowledge the influence that self-efficacy has on agency, while also framing these psychological constructs with the surrounding power dynamics that parents are exposed to. The

theoretical framework shows, as Bandura explained, that the influence of knowledge, feedback, self-efficacy, and agency on each other does not happen within a vacuum, but within a complex social system. Through the use of Delpit's theory, I actively think about the power dynamics within this social system and how they have an impact on the self-efficacy and agency of parents.

Figure 1.1
Social Cognitive Theory Combined with the Culture of Power



Social Cognitive Theory: Parental Agency and Self-Efficacy in Book-Reading

Bandura (1986) explained social cognitive theory as follows:

In the social cognitive view people are neither driven by inner forces nor automatically shaped and controlled by external stimuli. Rather, human functioning is explained in terms of a model of triadic reciprocity in which behavior, cognitive and other personal factors, and environmental events all operate as interacting determinants of each other. (p. 18)

In this view, the environmental and personal contexts as well as cognitive thought all are influenced by each other. Within this web of interactions, Bandura emphasized the importance of agency. In understanding parental agency, one must look at the construct of self-efficacy. Bandura (1993) discussed self-efficacy as “people’s beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives” (p. 118), and he described self-efficacy as one of the major mechanisms of agency:

Among the mechanisms of human agency, none is more central or pervasive than belief of personal efficacy. Unless people believe they can produce desired effects by their actions, they have little incentive to act, or to persevere in the face of difficulties. Whatever other factors serve as guides and motivators, they are rooted in the core belief that one has the power to effect changes by one’s actions (Bandura, 2006, p. 170).

These self-efficacy beliefs can be gained from various sources (Bandura, 1977). For example, a parent may develop low self-efficacy for supporting her child’s reading by questioning why her child does not wish to read while others’ children are more willing to read and reading more advanced texts. This parent may wonder what she is

doing wrong and may also feel anxious about supporting her child. Self-efficacy can also be shaped by one's attributions of success and failure (Bandura, 1993). If a parent struggles to interest his child in reading, he may believe that this failure is due to a lack of inherent ability, which contributes to low self-efficacy. However, another parent who struggles to interest his child in reading may believe this failure is due to a lack of effort rather than ability, which contributes to high self-efficacy. Nonetheless, those parents with low self-efficacy have little desire to embark upon supportive reading tasks with their children.

This lack of desire then leads to task avoidance, which may be the case with parents who are unsure how to go about supporting their children's reading development. Those with low self-efficacy are also more likely to dwell on their weaknesses, give up in difficult situations, focus on the problems they will encounter rather than how to successfully overcome these problems, and look at their failures as a reflection of their poor capabilities (Bandura, 1995). Parents who have low self-efficacy beliefs for reading with their children can become frustrated with their children's inattention or lack of desire to read a book with them, and may then leave that practice to their children's teachers. Parents with low self-efficacy also have limited views of the way that tasks may be accomplished (Pajares, 1996). On the other hand, those with high self-efficacy approach difficult tasks as challenges, increase their efforts during challenging situations, and attribute their failures to "insufficient effort or to deficient knowledge and skills that are acquirable" (Bandura, 1995, p. 11). If a child has little desire to read, a parent with high-self efficacy may increase efforts to find materials that will interest the child and engage in a routine in which the child begins to appreciate and enjoy reading. Those with

high self-efficacy believe that they have control over the environment around them and tasks within their environment.

Social Cognitive Theory: Parent Knowledge of Book-Reading Practices

In order to have high parental self-efficacy of mainstream supportive literacy practices, parents must also have sufficient knowledge of supportive literacy practices. In social cognitive theory “self-referent thought mediates the relationship between knowledge and action” (Bandura, 1986, p. 390). Through this self-reflection, individuals form their self-efficacy beliefs. Knowledge does not predict performance by itself, as self-efficacy through reflection affects performance as well. (Bandura, 1986; Pajares, 1996). However, knowledge of helpful literacy practices is an important factor in the equation. For that reason, I also highlight parent knowledge and use of supportive reading practices in conjunction with parent book-reading practices supported by research.

Though parent knowledge of supportive literacy practices is a key component in parental self-efficacy and parental agency, this knowledge is also socially constructed. A mother may support a child’s literacy development in the way it is used in his or her home (e.g., rich, personal communication; use of functional print; use of environmental print). This mother also makes sure that her child is prepared for school with the materials that she needs and that she is well-behaved in school. However, a teacher may not view that support as being beneficial to a student’s literacy development in relation to the literacy skills a child needs to be successful in school. While the mother believes that she has high knowledge of supportive literacy behaviors, the teacher may believe that the mother’s knowledge and practice is insufficient to help her child. The inconsistency

between parent and teacher knowledge can then lead to destructive feedback. Delpit (2006) proposed a possible solution to these negative interactions and influences through explicit instruction of mainstream “codes” of school.

Influence of the Culture of Power

Delpit (2006) explained that types of powers exist within a classroom in her theory of the culture of power. These powers include:

...the power of the teacher over the students; the power of the publishers of textbooks and of the developers of the curriculum to determine the view of the world presented; the power of the state in enforcing compulsory schooling; and the power of an individual or group to determine another’s intelligence or “normalcy.” Finally, if schooling prepares people for jobs, and the kind of job a person has determines his or her economic status and therefore, power, then schooling is intimately related to that power (p. 24-25).

Compton-Lilly and Greene (2011) confirmed this view as well, specifically in regard to literacy practices. They explained, “Power operates as children’s past literacy practices and life experiences are either recognized or dismissed as they enter school and commence formal literacy instruction” (p. 5). Through this recognition or dismissal of children’s literacy practices and expertise, perhaps unknowingly, educators can grant or deny children power as they progress through school.

Gee (1989) also acknowledged this power in his discussion of Discourse theory. Gee described Discourse as “a sort of ‘identity kit’ which comes complete with the appropriate costume and instructions on how to act, talk, and often write so as to take on a particular role that others will recognize” (p. 7). Gee explained that within these

Discourses, there are Discourses connected to school practices, and “these ‘middle-class mainstream’ sorts of Discourses often carry with them power and prestige” (p. 11). He also claimed that it is extremely challenging for those outside of this mainstream Discourse to fully acquire the Discourse when they are exposed to it much later in life, though Delpit (1992) argued that this type of view may be dangerous and deterministic, implying that individuals are “locked hopelessly into a lower-class status” (p. 298). Yet, Gee and Delpit both proposed similar solutions: acknowledgment of these powers and explicit instruction of the strategies that allow students access to these powers.

While Delpit (2006) and Gee (1989) focused on the way students are affected by these various powers, students’ parents are also affected by these powers. Parents often rely on the school system to tell them where their child stands in terms of “normalcy,” intelligence, and achievement, and this feedback may impact parents’ self-efficacy and agency in supporting their children. Additionally, as Delpit points out, schools’ preparation and assessment of their children can have a great impact on the sort of job and economic status their children will have. Delpit’s theory of the culture of power was influential in conducting this series of book-reading workshops as well as this study, as it emphasizes the importance of showing those outside of the culture of power the “codes” that prove successful in mainstream schools.

Literacy Practices within the Culture of Power

Delpit (2006) primarily referred to African American children of lower socioeconomic statuses in the explanation of her theory. For this study, I also focus on those of lower socioeconomic status, as my participants will be clients at a transitional home. However, I expand the lens to include parents as well as children who are of

African American descent as well as other ethnicities. I then focus on teaching mainstream literacy practices, or “codes,” to these families. I use the terms mainstream literacy practices and codes interchangeably. Children who regularly experience mainstream literacy practices are prepared at home to see reading as entertainment, negotiate meaning in books and other texts, and talk regularly to discuss the content of books and other texts. These children may also be developing their language and vocabulary to be successful in school, giving them an advantage over students not prepared in the same way (Hart & Risley, 2003). On the other hand, parents and children who do not participate in mainstream practices may see reading as a set of skills to be learned and use reading for functional purposes, such as communication and accomplishing daily tasks. They may also use oral and written text in creative and original ways, but not in ways that adhere to the Standard English found in school texts (Heath, 1983). Therefore, when I refer to nonmainstream parents and children in my study, the definition is two-fold: 1) parents and children who typically do not use mainstream literacy practices at home (e.g., seeing reading as entertainment, negotiating meaning in books and other texts, discussing texts regularly), 2) parents and children who are of lower socioeconomic status and subsequently outside the culture of power, which often includes parents who have limited education.

With these different practices at home, students enter school with different amounts of knowledge about language and print and varying reading levels. Delpit (2006) acknowledged these differences and emphasized the importance of explicitly teaching mainstream “codes” to students outside of the mainstream culture, or culture of power. In my study, I expand Delpit’s strategy to teach mainstream practices to parents

outside of the mainstream culture. I use Delpit's theory as rationale for teaching parents specific behaviors while reading with their children, and I examine parents' experiences, self-efficacy, and agency when using this method.

Parental Self-Efficacy Linked to the Culture of Power

One must think about reasons for parent involvement in education in considering the link between parental self-efficacy, supportive reading practices, and the culture of power. Hoover-Dempsey and Sandler (1997) hypothesized that there are three major reasons for parents becoming involved in their children's education, two of which may be important to self-efficacy. The first hypothesized reason related to self-efficacy is parents' construction of their role (e.g., Do parents feel that it is their job to be a major part of their children's education?). The second reason is their own self-efficacy in helping their children become successful in school (e.g., Do they feel that they are able to make a positive impact on their children's education?). Hoover-Dempsey, Bassler, and Brissie (1992) also discussed the possibility that parents with higher self-efficacy are more likely to believe that their efforts are beneficial, which may then lead to stronger efforts.

Being a member or nonmember of the culture of power may directly play into having low or high self-efficacy about one's ability to support children's school reading. For those parents who are in the culture of power or aware of behaviors to support their children, they may have high self-efficacy, which leads to high parent involvement. For those parents outside of the culture of power or unaware of supportive reading behaviors, they may have low self-efficacy in their beliefs that they are able to successfully support their children, which may lead to low parent involvement.

Application of Model and Purpose of Study

In this model, which I derive from social cognitive theory and Delpit's (2006) theory of the culture of power, I propose that there are various factors interacting within parent supportive book-reading practices (see Figure 1.1). Parents have knowledge of book-reading practices, and this knowledge is mediated by self-referent thought, which contributes to self-efficacy. Therefore, parent knowledge and self-efficacy factor into parental agency and actions. Once a parent acts (or chooses not to act), they receive feedback on this action, which then affects parent knowledge, reflection, and self-efficacy.

Feedback about a child's performance in school is embedded within the culture of power, which includes specific codes and standards that define this culture. For example, a child having an appropriate academic vocabulary, being able to read and speak in academic standard language, and reading on- or above-grade level are all codes by which school success is defined. Feedback about a child's success and reading practices is compared against these particular codes and standards (Gee, 1989).

Further, though parental self-efficacy is affected by feedback, parental self-efficacy also helps to determine the way feedback is interpreted. If a parent is told that his child is a struggling reader, that parent may believe that he can have an impact to boost the child's reading. On the other hand, that parent may believe that he does not have the skills to have a positive effect and choose not to act in order to help the child (Bandura, 1993). This self-efficacy is also affected by the culture of power, as those parents who have not had positive experiences or who have not been exposed to the standard codes and practices may have lower self-efficacy than those who have. This

framing of self-efficacy also fuels the rationale to conduct a book-reading workshop that focuses on the mainstream practices.

As I believe that parent reading knowledge, self-efficacy, and practices affect each other and are affected by mainstream norms and values, I aim to conduct parent workshop sessions that teach parents reading behaviors that research has shown to foster reading success in mainstream schools. Research of these mainstream behaviors as well as formats of programs to teach these behaviors to parents are reviewed in Chapter Two. I plan to conduct these parent workshop sessions at a transitional home, which is a setting not often studied in family literacy research, and in doing so, I will be working with parents who are typically outside the culture of power. I am particularly interested in parents' experiences throughout the workshop series in supporting their children as readers as they learn and adapt the codes of the culture of power. I am also interested in parental self-efficacy and practices as they learn these codes, and I believe that self-efficacy may influence the practices parents choose to do in supporting their children as readers.

Research Questions and Goals

To explore parent experiences and self-efficacy within a mainstream parent-child book-reading workshop, my research questions are as follows:

1. What are the experiences of parents living in a transitional home in supporting their children's reading development while participating in a parent-child book-reading workshop?
2. How do parents demonstrate self-efficacy while participating in a parent-child book-reading workshop at a transitional home?

3. What supportive reading practices do parents exhibit while participating in a parent-child book-reading workshop at a transitional home?

I consider how experiences, self-efficacy, and practices are affected by instruction influenced by the culture of power when answering these research questions. As I will be studying a specific population of parents within a transitional home, my focus will not be generalizability, but will instead be particularizability (Erickson, 1986). I am most concerned with analyzing the nuanced details of the participants within their contextualized settings (i.e., a book-reading workshop within the setting of a transitional home). In doing so, I take an interpretivist lens in doing this work. Crotty (1998) stated that in an interpretivist approach, one “looks for culturally derived and historically situated interpretations of the social life-world” (p. 67). Erickson explained that while a positivist is often more concerned with the abstract universals, which are obtained by statistical generalization, an interpretivist is concerned with concrete universals, which are obtained by studying cases in detail and then carefully comparing these cases to other detailed cases. He then explained:

The task of the analyst is to uncover the different layers of universality and particularity that are confronted in the specific case at hand—what is broadly universal, what generalizes to other similar situations, what is unique to the given instance. This can only be done, interpretive researchers maintain, by attending to the details of the concrete case at hand. (p. 130)

With an interpretivist lens, my goal is to first learn more about the particulars of the experiences, practices, and self-efficacy of parents living in a specific transitional home

in supporting their children as readers. I then hope to learn from this study in order to continue working with other parents and children who are homeless.

CHAPTER TWO: REVIEW OF LITERATURE

Because I hypothesize that parental self-efficacy and supportive reading practices are linked and may also be affected by the culture of power, I review research concerning parental self-efficacy, supportive reading behaviors of parents, and programs that emphasize supportive reading and literacy behaviors. Additionally, I review research that examines the literacy practices of families who are homeless. My review questions are as follows: 1) Does parental self-efficacy influence preschool and elementary children's reading and education, and if so, how? 2) What are effective "mainstream" parent-reading behaviors for preschool and elementary-aged children? 3) How have parent reading and family literacy programs addressed parent-child reading in preschool and elementary school-aged children? 4) What are the literacy practices of families who are homeless? To gain more information for the first research question, I also expanded my search to include a study with young adolescents. Also, for the third research question, I include literature within mainstream schools as well as homeless facilities, due to the limited literature on family literacy and families who are homeless. I include studies that simply focus on the literacy practices of parents and children who are homeless to gain more information on this particular population.

While reviewing the literature for my three main review questions, I consider the findings in relation to Delpit's (2006) theory of the culture of power and how parental self-efficacy and practices are influenced by this culture.

Research on Parental Self-Efficacy

Early in a child's life, parental self-efficacy plays a large role in children's development. Teti and Gelfand (1991) found that mothers who had high self-efficacy also had the highest parent competency, even after controlling for such factors as

depression and spousal support. Bandura (1997) explained that parental self-efficacy may help to determine whether parents are actively involved in their child's education or if they leave the education to the schools and teachers. In considering those outside of the culture of power, if parents are not as familiar and comfortable with the supportive codes of behavior for their children, they are more likely to leave education in the hands of the teachers, therefore leaving their children at a disadvantage. However, although low-income students and families are often left outside of the culture of power, many low-income families are comfortable with using strategies to support their children in the culture of power. Elder (1995) described how highly efficacious low-income African American parents in Philadelphia often used family management activities, such as encouraging and working with their children in their homes and involving their children in supervised recreational activities. These children often felt better about themselves and were less likely to have problems in school. Bandura (1995) also explained that parents who are efficacious are quite good at promoting their children's competencies. This promotion may also contribute positively to children's achievement.

Differences between parents with high and low self-efficacy may result in different parent behaviors early on in a child's life. Mondell and Tyler (1981) examined parent competence and style of parenting with child problem-solving and play. They looked at 23 adult-child pairs with children who were 4.5 - 6 years old. The participants were racially heterogeneous, but they were also mostly middle-class and well-educated. After measuring parental self-efficacy, interpersonal trust, and coping style orientation of all 23 parents, the researchers broke the dyads into two groups: one group with more competent parents and one group with less competent parents. However, in the

researchers' measurements, the questions were not specific to parenting, but instead were generalized, such as "In my case, getting what I want has little or nothing to do with luck" (p. 74) for measuring self-efficacy. Following this grouping, each parent-child dyad was observed to tackle problem tasks, and two raters observed the parent and child interactions.

Mondell and Tyler (1981) found that the more competent parents acted less in an authoritarian way. They also found that the more competent parent group was rated to give more indirect solutions (allowing the child to take the lead), show more warmth, give less verbal disapproval, show more acceptance gestures, and offer more problem-solving suggestions and strategies. They discussed how the more competent parents tended to interact in a manner that would likely lead to more competent behaviors in their children. In the researchers' work, they did not examine child characteristics or achievement. Also, their generalized measure of self-efficacy may not be an accurate measure of self-efficacy, which has been cited as a problem within the literature (Pajares, 1996). Yet, their results may coincide with other research that has found how parent warmth plays a role in children's positive perceptions of their academic competence (Wagner & Phillips, 1992).

In examining parental self-efficacy within the school setting, I believe it is important to look more closely at parent involvement. Parents may have varying reasons to be present or absent in their children's schooling. As mentioned in Chapter One, through a review of literature, Hoover-Dempsey and Sandler (1997) identified reasons why parents may or may not choose to be involved in their children's education. The first identified reason was parents' role construction, which is influenced by parents'

conceptions of child development as well as ideas of how home and school should be connected. In regard to conceptions of child development, a parent may believe that children primarily need to be respectful and disciplined. In this case, a parent mostly supports the school by encouraging a child to be polite and respect the rules of the school, while passively accepting information. On the other hand, a parent may believe that fostering a child's curiosity with encouragement may be most important, and emphasize developing a child's unique abilities. In regard to how parents see home and school being connected, a more involved parent sees the home and school as interconnected and sees their role as important in influencing the schools' decision about their child, whereas a less involved parent sees their role as primarily a support role (e.g., getting children ready for school, emphasizing good manners) and sees the education solely as the teachers' responsibility. These parents may not be aware of the supports that other parents put in place at home in order to ensure their children's school success.

The second reason for parent involvement cited by Hoover-Dempsey and Sandler (1997) is parents' self-efficacy in assisting their children in being successful at school. Parents with high self-efficacy in helping their children attribute school success to effort, whereas parents with low self-efficacy may attribute school success to a child's innate ability or simply to luck. If parents believe that strong efforts contribute to school success, they will be more likely to support their children in displaying those efforts. Further parents with high self-efficacy have differing views of intelligence than those with low self-efficacy. Highly efficacious parents may believe that intelligence is incremental and something that can increase with time and effort, while less efficacious parents may believe that intelligence is more fixed and stable. This view of intelligence

is correlated with research that examines how students with high self-efficacy looked at intelligence in comparison with how students with low self-efficacy viewed intelligence (Shell, Colvin, & Bruning, 1995).

The third and final reason for parent involvement is invitations, demands, and opportunities for parent involvement. Parents are more likely to be involved if they perceive that both their children and their children's schools would like them to be involved. Parents who have children who consistently want them to be involved in their school and schoolwork, who attend schools that are welcoming, and who have teachers that encourage parent involvement are more likely to become involved in their children's education in various ways (Hoover-Dempsey & Sandler, 1997). On the other hand, parents who have children who do not wish to see their parents take on a teaching role, who attend schools that provide little opportunity for parents to be involved, and who have teachers that are in minimal communication with parents are far less likely to be involved. Schools and programs that explicitly teach ways to be involved and provide opportunities for involvement can have a great impact on parents' involvement as well as their self-efficacy.

Because of the limited research on parental self-efficacy, I include the following study of young adolescents, though my main focus is preschool and elementary-aged children. Bandura, Barbaranelli, Caprara, and Pastorelli (1996) explored the impact of self-efficacy on academic functioning in 279 adolescents, ages 11 through 14. Bandura et al. measured these adolescents' perceived self-efficacy in regard to such things as academic competency, self-regulatory behaviors, and social self-efficacy. The researchers also measured the adolescents on depression, moral disengagement, and

problem behavior. Bandura et al. measured parents' self-efficacy in helping their adolescents achieve, both parents' and children's academic aspirations, and children's academic achievement as well.

Through structural equation modeling, Bandura et al. (1996) found that parents' efficacy for adolescent achievement is "mediated through its impact on children's beliefs in their capability to manage their own learning and master coursework" (p. 1215). In other words, parents' efficacy for adolescent achievement had an impact on adolescent beliefs for their own achievement, which then had an impact on student achievement. Parents with high self-efficacy also had higher aspirations for their children, which led to children with high academic self-efficacy, higher self-regulatory efficacy, and children involved in less problem behaviors.

Hoover-Dempsey, Bassler, and Brissie (1992) also looked at parental self-efficacy within schools but compared parental self-efficacy with teacher self-efficacy. They specifically explored the relationships between parental self-efficacy, parent involvement, teachers' efficacy and teachers' perceptions of parent efficacy. To explore these relationships, they surveyed four elementary schools in a large public school district. They received responses from 30% of the parents in the district and 63% of the teachers in the district. From the parents' survey responses, the researchers speculated that they may have received surveys from parents who were more opinionated about the research topic; however, they still concluded that the respondents appeared to be representative of the overall population. The respondents were primarily mothers, married, and employed outside of the home.

Hoover-Dempsey et al. (1992) found through analysis of variance tests of their parent questionnaires that the higher the self-efficacy of the parents, the more involved they were in their children's schools and education, such as volunteering more at the school and doing other educational activities with their children. They also found that high parental self-efficacy was linked to less time spent on the phone with teachers. The researchers discussed that although they found correlations between parent efficacy and parent involvement, they did not know the directionality of this relationship. Parents may be involved more in their children's education because they feel that they are capable of producing positive outcomes, or they may feel higher self-efficacy once they are further involved in their children's education. Either way, the link between self-efficacy and involvement is reason to further explore ways to show parents how to be involved.

Hoover-Dempsey et al. (1992) also found that teachers who had higher self-efficacy tended to report higher perceptions of parent efficacy. However, teachers' judgments of parent efficacy were also strongly linked to higher school SES, as the higher the school SES was, the more highly teachers' rated parental self-efficacy. These perceptions hint at educators often believing that parents of middle- and high-income communities have a better sense of how to support their children in mainstream schools. Though Hoover-Dempsey did not interview their participants to expand on teacher judgments of parent efficacy in order to understand what brought them to these conclusions, I speculate that these judgments may have been based on the mainstream "codes" that teachers most likely did not see from their low-income parents. Further exploration would need to be done to understand the reasons for their findings.

Lynch (2002) also examined parents' self-efficacy beliefs, but she looked at these beliefs specifically along with children's reader self-perceptions and reading achievement. Lynch explained that parental efficacy "involves parents' beliefs in their ability to help improve children's reading achievement" (p. 55). She did not explicitly define children's self-perceptions, though she discussed the importance of examining "children's beliefs in their own ability to achieve," (p. 56). I was led to believe that children's self-perceptions were essentially children's confidence in being successful in reading. To measure these constructs, Lynch asked parents to complete a parental self-efficacy questionnaire, had students complete the Reader Self Perception Scale, and obtained reading achievement scores from the Test of Early Reading Ability (TERA). She had 66 students, ages eight and nine years old, and 92 parents, all from a rural, primarily Caucasian area in Canada, complete the appropriate measures.

Through the use of Pearson correlations, Lynch (2002) found that overall parents' self-efficacy did not have a significant relationship with children's reader self-perceptions. However, when Lynch aggregated the data, she found that mothers' self-efficacy had a significant positive relationship with children's reader self-perceptions. Lynch did not find a relationship between parents' self-efficacy and children's academic achievement. However, Lynch speculated that this lack of relationship may be due to the low variability of scores on the reading achievement measurement. Yet, Lynch did find a relationship between children's achievement and children's reader self-perceptions. Lynch's findings are similar to Bandura et al. (1996), in which parents' self-efficacy mediated student achievement through its effects on student self-efficacy. As parents' self-efficacy related to children's reader self-perceptions, and children's reader self-

perceptions related to reading achievement, all of these pieces are important to each other.

Synthesis and Critique of Parental Self-Efficacy Studies

Though research on parental self-efficacy is limited, the reviewed studies show that parental self-efficacy is associated with parent involvement (Hoover-Dempsey et al., 1992), more positive parent behaviors (Mondell & Tyler, 1981), higher educational aspirations among parents and students (Bandura et al., 1996), less student problem behaviors (Bandura et al., 1996), and more positive student self-perceptions (Lynch, 2002). Many of these behaviors, specifically higher educational aspirations and positive student self-perceptions, were then linked to student achievement. Although researchers did not find a direct correlation from parental self-efficacy to student achievement, other correlations (e.g., parental efficacy correlated to higher educational aspirations and higher educational aspirations correlated to student achievement) showed the importance of attending more closely to parental self-efficacy.

In these studies, the researchers studied self-efficacy through surveys, which resulted in parents being labeled as more or less “competent” or more or less “efficacious.” This ranking of parents may be problematic, especially in regard to the varying practices of families from different cultures. This ranking is also problematic in that it is based solely on a survey measure. While parental self-efficacy is important to attend to, it is also important to view this construct in a qualitative manner to better understand how self-efficacy is developed and how it can change.

The researchers measured parental self-efficacy within the mainstream school setting (Bandura et al., 1996; Hoover-Dempsey et al., 1992; Lynch, 2002) or through

activities that mimicked mainstream school activities (Mondell & Tyler, 1981). Because of the importance of mainstream school achievement in children's lives and differences in teacher judgments of parent efficacy in supporting their children's achievement with low- and high-SES populations (Hoover-Dempsey et al., 1992), this research makes an argument in favor of explicitly teaching parents the codes of behavior within the culture of power that they can do to support their children.

Research on Parent-Child Book-Reading

Parents reading with their children is one of the most recommended practices by researchers and teachers to parents and families. Researchers and educators also argue that this shared reading should begin early on in a child's life (National Association for the Education of Young Children, 1998; Snow, Burns, & Griffin, 1998). Along with more highly developed vocabulary and an increased motivation to read, research has found that children who are read to frequently have more secure attachments to their parents (Bus & van IJzendoorn, 1995). These securely attached children were also more able and willing to listen to their parents read a storybook. Morrow (1983) found that students who had library cards, had books in multiple rooms in their homes, and who were read to daily by their parents had a high interest in reading. These high-interest readers often also had more advanced fine motor ability, social and emotional maturity, language arts skill development, work habits, and overall school achievement. Klaua and Wigfield (2012) also found that in fourth- and fifth-grade readers, those who perceived more parental support in reading (e.g., reading together, provision of reading materials, having reading models, and receiving encouragement to read) had more positive reading achievement, habits, and motivation. In examining Head Start preschool

children and their home practices, Bracken and Fischel (2008) found that parent-child reading interaction, including the frequency and duration of shared reading between the parent and child, library visits, owning books, and the age of the child when shared reading began all significantly predicted early literacy skills. However, information of the quality of these shared reading interactions is also important in identifying how to best support children's literacy and reading development.

Though educators recommend specific reading, language, and literacy activities for parents to do with their children, recommendations for parents and parent practices can often be two different entities. Baker, Sonnenschein, and Serpell (1999) completed a five-year study that compared the actual practices of parents to the recommended practices according to a statement prepared by the International Reading Association and National Association for the Education of Young Children (IRA/NAEYC). They looked at the themes prepared in the statements, which were as follows: 1) engage in shared book reading 2) provide frequent and varied oral language experiences 3) encourage self-initiated interactions with print 4) demonstrate the value of literacy in everyday life 5) promote children's motivation for reading 6) foster a sense of pride and self-efficacy in literacy and 7) communicate with teachers and be involved with school. Baker et al. found that many low-income families had practices associated with these recommendations through observations of parent-child literacy interactions, interviews, and parent diaries. For example, the researchers found that the majority of participating parents (56%) reported daily storybook reading to their pre-kindergarten children, though this number decreased with each increase in grade level. They also found that about 80% of their parent participants engaged their children in mealtime conversations and that

about 64% of parents reported that they involved their pre-kindergarten or kindergarten children in everyday literacy activities, such as picking out food items at the grocery store.

However, Baker et al. (1999) also emphasized that there may be differences in middle- and low-income families in regard to motivating environments. In their sample, middle-income families tended to believe that literacy was a source of entertainment, while low-income families tended to enforce literacy as a set of skills to be mastered. The authors gave the example of the difference in beliefs with two children using flashcards. One child enjoyed playing school and used the flashcards in a playful manner, and one child was forced to sit down and review flashcards for spelling and was punished when he or she failed to do so. Baker et al. emphasized that recommendations need to go “beyond telling parents *what* they should do to helping them understand *how* to do it” (p. 10), which resonates with Delpit’s (2006) stance. This lack of communication is a clear example of the need to show those outside of the culture of power the recommended behaviors for reading success and as well as the rationale for these behaviors. Recommendations at the surface-level are not appropriate or fair for the expectations that educators then hold to parents. However, Baker et al.’s study did not go into detail about how parents were introduced to these recommendations or even if they were introduced to them at all.

While Baker et al. (1999) did a combination of interviews, observations, and parent diary collections to understand parent-child literacy interactions, Baker, Mackler, Sonnenschein, and Serpell (2001) narrowed their data collection to observations examining parents’ interactions with their first-grade children during shared storybook

reading. They looked at how these interactions related to the children's later reading development. Baker et al. observed 61 children and their mothers read their choice of two storybooks, and they allowed the mothers to decide if the mother or the child would be the primary reader. They coded the interactions into two main categories: those related to word recognition and those related to the meaning of the story. They also coded the affective quality of the interactions based on the child's expression while reading, the parent's expression while reading, the parent-child physical contact, parent and child involvement, and the parent's sensitivity to the child's involvement. To analyze this data, Baker et al. used analysis of variance tests.

Baker et al. (2001) found that regardless of the parent or child being the primary reader, the amount of meaning-related talk was similar across parent-child dyads. However, when the child was the primary reader, the parents and children had more interactions related to word recognition. Baker et al. also found that education and income level played a role in the interactions between parent and child and that nonimmediate content-related talk (talk that went beyond the text to extend child knowledge) was correlated with higher income levels and higher maternal education. In addition, they found that parents with high education and income levels supplied fewer words to their children when the child was the primary reader. Baker et al. also found that more talk related to nonimmediate content and illustrations related to more positive affect, while more talk related to strategies recognizing words led to less positive affect. In addition, Baker et al. measured the first- and the third-grade reading achievement of these children as well as their reading activity. They found that parents who supplied more words to their children and who interacted with word recognition strategies often

had children who had lower scores on reading achievement tests in both first and third grades. Further, they established that the more positive affective interactions that the parents had, the more likely their children were to read challenging books in third grade.

Though Baker et al. (2001) only observed each parent-child dyad once, and the parents only had two books to choose from (which may not have taken into account the current reading levels of the children), this study speaks to the specific beneficial interactions between parents and children. Baker et al. showed the importance of positive interactions between parents and children while reading, as well as the importance of talk that goes beyond the immediate content of the text. As nonimmediate content talk and supplying fewer words to children were beneficial behaviors in terms of positive affect and reading achievement, educators should express these specific behaviors to parents, so parents are able to make educated judgments about their reading behaviors with their children. In addition, educators should emphasize the importance of choosing appropriate books for children, so that children do not encounter a well-intentioned book that is inaccessible. When parents supply fewer words to their children, and have positive text talk and an overall positive experience, I hypothesize that this positive feedback will increase their parental self-efficacy for book reading and supporting their children's book reading.

Like Baker et al. (2001), Sonnenschein and Munsterman (2002) looked at home-reading interactions and their effects on preschool students' motivations and literacy development. In this study, the researchers focused on five-year-old children during the summer before kindergarten and the primary person who read with each child, who was often a parent, but sometimes an older sibling or non-related older child. The researchers

looked at 30 families (83% low-income families), and their reading interactions by coding utterances in relation to content, print/skills, or story structure. They also coded the affective quality of the reading interactions. In addition to the observation, the researchers obtained storybook reading frequency, emergent literacy skills (including phonological awareness and story comprehension) and children's motivations for reading. During the observations, the researchers asked families to videotape each child reading two books: a familiar one in their home and an unfamiliar one provided to them.

As with Baker et al. (2001), Sonnenschein and Munsterman (2002) found a positive correlation between high quality affective interactions and children's motivation using repeated multiple regression analyses. They also found that talk about the content of the story, both immediate or nonimmediate content, was significantly correlated with children's reading motivations. However, they did not find any significant correlations between types of talk and other criterion variables, such as reading development skills in the spring of their kindergarten year. The authors explained that although they did not find a direct correlation between high quality affect and reading achievement, these constructs may have an indirect relationship with each other, as increased positive experiences lead to increased reading, and increased reading leads to higher reading achievement. This finding correlates with other research that has shown that children who have enjoyable early experiences with literacy tend to read more frequently in later years (Baker, Scher, & Mackler, 1997). Baker et al. (1997) also explained that parents who view reading as entertainment for their children also have children who view reading in a positive manner.

Tracey and Young (2002) looked at relationships between mothers' helping reading behaviors, child reading ability (at-risk or accelerated), mothers' education levels (high-school educated or college educated), and child gender. All of the 76 participants were third-graders in a middle-class, suburban school district. Tracey and Young sent tape recorders home to record each third grader read a grade level expository excerpt from a science textbook with their mothers. Mothers were instructed to read the way they would normally with their child, as the researchers wanted to understand helping mother behaviors. The authors coded the interactions between mothers and their children as Error Correction Strategies Used by Mothers, Questions Used by Mothers, Comments Used by Mothers, and Total Words Spoken by Child. Each code was broken down into further codes. For example, within Error Correction Strategies, researchers looked at *decoding*, *semantic*, *word supplied*, *modeling*, *error indicated*, and *pause* for strategies used by mothers.

To analyze the data, Tracey and Young (2002) used a three-way factorial analysis of variance, followed by post-hoc analyses to determine the direction of statistically significant relationships. Tracey and Young found that although mothers of at-risk readers and mothers of accelerated readers used similar error correction strategies (i.e., word supplied, modeling, and error indicated), overall, mothers of at-risk readers used significantly more error correction strategies than mothers of accelerated readers. Further, accelerated readers talked significantly more than the at-risk readers. Through these results, the researchers depict a picture of at-risk readers experiencing more frustration and failure, while accelerated readers experience a more positive experience with rich discussion. Additionally, in comparing high-school educated mothers and college-

educated mothers, Tracey and Young found that high-school educated mothers used more error correction strategies, while college-educated mothers used more questions to promote high-level, rich discussion.

While Tracey and Young's (2002) study is limited by one recording per parent-child dyad as well as a one-size-fits-all text, their results have important implications for parent education. Educating parents on when and how to error correct their children as well as the importance of thought-provoking discussion during book reading may be imperative to ensuring high quality book interactions between parents and their children. Additionally, parents benefit from knowing the importance of appropriate book selections for their children. The third grade level text that Tracey and Young used for both at-risk and accelerated readers may have affected the higher rate of error correction strategies (and perhaps frustration) for parents of at-risk readers, being that the text was harder for those particular children. Once again, explicitly teaching these behaviors and the impact that they have on children to parents outside of the culture of power is likely beneficial to both parents and children in terms of an enjoyable reading experience as well as possible reading motivation and achievement.

Mansell, Evans, and Hamilton-Hulak (2005) also looked at parent feedback for children's errors, though they referred to this feedback as "miscue feedback" instead of "error correction strategies" (Tracey & Young, 2002). Mansell et al. completed this study with 50 children, who were all average or above-average developing readers. The parents consisted of forty-six mothers and four fathers, with 96% of these parents being in two-parent, middle-class families. Parents and children were observed reading together, with the child as the primary reader, one time during their Kindergarten, first-

grade, and second-grade school years. Parents and children were able to select books from a variety of levels, and the researchers did not influence their book selections. Each observation was audio-recorded and researchers coded the book interactions centered on miscues. Mansell et al. coded parent behaviors in the following five categories: *try again*, *graphophonemic clue*, *context clue*, *word supply*, and *ignore*.

Mansell et al. (2005) reported that each parent-child pair read an average of four books in kindergarten, three books in first grade, and two books in second grade per observation. Because the books become longer with each increase in grade level, children's reading time increased over the three years. On average, children made miscues on 29 words in kindergarten and then miscues on no more than 50 words in first and second grade. Through a repeated measures analysis of variance, they found that parents were more likely to ignore low meaning-change miscues (i.e., miscues that did not greatly alter the meaning of the text) in later grades than in earlier grades. Univariate tests also revealed grade effects for individual strategies. As grade levels increased, parents decreased their use of word supply and context clue strategies, while they increased their use of asking the child to try the word again and the ignore strategy. In regard to graphophonemic strategies, parents used these strategies the most when their children were in first grade.

Mansell et al.'s (2005) study showed that parents adjusted their use of miscue feedback strategies along with their children's development as readers. However, this study did not show any particular strategies being more effective than others. Additionally, this study purposefully looked at average or above-average readers who were from middle-class families. Therefore, researchers may find different miscue

feedback strategies from parents of different backgrounds. However, because these children were successful in their reading development, these strategies may be valuable in supporting developing readers.

Barnyak (2011) investigated book reading qualitatively with six parent-child dyads in a rural setting. Barnyak recruited her participants through purposeful sampling, as she identified parents who regularly visited and used the resources in an educational center. She specifically wanted parents who valued and practiced reading aloud with their children. Barnyak's dyads consisted of children from age two-years-old to seven-years-old along with each child's mother. To examine parent-child book reading practices, Barnyak conducted and video-recorded semi-structured interviews with both parents and children. She also observed each parent-child dyad sharing a familiar storybook together through video-recording rather than direct observation, in order to allow more privacy for families.

To analyze the data, Barnyak (2011) looked both within and across parent-child dyads. She looked for commonalities within each interview and then compared each dyad's interview data to their observation data. Further, Barnyak used the *Adult/Child Interaction Reading Inventory* (DeBruin-Parecki, 2004) to assist in her analysis of the observation data. She also used the constant comparative method (Lincoln & Guba, 1985; Strauss & Corbin, 1990) in order to look for themes across all of the six cases.

From the parents' interview data, three themes emerged: 1) Reading Within Families' Everyday Lives, 2) Reading Supported Through Parents' Positive Outlooks, 3) Reading Supported Through Fostering Storybook Extensions. All parents reported reading with their children as a part of their everyday lives; they also spoke about their

own childhood experiences with reading, when they began reading to their own children, and the frequency with which they read to their children. Parents also expressed positive attitudes and experiences toward reading, and they articulated various extension activities that they and their children initiated based upon books that they had read. From the children's interview data, Barnyak (2011) reported that all children both shared about the books that they enjoyed and also expressed positive attitudes and beliefs about sharing books with their parents.

Through the observation data, Barnyak (2011) reported three major categories: 1) Increasing Attention to the Text, 2) Encouraging Interactive Reading and Assisting Comprehension, 3) Applying Literacy Strategies. In regard to the first theme, parents sat in close proximity with their children, used engaging tones of voices, and some mothers had their children hold the books. Parents also considered their children's interests upon selecting the books to read. For the second theme, Encouraging Interactive Reading and Assisting Comprehension, parents often pointed to the text and illustrations of the books, asked their children questions, and in some dyads, the children asked their parents questions about the books. In regard to the third theme, Applying Literacy Strategies, mothers identified visual cues within the books as well as repetitive information. The mothers in four of the six dyads also asked their children to predict while reading the stories. Further, in five of the dyads, children offered information about the stories without prompting, which the mothers acknowledged but did not elaborate upon. In concluding her analysis, Barnyak reported that parents' and children's interview data matched their reading behaviors, specifically in regard to the positive attitudes about shared book-reading that they expressed. Barnyak emphasized the importance of parents

conveying positive attitudes to their children about reading, making literacy resources available to both parents and children, and encouraging children to play an active role in shared book-reading.

Synthesis and Critique of Parent-Child Book-Reading Studies

Through this group of studies, specific parent reading behaviors are shown to be beneficial to children's reading motivation and reading success. Specifically, having rich discussions with children while reading (Baker et al., 2001; Sonnenschein & Munsterman, 2002; Tracey & Young, 1999), having positive interactions while reading (Baker et al., 1997; Baker et al., 2001; Barnyak, 2011; Sonnenschein & Munsterman, 2002; Tracey & Young, 1999), and viewing reading as a source of entertainment instead of a skill set that needs to be learned (Baker et al., 1999; Barnyak, 2011) tend to produce children that enjoy reading and are often successful readers. On the other hand, parent behaviors that primarily focus on word recognition skills can hinder the reading motivation and development of children.

In these studies, it is highly possible that the parents who focused on word recognition skills already had children who were struggling in reading, thus having an impact on the supportive behaviors they chose to use with their children. Therefore, examining children's current reading success is also important in these studies. However, making parents aware of the possible detrimental effects that focusing only on word recognition and more negative interactions have on children's motivation to read may be essential in allowing parents to be effective supports for their children. Also, as many of the more problematic behaviors involved interactions based on decoding, looking at ways to appropriately match readers and texts may also be important. Additionally, when

parents do use decoding or miscue feedback strategies, they may find it useful to adjust their strategies depending on their child's reading skill (Mansell et al., 2005).

Aside from Barnyak (2011), the majority of the reviewed studies simply coded and quantitatively analyzed parent-child reading behaviors without understanding the parent rationale behind specific supportive behaviors. Without understanding why parents participate in specific behaviors, researchers may not be able to as effectively provide support to parents. Therefore, future studies that analyze parent-child supportive behaviors may also want to incorporate more interviews and ways for parents to explain why they choose to use the behaviors that they use.

Parents both inside and outside the culture of power are aware that reading with their children is important, and partake in the practice. Baker et al. (1999) explained that the researched relationships between various reading behaviors, motivation, and reading achievement are important for helping parents to make informed decisions about their supportive practices. In this way, school-type reading tasks can be made more enjoyable and more successful among those parents outside of the culture of power, which will most likely increase their parental self-efficacy for supportive reading behaviors.

Research on Parent Book-Reading Programs

Researchers and educators have not only endorsed the practice of parents reading with their children, but they have also endorsed specific types of reading behaviors. However, these reading behaviors are not always clearly expressed to parents (Baker et al. 1999), and they are especially not always clearly expressed to nonmainstream families (Dudley-Marling, 2009; Edwards, 1995a). Delpit (2006) emphasized that it is important for those nonmainstream individuals to be explicitly taught the codes of behavior;

however, she emphasized that it is also important that these individuals are given opportunities to challenge these codes of behavior as well. While I do not believe that showing parents positive ways to read with their children is in itself problematic, I do believe that parents must also be given the opportunity to discuss these behaviors, talk about ways to make behaviors work for their families' cultures, and also discuss the important strategies they are already using at home. In allowing for a more collaborative approach, educators can avoid implementing a "transmission" family literacy program for parents, in which parents are thought to be passive recipients of information from whoever is in charge and program implementers set out to "colonize" or "fix" parents to align with traditional practices (Auerbach, 1995; Reyes & Torres, 2007).

Before reviewing studies on parent book-reading programs, I would be remiss if I did not acknowledge influential bodies of work that have diversity and social justice at the heart of their goals. Compton-Lilly, Rogers, & Lewis (2012) name a number of these research theories, including *Funds of Knowledge*, which originates with the work of Moll, Amanti, Neff and Gonzalez (1992) as well as *Culturally Relevant Pedagogy*, which originates with the work of Ladson-Billings (1992). Both of these approaches emphasize the importance of building upon students' knowledge, strengths, and home cultures, and bringing their valuable attributes into the classrooms. Both approaches have also proved to be powerful ways to connect school and home and have allowed great benefits for children. However, these approaches are not always prevalent among teachers and they take time, teacher training, and great teaching skill to be used effectively. While families are waiting for schools to become more innovative and inclusive of diverse cultures and practices, diverse children, especially those of low-income, are continuing to fall behind

their peers academically. Therefore, while I believe in the importance of building on parents' knowledge and strengths, I also believe in the importance of teaching parents the strategies that are shown to be effective in mainstream schools, which will hopefully also give them the language to advocate for their children. In doing so, educators can also use parents' currently-employed behaviors to build upon to learn other supportive practices. By being sensitive to home practices and teaching more school-privileged practices, educators can begin to bridge the gap between home and school. Dudley-Marling (2009) showed the impact of this gap in a study in which he examined the experiences of families with literacy initiatives.

Dudley-Marling (2009) sought to understand urban parents' experiences with school-to-home literacy initiatives, as recent policy encouraged such connections between school and home. Dudley-Marling interviewed 18 African American parents (including two grandparents) and 14 immigrant English as a Second Language (ESL) parents through open-ended interviews. In his analysis, Dudley-Marling found two school literacy practices that dominated the experiences of the parents: (1) encouraging parents to read to or with their children and (2) varying methods to have parents set aside time for children's independent reading. He then found that the experiences with these initiatives varied among urban parents.

From these interviews, Dudley-Marling (2009) found that all schools encouraged at-home reading, but varied in the amount of support they gave to the parents to implement at-home reading. Some concerns cited by parents were that their children were not excited about the reading they had to do at home, that they did not have enough support in locating appropriate books for their children to read, and that "just reading"

interfered with the regular homework of their children. Some parents did not see the daily reading as homework and did not believe it was something they were obligated to do. Another overall theme that Dudley-Marling found was that many parents did not feel like full partners in the literacy development of their children. Some felt that schools told them how to act as parents and felt disrespected by school officials and staff. Parents typically “described a one-way flow of information from the school to the home” (p. 1742). They felt that they rarely had the chance to give their own input to their school staff members. However, the researchers also found that the majority of these parents believed that their children’s education was important and that they played a major role in that education. Many parents were very aware of what occurred in their children’s schools, and many of the ESL parents explained that they had come to the United States in order for their children to have a good education.

Dudley-Marling (2009) made a convincing argument for schools and educators to directly obtain parent views and concerns of literacy practices and initiatives. Further, the information from the parent interviews showed the need for more communication between parents and teachers, in general. Because of his efforts in recruiting parents, the information obtained appeared to reflect a variety of parents, which emphasizes the importance of communicating explicitly with and obtaining feedback from parents

Keeping in mind the importance of communication with parents while implementing family literacy programs, I would like to examine programs that have made specific efforts to inform parents of ways to support their children in reading at home. To begin my review of family literacy programs specifically related to book-reading, I review studies done within mainstream schools. Then, as my study focuses on

parents within a transitional home, I review book-reading programs directed for homeless parents and parents living in transitional homes. While reviewing these studies, I focus on how the program implementers measured success and if they captured parents' experiences in these programs, particularly parents from low-income or homeless backgrounds, when possible.

Parent Book-Reading Programs Connected to Mainstream Schools

In preschool-aged children, dialogic reading has been quite popular to use in teaching parents shared book-reading behaviors. Dialogic reading is an interactive shared reading method that emphasizes a specific set of reading behaviors. Dialogic reading allows the child to take on more responsibility for storytelling as the adult plays a more supportive and active listening role. As the child becomes more comfortable in the storyteller role, the adult is then encouraged to prompt children in a number of ways. These prompts may include *open-ended prompts*, in which children are encouraged to respond in their own words, *Wh-prompts*, which are what, where, and why questions, and *distancing prompts*, in which children connect the content of the book to life outside the book (Whitehurst, Arnold, Epstein, Angell, Smith, & Fischel, 1994). During these interactions, adults are also encouraged to respond positively to children as well as ask them follow-up questions after their responses. These strategies lead to the rich discussion emphasized in the literature on parent-child reading (Baker et al., 2001; Sonnenschein & Munsterman, 2002; Tracey & Young, 2002). This method has been implemented successfully in teaching both parents and teachers and has shown to improve language and vocabulary, specifically expressive vocabulary, in children, aged preschool or younger (e.g., Chow & McBride-Chang, 2003; Hargrave & Senechal, 2000;

Huebner & Payne, 2010; Whitehurst et al., 1994). Additionally, though this method is not typically used with parents and teachers of older students, some similar principles are incorporated in other reading and literacy programs aimed at parents of older students.

Edwards and Danridge (2001) reported on a book-reading program implemented by Edwards for elementary-aged children. This year-long program was located at a single elementary school, which was primarily low-income with 80 percent African American students and 20 percent white students. The middle-class teachers at this school were frustrated with their students' lack of progress and wanted their students' parents to read to them at home in order to help them move along in their reading development. However, the teachers did not realize that many of the parents had limited reading skills and did not know what the teachers meant by this task, which created tension between teachers and parents. Therefore, Edwards helped to bridge the gap by creating a program that showed parents what reading to their children looked like. To recruit the participants, Edwards went through the community by contacting key leaders of the community, who then played an integral role in recruiting parent participants. Further, the teachers and administrators at the elementary school also played major supportive roles in the book-reading program. Teachers attended a family literacy course taught by Edwards, and they helped to create the training manual for parents to explicitly show book-reading behaviors.

Edwards and Danridge (2001) described the book-reading program for parents of kindergarten and first-grade students, which had 23 sessions lasting two hours each (although the authors explained that not all mothers attended each of the book sessions). Throughout these sessions, there was coaching through the use of modeling and teacher

videotapes, peer modeling when the mothers practiced and encouraged each other, and parent-child interaction when mothers used their skills to read books to their own children. Throughout this process, parents began to feel comfortable with their own ways of sharing books with their children and were also more comfortable in the school setting. “Several parents said they were having the opportunity to relive in a positive way their school experiences, and they were loving every moment.” (p. 262). Though Edwards and Danridge do not specifically mention parental self-efficacy, parents’ positive responses and changes in attitude toward school may reflect a positive change in self-efficacy. Edwards implemented a program that appeared to successfully teach parents in-school “codes” and practices in order to improve the literacy success of their children. Edwards (1995) also discussed the importance of hearing parent voices through these book-reading programs. She explained that many researchers have criticized family literacy programs that seem to “force” parents to do school-like book-reading behaviors, but through Edwards’ work, she discovered that upon hearing parents’ voices, they were empowered to use these strategies and make them their own.

Saint-Laurent and Giasson (2005) implemented a family literacy program for parents of first graders that focused on both reading and writing. The researchers recruited 108 students from 12 first-grade classrooms to participate in their study. The classrooms represented both middle- and low-SES students. Fifty-five of the students acted as the control group, while 53 students acted as the experimental group with their parents participating in the family literacy program. Saint-Laurent and Giasson (2005) implemented the family literacy program during one school year (students’ first-grade year). Pre- and post-testing measures consisted of a phonological awareness test,

concepts about print test, invented spelling task, attitude toward reading task, reading and writing achievement test, and a parent questionnaire. After the initial pre-test, the researchers implemented nine workshops on a bi-monthly basis, which each lasted approximately 90 minutes. The researchers' workshops consisted of the importance of interactive book reading, a library visit, encouraging invented spelling and playing with letters, functional reading and writing, parent scaffolding with a beginning reader, writing, and parent scaffolding with a developing reader. The researchers specifically emphasized the importance of using different techniques as the reader is developing throughout the year.

Saint-Laurent and Giasson (2005) found a significant effect in favor of the experimental group on both reading and writing scores, and when they teased apart student SES, they found that the treatment was equally effective for both high- and low-SES students. They also found from the parent questionnaires that all of the parents found this program helpful and all 53 experimental parents would strongly recommend this program to other parents. Parents felt that the program had improved their intervention strategies, and they used the suggested home activities frequently, which may relate to a positive change in both self-efficacy and practice. Although the researchers reported positive parent reactions, this study would be strengthened if parents' voices were heard in order to obtain a fuller picture of their experiences in the program.

