



The Home Literacy Environment for Children at Family Risk of Dyslexia

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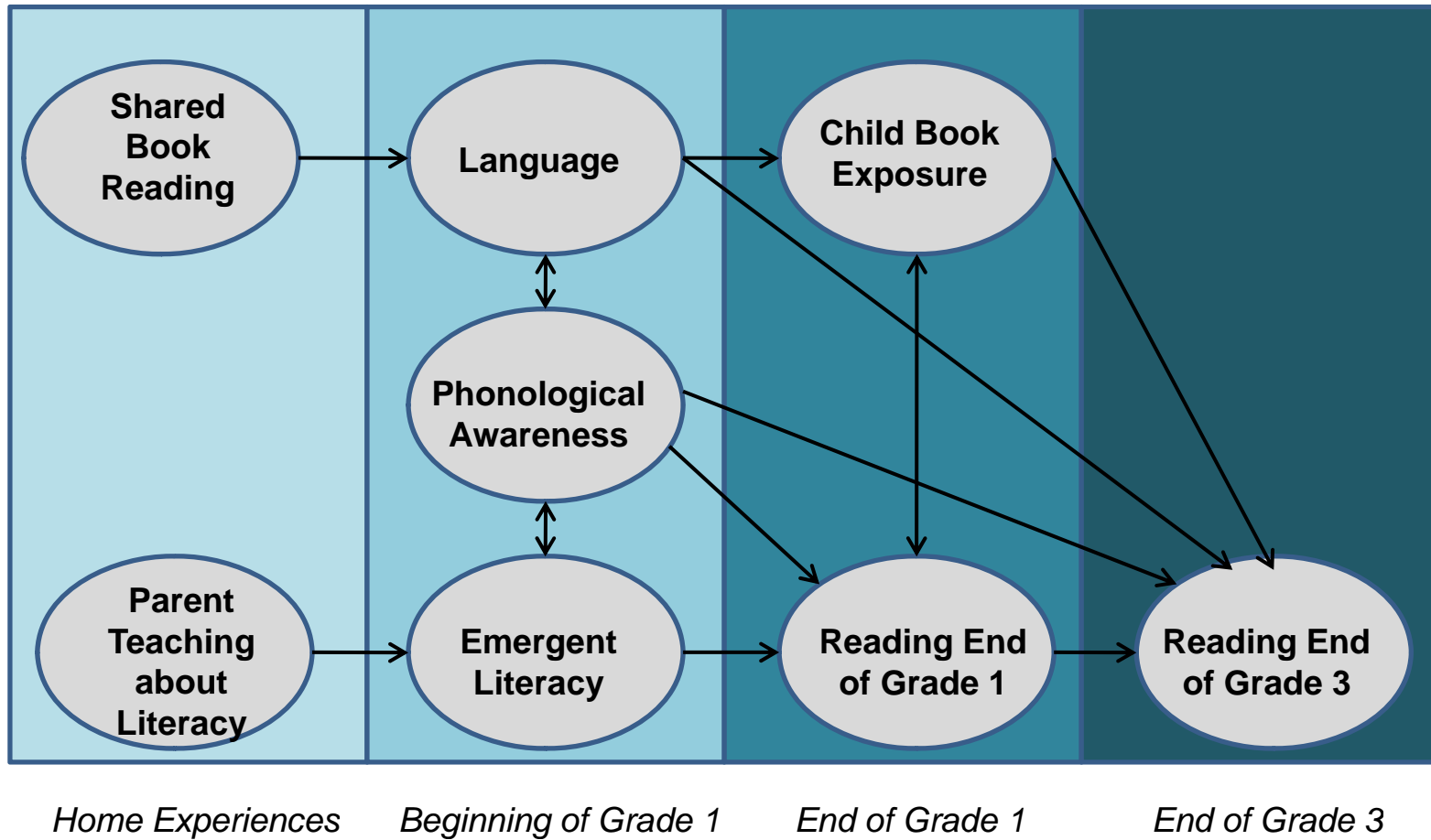
Overview

- The Home Literacy Environment (HLE) in typical reading development.
- Questionnaire study: factor analysis.
- Child Title/Author Recognition Checklists – validation of questionnaire.
- HLE variables as predictors of FR and TD children's concurrent receptive language, pre-literacy skills and phonological awareness.

What is the Home Literacy Environment?

