

# The Impact of Parental Reading Behaviors on Early Literacy in Children with Cochlear Implants

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## Introduction

- Many children with CIs experience reading and spoken language delays<sup>1</sup>
- CI use improves access to spoken language → may improve reading outcomes<sup>2</sup>
- **Do home reading behaviors also promote children's literacy?**

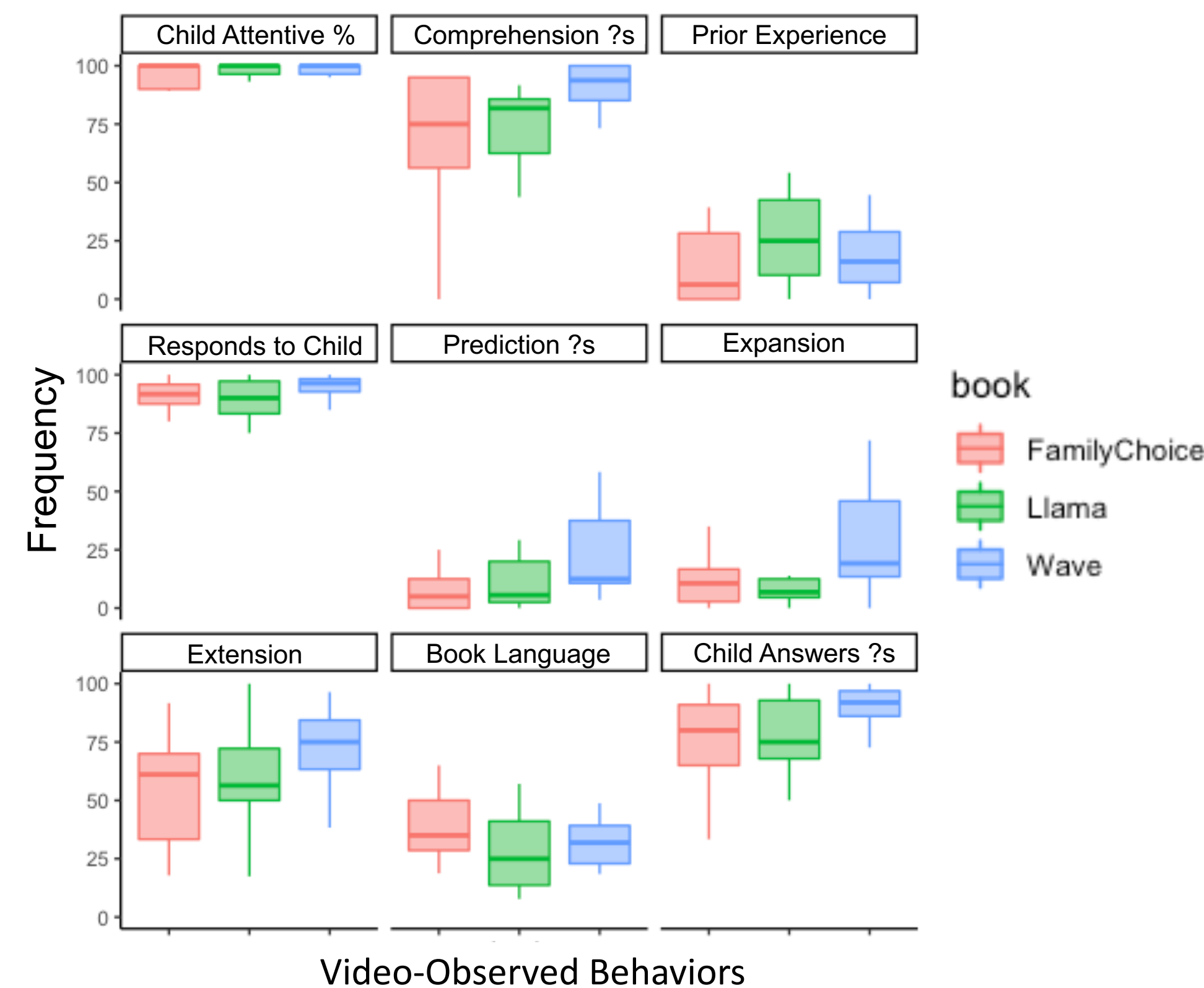
## Methods

- 18 children (38—102 mo; M: 64 mo)
- Assessments:
  - Demographics survey
  - Home reading behaviors survey
  - Language: OWLS (Oral Language Composite score)
  - Reading: The Test of Early Reading Ability-3 (TERA-3); reading quotient (RQ) score
- Video-recorded home reading sessions
- Caregivers read 3 books to child
  - Llama Llama Mad at Mama
  - The Wave (wordless)
  - Family Choice book
- Recordings annotated for 9 reading behaviors
  - Parent: redirection when child off-task, comprehension questions, connection of book content to prior experience, prediction questions, book language, expansion, extension
  - Child: attentiveness, response to questions from parent