Morrow and Young (1997) also implemented a year-long family literacy program with a wide variety of activities in an urban school, where many of the students were considered to be at-risk. They enrolled two first-, two second- and two third-grade

classrooms in the study, and randomly assigned one classroom of each grade level to an experimental condition (family literacy condition) or control condition (school program only). The researchers were not able to collect data on all of the participating students, but they collected data for 28 students in the experimental condition and 28 students in the control condition. This data included story retelling and rewriting tests, probed recall comprehension tests, a standardized reading test (California Test of Basic Skills), teacher ratings of children's ability and interest in reading and writing, and interviews of children, parents, and teachers.

In the school-based only program, teachers had classroom literacy centers including comfortable environments and a wide range of books for students. Teachers also modeled activities to encourage literacy activities such as reading aloud to children; telling stories using using props, and encouraging children to document words that children saw in stories and things around them. In the family program, parents were given similar materials and activities as in the school program. Parents were encouraged to “read to and with the child often, listen to the child read, read together side by side, and talk about what was read” (p. 737). Parents also told stories about family experiences, told stories from books, made up stories, and used materials similar to the ones teachers used in schools. The researchers asked parents to attend monthly meetings, where they shared things they had done with their children, learned about new activities to do at home, and talked about any changes they thought best for the program. Parents also met monthly with a mentor, and kept records of activities that they did.

Through analysis of covariance testing, Morrow and Young (1997) found that the experimental group outscored the control group on the story rewriting test, the probed

recall comprehension test, and the teacher ratings of reading and writing interest. The experimental group students also reported that they read or looked at books more than the control students, had someone read to them more often, did something with a grownup more often, and read and/or looked at magazines more frequently. However, the experimental group did not outscore the control group on the California Test of Basic Skills. In regard to the interview data, children, parents, and teachers all had positive responses to the program. Children felt supported and felt that the program was fun, teachers believed the program to be beneficial, and parents felt like they had learned a lot from the program and felt good about doing the activities with their children. Although the authors do not explicitly mention self-efficacy, the positive reactions from parents once again hint at positive changes in this construct from learning the school-based “codes.”

This program clearly showed the benefits of having parents directly involved in literacy activities with their children. The majority of the measures of achievement showed that this program benefited students more than just the school program alone, and the interview data showed that all three parties, (teachers, parents, and students) were motivated by the program. Another strength of the program was that parents had monthly workshops as well as meetings with mentors to support their activities at home, though more information on these support programs would be helpful. Also, Morrow and Young (1997) planned a program that gave parents choices, many of which allowed them to incorporate their own experiences and family cultures into the literacy activities.

Similar to Morrow and Young (1997), Cairney and Munsie (1995) implemented a family literacy program focused on parent interactions with their children in an urban

community in Sydney, Australia. They opened their program, entitled Talk to a Literacy Learner (TTALL) to any interested parents at a local elementary and preschool. 24 parents participated fully in the 8-week program, which met biweekly for two hours. The majority of the parents were women (only one man participated) and all of the participants had not completed their high school education. Several of the parent participants also had limited literacy skills. The sessions focused on seven topics, all of which involved supportive strategies for reading and writing, as well as becoming more adept at using community and school resources. Each session also engaged parents in discussions about their children's experiences with various literacy tasks as well as parents' own experiences with these tasks in their history of learning. The sessions included demonstrations of strategies, parent practicing of strategies, and then the task of doing these strategies at home with their children. These experiences were then reflected upon and built upon in subsequent sessions.

Cairney and Munsie (1995) assessed the program's effectiveness using both qualitative and quantitative measures. 34 experimental students were administered pre- and posttests for comprehension, spelling, and vocabulary, and 75 control students were selected randomly to take the same assessments. The researchers also conducted small group structured interviews, large group unstructured interviews, and individual interviews with parents, and they conducted group interviews with students and staff. Cairney and Munsie administered a written survey to all parents at the conclusion of the program and observed and recorded class, group, and home interactions through videotaping, field notes, and reflective journals (kept by the program coordinator and

assistant principal). Cairney and Munsie analyzed the quantitative data using analyses of covariance, and they analyzed the qualitative data using grounded theory methods.

In terms of student achievement, experimental students scored statistically significantly better than the control students in vocabulary. The TTALL students in grades 4 and 5 also made significant gains in comprehension. In using a grounded theory approach to analyze the qualitative data, Cairney and Munsie (1995) found that parents benefited highly from the program. They found that the parents who were involved with the TTALL program changed their interaction styles with their children (i.e., more positive feedback, less emphasis on phonics, asking better questions when reading), had better strategies than they had before, and were able to better use their literacy resources (including choosing better literature for their children and better use of the library).

Unexpected results of the program included parents sharing their experiences outside of their own families and better understanding the way that schools function, which allowed many to work more closely within the schools. TTALL parents also grew in confidence and self-esteem, and many expressed interest in furthering their own education. Children of TTALL parents appeared to be more confident readers and writers and more likely to tackle more difficult literacy work. Cairney and Munsie also found that the teachers' attitudes about parents became more positive as the program progressed, and they found that many more parents were involved in the school classrooms, which could be a reflection on increased parental self-efficacy, as high self-efficacy leads to a higher likelihood of agency.

Cairney and Munsie (1995) implemented a successful family literacy program that taught parents strategies to help their children in mainstream schools but also

maintained a collaborative approach throughout the program. A strength in the evaluation of their program was the use of both quantitative and qualitative data, the latter of which allowed the researchers to hear parents' voices and experiences while participating in the program.

Jordan, Snow, and Porche (2000) implemented a family literacy project with parents of kindergarten students. Jordan et al. worked with 248 kindergarten students and their families in a primarily middle-class school district in Minnesota. All of the schools that participated were Title I schools with approximately 20% of the families in poverty. One hundred seventy-seven children and their parents served as the experimental group, and 71 children and their parents served as the control group. Jordan et al. asked all participating parents to complete a parent survey concerning reading activities at home. They also measured both experimental and control groups on language, print, and sound composites based on the Comprehensive Assessment Program (CAP) as well as the Peabody Picture Vocabulary Test-Revised (PPVT-R). Students were assessed in September before the family literacy program began and in May when it was complete.

The family literacy program consisted of five monthly units. Each unit began with a parent session in which the researchers gave the rationale for the unit focus, modeling of activities, and immediate practice of activities. For the next three weeks, teachers then sent home structured activities that included scripted interactions and demonstrations for parents to promote language and literacy development with their children. The five monthly units were a vocabulary unit, a storybook unit, a letter and sound unit, a narrative retelling unit, and a nonfiction unit. Jordan et al. (2000) kept track

of parent participation through attendance at the monthly sessions and feedback forms with each scripted at-home activity (15 total).

Using repeated measures analyses of variance tests, Jordan et al. (2000) found that the experimental students scored statistically significantly higher than control students on measures of vocabulary, story comprehension, story sequence, sound awareness (ending sounds), and concepts of print on the CAP assessments. They did not find statistically significant differences in vocabulary according to the PPVT-R; however, Jordan et al. mentioned that this finding was not surprising, as the PPVT-R did not specifically address target vocabulary in the literacy program. Jordan et al. found that language skills showed the largest effect between experimental and control groups. Further, the students that scored the lowest on pre-test measures overall made the greatest gains throughout the intervention. Through regression analysis, they also found that the families that participated the most in the at-home activities showed the largest effect.

Jordan et al. (2000) showed the benefits of including parents in literacy activities to benefit their children. However, though they reported positive reactions and feedback from parents on the at-home activities, the researchers did not go into depth about the experiences of either the parents or the children in participating in these activities. The most information they reported on in the study was the parent surveys about literacy activities before beginning the program, which were limited to having certain materials at their homes, how often they read to their children, how often they went to the library, and if their children watched educational television programs. Further, Jordan et al. implemented this study in a primarily middle-class, Caucasian neighborhood. They mentioned that the study with this population was positive because the experimental

families still showed great gains, but they also mentioned that implementing this program with a different population could have differential effects.

Kim and Guryan (2010) implemented a family literacy program as well, but with limited results. They specifically focused on low-income Latino children during the summer after their fourth-grade school year. The researchers randomly assigned these fourth-grade students to three experimental conditions: 1) a treatment group in which students received 10 self-selected books in the mail during the summer, 2) a family literacy group that included receiving 10 self-selected books and an invitation to participate in three family literacy events, and c) a control group in which students received 10 self-selected books when the study was concluded. For all participating children, Kim and Guryan obtained their English language learner status, pre- and post-test results of comprehension and vocabulary assessments, text comprehensibility for each child (comparing their reading ability at pretest and the readability of their self-selected texts), the amount of books read over the summer, and the frequency of book-reading with their parents.

Before the end of students' fourth grade year, teachers were trained to implement homework assignments in which students would document books that they read and whether they used specific comprehension strategies (re-reading, summarizing, making predictions, asking questions, and making connections). They also were instructed to select a passage to read to a family member with accompanying questions. Students in the treatment and family literacy groups received these cards for the summer, and approximately 72% of these students returned the cards for more than half of their 10 books. Students in the family literacy group were also invited with their parents to attend

the three, two-hour long events during the summer. During these events, children and their parents watched a video showing an adult paired with a child reading and having conversations about books, both in English and Spanish. After seeing the video, the instructors asked parents to discuss and document what they saw and heard the parents and children do on the video. They also provided parents and their children opportunities to read fiction and nonfiction books in English and Spanish while practicing the strategies that the teachers used in their classroom lessons. Further, parents were specifically instructed on how to ask questions before, during, and after reading and were taught additional literacy activities to use at home. The researchers made a point to use strategies that were also taught within students' classrooms.

Through analysis of covariance tests, Kim and Guryan (2010) found that overall, the entire sample of students declined in both reading comprehension and vocabulary scores from their pre-tests to their post-tests over the summer months. They did not find any differences between the three conditions, even after they controlled for the students and parents who did and did not attend the summer sessions. However, they did find that 67% of the treatment group and 69% of the family literacy group reported reading six or more books, as compared to the 46% of the control group.

Kim and Guryan (2010) also found that mismatches between book levels and student reading levels may have influenced some of the results. They found that the reader-text match was a significant predictor of post-test reading comprehension and vocabulary scores. Because students self-selected books, they already had interest in the topics, but if students also had appropriately leveled texts, they generally performed better on post-test reading comprehension and vocabulary. Kim and Guryan also found

that the number of books that students read during the summer, pretest vocabulary scores, and English language learner status were positive predictors of comprehension posttest scores.

Kim and Guryan (2010) cited the mismatch between readers and texts as an issue in their study. Additionally, though limited English proficiency may present a roadblock in English reading comprehension and vocabulary, Kim and Guryan's family literacy program may not have been enough to support parents and their children. In other previously noted family literacy studies, the number of parent participants in family literacy programs have been smaller and the programs have been longer and more in-depth, allowing for parent discussions, modeling, analyzing, and practice. Though working with nonnative English speakers may present interesting challenges, increasing the length and depth of the program may have made a difference.

Waldbart, Meyers, and Meyers (2006) implemented a family literacy program with fewer participants than Kim and Guryan (2010) to make stronger connections between kindergarten classroom teachers and their students' parents. The program was entitled Bridges to Literacy and spanned three years in a low-income school population. Waldbart et al. reported using qualitative methods to analyze their data. They did not specify the methods of their analysis, but they explained that they used their data to inform and adjust the program for the benefit of their participants, rather than to answer a specific research question. Throughout the three years, Waldbart et al. also focused on one parent and her child to observe their development.

In the first year of the program, Waldbart et al. (2006) invited kindergarten parents to participate in a focus group with the kindergarten teacher and principal to

brainstorm ideas of how to best support children as readers. Five parents were able to attend. Researchers asked the parents about concerns they had about their children as readers and about any particular topics that were of interest. Following the focus group, parents received a parent-child reading resource book to take home. The school and university personnel then set up two sessions of in-class demonstrations led by the teacher, followed by a question and answer session. Members of the project also set up an in-class lending library filled with leveled books.

During the second year of the program, parent participation increased to 14 parents, who also had the opportunity to share their interests and concerns with the researchers. Waldbart et al. (2006) also conducted semi-structured interviews with 9 of the 14 parents, primarily asking about information about their home literacy environment and parent perceptions of the Bridges project. Aside from the focus group, lending library, and in-class demonstrations sessions, which were similar to the year 1 activities, parents also helped to develop a paired-reading “tip sheet” for home use, and researchers conducted two home visits for one of the families. During the two home visits, the mother did a paired-reading with her son, and a Bridges staff member provided feedback using the tip sheet. After the second visit, the researchers reported the mother strategically referring to the tip sheet and making changes, such as pointing out the author and illustrator, asking fewer and more meaningful questions, making connections to her son’s life, and using a softer tone.

During the third year of the program, researchers focused solely on their case study mother and son. They visited her home three times, and conducted individual sessions as well as consultation sessions based on paired-reading. Waldbart et al. (2006)

reported changes across the three visits, including the mother allowing more time for the child to attempt an unknown word, allowing her son to have greater autonomy in selecting books to read, and providing picture-based and word-based cues to decode unknown words. Researchers also conducted a semi-structured interview in order to gain feedback from the mother and provide an opportunity for the mother to discuss potential methods of improving literacy support for her son.

Waldbart et al. (2006) specifically noted that parents were already experts on their children's literacy strengths and weaknesses, and that the Bridges program helped them to see their knowledge and build upon it. The researchers also noted that the program touched upon two factors in Hoover-Dempsey and Sandler's (1997) framework for parent involvement, including authentic opportunities for parents to participate in their children's school and an increased sense of parental self-efficacy. However, Waldbart et al. did not have an official measure for parental self-efficacy. Though this study may be strengthened by more systematic measures of growth, for either parents or students, Waldbart et al. showed the need for projects that bridge communication for literacy support between schools and homes and that explicitly teach parents school practices while building on their present knowledge. They also defied the stereotypes of low-income parents, who are often thought to be uninvolved in schools in traditional ways.

Synthesis and Critique of Parent Book-Reading Programs Connected to Mainstream Schools

Though these family literacy programs were structured in different ways and had different foci, all of them included interactive reading in some way, some being more explicitly focused on interactive reading than others (Cairney & Munsie, 1995; Edwards

& Danridge, 2001; Kim & Guryan, 2010; Saint-Laurent & Giasson, 2005). Cairney and Munsie also specifically addressed the changes in parent interaction styles, including more positive feedback, less emphasis on phonics, and asking better questions. These reading behaviors all coincide with the positive reading behaviors emphasized in the parent-child observation research (e.g., Baker et al., 1999, Tracey & Young, 1999). All of the programs included forms of explicit strategy modeling as well as time for parent practice. Also, all of the family literacy programs included either giving parents more resources (Jordan et al., 2000; Kim & Guryan, 2010; Morrow & Young, 1997) or showing parents how to use school and community resources (Cairney & Munsie, 1995; Edwards & Danridge, 2001; Saint-Lauren & Giasson, 2005). This aspect of the programs may have helped to alleviate the frustration that many parents may feel in locating appropriate resources for their children (Dudley-Marling, 2009).

Many of these studies also included a collaborative approach between the program implementers and parents (Cairney & Munsie, 1995; Edwards & Danridge, 2001; Jordan et al., 2000; Morrow & Young, 1997; Waldbart et al., 2006). Cairney and Munsie especially focused on the importance of interactions between program facilitators and parents, and the program appeared to benefit from this component greatly. Parents went above and beyond simply using knowledge with their children and shared the information outside of their immediate families. They also were motivated to further their own education after completing the program. Cairney and Munsie, Edwards and Danridge, and Waldbart et al. also focused much of their data collection on obtaining parent feedback on the programs as well as their experiences in participating in the programs. Though most of the other reviewed studies reported positive results, parent

experiences and reviews were not included in their data collection. This omission is cause for concern, as the ultimate goal of these programs is to encourage reading and language interaction between parents and children. If program implementers do not receive feedback from parents on the programs, then they are not fully aware of how parents reacted to the program, what problems parents perceive with the program, and if parents have other ideas to contribute to the programs. Additionally, implementers will not have an understanding of parents' inclinations to continue with strategies emphasized in the programs.

Many of the reviewed studies had sufficient time built into them in order to be beneficial. Many of the effective programs lasted one school year (Edwards & Danridge, 2001; Jordan et al., 2000; Morrow & Young, 1997; Saint-Lauren & Giasson, 2005), though throughout the year, parents met with teachers and researchers more often in some programs than others. Parent meetings ranged from five times throughout the program (Jordan et al., 2000) to 23 times throughout the program (Edwards & Danridge, 2001). Cairney and Munsie (1995) also had an effective program, even though their program only lasted for eight weeks. Programs that were not as effective for parents were ones in which parents met three times or less throughout the duration of the program (Kim & Guryan, 2010).

Another potential key factor in the successful studies was the opportunity for interaction and one-on-one feedback between parents and program implementers. Edwards and Danridge (2001) and Waldbart et al. (2006) all built in time for parents to read with their children and to receive immediate feedback after these sessions. Waldbart et al. only did this for two or three times with some of the participants, but they saw

changes in parents' interactions almost immediately. However, these researchers could have been clearer in explaining how they constructed this dynamic, in which parents were open to feedback from program implementers. In these studies, parents were both taught reading "codes," and then also evaluated on these codes, which most likely created an unequal power dynamic between program implementers and parents. Though the researchers reported this aspect as being a positive one, this aspect may also have created unnecessary tension.

In the aforementioned studies, introduction, modeling, discussion, and practice of important reading and literacy behaviors allowed parents to explicitly learn the codes of behavior that research has shown to foster reading success in children. Learning these codes of behaviors appeared particularly effective for parents of low-income and low education levels. As these parents are typically outside of the culture of power, the book-reading sessions were a way to give them access to specific parent book-reading behaviors, thus, making the ambiguous teacher directive of "read with your child" (Dudley-Marling, 2009) clearer and more attainable. As Delpit (2006) discussed in her theory, showing parents the rules of the culture of power makes obtaining power easier.

Parent Book-Reading Programs for Homeless Families

While the reviewed research on parent book-reading programs provides great insight into best practices for working with parents, because I plan to work with a group of parents in a transitional home, reviewing the literature on literacy programs with homeless families, while limited, is necessary. Because of the vulnerability of families living in homelessness, sensitivity in communication and working relationships is essential. McGee (1996) emphasized the importance of trusting relationships when

working together with parents, including building time “just to talk” with parents and focusing on families’ strengths (p. 32). Swick and Bailey (2004) also emphasized the importance of building trusting relationships as well as the value of supportive communication. Swick and Bailey mentioned that this communication is essential especially as many parents have had negative experiences in school and because of these experiences, may be inclined to avoid school-related activities.

MacGillivray, Ardell, and Curwen (2010) conducted over 70 interviews with different individuals connected to homeless shelters, including principals and teachers of students who were homeless, parents living in homeless shelters, children living in homeless shelters, and shelter staff members. They selected five points of view from five different individuals, because of the critical nature of these individuals’ responses. In speaking to the director of a homeless shelter, MacGillivray et al. highlighted the director’s emphasis on providing a space and time for parents to read to their children. The director mandated this parent-child reading time on a daily basis because “it is the most powerful and effective way that we start bonding between our mothers and our children” (p. 387). The director saw read-aloud time as both fostering literacy growth and cultivating relationships.

Another important voice that MacGillivray et al. (2010) highlighted was one of the parents at a shelter. This particular parent valued reading and explained that she hoped to someday begin a magazine for teenagers. She also explained that she looked at every moment of her toddler son’s life as a learning opportunity, including the value of interacting with text materials. She then described the emergent literacy skills that her toddler was demonstrating as he looked at a book. MacGillivray et al. explained that this

parent may have appreciated and benefited from a teacher's perception of the literacy developmental benchmarks that her toddler was experiencing.

As MacGillivray et al. (2010) highlighted these two poignant voices, they emphasized the importance of parents living in homeless shelters reading to their children as well as having conversations with teachers and educators about what behaviors they are seeing in their children and how they can help their children develop. MacGillivray et al. emphasized the need for communication between educators and families living in homeless shelters. However, though there are programs to help facilitate literacy development with parents and children, many of them do not have systematic ways of documenting their effectiveness.

O'Neil-Pirozzi (2009) implemented a four-session program for preschool children that focused on language development with storybook reading. O'Neil-Pirozzi wanted to both assess the effects of the program and also assess the feasibility of doing such a program at a homeless shelter. Sixteen single parents of preschool children participated in the study, with 11 participating in the language development program and four serving as a control group. O'Neil-Pirozzi assessed all 16 parents on measures of receptive vocabulary as well as number of utterances that facilitated language with their children. Experimental parents then participated in the intervention from Week 1 through Week 4, while control parents had 15-minute one-on-one interactions with the investigator. These interactions were primarily social and did not focus on the strategies emphasized in the intervention. At Week 8 after the intervention, O'Neil-Pirozzi observed and assessed all 16 parents once again on utterances facilitating language.

Each session had a different topic: Session 1 centered on normal language development and parent discussions of observations of their children; Session 2 focused on the facilitating language strategies of modeling, expansion, and closure; Session 3 focused on three other facilitating language strategies of open-ended questions, predictions, and recasting; and Session 4 focused on lifelong learning and other topics that parents requested throughout the intervention. Each session took the following format: introductions (Session 1) or reviewing previous session (Sessions 2-4), handouts and didactic instruction, facilitator demonstration and group discussion, participant practice with each other, participant practice with children, and session wrap-up. At the conclusion of Sessions 1-3, parents were given two children's books to practice the strategies learned within each session as well as a weekly log to document practice and other literacy activities. Although control parents did not participate in the sessions, they were given the books and weekly logs as well, and were told to read with their children as often as possible.

O'Neil-Pirozzi (2009) found that the majority of participants (10 out of 11) were able to attend all four sessions, with one parent attending three out of four. Through the log documentation, the researchers reported that participants practiced 26 of the 33 days between program sessions. In comparing experimental and control group on post-test observations, the researchers found that there was a statistically significant difference in parent utterances that facilitated language use, with a mean percentage of 58.2% in the experimental group and a mean percentage of 27.2% in the control group. When focusing solely on the parents who performed poorly on the PPVT-III, O'Neil-Pirozzi did

not find a statistically significant increase in utterances that facilitated language; however, she did find an increase.

O'Neil-Pirozzi (2009) found that parents living in a shelter were able to successfully attend the four language development sessions and that they showed increases in behaviors that facilitated more language use and development from their children. The researcher noted that such an intervention may increase parents' sense of self-efficacy in supporting their children as well as parent-child bonds, though she did not report any data to support this speculation. Additionally, O'Neil-Pirozzi emphasized that as families are often in homeless shelters for a temporary period of time and enduring many stressors, sessions should be brief, convenient, and as effective as possible.

Aaronson, Glanz, and Klosterman-Lang (1993) also implemented a family literacy program at four different transitional home shelters, each time lasting six weeks (once a week for two hours). A total of 48 women participated in the workshop sessions at the four different transitional homes. The participants' average age was 26.7 years, and the average education level was 11.9 years. Before the six-week workshop series, implementers held an orientation to register participants, introduce what the workshop session would cover, and provide participants with information about the local public library to obtain a library card before the first workshop session. Aaronson et al. focused each of the six workshop sessions on a different children's book selection with a different reading strategy.

Throughout the sessions, Aaronson et al. (1993) encouraged the parents to show their children how to be active listeners and readers. The researchers focused on modeling pre-reading strategies, such as looking at the cover and title of the book to

preview it. The active reading strategies covered throughout the sessions were asking questions, making predictions, creating stories, building vocabulary, and rereading. Participants were able to practice these strategies with other parents during the workshop sessions before using them with their children at times of their choosing. Researchers emphasized the fun of reading during all sessions, both with the reading selections and the reading activities used in the sessions. Researchers also attempted to foster reading enjoyment with adult fiction and non-fiction texts for parent participants.

Aaronson et al. (1993) assessed the project weekly through informal observations, and they attempted to assess the weekly reading activities through written journals. However, the participants did not wish to use the journals, as they felt that they were an intrusion into their private lives. Instead, the researchers built in time to each workshop session to discuss what participants had done with their children, and participants who brought in book lists that they read with their children were given special recognition. The researchers assessed the project as a whole through written evaluations and verbal comments from both participants and transitional home staff, who informally observed parent reading activities on a daily basis.

Through these written and spoken comments, Aaronson et al. (1993) reported that participants appreciated the program and reported changes in their reading behaviors both by themselves and with their children. They reported reading more to their children and also acting as reading models through an increase in their own individual reading. The women also appreciated the multi-cultural adult reading materials, which prompted interesting discussions and ideas for writing. They also appreciated the refreshments, the craft activities with their children, and the child care provided during the sessions. The

one activity that did not receive as positive of feedback from participants and staff members was the journal of reading activities, as mentioned. Upon asking participants what they would recommend, the women thought that future participants could be given a calendar with stickers, so that their children could document the reading activities. Overall, participants and staff members responded positively to the program, and most of the participants wished for the sessions to continue at the conclusion of the program. Although Aaronson et al. did not specify particular methods that they used to set up and assess the program, the informal responses (both verbal and written) from parent participants and transitional home staff members showed that the program was received positively and appeared to foster increased reading behaviors both for parents and children.

Synthesis and Critique of Parent Book-Reading Programs for Homeless Families

Though research on parent book-reading programs for homeless families is limited, the reviewed studies show similar elements to the book-reading programs connected to mainstream schools. Once again, parents were exposed to supportive reading behavior codes through demonstration, discussion, and practice, and through this exposure, they increased the frequency of their parent-child book reading times (Aaronson et al., 1993; O'Neil-Pirozzi, 2009) as well as specific supportive reading practices learned in the programs (O'Neil-Pirozzi, 2009). The positive feedback and increased behavior once again suggests a link to parental self-efficacy, which O'Neil-Pirozzi mentioned, but did not specifically measure.

Because of the transience of the transitional home population, O'Neil-Pirozzi (2009) also emphasized the importance of keeping book-reading programs as brief, but

effective as possible. Though Aaronson et al. (1993) did not specifically address this issue, as they implemented six-week sessions, they also followed this guideline.

Additionally, Aaronson et al. emphasized the importance of trust between researchers and participants and the need to protect participants' feelings of privacy. This emphasis on trust was echoed by Swick and Bailey (2004) and McGee (1996).

As parents living in transitional homes are within a vulnerable population, I believe it is essential to build rapport and relationships and to make sure that their voices are heard in the research. Though O'Neil-Pirozzi (2009) and Aaronson et al. (1993) both reported successful book-reading programs, my major critique of their studies is that they were both lacking in this aspect of their research. Researchers need to understand parents' experiences in such programs, especially with vulnerable populations, as well as how parents use, negotiate, and adapt the strategies focused upon in the programs. Because O'Neil-Pirozzi and Aaronson et al. did not focus on hearing parent voices in their studies, readers are not fully aware of how parents responded to the programs, and if they found them helpful or not.

Literacy Practices of Homeless Families

I aim to explore how parents respond to a book-reading program, in regard to their experiences, practices, and self-efficacy. Additionally, I aim to explore parent experiences, practices, and self-efficacy prior to beginning the workshop and possibly apart from the book-reading workshop. Therefore, it is essential to review studies that have examined the current literacy practices of parents and families who have or who are experiencing homelessness.

Juchniewicz (2012) explored the literacy identities of five individuals who had been or were presently experiencing homelessness. She hoped to examine how one's literacy traditions had an impact on exiting homelessness, as well as how these traditions are interpreted and lead to the transformation of one's world. Her criteria for participants were that they had to have a past or present experience with homelessness, have affiliation with an educative setting, and be willing to participate in all facets of the study. She classified her five participants as "marginally homeless." Though she did not thoroughly define this term, she explained that participants were neither "chronically homeless" nor "situationally homeless," meaning they were temporarily homeless from a fire or other catastrophe. Her participants included a grandmother who was also a college student, a male veteran and aspiring writer, a formerly abused mother who was a speaker against violence, an activist mother for parental rights (after being jailed for attempting to keep her children in a shelter with her), and a mother who became homeless after experience with an abusive spouse. Juchniewicz collected data over six months, which included a series of interviews, observations at four sites, and visual data, including published stories and poetry, email correspondence, notes, lists, and newspaper archives. Some of these data were written by participants, and others were written about participants (e.g., newspaper archives).

Juchniewicz (2012) described her stance as believing that "nonelite people needed to gain fluency in the dominant discourse, while understanding the underlying ethical and historical context of Standard English and academic discourse, to understand power relationships, and to work toward change" (p. 507). Through her data collection, Juchniewicz coded both reported and observed literacy acts as either informal or formal.

Informal categories included written aids for memory and to organize thoughts, casual written communication, reading for pleasure, and reading for general information.

Formal categories included writing using the writing process, writing to an authority, reading with focused attention/to learn, and reading for instruction. Juchniewicz found that the informal literacy occurrences happened only slightly more often than the formal literacy occurrences. She also found that writing using the writing process occurred the least frequently, while reading for information and reading to assimilate into other groups occurred the most frequently.

Through these findings, Juchniewicz (2012) explained that “people who are making the transition out of homelessness are using literacy to actively move into new strata, and that they recognize the importance of ‘codes of power’ to rewrite their lives” (p. 513). She explained that her participants recognized literacy as a source of control in their lives as well as a lifeline, which helped them to understand the value of their own stories and experiences as well as create order in their lives.

Juchniewicz (2012) showed how people who had moved out of homelessness or were making great attempts to move out of homelessness made use of reading and writing to transform their surroundings. They saw the value of literacy and actively took advantage of literacy opportunities to order to better their situations. However, Juchniewicz also purposefully recruited participants who had an affiliation with an educative setting. Her findings did not account for the experiences of those experiencing homelessness who may not have the same literacy experiences or desires. To expand these findings, future research may want to take the same critical lens, but keep the

recruiting process open to all individuals who may be homeless, regardless of their past or current educational experiences.

MacGillivray, Ardell, and Curwen (2009) explored the literate lives of women and children living in a homeless facility that was comprised of an emergency shelter and transitional home. They observed how and when families utilized literacy during evenings and weekends for four months, and they also conducted interviews with five mothers, nine children (ages six to thirteen), and two members of the shelter staff. MacGillivray et al. reported that participants were Latina, African American, and Caucasian. The purpose of the interviews was to clarify and extend information obtained through observations. The researchers explained that in the child interviews, they discussed topics such as children's perceptions of reading and writing, in-school and out-of-school literacy activities, how the shelter did or did not allow them to be successful in school, and how the people around them did or did not help them complete their homework or read for pleasure. The purpose of the interviews with the mothers was to build on their children's interview responses, discuss their children's literacy development, and discuss how schools or shelters have helped or hindered their children's literacy development.

After MacGillivray et al. (2009) collected their data, they coded and discussed their data and findings. They discovered three institutions that children and mothers discussed: libraries, churches, and schools. MacGillivray et al. also discussed how the shelters afforded the families opportunities to engage in literacy, as well as examined what literacy events occurred within and across all of the institutions. They also questioned how these events were situated within larger social practices.

In the homeless shelter, mothers and children discussed reading for pleasure and writing both stories and in journals based on their lives. They discussed how they were able to escape through books, as well as how children enjoyed sharing and discussing books with each other. Mothers and children also enjoyed writing, though they discussed a tension with writing and privacy. Mothers reported a reduction in their journal writing, because of a lack of privacy, and one mother explained that though she encouraged her children to write, she became frustrated with structured writing time designated by the shelter, as her children more greatly attended to the look of their writing rather than just the experience of writing. Mothers and children also reported literacy events at the shelter as a way of connecting with family members, such as writing notes to their mothers. Additionally, younger siblings often imitated the literacy practices of their older siblings, such as writing, pretending to read, drawing, or even trying crossword puzzles. Some mothers felt that being at the shelter disrupted the literacy activities that they usually would do, as their books were in storage, they lacked transportation, or struggled to find time for literacy activities due to family or job emergencies.

In regard to libraries, families generally reported libraries as very positive institutions, as they enjoyed the many choices of books. Libraries also were a way for parents to be very active in their children's literacy development, and libraries provided a community for families. Additionally, they provided mothers with a sense of control, as they decided how long to stay and what to do there, which was unlike their routines at the shelter. Many of the families' literacy events were also categorized under the institution of churches. Both mothers and children spoke positively about churches, especially as they offered a sense of community and continuity in their lives. Children read church

bulletins, hymnal books, asked questions about the Bible, memorized verses, and even took notes during sermons. Additionally, religion was a way to form friendships with other children. Families also discussed their literacy practices, such as daily reading of the Bible, as a commitment to God.

MacGillivray et al. (2009) reported that mothers and children's talk about school was very different than their talk about practices related to libraries and churches. Though families spoke positively about schools, "children's discussion of reading and writing at school were tied to specific purposes and outcomes, such as answering questions at the end of the chapter, preparations for district and state examinations, and fluency reading" (p. 235). MacGillivray et al. highlighted the contrast between this evaluative talk and the richness of the literacy practices with libraries and churches. Additionally, children reported school writing in terms of "neatness and length" (p. 236). However, mothers and children continued to speak enthusiastically about schools, despite the contradictions with the other literacy practices they enjoyed, and mothers were highly supportive of their children's success in schools.

MacGillivray et al. (2009) explained the promises of personal literacy practices of the mothers and children who were homeless, as well as the danger of families viewing school literacies as procedural and events that are always evaluated. However, they also noted how parents and children made school success a priority, and "that in the midst of chaos, homeless mothers and children can come together across institutions and through literacy practices create communities of hope, strengthen family bonds, and establish the belief that literacy is a vehicle for success" (p. 242).

Synthesis and Critique of Studies Reporting Literacy Practices of Homeless Families

Juchniewicz (2012) and MacGillivray et al. (2009) reported how families who were homeless already participated and were proficient with various literacy activities. Juchniewicz showed how her participants, who included parents, made use of reading and writing “codes” to further their own lives and move out of homelessness. MacGillivray et al. explained how libraries, churches, as well as the homeless shelters families resided in fostered various types of literacy and communities. Through interviews with children and parents, MacGillivray et al. showed how children and parents valued literacy and chose to participate in reading and writing, often interacting with each other in the process. These authors also reported that parents and children valued schools, but that their understanding of literacy at schools was more procedural and focused on form and correctness, rather than exploring topics in an in-depth manner, as they did in their other literacy activities. This view of school was cause for concern, possibly providing reason to reexamine how schools instruct reading and writing. This stark contrast to the rich discussions that children and parents had about other literacy activities also seemed to provide reason for schools to examine how parents and children who are homeless experience literacy in other non-school areas.

In Juchniewicz’s (2012) and MacGillivray et al.’s (2009) studies, they were both limited to the settings and specific participants with whom they had contact. Additionally, Juchniewicz specifically recruited participants who had some affiliation with an educative setting in order to explore how participants use literacy to move forward. Continuing to study a variety of parents and their children who are homeless,

while not limiting participating families to those who privilege education, may provide a broader picture of the literacy experiences of families who are homeless.

Return to Theoretical Framework

I now return to the theoretical framework, which includes Bandura's social cognitive theory combined with Delpit's (2006) culture of power theory. The theoretical framework consists of interacting factors consisting of parent knowledge, self-referent thought and self-efficacy, agency, and outside feedback situated within the culture of power. In the culture of power, there are power dynamics within social, economic, and school-related contexts that have an impact on parent knowledge, self-efficacy, and agency. By reviewing the studies on parent-child book reading behaviors, I have identified the specific parent behaviors shown to promote success within mainstream schools (e.g., having rich discussions with children while reading, having positive interactions while reading, allowing children to take the lead, viewing reading as a source of entertainment). I view these behaviors as the "codes" of the culture of power, especially as they are not as widely practiced within low-income communities. With low-knowledge of these codes of behavior, a parent outside of the culture of power may receive feedback from mainstream sources (e.g., school assessment data, child's teacher, parent's previous negative experiences in school) that her child is not a successful reader and that she should assist him by reading with him often at home. Reflection upon this negative feedback combined with a lack of knowledge of the mainstream codes then may contribute to negative self-efficacy and a lack of agency to support the child in the way the teacher and school are suggesting.

However, the reviewed studies focused on parent-child book reading programs showed that this self-efficacy and agency can be affected positively when parents have the opportunity to learn the parent reading behavior codes. In this process, they increase their knowledge of the standard codes through discussion and practice in affirmative environments with positive feedback, which then contributes to positive reflection and self-efficacy. This self-efficacy may then translate to agency, in which parents feel comfortable in supporting their children as readers, increase their supportive reading behaviors, and in some cases, pass on their knowledge to other parents as well (Cairney & Munsie, 1995; Edwards, 1995b; Edwards & Danridge, 2001).

Yet, I believe it is essential to hear parents' voices and obtain their feedback while participating in these programs, especially for parents and families who are homeless and more vulnerable to outsiders with more power than they have. As Juchniewicz (2012) and MacGillivray et al. (2009) reported, parents and families who are homeless already participate in literate practices, have strong beliefs about literacy, and even participate in the literacy "codes," which parents saw as a way to help them move forward and gain power in society. Therefore, understanding what families already are doing and connecting these practices to reading codes may be even more beneficial.

Conclusions

Parental self-efficacy and parent reading practices have an important and varied relationship with the culture of power. Parental self-efficacy is connected to both higher aspirations for children and higher achievement, and parent supportive reading practices are important for children's positive reading affect, higher reading achievement, and parent involvement. Therefore, the reviewed studies show the importance of educators

and researchers attending to both self-efficacy and practices in working with parents. Additionally, studies show the benefits of addressing parental self-efficacy and supportive reading practices to those outside of the culture of power. Parents were taught specific reading behaviors that have been shown to be successful in propelling children forward in both reading affect and reading achievement. Parents were also assisted in choosing appropriate materials for their children and in how to locate these materials. Though some of the reviewed studies included exploring parents' current practices, the majority of the book-reading programs did not. Program implementers can learn more about the things that parents do in order to further strengthen programs.

A gap in the research was the exploration of parental self-efficacy while parents participated in book-reading programs. Though many of the studies reported changes in parent supportive practices, none of the studies explicitly examined self-efficacy. Additionally, in reviewing the studies about parent-child book-reading behaviors and workshops, I found that only a few of the studies incorporated parent voices as a major source of data (Cairney & Munsie, 1995; Edwards and Danridge, 2001; Waldbart et al., 2006). More in-depth qualitative studies are needed to examine parents' experiences within these programs to help strengthen future programs. More in-depth qualitative studies are also needed to understand how parents negotiate former and new book-reading practices as well as their roles in supporting their children. Moreover, with a focus on self-efficacy and practices related to the culture of power, in-depth qualitative analyses of the factors that contribute to parental self-efficacy and practices may be particularly beneficial in learning how to best support and work with homeless parent populations.

CHAPTER THREE: METHODOLOGY

The purpose of this study is three-fold: a) to explore parents' experiences while living in a transitional home in supporting their children's reading development as they participate in a parent-child book-reading workshop, b) to examine how parents living in a transitional home demonstrate self-efficacy while participating in a book-reading workshop, c) to examine the supportive reading practices that parents demonstrate while participating in a book-reading workshop. In each of the foci listed, I was also interested in how these experiences, parental self-efficacy, and parent practices are affected by the culture of power. Before conducting this study, I hypothesized that parent experiences, self-efficacy, and practices may be negatively affected by being outside of the culture of power prior to the workshop, and my hope was for the workshop to provide participants access to specific codes in the culture of power. In providing this access, I was also interested in the way that parents negotiate the new knowledge of the codes with their current practices. Through emphasizing specific codes, I also risked reinforcing the culture of power within the workshops, thus disempowering parent participants. Therefore, I aimed to be critical of each workshop session and interaction with each parent, being sensitive to power dynamics enacted in our interactions. The setting of the transitional home was purposefully chosen because of the economic disadvantages of the parents and families that the home serves as well as the need to serve this particular parent population.

Many low-income parents and families may not practice mainstream supportive literacy behaviors (e.g., Heath, 1983). Additionally, many parents who are currently homeless have limited education as well as other challenging factors, such as lack of health care, excessive stress, and environmental hazards (e.g., Nunez, 2004). These

factors often present obstacles for parents' children as they progress through school and as they develop as readers. In working with participants at a transitional home, I hoped to gain insight into their experiences in supporting their children as readers, especially as they negotiate the information in a book-reading workshop. Additionally, as self-efficacy contributes to parent involvement (e.g., Hoover-Dempsey, Bassler, and Brissie, 1992), I hoped to examine how parents demonstrate their self-efficacy throughout the workshop as well as examine what supportive reading practices parents exhibit.

In this chapter, I first explain my own background as a researcher along with my assumptions and motivations for doing this research. Second, I describe the setting and participants of this study. Following this description, I illustrate the format and sessions for the parent-child book-reading workshop. I then describe my sources of data collection, my methods for data collection and analysis based on my three research questions.

Researcher Background, Motivations, and Assumptions

I consider myself privileged, as I grew up in a middle-class, European-American family. My mother was a reading specialist, and while developing as a reader, I experienced and enjoyed many of the mainstream supportive reading practices that I have described in the literature. After graduating from college, I taught at an inner-city school, where one third of my students were from low-income neighborhoods and predominantly African American. Though I cared deeply for my students, I often became frustrated with some of my students' parents, and I questioned the extent to which they were supportive of their children's education, echoing the perceptions of many other teachers from White, middle-class backgrounds (Dudley-Marling, 2009). In making these

assumptions, my communication with parents was limited to the traditional yearly parent conferences, casual conversation at school events (for those who were able to attend), and the occasional phone call home.

I have also been a part of programs dedicated to individuals and families who are homeless for the past several years. I have begun to understand the regular obstacles that those in the homeless population face on a daily basis. Though I know that the homeless population is comprised of people with a variety of backgrounds, I realize that one of the major obstacles that these individuals face is a lack of successful education. Therefore, I was curious how a book-reading program might work with parents who are currently experiencing homelessness.

Upon reflecting on my own practice and upon reading the literature about parents who are homeless or of low-income backgrounds, I felt a strong desire to do my research in this area to try and bridge the gap between home and school for children and their parents. Before conducting this research, I was aware of the research of those who are studying the valuable home literacy practices of families of diverse backgrounds (e.g., Moll, Amanti, Neff & Gonzalez, 1992). However, though this research is essential, I was concerned that few teachers are incorporating these diverse home practices in their teaching and that these practices are still not as valued in schools as mainstream literacy practices. I believe that school practices should be reexamined to include more diverse practices and to build on all students' strengths. However, this systemic shift takes time and will not help children who are experiencing misalignment between home and school right now. Additionally, in speaking and working with parents of diverse backgrounds, parents expressed an interest in learning strategies that they could do to support their

children at home (Crassas, Turner, & Codling, 2011). Parents that I spoke to were dissatisfied with their children's schooling experience and wanted to know how to supplement the instruction occurring at school.

Therefore, I took a stance similar to Edwards (1992) who believed that until a shift occurs in which in-school practices and teacher training are adjusted to being inclusive of more diverse practices, it is important to show parents and families these mainstream practices to empower them to be successful in mainstream schools.

However, as someone who is from a middle-class, Caucasian background, I understand that I must be aware of my assumptions, both conscious and unconscious, especially as I am most likely perceived as an outsider by the parents with whom I work.

Because of my assumptions and background, the vulnerability of the specific population with which I worked, as well as the limited research on family literacy within a transitional home, I chose to use a case study approach. Through this approach, I had the opportunity to listen directly to parent voices throughout the study and make careful observations of parent experiences, practices, and self-efficacy as I implemented a book-reading workshop with parents living in a transitional home. Additionally, I strived to provide an open format during the workshops, in which parents could challenge practices, adapt practices, and add to practices to best support their children.

Setting

This study took place at Haven Shelter (all names are pseudonyms), which is a transitional home in the Mid-Atlantic United States. This shelter provides housing for approximately 125 people on a daily basis and provides a caseworker for each of its families. In addition, the staff at Haven Shelter offers services to the clients, including

GED classes, parenting classes, employment programs, a licensed child care center, computer classes and workshops, transportation to and from work and doctors appointments, three meals a day, clothing, hygiene products, and counseling programs.

Haven Shelter has two housing programs. The first program is the emergency shelter, in which clients in crisis situations are eligible for housing up to 90 days. The second program is transitional housing, in which clients move into on-site apartments and are eligible for shelter for 18-24 months. Clients in the transitional housing program have casework services up to 12 months.

Haven Shelter also has tutoring programs, in which volunteers assist the children with their homework after school. Upon searching the various programs the shelter offered, I came across a need for volunteers for their “family literacy” program. I contacted the volunteer coordinator to inquire about this program, and he explained that the program did not currently exist. When I spoke to him about potentially implementing a program for parents in which they learn about strategies to support their children as readers, he was enthusiastic and invited me to meet with him.

Upon arriving at Haven Shelter, the volunteer coordinator gave me a tour of the facility, discussed logistics of the implementation of the program, and introduced me to the program director, casework manager, and childcare providers on-site. The staff members appeared excited about the potential of a parent book-reading program. They discussed their concerns about adult low-literacy levels among their clients, and spoke about their goal of raising the number of children at Haven Shelter who were reading on-grade level. They explained that earlier this year, only about a third of the children were reading on-grade level, and through their tutoring programs, they had seen the number

grow to about one half. The childcare provider specifically expressed enthusiasm for seeing the number of on-grade level children increasing, and she was hopeful that a parent book-reading program could contribute to that goal.

After meeting with the various staff members, I expressed interest to the volunteer coordinator in helping with the tutoring program once a week to become familiar with the children and their parents. He handed me a volunteer form to complete, and I was then able to participate in the after-school tutoring program, which allowed me to interact with the children as well as some of their parents.

Additionally, the volunteer coordinator put me in contact with the casework manager, who set up a meeting with the six caseworkers at Haven Shelter. During this meeting, I explained the purpose and format of the family literacy program and asked questions about logistics. The caseworkers were enthusiastic about the program and began to give me more insight into the families that lived at Haven Shelter and how to address the logistics of the program.

Clients at Haven Shelter

During March 2011, Haven Shelter served a total of 61 adults and 103 children in both the emergency shelter and transitional home. In the transitional home, Haven Shelter served 26 adults and 48 children. Of the 26 adult clients (21 females and 5 males), 45% were Caucasian and 55% were African American. In the emergency shelter, Haven Shelter served 35 adults and 55 children. Of the 35 adult clients (34 female and 1 male), 28% were Caucasian, 67% were African American, and 5% were classified as “Other.” (See Table 3.1) However, caseworkers informed me that these numbers,

especially those of the emergency shelter clients, are always subject to change due to the transience of this population.

Table 3.1
Demographic Information for Transitional Home and Emergency Shelter

	Children clients (Total number)	Adult clients (Total number)	Adult race (%)	Adult gender (Total number)
Transitional Home	48	26	Caucasian- 45% African American - 55%	21 females 5 males
Emergency Shelter	55	35	Caucasian- 28% African American - 67% Other - 5 %	34 females 1 male

Participant Selection

I recruited participants through the Haven Shelter staff, specifically through the caseworker manager and individual caseworkers, who recommended the program to clients. Though I initially recruited parents who had children who were Kindergarten children, first-grade children, or second-grade children, I expanded the class to include children who were of preschool age. Caseworkers explained that there were families who had preschool-aged children who were interested in the program and study, and because of this displayed interest, after discussion with my advisor, I included these families.

In speaking to the caseworkers, they were not worried about attrition from the book-reading program, as recommended clients would have the workshop built into their

Haven Shelter program and would therefore be required to attend workshop sessions. However, I raised a concern about making clear that the research was separate from the workshop. Caseworkers suggested that during an initial meeting with each individual parent, I explain the research background as well as its purpose in evaluating the program. Parents could then decide whether or not they would like to participate in the research portion of the program. Caseworkers reported that parents were typically enthusiastic about sharing information, particularly with individuals outside of Haven Shelter. Additionally, caseworkers believed that parents would be excited to be a part of evaluating the program.

Rationale for Methodology and Number of Participants

By working with these participants, I conducted a primarily qualitative case study, in which I examined both within and across each parent case (Ayres, Kavanaugh, & Knafl, 2003). Ayres et al. explained that “one strength of qualitative research is its ability to illuminate the particulars of human experience in the context of a common phenomenon” (p. 871). While all parent participants experienced the book-reading workshop, they each experienced it in a unique way, while also bringing their former, unique experiences with them. Because of the contextual differences of each participant, especially in the context of the homeless population, which is quite diverse, I hoped to see both parents’ commonalities and differences in their experiences. Ayres et al. articulated, “Neither across-case nor within-case approaches alone enable the researcher to interpret an experience both through its parts and as a whole, such that readers can recognize individual experience in a generalizable way” (p. 873). I hoped that my study and attention to within-case and across-case analysis would allow me insight into the

experiences of other parents and children living in homelessness and possibly poverty as well, as those living in transitional homes are often dealing with similar factors as those in poverty, including limited education of parents and poor educational outcomes for children (National Center for Education Statistics, 2009).

Therefore, I am not concerned with generalizability, but instead am concerned with particularizability (Erickson, 1986). As explained in Chapter One, Erickson discussed the importance of studying specific cases in detail in order to begin to understand “what is broadly universal, what generalizes to other similar situations, [and] what is unique to the given instance” (p. 130). By studying and analyzing a number of parent cases in detail, I can then compare the cases in the Haven Shelter transitional home to parent cases in other emergency shelters or transitional homes. I can also compare to parent cases with similar factors, such as low-income or low levels of parent education to see similarities and differences in their experiences supporting their children.

I planned to keep the workshop open for all parents with children in the specified grade levels. However, I also planned to focus data collection on approximately 5-7 parent participants and their children, in order to gain the detailed information that case study requires. Upon conclusion of the workshop and data collection, five parents along with their children remained in the study.

Participant Characteristics

Once participants were selected, I described each parent in more detail (See Chapter Four), including child’s grade level, parent’s literacy level, how parents characterize their children as readers, and how parents currently see their roles in their children’s reading development. I presented a contextualized snapshot of each parent and

their experiences supporting their children as readers prior to beginning the book-reading workshop. Additionally, I realized that other factors may affect parent experiences in the workshop, such as the parent-child relationship, time demands of other children in the family, and parent experiences in their children's school. Therefore, I described these factors as much as possible in the snapshot of each parent.

Book-Reading Workshop Session Content: Mainstream Codes

In reviewing the literature on parent reading behaviors, I found that specific reading behaviors are shown to be beneficial to children's reading motivation and success. Having rich discussions with children while reading (e.g., Sonnenschein & Munsterman, 2002), having positive interactions while reading (e.g., Tracey & Young, 1999), and viewing reading as a source of entertainment rather than a skill set that needs to be learned (Barnyak, 2011) help to shape children who enjoy reading and who are often successful readers. Therefore, throughout the workshop, I emphasized and incorporated these general behaviors, which I label as, "general codes" (See Table 3.2).

In addition to these general codes, I looked for more specific codes incorporated in the research on family literacy programs that I reviewed. However, I found that programs varied greatly in content as well as duration. Therefore, I first considered the major topics on which I hoped to focus the book-reading workshops based on my review of the literature. As the literature emphasizes the importance of parent behaviors while reading to their children (e.g., Baker, Mackler, Sonnenschein, & Serpell, 2001), I decided to make that my first focus. Further, as the literature discussed the importance of parent supportive behaviors while the child is reading to the parent (e.g., Tracey & Young, 2002), I made that my second focus.

After speaking to the staff members at the Haven Shelter, I found that because of the transience of the clients, they estimated that approximately five participants would be able to consistently attend the book-reading workshop from start to finish, if the duration of the workshop and study was approximately nine weeks. Therefore, I modeled the lengths of each of my two workshop foci after O'Neil-Pirozzi (2009). The focus of parents reading to their children was planned to be three weeks in length, and the focus of children reading to their parents was also planned to be three weeks in length. Before the two foci, I planned an introductory session, and after the two foci, I planned a review session followed by a group debrief and celebration for parents and children. In total, the parent-child book-reading workshop was planned to be nine sessions in length. However, due to complications, some of the content and formats changed, which I will describe below.

Sessions lasted 90 minutes and included only parent participants for the first 60 minutes of session time. The general format for sessions (with the exception of the introductory session and individual sessions with parents and children) was as follows:

- 1) Review previously learned strategies/Debrief about the at-home practice and adaptation of these strategies,
- 2) Introduction of new strategy,
- 3) Model new strategy,
- 3) Introduce vocabulary word of the week,
- 4) Reading and practice time with parents and children.

