

PRESCHOOL FOUNDATIONS OF LITERACY DEVELOPMENT

Susan Rvachew
 School of Communication Sciences and Disorders
 McGill University
 Centre for Research on Language, Mind and Brain

Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz

Literacy Levels Defined

- Level 1: Very poor literacy skills
- Level 2 : Capacity to deal with simple, clear material involving uncomplicated tasks
- Level 3: Adequate to cope with the demands of everyday life and work in an advanced society.
- Level 4/5: Can process complex information.

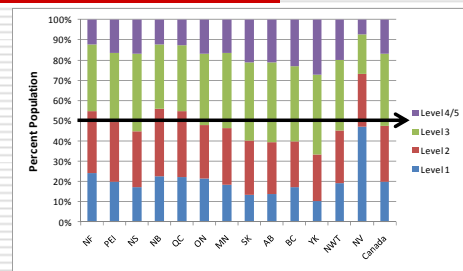
Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz

Literacy Levels: Examples (Health Literacy Questions)

- Level 1: Underline the sentence "Dosage may be given every 4 hours as needed but not more than 5 times daily".
- Level 2 : "How much syrup is recommended for a child who is 10 years old and weighs 50 pounds?"
- Level 3: "Imagine your child is 11 years old and weighs 85 pounds. According to the chart, how many 80 mg tablets can you administer to your child in a 24-hour period?"

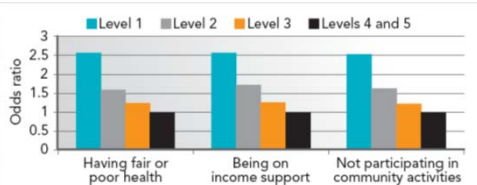
Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz