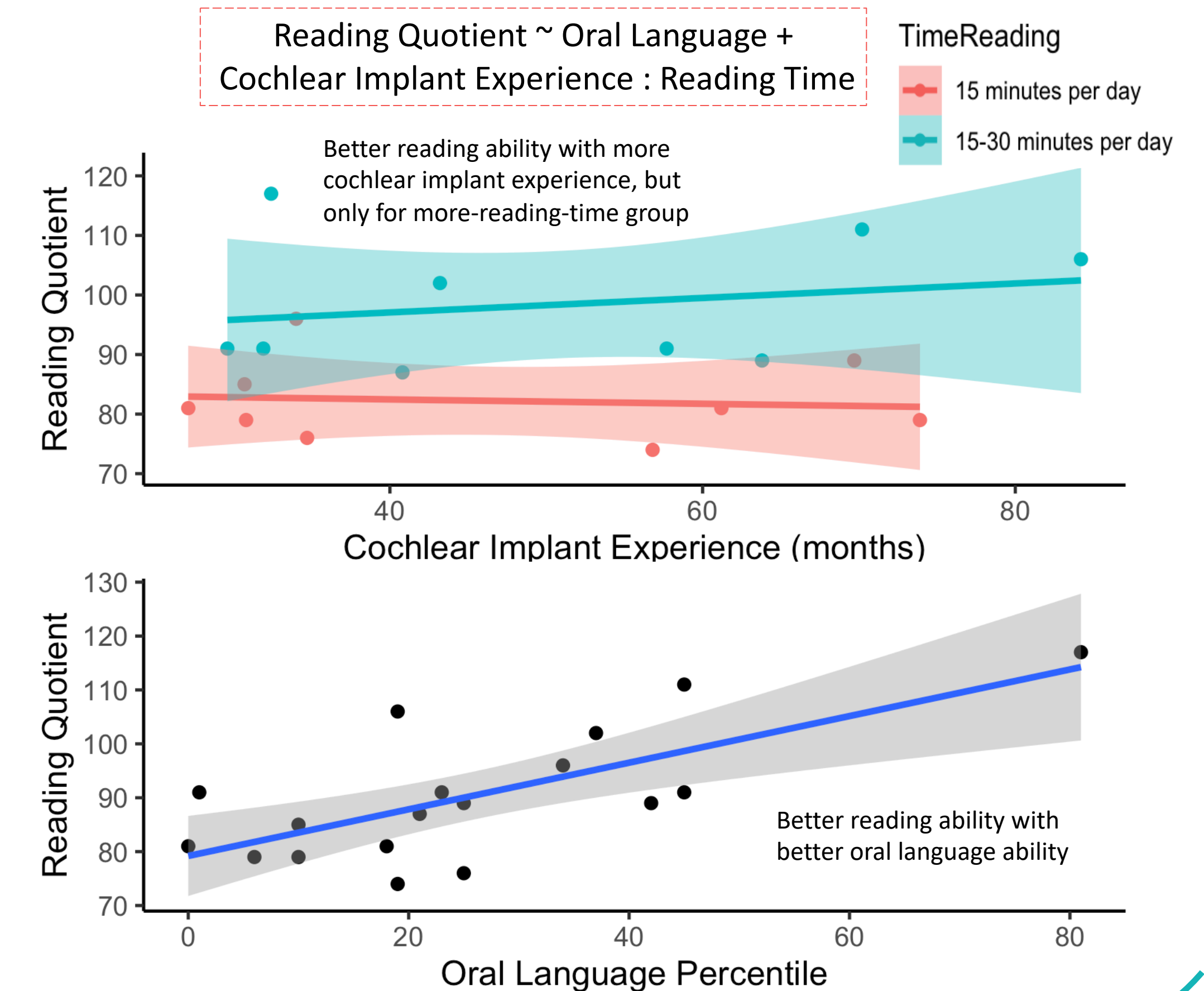


## Results

- Parents regularly use strategies to encourage child literacy
- But no correlations between reading behaviors and outcomes



- Reading outcomes *best* explained by **oral language ability** and interaction between **time spent reading with child / cochlear implant experience** (Adj-R<sup>2</sup> = .72, p = .0003\*\*\*)



## Conclusions

- We did not find links between specific parental reading behaviors and reading outcomes
- However, our small dataset may mask smaller effect sizes
- *How much* parents read predicted higher reading ability over and above *how* parents read,
  - In the 15-30 minute group, all children with CIs within normal range for reading outcomes
  - Suggests that parents don't have to be expert storytellers to aid children's literacy
  - With adequate reading time, reading ability seems to improve with more CI experience → importance of early intervention!

**Impact: Children who are read to more have higher reading scores.**

References: 1. Boothroyd & Boothroyd, 2002; 2. Geers, 2003

See also: Ceh et al., 2003; Desjardin 2011

Acknowledgements: Thank you to all the families and to our collaborators, Drs. Jean DesJardin & Rick Ostrander

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