Only parents met for the first three components of the session, and children joined them for the fourth component of the session. During the reading and practice time with parents and children, parents had the option of practicing the strategies in class, or simply reading however they saw fit. Further, two of the sessions (one session for each focus) consisted of individual meetings with a parent-child case and the researcher

for observation and feedback. To create this format, I adapted the formats reported by Danridge and Edwards (2001) and Cairney and Munsie (1995).

My workshop sequence was purposefully designed to begin with reading behaviors of the parent, as parents can model specific reading behaviors for their children. I began with a focus on positive interactions and then moved to specific strategic behaviors, such as active comprehension and vocabulary discussion. These behaviors could then be incorporated into parent supportive behaviors while their children were reading. I also focused on text selection first while the child is the reader, as text selection played a primary role in many of the reviewed studies. After discussing book selection, we moved to miscue feedback. Though specific miscue feedback was not a topic often focused on in the reviewed research interventions, through earlier studies (Crassas, Turner, & Codling, 2011; Crassas, Codling, & Afflerbach, 2012) I found that decoding was a major concern of parents and something that they wished to have more information about. Therefore, I made the decision to include this topic in the workshop sessions. Throughout the sessions focused on the child as the primary reader, I planned to review and incorporate the strategies learned in the first half of the workshop. Additionally, I decided to incorporate a new vocabulary word each week that parents and children could use throughout the week, if desired. I chose words based on an action research program, which a school community implemented and has found great success and motivation among students (Elliker & Angelucci-Kuriger, 2012). See Table 3.2 for a review of topics and codes incorporated in the workshop.

Table 3.2
Codes and Topics Incorporated in Workshop

General Codes	Specific Topics and Codes Related to General Codes
<ul style="list-style-type: none"> • Viewing reading as source of entertainment, rather than skill set • Having rich discussions while reading • Having positive interactions while reading 	<ul style="list-style-type: none"> • Active comprehension <ul style="list-style-type: none"> ○ Making connections ○ Making predictions ○ Asking questions • Vocabulary discussion • Choosing appropriate texts • Word play • Miscue feedback

The session topics and practices that I chose to include in the workshop have proven in research to be valuable practices. In addition to the topics and practices being supportive of parent skill acquisition in supporting their children as readers, they are also mainstream practices. Therefore, my plan included an analysis of the workshop in light of Delpit’s (2006) theory of the culture of power along with how parental self-efficacy and practices are affected. In particular, I was interested in how parents living in a transitional home experience this workshop and negotiate and adapt the strategies that are presented within the workshop.

Descriptions of all workshop sessions are below. An example of a workshop session (Session 3) PowerPoint presentation and set of handouts is included in Appendix A. Before beginning workshops, I was aware that sensitivity in interpersonal relationships as well as flexibility in program decisions are essential in doing this work. Therefore, I understood sessions may change and data collection may be affected by these changes. In Table 3.3 as well as the descriptions below, I outline what my original intentions were for each workshop and if/how they changed.

Table 3.3
Workshop Sessions and Descriptions

Session	Original Plan	Implemented Plan
Introduction		
Session 1 Introduction and Overview	<p>Participant Introductions</p> <ul style="list-style-type: none"> • Discussion of children’s interests and experiences • Discussion of parents’ concerns/goals <p>Program Introduction and Overview</p> <ul style="list-style-type: none"> • Parents as teachers • Importance of choice, positive interactions, and child taking the lead • Creating a shared reading routine • Overall program schedule 	Remained the same
Effective Strategies when Parent is the Primary Reader		
Session 2 Check-in Session	<p>Emphasizing active reading strategies</p> <ul style="list-style-type: none"> • Encouraging children to make connections, predict, and ask questions 	<p>Check-in session (Due to lack of attendance)</p> <ul style="list-style-type: none"> • Held conference with two parents who came • Introduced new books, based on children’s interests reported by parents
Session 3 Active Reading Strategies and Vocabulary	<p>Vocabulary growth through books and discussion</p> <ul style="list-style-type: none"> • Importance of conversation with children • How to introduce new vocabulary words in books 	<p>Active reading strategies and vocabulary growth</p> <ul style="list-style-type: none"> • Discussed how to encourage children to make connections, predict, and ask questions • Discussed how to introduce new vocabulary words in books and conversation • Introduced use of

		informational texts
Session 4 Individual Sessions	<p>Observation and feedback with individual parent-child pairs</p> <ul style="list-style-type: none"> • Each parent-child pair read (parent as primary reader) while researcher observes • After reading, parent and researcher dialogue about observation 	<p>Remained the same, with small exceptions below</p> <ul style="list-style-type: none"> • Parents gave feedback on the workshop sessions • Researcher dialogued with each parent about reading behaviors, as each parent's time allowed • Researcher emphasized dialogue over "feedback"
Effective Strategies when Child is the Primary Reader		
Session 5 Text Selection	<p>Parents create guide for when parent is primary reader (Review)</p> <p>Importance of continuing to focus on meaning</p> <p>Importance of reader-text match (five finger/three finger rule)</p> <p>What to do when child is non-reader</p> <ul style="list-style-type: none"> • Wordless books • Predictable books 	Remained the same
Session 6 Playing with Letters/Words and Miscue Feedback	<p>What to do when child makes a miscue</p> <ul style="list-style-type: none"> • Miscue feedback strategies <p>Importance of continuing to focus on meaning</p>	<p>Introduced playing with letters and words</p> <ul style="list-style-type: none"> • Discussed engaging ways to play with letters and words using letter tiles • Distributed letter tiles and ideas of online resources <p>What to do when child makes a miscue</p> <ul style="list-style-type: none"> • Miscue feedback

		strategies
Session 7 Individual Sessions (Changed to Review Session)	<p>Observation and feedback</p> <ul style="list-style-type: none"> • Each parent-child pair read (child as primary reader) while researcher observes • After reading, parent and researcher dialogue about observation 	<p>Reviewed strategies and activities</p> <ul style="list-style-type: none"> • Playing with letters and words • Miscue feedback <p>Introduced additional strategies and activities</p> <ul style="list-style-type: none"> • Using environmental print • Using parent-child journals • Language Experience Approach
Book-Reading Workshop Wrap-up		
Session 8 Review Session (Changed to Individual Session)	<p>Parents create guide for when child is primary reader</p> <p>Review strategies, as needed</p> <p>Incorporate parent suggestions for session topic</p>	<p>Observation and feedback</p> <ul style="list-style-type: none"> • Parent gave feedback on the workshop sessions • Each parent-child pair read (parent as primary reader) while researcher observed • Researcher dialogued with each parent about reading behaviors, as each parent's time allowed <p>Researcher emphasized the dialogue over "feedback"</p>
Session 9 Book-Reading Workshop Finale	<p>Collaborative discussion and feedback on workshop</p> <p>Celebration with parents and children</p>	Remained the same

Session 1: Introduction and Overview

During the first session, I conducted introductions for all participants. To become acquainted, parents described their children, including their likes, dislikes, and their school experiences, if desired. I shared information about my child relatives (nieces and nephews) to begin to establish trusting relationships with the participants (Jay & Korin, 2011; McGee, 1996). I also discussed the overall program schedule and addressed any concerns among parents.

To begin the workshop content, I discussed the concept of the parent as one of the child's teachers and how parents can help facilitate their children's learning by supporting them as they learn and grow as readers (Cairney & Munsie, 1995). Parents then watched a short video clip of an adult reading to a child. Through this video, I emphasized the importance of allowing the child to take the lead as well as the positive affective behaviors between the adult and the child (e.g., Baker, Mackler, Sonnenschein, and Serpell, 2001). I also discussed existing routines that parents might already have (Neuman & Wright, 2007) as well as the importance of reader's choice when selecting books (Allington, 2005). Parents had the opportunity to discuss their experiences both with regular reading and their children choosing books. I provided time for parents to browse through books and look for ones they believed their children might like, though I found that parents briefly looked, but preferred for their children to choose the books that they wanted. Before the children came, I also introduced the word of the week, *stellar*, to parents.

For the last half hour of the session, the children joined their parents to choose books and have their parents read to them. Before children and parents began reading together, I introduced *stellar* to the children and encouraged them to use it throughout the week. After parents and children had an opportunity to spend time reading together, I introduced the reading log to parents and children. Because of my committee's warnings about "policing" parents through the reading log, as well as Aaronson, Glanz, and Klosterman-Lang's (1993) reports that parents in their study felt that reading logs were an invasion of privacy, I introduced the reading log as optional to parents and children, if it was useful to them. If desired, parents and children could document the days that they read as well as what they read on those particular days. Additionally, at the bottom of each reading log, I listed the word or words of the week along with definitions and contextual examples of the word (See Appendix B).

Session 2: Check-in Session

In the second session, I hoped to first provide a shared community space for parents to discuss and debrief their reading practices within the past week. I then hoped to emphasize the importance of focusing on meaning when reading to their children. However, because of scheduling difficulties, only two parents came to this session, and each parent came much past the intended starting time. The first parent came about 20 minutes late, and the second parent came about 15 minutes later. Therefore, I decided to instead do a check-in session with each parent, in which they individually told me how reading with their children went in the past week. After this check-in, I introduced each parent to books that I thought their child or children might like based on what I knew about their interests. Finally, I handed each parent a new reading log with the new words

of the week, *eager* and *plethora*, and parents read with their children for about 20-30 minutes. I chose to introduce two vocabulary words because of the wide range of ages of the children who were attending the workshops. In this way, I hoped to have at least one vocabulary word that was accessible to each child while at the same time, making sure to challenge each child.

Session 3: Active Reading Strategies and Vocabulary

Parents first discussed and debriefed their reading practices within the past week. Parents were able to share strategies that they found worked for them or comment on previously discussed strategies. This debrief portion of the session became a routine throughout the remainder of the sessions. If desired, parents could challenge, modify, and make the new information work for their situations and current practices.

After the debriefing and review session, I emphasized the importance of focusing on meaning when reading. I first highlighted the research on children often believing and experiencing reading as word calling and not necessarily sense-making and provided an opportunity for parents to comment on their own experiences reading, if desired. After this discussion, I explained the importance of meaning-making strategies, such as making connections, predicting, and asking questions. I explained what each of these strategies was and gave examples of each. After this introduction, parents watched short video clips of an adult reading with a child, in which the adult emphasized the meaning-making strategies, as well as encouraged child talk using sustaining and elaborating prompts (Edwards, 1990). After this video modeling, parents had the opportunity to practice using these strategies as a small group. While reading a picture book, parents gave ideas about prompts that they might say to their children, which encouraged meaning-making.

I also focused on vocabulary, due to not having a content-based workshop session the week before. We discussed the importance of vocabulary and the role that it plays in school, including the essential role it plays in children's reading development and comprehension. We discussed two ways of increasing children's vocabulary growth: 1) opportunities for discussion with their parents and other individuals and 2) wide reading (Jordan, Snow, & Porsche, 2000; Snow & Beals, 2006). We reviewed opportunities for discussion with their children, particularly during settings such as mealtime. In addition, we discussed how to expose children to more words in books. Parents watched another modeling video, in which an adult and child are reading together. While reading, the adult stopped at a few unknown words and had a brief discussion with the child about the words, their context in the story, and the word connections to other familiar settings (Fortune, Landay, Muhammad, Wilkens, & Tatum, 2011). Additionally, we also discussed opportunities to use both meaning-making strategies and vocabulary discussions using informational books as well as picture books.

After debriefing the video, I briefly introduced the vocabulary words of the week: *concur* and *beaming*. The children then joined parents to first discuss the words of the week and then read together with their parents. At the conclusion of the session, I distributed new reading logs for the upcoming week.

Session 4: Individual Sessions

In previous studies, researchers have shown that individualized feedback can have a great impact on parents' growth and experiences (e.g., Waldbart, Meyers, & Meyers, 2006). I originally planned to observe each parent read with his or her child and then give feedback based on this observation. However, upon discussion with my committee,

I chose to have more of a dialogue about my observations rather than give feedback. For example, I might say to a parent, “I noticed you did _____ as you were reading. Can you tell me more about that?” For some parents, I was able to have this dialogue, but with others, scheduling conflicts only allowed me the time to observe them reading with their child or children.

Additionally, during this meeting, parents gave me feedback on the workshop sessions and also discussed any supportive practices they were currently using with their children. At the conclusion of this session, children had the opportunity to choose new books for the week, and I gave parents a new reading log and vocabulary word of the week: *finale*. Because I felt that we did not have the time to sufficiently introduce two words each week, I returned to introducing only one.

Session 5: Text Selection

After the usual debrief with parent participants, we worked together to create a guide that parents can use when reading together with their children (Waldbart, Meyers, and Meyers, 2006). On this guide, parents brainstormed possible behaviors for parents to encourage with their children, including both behaviors and strategies discussed in the workshop sessions and behaviors they found helpful that we had not necessarily discussed in the workshop sessions.

Following the creation of the parent guide, we shifted the focus of the sessions to the child as the primary reader. To begin this discussion, I shared the importance of appropriate text selection. I emphasized the significance of reader-text matching, including a brief discussion of independent, instructional, and frustration levels. I also introduced the three finger rule (for primary grades) or five finger rule (for intermediate

grades) as an approximation to helping children select books that are at an appropriate level (Giordano, 2011; Reutzel, Jones, & Newman, 2010). In response to a parent suggestion, parents then had the opportunity to act out a scenario in which a child was reading a book that was too challenging for them and what might happen. Following this activity, I emphasized that although the child is learning to identify words, it is important to continue to emphasize meaning-making when reading (e.g., Sonnenschein, & Serpell, 2001), including the active strategies discussed previously.

As some of the parents' children were in preschool and nonreaders, I also introduced wordless books as well as the possibility of constructing stories from the illustrations of picture books as children grow in their reading development (Akrofi, Swafford, & Janisch, 2010). In addition, I introduced predictable books, which could be used as parents and children both take the lead in reading. Finally, with all parents, regardless of their children's reading level, we discussed the value of repeated readings (Edwards, 1992; Hindin & Paratore, 2007).

Parents had the opportunity to browse through and become familiar with wordless and predictable books with the other parents. Then, the children joined us for the last 30 minutes of the session. Though I originally planned to also introduce the children to the three-finger and five-finger rule, I chose to leave this up to the parents, as their children were at a range of ages and reading levels. Instead, I introduced the word of the week, *incredible*, parents had the opportunity to read with their children, and I distributed the new reading logs. Parents and children were able to choose who would be the primary reader.

Session 6: Playing with Letters/Words and Miscue Feedback

I started this session with the review and debrief, in which parents discussed their experiences and adaptations with the reading activities over the past week. Following the debrief portion, we discussed why decoding and spelling in English is challenging and ways to make playing with letters and words fun and engaging (Jordan, Snow, & Porsche, 2000). In this discussion, I distributed letter tiles to each parent to use with the activities, which they were able to keep if they wished. Parents also contributed their own ideas and games that they had been exposed to in becoming familiar with the alphabet.

After discussing activities for playing with letters and words, we discussed how to help children when they struggle with decoding a particular word. In order to not overwhelm parents, I introduced assisting children with word identification using graphophonemic clues (Clark, 2004; Mansell, Evans, & Hamilton-Hulak, 2005). We discussed how to chunk words and find familiar parts of the word instead of simply prompting children to “sound it out.” We practiced chunking a variety of words, and we then listened to a recorded version of a child reading and making miscues and discussed how to prompt that child to address his miscues.

The children then joined their parents. We first discussed the word of the week, *eureka*. Children and parents then selected books to read together. At the end of the 30 minutes, I distributed the new reading logs.

Session 7: Review Session

Though this session was originally intended to be an individual session, I adapted the schedule to have both the individual session and final interview at the same meeting for parents’ convenience. Therefore, this session turned into the review session. Because

it was a review session, and because there were two parents present that had not been present the week before, we did not debrief but instead, began with the review topics, stopping for discussion periodically. We reviewed playing with letters and words as well as the importance of asking children to use graphophonemic clues and chunk words rather than simply prompting them to “sound it out.” Additionally, I introduced other miscue feedback strategies, including supplying the word, asking the child to try the word again, and using text or picture context clues (Clark, 2004). I brought in a copy of a picture book with words or parts of words that were hidden, and we explored how we might use these strategies, if we were trying to identify the words. I also purposefully hid an excessive amount of words on one page to show the importance of choosing appropriate texts for children. Finally, we discussed the importance of continuing to focus on meaning and not solely word identification.

After discussing these strategies, we briefly discussed additional strategies and activities that children could do with their parents, including reading the environmental print around them (Neumann, Hood, Ford, & Neumann, 2011) and a brief introduction to the Language Experience Approach (Vacca et al., 2006), as parents expressed an interest in finding out more about supporting children’s language through writing. After discussing these strategies, the children joined to first discuss the word of the week, *victory*, and then to read with their parents or to interact with the letter tiles along with their parents.

Session 8: Individual Sessions

I originally intended this session to be focused on the child as the primary reader. However, because many of the parents were reading with preschool-age children, I did

not specify who should be the primary reader. In all cases, parents took the lead. Like Session 4, during this session, I both received feedback on the workshop sessions and I also observed parents read to their children. After observing the parents, we had a dialogue about the interactions I saw, which consisted of either complimenting the parents on specific behaviors that were beneficial or asking for more information about some of the behaviors that they did.

Session 9: Book-Reading Workshop Finale

In this final session, the parents and I met for a focus group in the first half of the session to discuss their overall experiences in the program, as well as program strengths and needs. Following this discussion, the children were invited for an ice cream celebration with their parents, in which they also chose books to take home with them and received certificates.

Data Collection

Throughout my data collection, I considered myself a participant-as-observer (Adler & Adler, 1994), as I led the parent workshop. Adler and Adler described this role as becoming “more involved in the setting’s central activities, assuming responsibilities that advance the group, but without fully committing themselves to members’ values and goals” (p. 380). In positioning myself this way in the study, I had much control over the direction of the workshop, but I was both a part of the experience and participants, yet separate from them.

My data collection came from a variety of sources. Yin (2006) explained that “good case studies benefit from having *multiple sources of evidence*” (p. 115). Additionally, Yin stated, “In collecting case study data, the main idea is to ‘triangulate’

or establish converging lines of evidence to make your findings as robust as possible” (p. 115). Therefore, my data came from a number of sources: parent interviews, a parent focus group, a staff member interview/focus groups, child interviews, parent self-efficacy surveys, and observations during both whole-group and individual workshop sessions. Additionally, I used informal interactions with parents, children, and staff members for my data collection, which occurred during unscheduled meetings on site as well as phone calls, emails, and phone texts. An overview of which data sources were used to answer each specific research question is shown in Table 3.4. More detailed descriptions of how the data were collected and analyzed are described in the sections and figures below. In collecting and analyzing these data sources, I also took reflective field notes, which I will describe after explaining each source of data.

Table 3.4
Data Sources Pertaining to Research Questions

Research Question	Qualitative Data Used	Qualitative Data Collection	Quantitative Data Used	Quantitative Data Collection
RQ1: What are the experiences of parents living in a transitional home in supporting their children's reading development while participating in a parent-child book-reading workshop?	Parent interviews	Pre-, 1 mid-, and 1 post-workshop (3 total)		
	Parent focus group	Post-workshop		
	Child interviews	Pre- and post-workshop (2 total)		
	Workshop observations (including parent focus groups)	6 group sessions 2 individual sessions		
	Staff member interview and focus group	1 informal group session pre-workshop 1 formal focus group post-workshop 1 individual interview with volunteer coordinator		
	Unscheduled, informal encounters with parents, staff members, and children	At random		
RQ2: How do parents demonstrate	Parent interviews	Pre-, mid-, and post-workshop (3 total)	Self-efficacy surveys	Post-workshop

self-efficacy while participating in a parent-child book-reading program at a transitional home?	Parent focus group	Post-workshop
	Child interviews	Pre- and post-workshop (2 total)
	Workshop observations (including parent focus groups)	6 group sessions 2 individual sessions
	Staff member interview and focus group	1 informal group session pre-workshop 1 formal focus group post-workshop 1 individual interview with volunteer coordinator
	Unscheduled, informal encounters with parents, staff members, and children	At random
RQ3: What supportive reading practices do parents exhibit while participating in a parent-child book-reading workshop at a transitional home?	Parent interviews	Pre-, mid-, and post-workshop (3 total)
	Parent focus group	Post-workshop
	Child interviews	Pre- and post-workshop (2 total)

Workshop observations	6 group sessions 2 individual sessions
Staff member interview and focus group	1 informal group session pre-workshop 1 formal focus group post-workshop 1 individual interview with volunteer coordinator
Unscheduled, informal encounters with parents, staff members, and children	At random

Parent Interviews

Because parents were the main focus in this study, each parent was interviewed three times. Each interview was semi-structured, in order to receive comparable data across parents (Bogdan & Biklen, 2007). The first interview was before the workshop began in order to gather data on parent experiences prior to beginning the workshop. The second interview was during the first individual workshop session, and the third interview was at the second individual session, which was also at the conclusion of the regular workshop sessions. Having a pre-, mid, and post-workshop interview allowed me to have an idea of each parent's experiences and practices throughout their participation in the workshop sessions.

Before conducting the first round of interviews, I attempted to build rapport with each participant (Bogdan & Biklen, 2007; Brenner, 2006). Because I was involved in the

child tutoring program at the Haven Shelter before the study began, I started to become a familiar face on-site and hoped to gain entrée into the transitional home (Anderson-Levitt, 2006). However, I only came in contact with one of the parents through this program, and my contact with this parent was limited. Therefore, during the first interview, I spent time before beginning the interview talking to each parent participant informally in order for them to become more comfortable with me. Each interview was then audio-recorded and transcribed, with participant consent.

The purpose of the parent interviews was to examine the parents' conceptions of their children as readers as well as their roles and practices in supporting their children. To open up the dialogue at the start of the interview, I began with sharing my own experiences in learning how to read, and I asked parents if they remembered a specific time learning to read. I hoped to build rapport and gain entrée with this sharing of information. Following this question, I started with a grand tour question (Spradley, 1979, as cited by Brenner, 2006), which was a broad "all-purpose starter" to set the stage for follow-up interview questions. (i.e., Tell me about the reading and language practices you have at home). Additionally, certain prompts asked specifically about parents' roles in supporting their children as readers (e.g., What is your role in supporting your child's reading development? What are your strengths in supporting your child's reading development?). From these prompts, I hoped to gain information about parents' practices and self efficacy, which were main objectives of these interviews. Additionally, I asked prompts that asked parents to describe their children as readers.

After conferring with my committee, though I continued to use a semi-structured interview format, I also allowed this format to be a bit more open, so that I could build on

parents' responses and topics that they introduced. For example, some parents spoke about their children's experiences in school or how they first came to Haven Shelter. I built questions around these topics, as appropriate. Additionally, after observing parents read with their children, I asked questions based on behaviors that I observed (e.g., I saw you did _____. Tell me more about that.). However, because of scheduling constraints, I did not always get to ask parents these questions.

Another objective of the interviews was to allow an opportunity for parents to share their experiences with the workshop and give feedback about the parent workshop sessions. This purpose was addressed in the second and third interviews, after parents began participating in the workshops. See Table 3.5 for a list of interview questions.

Transcription of interviews. When transcribing the data, I borrowed from Bird (2005) in her use of conventions. In using these conventions, I was concerned both with the content of the speakers' words as well as my interpretations of the content, guided by speakers' tone, gestures, facial expressions, and body language. Though not all of this can be captured through an audio-recorder, I took notes, when possible, while I was interviewing and shortly thereafter took reflection notes for the interview and transcribed it.

I indicated each speaker by a letter, labeling my speech as the interviewer with A, and the interviewee with B. If speakers interrupted each other or overlapped, I indicated this interruption with an ellipsis at the end of one speaker's lines and an ellipsis at the beginning of the other speaker's lines. Additionally, an ellipsis indicated a brief pause in the middle of a speaker's words. If the speaker paused for longer, I used [pause] to indicate this break in words. Additionally, I used brackets to describe the conversation

when it was not pertinent to the purpose of the interview (e.g., [he spoke about the commute this morning]). I also used brackets to describe actions (e.g., [laughed]) or make editorial comments throughout the transcriptions, which were often my interpretations of the conversation (e.g., [stated sarcastically]).

Table 3.5
Questions for Semi-Structured Pre-, Mid-, and Post-Workshop Parent Interviews

Sequence	Questions
Pre-workshop interview	<ul style="list-style-type: none"> • Do you remember learning how to read? (If yes)-Tell me about your experiences when you first learned how to read. (Before asking question, share researcher’s own personal experiences, struggles, and successes with learning how to read.) • I’m very interested in the reading and language practices that you and your child have at home. This could mean speaking, listening, reading, or writing. So if your child has a favorite song they like to sing, this is included in reading and language practices, as they sing, listen, and maybe read the words of their favorite song. Tell me about the reading and language practices you and your child have at home. • How is reading important to you? • Describe your child as a reader. <ul style="list-style-type: none"> ○ Does he or she have favorite things to read? ○ What are his/her strengths/needs? ○ What are his/her reading habits? • What is your role in supporting your child’s reading development? • What are some things you do to support your child’s reading development? • What are your strengths in supporting your child’s reading development? • What are any concerns you have about supporting your child’s reading development? • Who or what has the biggest effect on your child’s reading development? Why? • Describe a time that your child was struggling with reading and what you did. • **Build interview questions from topics parents introduce
Mid-workshop interview	<ul style="list-style-type: none"> • I noticed you _____. Can you tell me more about why you did that? • Tell me about your experiences with the workshop. <ul style="list-style-type: none"> ○ What did you find helpful about the workshop? ○ What might you change? • Tell me about the reading and language practices you and your child have at home since the last time we spoke. Remember, these practices can be any language activities that involve speaking, listening, reading, or writing. • What are some things you do to support your child’s reading

development?	<ul style="list-style-type: none"> • What are your strengths in supporting your child’s reading development? • What are any concerns you have about supporting your child’s reading development? • **Build interview questions from topics parents introduce and from researcher observation
Post-workshop interview	<ul style="list-style-type: none"> • Tell me about your experiences with the workshop. <ul style="list-style-type: none"> ○ What did you find helpful about the workshop? ○ What might you change? • If this workshop was offered again, would you participate in it? Why or why not? • Tell me about the reading and language practices you and your child have at home since the last time we spoke. • Describe your child as a reader. <ul style="list-style-type: none"> ○ Does he or she have favorite things to read? ○ What are his/her strengths/needs? ○ What are his/her reading habits? • What is your role in supporting your child’s reading development? • What are some things you do to support your child’s reading development? • What are your strengths in supporting your child’s reading development? • What are any concerns you have about supporting your child’s reading development? • Who or what has the biggest effect on your child’s reading development? Why? • **Build interview questions from topics parents introduce and from researcher observation

Parent Focus Group

To make my data collection more robust, I also included a parent focus group at the conclusion of the workshop sessions. Though I was able to obtain feedback both through parent interviews as well as throughout the workshop sessions, I also planned for a time in which parents could formally give feedback about the workshop sessions as a group. I purposefully asked more general questions (e.g., What did you like about the workshop?), as well as specific questions (e.g., How did the reading logs work for you and your child?). This session took place after the workshop sessions were complete and

directly before the celebration of the conclusion of the workshop sessions. Focus group questions are listed in Table 3.6.

Table 3.6
Parent Focus Group Questions

- What did you like about the workshop?
- What would you change?
- What strategies or topics did you find to be the most helpful?
- How did the reading logs work for you and your child?
- How did the WOW (word of the week) words work for you and your child?
- What was your experience with the letter tiles?
- What did you think about the format of the class?
- What's your plan now that the class is over? (getting books/reading/etc)

Parental Self-Efficacy Survey

I first planned to ask parents to complete a self-efficacy survey twice over the course of the study. The first time was planned for after the pre-workshop semi-structured interview, and the second time was planned for after the semi-structured interview at the conclusion of the workshop. However, my committee was concerned that asking parents to take this survey might hinder relationships, especially if a parent struggled with reading. Therefore, I did not administer this survey at the beginning of the workshop. My committee asked me to gauge the appropriateness of administering the survey at the conclusion of the workshop, and because parents were much more comfortable with me, I decided to ask them to complete the post-workshop survey. All parents were readers, and after carefully explaining the directions of the survey to each parent, I asked them to inform me if any of the items did not make sense.

This survey was focused on parental self-efficacy in supporting children's reading development. After reviewing the literature for parental self-efficacy measures specific

to reading, I found that existing measures were limited (Lynch, 2002). Therefore, the survey was loosely based on the work of Lynch (2002), Henk and Melnick (1995) and Guimond, Wilcox, and Lamorey (2008). Lynch's survey was researcher-created and used in the study reviewed in Chapter Two, while Henk and Melnick's survey was used to measure children's reading self-efficacy. Guimond et al.'s survey was adapted from an existing scale to measure teacher self-efficacy (Gibson & Dembo, 1984), but was adjusted to measure the self-efficacy of parents whose children were receiving early intervention for disabilities.

I adapted the wording from Henk and Melnick's (1995) survey to make the items pertinent to parental reading self-efficacy. All items measured either overall self-efficacy beliefs or sources of self-efficacy, including social feedback, observational comparison, progress, and physiological state (Bandura, 1977, 1993; Henk & Melnick, 1995). However, I found while analyzing the surveys in a pilot study that the progress items were difficult to analyze. For example, items such as, *Helping my child with reading is easier for me now than it was before* were unclear because of the time ambiguity. If parent felt strongly that they had improved in their supportive practices over the past two years, they may feel that their improvement was greater over those two years than it was over the period of the workshop. Therefore, in adjusting the survey, I omitted items that focused on progress.

Additionally, upon further reading, I added adapted items from Guimond et al.'s (2008) survey that focused on perceived controllability, as I found this concept frequently in the self-efficacy literature (e.g., Bandura, 1993; Pajares, 1996). For the final survey, I decided upon three items for each factor: overall self-efficacy beliefs, social feedback,

observational comparison, physiological state, and perceived controllability. All of the survey items are statements based on a five point Likert-scale, with 1= Strongly Disagree and 5= Strongly Agree. See Appendix C for the parent copy of the survey.

Table 3.7
Survey Questions for Parental Self-Efficacy

	Questions
Overall self- efficacy beliefs	I think I can help my child become a better reader. <i>Lynch item: Same wording</i>
	As a parent, I am important in affecting my child's reading development. <i>Lynch item: Same wording</i>
	If my child is having problems with reading, I am able to think of some ways to help my child. <i>Guimond et al. item: If my child is having problems, I would be able to think of some ways to help my child.</i>
Social feedback	My child likes when I help him/her with reading. <i>Lynch item: Same wording</i>
	My child listens to my suggestions for his or her reading. <i>Lynch item: Same wording</i>
	My child's teachers/tutors think I am helpful in supporting my child's reading <i>Melnick item: My teacher thinks I am a good reader.</i>
Observational Comparison	I read to my child more often than most parents. <i>Lynch item: Same wording</i>
	Helping my child read is easier for me than for other parents. <i>Melnick item: I read faster than other kids.</i>
	I feel that I am of more help to my child's reading than other parents are to their child's reading. <i>Melnick item: I read better than other kids in my class.</i>
Physiological State	I feel good while helping my child read. <i>Melnick item: Reading makes me feel good.</i>
	When my child is struggling, I feel anxious when helping him/her. (reverse scored) <i>Melnick item: I feel calm when I read.</i>
	I feel comfortable while helping my child read. <i>Melnick item: I feel comfortable when I read.</i>
Perceived controllability	When it comes right down to it, parents really can't do much because most of a child's reading development depends on their teachers. (reverse scored) <i>Guimond et al. item: When it comes right down to it, parents really can't do much because most of a child's development depends on their early</i>

interventionists.

I worry that I do not help my child with his/her reading enough because of the outside demands placed upon my time and energy. (reverse scored)

Guidmond et al. item: I worry that I am not a good enough parent due to outside

demands placed upon my time and energy.

The traits that a child has when he or she is born are more powerful in helping them read than anything that a child's parents can do. (reverse scored)

Guidmond et al. item: The traits that a child has when he or she is born are more important than anything that the child's parents can do for the child.

Child Interviews

In addition to parent interviews, I also conducted semi-structured child pre- and post-workshop interviews. Though the primary lens of the study was on parents, I used the child interviews to help triangulate my data and create a fuller picture of the parent's role in supporting the child as a reader. The child interviews focused on a general understanding of children's affect as readers, both in reading on their own and in reading with someone else. I did not ask directly about reading with their parents, as parents were usually present during these interviews. Most interview questions included both a close-ended component (e.g., choosing between happy face, straight face, sad face) and an open-ended component (e.g., What do you like best about ____? What's the hardest part about ____?). The post-workshop interview also focused on the children's experiences in the workshops with their parents. Because many of the children were of preschool age, they sometimes were timid or not interested in answering these questions. In these cases, I usually asked one or two close-ended questions, followed by asking what they liked to read.

These interviews were audio-recorded and transcribed in the same manner as the parent interviews.

Table 3.8
Questions Used in Semi-Structured Pre- and Post-Workshop Child Interviews

Sequence	Questions
Pre-workshop interview	<ul style="list-style-type: none"> • (If appropriate) How do you feel when you read at school? (happy face, straight face, sad face) Why? • (If appropriate) What is your favorite part about reading at school? • (If appropriate) What is the hardest part about reading at school? • How do you feel when you read with someone else? (happy face, straight face, sad face) Why? • What do you like about reading with someone else? • What is the hardest part about reading with someone else? • How do you feel when you read by yourself? (happy face, straight face, sad face) Why? • What do you like about reading by yourself? • What is the hardest part about reading by yourself? • What do you like to read? (if no response, give options—magazines, funny stories, books about sports, etc) •
Post-workshop interview	<ul style="list-style-type: none"> • What did you do in the reading workshop with your mom/dad/etc? • What did you like about the reading workshop? • What would make the reading workshop better? • How do you feel when you read with someone else? (happy face, straight face, sad face) Why? • What do you like about reading with someone else? • What is the hardest part about reading with someone else? • How do you feel when you read by yourself? (happy face, straight face, sad face) Why? • What do you like about reading by yourself? • What is the hardest part about reading by yourself? • What do you like to read? (if no response, give options—magazines, stories, types of books)

Workshop Session Observations

Because of the different natures of the whole-group workshop sessions and the individual workshop sessions, my field notes and observation protocol were in two different formats.

Whole-group workshop sessions. During the whole-group workshop sessions, I more fully took a participant-as-observer role (Adler & Adler). Because I led each session, I was not able to continuously take field notes throughout the sessions. In addition, Bogdan and Biklen (2007) encouraged researchers to avoid taking field notes directly in front of participants, unless the setting allows this process to happen naturally. Therefore, shortly after each whole-group workshop session, I wrote my field notes, keeping in mind my research questions and theoretical framework. Additionally, I audio-recorded each session, allowing me to listen to specific portions of the session, transcribe important dialogue, and reconstruct important events and dialogue. I also treated myself as an “object of scrutiny,” including my own behavior and assumptions (Bogdan & Biklen). For example, I often questioned how I perceived individual participants and how these perceptions changed over time. I also questioned if these perceptions affected how I responded to participants.

Individual workshop sessions. During the individual workshop session one, I asked parents and children to choose a book, which the parent then read to the child. During this shared reading, I took notes on the parent-child reading interactions, based on the topics discussed in the workshop (e.g., positive affect, facilitating active strategies, vocabulary strategies) as well as other interactions that took place between the parent and child. After the completion of this session, I met with the parent to ask about specific

behaviors that I observed. At this time, I also conducted the first mid-workshop interview with parents.

Following the individual workshop session, I continued to record my field notes based on the debriefing and interview session with the parent. The session was audio-recorded, so I could listen to the recording and reconstruct important events and dialogue.

Though I originally planned to have children read to parents in the second individual workshop session, because many of the children in the study were not yet reading independently, parents again read to their children, and I observed and took notes in the same way mentioned above. In one participant's case, he read with a different child in each individual workshop session.

Staff Member Interviews and Focus Group

To triangulate my data on parent experiences, self-efficacy, and supportive reading practices, I also spoke with staff members at Haven Shelter, including caseworkers and the volunteer coordinator. The volunteer coordinator worked with me and the volunteers for childcare to help implement the program, and the caseworkers worked with me as well as their individual clients. Before the workshop sessions began, I had an informal group meeting with the caseworkers to begin to plan the workshop. In that planning meeting, I informally obtained information about both Haven Shelter and the clients who attended.

My more formal sources of data from staff members were an individual interview with the volunteer coordinator at the conclusion of the workshop as well as a formal focus group with the caseworkers a few weeks after the workshop concluded. During these meetings, I was able to ask clarifying questions about the structure and supports of

the Haven Shelter, as well as information about the experiences of the parents and families who participated in the book-reading workshop. Questions for both the volunteer coordinator interview and caseworker focus group are in Table 3.9. Questions for both the interview and focus group remained the same, as I was curious about the volunteer coordinator's response as well as the caseworkers' responses for each question.

Table 3.9

Questions for Staff Member Interview and Focus Group

- | |
|---|
| <ul style="list-style-type: none"> • Does the shelter traditionally service mostly battered women? How do you take applications? • What must one do to get into emergency shelter? Transitional housing? How do they stay in transitional? • Are GED classes traditional GED classes or Adult Basic Education? • What is the success of people who leave the shelter? • What is communication between schools and the transitional home like? • What sorts of reading practices have you seen between parents and children since the workshop began? • How do you think participating in the workshop has affected parents and their children? • What do you think were strengths of the workshop? • What do you think were needs of the workshop? • How could we make the workshop better? |
|---|

Informal, Unscheduled Meetings with Participants

A final source of data is the informal, unscheduled meetings that I had with participants, including parents, children, and staff members. These often occurred when I was on site for another meeting and encountered one of the parents, children, or staff members. These also occurred when I came to the site to volunteer for childcare and either had some of the child participants with me in childcare or again, encountered families as I was headed to or from the childcare. Whenever this occurred, upon returning home, I documented these encounters along with any relevant conversations

that we had. Informal, unscheduled meetings also included any telephone conversations or phone texts I had with parents.

Reflective Field Notes

I also wrote reflective field notes (Bogdan & Biklen, 2007). Bogdan and Biklen described reflective field notes as a reflection on a researcher's current observations and field notes. Within this process, reflective field notes could contain reflections on the methods being used in the study, the rapport with subjects, reflections on ethical dilemmas and conflicts, and reflections about the "observer's frame of mind," including assumptions about the participants and beliefs the observer may hold. My reflective notes contained reflections on a number of items, including workshop content and format, parent responsiveness, and parent participation throughout the workshops. Additionally, they included reflections on my relationships with the parents and differing access to information with each parent, as some were more reluctant to share their opinions and stories with me than others. I also reflected upon my analysis and preliminary themes as well as ethical dilemmas, especially in regard to the culture of power and power dynamics within the workshop sessions.

Though I was not an observer in the traditional sense, I was grappling with these issues as I conducted the workshops, interviews, and observations with participants. Therefore, I reflected upon these issues through notes and included them in my data analysis.

Data Analysis

I analyzed my data both within and across all parent cases (Ayres, Kavanaugh, & Knafl, 2003). Ayres et al. emphasized the importance of both finding commonalities

across cases while also closely examining the individual context surrounding each case. For my first and third research questions (i.e. What are the experiences of parents living in a transitional home in supporting their children's reading development while participating in a parent-child book-reading workshop? What supportive reading practices do parents exhibit while participating in a parent-child book-reading workshop at a transitional home?), I used qualitative data, specifically drawing upon the constant comparative method (Strauss & Corbin, 1990) for analysis. For my second research question (i.e. How does the self-efficacy and of parents living in a transitional home change while participating in a parent-child reading workshop?), I used a mixed methods approach. Creswell, Clark, Gutmann, and Hanson (2003) define mixed methods research as follows:

A mixed methods study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research. (p. 212)

In my study, the data was collected concurrently, meaning that each piece of pre-workshop data and each piece of post-workshop data was collected at approximately the same time, and the collection of one piece of data was not dependent on the other. I prioritized the qualitative analyses of the data, and I used the quantitative data to triangulate the qualitative data for my second research question (Greene, 2001).

I analyzed each data source in an appropriate method for its pertaining research question. For the first research question and third research questions, I used the parent and child interviews, parent focus group, workshop observations, staff member interview

and focus group, and unscheduled meetings with participants, which were analyzed qualitatively. I analyzed the second research question using mixed methods, though I prioritized the qualitative data over the quantitative. For the second research question, I qualitatively analyzed the parent and child interviews, parent focus group, workshop observations, staff member interview and focus group, and unscheduled meetings with participants. I quantitatively analyzed the post-workshop self-efficacy surveys. After the separate qualitative and quantitative analyses, I integrated the two sources of data, using the quantitative data to triangulate the qualitative data.

Research Question 1: Data Collection and Analysis

My first research question was: *What are the experiences of parents living in a transitional home in supporting their children's reading development while participating in a parent-child reading workshop?* To answer this question, I analyzed the parent and child interviews, parent focus group, workshop observations, staff member interview and focus group, and unscheduled meetings with participants. (Also see Figure 3.1)

Analyzing within and across parent cases. I used the constant comparative method (Strauss & Corbin, 1990) to analyze the data for this research question. Because my interpretation of data was related to a theoretical framework, I did not consider my analytic methods to be “grounded theory;” however, I borrowed from the methods that are often used for grounded theory. I first immersed myself in the data corresponding to each individual parent participant (Kavanaugh, 1997, as cited by Ayres et al., 2003), using Strauss and Corbin's coding procedures, which I describe below. I looked for categories within each participant first and then compared across parent cases, writing analytic memos as I proceeded. The process of alternating between analyzing within and

across cases was an iterative one, and I finally decided to write thematically about parents' overall experiences. I contextualized the unique experiences of each parent within those themes.

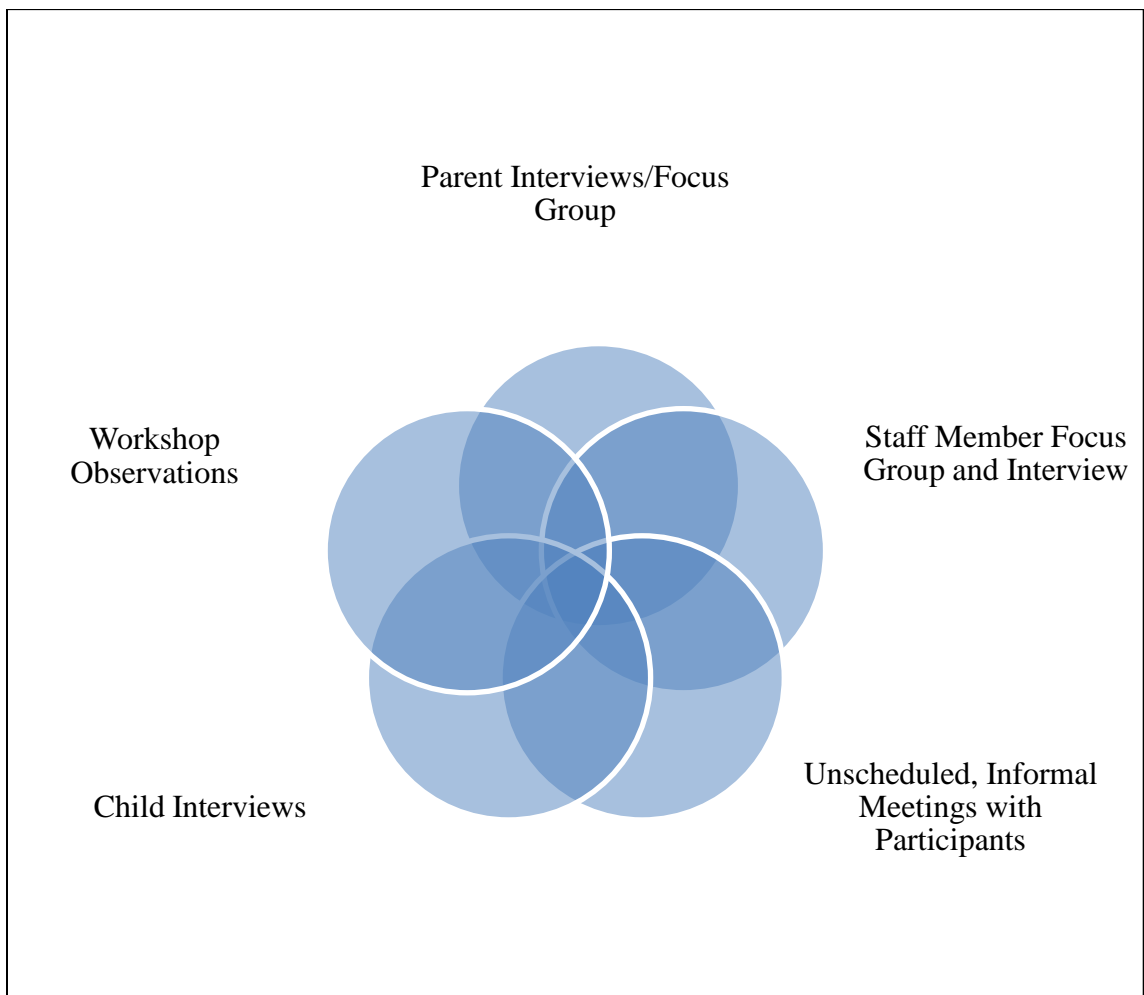
To code my data, both within and across my participants, I used Strauss and Corbin's strategy of "open coding," which is "the part of analysis that pertains specifically to the naming and categorizing of phenomena through close examination of data" (p. 62). I began by naming the phenomena within the qualitative interviews and observations with conceptual labels. After this initial coding, I grouped these concepts into related categories. I then organized these categories and subcategories as well as named these categories, making sure that the names seemed "most logically related to the data it represents" (p. 67).

I then began to use "axial" coding, which "puts those data back together in new ways by making connections between a category and its subcategories" (p. 97). I alternated between open coding and axial coding as I made sense of the data, while also looking for "evidence, incidents, and events that support or refute [my] questions" (p. 108). During this process, I compared my coding and categories to my theoretical model, while also looking for rival explanations. Yin (2009) described these rival explanations as possible independent variables within qualitative research. I looked for these explanations in order to ensure robust analysis and findings. For example, while I may initially have believed that a parent's positive experiences reading to her child were attributed to the workshop, upon further exploration, I might then find that independent variables, such as the GED class in which the parent is enrolled or a child's already established success in school, contributed to the parent's positive experiences. In these

cases, I then inquired more about the parent’s experiences with these programs and their impact upon parent practices or self-efficacy. While the specific impact of various factors is impossible to determine in this study, I described as much as possible parent experiences with different factors through parent self-report and observation.

Throughout my analysis, I looked for patterns within and across the parent cases and then compared these patterns to my theoretical model, adjusting my model, as needed.

Figure 3.1
Research Question 1: Data Collection and Analysis



Research Question 2: Data Collection and Analysis

My second research question is: *How do parents demonstrate self-efficacy while participating in a parent-child book-reading workshop at a transitional home?* To answer this question, I again drew upon the qualitative data, including the parent and child interviews, the parent focus group, the staff member focus group and interview, workshop observations, and unscheduled meetings with participants. Additionally, I drew upon the post-workshop self-efficacy survey, which was quantitative in nature. Because of the quantitative nature of the survey and the qualitative nature of the interviews, focus groups, observations, and meetings, I answered this question using a mixed methods approach, prioritizing the qualitative data.

Analyzing within and across parent cases. In looking within and across parent cases, I again used the constant comparative method (Strauss & Corbin, 1990) as described above to analyze the qualitative data. Similarly to the first research question, I first looked at data related to self-efficacy for each individual parent participant and then compared across participants. Because self-efficacy was a component in my theoretical framework, I viewed it as an already established theme. Therefore, in addressing this research question, I focused more on the individual context of each parent's self-efficacy.

I drew upon the workshop observations as well as the interviews and focus groups to assist me in analyzing how parental self-efficacy changed over the course of the workshop. The specific interview questions that I drew upon are as follows:

What is your role in supporting your child's reading development?

What are your strengths in supporting your child's reading development?

What are any concerns you have about supporting your child as a reader?

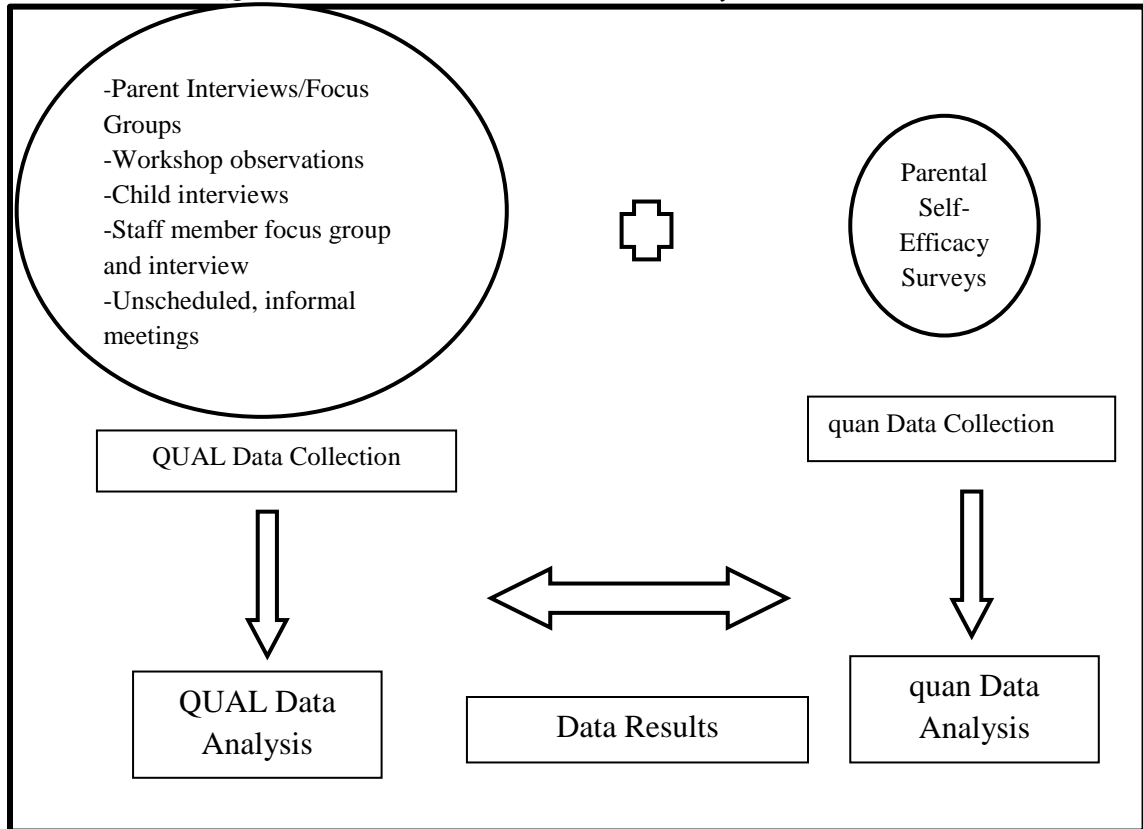
Who or what has the biggest effect on your child's reading development? Why?

These questions are related to the concept of self-efficacy, as defined in this study: the parents' beliefs that they have the "ability to help improve their children's reading achievement" (Lynch, 2002, p. 55). I identified participant dialogue as well as actions to give a fuller picture of parental self-efficacy.

Then to corroborate these qualitative findings, I drew upon the self-efficacy surveys. Through these surveys, I used descriptive statistics to compare participants' self-ratings of self-efficacy at the conclusion of the workshop in order to triangulate this data with the qualitative data (Greene, 2001). My model of using both qualitative and quantitative data was similar to Creswell et al.'s (2002) concurrent triangulation model. The qualitative and quantitative data were collected concurrently, and the qualitative data collection did not affect the quantitative data and vice versa. Though Creswell et al. explained that ideally in this model, both quantitative and qualitative data are prioritized equally, they also explained that in practical application, one is often given the priority. In this case, the qualitative data was given the priority, being that the qualitative data consisted of multiple sources of data from parents, staff members, and children, while the quantitative data consisted only of post-workshop surveys. (See Figure 3.2)

As shown in Figure 3.2, both the qualitative data and quantitative data were first analyzed separately. After this initial analysis, the data was then integrated together for further analysis and interpretation, and the quantitative data was used to triangulate the qualitative data (Creswell et al., 2002).