International Adult Literacy and Skills Survey



Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz

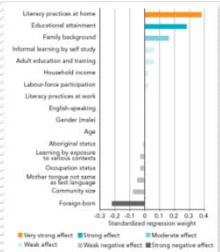
Outcomes by Health Literacy Level



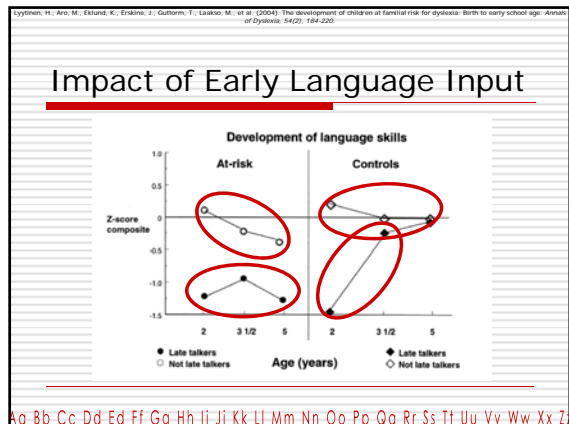
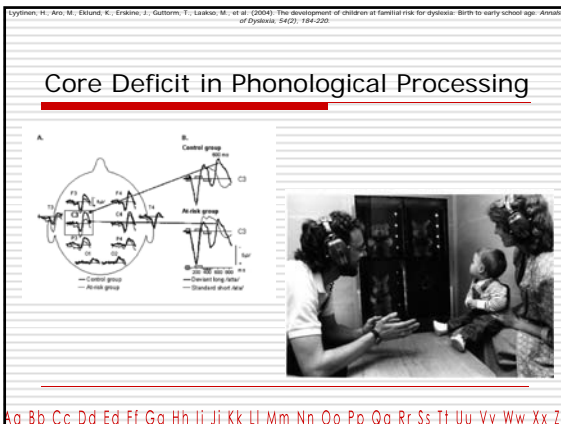
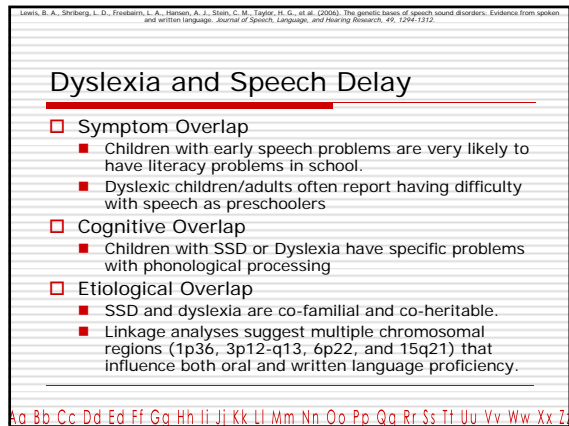
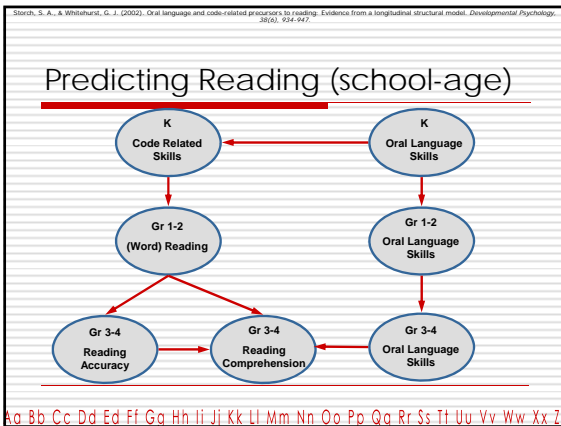
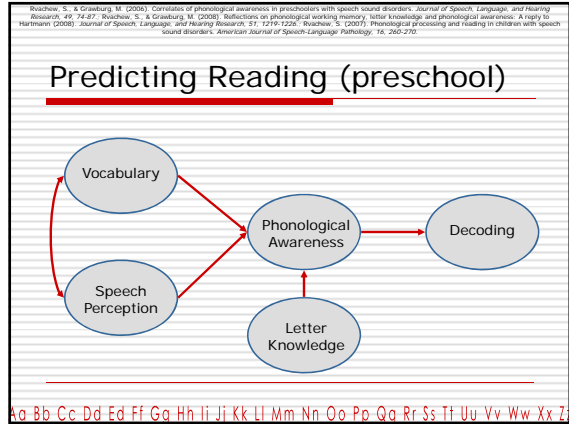
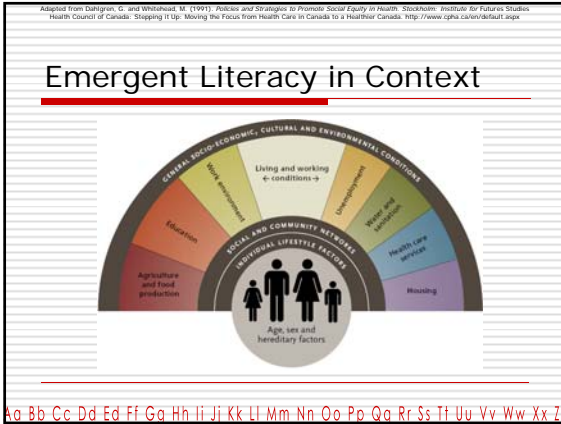
Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz

Determinants of Health Literacy

- Positive effect:
 - Daily reading
 - Educational attainment
- Negative effect
 - Foreign born



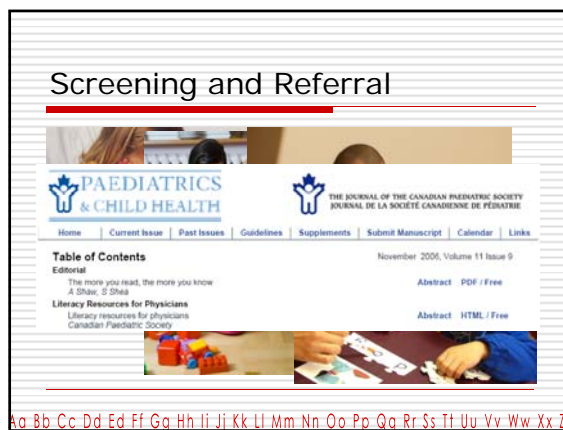
Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz



BJEC Day:Outline and Summary Slides
(Demonstration Slides Omitted)
November 10, 2009



- Long-term outcomes: speech-language delay at age 5**
- ❑ 5x more likely to have reading disability in 2nd grade
 - ❑ Boys 2 x more likely to have ADHD at age 12
 - ❑ Girls 10 x more likely to emotional disorder at age 12
 - ❑ Boys 2 x more likely to have been arrested by age 19
- Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz



Prescription to Read: What do children learn?

23 uppercase letters or more known 5 uppercase letters or less known

Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz

Dialogic Reading

The thing that you...
Hmm-hmm
Colander.

That you...
A colander.
when you're getting the water out, right?

Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz

BJEC Day: Outline and Summary Slides (Demonstration Slides Omitted) November 10, 2009

Peterson, C. B., Jesso, and A. McCabe. Encouraging narratives in preschoolers: an intervention study. *Journal of Child Language*, 1999, 26, p. 49-67.

Story Telling

→ 1. Were you playing with Dalton?	1. Yes.
→ 2. And Robert?	2. Yes, no. He pinched me.
→ 3. He pinched you? Why did he pinch you?	3. I don't know.
→ 4. What did you have for lunch today?	4. Sandwiches.
→ 5. No, I don't think so. That's not what your teacher told me. What did you have?	5. What did we have?
→ 6. See if you can remember. Do you remember what you had for lunch today, Matthew? Here, look at your shirt. See this? What was it?	6. I don't know.
→ 7. I think it was spaghetti. And did you eat all your sp- your lunch?	7. No.
→ 8. Why not? You always eats a good lunch. What did you do in circle time this morning?	8. Nothing.
→ 9. Nothing? Did you play a game? You didn't play any games.	9. Teacher didn't let, let us.
→ 10. She didn't let you? How come? Did she read to you?	10. Yes.
→ 11. That's good. Do you remember what the story was about, that she read to you?	11. She never read none.
→ 12. Do you remember about the dream you had last night?	

Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz

Peterson, C. B., Jesso, and A. McCabe. Encouraging narratives in preschoolers: an intervention study. *Journal of Child Language*, 1999, 26, p. 49-67.

Family Literacy Intervention

→ 1. What are you drawing?	1. It's a, it's a fallen down thing.
→ 2. A fallen down thing? What's a fallen down thing?	2. It's a monkey bars.
→ 3. Oh, monkey bars.	3. At the park.
→ 4. At the park. You were at the park today, weren't you?	4. With my cousin.
→ 5. With your cousin. Who's your cousin?	5. Gregory.
→ 6. Gregory. Do you like him a lot? Yeah. What did you do at the park?	6. Um, took our sneakers off.
→ 7. You took your sneakers off? What else?	7. Go over where all the sand is on. And I walked, and it's all sticky.
→ 8. It was all sticky, was it? On your toes.	8. And I slipped in the car.
→ 9. You stepped in the car?	9. With no shoes and I got sand in the car.
→ 10. You got sand in my car? Ooh.	10. Dirty, Mom.
→ 11. Yeah. What else did you do at the park?	11. Um, I didn't get on monkey bars.
→ 12. No. I think the monkey bars are too big for you.	12. I got on them before. Klumber?
→ 13. No.	13. With, down there, you know. You know, the lady, Judy.
→ 14. Oh, yeah, Judy. You were down with her, were you? What did you do then?	14. I get on the monkey bars.
→ 15. She let you on the monkey bars?	15. Yeah. You do, member.
→ 16. I didn't go with you, so I didn't know what you did. What else did you do?	16. Um, goed on the slide, and ... she gave me an underduck.
→ 17. She what? She gave you an underduck? Holy cow.	17. Holy catfish.