Figure 3.2
Research Question 2: Data Collection and Analysis



Research Question 3: Data Collection and Analysis

My third research question is: *What supportive reading practices do parents exhibit while participating in a parent-child book-reading workshop at a transitional home?* The primary data sources to answer this question were the parent and child interviews, the parent focus group, workshop observations, staff member focus group and interview, and unscheduled meetings with participants.

Analyzing within and across parent cases. I again used the constant comparative method (Strauss & Corbin, 1990) to identify dialogue from interviews, workshops, and informal meetings as well as observed parent reading behaviors to

examine what supportive reading practices parents exhibit while participating in the workshop. Specific interview questions that guided me to these practices included:

Tell me about the reading and language practices you and your child have at home.

What is your role in supporting your child's reading development?

What are some things you do to support your child's reading development?

What are your strengths in supporting your child's reading development?

What are any concerns you have about supporting your child's reading development?

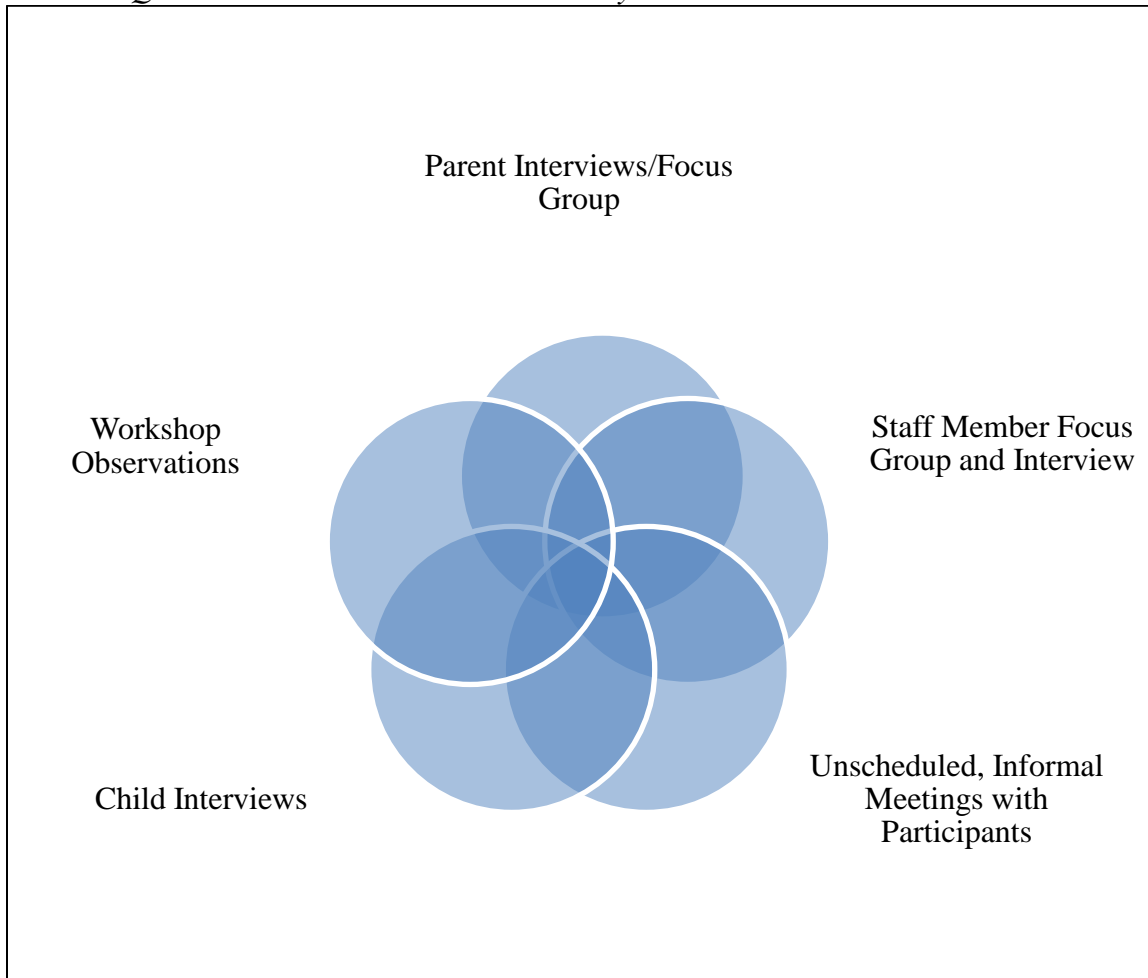
Describe a time that your child was struggling with reading and what you did.

I also examined reading practices during the individual workshop sessions when parents read to their children. To guide me in examining parent reading behaviors, I used both strategies we had discussed at the workshop along with DeBruin-Parecki's (2004)

Adult/Child Interactive Reading Inventory. I also looked for behaviors that were separate from these guidelines to see how parents uniquely supported their children.

In analyzing parent supportive reading practices, I concentrated on each parent's unique supportive behaviors, including both their reported behaviors and the behaviors that they demonstrated. I then briefly commented on general commonalities that I saw across parent participants.

Figure 3.3
Research Question 3: Data Collection and Analysis



Analysis of Data in Relation to Theoretical Framework

The theoretical framework guided my analysis across parent cases, and I used my theoretical propositions to help me make sense of the data (Yin, 2009). In returning to the theoretical framework, I hypothesized that parent knowledge of supportive reading practices is mediated by self-reflection and self-efficacy, which affects agency in

supporting children as readers. Within our societal context, parents are also continuously receiving feedback about their children as readers as well as their roles as parents. This feedback is often associated with the culture of power. I hypothesized that with misalignment between home and school practices, parents receive negative feedback from those in the culture of power, which has an impact on knowledge, self-efficacy, and agency.

Through the book-reading workshop, I hoped to teach the codes of power to parents in a positive way, which would ideally allow them to use and adjust these codes as they are most comfortable doing, thereby increasing self-efficacy and supportive reading practices. Through receiving feedback and information from the culture of power and by adjusting this information to inform their own practices, I hoped that parents felt a stronger sense of self-efficacy and agency, allowing them to influence their children's reading development in a positive way. In doing so, I was also aware of possibly reinforcing the culture of power and subsequently disempowering parents, and I attempted to be sensitive to power dynamics present with each parent interaction. Additionally, I hoped to learn more about parents' current practices and incorporate these practices within the workshop discussions.

While critically analyzing the data, I looked for the ways in which parents' overall experiences (both during the workshop and outside of the workshop), outside feedback, and knowledge shaped parents' self-efficacy and practices. I expected that I would come across other factors influencing parents' self-efficacy and practices, such as parents' hopes and intentions for their children. I aimed to describe these factors with rich, "thick

description,” (Geertz, 1973, p. 7) which would then ideally contribute to my theoretical model.

CHAPTER FOUR: FINDINGS

In this chapter, I first describe the Haven Shelter setting, including its basic services for clients who are homeless (including emergency shelter and transitional housing), how clients move from emergency shelter to transitional housing, and additional supports that Haven Shelter has in place for clients. I then describe how the caseworkers played a role in the workshop implementation. Following this description, I discuss my participants through a brief profile including each client's age, education, employment, and children. Along with this profile, I describe my initial meeting with each participant, in which I found out how they came to the shelter (if shared), how they regard reading, their children's habits as readers, and any current supportive reading practices they have in place for their children. I then report my findings, based on my three research questions: a) What are the experiences of parents living in a transitional home in supporting their children's reading development while participating in a parent-child book-reading workshop? b) How do parents demonstrate self-efficacy while participating in a parent-child book-reading workshop at a transitional home? c) What supportive reading practices do parents exhibit while participating in a parent-child book-reading workshop at a transitional home? Finally, because my workshop sessions were based on teaching the codes of the culture of power, I report on my observations of the success of this method as well as the power dynamics that were present throughout the workshop sessions.

Haven Shelter Setting, Structure, and Supports

In speaking to parent participants, caseworkers, and other staff members over the course of the workshop, I learned about the basic structure and setting of Haven Shelter as well as the supports they put in place for clients. I met with the caseworkers before the workshop began, I informally spoke to other staff members, and I informally spoke to my participants about their experiences at the Haven Shelter, allowing me to learn about how the shelter functions for clients. I was also able to refine my understandings of the shelter setting, structure, and supports through a caseworker focus group a few weeks after the conclusion of the study, which consisted of eight caseworkers, as well as a separate interview with the volunteer coordinator. For a complete list of informants and sources of data, both formal and informal, see Table 4.1. From my interviews and discussions with these various individuals, I will report the basic setting, structure, and supports of Haven Shelter for typical clients. I report this information, as I believe the context of the Haven Shelter is an important component in understanding parents' experiences in the workshop, as well as their self-efficacy and supportive reading practices.

Table 4.1
Informants and Formal/Informal Sources of Data

Informants	Scheduled Meetings/Times for Formal Data Gathering	Unscheduled Times for Informal Data Gathering
Caseworkers/ Staff Members	<ul style="list-style-type: none"> - Planning meeting with caseworkers prior to beginning of workshop - Focus group with caseworkers after conclusion of workshop - Individual interview with volunteer 	<ul style="list-style-type: none"> - Emails to/from caseworkers - Emails to/from volunteer coordinator - Informal meetings on site

coordinator		
Parents	<ul style="list-style-type: none"> - Six workshop sessions - Three interviews - Two parent-child book-reading observations - One focus group - End-of-workshop celebration 	<ul style="list-style-type: none"> - Phone calls - Informal meetings on site - Informal interactions during workshop sessions - Phone texts
Children	<ul style="list-style-type: none"> - Six workshop sessions - Two child interviews - Two parent-child book-reading observations - End-of-workshop celebration 	<ul style="list-style-type: none"> - Informal meetings on site - Interactions with children while volunteering for childcare

Haven Shelter Setting

Haven Shelter is in a suburban neighborhood near a military base. The shelter consists of a series of small barrack-like buildings, with the main office in the middle of these buildings. Some of the buildings are used primarily for emergency shelter, and others are used primarily for transitional housing (both described in the next section). Common areas include a small dining hall with a connected kitchen, a lounge area with bookshelves of children’s books and a common television, a small library that is also used for meetings, a small playground, and a basketball court with surrounding picnic tables. Before curfew, clients are allowed to access these areas, as long as they do so at times in which they are not scheduled for meetings or chores. Though breakfast, lunch, and dinner are served at particular times, clients are allowed inside the dining hall to get snacks or meal leftovers, especially when their work schedules do not allow them to be back to the shelter in time for a meal. Clients are also able to access the library, though

they have to specifically request this, as it is often used for meetings and kept locked at all times.

Haven Shelter Structure

Clients first apply for emergency shelter through the county's Department of Social Services. Caseworkers then evaluate the applications to see if the client is eligible for Haven Shelter. Caseworkers look at the client's history for evidence of domestic violence, mental illness, substance abuse, and any criminal infractions, and they subsequently determine whether or not applicants are eligible to function well in a communal living environment.

Once clients arrive at the shelter, they stay in emergency housing. At Haven Shelter, families receive their own private room, but they have access to communal bathroom facilities as well as the dining hall, which provides food for each meal. During their stay, everyone is expected to contribute with various chores. If clients do not have a full-time job, they participate in a number of additional chore hours for two reasons: a) through their active work hours, clients are able to earn vouchers for childcare, which will assist them when they gain employment, and b) having responsibilities around the shelter ensures that clients are active, which more fully prepares them for independent, real-world settings. Also during their time at the shelter, clients are expected to meet with their caseworkers and follow their personal case plans. Caseworkers help clients create a plan to save money as well as improve their future through education, whether that consists of classes at the shelter or outside of it.

After clients have lived at the shelter for at least a month, if caseworkers feel they are ready for transitional housing and they have space in transitional housing, they write a

letter of interest to the caseworker manager who reviews the letter and determines if clients should receive an application. Once clients submit an application, they have a board-style interview conducted by various staff members at Haven Shelter. Staff members grant clients transitional housing based on a number of criteria. Of these criteria, the most important factors for achieving transitional housing are overall Haven Shelter program compliance, personal case plan compliance, client savings, and sobriety during the client's time at Haven Shelter. If clients pass the interview, they are granted transitional housing, which means they live in their own apartment with their own living space, bedroom(s), bathroom, and kitchen. Clients can stay in emergency shelter for up to 12-15 weeks, and they can stay in transitional housing for 18-24 months. While emergency shelter is free, clients are charged a program fee for living in transitional housing, which requires from them 30% of their current income. This charge is created to help clients move towards financial independence when they leave transitional housing. Additionally, when clients move into transitional housing, their contract is examined monthly to make sure they are moving forward. As one caseworker articulated:

You can't go in [to transitional] making six dollars an hour and expect to come out making six dollars an hour and be able to sustain yourself in the community. So it has to be something that's going to make them [move forward], and most of the time, it's education.

Education is a large part of the Haven Shelter program and philosophy, and the shelter provides classes both on site and recommended classes off site to help clients move forward. Caseworkers as well as clients acknowledged that education plays a large role

in assisting them to progress, and through parents' own education, they knew that their children's education would also benefit.

Once clients are ready to move out of Haven Shelter, they also have the option to continue working with a caseworker for up to a year after they leave the program. This support is not required when clients leave, but caseworkers reported that clients who take advantage of this program have a much higher success rate for not returning to Haven Shelter or other shelters.

Other Supports

Haven Shelter has a number of structures in place to help support clients as they go through the process of emergency shelter to transitional housing to independence. I discuss these supports below, including transportation, child care, classes on site, employment counseling and support, an after school homework program, and school communication.

Transportation. Haven Shelter provides transportation for clients to all of what staff members consider to be the most important commitments, including work, school, and doctor appointments. If the family needs to go to the mall or another less crucial appointment, the parent would need to make his or her own arrangements. Additionally, school-age children are able to go to their original school before coming to Haven Shelter, and the county provides that transportation. To protect the children, they are always the first to be picked up for school and the last to be dropped off from school.

Some clients come to Haven Shelter with a car, but many also rely on provided transportation and eventually need to purchase one on their own. Haven Shelter recommends a non-profit vehicle program, which allows clients to obtain reliable cars for

very reasonable costs and monthly payments. In addition, going through this program helps clients to establish credit, which staff members explained is very much needed for many of the clients.

Childcare. Haven Shelter also has a fully licensed childcare center on site. However, clients are not able to use this program for free. They either need vouchers to participate, which they can obtain through employment or the extra chore hours they do on site, or they pay a fee, which is minimal compared to surrounding childcare centers. This program is very appealing to many of the clients, and many that I worked with took advantage of this program.

Classes. Haven Shelter also provides educational classes on site, including computer classes, General Equivalency Degree (GED) classes, and Adult Basic Education (ABE) classes. Often, the latter two classes are combined, and the instructor caters the content of the course to each client's needs. Haven Shelter also provides Alcoholics Anonymous classes as well as "Life Skills" classes, which could include such things as parenting classes. The Reading Workshop was classified as a "Life Skills" class as well. Clients are required to participate in education classes as part of their case plan. These classes are usually held in the evening, and child care is always provided by volunteers, so parents can attend. If none of the classes held on site are beneficial to a particular client, this client is encouraged to take classes off-site, including college classes or online courses. Caseworkers and other advisers help clients through the financial aid process for these scenarios.

Employment counseling and support. Shortly before I came to Haven Shelter, caseworkers started a program for employment support as well. One of the

caseworkers meets and assesses each client in regard to their career interests and then supports clients in the process of finding a job. This includes support in job searching, creating resumes, and tips concerning appropriate work ethics. Additionally, the caseworker who runs this program has workshops for clients finding a job. The first tier of workshops includes those clients who have limited experience with job searching and other related skills, the second includes those clients who generally know how to navigate and locate a job, and the third tier includes teenage clients who wish to find employment but are limited in their knowledge of how to go about this task. Moreover, the caseworker in charge of this program works to build relationships with potential employers to provide clients with job opportunities.

After school homework program. School-age children living on site also participate in a daily homework program run by one of the staff members. Children come to the program with their homework and are then provided assistance by volunteers, if needed. After homework is completed, children have the option of reading, playing games, and on days with favorable weather, going outside to play, which staff members described as incentive to complete their work.

School communication. Haven Shelter staff members are in constant communication with pupil personnel workers (PPW) as well as the contact through the public schools that runs the homeless program and makes sure families and children are getting what they need. Caseworkers reported that if a child is older, and they identify a problem, such as lack of respect in school or lack of effort, they take away their “teen contract,” which is a support put in place to give teenagers more responsibility and freedom at Haven Shelter. If teenage children have a teen contract, though their parents

must always be on site when they are, they are given the freedom to go to the basketball courts or be elsewhere on property without constantly being with their mother or father. To keep their contract, teenagers are expected to be respectful and additionally be completing their work and making progress in school.

Caseworkers are also in contact with the PPW's and schools to monitor children at Haven Shelter and identify and find solutions to any academic or social problems the child is having:

...we look for intervention routes if it's a learning thing, we're looking at tutoring, we're looking at after school programs, we're looking at bringing somebody here to property, we're looking at hooking them up with somebody else on property. You know, whatever it is that we can do, we try to make sure that it gets done.

Caseworkers in the Haven Shelter program reported being committed to their clients, including parents and children. As they felt education was a key part of clients being successful, they took great measures to make sure school-age children were making progress in school.

Haven Shelter has a very structured program with many supports to help families get to where they need to be. Because Haven Shelter has so many supports, though there were definite challenges in implementing a successful reading program, I felt it was easier to implement this program at this particular facility than it may have been at others with less supports in place. For example, because childcare was automatically provided for any classes on-site, a lack of childcare never prevented parents from attending the book-reading workshop sessions. Additionally, because caseworkers recommended the

class to parents and incorporated the class into parents' case plans, I had additional support in recruiting and retaining participants. In other settings, in which education was not necessarily an integral part of the shelter program, I may have had a more challenging time recruiting and retaining participants.

Working with Caseworkers to Implement Program

The caseworkers were an integral part of the start of the parent book-reading workshop at Haven Shelter. Caseworkers were excited about the program during our initial meeting and anxious to begin the series of workshops. I worked with the caseworkers to schedule the sessions, and they were crucial in recruiting families who they thought would benefit from the program. They also scheduled the initial meetings between participants and me. However, I was reminded that caseworkers had many other responsibilities as well. Though caseworkers were kind to schedule meetings for me, it was challenging for them to schedule meetings and follow up with parents whose schedules often changed.

After one early workshop session, in which only two participants came, both at different times, I emailed caseworkers to ask what I might be able to do to increase participation. I asked if I could possibly provide parents with a small gift card at the conclusion of the workshop series, or possibly have their contact numbers to text or call with friendly reminders. Only one of the caseworkers was able to respond to me, and she stated that this workshop was part of her client's case plan, so no gift card would be necessary. This caseworker had also rejected this idea in the original caseworker meeting introducing the program, as she felt that handing out gift cards would be too much of a bribe and somewhat manipulative. I understood her perspective, especially for a

population in which participants might be a bit more vulnerable; however, I was unsure how to go about encouraging more regular attendance. Therefore, I decided to begin volunteering on site the day before class in hopes of seeing parents that were in the workshop. I felt that being present more frequently may help to remind parents and increase attendance. I am not certain that volunteering did just that, but it did help to be on site more frequently in becoming more of a familiar face.

During the chaos of scheduling the second round of interviews, I had one unfortunate occurrence with a client and his five children. I went to meet him at our originally scheduled time at his family's apartment, and when I arrived and knocked on the door, his entire family was just waking up and in their pajamas, including him. He told me that he had called out of work due to being in terrible pain with his tooth cracking. Three of his children were sleeping on his couches, and my arrival woke up the other two, who sleepily walked out of their rooms to give me a hug. I had brought my husband with me to help watch the children, which made me feel even more terrible for disturbing his family, as this was the first time they had met him. I decided to finally overstep my boundaries and ask to have his contact number, so this would never happen again. Shortly after, one of the caseworkers emailed me with a couple of the other parents' contact numbers, which made me feel that getting others' numbers might not be frowned upon. Though scheduling and rescheduling individual meetings was still a major challenge, even with contact numbers, it helped to now directly contact parents.

Caseworkers were always pleasant and helpful when I interacted with them in person at Haven Shelter. However, maintaining contact with them was a challenge, as they were incredibly busy with their clients and duties. I quickly learned to contact them

minimally and only when necessary. I also learned that after receiving permission from one of the caseworkers, it was best for me to contact participants directly to allow the program to run smoothly.

A month after the conclusion of the workshop, caseworkers were kind to meet with me again to debrief about the program. They were excited about the program and gave valuable insights into their clients' experiences throughout the program. These insights are discussed in the findings section, when appropriate.

Findings

In this section, I report my findings in relation to my research questions: a) What are the experiences of parents living in a transitional home in supporting their children's reading development while participating in a parent-child book-reading workshop? b) How do parents demonstrate self-efficacy while participating in a parent-child book-reading workshop at a transitional home? c) What supportive reading practice do parents exhibit while participating in a parent-child book-reading workshop at a transitional home? Before reporting my data for these research questions, I describe each of my participants.

Meeting Participants

From my prior (though limited) experience talking to individuals who were homeless and seeing the regular challenges they faced, I was not expecting all parents to have the time, energy, and in some cases, reading ability or knowledge to be able to regularly support their children in their reading and literacy development. I also received this impression from the caseworkers, most of whom I found to be very knowledgeable as well as dedicated and caring individuals. Caseworkers had shared that I would most

likely find that interaction between parents and children was limited, and had shared that parent education was also limited. The caseworker who worked most closely with me in implementing the program shared that many of the parents who were in class to prepare for their GED (General Equivalency Degree) were actually in ABE (Adult Basic Education) programs, though caseworkers called the class a GED preparation class. Additionally, another caseworker had me meet with one of her clients, who she hoped would participate in the reading workshops. This particular client was functionally illiterate, and at the very mention of reading, I watched her face drop in defeat. Though the client felt more comfortable with me as the meeting continued and she began to feel more secure about participating in the class, she left the shelter for other reasons before the class began. However, I wanted to determine if there were other clients who were similar in their reading abilities.

The caseworkers at Haven Shelter were kind in handling the recruiting of participants and scheduling of these meetings. Though I very much appreciated their willingness to help me despite their busy schedules, I was often uncomfortable in that I was unable to contact participants myself, which also led to scheduling confusion and miscommunications. More than once, I came to Haven Shelter to meet with a participant, only to find that the parent was out of town or working. More importantly, I was unable to gauge participants' willingness to participate in the program before meeting them. When caseworkers began to make referrals, we determined that the number of eligible participants for the program was less than we thought. Caseworkers then shared with me that they had interested clients who had preschool-aged children, and after deliberation with my advisor, we decided to open the class up to preschool-aged children as well.

Though this was a change from the original plan, I was pleased that some parents had showed interest in participating in the program.

Because of past experiences as well as these interactions, I thought I had an idea of what to expect from parents. However, upon meeting each parent and their children, my expectations were challenged. I first describe my participants through a brief profile including each client's age, education, employment, and children. Along with this profile, I describe my initial meeting with each participant, in which I found out how they came to the shelter (if shared), how they regard reading, their children's habits as readers, and any current supportive reading practices they already in place for their children. Throughout this description, I also share my initial impressions of participants.

In describing each participant, I use the present tense to share their overall profiles. For specific events, I use the past tense. Additionally, participants shared different amounts of information with me, with some much more willing to share more personal information than others. Some participants also had or were more willing to spend more time in their first meeting with me. This difference is reflected in the descriptions and participant quotations that I share, with some descriptions and quotations being of greater length and substance than others.

Brian. Brian is a white, tall, and lanky man who is 29 years of age. He is always clean-shaven, and his older children are always well-dressed, especially Sarah, who he refers to as his "girly girl." Brian Junior, Peyton, and Paige are also well-dressed, though it is rare to find them without dirt or some sort of stain on their clothing, typical of most toddlers and preschool children. Brian works nightshifts at a large retail store, and he has a high school diploma. He is currently living in transitional housing, though when I met

him, he was living in the emergency shelter with his five children and in the process of moving to the transitional apartments. Though Brian was very busy with work and his five children, he was one of the participants who most often attended the workshop sessions and was willing to share much information with me. Additionally, I often encountered his five children in my visits on site, who also shared important information with me.

I met Brian and his five children, Amanda (eight years old), Sarah (seven years old), Brian Junior (almost four years old), Peyton (two years old), and Paige (one year old) one morning in the shelter dining hall after he had just worked his night shift at a local retail store. When one of the caseworkers walked me over to the dining hall and told me about Brian and his five kids, I thought I may have met them from working at the after school homework program a couple of months beforehand, and it turned out that I had. Amanda and Sarah recognized me from the program, and we reintroduced ourselves. When I walked into the dining all, I also realized that I already had formed an impression about Brian from a brief meeting we had had at the after-school program, which he would change for me from this first interview.

During the after school tutoring program, if children finished their homework, they were able to go outside and play, which was the case for this particular day. I had just been told by another volunteer that I should not assist or watch the younger children, including the babies and toddlers, as the parents would then rely on me to watch them when they should be the ones responsible for them. Then if anything should happen to those children, I was liable, along with the tutoring program. Before the volunteer shared this information with me, I was playing with a two-year-old girl and helping her on the

monkey bars. Therefore, I weaned myself away from playing with this toddler, and I began focusing my attention on the older kids. Right after the volunteer spoke to me, Brian approached me, introduced himself and all of his children, including the two-year-old I had just been helping, and then asked if I could watch them for a few minutes while he briefly ran home. I told him that I was sorry, but did not think this was allowed. He was disappointed but understood, and I remember thinking that he may have been trying to take advantage of me to get a break. After this meeting and beginning to hear about the challenges he faced on a regular basis, I realized that Brian had simply wanted to quickly run home without this event being especially time-consuming.

Though Brian was a single father, he originally came to the shelter with his then wife. I would find out later that they were evicted, because while he thought she was paying the bills, she was on drugs, and they remained behind on all of their bills and other expenses. Because of this situation, his wages were being garnished from his retail job. After a few weeks at the shelter, Brian's wife then left him and his children, leaving him to care for and financially support them. Brian explained to me that he was the parent who was always working 70 hours per week to support his family, and his ex-wife had been the stay-at-home mother who would read to the kids, listen to them, and help them with their homework. He laughed and explained to me that he had just recently taken on that role in addition to his regular role.

Throughout the interview, Brian was calm and kind, and he took his time in answering my questions, though he did not often finish a statement without being interrupted by one of his children. Though I had brought them snacks, books, coloring

books, and paper for drawing, he was beckoned often throughout the interview, and he kindly tried to balance responding to his children and responding to my questions.

Brian was very confident in his own abilities as a reader. He explained to me he was an early reader, was advanced, and that he actually became bored in school as he became older. He mentioned that his boredom got him into some trouble, and he worried about his oldest daughter, Amanda, because he saw she was also advanced in school, and he did not want her to encounter the same problems that he did. When I asked him how reading was important to him, he explained,

It's funny because in high school I never really read much, I rather would have watched the movie than read the book, but at the same time, I knew how to read, I knew how to read well, and I want my children to learn how to read well, because I don't want my children to be a 20 year old who only knows short words and phrases. I want them to be, have a very broad knowledge of reading, writing, math. I want them to learn as much as they can. And you know, reading is definitely something that's going to be important.

He later added:

I'm gonna be completely honest with you, you don't know how to read, you don't further yourself. You need to read because the more you read, the more words you don't get stuck on, the more words you know, the better you're gonna be.

Brian believed that reading was a foundational skill for his children, along with the other foundational skills, such as writing and math. He also connected reading to large vocabularies and language skills, when he stated that he did not want his children to only

know “short words and phrases.” Though Brian said he probably would not read if he did not have kids, he valued it for their development and well-being.

With his new roles of both breadwinner and caregiver, Brian discussed the home practices that he and his kids typically had. He explained that part of Amanda and Sarah’s homework from school since Kindergarten was to read every night for 15-20 minutes, though Sarah jumped in and said she only had to read for 10. Amanda and Sarah were very interested in contributing to the conversation between Brian and me. Brian stated that though they had to read for 15-20 minutes, “I never told them they had to stick to that 15 or 20 minutes.” He then described his oldest daughter, Amanda, as a very advanced, motivated, and independent reader. Though she had only just completed second grade, he reported that she was reading entire novels in a couple of hours. He said that his second daughter, Sarah, also liked to read, but she was more into music. With Brian Junior, Brian explained he was worried about his attention to some degree. Though Brian Junior had never been diagnosed with ADD or ADHD, Brian described his attention span as “within nanoseconds” in length. He stated that it was challenging to keep Brian Junior’s attention with reading, and he would rather look at the pictures. Brian also mentioned a concern about his son’s speech, which he hoped would be rectified over time.

When I asked Brian what his role was in supporting his children he said, “however I can.” He explained he would help them through pronunciations, explaining concepts, breaking down a word into word parts and their meanings, or simply just listening to them read. I witnessed a reading interaction during the interview, in which Sarah asked her father what a word was (nymph) in the insect book she was reading.

Brian told her the word, and then explained to me that that simple interaction would help her remember that word if she encountered it again. He also explained that he had a reward jar at home for good behavior, and one of the rewards was to “read daddy a bedtime story,” thus providing a source of reading motivation for his children.

When I talked to Brian’s children, I began to get a sense for how his life was on a regular basis in attempting to keep his children engaged. I had two-year-old Peyton on my lap (Paige was still in her high chair), and I attempted to keep her occupied with coloring, while limiting her coloring to the paper and not the dining hall table. Amanda and Sarah were excited to talk to me, but Brian Junior was a bit harder to engage. Amanda and Sarah shared that they both liked to read, though sometimes they became frustrated when they were reading with other people. Amanda explained that if she was reading with less advanced readers, they might think she read a word incorrectly, when she really did not. Sarah explained her frustration in reading with others as another individual telling her what a word was when she wanted to figure it out herself. However, Sarah also explained that she really enjoyed not reading with someone, but *to* someone. When I asked Amanda to pick a word to describe herself as a reader, she said “a 5th grade level,” while Sarah said she was, “kind of good.” When I attempted to talk to Brian Junior, Sarah would help me rephrase the questions to get more of a response from him, though it was still difficult. Brian Junior, though hard to understand, did tell me that he enjoyed reading books with his older sister, Amanda.

From my meeting with Brian and his children, I found that Brian was confident in his abilities as a reader and his skills in supporting his children, though he was not always motivated as a reader. I also received the impression that he had limited time to dedicate

to these practices and was most likely exhausted, though he did not state that explicitly in this interview. I also had a hunch that the sibling interactions played a large role in their home practices as well. Brian Junior reported enjoying read with his oldest sister, Amanda, and from witnessing Sarah's interactions with her siblings, she also had an influence on their reading and well-being. I hoped to find out more about these interactions as I got to know Brian's family. Importantly, I also witnessed first-hand the challenges that Brian had to experience on a day-to-day basis in balancing the care of all of his children while trying to financially support them, and I wondered how it was possible to support them substantially in school with all of the challenges in his life.

Lauren. Lauren is a 28-year-old, Caucasian mother with two children—Timothy, who is four years old, and Veronica, who is nine years old. Veronica lives with her grandmother, and I never met her over the course of the workshop. Lauren has worked in childcare for the past ten years, has an associate's degree in education, and hopes to one day go back to get her bachelor's degree to be an elementary school teacher. Lauren usually wears lounge clothes with her red hair pulled back into a pony tail. Though Lauren appeared a bit uncomfortable with me during this initial interview, she still had much to share, especially in regard to the topics she introduced on her own, such as her philosophy on childcare, which I describe below. When I met Lauren, she had been at the Haven Shelter for just a few weeks and was living in the emergency shelter. One of the caseworkers arranged for me to meet with Lauren and her son in the dining hall after Lauren came back to the shelter from work. When I walked into the dining hall, I saw a little boy sitting at one of the tables, waiting for his mother. "Is this Tony?" I asked as I walked into the hall. Lauren responded very matter-of-factly, "It's Timothy,"

while she was making his peanut butter and jelly sandwich. Lauren had on her typical T shirt and sweatpants and looked exhausted from a long day at work. Timothy had on a *Kung Fu Panda* shirt, shorts, and no shoes. I regretted calling Timothy by an incorrect name, and I tried to sit down with him and talk to him a bit. He was timid and ran over to his mother, and she explained to him, “We’re going to go talk to the lady,” as she continued to prepare him his dinner. This dinner was a routine I would have with Lauren and Timothy during each class and any individual meeting we had, as Lauren was always rushing back from work and trying to find the leftovers in the dining hall to quickly feed the two of them.

When Lauren sat down, I found out that she worked at a childcare center about 20 minutes away. She had worked in childcare for the past ten years, and I found she had strong opinions about what makes a good facility. She told me about one of the ideal facilities in which she worked, which had a state-approved curriculum and primarily teachers with four-year-degrees. Lauren spoke in length about the teaching philosophy at this facility, including more hands-on materials, project learning, and learning centered on each individual child. Though she had to leave this facility because of personal logistics, she was very much hoping to return one day. From her background both as a childcare worker and her associate’s degree in education, in addition to her powerful conviction about what early childhood education should look like, I was especially curious to hear about her home practices and how she supported her son, Timothy. I was also curious about how she ended up at Haven Shelter. I would later find out that Timothy’s father was recently incarcerated for two years, and though she did not go into any details, she explained “that’s why we’re here.”

When I asked Lauren about how reading was important to her, she explained to me, “Well you know, I’m a teacher. And you know, I’d say reading is how you learn everything. You can’t really learn nothing without being able to read, you know? You don’t get nowhere.” I then asked about things related to language and reading that Timothy does at home, and Lauren had a lot to share:

Like I said he talks nonstop. Like his whole entire day in four hours is what I get. He really likes any kind of book, it doesn’t, he has no particular taste of type of book. And he’s the kid that you say one thing once, and he has it. Like sarcasm, he has it. Jokes, he has it...original jokes. Like he gets the concepts... That’s what gets me, is he’ll get the concept. We’ll say something, “oh that’s funny...that’s really funny.” He gets it, you can see.

Lauren explained that he had been this way ever since she was able to understand what he was saying. For a while, she had trouble understanding him, but she reported that his speech became intelligible about a year prior, for which she was grateful because one of his cousin’s speech had not “cleared out” until he was around six or seven years old. Lauren also explained that he loved to sing and rap to songs, and he would quickly learn all of the words in the songs he learned at school. In contrast, she reported that his teachers were concerned because he did not appear to be learning songs or participating in school, but because of what Lauren saw at home, she said she was not concerned about it. I witnessed several times how Timothy seemed very talkative with his mother, but timid and quiet around everyone else, including me. It was not until toward the end of the workshop that Timothy to began to acknowledge me and say a few short words.

Lauren reported a regular reading routine between her and Timothy, usually before bedtime or his “calm” times of the day, when he was either waking up or going to sleep, but she also said Timothy would read books all day long and sometimes ask her to read something to him. Timothy’s nine-year-old sister would also read to him, though she lived with her grandmother, and Lauren explained that because she does the Book-it program at her school, she read quite often. Lauren cited her daughter as the person with the biggest impact on Timothy, since “he gets mad because she can read.” That appeared to be a source of motivation for Timothy. She reported that Timothy also enjoyed books that had manipulatives, including pop-up books or anything with texture, but she explained that he “doesn’t discriminate” in regard to different kinds of books, and he would read just about anything.

The one concern that Lauren mentioned was Timothy’s attention span, and she explained that if Timothy was being read a bit of a longer story, he would lose focus in the middle. She explained her daughter had a similar issue and would struggle with reading texts that were not narrative, and she shared that she also had the same issue in school. She also explained she would do specific things with him while they were reading. “I’ll point out stuff, we’ll talk about like the pictures in the book, um, you know asking him, we’ll just talk about it, and showing him like, point to the letters, and the characters and stuff like that.” She shared that some of her strengths would be showing Timothy high frequency words, beginning sight words, and doing such things as asking what letter is at the beginning of a particular word. In saying these things, she valued her education degree in helping Timothy with his reading development. She also saw her role as exposing Timothy to different stories and getting him to love reading. When I

asked Lauren what she was hoping to get out of the class, she said strategies to get him “*reading, reading,*” which I interpreted as him reading independently. She also said she hoped the class would get him more ready for school.

When I wished to talk to Timothy, Lauren explained to him that it was now time to do his “homework” in talking to me. Timothy clearly did not wish to talk to me, and Lauren tried to rephrase my questions, so he would answer to her. When I asked Timothy to point to the face (happy face, okay face, sad face) that represented how he felt when he was reading, Lauren held up the paper with the faces, so that I was out of Timothy’s view, and she shared with him, “it’s just you and me.” She eventually prompted him, so he was able to respond, and he pointed to the happy face. He also answered that his favorite type of books to read were about Mickey Mouse, and that he also enjoyed tigers. Lauren became slightly frustrated during this child interview, and she asked him, “Are you going to be this shy? Timothy, we’re going to be doing this every single night. Every Thursday. Every single Thursday.”

After this meeting, I was excited to have Lauren in the class, especially with her background, but I was also nervous that Lauren might become bored through some of the content I planned to share, as she already was exposed to much of the information and practices we would discuss. She especially challenged my expectations, as I did not expect any of the parent participants to have a specific philosophy on early childhood education. I also gleaned that while Lauren sometimes spoke harshly to Timothy, she and Timothy had a very close relationship.

Tania. Tania is a 23-year-old African American, single mother. She is usually boisterous and social, often making jokes to whomever is around her. Tania is short and

stocky, and usually has her hair fixed perfectly around her round, kind-looking face with glasses. Her daughter, Carly, is four years old, and is always dressed well, complete with accessories usually including sparkles or hearts. Tania works at a local bowling alley, and has for the past year. She did not complete high school, but she went back to receive her diploma through Job Corps. When I met Tania, she had lived at the Haven Shelter for over a year and was currently living in transitional housing. Tania became more comfortable with me as the workshop progressed, but during this initial interview, Tania was not comfortable. Though she answered questions, her responses were brief and to the point.

Tania and I were unable to meet until after the first session of the workshop. Though she did not attend the first session in full, she did come at the very end, when she walked into the dining hall with her daughter, Carly, excited about seeing so many of the children's books she remembered from elementary school. Tania was loud and funny, and she joked around with the parents who were already at the workshop. I introduced myself, and we clarified our meeting time, which the caseworkers had set up for the next day in the library.

When Tania and Carly met me at the library, I noticed Tania had a completely different persona than I had seen at the first workshop with the other parents. She was quiet, reserved, and seemed to be a bit nervous about meeting me. Carly had on a polka dot dress with a crisp, white sweater, her braids pulled back into a pony tail. I commented on how nice she looked, and Tania shared with me that they were going to a graduation party for someone at the church they attended. After a few minutes of small talk, I explained my study to Tania. Following my explanation, she asked me to never

record her when she was reading, as she mentioned she was not a very strong reader. I assured her that I would never record anything that would make her feel uncomfortable.

Tania's primary memory of reading when she was younger was reading the Bible with her grandmother. She mentioned that she would now read to Carly, and change her voice "just to be funny." She also might give the book to Carly, so she can use her imagination and "read" the book to her. In terms of time spent reading, Tania explained, "I read to her almost, *almost* every night, when I get a chance. And if I'm really, really tired, I say, 'can you read to me?' And she'll read to me."

In terms of Tania's value of reading, Tania explained:

Oh, it's important to me because, reading's like, is a part of life, 'cause you gotta read to understand what to do and how to do it. So it's very important to me.

Even though it wasn't when I was younger. I was like, "Oh [said with a sigh], grandma do I really have to do this?" But you know as I got older, I'm like,

"that's why now..." It was, it's important to me. Because...then you learn...

In this statement, Tania, like the other parents, explained the importance of reading in order to function well. She also showed the contrast between how she felt when she was younger, and how she feels now. Tania also painted a picture of herself and her daughter as very different in regard to their reading interest. She explained:

She [Carly] *loves* to read. She will read until the cows come home (laughs). She loves reading; she'll read every night. She reads, she got something that I didn't have...I'm like, "where do you get all that reading from?" I'm happy that she's willing to read. She loves to read...She likes reading, way more than mommy do, to be honest.

Tania explained that Carly had been showing this interest ever since she was two years old. She also mentioned that Carly enjoys “learning books,” which sounded like a type of workbook, including activities, such as tracing and writing letters, learning how to read time, and adding and subtracting. Tania said she had a first grade book, but Carly would try to do her best. She explained, “She’s too young, but I let her read what she wanna read, so you know what’s going on in her brain...she’s like a sponge...just learn like that... maybe she’ll be a genius one day.”

Tania continued to talk about her daughter’s natural curiosity and desire to learn new things. When she contrasted all of her daughter’s strengths to a weakness her daughter had, she joked, “She’s loud and obnoxious right now.” Throughout the interview, I noticed that Tania and Carly had a natural mother-daughter banter. They would pick on each other, and Carly would purposefully try to contradict what her mother was saying to be funny. This banter was something that I would notice every time I saw Tania and Carly together.

In contrast to the way Tania described Carly, Tania often talked about how tired she was, and she mentioned to me that her brain was not working that day because of a lack of sleep. She also explained that she often preferred when Carly read to her, and she described herself as having a “lazy brain.” When I asked what she wanted out of the workshop, she said she desired the strength to read all of the time.

Toward the end of our meeting together, I asked Tania if she could talk about a time when Carly had struggled with reading and then how Tania had responded. Tania became defensive with this question, responding:

No, I mean, not right now because she’s four, so the only thing, I don’t think it’s

any struggle, I think it's just the fact that she just wants to learn. I don't see no struggle, it's her imagination, so it ain't no sense in me seeing her struggling; she's not struggling to do anything cause it's going on in her imagination and what she see in the pictures. And that's what she thinks it is, that's what it's gonna be.

I felt that my question had hindered our relationship, as she seemed offended by this question and perhaps interpreted that I assumed Carly would be struggling. Tania was proud and protective of her daughter, and with my question, I had unintentionally posed a threat.

I tried to conclude more positively in talking to Carly about the books she liked to read. Carly explained to me that she was happy when she read, and she enjoyed reading books about princesses as well as Dora the Explorer. She also explained to me that she enjoyed reading with her friends. Though Carly often wanted to change the subject or wanted attention in another manner, she was more willing to talk to me than the other children her age, and she was able to successfully express what she wanted to say.

After meeting with Tania, I was worried about how comfortable she felt and would feel, both in our meeting and in the future workshops. As the youngest parent and the one who was most insecure about her own reading abilities, I knew it was important for me to be sensitive to each parent's differing reading abilities and comfort with reading during each workshop session. At the same time, I saw that Tania valued reading, especially for her daughter's sake, and I looked forward to seeing more of their interactions as the workshop sessions progressed.

Amra. Amra is a pretty and petite woman who is Caucasian and of Bosnian descent. She is 25 years old and has two children, a five-year-old daughter, Marisa, and three-year-old son, Jakob. Amra is currently working at a clothing retail store for the past few months, in addition to taking classes to prepare for obtaining her GED. When I met Amra, she had been at the shelter for about six months, and was currently living in transitional housing. Though Amra willingly discussed her supportive practices and children's reading interests, Amra primarily wished to discuss her life experiences before Haven Shelter and at Haven Shelter, which is reflected below in my description of our meeting.

Because of Amra's work schedule, I was unable to meet with her until after the workshop began. Her children were with family for the weekend, so Amra was able to come by herself. When Amra knocked on the library door, she introduced herself and sat properly on the couch across from me. I asked her about her background because of her unique name, and she explained that she was Bosnian. She had come to the United States when she was about seven years old, after also living in Sweden for a short period of time. Amra explained that her family was one of the first to come to the States after the war. They arrived at a shelter, and then eventually moved to their own living space. Amra explained that her parents never completely moved out of the "Bosnian bubble" and that they could not speak or write in English extremely well. She also mentioned that her father had a mental illness and being around his Bosnian friends hurt him, because they convinced him he did not need his medication and could drink. Her father ended up in a criminal mental institution for committing a crime, but Amra explained that he was home now, doing well, and taking his medication.

Amra said that when she had her kids, she was living with her parents and her sister. She decided to move out of state with her children's father for two years, but she explained to me that that did not go well. She ended up in a domestic violence shelter for 30 days and she then came to Haven Shelter. Though she was thankful for the services that Haven Shelter offered, she spoke of the difficulties of living in the emergency shelter care:

It's like a boot camp, it really is. And when you have small children, and you have to do chores at 7:00 in the morning in wintertime, you know, it's tough, but I did what I had to do...we had like stomach viruses...So much sickness, and people are coming in with all sorts of stuff, and then you share a giant bathroom with one building full of females and children, and not everybody cleans up after themselves, so you know, you have to clean the bathroom before you use it every time... it was like the longest two months ever, but you go through it.

Amra explained that clients had to be at the breakfast table at 6:00 in the morning, dressed with their beds made. Before she had a full-time job, she then had to do chores, taking her children along with her, throughout the day.

...I guess they make it so that you don't get comfortable, and you don't keep coming back to the same situation. You don't want to make it comfortable for people. It's not the life, you don't want to be living in a shelter, you want to be able to work hard and provide for your family, so I understand that, but sometimes it's just a little tough, especially when you have young children.

Amra spoke about how grateful she and her children were to now be living in transitional housing, having their own kitchen and bathroom and doing things more on their own

schedule. She explained, “even though it’s a small, little apartment, it’s *our* little apartment.” Amra mentioned that she had been dependent on people throughout her life, and this was the first time that she felt independent. She wanted to keep it that way.

Amra also spoke about the role that her faith had played during this time at Haven Shelter. She explained that a local non-denominational church came to serve dinner while she was living in the emergency shelter, and she immediately felt a connection to the people who came. She said she started regularly attending the church. She described how her life had changed because of it:

...once I went to this church, I rededicated my life to the Lord, and I still have my moments in life where I’m like, you know, I’m not perfect, I’m human, I still, I drift away sometimes, and I become a little wordly, and I need to remind myself that I have to separate myself from the world and focus on God’s work and not the desires of the flesh and stuff like that. But these people that I’ve been, I mean, they were complete strangers to me [began to cry]. I learned to trust them with my children. I’ve never trusted anybody with my children, and the lady that watches them, she has like a daycare at the church, so I just watched her with my kids there and they had fun with her, and I just felt like God put me in the right place with the right people...I feel like God planned everything out, you know, and he just puts people in your life for a reason.

Amra spoke passionately about how her faith and this church community had changed her life and allowed her to trust others. She told me that she had been inspired by many individuals that attended that church and that she hoped to one day be an inspiration to others.

When I asked Amra if she was able to build relationships at Haven Shelter, she hesitated, explaining that many of the clients at Haven Shelter were more “wordly,” and she had to protect herself to some degree. She told me that she believed she was the only one at the shelter who did not curse, and that other clients apologized for their cursing when she was around them. However, she said that there were times in which she did build relationships with clients or was able to help them out in some way. She spoke about two clients in particular, one of which was a mother nervous about the shelter not allowing her daughter to stay with her:

I remember just going to her room and reading the Bible with them and just praying with them, because they’re older. Her oldest daughter was above the age of 18, so if she was accepted to the transitional housing part, they weren’t going to let the daughter go with her, so she was in a position where she would just have to go back to being homeless or go without her daughter [crying], so I just prayed with them, and they ended up letting the girl go with her, so, that was amazing. And there was a girl that was right next to me...she ended up being my roommate here in this building when we moved to transitional, we moved the same day, so she didn’t have that great of a job, she didn’t make that much money, she didn’t have a car, she didn’t have that much food stamps. And when we moved, I just took her shopping with me, and I had a lot of food stamps left over before because when you’re in the shelter part, you can’t really buy, you don’t have anywhere to store food, so mine just kind of built up. And she didn’t have any when she was in there, she didn’t receive it till like after she moved. So anyway, I just took them shopping...I mean, she didn’t really have clothes and stuff, so I just kind of took

them shopping and stuff with us, and it felt really good to do something for others, even though I'm not really in a position to help others, I would still like give my all for somebody [crying].

Amra explained that although she fell short, she made an effort to bring others closer to God.

After hearing Amra's experiences and her testimony, I felt almost foolish asking her about her children's reading habits and practices, but she was still quite happy to talk about them. She was proud of her children, particularly her oldest child, Marisa, and she was excited to tell me about them. Amra explained that both of her children loved to read and hear Disney stories, and that she had been reading to them since they were babies. Amra told me that her children had never gone to daycare until they came to the shelter, but when they finally did, their teachers were wondering what she had done with them, because they were so impressive. She explained that both of her children were very smart, but her daughter was "like a natural-born superstar." She enjoyed performing and singing in front of others, and she enjoyed making up songs as well. She also explained that she had taught her children some words in Bosnian, though Amra's instinct now is to talk in English, since she has been in the country for so long. She explained that if her parents talked to her children in Bosnian, they would understand, but that her parents do not often talk in Bosnian either, since they have become more "Americanized."

Amra also explained to me that reading was important to her because of seeing her family members' mistakes. She explained it's important for:

...making decisions for yourself, not everyone's always gonna be there to translate for you, especially like signing stuff, you don't want to like sign my life

away. Like I learned from my parents' and my sister's mistakes with credit cards, like I will never get a credit card, because they will just sign up for stuff.

Amra also told me that reading was important because it "expands your brain" as well as your vocabulary. She told me that this was especially important to her as she speaks to customers, particularly if she would like to go into a management position. Amra also shared that she enjoyed reading more actively, such as searching for information, rather than reading a large novel.

In regard to her children, Amra explained to me that she read Bible scriptures to them sometimes, and that they knew certain Psalms and passages. She was proud of her children for their interest in scripture as well as their praying habits. She explained that they prayed for more "grown-up" things, such as Marisa praying for her daycare teacher to be healed from breast cancer. Amra told me that Marisa also would coach her little brother, Jakob, in the way he folds his hands when he prays and how to start and finish a prayer. She also coached Jakob in daily things, like getting dressed, and she tried to make him more independent by telling him he needed to do these things on his own. Amra explained that Marisa's teachers said she would help them teach as well, assisting the kids when they needed it and letting them know when it was time to be independent

Amra reported that she would often read at night to her kids, but that Marisa would really read anytime. Amra explained that she would support Marisa by asking her questions about her day, about school, and if she needed help with anything, but that Marisa was for the most part, independent. She explained to me, "...reading with her and to her is a great help, you know what I mean, but letting her do it on her own is even greater help." Amra emphasized the value she placed on independence, and I wondered

if this was especially due to her reported dependence on people for most of her life. She explained this independence was especially important since Marisa was already reading on her own, reading her princess stories and other beginning picture books. Amra also emphasized independence when she described specific ways she supported Marisa's reading. She said she would make books available to her and help her with some pronunciations, but her prompts were mostly, "sound it out," because Amra did not want her daughter be dependent on her.

Amra was excited about the workshop, because she said that though she used to read to her kids every night, sometimes more than once per day, she was finding it challenging to do that now, while she was working full-time. She explained that sometimes she would fall asleep out of exhaustion while she was reading, so she was excited about the opportunity for her daughter to have more interaction with books.

After Amra's interview, I had the impression that Amra was protective of her children, but at the same time, encouraged them to be independent, something that she struggled with for a large part of her life. I felt an immediate bond to Amra, as we shared a similar faith background, and she felt comfortable enough to share so many personal details of her life with me. I was also impressed that her daughter was already reading independently, and I again wondered how the class would be beneficial to Amra. However, Amra reported looking forward to an opportunity to read with her children, as her recent busy life working full-time and taking care of her children had made finding the time to do so challenging, I had hope that the workshop would still be engaging and beneficial to her.

Evelyn. Evelyn is a tall, stocky African American women who is 33 years old, though she presents herself as much older and wiser than 33. Evelyn has four children—Tonya, a daughter in high school, Jeffrey, a son in middle school, and two younger daughters—Liz, who is four years old, and Christina, who is two years old. Evelyn is a single mother, and is also expecting another baby in a few months. She had worked in a retail store for almost three years and when I met her and was living at Haven Shelter in the emergency housing for the past couple of months. Evelyn did not finish high school, as she had her oldest daughter when she was 17 years old. However, she reported that she had gone back to school and completed her GED. Evelyn was anxious to begin the workshop and to discuss with me her concerns about her children, which are described below.

Evelyn was a unique participant in that she was not recruited by the caseworkers. Her middle-school son, Jeffrey, saw the gathering of parents for the first workshop session in the dining hall and asked me why everyone was meeting. I explained to him that we were having workshops for parents and children to read together, and he told me that his mom might like to be a part of that, and he would tell her about it. After the workshop, he pointed out his mother to me, and I spoke to her briefly explaining the workshop series. She turned to her four-year-old daughter, Liz, and said, “You wanna learn how to read?” Liz nodded her head, and Evelyn seemed excited about joining the workshops. I told her to speak with her caseworker. Later, I found out that her caseworker thought that it was too late to admit any other families to the workshop, as it had already begun. Evelyn stopped me after the second workshop and told me that her

caseworker was not allowing her to join. After I contacted her caseworker, Evelyn came to the next session.

Because Evelyn joined a bit later than the other parents, I first met with her when we had already had three weeks of workshop sessions. Though Evelyn was not feeling well due to the heat and her pregnancy, she told me she was still fine to meet with me. She brought her two youngest girls along to the meeting, along with a cup of olives to help her avoid the nausea she was feeling.

Throughout the interview, Evelyn described the differences between her oldest two children and her youngest two children, as well as her concern for the youngest two. She reported herself to be an early reader as well as her oldest two children, all reading before they entered kindergarten. However, she was worried about her youngest two children, as she saw they did not know a lot of the basic skills that she felt they should know at this time, particularly their letters and their numbers. When I asked her why she felt that her youngest children were so different from her oldest, she explained:

Because I had a lot more stability and patience and...my children, my two older ones they would sit, they could sit. Their [youngest two children] attention span is like all over the place...see? [pointing to kids being noisy in background]. They don't sit still [laughs], they always have to talk, I mean, I know that's kinda good that they verbalize like that, but...it's like attention, getting them to pay attention and concentrate and sometimes they will sit long enough for you to read them a story, but then sometimes they'll just be like, you'll sit and start to read, they'll bring the book. Once you start reading, then they'll just go off.

From her quote, Evelyn had a different disposition with her oldest children than with her youngest children, and the differences in the youngest children contributed to that disposition. She explained to me that with her oldest children, she did not have to spread out her attention. The lack of an attention span for her two youngest children, particularly the four-year-old daughter continued to resurface throughout Evelyn's interview. She reported buying her girls phonics cards as well as calendar charts, among other learning materials, but the materials would be completely destroyed by her youngest two children.

When I asked about reading and language practices at home, Evelyn reported that the girls often sang songs that one might hear on the radio, as well as some nursery rhymes. She also explained that they liked to color and would sometimes request their mom to read a book to them, which she would happily do. However, she very quickly went back to talking about her concerns for them, including a lack of basic skills, such as knowing letters and numbers, a lack of attention, as well as Liz's difficulty in pronouncing certain words, specifically words that included the /sh/ sound. She told me she thought that Liz would most likely need speech therapy. She also later explained that in her own speech, she tried to be very specific with her youngest children. For example, instead of saying "pick up your shoes," Evelyn would say, "Can you pick up your pink flip flops?" She told me, "You have to be really, really specific, especially for children that are developmentally behind or delayed."

Evelyn clearly valued reading, as she explained in depth to me. When I asked her how reading was important to her, she responded:

Oh, 'cause it helps develop your mind. And I feel if you don't, if reading is not a part of what you do, your mind...will have delayed development. And when children don't read, they're not eager to go to school, they don't have the attention. Prime example, a whole lot of lack of reading and everything and you can tell [pointing to her daughters]. Like if you sit, if you were around my two oldest children when they were this age, you could sit them on the floor, and they could, you know how they say a child's attention span it goes with their age, their attention span went way beyond their age, so they like, they could sit and look at colors or...they could stare at books and be eager...my oldest daughter, she still reads to this day, she still loves to read. Because her mind, in my family, our mind is the most important thing to us...your development of your mind is what makes you who you are... I'm sort of kind of scared for them, because I really don't want them to end up like their biological father's family, which they don't really do much of nothing [laughs], so I really wanna work my hardest on trying to develop...develop their minds.

Evelyn explained that her two youngest girls were primarily raised by their biological father, while she worked, making her unable to do the same things she did with her oldest two children. She emphasized that she needed to sit down and explain to them the importance of reading. Evelyn also said she did not let her youngest children watch a lot of television, as she believed that their attention would then be based on the visual rather than sitting and listening. She believed that if you read with them instead, they would be able to develop the concentration that they needed to be successful in school.

When I asked Evelyn what her strengths were in supporting her children, she stated:

...being determined, being determined because myself, I didn't complete school, I received my GED. Well, I guess people consider that completing school, but I would have loved to graduate from high school...but I didn't graduate. I wasn't developmentally delayed at all. Attention span, maybe. But developmentally delayed, not at all. So whatever I can do to get my children to be eager to sit and learn is what I'll do, so my strength is being determined to make sure that my children don't follow in the same footsteps that I did.

She went on to explain that she believed her oldest daughter received this drive from her, as she was taking advanced classes in school. Though her GPA had dropped because of what Evelyn referred to as "teenage issues" as well as their current life situation, her daughter was determined to get back on track. Evelyn also emphasized to her daughter the challenges of starting a family at an early age, as she did, and she discouraged her from following this same path. Evelyn thought that her oldest daughter had received much of this drive from her, as her daughter has watched her refuse to quit:

...they want to take me out of work now in my pregnancy, and I can't. I can't now, because I have to be stable for my children, I have to take care of my children financially, physically, and mentally, I have to be there for my children, and I don't want my children to think that every time a challenge gets in your way that you just give up on that challenge, you just keep pushing yourself to that challenge, 'cause that's what makes people strong. So yeah, she's watched me go through a lot...I've been through a lot. And my oldest daughter has watched me

pretty much go through...she's watched my health deteriorate, but I still function as though there's nothing wrong...She's watching me do what I do, and she's literally following my footsteps...her mindset and her development is just above average and I'm just, I'm really, really proud of her. I'm really proud of her.

Evelyn passionately articulated her determination to provide for her family, and her desire for her children to have that same determination, and she reported that she wanted her children to become educated and successful beyond the point that she had.

After reflecting upon our meeting, I found it interesting that Evelyn was very concerned about levels and benchmarks as she talked about her children, and she used phrases, such as average, above average, behind, developmentally delayed, and advanced. She also told me that she believed her son had a touch of dyslexia. Evelyn was very adamant about her youngest children improving in their ability to pay attention and concentrate so that they could learn their basic skills, including letters, and begin to read. She explained to me that she hoped to learn strategies that she could use with her youngest daughters from the workshop, and because of her observations showing the difference between her oldest and youngest children, her desire for her children to be successful, and her persistence in becoming a part of the workshop sessions, she appeared to be the parent that was the most motivated to participate in the workshop.

Though families were diverse and had unique situations and practices, I also found that there were commonalities among parents. A major commonality was that parents all valued reading and education, and they felt that reading was one of the most crucial skills that children need to be successful. Every parent spoke about reading being one of foundational skills that their children would need both in school and out of school.

Additionally, most of the activities and practices they spoke about in their homes consisted of more traditional literacy behaviors, including reading books to and with their children. Parents felt that these behaviors were important and that is primarily what they focused on when speaking to me. Many parents already reported using the reading “codes” that I planned to emphasize in the workshops (or wanting to learn more about strategies they could use), and they reported using them as a way for their children to gain power in society. For example, Evelyn discussed how she wanted her children to be successful in school, and she knew that they needed to be proficient readers in order to do so. Additionally, Amra related being a successful reader to upward mobility in the workplace, when she explained that reading helped to expand vocabulary, which was important in speaking to clients, especially if she desired a management position.

However, although parents valued these practices and reported practicing them or desiring to practice them more often, parents were also exhausted. They had many other responsibilities and concerns in making sure their children were taken care of, and I again wondered how they were able to support their children in their reading on top of their other responsibilities. From their reports, many of the parents made it a point to focus on reading at home, even with their other challenges. Thus, they challenged my expectations of what a parent who was homeless was able and willing to do in supporting his or her children as readers.

Findings Based on Research Questions

In this section, I report my findings based on my three research questions: a) What are the experiences of parents living in a transitional home in supporting their children’s reading development while participating in a parent-child book-reading

workshop? b) How do parents demonstrate self-efficacy while participating in a parent-child book-reading workshop at a transitional home? c) What supportive reading practice do parents exhibit while participating in a parent-child book-reading workshop at a transitional home? To answer these questions, I draw upon data sources, including parent interviews, parent-child book-reading observations, child interviews, workshop sessions, a parent self-efficacy survey, a parent focus group, a staff member interview and focus group, and informal meetings with participants. However, not all parents participated in each of these data sources, which accounts for differences in the quantity and quality of my data for each parent participant. See Table 4.2 for a complete list of the data sources that I was able to gather from each parent.

Table 4.2
Parent Participation

	Individual Meeting 1		W1	W2	W3	Individual Meeting 2		W4	W5	W6	Individual Meeting 3				Focus Group	
	Parent Interview	Child Interview				Parent Interview	Parent-child Observation				Parent Interview	Parent-child Observation	Child Interview	Parent Survey		
Brian	X	X	X	X	X	X	X	X	X		X	X	X	X	X	
Lauren	X	X	X	X	X	X	X	X	X	X	X			X	X	X
Tania	X	X			X	X	X	X	X	X	X	X	X	X	X	X
Amra	X					X	X	X		X	X			X	X	X
Evelyn						X	X	X		X	X	X	X	X		X

Note: "W" notates workshop sessions.

Parent Experiences

In this next section, I address my first research question: What are the experiences of parents living in a transitional home in supporting their children's reading development while participating in a parent-child book-reading workshop? This question was purposefully crafted to be general in order to remain open to any factors that contributed to parent experiences. In Chapter Two, I discussed the lack of parent voices and reporting of experiences in the book-reading programs. Through this question, I hoped to more deeply explore what contributed to parent experiences. I discuss the themes that emerged as I coded the data and talk about how each theme differed for each individual parent and family. These themes are the following: *participant-researcher relationships*, *parent support network*, *sibling support and influence*, *parent and child enthusiasm for reading*, and *challenges*. I will define each theme in its corresponding subsection. The definition and evolution of each theme will be discussed in more detail in its related subsection.

Participant-researcher relationships. I define *participant-researcher relationships* as the relationships that I, as the researcher and implementer, formed with each of the parents and in some cases, their children. This theme also includes the behaviors that led to the connections that formed. Before conducting this research, I had expected my relationships with participants to play an important role in the success (or failure) of the workshop. However, I had not originally thought about reporting these relationships. Though the relationships formed between the families and me were not directly related to my research questions in the way I originally conceptualized them, after my initial open-coding, I found that these trusting relationships were crucial in the

workshop experience. In my subsequent coding, I looked for evidence of relationship-building. I found that in order to form relationships, it was important for me to affirm and validate participants and their children in a number of ways, including validating their emotions, struggles, and general life situations, if they shared information about their personal lives with me. Additionally, I found it was important to affirm their knowledge, both about supportive reading practices and other topics that emerged during our conversations, as well as affirm any current reading practices they had. In turn, especially toward the end of the workshop sessions, I also shared personal information with participants, which they listened to and affirmed as well. Finally, though one might consider these conversations “off-topic,” allowing time during the workshops to share stories and laughter assisted in building these relationships. In this section, I discuss my relationships with each of the five parents and how they developed over the course of the workshop. I primarily discuss my behaviors and my perspective of how each relationship was built. When possible, I discuss specific behaviors of parents that made the relationship-building more or less challenging.

Brian. Brian was very open with me about his challenges with raising five children on his own from the beginning, and I tried to stay receptive to him, especially during the times that he needed to vent. He naturally had an outgoing manner, which I saw him display with many other parents at the shelter. He was especially popular, because he was one of the only single fathers at the shelter, and he had five children. One of the things that helped our relationship was my connection with his children and the enthusiasm they had for the class. Sarah and Amanda, his two oldest girls, were very excited about the class, and they enjoyed drawing pictures or making books to show.

Eventually, Brian's other preschool and toddler children became excited when we saw each other as well, and would give me hugs and show me evidence of their most recent minor scrapes and bruises. The first time I saw their family outside of the class, I went over to greet them, and Brian then instructed Sarah to tell me what she had said that morning, to which Sarah replied, "Yesterday was a stellar day!" She had used one of our target vocabulary words, and Brian wanted to share that information with me.

I also made a point to always ask Brian about the recent events in his life, such as transitioning jobs and moving into transitional housing. Additionally, he would share with me the struggles he was having on a particular day, often around finding a babysitter to watch his children for the evening, so he could go to work. During our final focus group, he came in late, and when I asked him how he was doing, he blatantly replied, "frustrated." When I asked why, he was almost in tears as he described to the group how his caseworker had left the premises before she was able to sign his babysitter sheet, which would mean he would have to call out from work. He knew that if he called out too many times, he would be fired from his job, which would then put him at risk for losing transitional housing. Thankfully, he was able to rectify this situation before needing to call out, but acknowledging his struggles and allowing him to discuss them, if he desired, was essential for him in order to be able to engage in the class.

I also often affirmed Brian's already-present practices and knowledge about supportive reading behaviors. He shared many ideas with the group, including literacy games he played as a child, effective discipline strategies he used (e.g., not allowing children to play video games until they completed necessary homework and chores), and current reading practices he had at home. The workshop allowed him an opportunity to

share these strategies, which he later said he appreciated, and I also made sure to affirm his practices and knowledge in our interviews. At his concluding interview, when I asked if this class was something he would hypothetically take again, he shared, “Only if it was you. Because the kids like you, and the kids know you, and they’re comfortable around you, you know what I mean? If they have someone else come in and do a different reading program, I was like, ugh, alright [in groan].” This statement speaks to the importance of having a strong relationship with the people for whom you are doing this work.

Lauren. Lauren was more challenging to build a relationship with and seemed more distant during our initial interactions. During our first interview, her son was quite shy around me, and Lauren continued to refer to me as “the lady” to her son. Lauren attended each workshop session, and she enjoyed getting the new books, but our largest gain in terms of our relationship was during our mid-point interview, when I told her my fear of her being bored throughout the workshops, due to her background and experience as an educator. She laughed at this, and told me that even though she was not learning anything new, she was not bored, and she enjoyed hearing the other parents’ stories. She appreciated that I had acknowledged the fact that she most likely knew many of the topics we discussed in class.

During additional workshops, I also pointed out Lauren’s expertise to the other parents. When we talked about alphabet books, I asked her about her experience with alphabet books, to which she replied, “I’ve made alphabet books...I’ve made tons of ‘em.” She then described the different types of alphabet books parents could make with their children. Lauren became more vocal in the workshop sessions toward the end of the

program, and she often asserted her expertise, based on the topic we discussed. When one mother asked me if I had any children, and I explained to the group that I was expecting one, Lauren was one of the most vocal parents in sharing stories and giving advice on how to prepare. During our final interview, Lauren continued to give me advice and liked to joke, “Are you sure you’re ready for this in your life?” We also spoke about her going back to school to get her bachelor’s degree to become an elementary education teacher. Affirming Lauren’s knowledge, background, and expertise was essential in building our relationship.

Tania. Tania was also more challenging initially for me, in terms of building relationships. She already seemed nervous about our initial interview, as this topic was one she wanted to pursue because of her daughter, but was not one with which she was very comfortable. Toward the end of the interview, I asked Tania if she could think of a time that Carly struggled with reading and what she had done about it. She became defensive in response to this question:

No, I mean, not right now because she’s four, so the only thing, I don’t think it’s any struggle, I think it’s just the fact that she just wants to learn. I don’t see no struggle, it’s her imagination, so it ain’t no sense in me seeing her struggling, she’s not struggling to do anything cause it’s going on in her imagination and what she see in the pictures and that’s what she thinks it is, that’s what it’s gonna be.

Additionally, while Carly was wearing a beautiful white sweater in preparation for a graduation party, she put a huge, black mark on it, using the marker and dry erase board that I had brought for her to use, which was frustrating to Tania. I left the interview

feeling that we had not had a great start, especially when Tania did not come to the next workshop.

However, in the third workshop session, Tania became comfortable and our relationship grew. In this particular session, Tania offered many suggestions. For example, when modeling how to prompt children to make predictions, Tania offered one of her own predictions, to which I replied, “Have you read this? Because that’s exactly what it is.” Tania often smiled or laughed during exchanges like this one. She told me later that her boss of her current job told her to stop being nervous, and she explained to me she was not used to “not being yelled at.” Because of her past negative experiences, positive affirmations were especially important to Tania.

After the positive interactions in the third workshop session, my time with Tania was much more comfortable, and we sometimes shared stories amidst talking about our normal reading experiences. One time, she avoided reading Carly a book about amphibians, and we laughed as she told me how she developed a fear of frogs when she was younger. Tania also became the only parent who gave me suggestions throughout the workshop. She told me she preferred that we did more acting activities in our mid-point interview:

...you know just so it won’t have to be, you know, a lot more, not about reading all this time, but it could be about reading but reading as in acting, as in acting out reading and stuff like that. Take turns...do a skit... or compare yourself to what you would do in this situation. I don’t know, just something fun. Because I don’t like, I like having fun, I like being or having fun. So you know, maybe something

fun...I'm not saying your class is boring, I'm not saying that. Just more energy in it.

I responded to Tania's suggestions, and we included an acting component in the next session. In the final interview, she also had a suggestion for me to include a preschool vocabulary list, which I then brought with me for our final time together. In the focus group session, Tania left me a message on my recorder when I briefly left the room to pick up the children from childcare, in which she joked around by using the vocabulary words we had talked about and shared that I should name my child after her. Our relationship became stronger through our time together and through listening and responded to Tania's contributions and suggestions.

Amra. Amra was one of the participants that I felt I was able to relate to right away, possibly because we shared a similar faith. I did not specify my faith or religious beliefs, but through my affirmation of hers, I wondered if she detected my own beliefs. A few minutes into the interview, she told me about how she was proud of her children when she hears them pray:

Amra- I love hearing them pray, because they pray for stuff like grownups pray for, like take care of all the sick people in the world. Like they don't pray for like, can we have ice cream tomorrow? They pray for like grown up stuff, and it just makes me want to cry when I hear them...one of the daycare teachers has breast cancer, and every night Marisa will pray for her [Begins to cry].

Maria- That's so sweet.

Amra- Like heal her...[crying]...so, yeah, I'm really happy that they have come to know God.

Maria- Yeah, that's really wonderful.

Amra-I'm very, very proud of them. She teaches her little brother, "put your hands like this," and "Dear Heavenly Father," and at the end of the prayer, "In Jesus' name we pray." And when he is not praying, she's like, "Jakub!"

When Amra spoke about the people she had met and relied upon at her church, she stated, "They are inspiring people, and I hope one day to be an inspiration to others." I replied back to her that it sounded like she already was, to which she quietly responded, "thank you." Later in the interview, she reported times in which she was able to assist other families at the shelter, both in using her extra food stamps to get them groceries, and praying with a family who was in need. She explained:

Amra- It felt really good to do something for others, even though I'm not really in a position to help others, I would still, like, give my all for somebody.

Maria- Well, you are in a position to help others, 'cause it sounds like you're doing it all the time.

Amra gave me a hug when we concluded the interview, and I felt very inspired by Amra's story as well as her positive outlook and strong faith. From what she reported to me as well as what I heard from staff members and even one of the volunteers who came weekly to childcare, her children were already on their way to being proficient, independent readers. I am not sure how much Amra believed the workshop assisted them. However, I hoped that Amra appreciated our friendship in the way that I did. Amra and I still communicated after the workshop concluded. She would send me pictures of her children on momentous occasions through phone text messages, such as the first day of school and when Marisa earned "Student of the Week." When I had my

own challenges, I told her that I had read her story and that it had given me strength, to which she replied, "...you are in my mind heart and prayers. Hope u are doing well love u." Connecting through stories and faith was what built Amra's and my relationship.

Evelyn. I did not get to know Evelyn as well as I would have liked, since she joined us midway through the sessions. However, I immediately had great respect for Evelyn. Though she was only 33, she appeared to have wisdom beyond her years and had a very motherly nature about her, both to her children and to other adults with whom she came into contact. When she began going to the sessions, and she saw me getting out of my car with my workshop materials, she walked over and asked if I she could help carry anything, though I knew she was six months pregnant and very uncomfortable at the time. I always admired the politeness and sweetness of her two youngest girls, and I told her this often, which she appreciated and one time replied, "they try." She also knew much about pregnancy and delivery, as she had four children and was about to have five. She was thrilled to share her stories and advice when she heard I was expecting. She wanted to know any and all questions that I had.

At our concluding interview, during our member checking, I told her that my overall perception of her was that she was very wise as well as perceptive, to which her often stoic face softened, and she replied, "Aw thanks." After this interview, she moved and was unable to come to our final focus group and celebration. I contacted her to see if I could give her and her girls their certificates of completion, and she immediately asked how I was feeling and offered remedy ideas for pregnancy symptoms.

Building relationships with participants often went beyond just the interactions over workshop content. Both during interviews and during workshop sessions, we would

sometimes get off-topic, whether it be congratulating one of the parents on an upcoming job, wishing a parent the best of luck for a GED test, sharing stories about dealing with unwelcomed critters in living spaces, or sharing stories about delivery and children. Even if this meant sacrificing some of the content, these moments were important for establishing rapport and trust with parents, and sometimes friendships. I became greatly attached to parents and their children, and I was inspired by their sacrifices and determination to set their children on the best paths possible, despite the challenges they faced.

Parent support network. Parents did not operate in isolation; rather, they operated within a network of other individuals, including other parents at Haven Shelter and other parents in the class. Therefore, I define *parent support network* as all of the parents, both in the workshop and at the Haven Shelter, who assisted each other both with supporting children as readers as well as other day-to-day tasks and responsibilities. Before coding my data, I did anticipate that parents would share ideas about supporting their children with each other; however, I found that parent support played a much larger role in parents' experiences than I initially anticipated. In reporting the parent support networks, I describe specifically what parents did to support each other. Throughout the workshop sessions, I noticed that parents often leaned on and supported each other, whether it was to share ideas about supportive reading practices, to offer a listening ear, to offer helpful resources to each other, or to be a resource to another parent. In this section, I mention two other participants: Rhonda and Emily. Though I initially interviewed both of these mothers, they each only attended one workshop session and did

not return or stay in contact with me. However, when they did attend, I found they were also an integral part of this support network.

A number of times parents shared specific reading practices that worked for them. For example, when Tania was frustrated that Carly was given a video game and had possibly lost interest in reading, Brian told her a strategy he would use, which included using the video game or other activity as a reward after his children finished what they needed to do. Though Rhonda did not stay throughout the whole workshop, she also had ideas to offer other parents, including acting out the stories with both her voice and body in order to make them interesting to her children.

Parents also had many other factors they were dealing with, and they often listened to each other, affirmed their struggles, offering advice when needed, and sometimes offered resources when they could. In the very first workshop session, both Emily and Brian shared their stories of how outside factors caused them to be evicted from their former living situations. Emily shared how her two exes both lost their jobs, which caused her to lose a substantial amount of child support, and Brian then shared his story about his ex-wife using drugs without his knowledge and falling behind on paying their bills. Emily encouraged Brian to stay strong and told him that he “deserved better.” As he was sharing his story, Lauren mentioned that she would check with her mother, who worked in a related area, to see what percentage of wages could actually be garnished from Brian’s salary. She explained, “I’m pretty sure it’s only 20% that they can take,” when Brian shared his fear of 25% of his salary being garnished. Also, when Evelyn and Lauren were sharing stories about schools for their children, and Lauren expressed interest in sending her son to full-time preschool, Evelyn gave her a specific

individual to contact, explaining that she was the homeless advocate for the school systems. Evelyn told Lauren not to waste her time with another staff member who was supposed to be helpful in this area and was not. Lauren then helped to calm Evelyn, who was worried about her daughter's speech in that same session.

Evelyn- And Liz has a problem with those words

Maria- With the s-h?...saying them?

Evelyn- ...s-h and c-h

Lauren- ...phonetically the letters, phonetically is the last, except for the /y/ sound, is the last ones developmentally that they can do. You're good, you're good...my daughter did the same thing with y's, but now she has it.

Lauren helped to assure Evelyn that she did not have to worry about her daughter's speech- that was she was developmentally on-track.

Parents were also resources to each other, particularly Tania. I noticed that Tania offered her services for others' children quite often. A couple of times during the workshop sessions, when Brian was unable to find a babysitter for his children to go to work, Tania told him that she would take care of them. During our very last time together, Tania helped feed and clean up Brian's children from the ice cream party and then take them back to their apartment, where she would watch them for the evening. Additionally, one night that Evelyn had to work, Tania took her two-year-old daughter, Christina, to the workshop with her. Because Tania's own daughter was at a camp for the week, she decided to assist and take Evelyn's daughter, since Evelyn was unable to be there. I also noticed that when Evelyn stepped out for a minute during one workshop, both Brian and Tania were careful to watch her youngest daughter.

I found that parents sometimes contributed knowledge in a way that simply allowed them to exchange experiences, such as this excerpt below about sharing Dr. Seuss books:

Rhonda-... [we] have to read *The Cat in the Hat* over and over and over again.

Brian- [joking] This one again?

Rhonda- James [her son] loves that book—he knows some of the words.

Evelyn- [picks up book] I cannot tell you how many times we have read *Green Eggs and Ham*.

Rhonda- Yes, I don't know how many *Cat in the Hat* books we got.

Evelyn- But this book, my 15 year old will hate this book. And they all...all children like the book.

Amra- His books are crazy!

Evelyn- Yes, and them words...

Brian- Mine, it's *Hop on Pop*. *Hop on Pop*.

Evelyn- *Hop on Pop*.

Brian- Amanda and Sarah, a million and one...“Daddy read it again! Daddy read it again!” No, read it yourselves.

Rhonda- Try to act it out with your mind, you start getting tongue tied with those books, and I'm like, “ok, wait a minute.”

Evelyn- They get excited when I read this book with them, and like how she said, act out with your voice and act out with the body. They get excited, they be like...[made anxious noise] and I'm like, “ok, if you want to...”

Rhonda- I think Dr. Seuss books are the best books.

Parents laughed during this exchange at how their children would choose one or two Dr. Seuss books to read over and over again, sometimes sharing their annoyance with reading the same things. However, they all became very engaged in sharing their similar experiences, sometimes interrupting each other to share their own personal experiences.

Sometimes parent exchanges were also in more of a competitive nature, such as the following:

Brian- From first grade to eighth grade, I was in a special class called the gifted and talented educational program, and it was like for people who were very advanced, and I was doing this stuff in like first or second grade [talking about phonics and spelling].

Tania- You was a dork!

Brian- Let me tell you something. I was on honor roll from kindergarten all the way up to eighth grade, I was on the honor roll. And then I hit ninth grade and I thought I knew it all, and I almost got kicked out of school.

Lauren- I can't say nothing about being no dork, because my cousins was the biggest dork.

Tania- Don't worry; I was a dork, too.

Lauren- They both rollin' in it right now. Rollin' in the money

Maria- Are they?

Lauren- Mmhm!

Brian- And let me tell you something, when I got to high school, and I'll never tell my children this, but when I was in high school from tenth, eleventh, and twelfth grade, I would literally, I would cut school from Monday- Thursday. I

would not go to school at all, and then on Friday I'd go to school, and I'd take a test and get a 97, 98, 99. Every single time...and that's how I...

Maria- Did that catch up with you eventually?

Brian- Mm-mm! [no]

Maria- Really?

Lauren- I wouldn't go to high school all semester, all semester, show up for my biology final...ace it 100%--- just because I didn't show up, doesn't mean I didn't read the book.

Lauren and Brian both showed off their natural ease for school in this excerpt. They shared similar stories, but their sharing of stories could also make others feel uncomfortable, including Tania, who was present. I tried to change the subject shortly afterwards, as I knew Tania struggled in school from what she explained to me, and I did not want her to feel inadequate in comparison to the other parents.

Though moments like the last excerpt show that sometimes parents interacted in a competitive manner, parents were also supportive of each other and offered each other resources, advice, and support. The five parents that I focus on in this case study were all raising children on their own, and they were happy to both help their fellow parents as well as accept help, as they were busy and often overwhelmed with balancing many responsibilities. I saw Lauren outside of class when I was volunteering to assist with childcare and trying to take care of a child who was not interested in doing what he was supposed to do. She came over to correct the child, whom she knew well from living on the same floor as him and his mother, and explained to me, "We have the surrogate mother thing going on on my floor." Parents looked out for their own children as well as

others' children. From my observations, the network of parents helped parents move forward in supporting their children.

Sibling support and influence. I define *sibling support and influence* as the things that siblings, usually older siblings, did to support and influence their younger siblings, both in their reading development and with other skills and learning opportunities. Additionally, this category includes how these older siblings supported their parents to allow them to more strongly assist their youngest children. As I began talking and interacting with these parents and their children, I realized very quickly that the parent was not the only one who affected a child's reading development in the family. Siblings played an immense role in supporting or influencing their brothers' and sisters' reading development, both in direct and indirect ways. I further realized the importance of siblings in my analysis of the data. In this section, I report the experiences of Brian, Lauren, Amra, Evelyn, and their children in regard to the support the children provided to each other and their parents. Tania is not included in this section, as she only had one child.

Brian. I saw the most evidence for sibling support and influence in Brian's family, with the two most influential siblings being Amanda and Sarah, his two oldest daughters. Amanda and Sarah directly supported their younger brother and sisters by reading to them, and they indirectly supported their siblings by taking care of them, allowing their father to interact one-on-one with his children. From the first interview with Brian, after he had just finished his night shift at work, he explained to me that along with drinking a lot of caffeinated beverages, he was not sure what he would do without

his two oldest daughters, who help him tremendously. During the first workshop, Brian stated:

...so I've got to the point where with my oldest [Amanda] I'm like, "your turn to read to everybody now." And then while they're reading, I'll take Paige or I'll take Peyton, the two littler ones, and I'll read to them, so it's more one-on-one...

Brian later explained to me that he considered Sarah his "rock" and names her his "little mother" as well. Sarah was always willing to assist him, both with reading and non-reading related tasks, including giving baths, changing diapers, and giving bottles. He said that in that very morning, Sarah had taken her two youngest sisters and read to them on the couch, so Brian could do whatever he needed to do. Sarah had also written a book over the course of the week, and when she was reading to Brian Junior a book that he was not interested in one evening, she decided to read her own book instead, which Brian explained, "perked his attention up."

Throughout the workshop sessions, Brian continued to mention the support of his two oldest daughters in reading to his youngest children. I was never able to witness these interactions myself, but I did witness some supportive sibling reading behaviors. In the first interview, when I briefly spoke with Brian's children, Brian Junior explained to me that he liked to read with his sister, Amanda. Additionally, Sarah was always concerned about getting the appropriate books for her siblings during the workshops each week. When Amanda was not there one week, she picked up some more *Magic Tree House* books for her, and she looked for picture books that her younger siblings would like. During one of our interviews, Sarah told me, "Bring Spiderman books for Brian Junior. And Dora!" Also, when I asked Brian Junior a question, Sarah would sometimes

help him answer the questions. For example, when I asked Brian Junior to tell me how he felt when he reads, Sarah explained to him that he needed to point (happy face, okay face, sad face) to tell me. Amanda and Sarah helped Brian to consistently engage and support his five children..

Lauren. Though Lauren's oldest daughter, Veronica, did not currently live with her and her son, Timothy, Lauren still reported Veronica having an influence on Timothy, and she cited her as having the biggest impact on Timothy's reading development, "...because he gets mad, because she can read." Lauren explained that Veronica did not like when Timothy turned the pages of a book, because she wanted the control, and this seemed to motivate Timothy to learn to read. During one of our check-ins, I almost forgot to give Lauren a reading log, and she specifically requested it from me, stating that Timothy loves when Lauren writes down in his log what they have read. She explained, "He feels like a big boy now, because my daughter has to do the reading logs as well for the Book-it [her reading program], so he says, 'Mommy, this is like Veronica...'" Timothy had a strong desire to go to school and to read, like his older sister.

Amra. Like Brian and Lauren, Amra also reported her oldest daughter, Marisa, as being a support to her youngest son, Jakob. Amra never reported Marisa specifically reading with Jakob, as she mostly read independently, but she did explain that she was like a teacher to him. Amra shared that one of Marisa's teachers had explained to her that Marisa enjoyed helping the children at school. Amra quoted the teacher saying, "She doesn't smother the children, she helps them when they need help, and then she lets them know when they need to do it on their own," and Amra explained to me that Marisa did this with Jakob as well, saying such things as, "Jakob, you need to put on your own shirt,

I can't help you put on your shirt. You're about to be four years old. You need to get dressed by yourself." I witnessed one of these teacher-like interactions when Marisa matter-of-factly explained to Jakob, "You need to learn your ABC's." Though I never witnessed any reading interactions between Marisa and Jakob, Marisa appeared to enjoy displaying these teacher-like mannerisms.

Evelyn. I witnessed firsthand the sibling support of Evelyn's oldest son, Jeffrey, when interacting with Evelyn's family. At our first workshop, Jeffrey asked me what this class was for, and when I explained that it was for parents with younger children and that we read together, he told me that he thought his mom would enjoy this class. After the class, he spotted me and directed me to his mother, who then expressed interest in attending. None of the caseworkers had mentioned Evelyn as a potential participant, and Jeffrey was the moving force in bringing her to the class. Evelyn also explained to me in our first interview together, that although it was hard for her to sit down and read with her youngest daughters, her oldest children, Jeffrey and Tonya, would sometimes read to them. Like Brian, Evelyn sometimes relied on her oldest children to take a lead role when she was unable to read with her youngest children.

Evelyn also talked about sibling influence in a negative way, as she felt that her four-year-old daughter, Liz, had picked up some bad speech habits, and was saying the /v/ sound in replacement of the /th/ sound for words like *mother* and *brother*. She explained, "sometimes Christina will hear Liz say something, so now Christina is saying 'mover,' ugh... Just as long as they don't start saying 'doug' [for dog], I'm fine." In this moment, Evelyn showed how siblings can have what she felt was a negative influence on

language development, as her four-year-old daughter was influencing her youngest daughter to pronounce words in an incorrect manner.

I found sibling support to be a fascinating component of my time spent with the families, as in some families, siblings played such a large role in each others' lives. Though sibling influence often presented itself in different ways, this influence was an integral part of children's reading and language development. Sometimes siblings relieved their parents of their duties, such as when Brian's daughters looked after his youngest children or read to them. Sometimes siblings motivated younger siblings, such as Timothy wanting to be like his big sister, Veronica, in reading independently and doing homework. Siblings also looked out for the best interest of their parents and younger brothers or sisters, such as when Jeffrey found the workshop and suggested that his mother enroll in it. Though there were times when parents worried about siblings having a negative influence, such as when Evelyn was concerned about her youngest daughter copying her four-year-old's improper speech, siblings most often had a positive influence on each other and were able to support each other and their parents.

Parent and child enthusiasm for reading and vocabulary. I define *parent and child enthusiasm for reading and vocabulary* as a broad category that includes evidence of parent and child excitement over reading and learning new words. I used the term *enthusiasm*, as I felt it was a broader term that could include things like happiness, effort, and excitement. I expected enthusiasm (or lack thereof) to contribute to parents' and children's positive or negative experience, and in coding my data, I found this to be true.

I saw evidence of both child and adult enthusiasm for reading and learning new words. Additionally, I believe that the combination of energy from both adults and children interacting contributed to the positive environment throughout the workshop sessions and if either adults or children had not been present during the workshop session, I would not have seen the same enthusiasm. In this section, I report evidence of parent and child enthusiasm for reading and for words. I saw evidence of enthusiasm for reading with all of the parents and children, but I only saw evidence of enthusiasm for learning new words with Brian, Tania, and Evelyn, which is reflected in the subsections below.

Brian: Enthusiasm for reading. Brian reported the enthusiasm that his oldest daughter, Amanda, had for reading before the workshop began:

I don't know many eight year olds that can sit and read a book that takes an average person two hours to read, let alone an eight year old. That child will read from the time she gets up to the time she goes to bed. That's what she likes to do; that's her thing.

Amanda later confirmed her love of reading:

I love reading by myself. I will read basically all day until I have to go to bed, from like six to like seven in the morning all the way to eight, until we have to go to meals. I just love reading by myself. That's my favorite thing to do is just read, read, read.

Sarah also explained to me that she loved reading. When I asked her why, she replied, "Because I learn more words?" She also shared that she preferred to read to someone, rather than by herself. Brian also confirmed Sarah as more of the social reader, whereas

Amanda enjoyed reading independently. This trend continued, as Amanda would often see me and be very anxious to tell me about all of the books she had read in the past week, while Sarah was usually most concerned about making sure her siblings got the books that she thought they would be interested in. In Brian's second interview, when I asked Sarah if she wanted to read a book together with her dad, she exclaimed, "Yes! Yes!" During Brian's third interview at his apartment, Sarah was also interested in sitting next to me and reading as many books as she was able to me. Amanda would also take on the role of reading to her younger siblings, but she most often liked to read on her own.

At the conclusion of the workshop sessions, Brian explained that his children were more enthusiastic about reading than they had been before the workshop, and because of that, he had read more to them:

I wasn't really the sit down book-type parent, and you know the past I don't know, month or two, it's just been, you know, "Daddy, read this book!" "Ok, [in tired voice] I'm kinda tired but let's go ahead and let's [read]." But no, I've definitely, read more with the kids since going to the class, and a lot of that has to do with the kids getting different books every week, and you know, every Thursday scrambling around, "Oh my God! We gotta get Miss Maria's books together!" But you know, I've definitely, especially with little Brian Junior, little Brian Junior has been so much more, I mean, "Daddy, come on, let's read, Daddy, come on, let's read." ...It's definitely been more, and that's only been probably the past two or three weeks, but he's definitely wanted to read more...

Brian Junior was the child that Brian was most worried about before the program, in terms of his short attention span and speech. Though he explained that Brian Junior still did not want to sit through a longer story, he was hopeful about Brian's increased excitement to read. Brian thought much of his children's increased enthusiasm for reading came from desiring new books each week. After one particular session, as Brian was waiting for the children's babysitter and his transportation to get to work, I encountered all of his four oldest children sitting, lined up next to one another on the sidewalk, backs against a rail, each with a different book in his or her hands, reading. When toddler, Peyton, saw me, she happily yelled out that she was "reading!"

Brian: Enthusiasm for words. In terms of vocabulary, Brian's oldest daughters displayed the most enthusiasm of all of the children, particularly Sarah. When I explained in the first workshop that we were going to have words of the week, Sarah exclaimed, "I know most of them!" sharing with me that this activity was one that she was used to in her school. After learning the first word, *stellar*, I saw Sarah the next day along with Brian and the rest of the children. Brian asked Sarah to tell me what she had told him that morning, to which she proudly responded, "Yesterday was a stellar day!" When I saw Brian the next week, he told me:

...it probably only lasted about two or three days, but after that, it was like, the first day, "Daddy, it's a stellar night. Daddy, these are stellar clothes, Daddy, you did a stellar job giving us a bath." Any way or form she could use that word, she would try and use it...But I was actually going through, doing some packing up; I had my folder, I asked her what the word of the week was, and she goes,

“STELLAR!” lifting both arms up. She didn’t use it in a sentence, but she knew what it was.

At the conclusion of the workshop when I asked Amanda and Sarah if they remembered any of our words, they excitedly responded:

Sarah- [gasps] Me!

Amanda- Concur! Concur!

Maria- Concur...

Sarah- Eager!

Maria- Concur, what does that mean?

Amanda- Uh, it means when...

Brian Junior- Concur, concur!

Amanda- ...somebody says, if someone says, “you wanna go down?” and you say, “yes.”

You agree with them.

Maria- Very good. Ok what about you?

Sarah- Eager.

Maria- What do you remember about eager? What does eager mean?

Sarah- It means you really want something.

Maria- Cool. Any other words you remember?

Amanda- Finale, finale!

Sarah- Stellar, stellar!

Maria- Finale, which means?

Amanda- It means like it’s really cool.

Maria- Or the end of it, right?

Sarah- Stellar.

Maria- What does stellar mean?

Sarah- It's great.

Though Amanda did not remember the meaning of *finale*, Sarah and Amanda were able to list a number of the words they had been exposed to without my prompting. Sarah then asked if she could see the list of words, so they could remember, and she successfully remembered, "Eureka!" which she would say when she found something.

Brian was also enthusiastic about the vocabulary, and he thought that was one idea he would continue after the workshop ended. He often gave his children examples of the words in relatable or sometimes funny ways, such as when he told Sarah that he had a *plethora* of children. Brian also enjoyed using the different words in class. When we were about to introduce the new word of the week, he stated, "I'm *eager* to learn the next one." During the final workshop, Brian began to laugh when he saw the list of words we had spoken about over the course of the workshop. He stated that as they were walking over to the dining hall, Sarah had exclaimed, "This is the *finale*!" and he had wondered where she had learned that word. Shortly after, when Lauren was having car troubles, he tried to comment on her story, using many of the words we had talked about throughout the sessions.

Though I am unable to say if Brian primarily influenced his children, or if his children primarily influenced him, from witnessing their interactions over reading and new words, their enthusiasm seemed to feed off of each other, creating a more energetic and motivated culture.

Lauren: Enthusiasm for reading. Lauren displayed the least enthusiasm of the parents who participated in the class, possibly because this was a bit of her sarcastic personality in addition to the fact that she read storybooks on a regular basis in her work.

However, her son did display enthusiasm for reading throughout the sessions. Lauren reported Timothy having this enthusiasm before the class began, explaining, “He really likes any kind of book...He’ll read books all day long.” However, during the second session, Lauren was excited about an app she had found that had different electronic stories that Timothy very much enjoyed. Though she was happy that he did not catch on to the vocabulary words, as she reported she would have had to hear them repeatedly throughout the day, she was proud of him for his desire to read every day: “He did good. He’s been getting into the reading. Every night, he has to read.” The following is one of the conversations we had, when I asked her if she wanted to hold onto a book that Timothy really enjoyed:

Lauren- I’m done with that book.

Maria- You’ve had enough time with it [laughing], spent some quality time?

We’re good?

Lauren- Yes! That’s the book I have to read *every* night...I cannot miss an action [for the pop up book]. Because he, “Ma! You did not do that!”

Maria-[laughs] That’s really cute....do you make like the noises...?

Lauren- [sighs] Yes. And every night we have to talk about, why is the sheep bald...?

Maria- How does that conversation go?

Lauren- “Mom, why is he bald? Why does he lose all his hair?” I’m like, “Ok, you know he grows all his hair, the farmer cuts it off, and that’s how you get your sweater.” [Maria laughs] “But why?” “Cause that’s what sweaters are made out

of, Timothy.” “Well, is it gonna grow back??” “Yes, Timothy.” [Lauren and Maria laugh]

Though Lauren would acquiesce to Timothy’s requests to read his favorite book repeatedly and patiently answer his questions, she reported being annoyed with doing the same thing every night. This behavior was something Lauren consistently displayed—doing what she thought she should, but being a bit annoyed with the task at hand.

Tania: *Enthusiasm for reading.* Tania shared that Carly was enthusiastic about reading from the very beginning, and she painted a contrast between herself and her daughter. “She *loves* to read. She will read until the cows come home. She reads; she got something that I didn’t have.” She later continued, “She just reads whenever she gets a chance. She just reads, she picks up reading books every day and asks me to read to her. I’m like, ‘you read it first.’” Tania explained that she often encouraged Carly to “read” to her mother, rather than she herself read the books, which implicated again that this was not something she particularly enjoyed.

After Tania attended her first workshop, I noticed a change in her reading disposition. She explained to me that reading helped her to “realize and notice.” She explained, “You know, I don’t like reading, I never did. But I’m starting to like reading ‘cause I have her.” Because Tania began to “realize and notice” that reading could help her daughter, she made more of an effort to read with her. However, she continued to be conflicted about her enjoyment of reading. During the final interview, after she spoke once again about how she was happy her daughter enjoyed reading, I asked her if she felt better about it. She replied, “Yeah, I do, I do feel better! I be like, ‘Oh that’s kinda fun, let’s have some fun and read.’ But then I’m like, ‘It’s really not fun.’ But I have to do it

anyway.” Though I noticed Tania becoming more comfortable being the reader, she still struggled over pronouncing certain words and became frustrated, at times, hence her statement, “It’s really not fun.” However, whenever I asked if she could read with her daughter, she was happy to do that task and more than willing to exert the effort, even if it was something that was more challenging for her. She also became very willing to volunteer to read in front of other parents in the workshop sessions.

I noticed that Carly typically enjoyed reading with her mother, though she sometimes became bored, which she would either state explicitly if it was a “boring book” or begin to distract herself with something else. I noticed that Tania would often do something to bring Carly’s attention back, such as including her name in the story or making jokes about the book. By the end, Carly paid attention once again, and twice, she even stated, “Read it again!” When I asked Tania who or what had had the biggest impact on her reading, Tania thought that the class had had an influence on her:

I think coming to this class, seeing the other kids getting books and liking reading and stuff, like yeah. When she see other kids, then she’s like, ‘Oo I wanna be a big kid, I want to do it, too.’ So, that’s where she get it from.

Tania believed that seeing the other children in the class engaged in reading books increased her enthusiasm for reading, as she had a bit of positive peer pressure for reading.

Tania: *Enthusiasm for words.* Tania explained that Carly never became interested in the vocabulary words, but she enjoyed them herself. She shared with me in the final workshop that she would have wanted less individual meetings, “Cause I want more of the class, more of the WOW words.” She also rattled off a number of these

words in the message she recorded for me at the end. Additionally, while she was feeding Brian's one-year-old daughter, Paige, ice cream, I heard her telling her, "Say delectable" in a joking manner. Tania also specifically requested a list of words geared more toward preschool children, which I gave to her at the end of the class to use with her daughter, Carly.

Amra: Enthusiasm for reading. Amra was one of the parents that I spoke to the least about reading. This was because she often had scheduling complications, and additionally, when we did speak, much of our time was dedicated to more personal topics rather than reading. However, Amra consistently reported enthusiasm for reading from her children, particularly her daughter, Marisa. During her first interview, she explained that Marisa mostly enjoyed Disney princess stories, but that "she'll read anytime. Just about anything." Amra explained to me that her daughter was already reading independently, though she was not yet in kindergarten, and I witnessed this to be the case. Marisa was incredibly positive, loving, and wanting to tell me about her interests and her talents. She enjoyed reading and writing stories, and she told me that the workshop could have been better if she was able to write her own stories to read.

Marisa especially enjoyed the workshop session during which parents and children played with letter tiles to make different words. She did not want to leave when her mother told her it was time. When Amra pointed out that she had also picked up a blank alphabet book for her, Marisa's response was, "oo!" indicating her enthusiasm for this particular activity. At the end of the program, when I asked Marisa if she felt happy, okay, or sad when she read, she explained:

Marisa- I feel...happy

Maria- Why?

Marisa- Because so, like there's lots of...stories to read about.

Marisa continued to explain that her absolute favorite books were princess books. Marisa consistently displayed enthusiasm for reading and literacy activities whenever I spoke to her or witnessed her interactions with her mother.

Evelyn: Enthusiasm for reading. Before Evelyn began the workshop sessions, she reported being worried about her youngest daughters' lack of enthusiasm for reading, explaining that they did not have the same attention span that her oldest children did. However, she reported that they did express an interest once in awhile:

Sometimes they just, they'll just pick up a book. Anything that will keep their interest, like, well, she likes pop-up books, interactive books, which I think is really good for them. Even though they're behind, the more I think they can interact with things, I think the better it will be for them to learn and catch up on their reading skills.

Evelyn was consistently concerned about her daughters being behind and lacking the skills that she believed they should already have. However, I did see Liz's interest in books when we sat down together. Though we did not read together, she opened a variety of books and asked me about the pictures she saw in them. She was also very excited about a Winnie the Pooh book she saw, as her mother loved Winnie the Pooh, and she wanted to take home a Tinkerbell book for her oldest sister, as Tinkerbell was her favorite character.

At the workshops Evelyn was able to attend, Liz was always engaged in reading a book or doing some form of literacy activity with her mother. Additionally, when I gave

Evelyn *Chicka-Chicka-Boom-Boom* to read with her daughters, as a fun way to look at the alphabet, Evelyn later asked her youngest daughter, Christina, what her favorite book was. Evelyn prompted her, “Chicka-chicka?” to which Christina responded, “Chicka-Chicka-Boom-Boom!” Evelyn was consistently enthusiastic about the different books made available, the strategies we talked about, and the idea of getting her daughters to use new words.

In the final interview, I noticed that Liz and Christina were far more engaged and motivated to interact with their mother, as she read a book to them. They contributed much to the reading and enthusiastically responded to their mother’s questions and prompting. I give more details on these interactions in the section on reading practices that parents exhibited. Evelyn explained to me, “Cause like I said, they wouldn’t sit still and listen to a story and now they sit still, listen, and participate in reading interaction.” Evelyn was pleased with her daughters’ increased willingness to participate in shared-reading.

Evelyn: Enthusiasm for words. Evelyn was only at two different workshop sessions and heard two of our target vocabulary words (i.e., *incredible* and *victory*). However, she discussed these words with both her four-year-old and two-year-old daughters and believed that a new focus on vocabulary helped them verbalize more than they had before. She explained, “So it’s just like anytime you would ask them anything, sometimes they would just sit and they wouldn’t say anything, but now they’re speaking a whole lot more, using the words, the words of the week...” I asked four-year-old, Liz, if she remembered any of our words of the week in our last interview, and Evelyn helped to prompt me:

Evelyn- What, what word were we using last week? When I was telling you when we win? Us moving into the new house, we won? Remember? What was the word?

Liz- [silent, looking away]

Maria- [laughs] I caught her at a bad time [softly to Evelyn]. Can I start the word? Is it vic—What's the word?

Liz- Victory.

Though Liz needed a bit of prompting, she was able to recall the word, and from my observations of Evelyn's interactions with her daughter, I saw that she enjoyed spending time relating new words to contexts her daughters could relate to and understand. The new words were a vehicle toward increased interaction between Evelyn and her daughters.

I believe it was a combined effort between parents and children to increase enthusiasm for reading and in some cases, vocabulary. If the workshop had simply focused on parents without involving the children in the sessions, or had simply focused on the children, I do not believe that it would have been as effective. For example, Brian reported his children prompting him to read to them more frequently as the workshop progressed. Though he was often tired, he responded positively to this request, and reading became a greater part of the culture at their home. Lauren also reported Timothy being enthusiastic and prompting her to read to him, even if it was always the same book. She joked about being annoyed with reading the same thing over and over again, but she followed through on his requests. Tania still found reading laborious at times, but she felt strongly that she should continue to do this practice with her daughter, and her

daughter's enthusiasm for reading, especially from witnessing the other children read in the class, helped as well. Though I am not sure that Amra and her children's enthusiasm for reading stemmed from the class, I saw that this enthusiasm was present for both Amra and her children. In Evelyn's case, she read in a more engaging and enthusiastic manner after attending the classes, which led to greater engagement and enthusiasm from her daughters.