Aa Bb Cc Dd Ed Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz

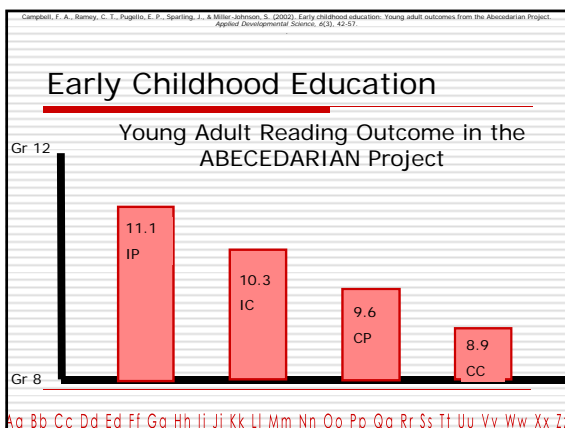
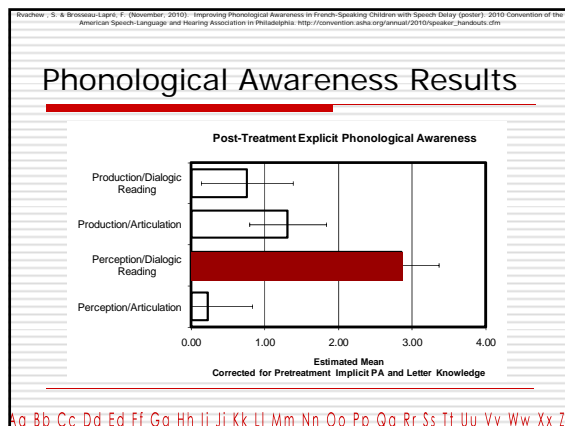
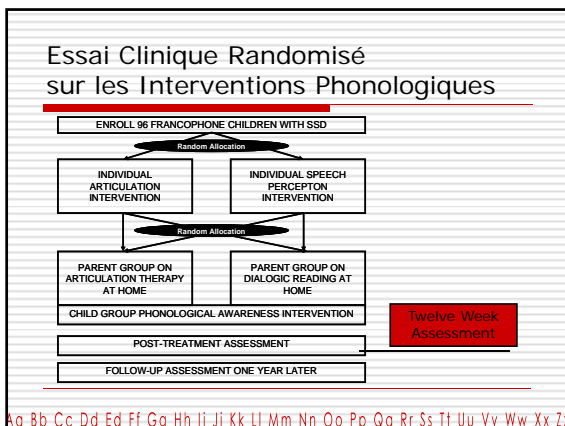


Figure 1: The classroom before installation of sound absorbent panels. **AVERAGE 76 dB PEAK 96 dB**

Figure 2: The classroom after installation of sound absorbent panels. **IMPROVEMENTS IN: Emergent Literacy, Teacher rating of language skills, Helplessness/persistence**

FIGURE 1. The classroom before installation of sound absorbent panels.

FIGURE 2. The classroom after installation of sound absorbent panels.



Key Messages


- Low literacy is a health problem
- Preschool foundations of literacy:
 - Phonological processing
 - Oral language
- Teach parents specific skills at the right time
- Incorporate phonological awareness into speech-language therapy for preschoolers

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Zz

Acknowledgments

- Centre for Research on Mind, Language, and Brain 

- Social Sciences and Humanities Research Council  Social Sciences and Humanities Research Council of Canada Conseil de recherches en sciences humaines du Canada

- Canadian Language and Literacy Research Network 

- Natural Science and Engineering Research Council  Natural Sciences and Engineering Research Council of Canada Conseil de recherches en sciences naturelles et en génie du Canada