Only three of the five parents showed evidence of being engaged in learning new words in the class, but it seemed to be one of Brian and Tania's favorite aspects of the class, as they looked forward to finding out what the new word was and using it in different contexts. Tania reported the words being too challenging for her preschool daughter, but she specifically requested more age appropriate words to try with her at home. For Brian, his oldest daughters latched onto the new words each week, particularly Sarah, which made this aspect of the class even more enjoyable for him. Evelyn also appreciated this part of the class. Though I only saw minimal evidence of her daughters using the words, she reported that a new focus on words helped her daughters verbalize a bit more, and she wanted to pay more attention to using words and sophisticated language.

Most importantly, in all of the workshop sessions, though the dining hall was usually very noisy and chaotic, I saw that children happily sat with their parents as they engaged in new books to read or discussed the new target words of that week. They excitedly took away stacks of new books to read for that week and looked forward to the new ones they would see in the next.

Challenges. I define *challenges* as the specific obstacles that individual parents faced while supporting their children as readers. These challenges included obstacles in living at Haven Shelter, obstacles in attending the workshop sessions, and personal obstacles that made it challenging to regularly read with their children.

Brian. In my interactions with Brian, he had a number of challenges making it very difficult for him to regularly and successfully support his children as readers. In our first interview, he shared with me the challenges of keeping up with his parenting roles, while also taking on the role of his ex-wife:

She was the one who sat down and read to them, she's the one who listened to them, she's the one that took care of homework. She was the stay-at-home mom, where I worked 70 hours a week... I just kind of took over that role.

His current job made balancing these roles particularly challenging, as he had a night shift. Every night he had to work, he also had to worry about getting a babysitter for his children. He was also typically exhausted the next day, making finding the time to take care of his five children's basic needs on top of their reading an immense challenge.

During my time talking to Brian, he also consistently brought up the challenges of finding time to support all five children in their reading development, especially since they were all interested in different things and at different stages. His two oldest daughters were very helpful in taking care of their siblings, so he could spend time more individually reading with each of his children, but this still remained a major challenge for Brian.

Lauren. Lauren never expressed or alluded to any particular challenges she had in supporting Timothy's reading, though she sometimes shared her annoyance in his

persistent questions or desire to read the same book repeatedly. However, she did experience some complications with getting to sessions toward the end of the workshop and to our final interview. Though she had recently bought a used car, it was in the shop for multiple repairs, leaving her without her own transportation. Therefore, she had to rely on public bus transportation to and from her job, which was often unreliable. Her commute would now take an hour, rather than the 15-20 minutes it would usually take. In addition, toward the end of the session, Timothy had a chest infection, which required Lauren to go to the hospital. Additionally, Lauren was concerned about getting into transitional housing, and she was worried that her case plan was being ignored, because her caseworker had been out due to family emergencies for the past month. Lauren explained to me that if she did not get transitional housing, she would go down to the motel, if she needed to and simply reapply for services through the Department of Social Services. She stated these things matter-of-factly, though they were major life issues and inconveniences for her. She explained to me, "You gotta do, what you gotta do." Hearing Lauren's situation again reinforced the added stressors that she had in meeting her child's basic needs, on top of making sure he was ready for school.

Tania. I saw Tania's major challenge as her original dislike for reading, as well as her reading skills. When I was able to watch her read with Tania, she often stumbled over words and would sometimes vocalize her frustration. She explained to me, "...I get nervous when I read... 'cause I can't pronounce certain words." Tania would also talk about her exhaustion, especially toward the beginning of the workshop sessions, and I speculated that her frustration with reading contributed to her exhaustion.

Amra. Amra shared the challenges of living in the shelter part of Haven Shelter, including a “boot camp”-like atmosphere, as well as picking up various illnesses from the children and adults with whom she was sharing facilities. She also shared the challenges of coming to the shelter after an abusive relationship and not being able to trust many people, though her church family helped her to begin to trust again. In addition to these initial challenges, Amra was also trying to balance working full-time and supporting and caring for her two children on her own, which made reading consistently to them challenging:

Since I started working full time a lot, I haven't read to them as much as we used to. Like we used to read every single night. Sometimes like three times a day, now there's times where we skip, you know what I mean, because I just get so tired. And then I have the GED classes, which I'm almost over with, and then sometimes I just get off work late and it's bath time, dinner, bath, and I'm just ready to pass out.

Though Amra cared deeply about supporting her two children's reading development, she simply did not always have the time. Amra had to reschedule our final interview two times due to being overwhelmed with getting her kids to their appointments, making sure they were able to successfully switch daycares in time for school, etc. She called me as she was very stressed out, and actually requested if we could forego the meeting altogether, even after the workshop was complete, but we both decided we would meet for an abbreviated period of time right before the final workshop began.

Evelyn. Evelyn was always calm, and never appeared stressed, but she was also facing major life changes during this workshop. Even so, she was the only parent who

voluntarily sought out the workshop. Like Brian, Evelyn was also struggling with having the time to focus on her two youngest children, as she had four children, was a working single mom, and was expecting a baby in a few months. She felt guilty about not spending the same amount of time with her youngest daughters as she had with her two oldest children:

I took the time out with my two oldest children, but it's like I'm really not taking the time out [with my youngest], 'cause they were raised by their father. 'Cause I was the one that was always working, working, working, so whenever I could get some sleep, I would get some sleep...But me being a part of their development is very important to me, because when they get older, I don't want it to be well, "Mommy never read to me," or "mommy never took the time to," versus, I took the time to read and took the time to teach my two oldest ones, and I should be taking the time to read and taking the time to read my two youngest ones also. Because...I'm getting ready to have another baby in October, so it's just like, I don't want them to feel like I treated them different...

Evelyn was also was hoping to move from shelter housing to transitional housing, whether it was at Haven Shelter or a shelter about 30 minutes away. She ended up moving to a different shelter, and though she was moving the next day and attempting to make her doctor appointments, she still took the time to meet with me for our final interview.

Parents had a number of immense challenges they were facing, including balancing the roles of both breadwinner and caregiver, finding the time to give their multiple children equal attention in their reading development on top of meeting their

other needs, overcoming their own reading difficulties, and finding time to read and attend class despite the demands of both the shelter as well as other life challenges and inconveniences. However, they still expressed an interest and took steps to support their children's reading development, with Evelyn even seeking out the program voluntarily. Despite their challenges, they remained committed to ensuring that their children were equipped with the reading skills they needed in order to have a promising future in school and beyond.

Conclusions for Parent Experiences

Parent experiences in supporting their children as readers were very much connected with social interactions and relationships (including the participant-researcher relationship, parent support network, and sibling support and influence), parent and child enthusiasm for reading and vocabulary, and the challenges they faced while supporting their children and participating in the workshop. Additionally, these factors were also connected with each other. For example, the challenges that parents faced sometimes contributed to a lack of enthusiasm for reading and vocabulary. To make sense of parent experiences and the contributors to their experiences, I return briefly to the theoretical framework proposed in Chapter One.

In Chapter One, I discussed my theoretical framework, which included social cognitive theory (Bandura, 1986, 2006) influenced by Delpit's (2006) theory of the culture of power. I discussed how in social cognitive theory, "self-referent thought mediates the relationship between knowledge and action" (Bandura, 1986, p. 390). Through this self-reflection, individuals form their self-efficacy beliefs. I discussed how this model can be used to discuss parent supportive practices, as their knowledge of both

reading and supportive practices does not directly predict their agency or action, but rather, reflecting upon their knowledge contributes to how they may act. Additionally, I discussed how the feedback that parents receive on their actions may also contribute to their knowledge, which also informs self-efficacy and agency. I also mentioned that Bandura (2006) emphasized that this does not occur in a vacuum, but rather in a complex social system. I included Delpit's theory of the culture of power as a way to frame this social system, including school-related, social, and economic factors.

I discuss self-efficacy more in the next section, though I briefly refer to it in my analysis of how the culture of power influences factors in social cognitive theory. I found that social factors appeared to have a great influence on feedback parents received, knowledge of reading and supportive reading practices, self-efficacy, and agency. Firstly, they often received complimentary feedback from me on their ongoing literacy practices, which contributed to positive influence from someone in the culture of power. I often affirmed parent practices as well as acknowledged the challenges they had, which affirmed their current life situations and efforts in supporting their children. Parents also received feedback from each other, which included both affirming feedback and feedback that challenged their practices and beliefs of self. For example, parents were able to relate to each others' reading practices and learn from each others' practices. However, in some cases, parent interactions may have negatively contributed to self-efficacy and agency, such as when Brian and Lauren discussed their natural ease with school in front of Tania, who experienced school as a challenge. Parents' children also supported their parents' practices and self-efficacy, as they were excited to read with their parents and in some cases, discuss new vocabulary words. Though parents were often exhausted and

sometimes did not wish to participate in reading activities, their children's positive reinforcement of these interactions helped them to participate.

School-related factors from the culture of power also played a role in parents' knowledge, self-efficacy, and practices. Brian and Lauren had positive experiences in being successful in traditional institutions, with Lauren even completing her associate's degree in education. They were confident in their abilities to read and in their abilities to support their children as readers. However, Tania did not have positive experiences with school, and specifically reading, and this negative experience may have contributed negatively to her self-efficacy and agency. I will address parents' interactions with school-related factors in the culture of power more in the next sections on self-efficacy and practices.

Economic factors also contributed to parent practices, and were often negative influences. These economic factors were most connected to the challenges that parents experienced. Most parents had multiple children to support with little funds to do so, and they were also supporting their children on their own. Therefore, parents had to work full-time, often in jobs with less than ideal schedules, while also being the primary caregivers for their children. They were left exhausted and with little time to spend supporting their children as readers. This exhaustion also contributed to a lack of motivation to read with their children, which often seemed the case in Brian and Lauren's situations. Lauren's lack of economic power also left her without transportation for a long period of time, which complicated her work schedule and home schedule, and added much time and frustration to her workday. Yet, parents persevered in reading with their children, as they reported that it was important and their children enjoyed it.

Additionally, in living at the homeless facility, many of the economic challenges that parents would face otherwise were lessened, as the facility provided affordable living and meals as families strove to become independent.

Importantly, I found that parents already valued the mainstream “code” of reading to and with their children. However, it was not entirely clear if parents already valued and participated in mainstream behaviors, as I defined in Chapter One. I identified mainstream codes as preparing children to see reading as entertainment, negotiating meaning in books and other texts, and talking regularly to discuss the content of books and other texts, which was based on the seminal work of Heath (1983) as well as more recent literature on successful parent-child book-reading interactions (e.g., Sonnenschein & Munsterman, 2002). I explore specific reading behaviors parents do in a later subsection on parent practices.

Parental Self-Efficacy

My second research question is as follows: How do parents demonstrate self-efficacy while participating in a parent-child book-reading workshop at a transitional home? In Chapter One, I defined parental self-efficacy of supportive reading behaviors as parents’ beliefs that they have the “ability to help improve their children’s reading achievement,” which is based on the work of Lynch (2002, p. 55). I believe that self-efficacy affects the way that “people feel, think, motivate themselves, and behave” (Bandura, 1993, p. 118), including how parents feel, think, motivate themselves, or act in supporting their children as readers. Additionally, I am concerned with attributions related to self-efficacy, as reviewed in Chapters One and Two, which may include things like a parent’s view of his or her own intelligence, determination, or effort (e.g., Bandura,

1993, 1995; Pajares, 1996). Bandra (1993, 1995) and Pajares (1996) discussed how high or low self-efficacy may relate to how one views how much control one has over the world around him or her, and I aim to identify evidence of parents' views of their attributions, which may be connected to their self-efficacy beliefs.

Qualitative data of self-efficacy included parent, caseworker, and child interviews and focus groups; observations during group and individual workshop sessions; and informal meetings with parents (e.g., phone conversations, impromptu encounters on site, phone texts). See Table 4.1 for a complete list of qualitative data. The quantitative self-efficacy data included a post-workshop survey, which is a traditional means of collecting self-efficacy data. Though I was most interested in looking for evidence of self-efficacy through qualitative means, I also wanted to examine how parents self-reported their self-efficacy beliefs. In Chapter Three, I explained that I originally intended to administer the self-efficacy survey twice over the course of the workshop (pre- and post-) in order to identify any changes in parental self-efficacy. However, after conferring with my committee, I did not administer the survey prior to beginning the workshop, as the survey may have made parents feel uncomfortable or insecure. I did administer the survey upon completion of the workshop, as parents were more comfortable with me, and I knew that all parents were capable of reading the survey independently. Though I was unable to identify quantitative changes in self-efficacy, I was able to identify how parents rated themselves post-workshop without sacrificing their trust in me.

In Table 4.3, I present both the post-workshop survey data as well as the qualitative evidence of self-efficacy for each individual parent. The post-workshop survey data includes parents' self-report of overall self-efficacy beliefs as well as sources

of self-efficacy beliefs, including social feedback, observational comparison, physiological state, and perceived controllability. Items for each of these survey components are presented in Chapter Three. Each component has a maximum score of 15.0. Below the post-workshop survey results, I report qualitative evidence of self-efficacy for each parent, reporting evidence of both positive and negative self-efficacy throughout the workshop. A narrative description of both qualitative and survey evidence of self-efficacy for each parent is presented in the sections below.

Table 4.3
Qualitative and Quantitative Self-Efficacy Data

Survey Description	Overall Self-efficacy Beliefs (Total-15.0)	Social Feedback (Total-15.0)	Observational comparison (Total-15.0)	Physiological state (Total-15.0)	Perceived Controllability (Total-15.0)	Total Score (Total-75.0)
Brian Post-workshop self-efficacy survey	12.0	12.0	11.0	13.0	9.0	57.0
Interview, focus group, and observation data related to self-efficacy	<p>Positive self-efficacy</p> <ul style="list-style-type: none"> - Reported his own high reading skill - Reported child's high reading skill - Reported high intelligence of both himself and children - Contributed ideas during workshops - Reported enjoying explaining workshop concepts to other parents <p>Negative self-efficacy</p> <ul style="list-style-type: none"> - Reported trouble finding time to support all of his children as well as the challenges of this task 					
Lauren Post-workshop self-efficacy survey	15.0	15.0	11.0	13.0	10.0	64.0

	Interview, focus group, and observation data related to self-efficacy						
		Positive self-efficacy					
		- Reported background in education and being successful in related classes					
		- Had strong philosophy of education					
		- Reported challenging child's teachers on their observations of her son					
		- Reported already being familiar with the content of the workshop					
		- Reassured another parent about her child's speech development					
Tania	Post-workshop self-efficacy survey	14.0	13.0	10.0	12.0	11.0	60.0
	Interview, focus group, and observation data related to self-efficacy						
		Positive self-efficacy					
		- Began to read in front of other parents during workshop session					
		- Reported "getting more comfortable" with reading books during the mid-point interview					
		- Reported reading despite being tired during the mid-point and final interviews					
		- Contributed ideas during workshops					
		Negative self-efficacy					
		- At beginning of workshop, asked to never record her reading					
		- Explained she had "lazy brain" at beginning of workshop					
		- Reported being nervous when reading to children at childcare					
		- Explained she was not used to "not being yelled at"					
Amra	Post-workshop self-efficacy survey	15.0	13.0	10.0	14.0	12.0	64.0
	Interview, focus group, and observation data related to self-efficacy						
		Positive self-efficacy					
		- Reported reading to children "since they were babies"					
		- Reported that her daughter's teachers and fellow students held her daughter in high regard as a student					
		- Daughter was already reading independently, though she was not yet in kindergarten					
		- Attributed herself as the biggest impact on her children's reading development					
		Negative self-efficacy					
		- Reported limited time to read with children, especially in contrast to amount of time spent before working full-time					
Evelyn	Post-workshop self-efficacy survey	15.0	13.0	12.0	14.0	12.0	66.0

Interview, focus group, and observation data related to self-efficacy	<p>Positive self-efficacy</p> <ul style="list-style-type: none"> - Reported strong determination in day-to-day life - At conclusion of workshop, reported major changes in her two youngest children’s attentiveness and interest in reading - Reported reading every other day with her children, as opposed to not very often at the beginning of the workshop - Reported knowing more strategies to do with her youngest children at the conclusion of the workshop <p>Negative self-efficacy</p> <ul style="list-style-type: none"> - At beginning of workshop, reported that her youngest two children were much further behind than her oldest two children - Reported having less “stability and patience” with youngest children versus oldest children - Reported that with oldest children, she did not have her attention “spread out” - Reported not having the strategies to know what to do with her youngest children
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Brian: Qualitative data related to self-efficacy. Brian reported a number of things that related to his parental self-efficacy, including reports of his children’s reading skills as well as his own personal reading skills. From our first interview, Brian described his oldest daughter, Amanda, as a “very advanced” reader, saying that she could easily complete a thirteen chapter book in two hours, which he did not believe was possible for many eight year olds. He compared Amanda to himself, explaining that he was also an advanced student and was in the gifted and talented program during his own schooling. He explained:

I feel like I have a very strong reading level, even at 29 years old, I feel like I can read with the best of them. So definitely it would be helping them with pronunciation, or if they say, “Daddy, what’s this word mean?” I’m able to break it down for them...this is the root word and this is why it means this.

Brian felt comfortable with his own reading skills, and he felt equipped to help his children with theirs. The fact that he considered his oldest daughter to be an advanced reader as well showed his self-efficacy.

Additionally, Brian believed that he was of high intelligence, which was why he reported that school came easily to him. During one session, after explaining that spelling was something that came very easily to him, Brian explained, “From 1st grade to 8th grade, I was in a special class called the gifted and talented educational program, and it was like for people who were very advanced.” He continued to explain that he would cut school often in high school and was still able to receive high marks in his classes. He explained, “I graduated high school with a 3.7 GPA, never going to school, never going to school.” Through Brian’s reporting of his school experiences, he made clear that he believed himself to be of high intelligence, which is an attribution that most likely contributed positively to self-efficacy beliefs. However, he also reported low motivation for reading, explaining he would always rather, “watch the movie than read the book.” He explained that if he did not have children, he would probably read very rarely. While Brian reported his intelligence and inherent ability as high, he reported his effort as low, though his effort changed as he progressed through the workshop sessions.

Brian demonstrated his self-efficacy within the book-reading workshops, when he shared ideas and contributed knowledge to the workshops and to other parents. He usually knew the word of the week and would help explain its meaning to those who asked. Additionally, he would share ideas that he used with his children, such as spending one-on-one time with them as readers and making reading to him a reward. He also shared ideas from his own childhood, such as when his parents had him and his

siblings play an alphabet game to find items that started with each letter of the alphabet during road trips. Brian was frequently a contributor to the workshops, and parents enjoyed what he had to say, perhaps contributing to positive feedback and positively influencing self-efficacy.

During the final interview, I told Brian that I was nervous that he may have been bored through some of the sessions, as he often seemed to be familiar with many of the concepts. He explained that there were many things that he learned, but he also had a chance to share some of his own knowledge:

Brian- It was fun for me because, the other parents, talking to them, and giving them some of my ideas...[who] didn't quite understand or grasp the concepts that you were trying to get across. And it was fun for me because I was able to, I felt kinda like, "ok yeah" [shook head in confident manner].

Maria- You're teaching it.

Brian- I could tell them a bit about them. So it wasn't that I was bored, because it definitely gave me a chance to show some of my experience and some of my knowledge.

Part of Brian's self-efficacy for supporting his children was affirmed in being able to share with other parents his own knowledge.

On the other hand, Brian reported a struggle to find time to read to each of his individual children. Originally, he tried to read to them at the same time, but he found that what worked best was to sit down with each of them one-on-one. He used his daughters' assistance in watching the younger children to help him do this. He reported

that this method worked better for him, but he still reported that it was a struggle to find time and energy to adequately support all of his children.

Brian reported having a high reading level himself, reported having a daughter who was advanced in her own reading, felt comfortable to share his own ideas and strategies with the other parents, and enjoyed explaining concepts of the class to other parents. All of these things showed evidence that Brian had high self-efficacy in supporting his children as readers. However, Brian did not always have high self-efficacy, as he also reported exhaustion and balancing time between his multiple children as inhibitors of successfully supporting them. Additionally, he reported disliking reading, which may also have contributed negatively to his self-efficacy in supporting his children as readers.

Brian: Post-workshop self-efficacy survey. Brian appeared to show strong evidence of high self-efficacy in his words and actions throughout the workshop, but he had the lowest self-efficacy score of the five parents through the post-workshop self-efficacy survey (57.0/65.0). His highest score in the survey (13.0/15.0) was with items that considered his physiological state, showing that he was comfortable and felt good while he was reading with his children. His two lowest scores were with items concerning observational comparison (11.0/15.0) and perceived controllability (9.0/15.0). When he compared himself to other parents, he believed that other parents did a better job than he did in supporting their children as readers. Additionally, he rated himself as low on perceived controllability with his lowest item rating showing that he worried that he could not help his children enough due to the demands placed on his time and energy. From his interview statements discussing his lack of time and his challenge in balancing

his time between his children, this finding on perceived controllability corroborated with those qualitative findings. However, I found it interesting that though he felt himself a capable reader and knew he could assist his children, he still rated himself as lower than the other parents in his overall self-efficacy score.

This discrepancy between the data could be the result of a variety of causes. One cause might be that exhaustion, limited time, as well as lack of desire to participate in a given task may be more powerful contributors to self-efficacy than perceived intelligence, knowledge, and ability. The negative forces that were preventative of Brian reading regularly with each of his five children may be stronger than his perceived ability to support each of his children. Additionally, this discrepancy could also simply be a flaw of the survey approach. Brian may rate himself lower than another parent, though he may feel the same confidence or perhaps even greater confidence than that particular parent. The difference may be that he has a differing baseline than other parents when quantitatively rating his self-efficacy on a survey.

Lauren: Qualitative data related to self-efficacy. Like Brian, Lauren also reported a high confidence level in regard to supporting her son, Timothy, as a reader. Lauren had a unique background compared to the other parents, as she had an associate's degree in education and she had worked in childcare for ten years. She described her favorite childcare in our first meeting, because of the fact that she believed in its philosophy, including child-centered learning, and long-term, hands-on projects. In her final interview, she told me that she had initially started classes in education when her oldest daughter was first born, as she was fascinated by her development. She reported continuing in education, because she felt she was good at it. This idea of being "good" at

something indicates an inherent ability. This natural ability may be an attribution that Lauren believed she had, similar to Brian's perceived natural intelligence.

Lauren demonstrated her self-efficacy in her reports of supporting Timothy. She explained that she knew how to point out high frequency words and sight words, and that she would facilitate his learning by asking him about letter sounds and beginning letter sounds of different words. She also listened with a critical ear to Timothy's teachers' reports about him. Timothy's teachers were concerned about his lack of participation in school, lack of speaking, and lack of writing, but she explained to me, "I'm not concerned. I'm not concerned at all." She was aware of his skills at home, and she reported that he was doing just fine. Her own background allowed her to have the confidence to refute these teachers' statements.

During our mid-point interview and the final interview at the conclusion of the class, Lauren also reported that she did not really learn anything new, as the content was very familiar to her from her own classes. She explained, "...all the stuff that I, you know, that I do on a daily basis, and I also have the book background, you know the college courses background to all the stuff that we talk about anyways." She reported that if given the opportunity again, she most likely would not take the class, depending on how it would benefit her at the shelter:

It kind of depends on how they sold it to me? You know, I liked being able to read with him. I liked learning some of the skill, you know the skills...but if it was just like, if it wasn't really sold with all the benefits that it had, I probably honestly, I probably wouldn't do it just 'cause how busy you are in your daily life, you know?

Lauren felt that she already knew the content we discussed because of her education background, and she felt she did not need the class.

Lauren also contributed ideas to the class, like the other parents, but she also reassured parents and their concerns because of her knowledgeable background. When Evelyn was concerned about her daughter's speech, Lauren told her not to worry as the speech sound /sh/, as it was one of the last to develop.

Through Lauren's background and expertise, she demonstrated her high self-efficacy of supporting her child as a reader. Because of this background, she was able to critically assess teachers' reports of her son's development and assist other parents in their concerns and needs for supporting their children. Additionally, Lauren completed the class more for the outside benefits that it offered her, rather than learning about the supports that she could offer her son, as she already felt comfortable with these practices. She reported that taking the class again would depend on the benefits it offered her, not necessarily from the benefits of the content itself, but rather the credit it would give her to progress forward. Lauren's high self-efficacy appeared to be consistent throughout the workshop through the evidence that she gave in either her interviews or interactions with other parents or her son.

Lauren: Post-workshop self-efficacy survey. Lauren had the second highest overall self-efficacy score of all of the parents (64.0/75.0). She gave herself a perfect score on both overall self-efficacy beliefs as well as social feedback (15.0/15.0). She also rated herself highly on her physiological state when helping her son read (13.0/15.0). Like Brian, Lauren rated herself lowest on observational comparison (11.0/15.0) and perceived controllability (10.0/15.0). She felt that in comparison to other parents, she

may be less of a help to her son than they are to their children. Additionally, Lauren had the lowest score on the item in perceived controllability that stated, “The traits that a child has when he or she is born are more powerful in helping them read than anything that a child’s parents can do.” In her rating of this statement, Lauren felt that Timothy’s innate traits might outweigh any effort she could give in supporting him. Though Lauren rated herself a bit lower on perceived controllability and observational comparison, her overall high self-efficacy score reflected the qualitative evidence of her high self-efficacy.

Tania: Qualitative data related to self-efficacy. At the beginning of the workshop, Tania showed evidence of having very low self-efficacy in her own reading. During our first meeting, she asked me to never record her reading, as she reported not being a very good reader. She also painted a contrast between herself and her daughter, who enjoyed reading immensely. Though Tania was pleased that her daughter enjoyed reading so much, she continued to show the differences between her daughter’s interest and her own. She also reported that she hoped that the workshop would give her the strength to read more often, as she felt she currently had a “lazy brain.” In one of our interactions, Tania also explained to me that though she had a positive review at work, her boss told her to stop being nervous. She explained to me that she was not used to people who did not yell at her. Her low self-image may also have contributed to her reading self-efficacy.

In the first workshop that Tania attended (Session 3), she again reported being nervous when reading to the other parents. She explained that she would volunteer at Carly’s daycare to read, but she would be nervous as she was trying. She explained,

“they [the children] be lookin’ at me, and I’m like, ‘You know what? Y’all tell the stories.’” Though Tania was laughing as she shared this information, she described her own discomfort with reading.

Later in this same workshop session, Tania disregarded some of her nervousness to read in front of the other parents in the workshop as well as me. Shortly before she jumped in to read, she had made a prediction about the children’s book we were about to read, and I expressed my amazement, as she had never read the book but had very accurately predicted the content of the story. I began to read the story, but shared with parents that if they tired of my voice, they should feel free to take over reading. Brian read the first page. I then watched Tania hesitate for a moment, but take over the next section of the text. She continued to volunteer to read after that moment.

The next time that Tania and I met, I asked if it was okay if I listened to her read with Carly. She shared that this was fine and that she did not mind if the recorder was on, showing that her confidence was growing as a reader. When I talked to her afterwards, she explained to me that she still became nervous that she was unable to pronounce certain words. However, when I asked her to share her strengths in supporting Carly, she stated:

...getting more comfortable with her reading books, like every night...Being able to actually read out just now in front of you and on the what’s its name [recorder] with her, even though I was a little bit nervous, but I push myself into doing it.

Tania reported growing more comfortable with reading both with her daughter and in front of others, and additionally reported an increase in her effort to read, indicating a possible increase in self-efficacy.

Tania was also happy to contribute during workshop discussions, offering ideas of how to best read with children, such as simply having fun while doing it and having the children take the lead as readers, even if they were not reading in the traditional sense, but rather, telling the stories. Tania explained to me in her final interview that before, she was tired and did not enjoy reading, but after experiencing some of the class, “even though I still be tired, I try to make time to read.” Again, she demonstrated her increased efforts to support her daughter. Within her increased effort, she reported an increase in both her comfort level as well as the time she spent reading.

I saw the greatest change in self-efficacy in Tania compared to all other parents, through both her reporting and her actions. One of the major roadblocks of Tania’s positive self-efficacy was her perceived lack of reading skills. However, when she was in a positive environment that promoted reading, she practiced and reported “getting more comfortable.” Tania also was a regular contributor to the class, offering ideas and suggestions, and commenting on much of the content we discussed. Tania felt reading was still a challenge for her, but she explained that she realized the importance of it and continued to do it with her daughter. Therefore, although her self-efficacy appeared to increase, she still struggled with what she believed were lower reading skills. However, this challenge did not stop her from engaging in the act of reading with her daughter, especially as she felt it was important for her daughter’s development.

Tania: Post-workshop self-efficacy survey. Tania had the second lowest score of the five parents in her overall self-efficacy rating (60.0/70.0). In the category, overall self-efficacy beliefs, she rated herself highly (14.0/15.0), which corroborates with her qualitative evidence showing her higher self-efficacy toward the conclusion of the

workshop. Her lowest scores, like Brian and Lauren, were in perceived controllability (10.0/15.0) and observational comparison (11.0/15.0). In observational comparison, she still rated herself highly that she read to Carly more often than many other parents. However, she was more unsure about reading being easier for her than other parents, or that she was more help to her daughter than other parents were to their children. Though her efforts to read increased, her reporting shows that her perceived ability to read did not increase. Because of her reported struggles in her own reading skills, this finding corroborates with her qualitative evidence of low self-efficacy in this particular area.

Amra: Qualitative data related to self-efficacy. I heard evidence of Amra's self-efficacy in our very first interview. Amra explained:

I mean, I've read to them since they were babies, so...I mean, they never went to daycare or anything like that, they didn't start going to daycare until I came here, so in the daycare they're like, "What have you been doing with them?"

She went on to share mostly about her daughter, Marisa, who she reported to be an exceptional student and appreciated by teachers and students alike wherever she went. She explained that when she dropped her off at school, she heard a student exclaim, "there's the best student!" Also, when she went to a parent-teacher conference, her teacher shared with Amra that Marisa was her favorite student in the class, even though she reported herself as being unprofessional for saying so.

Marisa was an early reader, and was already reading some books independently, even though she was not yet in kindergarten. Though Amra reported hindrances to supporting her children, such as now being exhausted with working full-time and not

being able to read with them every night, she did not appear to be very concerned about these issues, because Marisa was already such a good student.

Amra appeared to play a facilitation role in supporting her, such as asking her questions, like, “How was school today?” and asking Marisa if she was having trouble with anything. Amra believed that encouraging Marisa to be as independent as possible was the best strategy. At the end of the interview, I asked her who or what she believed to be the biggest impact on Marisa’s reading development, and she humbly replied, “mmm I guess me [laughs]. I mean, I’m like the person she spent most time around; I can’t think of like anybody else.” She thought that her grandparents read to her a little bit, and that her sister, who was also a big reader, may have had some of an impact, but she attributed most of Marisa’s success to her own practices. Amra was able to see her hard work come to fruition through the success of her daughter.

The only possible evidence of lower self-efficacy was when Amra reported having less time to read to her children than she would prefer. Whereas she used to read to her children multiple times per day, she reported currently not being able to read to them on a daily basis. Because of her exhaustion with working and meeting her children’s other needs, reading to them regularly had become more of a challenge.

Amra showed evidence of high self-efficacy of supporting her children as readers throughout the workshop sessions, and I believe this high self-efficacy stayed consistent from beginning to end. She reported reading with her children since they were babies, and she consistently received positive feedback about her children, particularly Marisa. Marisa’s teachers and fellow students reported being impressed with what a wonderful student she was. Additionally, Marisa was already reading before beginning

kindergarten, which gave Amra reinforcement for the support she had given her daughter. Amra realized that she was most likely the impetus for Marisa's success, when she reported that she had most likely had the biggest impact on her children as readers. Her only negative influence on self-efficacy was the limited time she found she now had to read to her children.

Amra: Post-workshop self-efficacy survey. Amra, along with Lauren, had the second highest self-efficacy rating of the five parents (64.0/75.0). She gave herself a perfect score in terms of overall self-efficacy beliefs (15.0/15.0), which corroborated with the qualitative evidence of attributing her children's success to her own efforts. Like Brian, Lauren, and Tania, her lowest scores were in perceived controllability (12.0/15.0) and observational comparison (10.0/15.0). In perceived controllability, her lowest item concerned her worry about not having enough time to support her children with their reading, due to outside demands. In observational comparison, she felt that helping her children read was easier for her than it was for many other parents, but she rated herself a bit lower on the amount of time she spent reading to her children and feeling that she was more help to her children than other parents were to theirs. This finding corroborated with her report of having limited time to read with her children, due to working full-time in addition to all of her other responsibilities necessary to meet her children's basic needs. Though her efforts contributed to her children's reading development, her recent lack of time decreased the amount of effort she was able to give to support her children's reading development.

Evelyn: Qualitative data related to self-efficacy. During my first meeting with Evelyn, she showed the contrast between her two oldest children and two youngest

ones, explaining that the younger ones did not have the same attention span or concentration to sit through a book being read to them. However, she attributed some of this to her own practices and circumstances, explaining that with the older two she had much more “stability and patience.” Her reporting of the outside factors that influence what she did with her younger children seemed to influence her self-efficacy in a negative way. For example, with the oldest two, she was able to attend to both of them, and she was home more often to help them develop. With the younger two, she had been working much more often and her attention was “spread out.” Evelyn explained to me:

I don't have the strategy, and I don't have, I don't have the strategy to say, “ok, well I know if I do this, this, and this, this will help me help them focus on the importance of reading and developing their minds.”

Because Evelyn did not believe she had the strategies to assist her youngest children, she was hoping the class would help her implement some new ideas to assist them.

Contributing positively to her self-efficacy was her determination. She stated:

...whatever I can do to get my children to be eager to sit and learn is what I'll do, so my strength is being determined to make sure that my children don't follow in the same footsteps that I did... I have to be stable for my children, I have to take care of my children financially, physically, and mentally, I have to be there for my children, and I don't want my children to think that every time a challenge gets in your way that you just give up on that challenge, you just keep pushing yourself to that challenge, 'cause that's what makes people strong.

One of Evelyn's positive attributions to her self-efficacy was her overall determination. She knew that she could help support her children, and regardless of her circumstances, she was determined to do so.

During our final interview, Evelyn reported a difference in her children's reading, explaining, "...when we first tried to read, they wouldn't sit and read, and now they're sitting and they're reading." She explained to me:

I'm reading more than I did. I wasn't reading at all, and now I can see, every other night they will pick up a book and want to read at least two. One each. So I'm reading...more than I was before, which is really good.

Evelyn reported differences in both her children's responsiveness to reading before and after the workshops as well as an increase in her time reading with them.

Though Evelyn showed evidence of lower self-efficacy with her two youngest children at the beginning of the workshop sessions, she also showed evidence that this self-efficacy improved over the course of the workshop. She felt that at the conclusion of the workshop, she had a better idea of what to do with her youngest children, she was reading more to them, and she saw that they were now more engaged in the act of reading. She now felt that she had the strategies to engage with them, and she saw their improved responsiveness and enthusiasm.

Evelyn: Post-workshop self-efficacy survey. Evelyn had the highest overall self-efficacy score (66.0/75.0) out of the five parents. Though parents only took a post-workshop survey, Evelyn showed evidence of her change in self-efficacy when after rating herself a 5.0/5.0 with the statement, "If my child is having problems with reading, I am able to think of some ways to help my child," she wrote after her score, "now." She

indicated that although she may have had some trouble thinking of different ways to help her children prior to the workshop, she felt that she now had some different ideas to draw upon. She continued the trend of rating herself the lowest on observational comparison (12.0/12.0) and perceived controllability (12.0/12.0). Though she still gave herself 4.0's in all three of the observational comparison items, she still rated herself slightly lower than with many of the other items, showing she hesitated to believe she always helped her children more than most other parents. Additionally, she rated herself a 3.0/5.0 in the statement in perceived controllability, "The traits that a child has when he or she is born are more powerful in helping them read than anything that a child's parents can do." From this rating, she was still unsure that whatever she did as a parent would be more powerful than the traits her children innately had. This rating may have reflected her comparisons of her children in her qualitative data, particularly the oldest children with her two youngest children.

Conclusions for Parental Self-Efficacy

Though self-efficacy is a complex construct, I believe that parents demonstrated self-efficacy in various ways. Some parents, such as Brian, reported their own strong reading skills, while others, such as Tania, reported their struggles or lack of reading skills. Brian's self-efficacy for his own personal reading skills transferred to his high self-efficacy for supporting his children's reading, and he named these skills as one of his strengths. In contrast, Tania's low self-efficacy for her personal reading skills contributed to a lower self-efficacy for supporting her daughter. Additionally, parents, like Brian and Lauren, attributed their strong skills to their own innate abilities, whereas, other parents, such as Tania, may have believed that she was lacking in her innate

abilities. Effort and determination were also attributions of parents that contributed to self-efficacy. For example, Tania reported an increased effort, which also increased her comfort level in reading to her daughter. Evelyn also reported her determination to help her children however she was able, and this determination and subsequent effort contributed to her positive self-efficacy in supporting her children as readers.

In relation to school-related influences of the culture of power, parents valued schools and recognized the need to be successful within them. Brian and Lauren already had success with their own schooling experiences, which helped their self-efficacy in supporting their children. While Tania did not have as much success in her schooling, which contributed negatively to her self-efficacy, her effort to support her daughter and allow her to be successful in school contributed positively to her self-efficacy. Evelyn's determination and effort also contributed positively to her self-efficacy, allowing her to be increasingly successful in supporting her children. Children's experiences in school also contributed to the school-related influences and parental self-efficacy. For example, Brian and Amra acknowledged how their oldest daughters were advanced readers, which gave them confidence in the support they had given them.

In regard to social influences of the culture of power, parents were given positive feedback both by each other and by me within the workshop. For example, Tania's self-efficacy appeared to increase from the time in the workshop in which she was given positive feedback for her reading strategies and efforts. Additionally, parents were interested to hear about the practices that other parents had, helping to build each others' self-efficacy. Parents were also given positive feedback from their children, as their children were excited to read with them. Evelyn and her children also showed how self-

efficacy is contextual, as with her oldest children, she felt confident in supporting them, but with her youngest, she lacked the same high self-efficacy. The lack of enthusiasm she initially received from her youngest daughters contributed to a lower self-efficacy at the beginning of the workshop. However, this lack of enthusiasm then changed as the workshop progressed, contributing to more positive parent self-efficacy.

Economic influences negatively affected parental self-efficacy, as time and exhaustion once again prevented parents from contributing the amount of time they would like to their children's reading development. This showed the situated nature of self-efficacy, as when parents had more time or energy, they often felt more confident in supporting their children as readers. However, during the workshop sessions, many parents overcame their exhaustion and lack of time through their efforts and determination to support their children. Additionally, their increased knowledge of how to support their children, especially in Evelyn and Tania's cases, helped to fuel their determination, and subsequently, self-efficacy and agency. From the interview, focus group, and observation data, Brian, Evelyn, and Tania's demonstrated self-efficacy grew stronger over the course of the workshops, while Lauren and Amra's self-efficacy, while strong, appeared to remain about the same.

In the post-workshop self-efficacy surveys parents completed at the conclusion of the workshop, Brian, whom I perceived to have one of the highest levels of self-efficacy throughout the workshop, had the lowest overall score, possibly indicating that the negative influences of self-efficacy, such as lack of time and energy, may have had a greater influence than I suspected. Once again, this shows how self-efficacy is contextual

and can change based on the situation. However, it may also be due to a limited measure, which I discuss below.

I also identified a few patterns across parents in analyzing the survey. Most parents gave themselves the highest score in overall self-efficacy beliefs. The one exception to this was Brian, as he rated himself highest in physiological state, showing that he generally felt good while he was reading to his children. Additionally, all of the parents' lowest ratings were in observational comparison and perceived controllability. They rated themselves a bit lower when thinking about themselves in comparison to other parents. Many of the parents rated themselves lower when thinking about the other factors involved in supporting their children's reading development, such as the traits their children innately had in addition to the outside demands the parents had. These factors may have prevented them from dedicating the time and energy they wished to support their children. In terms of social feedback and physiological state, four of the five parents rated themselves highly, but not as highly as their overall self-efficacy beliefs.

The post-workshop survey has many limitations. For example, because its items were adapted from other surveys, they were not validated. Additionally, parents may have had different baselines for high and low self-efficacy, contributing to unequal comparisons among parents. Also, the surveys do not reflect any changes that the parents experienced with their self-efficacy, as I only administered these surveys at the conclusion of the workshop. Finally, because I only had five parents, I am unable to make any statistical claims based on the results of the surveys. Because I had built a rapport with parents, I felt comfortable in administering the survey at the conclusion of

the workshop, and I do not feel that this survey was offensive to parents. However, I do believe it could have been too abrasive at the beginning of the study, and I also wonder if parents would have given accurate responses, as they may have been defensive in initially meeting me.

I found that the qualitative observations of self-efficacy were more informative than the quantitative measure. Through the qualitative observations, I was able to explore the situated nature of self-efficacy. For example, though Evelyn displayed high self-efficacy with her oldest children, she did not display the same high self-efficacy with her two youngest. She attributed this difference to a lack of time as well as the different natures of her youngest children in comparison to her oldest. Evelyn showed how self-efficacy is contextual and cannot be measured accurately simply through a survey instrument.

However, through a qualitative analysis of these surveys as well as comparison of the surveys to the interview, focus group, and observation data, I found that self-efficacy is a complex construct, which shows itself in a plethora of ways and is affected by a number of factors and attributions. This self-efficacy contributes to the action or agency that one demonstrates. In this study, I was concerned with the agency of parents in terms of the supportive practices that they exhibited, which I explore in the next section.

Reading Practices Exhibited by Parents

My final research question is as follows: What supportive reading practices do parents exhibit while participating in a parent-child book-reading workshop at a transitional home? To answer this question, I relied on both verbal reporting in interviews and focus groups, as well as direct observations in watching parent-child

interactions over books. I had access to some participants and their reading practices more than others (See Table 4.2). With each participant, I specifically share how I obtained my data. I then describe the reading practices each parent reported initially, the reading practices I observed during the mid-point observation, the reading practices I observed during the final observation, and the reading practices each parent reported in the final interview. If possible, I attempt to map the observed reading practices to the practices discussed in the workshop sessions. I attempt this both in prose as well as in Table 4.4.

Brian. I was able to spend the most time with Brian and his family, as he came to all but one workshop, and he participated in all three interviews. My reporting of his reading practices comes from three interviews, the workshops in which he participated, and observing him read in the middle of the workshop sessions with his daughter, Sarah (second interview), and at the conclusion of the workshop sessions with his son, Brian Junior (third interview). Additionally, I received some information on his reading practices from the caseworker who worked most closely with him.

Reading practices reported initially. In the first interview I had with Brian, he spoke about his oldest two daughters' reading practices, mostly in relation to their schooling. They both had reading logs to complete each night, and that was the impetus to read. Brian explained that Amanda was the most self-motivated reader, and an advanced one at that, while Sarah was mostly a social reader, enjoying reading with her dad or her younger siblings. Brian also used a behavioral reward system, and one of the rewards his children could earn was reading a bedtime story to their father or to their brother or sister, making this event a positive one. In terms of other literacy practices,

Brian also explained that music was often a part of their household, and all of his children enjoyed that as well.

Brian described himself as an advanced reader and explained that he was very comfortable assisting his children with pronunciations of words, vocabulary meanings, and the meaning of the text. He mentioned he would do, “whatever it is I gotta do.” However, he also was very upfront about his dislike for reading, explaining that if he did not have children, he would most likely not read, with the exception of functional reading, like reading directions or a recipe.

In the next workshop session and through the entire series of sessions, Brian spoke about the challenges of supporting all five children, especially when he tried to do so at the same time:

My biggest thing is just trying to keep their attention, because it’s five little minds that are constantly...one wants to look, one wants to listen, one wants to talk with me, one wants to take the book out of my hand, the other one wants to eat the book.

Therefore, he made use of his oldest daughters, who could read independently, and they were able to support their siblings, while Brian could concentrate on each of his children one at a time. When the workshops began, Sarah also took an interest in writing short stories, which she would read to her younger brother. He shared that the reading often took place before he went to work, around his children’s bedtime.

Reading practices observed at mid-point. I witnessed Brian reading a story, *Crazy Hair Day*, to Sarah at the mid-point of the workshop sessions. Sarah was very excited about this event, and she enthusiastically chose a book and sat down on his lap

after her father asked her which one she would like. Sarah then asked her dad, “how we gonna read?” wondering if she was to be the lead reader or if he was. Brian asked Sarah if he could read a page and then she read a page, to which she responded, “No, you read.” At one point in the reading, Brian’s two toddlers surrounded them as well, showing their interest in the book and the reading act. Brian shared the book with Sarah and his younger daughters when they showed interest, and he also made his voice reflect the dialogue and different tones in the story to keep his children’s interest.

As Brian read, he made connections to Sarah throughout the story, explaining to her that if she ever made her hair crazy the way the character did, they were “gonna have a talk.” Additionally, Brian asked Sarah to make predictions through the book, as illustrated in the following example:

Brian- What do you think is going to happen?

Sarah- He’s gonna be in the picture.

Brian- With or without his crazy hair?

Sarah- Without his crazy hair?

Brian- You think?

Brian also asked open-ended questions, such as “Why don’t you think he wants to go now?” and he commented on the story and pictures as he read. Additionally, Sarah inserted her own comments, questions, and predictions throughout the text unprompted, showing that she was active throughout the entire reading. For example, she asked what “Sixties” was when Brian read that “Sixties Day” was one of the fictional school’s spirit days. Asking open-ended questions, making connections, and soliciting predictions were three of the specific strategies we explicitly discussed in the workshop.

Reading practices observed at conclusion. I was again able to observe Brian reading to his children during our final interview, this time reading to his four-year-old son, Brian Junior. Brian Junior sat on Brian's lap while they sat on the floor. Brian Junior first wanted to look at a blank alphabet book that I had in my bag. His father would say what each letter was and have Brian Junior repeat after him. When he got to the letters that began Brian Junior's first and last name, he would stop there and repeat the letter, the sound the letter makes, and then show how the sound starts Brian Junior's name. He would have Brian Junior repeat all of these things after he said them.

After they looked through the alphabet book twice, I asked if Brian could read *Polar Bear, Polar Bear, What Do You See?* to his son, as Brian Junior seemed excited about that book earlier when he saw it in my bag. Brian would change his reading tone during certain parts of the book, such as making his voice very low when reading about the red wolf. Brian Junior enjoyed the book and made a bit of a game out of it. Every time Brian read about seeing the next animal, Brian Junior would say "Where? WHERE!" and then Brian would turn the page and show him the next animal. Brian Junior also added in other questions, such as "that bite?" when referring to the red wolf, to which Brian responded, "yeah!" At the end of the book, Brian quickly read all of the animals in a game-like manner, to which Brian Junior said, "stop stop stop!" He wanted to count all of the animals on the last page. At the end of the first read of the book, Brian Junior said, "Read again!" and Brian read the book one more time. This time at the end, Brian prompted Brian Junior to recall all of the animals that he knew based on the pictures, and then when he was unable to, he would say the name and Brian Junior would repeat it.

Throughout the reading, Brian and his son maintained close physical proximity, shared the book, and Brian allowed his son to turn the pages. Additionally, he adjusted his voice to make the reading engaging, responded to his son's questions, and in the second reading, he had Brian Junior recall information from the text, as he prompted him to share each animal's name. Though we did not explicitly name these strategies in the class, we modeled them through watching parent-child video interactions, and we discussed them implicitly in how to make reading motivating. Brian was also an advocate of changing his voice from one of our first workshop sessions, when he cited this strategy.

Reading practices reported at conclusion. In the final interview with Brian, he shared that through this class, his family had increased their reading practices at home in the past month or two, with his children consistently requesting that he read books to them. He attributed much of this motivation to getting new books each week, and he shared that within the past one or two weeks, Brian Junior was also more excited to read:

Brian Junior has been so much more, I mean, "Daddy, come on, let's read, Daddy, come on, let's read." It's definitely been more, and that's only been probably the past two or three weeks, but he's definitely wanted to read more.

Brian's comments showed that a main change throughout the workshop was simply an increase in amount of time reading as well as enthusiasm, which he attributed to the children being excited about getting more books. This change was reaffirmed by Brian's caseworker in the caseworker focus group:

For [Brian's family]...what I can notice was that the excitement for reading is there that was not there before. I go down there every morning, and they've got a

bookshelf that's got a couple things on it, and it's very easy to tell what was going on the night before if they had their sleepover in the middle of the floor, because they've got about 47,000 books piled there. And they're all just there, and they're not thrown around; they're piled there, because they were actually going through doing things and looking up things and stuff like that. And it's always cute, because we get the children ready...and whenever somebody's not getting ready or doing something, they're over there sitting on the floor with a book, which is definitely different, because that was not the case before. There might have been a book thrown in the backpack, because we had to have one for silent reading time or something like that, but it wasn't, "Hey! [child to caseworker] Do you have any more *Magic Tree House* books up there?" Or "Do you have this or do you have that?" So the enjoyment, and I can't comment on how much farther they've come [in terms of reading levels], but the enjoyment for reading is certainly there now that I did not see before.

Brian's caseworker made this comment after the workshop had been concluded for five weeks, which made me believe that this change had continued past the duration of the workshop.

Additionally, during the final interview with Brian, I observed many literate behaviors with four of his five children, with the youngest child not being present. Amanda wanted to draw a picture for me, Sarah wanted to read a few books out loud, and Peyton also wanted to draw pictures and explain what they were. Brian Junior, who was usually hard to keep still, was excited about drawing, and after his dad came back from putting his youngest sister to bed, he wanted his dad to read with him. All of these

behaviors occurred very naturally without any prompting, and it seemed like they were regular behaviors at home. Brian's children also continued to report their love of reading and getting new books when I spoke with them. Additionally, even though Brian stated that he was not a fan of reading, in this interview and the last workshop session, he explained how he had the motivation to go the library at the shelter and pick up one of the Stephen King novels, though he had not brought himself to do it just yet.

Lauren. Lauren attended each of the workshop sessions. Additionally, she participated in three interviews. However, I was only able to observe her read once with Timothy (mid-point interview), as our time was limited in the final interview due to scheduling complications. Lauren's caseworker also commented on Lauren's reactions to the program, which contributed to my analysis.

Reading practices reported initially. When I first met with Lauren, she spoke about Timothy's non-stop verbal communication with her, sharing that he would explain his entire day in four hours to her when they both came home from school and work. She also shared that he enjoyed singing songs that he hears both at school and on the radio, and that he enjoyed reading any type of book. She also shared that he especially enjoyed books with manipulatives, texture, and anything active that he could do with them. Lauren explained that she or her daughter would read to him during a nighttime routine, but that Timothy enjoyed reading at any time and would read books "all day long." Lauren was also trying to build up Timothy's attention span and accustom him to longer books.

Because of Lauren's education background, she stated that she would point out high frequency words and sight words, and would support his letter-sound

correspondence, doing such things as asking what letter was at the beginning of a particular word. Though Timothy was shy and not particularly interested in talking to me, he did state that he was happy when he read and that he enjoyed reading books with Mickey Mouse.

During the second week of the workshop sessions, because attendance was minimal, I received another chance to communicate directly with Lauren. She was excited to share with me that she had downloaded an app for electronic books on her phone, and that Timothy was very much enjoying them. She also shared that they had accumulated a great number of books from the shelter lounges and that Timothy was excited to read every evening. Lauren would tell him that she would read one book to him and then he could look through the others. Additionally, Timothy was excited to document what he had read with his mother in the reading log, and Lauren explained that this act made him feel like he was big like his older sister, as reading logs were a part of her homework.

Reading practices observed at mid-point. At our mid-point interview, Timothy chose an informational book about horses to read with his mother. The text was complex and for an older child, so Lauren simply turned the pages and spoke about all of the pictures, asking him questions and answering Timothy's questions through her explanations. Lauren and Timothy sat in the same chair, and Timothy sat on top of Lauren's legs, which were tucked to the side. Lauren shared the book with Timothy the entire time, and they remained in close proximity to each other. An example of their interaction is as follows:

Lauren- See the horsey?

Timothy- What's that?

Lauren- That's the horse's...that's the skeleton of the horse. Remember when we talked about, you have bones?

Timothy-[inaudible]

Lauren- That's all the bones in the horse's body. That's the horse's ribs, the legs, the front and back legs. That's the bones that are in the horse's tail and the horse's neck, and its head. Just like your bones. You see this one?

Timothy- [inaudible]

Lauren- This is all the colors of the horse. They have a sandy color, a gray horse, there's a brown, this kind of a black and white, see all of the colors?

Timothy- Whoa.

Lauren- Whoa. You see it's talking about how horses move, how it can walk, and then it trots, and then it cantors, like a slow a run, and then a gallop is when they run real, real, real fast.

Timothy- Why?

Lauren- 'Cause they do that sometimes. Like in the horse races? They go at a full gallop, which means they run super fast.

Timothy- And win!

Lauren- And win, right [laughs].

Lauren explained concepts to Timothy, relating them to his background knowledge, such as comparing the horse's bones to Timothy's bones, as they had had a conversation about bones earlier. Timothy sometimes commented on the pictures (e.g., "Whoa", "And win!"), and he also very frequently asked "Why?" Toward the end of the reading, Lauren

started to become annoyed with Timothy's "Why" questions, just stating "I don't know" without an explanation, or an abrupt answer, such as "because that's what they're doing." When Lauren asked questions, they were mostly labeling questions, such as "What's that?" or questions that directed Timothy's attention to a picture, (e.g., "You see this?").

Lauren shared that her decision of talking about the pictures and ignoring the text for a complex information book, such as the horse one, was typical. She also explained that they continued to do a nightly routine in which she would read a book to him and he would also "read" books on his own, by looking through the pictures. "Every night. So he has, one of his drawers is his book drawer. So he has all his books, go get a couple books, go up on the top bunk, leave me alone [laughs]." Though Lauren continued to read with Timothy, she sometimes expressed her annoyance with the act, though I wondered if this was part of her sarcastic nature, which I saw quite often. She also shared that they were now using the books that I brought to class, as she did not like the ones they had in the lounge.

Reading practices reported at conclusion. During our final interview, though I did not get the chance to observe Lauren and Timothy read together once again, I did ask her about their current practices and if experiencing the workshop had influenced them at all.

Lauren stated:

...We picked up the reading. Now he's not dependent on me reading to him, it used to be "mom, read this." And now he'll, he likes to look at the books now himself. So it's, he's definitely had a positive, it's been a positive influence to

where he'll look at some of the books, and you'll see him look at all the choices more carefully when he chooses them.

Lauren's caseworker shared with me that Lauren explained to her that the workshop was a good reminder of what she should be doing at home:

Lauren had commented on the program and how she enjoyed it... I think she hadn't thought about *here* [Haven Shelter], doing it [reading] as much as she said she was doing it before she got *here*. And then to have it be like a reminder that you still have to find time to do it.... I think again they [parent clients] get here, and they get busy with so many other things, that if they were doing it before they got here, then it's a reminder that you still need to continue to do it, so that's what I think it did for her.

Lauren's caseworker emphasized that though Lauren reported reading to Timothy at home before coming to Haven Shelter, this workshop helped to make sure she was continuing her practices during her temporary stay, even with the other challenges she was facing.

Lauren also appreciated the fact that Timothy was more independent in looking at books, but she stated that they still had the routine in which she would read one book to him and then he would read on his own before bedtime:

I give him the options of books to pick. I pick one for him that I think he'll like, and then I'll let him pick his own, and then we talk about the pictures as we go along...And then I let him look at the books on his own, so he can kind of see the pictures himself.

Though most of the workshop, we focused on parent-child interactions together, Lauren still very much valued Timothy being independent and looking through books on his own. At the end of our time together, though Timothy was still not very interested in talking with me one-on-one, he shared with me that he felt happy when he was reading.

Tania. Though Tania did not join the workshop sessions until the third week, she came to each of the subsequent ones. Additionally, she participated in three interviews with me, and I was able to observe her reading with her daughter, Carly, twice (mid-point and final interview). My observations come from these sources of data.

Reading practices reported initially. From our first interview, Tania explained that she liked to change her voice to make it funny while reading, and that she also enjoyed asking Carly to “read” the story to her, which meant for Carly to tell the story using the pictures and her imagination. Tania explained that Carly loved to read and would “read until the cows come home,” often every night. She shared that she enjoyed reading animal books, princess books, and “learning books,” which were workbooks in which Carly could do activities, such as tracing letters and basic math problems. Tania explained that Carly would often pick up books and ask her mother to read them to her. Tania would sometimes be tired, read the first few lines, and then ask Carly to read the book to her. Tania felt that she had a “lazy brain” and she explained to me that she wanted the strength to read more often. Carly shared with me that she was happy when she was reading and enjoyed reading princess books as well as books about her favorite television show characters. She explained that she enjoyed reading with her friends and preferred to read with someone instead of by herself.

Reading practices observed at mid-point. During our second interview, Tania allowed me to observe her reading to Carly. Carly at first wanted to read a book about amphibians, which Tania was not interested in because she had an aversion to frogs. She also struggled to read the word, *amphibian*, which may have contributed to her wanting Carly to choose a different book. Carly eventually chose, *Ping Pong Pig*, which they both enjoyed. Tania held the book so Carly could see it, and though she stumbled over some words, she made her voice interesting and engaging as she read, especially in reading words such as, “Splash!” and “Nooo!” She also asked Carly to make predictions:

Tania- What you think this about...ping pong pig?

Carly- [mumbles—inaudible]

Tania- What it look like it's about?

Carly- [inaudible—spoken in a question tone]

Tania- I think it's about a pig going to the moon [laughs]. Ping pong pig. I hope it's not slimy. Oh! It looks like it's a flying pig.

Carly- A flying pig? No.

Tania- [laughs] You know pigs fly, right?

Carly- No, they don't.

Tania- When you have bacon, right? And you throw the bacon everywhere, it's flying pigs.

When Carly did not give an audible prediction of the story, Tania modeled a prediction for her, while also making her own commentary on the book. This prompted Carly to respond with a disagreement, which sparked banter between Tania and Carly. I found

Tania enjoyed commenting and reacting on the books I heard her read to Carly, and they also teased each other throughout the reading. When Tania later prompted Carly to predict which animal was causing the trouble, Carly responded in the form of a question, “Where’s the pig?” As Tania continued to read, she told Carly that she was right; it was the pig.

Tania also discussed the word and concept *trampoline* with Carly, with which she was unfamiliar. She first asked her if she had been on one and then explained that it was something that you jumped on. She also tried to relate it to Carly’s experience with a moon bounce. Tania continued to read the book enthusiastically, though she also continued to stumble over some words and phrases. Toward the end of the book, Carly appeared to be distracted and was looking away and making noises. However, as soon as she completed the book, Carly exclaimed, “read it again!” showing her interest.

When I spoke to Tania after this observation, I asked if she typically asked those sorts of questions (i.e., predictions, questions about vocabulary) while she read, and she explained that was something she began to do after we had the last class. As for the funny voices, she stated, “I always used funny voices ‘cause I just, I’m, I don’t know, nobody never read to me, but I’m just used to this. ‘Cause I’m funny anyway.” Tania also shared that she had increased her reading and would read five of the picture books I had brought in a single evening. She shared she was reading different books, and she had tried an “educational book” (i.e., informational text), which she had enjoyed.

Reading practices observed at conclusion. In the final observation with Tania and Carly, Tania began to read a *Happy Feet* book to that Carly chose, and during this read, she would state her own reactions to the book, such as, “must be scary.” She

asked Carly both a close-ended and open-ended question (in the class, we had talked more specifically about the importance of open-ended questions) to keep Carly engaged and active. For example, a close-ended question was, “Do you really think he can fly?” and Tania’s open-ended question was “What are they trying to do?” in the *Happy Feet* book. However, there were many funny names in the book, and Tania stumbled quite a bit as she read. A few pages into the story, she decided she didn’t like the book and wanted to read another one, so she picked up *Polar Bear, Polar Bear, What Do You Hear?*

During the reading of the polar bear book, Carly was distracted or would say, “This is boring.” However, Tania continued reading and tried different ways to engage her. She asked her questions, such as “Hm, what comes after..?”, and she attempted to get Carly to read as well, though she would correct her a bit if she did not say the exact words on the page. This was a bit of a misinterpretation from one of our classes. I used predictable books and demonstrated through video how my four-year-old niece could “read along” with me, but I did not enforce her reading to be “correct” while she read along with me.

Toward the end of the book, Tania continued to try to engage Carly through different ways, such as using funny voices, asking her questions, and even changing the words to say, “I see Carly in an orange dress” instead of what was written on the page. Carly then started to get closer to the book and she asked what one of the animals was. By the end of the book, Carly asked her mom to read it again. Additionally, when I gave Carly a couple of new books to take home at the end of our session, Carly turned to her mom and asked if she could read them right away.

Reading practices reported at conclusion. When I later asked Tania if there was anything she had learned in the workshop, she responded, “Read more. Does that count as something?” When I asked her how much was more, she told me “every day, every night,” whereas before it was “once in a blue moon.” She stated, “I did not like reading, and be tired all the time.” However, this reporting was in contradiction to her first interview, in which she told me that she read often with her daughter, though she may have reported that initially simply to have an impact on my initial impression of her. Tania also explained to me that “She [Carly] can learn when you read,” which seemed to be motivation for her to participate in this activity. She also told me that she continued to encourage Carly to “read” to her, and when she does this, she acts like Carly is teaching her something, which makes Carly feel good. She also shared that though she told me in our second interview that she would read five books in a night, she had scaled back to one or two books a night, as that was more manageable for her.

Tania explained that Carly also was enjoying harder books with big words, which Tania said she was unable to read to her daughter. When I asked her to give me an example, she shared that she began to enjoy one of the books on CD that she had gotten from the class, and that she independently listened and followed along every day, after Tania showed her how to do it. Tania shared that she was going to go to the library to see if she could borrow more of those for Carly. Tania also signed Carly up for a weekly reading program, which she was excited about beginning.

Amra. Amra attended two of our workshop sessions along with the focus group at the very end of the workshop, due to work conflicts. She participated in all three interviews with me, but I was only able to observe her reading with her daughter, Marisa,

once during the mid-point interview, as time and scheduling conflicts made our final interview very rushed. At the time of the mid-point interview, Amra had not yet been to any of the workshop sessions.

Reading practices reported initially. In our first interview, Amra shared with me that she had read to her children since they were babies, which appeared to benefit them as their teachers were always amazed at her children. Amra also shared that she mainly enjoyed reading Disney stories to them, which consisted mostly of princess stories. She had lost their children's Bibles in all of their transitions, but she also sometimes read to them the adult version of the Bible, though she struggled with that at times, as they had many questions, and she did not always know how to answer their questions.

Amra explained that Marisa loved to sing and perform and enjoyed making up her own songs and stories. Additionally, she reported that her children, but more specifically, her daughter, read street signs, directions, and the GPS at times to her and that they were constantly interacting with print. Amra's philosophy in her reading practices was one of promoting independence with her children, and she would often be the facilitator of her daughter's homework, but her daughter would primarily do it on her own. She explained to me, "...reading with her and to her is a great help...but letting her do it on her own is [an] even greater help." Amra explained that Marisa would often ask her what a particular word was or how to spell a word, and Amra's response was often, "sound it out," as she knew she could do it on her own. "And once she gets it, it sticks to her."

Reading practices observed at mid-point. During my second interview with Amra, I observed her reading with Marisa. She had not yet been to any of the workshop sessions yet due to work conflicts. Marisa chose a Tinkerbell book and wanted to read it on her own. Amra listened and remained a support for Marisa, and an example of their interactions is as follows:

Marisa- [reading] Tinkerbell and the Great Fairy Rescue. [turned page] One day...when the fairies were on the...um...mommy! What does this say?

Amra- The...sound it out

Marisa- Mommy! Can you...?

Amra- Let's do it together. Maaiin....

Marisa- Mainland?

Amra- Mmhm.

Marisa- Mainland this summer season.

Amra- Mainland...? You skipped a word.

Marisa- Mainland during the summer season change [pronounced like *chanes*]

Amra- Change, and then you take a pause, and then you continue. 'Cause what is that? [points to period]

Marisa- A big...

Amra- What's that little thing right there?

Marisa- I know what it is [both laugh].

For Amra, Marisa reading correctly, including pronouncing words, reading all of the words, and following punctuation was very important in this reading interaction. She continued to emphasize the importance of pausing at periods, as well as being

enthusiastic at exclamation points. However, a couple minutes later, Marisa stopped reading, as she shared with her mother that this book was too hard for her. Amra then asked her if Marisa wanted her to read it instead, which she confirmed.

Marisa sat on Amra's lap and a few minutes later, Jakob joined Marisa on her mother's lap as well. As Amra read, she sometimes reacted to the book by laughing at a funny part. Additionally, she changed her voice to make the reading engaging such as reading, "Ew, squishy" in a nasally voice and "Floop!" in a high-pitched voice. Amra did not ask her children any questions, but twice in the story, Marisa asked her mother what two different words meant, including *saucers* and *pounced*. Amra would then stop to explain these words to Marisa. For *saucers*, Amra and Marisa had the following interaction:

Marisa- What's a saucer?

Amra- [points to picture] These.

Marisa- No those are plates, not saucers.

Amra- They're little plates for like cups of coffee and tea. They're not like the plates you eat out of.

Amra explained the word in a way that Marisa understood as well as used the pictures to help support her understanding. At one point in the story, Amra asked Marisa to read a line, which was the fairy pledge, and I wondered if this was a pledge with which Marisa was familiar. Marisa read it enthusiastically and then Amra resumed reading.

At the very end of the story, Marisa read a reflection question that was written at the end of the book: What would you do if you met a fairy? Amra then repeated the question to get a response from Marisa, to which she replied, "I would keep it!" Though

Amra seemed to be in a hurry at the end of our time, I did ask if pointing out the punctuation was something that she typically did with Marisa, and she confirmed that it was. I also mentioned to Marisa that I noticed she was thinking about some of the new words in the book, and I gave her a *Fancy Nancy* book, which also had some new words for her to think about, to which Amra commented, “That’s so smart!”

Reading practices reported at conclusion. Though Amra was quiet in the workshops she attended, she was always engaged and interested in the different books and materials that we used, which she would then promptly use with her children when they came for the remainder of the workshop time. In our final interview, when I asked Amra if the workshop had influenced her practices at all, she explained that she believed that it had:

Amra- I think so. Opening up to more books for them to read.

Maria- Like different kinds of books?

Amra- Different kinds of books and just, we haven’t like been to the library and stuff in a long time, so that was kind of like our own little library.

Amra continued on to share that Jakob especially liked the pop-up books and the books with which he could interact.

I spoke to Marisa briefly after speaking to her mother, and she shared, “I like lots of books!” She explained to me that she felt happy while she was reading, because “there’s lots of stories to read about!” Marisa clearly enjoyed reading, both on her own and with her mother.

Evelyn. Evelyn did not join us until midway through the workshop sessions. The first time I met with her was during the week of the midpoint interviews. She then

attended two workshop sessions, because of her work schedule and met with me for the final interview. During these two interviews, I was also able to observe her read with her daughters.

Reading practices reported initially at mid-point interview. During our first interview, Evelyn was concerned that her daughters were not interested in sitting down and reading a book all of the way through, and she was most concerned about their attention spans. She reported that once in awhile, her girls would pick up a book and ask that she read to them, which she would do upon request. She said that they did enjoy pop-up books and books with which they could interact. Additionally, Evelyn purchased various learning materials for them, including phonics cards, calendar charts, and puzzles, but she explained that the girls usually destroyed them. She shared that the girls also sang, typically songs on the radio but also some nursery rhymes. Evelyn also mentioned that she would make it a point to correct their speech and pronunciation of words if they were not correct, and she would try to be as specific and clear as possible when speaking to them. Evelyn also tried to limit their television, “because that messes up their attention span, because their attention span will be based upon visualization instead of being based upon sitting and listening.” Evelyn was concerned that she had not done enough with her youngest children in supporting their reading development and was worried that they were “developmentally delayed,” especially in comparison to her two oldest children and the time she spent with them.

Reading practices observed at mid-point. During this first interview with Evelyn, I witnessed Evelyn read to her youngest daughter, Christina. Christina chose an informational book about gorillas, which she labeled as “monkeys,” though the text in

this book was more geared toward mid-elementary children. Christina sat on her mother's lap during the reading, and Evelyn shared the book with her the entire time. However, her reading consisted of reading each individual word and having Christina repeat after her. For example, a typical interaction during this reading was as follows:

Evelyn- gorillas

Christina- gorillas

Evelyn- are

Christina- are

Evelyn- taking

Christina- taking

Evelyn- its

Christina- its

Evelyn- noon

Christina- noon

Evelyn- time

Christina-time

Evelyn- You gotta look! You're not looking! [at the words on the page] Noon

time

Christina- noon time

Evelyn- nap

Christina- nap

During these interactions, Evelyn would point to each individual word. After a minute, Christina would then become frustrated and stop responding. During these times, Evelyn

would become frustrated as well, and would start to read the book in small phrases or sentences. As soon as Christina began to pay attention again, she would continue with the word-by-word reading, and Christina would become frustrated once again.

Reading practices observed at conclusion. Evelyn participated frequently in the two workshop sessions that she attended, and she was excited to try new books and new strategies. In our final interview session, her reading interactions were very different with both of her daughters than they had been with Christina at the first observation, as Evelyn read, *Who's Making That Mess?*

Evelyn asked the open-ended questions that were either written in the book or went along with the book (e.g., “Who’s making that mess?”), and she also added other open-ended or labeling questions at times (e.g., “What’s that?” “What do pigs say?”). She also made personal connections to the girls (e.g., “Whose favorite is monkeys?” “Remember that time we went to the beach?”). Evelyn still wanted the girls to be very specific in their labeling. For example, when she asked what one of the animals was, and Christina said it was a bird, she clarified by saying “It’s a type of bird. What kind of bird is that?” She then told the girls it was a penguin, and they automatically repeated, “penguin!”

Both daughters were extremely engaged through this book and the interactions they had with their mother. Christina, the youngest daughter, also began “reading” when they got about halfway through the book, as she began to recognize the structure of the book. She would enthusiastically say, “Who makes this mess?” An example excerpt is below:

Christina- Who makes this mess?

Evelyn- Who made the mess?

Liz- The pig!

Evelyn- You gotta open it up! So we can see who made the mess.

Liz- A pig!

Evelyn- Oh! Who's that?

Christina/Liz- Pig!

Evelyn- What do pigs say?

Liz- They say, oink oink! I made the mess!

Christina- Oink oink! She make the mess!

Evelyn- Ok! Here we go, the next page...wait. Wait, wait. [turning page]

Christina- Who makes this mess?

Evelyn-Yes! Who's making that mess?

Both girls were completely engaged and responsive during the reading interactions, and Evelyn was pleased at the conclusion of reading the book, telling me that her girls were now, "so much better."

Reading practices reported at conclusion. Evelyn explained that her supportive practices had changed after participating in the workshop primarily due to changing the types of books she was reading with them as well as increasing interaction behaviors. She explained that she was now:

Getting them more interested in interacting with the reading. Getting books that are age appropriate for them. 'Cause I would just get books. Getting books where they can tell the stories themselves. Make up so they can use their imaginations and their mind a little bit more.

When I asked Evelyn to clarify what she meant by age appropriate books, she explained:

...they don't know much about the wording and stuff like that, I just like, if they can pick out colors or if it's something that they can identify in the book, I'll keep reading with them. But like I said, like the *Tuesday* book [wordless book], and *Brown* [*Brown Bear, Brown Bear, What Do You See?*], any of the repetitive books or books where they can make stories up themselves, I consider age appropriate for them. 'Cause it's either going to repeat, or they're going to be making up their own thing, so they're not wrong.

Though Evelyn was more concerned about interaction, she continued to believe in the importance of her daughters reading the words correctly. However, she was pleased with the girls' increased interest in reading when she explained, "when we first tried to read, they wouldn't sit and read, but now they're sitting and reading." Evelyn also shared that the time they spent reading together had increased, as she "wasn't reading at all" before, and now every other night, the girls will pick up a book and want to read. She shared with me that she felt the class was beneficial:

'Cause a lot of us [parents] feel like we don't have time to sit and pay attention with our children when actually it only takes 20 minutes, 30 minutes of our time, just sit and read, and show that we have interest in them reading or making up stories or just to have a little fun time besides just watching TV.

She also joked, "it only takes 15-20 minutes versus them poking and prodding me for 15-20 minutes. I'll sit and I'll, it's easier to just sit and read with them than to have them be aggravating for 15-20 minutes [laughs]."

Evelyn shared that she wanted to continue showing an interest in her girls' reading as well as their speech, as she continued to correct and guide their word pronunciation.

When I observed parents and children reading together, they used many of the strategies discussed in the workshop, including making predictions, asking open-ended questions, and making connections. Additionally, children either sat on their parents' laps or very close to them, and parents shared the books with their children and used engaging voices to keep their children's attention. Parents also demonstrated behaviors not directly discussed in the workshop, such as asking labeling questions for younger children, helping their children recall information from the story, and reacting in various ways to the books, such as laughing or making comments. For a complete list of parents' and children's behaviors during observed reading interactions, see Table 4.4. From what I observed as well as what I heard parents report, shared reading was a special time for both parents and children.

Table 4.4
Observed Reading Practices Between Parent and Child

Parent	Reading Practices Observed		
	Parent-initiated practices directly connected to workshop strategies	Parent-initiated practices not directly connected to workshop strategies	Child-initiated practices
Brian	<i>Mid-point observation</i> - Child chose book to read - Child sat on parent's lap - Parent shared book with child - Parent made connections to child - Parent prompted child to make	<i>Mid-point observation</i> - Parent commented on story	<i>Mid-point observation</i> - Child asked parent about unfamiliar word/concept - Child made predictions without prompting - Child asked open-ended questions without prompting

		predictions	
		- Parent prompted child with open-ended questions	
	<i>Final observation</i>	<i>Final observation</i>	<i>Final observation</i>
	- Child sat on parent's lap	- Parent read quickly toward the end of the book in a game-like manner	- Child asked open-ended questions in game-like manner
	- Parent shared book with child	- Prompted child to recall labeling information with the help of pictures at the end of the book	- Child asked close-ended question
	- Parent specifically pointed out letters that began child's name		- Child prompted parent to read the book a second time
	- Parent changed tone of voice to make book engaging		- Child counted the number of animals on the page
Lauren	<i>Mid-point observation</i>	<i>Mid-point observation</i>	<i>Mid-point observation</i>
	- Child chose book to read	- Rather than reading the text, parent discussed pictures of complex information	- Child asked open-ended questions (e.g., Why?)
	- Child sat in close proximity to parent	- Parent prompted child to ask close-ended labeling questions or questions that directed child to picture	- Child commented on pictures
	- Parent shared book with child		
	- Parent explained concepts to child in child-friendly language		
	- Parent made connections to child		
Tania	<i>Mid-point observation</i>	<i>Mid-point observation</i>	<i>Mid-point observation</i>
	- Child chose book to read	- Parent prompted child to read different book than child chose originally	- Child teased parent throughout the reading
	- Child sat in close proximity to parent	- Parent commented on story	
	- Parent shared book with child	- Parent teased child throughout the reading	
	- Parent changed tone of voice to make book more engaging		
	- Parent prompted child to make predictions		
	- Parent modeled prediction for child		
	- Parent discussed new vocabulary word in child-friendly language		

	<i>Final observation</i>	<i>Final observation</i>	<i>Final observation</i>
	<ul style="list-style-type: none"> - Child sat in close proximity to parent - Parent shared book with child - Parent prompted child to make predictions - Parent changed tone of voice to make book more engaging 	<ul style="list-style-type: none"> - Parent chose book after child's original choice was too difficult for her to read - Parents prompted child to "read" exact words of the predictable book - Parent changed the words of the story to include the child and refocus her attention 	<ul style="list-style-type: none"> - Child became distracted/stated that book was "boring"

Amra	<i>Mid-point observation</i>	<i>Mid-point observation</i>	<i>Mid-point observation</i>
	<ul style="list-style-type: none"> - Child chose book to read - Child sat on parent's lap - Parent shared book with child - Parent used pictures in book and child-friendly language to explain unfamiliar words - Parent changed tone of voice to make book more engaging 	<ul style="list-style-type: none"> - Parent prompted child to attend to punctuation while reading - Parent prompted child to sound out unfamiliar words - Parent prompted child to go back and read missed words - Parent read straight through book without stopping to engage child - Parent reacted to the book by laughing at funny parts - Parent read and asked reflection question at the end of the book 	<ul style="list-style-type: none"> - Child wished to read, but then decided parent should read based on difficulty of the book - Child asked parent about unfamiliar words

**Amra had not attended any workshop sessions when this mid-point observation took place.*

Evelyn	<i>Mid-point observation</i>	<i>Mid-point observation</i>	<i>Mid-point observation</i>
	<ul style="list-style-type: none"> - Child chose book to read - Child sat on parent's lap - Parent shared book with child 	<ul style="list-style-type: none"> - Parent read the book word-by-word and prompted child to repeat each word after her - Parent pointed to each word as she read it 	

**Evelyn had not attended any workshop sessions when this mid-point observation too place.*

	<i>Final observation</i>	<i>Final observation</i>	<i>Final observation</i>
	<ul style="list-style-type: none"> - Child sat on parent's lap - Parent shared book 	<ul style="list-style-type: none"> - Parent prompted children with labeling questions 	<ul style="list-style-type: none"> - Child began "reading" along with book

<ul style="list-style-type: none"> - Parent prompted child with open-ended question (both in book and created by parent) - Parent made connections to children - Parent changed tone of voice to make book more engaging 	<ul style="list-style-type: none"> - Parent prompted children to be specific in their labeling
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Conclusions for Reading Practices

Before the workshop, all parents either reported practicing the mainstream code of reading to and with their children or wanted to practice this code more than they already did. Though parents also reported other types of literacy activities, such as Lauren describing Timothy's extensive reporting of his day and all of the parents sharing their children's enjoyment of singing and music, reading books was the most reported activity. At the conclusion of the workshop, four of the five parents reported an increase in the amount of time they spent reading to their children, and all of the parents reported appreciating the variety of reading materials they received at the workshop.

More specific mainstream codes emphasized in the workshop were seeing reading as entertainment, negotiating meaning in books and other texts, and talking regularly to discuss the content of books and other texts (e.g., Sonnenschein & Munsterman, 2002; Tracey & Young, 1999). Though many parents did view reading as a form of entertainment for their children, Evelyn and Amra also greatly emphasized correct word identification with their children (Baker, Mackler, Sonnenschein, and Serpell, 2001) with Evelyn even encouraging her two-year-old daughter to pronounce each word correctly. I was unable to observe Amra at the conclusion of the reading workshop, but I noticed that

though Evelyn was still concerned about her daughters being “right,” she began to emphasize meaning instead of simply word identification as she read with them.

In terms of school-related influences from the culture of power, parents again accepted the practices of their children’s schools before the workshop began, and they were excited to learn more about how to help them succeed in these practices. Parents also accepted the schools’ systems of ranking and ordering students, with Evelyn freely using terms, such as “advanced” and “developmentally delayed.” Like the families in MacGillivray, Ardell, and Curwen’s (2009) study, Brian, Evelyn, and Brian’s children spoke positively about literacy and schools, but they also looked to the schools to for guidance on where their children stood in their reading development.

Revisiting the Culture of Power

Throughout this study, I emphasized power codes practiced in the “Culture of Power,” including parents reading to and with their children and making this reading a positive and motivating experience, rather than viewing reading as a set of skills to be learned. I hoped to see if instructing these codes would be helpful to parents as they supported their children. However, my committee also reminded me of the power dynamics that would take place while instructing the workshop, *especially* if a primary goal was instruction of these power codes. I wished to examine these power dynamics critically while implementing the workshops and while analyzing my data. Though this proved to be a difficult task, evidence emerged that showed links to power and how it is enacted. Therefore, I will first report on the possible benefits and pitfalls of instructing these codes of power, and I will then highlight the power dynamics of which I was aware during the program.

Codes of Power

Overall, parents reported already practicing the major “power code” emphasized in the workshop, which was reading to and with their children, though some parents reported practicing this code more frequently than others. At the conclusion of the workshop sessions, four of the five parents reported or gave evidence of more frequently practicing this code, which they believed to be beneficial to their children. Amra did not give evidence of practicing this code more frequently, but she was happy with the new variety of books she was reading with her children, which gave more depth to her already present practices. During the workshop, I also emphasized the codes of focusing on meaning and interaction around meaning while reading. When I observed Tania reading with Carly during our mid-point interview, and spoke with her about it, she shared with me that she had started asking questions and interacting with Carly through books since attending the last class. I noticed that I gave much positive reinforcement for those reading interaction behaviors, which reinforced the codes of power. However, I also noticed that Tania appreciated this information as well as the positive reinforcement and had used the information to increase her reading interactions, which could perhaps justify continuing the instruction and reinforcement of these codes. Evelyn also showed an increase in interaction around meaning, which she herself reported to be beneficial to her and her daughters.

In Evelyn’s case, she also mentioned or implied several times that she valued correct pronunciation of words and phrases as well as accurate readings. This reinforced both Delpit’s (2006) claim of parents wanting their children to learn Standard English as well as the premise that parents often value accurate readings over meaningful readings (e.g., Baker, Mackler, Sonnenschein, & Serpell, 2001; Tracey & Young, 2002). In

discussing the codes in the workshop sessions, I saw that Evelyn had changed her practice from word-by-word reading, in which she would point to each word and have her daughter look at the word and repeat it, to interacting over the meaning of a book, in which she would read in meaningful phrases and ask her daughters questions about the book. However, in the final interview, her privileging of accuracy surfaced once again, as she mentioned that she now looked specifically for age appropriate texts, which she considered to be either books in which the children could make up the stories themselves or repetitive books, because “it’s either going to repeat, or they’re going to be making up their own thing, so they’re not wrong.” The idea of being “wrong” while reading was still very real for Evelyn, even in regard to her two-year-old and four-year-old daughters. However, Evelyn still was able to benefit from learning the more interactive power codes, and she reported that her daughters now frequently picked up books for their mother to read to them; I also witnessed both girls much more engaged in shared-reading time.

In examining my own behaviors critically, I noticed that the more parents reported or practiced reading in an interactive manner, the greater ease I felt in my interactions with them. I wondered if this was because of a lack of tension between my own philosophy and parents’ philosophies of what should be done at home or because of my own fear of somehow making a parent feel inadequate or unknowledgeable about supporting their children. In this way, although I was sensitive to differences in home cultures, I still preferred and privileged the mainstream codes in my interactions with parents., which possibly left out other rich practices, such as Tania’s banter with Carly or

Lauren's reporting of Timothy's jokes. Though parents briefly spoke about their other practices, I could have highlighted them more in the workshop sessions.

Power Dynamics

I attempted to be sensitive to power dynamics between myself and participants as well as between participants and others that represented those in the culture of power throughout the interviews and workshop sessions. I observed power dynamics during two of the first interviews, before parents and I had formed any relationships.

In the initial interviews with three of the five parents, I did not notice any strong power dynamics between myself and the parents, possibly because they reported reading practices with which I was quite familiar and would reinforce in the class. Additionally, I was nervous about meeting parents for the first time, which may have had an impact on the power that I appeared to have with parents. However, I did notice an unequal power dynamic between myself and Tania in the first interview.

In my interview protocol, I had questions that asked both about parent strengths and concerns in supporting their children's reading development. Additionally, I had a question that asked parents to describe a time when their children were struggling with reading and what they did to help. Tania may have seen this question as a way to evaluate both her and her daughter, and her demeanor changed once it was asked. She became defensive of her daughter and explained that her preschool child was too young to be struggling with reading. She explained, "she's not struggling to do anything 'cause it's going on in her imagination, and what she see in the pictures and that's what she thinks it is, that's what it's gonna be." In this moment, Tania's persona changed in order

to defend her daughter against a possible scenario in which power was being enacted to critique her.

In contrast, I felt that Lauren experienced power dynamics in the most positive way, as she held some of that power. She had an associate's degree in education and had worked in childcare for the past ten years. In our first interview, she talked in great detail about the daycare that she felt was the best for children, as its curriculum was approved by the state department of education, most of the teachers had four-year degrees, and the philosophy of the school was very child-centered and involved long-term projects and hands-on activities. Lauren identified herself as a teacher, which she said informed her view of reading. In terms of power dynamics, Lauren seemed to hold much of that power. I wondered if her background helped her maintain that power when she was challenged. For example, she explained that her four-year-old son's teacher expressed concern about him not participating when they sing songs or not being able to write. Her response was that she was not concerned as he sings all of their songs at home, but just does not visibly participate at school. From her background, she also felt that Timothy did not yet need to be writing at the level his teacher was expecting. Her education background gave her the confidence to question those who were evaluating her child.

In contrast, though Lauren reported her practices to me in a way that showed she had power, in one of my observations of her and a childcare volunteer, she did not interact in the same way. On one particular evening when it was about to rain, I brought the volunteers into the dining hall when I went to get the children. Lauren and Timothy were playing with letters and spelling out his first, middle, and last name, and Lauren was

also guiding Timothy to write his name. While Timothy was writing out the letters in his first name, the volunteer stepped in to help:

Volunteer- He's on target. That looks good. I used to teach, so...

Lauren- Ok [to volunteer].

Volunteer- Timothy, did you write your name? You did? Let me see. Oh my goodness, look how good you wrote your name! Good job! I love that T; that's a big T. Very good, that's a good T.

Lauren- You want to try to write your middle name, Timothy? Can you help mommy spell it, Timothy? Can you help mommy spell it?

Timothy- I don't know it.

Lauren- What's the first letter?

While Lauren had teaching experience as well, she did not respond to the volunteer that this was the case, in the way that the volunteer inserted her own expertise. Additionally, I noticed that as Lauren and Timothy continued their interaction over the letters and his name, when Lauren used more direct language with Timothy, another volunteer tried to rephrase things or reinforce Timothy's behavior using more positive language, almost modeling for Lauren:

Lauren- What letter's that?

Timothy- I don't know.

Lauren- You do know. Stop saying you don't know.

Timothy- O!

Volunteer- Good job!!

Lauren used direct language to prompt Timothy to do what he needed to do. Lauren directly said to Timothy, “Stop saying you don’t know” instead of encouraging him to respond in a softer, more indirect manner, such as, “Do you remember this letter from when we talked about it before?” Though Lauren received the response she wanted (i.e., Timothy saying the letter O), an outsider might believe she was too harsh with her son.

Lauren also used this type of language with the other children she knew on site. When I was volunteering one evening, she saw me struggling with a little boy, and she helped me by using direct language with him to get him to behave. However, the volunteer saw this language as negative for her son, Timothy, and though Lauren continued interacting the way she would normally, she never reported her own expertise, the way that the volunteer did for her.

I did not ask Lauren about the differences in these interactions, as I did not want to jeopardize her comfort level with me and in the workshop. However, I was intrigued by her choosing to exert her power or succumb to others’ power, depending on the person and situation. I wondered if she chose to exert her power with me, as I created a space for her to do so. I also wondered if she chose not to exert her power with the volunteer, as she felt it was not worth her time or effort. Though she did not respond directly to the volunteer, she continued to use her own ways of interacting with and instructing her son, and in that way, she perhaps indirectly exerted her power. Those who are not homeless can often marginalize parents who are homeless, whether purposefully or not, and Lauren may have been used to this process and found it best to simply ignore those attempting to show their knowledge and power. I can only speculate based on my observations, but I

find these differences most important in educators becoming more aware of their interactions with parents who are homeless and how they position these parents.

Throughout the workshop sessions, I tried to highlight the practices that parents either reported to me or that I observed in their shared-reading with their children. I also attempted to create a space for parents to share other things that they did with their children related to reading. However, most of the time, I found that the things that they shared were very much related to the behaviors I already wanted to emphasize. I do not know if this was because these were the behaviors parents privileged and practiced, or if my privileging of these practices limited the safe space for other literate behaviors and practices to be shared. Nevertheless, I did find that parents enjoyed learning and discussing these mainstream practices, and they used them willingly with their children.

Additionally, I felt an important part of examining these power dynamics was who was considered “expert.” Throughout the workshop sessions, parents remained the experts on their children, and they enjoyed sharing stories about their children with me and with each other, including their likes, dislikes, hopes and dreams for their children, and parenting strategies that they felt worked for their children. Also, because I did not have any children of my own, though I was most likely considered more of an expert on these school-based practices, their expertise surrounding raising children reigned above mine. Initially, I was worried that not having my own children would discredit me, but I believe it actually helped build trusting relationships with parents, as I was constantly impressed by how they managed their children on top of their other responsibilities. Furthermore, when I shared with the mothers during one workshop session (Brian was not present during this time) that I was expecting a child, they were thrilled to share their

stories of pregnancy and delivery, and were anxious to give me advice, particularly Evelyn and Lauren. Though our conversation around Language Experience Approach was derailed (mothers had picked delivery as a common experience to write about), these interactions helped to strengthen our relationship as well as even out the power dynamics, creating a more conducive and productive environment for discussing ways to support children's reading development.

Power dynamics are always present and complex, and I attempted to be consistently aware of them. I can only speak to the power dynamics based on my own observations and the parents' reactions and responses to my interactions with them as well as others' interactions with them. Though this approach is limited to my interpretations, I still found it essential in attempting to equate power levels. I tried to adjust my behaviors and interactions with the parents to remain on an equal power dynamic. However, I realize that I was also reinforcing behaviors that I believe, through my experience and through studying the literature, are crucial for developing children's reading and language in a way that best prepares them for school. Therefore, while I aimed for an equal power dynamic, I was also inserting my own power as an educator and one who was obtaining her doctoral degree. Yet, I do believe that parents appreciated and were excited about using the power codes that I was highlighting, reinforcing my belief that instruction of these behaviors for success of both children and parents is important. What is also equally important, is instructing these behaviors in a way that also affirms and builds on parents' current practices and allows parents to share their own expertise and experiences.

Conclusions

In this chapter, I described the context of Haven Shelter as well as gave background on each of the parents and families that worked with me in these workshops. I reported my findings on the experiences of parents in these workshops, the evidence of self-efficacy that parents displayed, as well as the reading practices that parents (and children) exhibited throughout the workshop. I also noted my observations about teaching these reading behaviors from the culture of power as well as the power dynamics that were present throughout the workshop sessions.

In analyzing and reporting the data about parent experiences, self-efficacy, and supportive practices, I found that parents appeared to benefit from the social influences provided in the context of the workshop. Parents were supported by each other, by me, as the researcher and implementer, and by their children. They were given and gave various ideas about how to support their children, and they appeared to already embrace the codes of the culture of power as part of their normal reading routines. Their children enjoyed engaging in these codes, giving them positive feedback. Additionally, for some parents, receiving positive feedback on their practices within the context of the workshop seemed especially beneficial.

In terms of school-related influences from the culture of power, parents accepted the mainstream reading codes and some were anxious to learn more about how to support their children. The content of the workshop built on parents' existing knowledge, and for many parents, increased both their self-efficacy and agency. Parents all reported that successful reading would help their children become successful in their lives, and they were committed to making this success occur. Similar to the families in Juchniewicz's (2012) study, they attempted to use literacy as a way to increase social mobility. In this

way, parents had a very practical view of the codes of power, simply wishing for their children to be successful and willing to do what it takes to get them there. Parents also appeared to accept the school culture of assessment (MacGillivray et al., 2009), and they wished for their children to be successful within this culture. Also, though Tania had a negative experience in her own schooling, which may have negatively affected her self-efficacy, she did not allow this negative experience to deter her efforts to support her daughter.

Economic influences from the culture of power were the most negative for parents, as parents had less control over their occupations and jobs, with many having limited education. These low-paying jobs, often with challenging schedules, combined with all parents taking care of their children on their own, contributed to parents having limited time and being exhausted. This lack of time and exhaustion contributed negatively both to self-efficacy and agency, and many parents reported on their surveys that they worried about not having enough time or energy to support their children. Parents also reported believing that they were not as helpful to their children as other parents may be to theirs. Though Haven Shelter allowed economic influences to have less of an influence in parents' lives, as they received transportation, affordable living, affordable childcare, and food, these influences still appeared to negatively have an impact on families.

Parents had many challenges to face in supporting their children both in school and in their daily lives. However, most parents also appreciated the workshop as an opportunity to interact with their children in reading, and Tania even hoped that it would be offered again. Over the course of the workshop, I saw evidence of increased self-

efficacy and agency, which made me believe that the workshop was worthwhile to both families and children. While families still faced many challenges, reading together provided them an opportunity to interact in a positive and enjoyable way.

CHAPTER FIVE: DISCUSSION

In this final chapter, I first discuss the contributions of this study to the existing family literacy literature as well as a summary of my findings. I then return to the originally proposed theoretical framework and share how I added to the framework based on my data. Then, I consider both the implications for conducting future literacy programs as well as future directions for research. I end this chapter by discussing the study limitations as well as final conclusions.

Contributions

This study adds to the family literacy literature, specifically with families who are homeless and living in shelters or transitional housing. While many studies have focused on home practices (e.g., Heath, 1983; Taylor & Dorsey-Gaines, 1988) or results of family literacy programs (e.g., Cairney & Munsie, 1995; Morrow & Young, 1997; Saint-Lauren & Giasson, 2005; Whitehurst et al., 1994), this study did both by exploring parents' literacy knowledge and actions with their children as well as exploring the influence of a series of book-reading workshops on their current practices. I based the content of the workshops on mainstream reading "codes," which is a term I borrowed from Delpit (2006). I used this term to represent practices emphasized in the literature, including discussions while reading (Baker et al., 2001; Sonnenschein & Munsterman, 2002; Tracey & Young, 1999), positive interactions (Baker et al., 1997; Baker et al., 2001; Barnyak, 2011; Sonnenschein & Munsterman, 2002; Tracey & Young, 1999), and viewing reading as a source of entertainment (Baker et al., 1999; Barnyak, 2011).

This content represented mainstream practices that are currently privileged in schools and in most family literacy programs. I was interested in how the focus on these mainstream practices had an impact on parents' self-efficacy and practices. Therefore,

this study contributes to the literature on parental self-efficacy and agency and qualitatively explores these constructs in the context of the workshop. This study also adds to the literature in that it examines parents' overall experiences in a workshop that focused on mainstream practices. In conducting this workshop, I attempted to be sensitive to parents' practices prior to the workshop as well as any power dynamics present with the workshop sessions.

A major contribution of this work is its focus on power dynamics, particularly on addressing the complexities of these dynamics. Based on my observations, I found that power dynamics varied based on the context of social interactions and who was interacting. For example, Lauren exerted her power when interacting with me, but was submissive to others' power when interacting with an unknown volunteer at the shelter. Power dynamics were always present, but would change based on the actors and context.

Another contribution is the examination of the situated nature of self-efficacy. While other studies have examined self-efficacy through one-time surveys, I examined self-efficacy throughout the study, and I found that it also varied based on the context. While Evelyn was highly efficacious with her two oldest children, she was not with her youngest, due to her limited time and the characteristics of her younger children. Because of the qualitative observations of self-efficacy, I was able to begin to capture how this construct can change depending on the context.

Summary of Findings

The study focused on three research questions: a) What are the experiences of parents living in a transitional home in supporting their children's reading development while participating in a parent-child book-reading workshop? b) How do parents

demonstrate self-efficacy while participating in a parent-child book-reading workshop at a transitional home? c) What supportive reading practice do parents exhibit while participating in a parent-child book-reading workshop at a transitional home? In this section, I report a summary of each research question.

Parents' Experiences in Supporting Their Children as Readers

I found five major themes that contributed to parents' experiences within the workshop in supporting their children as readers: participant-researcher relationships, parent support network, sibling support and influence, parent and child enthusiasm for reading and vocabulary, and challenges.

Participant-researcher relationships. I believe that the building of participant-researcher relationships, recommended by both Swick and Bailey (2004) and McGee (1996), allowed for positivity and success of the workshop. Part of parents' experiences (as well as my own) was the time spent individually with them or in casual conversation during the workshop sessions. During this time, parents shared stories and jokes and discussed things that were going on in their own personal lives. An important role of mine was to listen and share my own stories in addition to affirming their personal joys as well as their struggles. While discussing reading practices, parents also had much to contribute, and to help build our relationships (as well as our knowledge-base), I affirmed and highlighted the different practices and ideas that they brought to the table. In addition to parents sharing personal information with me, I was also able to share personal stories and information with them, which I believe helped to build trusting relationships.

Parent support network. Part of parents' experiences also included a supportive parent network. Though I assume this supportive network existed outside of the reading workshops, it also played a major role within the workshops. Though sometimes parents' interactions were of a competitive nature, most times these interactions helped other parents rather than hindered. Parents often offered ideas about supporting reading behaviors to one another, supported each other when struggling with general life circumstances, and even reassured each other about their children's development. Parents also acted as resources to one another by taking care of each others' children. Parents relied upon each other for a variety of reasons, making this workshop a positive experience.

Sibling support and influence. I also found that a large part of some parents' experiences in the workshop and supporting their children as readers was the support of their children, both in directly supporting their parents as well as their siblings. Older siblings often read to their younger siblings, and they helped take care of them as well, allowing parents to spend one-on-one time with each child. Similar to the children in MacGillivray, Ardell, and Curwen's (2009) study, older siblings also provided motivation for their younger siblings to read, as younger siblings admired their older siblings' abilities. Additionally, in Evelyn's case, her oldest son played a direct role in involving Evelyn and his sisters in the workshop, as he discovered and recommended the workshop to his mother.

Parent and child enthusiasm for reading and vocabulary. One of the most positive themes I found in examining parents' experiences supporting their children during the workshops was the parents' and children's enthusiasm for both reading and

words. Four of the five parents reported their children's enthusiasm for reading before the workshop began and they continued to report this enthusiasm during and after the workshop. When Evelyn began to participate in the workshop, she also reported that her daughters had become more enthusiastic about reading. Parents reported that much of this enthusiasm came from getting new books each week or from their children seeing other children reading each week. Parents' and children's enthusiasm seemed to interact with each other, creating a more positive and excited environment. Parents were excited to find new books each week to read with their children, and children always came to the workshop excited to see and read the new books as well. This positivity was not always the case, as sometimes parents appeared tired or annoyed at their children wanting so many books, but most of the time, parents and children were enthusiastic together.

Some parents were also very excited about the new words that their children and sometimes they were learning. Brian's oldest daughters especially enjoyed using the word of the week in new contexts, and Brian enjoyed explaining and using the words as well. Brian mentioned that this aspect of the workshop was one he might continue in his own home. Though Tania believed the words were not appropriate for her preschool daughter, she requested that I send a preschool word list home at the end of the workshop. Additionally, though Carly did not engage with the words, Tania enjoyed using them and explained that she wanted more of the class as well as "more words." Evelyn also enjoyed using the words with her daughters. Evelyn shared the words with them and gave them examples of the words that they could relate to. Though I might change the specific words used if I were to redo the workshop, because of the parent and

child enthusiasm surrounding the vocabulary words, I would wish to incorporate a target word each week once again.

Challenges. In the final theme for my research question about parent experiences, I found that there were many challenges and complications, which made supporting children's reading difficult, resonating with the mothers of MacGillivray, Ardell, and Curwen's (2009) study. Along with the scheduling challenges in allowing for full attendance each workshop session, parents had many challenges they were facing on a day-to-day basis. Challenges that parents reported or that I observed included trying to take on the roles of being the breadwinner and nurturer/caregiver of their children on their own, facing their own reading difficulties while trying to support their children, having limited time to read to and with their children, and dealing with outside complications, such as housing concerns and job and transportation concerns. All of the parents reported or displayed their exhaustion at some point during the research, yet all of the parents continued to make an effort to read to and with their children.

Parental Self-Efficacy Demonstrated Throughout the Workshop

In relation to my second research question (e.g., How do parents demonstrate self-efficacy while participating in a parent-child book-reading workshop at a transitional home?), parental self-efficacy was reflected in parent interviews as well as parent's words and actions in the reading workshops. I determined that the parents showed evidence of positive self-efficacy by the conclusion of the study.

Parents demonstrated their self-efficacy through reporting their or their children's reading skills, their comfort level in reading with their children, their current practices, and their knowledge of supportive practices. They also showed their self-efficacy

through their interactions with other parents, by giving them advice or ideas. On the self-efficacy surveys, parents generally rated their overall self-efficacy beliefs highly, but when asked to compare themselves to other parents, their ratings were lower. In interviews and observations, parents reported complicating factors, such as exhaustion or a lack of time, which may have negatively contributed to their self-efficacy. These outside factors also demonstrated the situated nature of self-efficacy, as a parent could have high self-efficacy until faced with outside challenges limiting his or her time or effort. These complications were reflected in parents' survey ratings of perceived controllability, which they rated the lowest in their post-workshop self-efficacy surveys. While Amra and Lauren's self-efficacy appeared to stay consistent throughout the workshop sessions, Brian, Tania, and Evelyn more strongly demonstrated their self-efficacy upon the conclusion of the sessions.

Various attributions of parents, such as intelligence, effort, and determination, were also lenses into parents' self-efficacy. Brian reported his natural ease for school and inherent intelligence. However, he also reported low effort in terms of his own desire to read. Throughout the workshop, his effort increased as his children prompted him more often to read to them, and he worked to spend one-on-one time with each of his children. Lauren was similar to Brian in that she reported school being easy for her, with little effort, demonstrating her inherent ability. Conversely, Tania reported reading as something she always struggled with in school, yet she made a great effort to support her daughter with her reading. Through this effort and practice, her self-efficacy increased. Similarly, Evelyn reported her general determination in her daily life, and she showed this determination with her daughters. By the conclusion of the workshop, her

determination and new practices made her more comfortable in supporting her daughters as readers. Evelyn, who reported the highest self-efficacy in her survey, reflected Bandura's (1995) claim that those with high self-efficacy increase their efforts during challenging situations and attribute failures to "insufficient effort or to deficient knowledge and skills that are acquirable" (p. 11). From parents' reported and observed data, their attributions related to their self-efficacy.

Parent Practices Supportive of Reading

My third and final research question was: What supportive reading practice do parents exhibit while participating in a parent-child book-reading workshop at a transitional home? I considered both what parents reported doing as well as observed reading interactions with their children. In analyzing parents' practices, I found that before parents participated in the book-reading workshop, they either reported reading to or with their children on a regular basis, or expressed a strong desire to regularly participate in this act. Parents already practiced or believed in the importance of reading to and with their children, reflecting the participants in Juchniewicz's (2012) study. Juchniewicz explained, "...people who are making the transition out of homelessness are using literacy to actively move into new strata, and...recognize the importance of 'codes of power' to rewrite their lives" (p. 513). Parents at Haven Shelter recognized the importance of the mainstream code of reading to and with their children, and they actively participated in these codes with their children, as they hoped and pushed for their children's success in school. Additionally, parents engaged in the mainstream "codes" emphasized in the workshop. These included viewing reading as a source of entertainment, negotiating meaning, and positive interactions while reading.

At the conclusion of the workshop, four of the five parents reported an increase in the amount of time they spent reading to their children. The workshop served as a regular reminder or motivator for both them and their children to read on a more regular basis. Parents also reported the use of much language in their homes and sometimes also reported the use of music, but the reading practices they primarily reported were often mainstream codes as well as school-related, such as reading and reporting their reading on logs. Tania uniquely reported that she often had her four-year-old daughter “read” to her, by explaining what she saw in the pictures.

In terms of observed interaction behaviors, I was able to observe Brian, Lauren, and Tania after they began to attend the workshop sessions. All of these parents interacted with their children over the content of the book. I observed parents asking their children close- and open-ended questions, making connections to them, and asking their children to make predictions about the text. Sometimes parents also modeled predictions for them. We specifically talked about these strategies over the course of the workshop. Parents also discussed unfamiliar vocabulary words or concepts to their children. During these interactions, parents also asked their children to choose a book and adjusted their voices to make the reading more engaging for their children. Children also sat in close proximity to their parents as they interacted. These were all behaviors that were discussed in the context of making reading time a special and motivating time for children.

In two cases, parents corrected their children in their reading or guided them to say each word correctly, emphasizing correctness over meaning (e.g., Baker, Mackler, Sonnenschein, & Serpell, 2001; Tracey & Young, 2002). Though I was unable to

observe one of the parents a second time, I noticed that after the workshop, the other parent now interacted with her daughters over the meaning of the text, by asking them open-ended questions, making personal connections, and having them look for pictures in the book. Upon debriefing, this parent explained that she was now looking for more “age-appropriate books” when she was reading with her daughters (Cairney & Munsie, 1995).

Parents reported their practices positively and also appeared to enjoy their times reading with their children. As one parent shared, reading allowed her to have “a little fun time” with her children that was not “just watching TV.” Through her comments, she seemed to have shifted from viewing reading as a set of skills to be learned to viewing reading as entertainment with her children (Baker, Sonnenschein, and Serpell, 1999). Parents continued to value reading, and while participating in the workshop, most reported increasing the time they spent with their children reading.

Expanded Theoretical Framework: Social Cognitive Theory Influenced by the Culture of Power

I now return to my originally proposed theoretical framework, which includes social cognitive theory (Bandura, 1986, 2006) and Delpit’s (2006) theory of the culture of power. In Chapter One, I discussed how Bandura (1993) believed that knowledge does not predict agency or the action one takes by itself, but is rather mediated by self-referent thought, which contributes to self-efficacy. I also discussed how feedback that one receives has an impact on knowledge, and therefore, self-efficacy and action. Additionally, I discussed how the factors and mechanisms of agency do not occur in a vacuum, but rather in a complex social system (Bandura, 2006), which could include social factors, school-related factors, and economic factors.

Delpit (2006) spoke of the powers that are enacted within classrooms, which include:

...the power of the teacher over the students; the power of the publishers of textbooks and of the developers of the curriculum to determine the view of the world presented; the power of the state in enforcing compulsory schooling; and the power of an individual or group to determine another's intelligence or "normalcy." Finally, if schooling prepares people for jobs, and the kind of job a person has determines his or her economic status and therefore, power, then schooling is intimately related to that power. (p. 24-25)

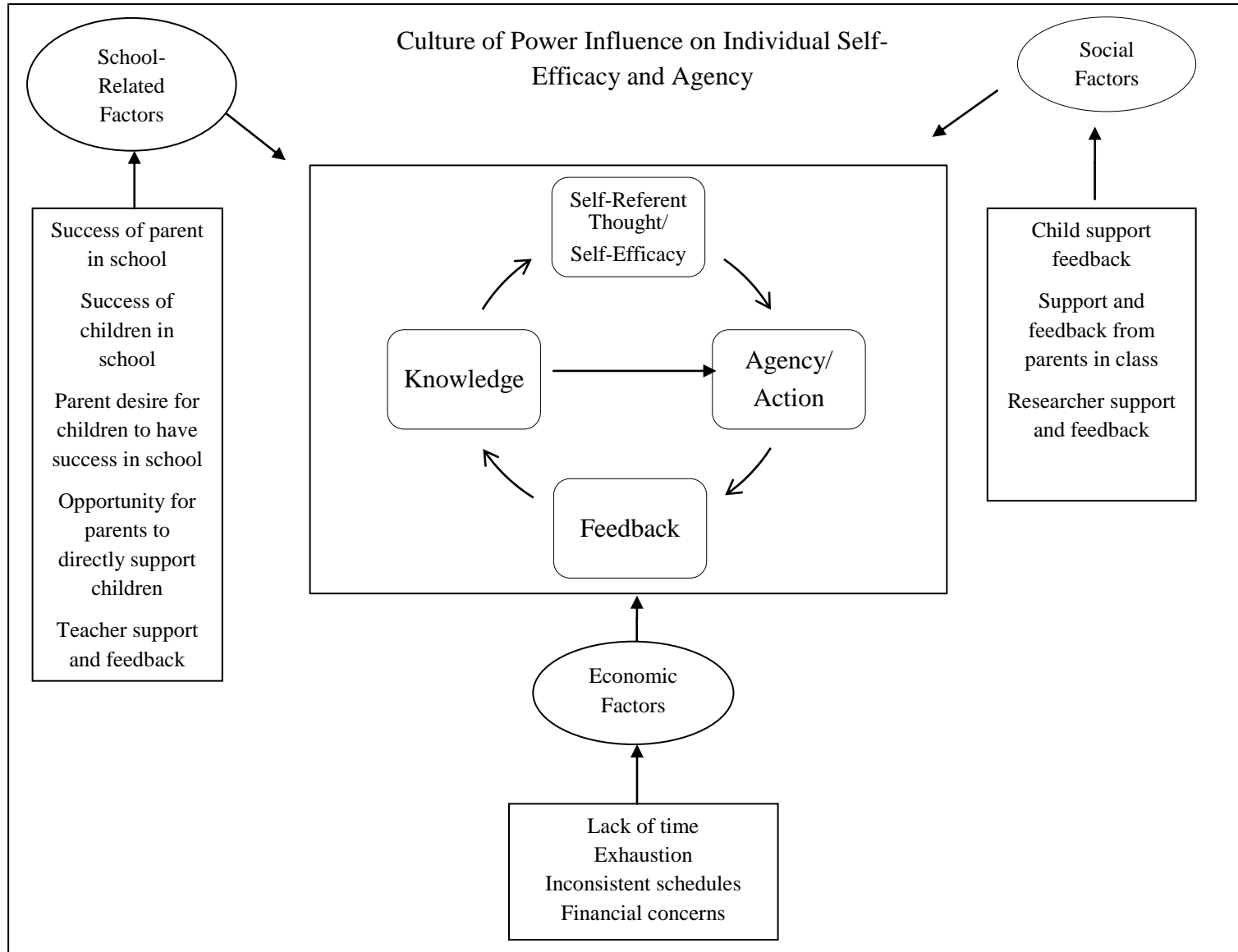
Though students are subjected to these powers, their parents are as well, as they often rely on schools to tell them how their children are progressing and developing.

Therefore, I used Delpit's theory as rationale for instructing mainstream codes in order to provide parents with skills they need to support their children in schools.

I identified specific social, school-related, and economic factors related to the culture of power that influenced parent knowledge, self-efficacy, and agency. In the originally proposed theoretical framework, I listed the categories of social, school-related, and economic factors as possible factors within the culture of power. I listed these factors based on the work of Delpit (2006) and Gee (1989) in their analyses of power. Specific social, school-related, and economic factors were then identified throughout the study, based on the evidence I gathered during the parent workshops. Social factors include interactions, feedback, and support from their children, other parents in the class, and me as the researcher. School-related factors include the success of the parent in his or her own schooling, the success of parents' children in school, the

parents' desires for their children to have success in school, the opportunity for parents to directly support their children, and support and feedback from teachers. Finally, economic factors include lack of time, exhaustion, inconsistent schedules, and financial concerns. I connect each of these factors to existing studies and literature. These connections are also outlined in Table 5.1.

Figure 5.1
Social Cognitive Theory Influenced by the Culture of Power



In Figure 5.1, I present the theoretical framework, while incorporating the specific factors within the culture of power that I believe influenced parents' self-efficacy and agency. For *school-related factors*, parents were influenced by their own past experiences and success in school, which had an impact on their self-efficacy for successfully supporting their children (Hoover-Dempsey & Sandler, 1997). For some parents (e.g., Brian), this was a positive influence, as they had found school to be easy and manageable for them. In Lauren's case, she had also been successful in her associate's degree, which was specific to educating children, so she had an even greater positive influence. For others (e.g., Tania), this was a negative influence, as reading and school had been a challenge for them and consisted of many unpleasant memories. However, through the workshop, all parents were provided an opportunity to be directly involved in their children's reading development, which influenced self-efficacy and agency (Hoover-Dempsey & Sandler). This finding correlated with other reviewed studies in which parents received the opportunity to interact with their children over books, enjoyed this opportunity, and increased the time they practiced in these activities (Aaronson, Glanz, & Klosterman-Lang, 1993; Cairney & Munsie, 1995; Edwards & Danridge, 2001).

Parents were also influenced by their own children's success in school, if they were of school age. Parents received messages from their children's teachers or childcare providers, which either gave positive or negative reinforcement to their children's progress and indirectly, to what parents had been doing with their children. Though research has focused on negative influences of parent-teacher interactions on parental self-efficacy (Hoover-Dempsey, Bassler, & Brissie, 1992), I found that positive feedback

contributed greatly to positive parental self-efficacy as well. For most of the parents I worked with who had children in school, this was a positive influence, as their children enjoyed school and wanted to read or were already reading. Though Lauren mentioned that Timothy's teachers were concerned about his performance in his childcare, she brushed off this concern with her own assessments, because of her education background. Finally, parents were influenced by their desire to have their children be successful in the school setting. All parents expressed that they valued reading and knew their children needed to read well to be successful in school. In this way, they embraced the codes of the culture of power and wanted to know whatever it was that might help their children succeed (Juchniewicz, 2012).

In terms of the *economic factors*, all of the parents had economic challenges, as they were living at a homeless shelter, presenting challenges such as finding affordable childcare so they could work, as well as having the monetary resources for any educational resources they wanted for themselves (e.g., classes) or for their children (e.g., tutoring, books). Because parents were living at the shelter, this living situation mediated many of these factors, as the shelter provided free or affordable living (if in transitional housing), affordable childcare, classes, and free educational resources for their children. However, these parents were still the breadwinners and caregivers for their children, all of them taking on these roles by themselves, and this left parents exhausted, stressed, with limited time, and with many concerns, including financial worries (e.g., Buckner, Bassuk, Weinreb, & Brooks, 1999; Masten, Miliotis, Graham-Bermann, Ramirez, and Neemann, 1993; Nunez, 2004). Additionally, as they tried to balance their roles and

responsibilities, they were often left with inconsistent schedules, making reading regularly with their children a challenge.

For *social factors*, parents had influential interactions with many different individuals, some of whom being their own children. Most parents received messages from their children that they wanted to read with them, which encouraged this act (Hoover-Dempsey & Sandler, 1997). Evelyn did not receive that message from her children, which may have negatively influenced her self-efficacy and agency in participating in this act. However, when she began to participate in the class, Evelyn reported that her daughters were more interested in reading. Additionally, many parents shared an increase in their children's enjoyment of reading, making this a positive influence. Messages were also given within the context of the workshop, especially as it was primarily focused on mainstream codes (Edwards, 1995b; Edwards & Danridge, 2001). Parents received messages from each other, as they listened and felt comfortable giving each other ideas and suggestions, and they received message from me, as the implementer (Edwards, 1995b; Edwards & Danridge, 2001; Waldbart, Meyers, & Meyers, 2006).

Though this study was not created to measure the directionality or strength of the relationships between all of the varying factors, through the evidence from my observations and interviews, I believe that all of these factors mattered and influenced both self-efficacy and agency of parents.

Table 5.1

Culture of Power Influences on Self-Efficacy and Agency in Families

Overall Culture of Power Influences	Specific Culture of Power Influences	Supporting Literature
School-Related Factors	Success of parent in school	Aaronson, Glanz, & Klosterman-Lang (1993); Cairney & Munsie (1995); Edwards & Danridge (2001); Hoover-Dempsey & Sandler (1997); Juchniewicz (2012)
	Success of children in school	
	Parent desire for children to have success in school	
	Opportunity for parents to directly support children	
	Teacher support and feedback	
Economic Factors	Lack of time	Buckner, Bassuk, Weinreb, & Brooks (1999); Masten, Miliotis, Graham-Bermann, Ramirez, and Neemann, (1993); Nunez, (2004)
	Exhaustion	
	Inconsistent schedules	
	Financial concerns	
Social Factors	Child support and feedback	Edwards (1995); Edwards & Danridge (2001); Hoover-Dempsey & Sandler (1997); Waldbart, Meyers, & Meyers (2006)
	Support and feedback from parents in class	
	Researcher support and feedback	

Implications for Future Programs

This study has implications for future work in conducting family literacy programs, specifically in emergency shelter and transitional home settings. These considerations are as follows: *focus on both children and parents in program, teach mainstream “codes,” while also being sensitive to home practices, keep sessions small and allow time to build rapport with parents and families, include appropriate resources and materials for parent use, be flexible with structure and content, and focus on parental*

self-efficacy. I discuss each of these considerations and implications below, connecting each to existing studies and literature.

Focus on both children and parents in program.

In my work at the Haven Shelter, I found that parents and children had great enthusiasm for reading and for the program. This enthusiasm increased as parents and children interacted with each other over words and books, and interacted together in an environment in which these literate practices were encouraged. Instead of parents attending the workshops and then going home to their children, they had an opportunity to read and interact with their children over books and words directly after discussing practices. As children entered into the workshop setting, I saw parents' enthusiasm and energy increase as their children excitedly chose new books for them to read.

Though none of the reviewed studies in Chapter Two explicitly make this recommendation, Morrow and Young (1997) conducted a program that benefited from focusing on parents, students, and teachers, aligning their instruction and content of the program with all of the three parties. Additionally, Edwards (1995) made sure to include time in her program for parents and children to interact together, which allowed parents to become more comfortable with the strategies they were introduced to. Therefore, I believe that programs focused on parents, if possible, should have a component in which parents actively interact with children during the time spent in the program.

Teach mainstream “codes,” while also being sensitive to home practices.

I found that the parents I worked with already valued reading book with their children and wanted their children to be proficient readers. Many of the parents already reported reading with their children on a regular basis. Other parents, like Evelyn,

desired to make this practice more regular at home and specifically requested strategies to help their children become better readers. For some parents (e.g., Tania), this program also seemed to be a way to relive their schooling experience (Edwards & Danridge, 2001). Tania hoped for the program to be longer or offered again. Because parents either already practiced mainstream codes or desired to learn about them for their children's success in school, I do not feel that this program "colonized" parents who participated (Reyes & Torres, 2007). However, with different participants, or in a different setting, the program may have felt much more like colonization or "fixing" parents to align with traditional book-reading practices. Therefore, it is important to talk to parents before beginning a program. Researchers and implementers can ask questions about parents' current literacy practices and subsequently build on those practices within the program. Researchers and implementers would also benefit from directly asking parents what they might hope to learn or do in a reading or literacy program.

Additionally, family literacy programs need to be sensitive to the practices that parents already have, allowing parents to share their experiences and currently used strategies (Waldbart, Meyers, & Meyers, 2006). As Waldbart et al. explained in their study, parents are already experts on their children's literacy strengths and needs. I feel that I could have built on parents' current strategies more in the workshop sessions than I did. Although time was consistently built in for parents to share their strategies, they usually shared strategies that were related to more mainstream practices, and this may have been because of my privileging of these strategies and practices. Future programs would do well to find a balance between building upon and highlighting parents' current nonschool-related practices and teaching mainstream "codes."

Keep sessions small and allow time to build rapport.

One of the key components of a successful experience was the relationships that I was able to build with parents. As Swick and Bailey (2004) and McGee (1996) noted, especially in the homeless population, trusting relationships are essential. With too many parents in sessions, this relationship-building would have been more difficult, which is reason to keep the number of parent participants to a lower number. In Chapter Two, I noted that having too many parents was a potential issue in family literacy programs (e.g., Kim and Guryan, 2010). Additionally, this is reason to have more than one or two sessions, which does not allow sufficient time for building trusting relationships along with sufficient discussion of the content. By having multiple sessions, program implementers create more relationship-building opportunities, as well as more consistency with instruction.

Include appropriate materials and resources for parent use.

Parents and children greatly appreciated the use of materials throughout the workshop program, particularly the books they were able to take home. When children joined their parents for the last half hour of each session, they anxiously went to the book tables to see what they might take home for the week. Parents also appreciated seeing the books and appreciated new titles throughout the workshop. As parents were busy and did not always have time to go to the library, they enjoyed having new materials that they could conveniently access. One parent described the workshop as her and her children's "mini-library." Additionally, in accessing new materials on a regular basis, parents were then motivated to make more library trips following the conclusion of the workshop.

Future programs should consider including new and motivating materials, particularly books, for parents and children to use at home.

Be flexible with structure and content.

While having a plan is important, I found that like teaching, I had to be flexible with that plan. After the first workshop session, I found that I needed more structure within each session in order for parents to be more engaged and receive more out of the workshop sessions. I also found that I had to adapt my content to the needs of each of the parents and their children. This was especially the case as I had more preschool-aged children than anticipated. With each session, I took notes about what was beneficial to parents and what was not. I highly anticipate that with a different group of parents and children, what is beneficial may change. Therefore, being flexible and responding to parent and children needs is crucial in implementing future programs.

Focus on parental self-efficacy.

As reviewed in Chapter One, self-efficacy has an influence on the way that “people feel, think, motivate themselves, and behave” (Bandura, 1993, p. 118), and parents’ self-efficacy can also depend on personal attributions of success and failure, such as a parent’s determination, levels of effort, or beliefs in inherent or incremental intelligence (Bandura, 1993; Hoover-Dempsey & Sandler, 1997; Shell, Colvin, & Bruning, 1995). Parents’ self-efficacy was affected by factors that parents perceived were out of their control (e.g., lack of time, exhaustion). However, parents’ self-efficacy also was affected by their effort and determination, which increased over the course of the workshop, and contributed to their positive experiences.

Family literacy programs often primarily focus on if and how parents learn the skills and strategies important to supporting their children. Yet, with this focus, parent motivational components, such as their self-efficacy in supporting their children, can be lost. I believe that in a positive environment, parents can increase their positive self-efficacy, allowing them to be more willing and able to consistently support their children as readers. Self-efficacy needs to be kept in mind as programs are implemented, even if it is informally examined. By solely focusing on knowledge and strategies, implementers miss opportunities with participants to build their self-efficacy and subsequently, agency in their supportive practices. Considering parents' confidence in their abilities to support their children plays a key role in how implementers shape instruction and build confidence and self-efficacy.

Future Directions

Future research should continue to explore the experiences of families who are currently homeless in supporting children as readers, as well as in school in general. There are many possible negative consequences of homelessness for families, including emotional instability, poor health care, excessive stress, limited education of parents, environmental hazards, and poor educational outcomes for children (e.g., Buckner, Bassuk, Weinreb, & Brooks), but parenting can play a protective role for children (e.g., Herbers, Cutuli, Lafavor, Vrieze, & Leibel, 2011). In studying and working with these families, I found four components especially important for future study: *sibling support*, *further exploration of parent experiences*, *further exploration of self-efficacy and agency*, *continued studying of families*, *unobtrusive assessment of program success*, and *exploring supportive practices in other transitional home or emergency shelter settings*.

Sibling support.

One of the most interesting findings in this study was the role that sibling support played in both the lives of younger siblings as well as the parents. Though I originally sought to explore how parents can have an impact on their children's reading development, I found that many times, siblings played an extremely important role in this development, whether it consisted of older siblings reading with their younger siblings or younger siblings attempting to model their behaviors after their older siblings.

MacGillivray, Ardell, & Curwen (2009) stated the influence that older siblings have on younger sibling's literacy practices, as they reported younger siblings mimicking their older brothers and sisters. Additionally, Sonnenschein and Munsterman (2002) included older siblings as the primary reader, when appropriate, in the 30 families that they studied, showing that these siblings played an important role in younger siblings' reading development. Future research should explore these potential, important influences.

Further exploration of parent experiences.

A large part of this study focused on the examination of parent experiences within the workshop. Through this focus, I was able to critically interpret parents' relationships and interactions with each other, with their children, and with me, as the workshop implementer. This allowed me to examine power dynamics within these relationships as well. Future research should continue to examine parent experiences, both through observations and through interviews. By looking at experiences, researchers can better gauge how to most effectively build bridges from parents and homes to educators and schools.

Further exploration of self-efficacy and agency.

This study examined primarily qualitative evidence of self-efficacy and agency of parents in supporting their children as readers. Though I conducted a post-workshop self-efficacy survey, the survey was not validated, and I was unable to quantitatively examine any changes in self-efficacy between before the workshop began and after it concluded. Therefore, future research should examine more thoroughly how self-efficacy and attributions for self-efficacy can change with a book-reading program such as this one, while also examining how parent practices change. Research should strongly consider collecting more qualitative evidence of self-efficacy, as it shows its complexities and situated nature. Additionally, future research should continue to examine the sources of self-efficacy, and practically, how to increase parental self-efficacy and agency.

Continued studying of families.

This study would have also been strengthened by following the parents and families after the workshop had concluded. Though I was able to glean some information about post-workshop practices from the caseworkers a month after the workshop had concluded, a number of follow-up interviews with families would have given more information as to how families continued supporting their children and if the supportive practices they exhibited during the workshop were tied to the workshop or if they continued after the workshop had concluded. I learned much important information throughout the duration of the workshop, but seeing the long-term practices and possible influences of the workshop would have contributed to a more powerful study.

Unobtrusive assessment of program success.

Throughout the program, I judged the effectiveness of the workshop instruction primarily through observations and interviews. This method of assessment was done

purposefully in order to better parent experiences within the workshop and assess in as natural of a setting as possible. Though I was unable to determine if children's reading levels increased or the level of each parent's understanding of instructed concepts, I was able to see the strategies that parents found most enjoyable, the ones they were likely to use in the future, and the ones they seemed to ignore. Through my observations and interviews, I was also able to see any misconceptions about strategies that I may have discussed unclearly. Most importantly, I was able to see the increased engagement they and their children displayed with reading. By assessing the program in this manner, I put parents in control of assessing the program, while also preserving important relationships with them. Future research may benefit from continuing to assess in this manner, particularly with populations that may be considered more vulnerable, such as families who are homeless.

More conventional assessments, such as reading achievement measures, are also useful to assess program effectiveness. Program implementers can benefit from these measures, as they give information about how successful the program is in meeting one of the primary goals of family literacy programs—fostering more competent and effective readers. However, these assessments should not overshadow the important information that observations and interviews provide, especially as these more formative methods speak more to the motivation and engagement of the parents and their children. More importantly, these achievement measures should be used in a manner that does not threaten to damage the trusting relationships between parents and program implementers.

Exploring supportive practices in other transitional home or shelter settings.

Haven Shelter had many supports in place to assist families in making the transition from emergency shelter to transitional housing to living independently. Not all transitional homes or emergency shelters have those supports, including childcare for educational classes, a personal caseworker, career counseling, etc. Therefore, studying a similar program at a different shelter or transitional home may prove very different than this particular setting. In Chapters One and Three, I emphasized particularizability (Erickson, 1986) rather than generalizability. Erickson discussed the importance of studying specific cases in detail in order to begin to understand “what is broadly universal, what generalizes to other similar situations, [and] what is unique to the given instance” (p. 130). I was able to compare across parent cases in my study, but future research should explore parent practices at different homeless shelter settings. In doing so, researchers can examine the parent and family experience at a setting with less support in order to broaden the knowledge base about these parents and families.

Limitations

One of the limitations of this study was that it was tied to a very specific setting—a setting that had many supports in place for families being served. Therefore, the findings of this study are very specific to the Haven Shelter. More research needs to be conducted to identify similarities and differences with other families staying at different shelters or transitional homes, potentially with less supports than Haven Shelter had to offer. By continuing to study other homeless shelters and transitional homes, researchers

can more thoroughly compare and contrast various parent and family cases (Erickson, 1986).

As is often the case in qualitative research, consistency in data collection is also a limitation of this study. Parents sometimes attended the workshop sessions haphazardly, and some parents did not begin attending until after the workshop had already started. This inconsistency with attendance had a great impact, especially on the data related to the supportive reading practices that parents demonstrated. My observations of parents reading with their children were completed at different times with parents, and in some parent cases, I was only able to observe them reading with their children one time instead of two. For two of the parents, I was unable to observe them reading with their children after the workshop had concluded to identify possible differences from while the workshop was occurring. While the observations allowed parents and children to choose their own books, thus mimicking more of a natural setting, the differences in observation timing made it challenging to compare accurately both within and across parent cases.

Additionally, though I sought to instruct the mainstream codes of reading to children along with specific behaviors that research has identified are important in that practice, I also find this to be a limitation, as the workshop may have been strengthened by also focusing on more of the home practices that families were already doing. Families reported reading to their children as something they regularly practiced before the workshop began. Yet, I wondered if they only reported these practices because of the way the workshop was framed and the mainstream behaviors that were privileged. Future programs would do well to have a balance of both mainstream practices along with non-traditional practices that families do at home.

Another limitation is studying the families solely in the context of the workshop. Though I was able to see Brian's family in their home, I was not able to see the other parents and children acting in their normal environments. Additionally, I was unable to see how these children functioned in their schools, as other research has done (Heath, 1983, Taylor & Dorsey-Gaines, 1988). Though parents, children, and caseworkers reported valuable information through interviews, workshops, and focus groups, and I was able to observe parent-child interactions during reading in a more controlled environment, this study may have been strengthened by observing children and parents in other more authentic environments, such as in their homes and in schools.

Conclusions

My goal in conducting this study was to examine the experiences, self-efficacy, and supportive reading practices of parents in participating in a parent-child book-reading workshop in a transitional home. Just as importantly, a major goal was to provide a service to parents that they found useful—namely, to provide parents with ideas on how to support their children, especially as research has found early reading success to be critical in the school success of children who are homeless (Herbers et al., 2012). Because parents I had worked with previously desired to learn more strategies about how to support their children in school (Crassas, Turner, & Codling, 2011), and because mainstream behaviors are still primarily privileged in schools (Edwards, 1992), I chose to focus on what I referred to as mainstream codes that I classified as being within the culture of power (Delpit, 2006). These codes included meaningful discussions during reading, viewing reading as entertainment rather than a set of skills to be learned, and positive interactions during reading (e.g., Sonnenschein & Munsterman, 2002).

Additionally, I focused on social cognitive theory, including self-efficacy and agency (Bandura, 1986, 2006), which I hypothesized would be influenced by the culture of power. I also attempted to be sensitive to power dynamics present in my interactions with the parents and in the workshop sessions.

I found that power dynamics were mediated highly by social interactions, and they shifted and changed depending on the social players as well as the context. Parents often exerted their power within the context of the workshop through sharing their success with supportive reading strategies or sharing their experiences with their children. They also increased this exertion of power as the workshop progressed and as they became more comfortable with me and with each other. They felt comfortable in giving each other advice as well as giving me advice. However, parents were sometimes submissive to power that others exerted, such as Lauren passively accepting the comments of one of the shelter volunteers. Though I cannot make any conclusions based on the evidence I obtained, I believe that building relationships factored in to how comfortable parents were in showing their power.

I also found that self-efficacy could change based on the context, even when examining the same skill—parents supporting their children as they developed as readers. Though a parent could be quite confident in supporting his or her child, this confidence could change based on the situation, affecting his or her self-efficacy. For example, changing life circumstances that left a parent with more limited time and more exhaustion could lower a parent's self-efficacy. Additionally, a parent could have high self-efficacy with one child, and low self-efficacy with another child. The qualitative evidence of self-efficacy in this study shows its situated nature.

In conducting the study and book-reading workshop, I found that parents' experiences within the workshop were similar to parents' experiences in other workshop settings that were not in homeless shelters or transitional homes. Parents and families placed great emphasis on reading with their children and supporting their children's development, and they expressed interest in the strategies learned at the workshop and used the strategies they found most helpful. Like other book-reading programs implemented within mainstream school settings (Cairney & Munsie, 1995; Edwards & Danridge, 2001), parents appreciated learning how to support their children and approached this task with enthusiasm throughout the workshop. Though I wondered if teaching primarily mainstream codes would at first make families uncomfortable, most of the parents already either practiced these mainstream codes or desired to practice them with their children. This practice was driven by parents' strong desire for their children to be successful in school, and all parents reported successful reading as being necessary for this success to happen. In this way, practicing mainstream codes was a practical decision for parents in order to best prepare their children. As Juchniewicz (2012) noted, these families seemed to "recognize the importance of 'codes of power' to rewrite their lives" (p. 513). For these particular families, these codes appeared to be a part of life and a necessary part of school that they did not think about or challenge. In practicing these codes, they felt they were supportive of their children.

Then again, my privileging of these mainstream codes may have eliminated a safe space for parents to share, or possibly, to even recognize the literacy practices they were already doing. Though the workshops consistently had space for parents to share their own ideas and practices, parents may have immediately identified reading with books

based on my framing on the workshop and even with the materials used within the workshop. Parents reported enjoying the time they spent with their children reading books, but opportunities to build on parents' current, non-traditional practices were lacking. If the workshop had more significantly focused on non-traditional practices along with mainstream practices, parents may have had the opportunity to also feel empowered through other natural literacy practices that they already employed.

Furthermore, though families reported reading regularly with their children or desiring to read more with their children, simply learning about mainstream supportive practices was not necessarily enough for this to regularly occur. Though most parents did report both an increase in the amount of time spent reading as well as an increase in their own or their children's enthusiasm for books, reading, and new words, they also had a number of obstacles that made this increase more challenging. These obstacles contributed both to their self-efficacy as well as their agency, and they included limited time, exhaustion, lack of reading skills, and inconsistent schedules due to the challenges of being homeless. However, to combat these obstacles, parents also had a number of positive factors that contributed positively to both their self-efficacy and agency. These factors included personal attributions, such as great effort and determination.

Additionally, these factors included positive support within the workshop, the support of their oldest children, enthusiasm from their children as well as others in the workshop, and for some, positive experiences in school, both their own and their children's.

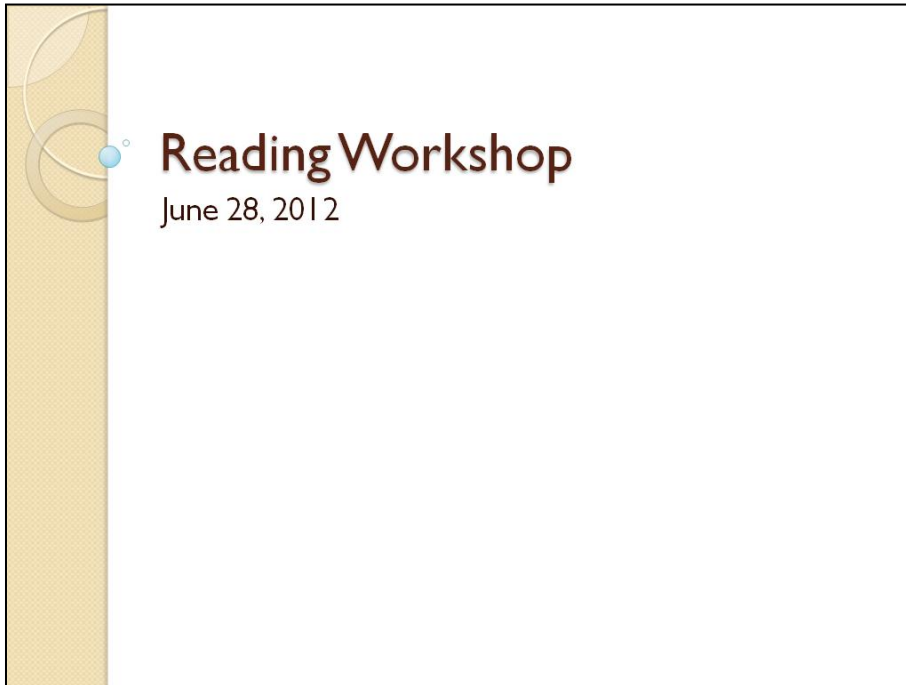
Though many of these factors are impossible to mitigate in the context of a simple book-reading workshop, the positive factors provided in and through the process of participating in the workshop with other parents allowed parents to more positively

support their children as readers. Though Haven Shelter may have been a unique transitional home setting, as it provided many supports to parents that other shelters and transitional homes do not, I find this more reason to continue this work in different shelters, while examining similarities and differences in parents' experiences, self-efficacy, and practices while participating in book-reading workshops.

APPENDICES

Appendix A: Example Workshop Session

Session 3 Materials



Reading with children this past week

- How did it go?
- When were the best times to read?
- Did you read anything good that others might like?
- How did it go with the WOW word, *stellar*? Or *eager* and *plethora*?

Quick Review

Importance of:

- Exposure to language and texts
- Parents and families as primary teachers
- Motivating reading situations
 - Child taking the lead!
- Child talk to practice and refine language

Main Goal of Reading: Comprehension

COMPREHENSION- understanding the meaning of a piece of text

While comprehension is our main goal, when learning to read, children often focus on **decoding**, or word-calling, but not on the meaning of the text.

What active readers do

- When we read something successfully, we are reading actively
- Active Reading Strategies:
 - Making Predictions
 - Making Connections
 - Asking Questions

Making Predictions

- Making an educated guess as to what might happen next
 - What do you think this story will be about?
 - What do you think is going to happen next?
 - What do you think _____ is going to do?

Making Connections

- Relating the story or information in the book to things we already have experience with
 - This reminds me of _____.
 - This character makes me think of _____.
 - Do you remember when we _____?
 - Tell me about a time when *you* felt surprised.

Asking Questions

- Ask questions about the story or the content of the text
- To encourage talk, ask **open-ended questions**
 - How do you think she feels? vs. Does she feel happy?
 - What would you do if you were Mater?
 - What is happening here?

Responding to child's responses

- We want to encourage them to talk and reason!
- Sustaining prompts—encouraging them to continue talking
 - Parent: What does the boy do when he goes outside?
 - Child: He goes on the swing.
 - Parent: Go on. OR What else does he do?
- Elaborating prompts—encouraging them to expand their thinking
 - Parent: What does the boy like to do when he goes outside?
 - Child: He likes to play.
 - Parent: What does he play? OR Why does he like to play?

Terrific By: Jon Agee

- As we read the book, think about how you might encourage your child to
 - Make Predictions
 - Make Connections
 - Ask Questions

as well as how to encourage them to talk and reason throughout the book!

Encouraging letter and word recognition

- As you read, you can point to the words as you read them or the pictures as you talk about them.
- You can also point out words or letters that your child might know.

Vocabulary- Why is it important?

- When we don't know what many of the words in a text mean, it's hard to understand the text or story.
- Having a wide vocabulary is extremely important to being a successful reader

Try this sentence...

- Other GPCRs on macrophages are already known to transduce signals for chemotaxis towards apoptotic cells that release fractalkine (CX3CL1) or the lipidchemo attractant lysophosphatidylcholine.

How can we help children build their vocabulary?

- Talking and explaining
 - meal-time conversations about the day
 - talking about what you are passing as you drive
 - talking as you do an everyday task, like giving your child a bath or making your bed
- Through reading
 - books, magazines, online sites, etc

When explaining a vocabulary word while reading...

- Have a brief conversation about the word and explain what it is
- Have your child say the word
- Make connections to the word in the book and/or your child's own experiences

Informational Books

- Informational books are motivating, and the sooner we expose them to children the better!
- You don't have to read the whole book. Informational books can take more time to read than storybooks.
 - You can find out the information that you want!
 - You can make use of the text features (ex. index, table of contents, bold words, headings) and point them out to your child.

Informational Books

- Set a **purpose** for reading. Think about what you might want to find out with your child. The table of contents and the pictures in the book may help you find a purpose. Keep that purpose in mind while reading and looking at the pictures.

Informational Books- Use the same strategies!

- **Making Predictions:**
 - What do you think we'll find out in this section?
- **Making Connections:**
 - Have you read or seen something about monkeys before?
 - Remember the show we watched about monkeys? What did it tell us?
- **Asking Questions:**
 - What do you think about this?
 - What's one cool thing we've learned in this section?
- **Explaining Vocabulary:**
 - Vegetation is all the plants in a specific place. Say vegetation!
 - There's a lot of vegetation in the park, with all of the flowers! Can you think of a place where there is lots of vegetation?

This week

- See what storybooks and informational books work for you and your children!
- Encourage active reading by making predictions, making connections, and asking open-ended questions
- Encourage building vocabulary by talking about the words in the books and making connections to them

WOW #1

beaming

If you are beaming, your face is showing how happy you are!

Michael was beaming after his mom told him how smart he was.

WOW #2

concur

If you concur with someone, you agree with them.

I concur with you that it is very loud in the cafeteria!



Concur

Do you concur that it is hot outside?

Do you concur that music is the best part of school?

Share your favorite food, favorite music, or favorite color with your mom or dad. See if they concur with you!

Appendix B: Reading Log

My name: _____

Day of the Week	Did I read today?	What did I read?
Thursday		
Friday		
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		

Word of the Week #1: beaming

Definition: If you are beaming, your face is showing how happy you are.

Example: Michael was beaming after his mom told him how smart he was.

Word of the Week #2: concur

Definition: When you concur with someone, you agree with them.

Example: I concur with you that it is very loud in the cafeteria!

Appendix C: Post-Workshop Parental Self-Efficacy Survey

Please rate the following statements:

1- Strongly Disagree; 2- Disagree; 3- Undecided; 4- Agree; 5- Strongly Agree

1. I think I can help my child become a better reader.	1	2	3	4	5
2. My child likes when I help him/her with reading	1	2	3	4	5
3. I read to my child more often than more parents.	1	2	3	4	5
4. I feel good while helping my child read.	1	2	3	4	5
5. My child listens to my suggestions for his or her reading	1	2	3	4	5
6. When it comes right down to it, parents really can't do much because most of a child's reading development depends on their teachers.	1	2	3	4	5
7. I feel comfortable while helping my child read.	1	2	3	4	5
8. As a parent, I am important in affecting my child's reading development.	1	2	3	4	5
9. If my child is having problems with reading, I am able to think of some ways to help my child.	1	2	3	4	5
10. My child's teachers/tutors think I am helpful in supporting my child's reading	1	2	3	4	5
11. I worry that I do not help my child with his/her reading enough because of the outside demands placed upon my time and energy.	1	2	3	4	5
12. When my child is struggling, I feel anxious when helping him/her.	1	2	3	4	5
13. Helping my child read is easier for me than for other parents.	1	2	3	4	5
14. I feel that I am more help to my child's reading than other parents are to their child's reading.	1	2	3	4	5
15. The traits that a child has when he or she is born are more powerful in helping them read than anything that a child's parents can do.	1	2	3	4	5

Appendix D: Institutional Review Board Informed Consent Form (Parent and Child)

<p>Project Title</p>	<p>Conducting a Book-Reading Workshop in a Transitional Home: Parental Experiences, Practices, and Self-Efficacy</p>
<p>Purpose of the Study</p>	<p>This research is being conducted by Dr. Peter Afflerbach and Maria Crassas at the University of Maryland, College Park. We are inviting you and your child to participate in this research project because you are enrolled in the book-reading workshop for parents and their children in Pre-Kindergarten and elementary school at *****. The purpose of this research project is to study how interactive book-reading workshop sessions affect parents’ beliefs in their abilities to help their children with reading as well as their supportive practices. Additionally, we are interested in parents’ experiences during these workshop sessions. This information will help researchers who study children’s at-home reading progress, and it will help us to plan stronger workshops for parents and children in the future.</p>
<p>Procedures</p>	<p>The procedures involve you and your child’s participation in 9 weekly interactive book reading workshop sessions (described below), which will take place at the ***** All enrolled parents and children may participate in these weekly workshop sessions without participating in the research. However, if you choose to participate in the research, your interactions during these workshops may be documented and audio-/video-recorded with your permission.</p> <p>Additionally, if you choose to participate in the research, the procedures involve a pre- and post-workshop meeting with the researcher, as well as two mid-workshop parent interviews, which are also described below.</p> <p>Pre-Workshop Meeting</p> <p>If you choose to participate in this research, before the 9 workshop sessions begin, you and your child will be asked to meet with one of the researchers for a session that will last</p>

for approximately 1-1.5 hours. This session will be scheduled at your convenience, and the interviews may be audio-recorded with your permission. The meeting will consist of the following activities:

1. **Parent Interview-** You will participate in an interview about your child as a reader and your role in supporting him or her. This interview will take approximately 45-60 minutes. Sample interview questions include: *Describe your child as a reader. What is your role in supporting your child's reading development? What are any concerns you have about supporting your child as a reader?*
2. **Parent Survey-** You will complete a survey that asks about your comfort in supporting your child's reading development, which will take approximately 10 minutes.
3. **Child Interview-** Your child will participate in an interview with the researcher that asks about their reading practices at home, at school, and with their parents. This interview will last approximately 15-20 minutes. Sample interview questions include: *Tell me about what you do when you read at home. Tell me about what you do when you read at school.*

Workshop Sessions

During the interactive book reading workshop, you and your child will attend the 9 sessions with other parents and children and learn about strategies that you can do while reading with your child to help their reading development.

Note: All parents and children who are participating in the workshop will participate in the group workshop sessions and individual workshop sessions. However, if you choose to participate in the research, your interactions in these sessions may be audio-recorded and/or video-recorded with your permission. Additionally, if you choose to participate in the research you will be asked to complete reading logs along with your child during the time of the workshop, recording the days that you read together throughout the week.

- **Group Workshop Sessions:** 7 of these sessions will include all enrolled parents and children and will last

for 1.5 hours. The first hour will be dedicated to parents discussing practices and strategies to make reading with their children more enjoyable and effective, and the last 30 minutes will include the children as they join the parents and practice these strategies.

- **Individual Workshop Session:** 2 of these sessions will include you and your child privately meeting with the researcher for 30-45 minutes.
 - o **Observation:** During these sessions, you will be asked to read with your child while the researcher observes. Following the reading, you will discuss the interactive reading with the researcher (30-45 minutes)

Two Mid-Workshop Parent Interviews: After the two individual workshop sessions, if you choose to participate in the research, the researcher will interview you about your experiences in the workshop and your reading practices with your child at home. (30-45 minutes) Sample interview questions include: *Describe your experiences with the book-reading workshop. Tell me about the practices you and your child have at home. Describe your confidence in supporting your child as a reader.*

Post-Workshop Meeting

Upon completion of the workshop, you and your child will have a follow-up meeting with the researcher, which will last for approximately 1-1.5 hours. This meeting will be scheduled at your convenience, and the interview may be audio-recorded with your permission. This follow-up meeting will consist of the following activities:

1. **Parent Interview:** You will participate in an interview about your child as a reader and your experiences in the book reading workshop (approximately 45-60 minutes). Sample questions include: *Describe your experiences with the book-reading workshop. Tell me about the practices you and your child have at home. What are any concerns you have about supporting your child as a reader?*
2. **Parent Survey:** You will also complete the same

	<p>survey as before beginning the book reading workshop, asking about your comfort in supporting your child’s reading (approximately 10 minutes).</p> <p>3. Child Interview: Your child will participate in an interview with the researcher that asks about their reading practices at home, at school, and with their parents. Additionally, the researcher will ask about their experiences at the workshop. This interview will last approximately 15-20 minutes. Sample interview questions include: <i>Tell me about what you do when you read at home. Tell me about what you do when you read at school. Tell me what you think would make the reading workshop better.</i></p> <p>You are encouraged to ask questions throughout the study, and you may withdraw yourself or your child from the study at any time without penalty.</p>
<p>Potential Risks and Discomforts</p>	<p>There may be some risks from participating in this research study. For example, some parents may experience anxiety or embarrassment when discussing their child’s reading performance. In addition, some parents may experience anxiety or embarrassment in discussing or identifying their role in their child’s reading performance or when reading with their child in front of others. Additionally, some children may experience anxiety or embarrassment when discussing their reading, or may feel anxious when reading in front of others. To negate some of this anxiety, we will make sure to try and make each parent and child feel comfortable. You and your child do not have to answer any questions that make you uncomfortable. We also emphasize that participants may help us understand how to make the parent workshop more beneficial for both children and parents.</p> <p>We encourage you to ask us any questions throughout the duration of the study. Also, the researchers may check with you throughout the study to make sure that your statements are interpreted as you intended them. You may withdraw from the study at any time without penalty.</p> <p>There is always the potential for the loss/breach of confidentiality. However, we will do everything possible to</p>

	protect your confidentiality.
Potential Benefits	<p>There are no direct benefits to participants in this study. Potential benefits to you include an opportunity to share your concerns about your child’s reading performance with an experienced reading specialist. Additionally, you may learn and practice helpful strategies to use with your child at home. We hope that, in the future, other people might benefit from this study through improved understanding of effective and engaging home literacy practices, especially those that include parents of Pre-Kindergarten and elementary readers.</p>
Confidentiality	<p>Any potential loss of confidentiality will be minimized by (1) storing all data in a locked file or password protected computer (2) assigning an identification number to each participant (3) ensuring that you and/or your child’s name will not appear on surveys or any other collected data (4) linking your survey with your identity only through the use of an identification key (5) only allowing the researchers to have access to the identification key (6) only allowing researchers to have access to all data (7) destroying all digital data and interview transcripts after five years.</p> <p>If we write a report or article about this research project, you and your child’s identity will be protected to the maximum extent possible. You or your child’s information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.</p> <p>This research project involves making audiotapes and/or videotapes of you and your child. The recordings will be used only by the researchers in order to review the interviews and observations related to the purposes of the research described above. The recordings will be accessible only to the researchers. They will be stored in the researcher’s locked office and will be destroyed after five years.</p> <p><input type="checkbox"/> I AGREE to be audiotaped/videotaped during my</p>

	<p>participation in this study.</p> <p>___ I DO NOT AGREE to be audiotaped/videotaped during my participation in this study.</p> <p>___ I AGREE to having my child audiotaped/videotaped during his/her participation in this study.</p> <p>___ I DO NOT AGREE to having my child audiotaped/videotaped during his/her participation in this study.</p>
<p>Medical Treatment</p>	<p>The University of Maryland does not provide any medical, hospitalization or other insurance for participants in this research study, nor will the University of Maryland provide any medical treatment or compensation for any injury sustained as a result of participation in this research study, except as required by law.</p>
<p>Right to Withdraw and Questions</p>	<p>You and your child’s participation in this research is completely voluntary. You and your child may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you and your child stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.</p> <p>If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigators:</p> <p>Peter Afflerbach: 2311 Benjamin Building, University of Maryland, College Park, Maryland 20742-1115; 301-405-3159; afflo@umd.edu</p> <p>Maria Crassas: 2311 Benjamin Building, University of Maryland, College Park, Maryland 20742-1115; 610-507-9689; melliker@gmail.com</p>

Participant Rights	<p>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</p> <p>University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 E-mail: irb@umd.edu Telephone: 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>	
Statement of Consent	<p>Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.</p> <p>If you agree to participate, please sign your name below.</p>	
Signature and Date	<p>NAME OF PARENT/GUARDIAN PARTICIPANT</p> <p>[Please Print]</p>	
	<p>SIGNATURE OF PARENT/GUARDIAN PARTICIPANT</p>	
	<p>NAME OF CHILD PARTICIPANT</p> <p>[Please Print]</p>	
	<p>SIGNATURE OF PARENT/GUARDIAN ON BEHALF OF CHILD</p>	
	<p>DATE</p>	

Appendix E: Institutional Review Board Informed Consent Form (Staff Members)

<p>Project Title</p>	<p>Conducting a Book-Reading Workshop in a Transitional Home: Parental Experiences, Practices, and Self-Efficacy</p>
<p>Purpose of the Study</p>	<p>This research is being conducted by Dr. Peter Afflerbach and Maria Crassas at the University of Maryland, College Park. We are inviting you to participate in this research project because you are a staff member at ***** who works with one or more of the parents and children enrolled in the interactive book-reading workshop. The purpose of this research project is to study how interactive book-reading workshop sessions affect parents’ beliefs in their abilities to help their children with reading as well as their supportive practices. Additionally, we are interested in parents’ experiences during these workshop sessions. This information will help researchers who study children’s at-home reading progress, and it will help us to plan stronger workshops for parents and children in the future.</p>
<p>Procedures</p>	<p>Documentation of informal meetings and conversations</p> <p>Over the course of the book-reading workshop, staff members are essential in the planning and implementation of the workshop. If you volunteer to participate in this study, we may document the information obtained from you during these informal planning meetings and conversations. Meetings and conversations will take place on an “as needed” basis and will be scheduled at your convenience. These informal meetings may be as short as 5 minutes or as long as 45 minutes, depending on the need. Potential information from these meetings may include staff members’ thoughts on appropriate workshop content for parents, parents’ responsiveness to other classes and workshops at the transitional home, and parents’ responsiveness to the book-reading workshop.</p> <p>Note: You may participate in these planning meetings and conversations without participating in the research study. In this case, the information obtained from you during these</p>

	<p>planning meetings will not be documented.</p> <p>Staff member semi-structured interview at conclusion of the workshop</p> <p>If you choose to participate in the study, you will meet privately with a researcher to participate in a semi-structured interview at the conclusion of the workshop. The purpose of this interview is to ask you about your perceptions on if and how the workshop had an impact on parent and child participants. Potential questions for the interview include: <i>What sorts of reading practices have you seen between parents and children since the workshop began? What do you think were strengths of the workshop? How could we make the workshop better?</i></p> <p>The interview will take place either in a room away from others at the transitional home, or at a public place of the participant's choosing. The semi-structured interview will last up to one hour.</p> <p>You are encouraged to ask questions throughout the study, and you may withdraw from the study at any time without penalty.</p>
<p>Potential Risks and Discomforts</p>	<p>There may be some risks from participating in this research study. For example, some participants may experience anxiety upon being interviewed. To negate some of this anxiety, we will make sure to try and make each participant feel comfortable. You do not have to answer any questions that make you uncomfortable. We also emphasize that participants may help us understand how to make the parent workshop more beneficial for both children and parents.</p> <p>We encourage you to ask us any questions throughout the duration of the study. Also, the researchers may check with you throughout the study to make sure that your statements are interpreted as you intended them. You may withdraw from the study at any time without penalty.</p> <p>There is always the potential for the loss/breach of confidentiality. However, we will do everything possible to</p>

	protect your confidentiality.
Potential Benefits	<p>There are no direct benefits to participants in this study. Potential benefits may include an opportunity for staff members to collaborate with an experienced reading specialist to provide additional support to parents in helping their children as readers. We hope that, in the future, other people might benefit from this study through improved understanding of effective and engaging literacy practices, especially those that include parents of young, elementary readers. We also hope that this study may inform future research in supporting families who are impoverished and/or living in transitional homes. We anticipate that the benefits of this study should outweigh the risks.</p>
Confidentiality	<p>Any potential loss of confidentiality will be minimized by (1) storing all data in a locked file or password protected computer (2) assigning an identification number to each participant (3) ensuring that your name does not appear on any collected data (4) linking your interview transcript and all other data sources with your identity only through the use of an identification key (5) only allowing the researchers to have access to the identification key (6) only allowing researchers to have access to all data (7) destroying all digital data and interview transcripts after five years.</p> <p>If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.</p> <p>This research project involves making audiotapes and/or videotapes of you. The recordings will be used only by the researchers in order to review the interviews and meetings related to the purposes of the research described above. The recordings will be accessible only to the researchers. They will be stored in the researcher's locked office and will be destroyed after five years.</p> <p>_____ I AGREE to be audiotaped/videotaped during my</p>

	<p>participation in this study.</p> <p>___ I DO NOT AGREE to be audiotaped/videotaped during my participation in this study.</p>
<p>Medical Treatment</p>	<p>The University of Maryland does not provide any medical, hospitalization or other insurance for participants in this research study, nor will the University of Maryland provide any medical treatment or compensation for any injury sustained as a result of participation in this research study, except as required by law.</p>
<p>Right to Withdraw and Questions</p>	<p>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.</p> <p>If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigators:</p> <p>Peter Afflerbach: 2311 Benjamin Building, University of Maryland, College Park, Maryland 20742-1115; 301-405-3159; afflo@umd.edu</p> <p>Maria Crassas: 2311 Benjamin Building, University of Maryland, College Park, Maryland 20742-1115; 610-507-9689; melliker@gmail.com</p>

<p>Participant Rights</p>	<p>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</p> <p>University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 E-mail: irb@umd.edu Telephone: 301-405-0678</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>	
<p>Statement of Consent</p>	<p>Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.</p> <p>If you agree to participate, please sign your name below.</p>	
<p>Signature and Date</p>	<p>NAME OF SUBJECT</p> <p>[Please Print]</p>	
	<p>SIGNATURE OF SUBJECT</p>	
	<p>DATE</p>	

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