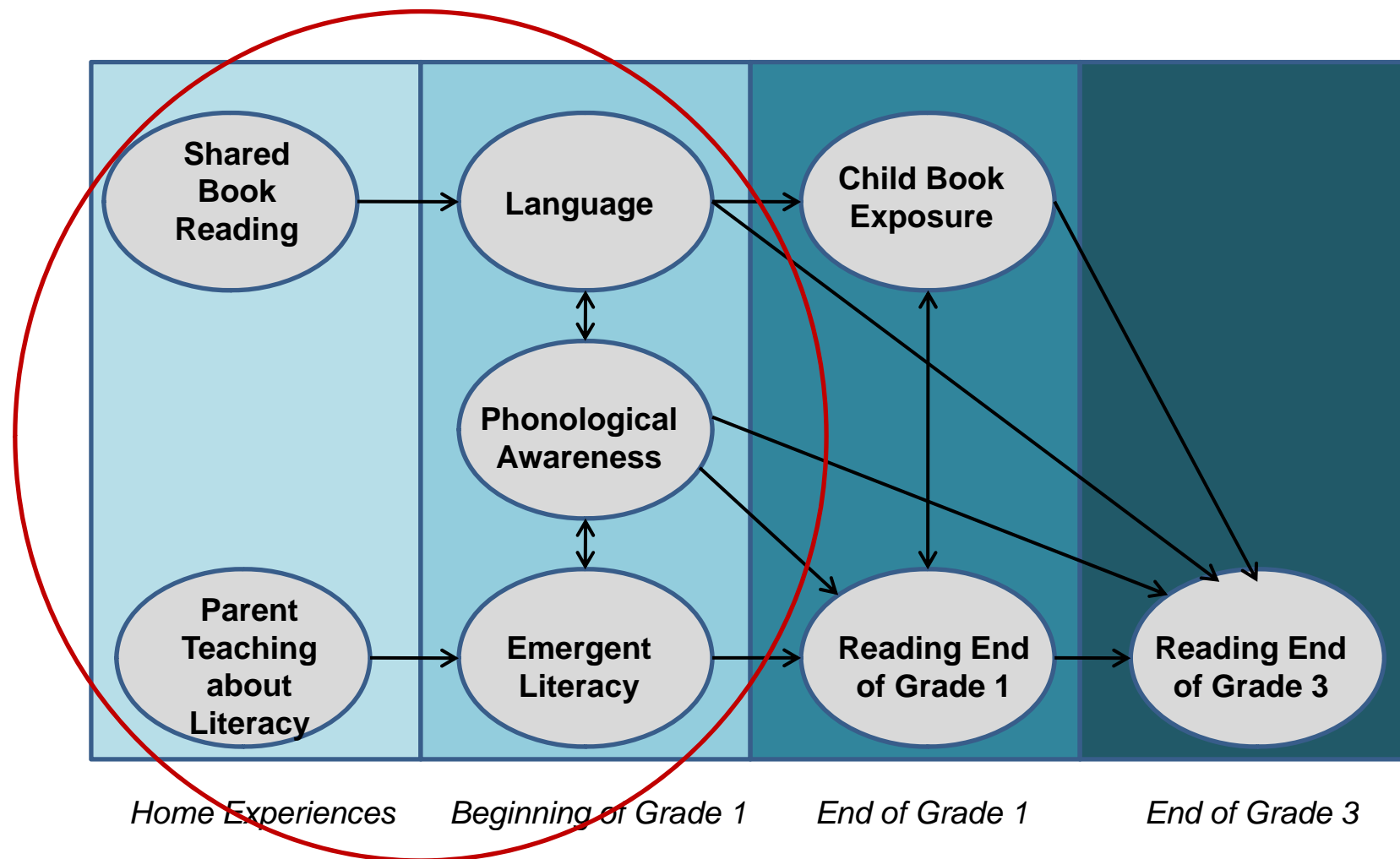
- Parent-child reading/writing interactions;
- Child observing parents modelling literate behaviours;
- Access to literacy resources;
- Parental beliefs about literacy;
- Motivational factors, e.g. child's willingness to explore print independently.

HLE in Typical Reading Development



Adapted from Sénéchal & LeFevre (2002)

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The Wellcome Language and Reading Project



- 5-year longitudinal study investigating the relationship between language and literacy development.
- Sub-sample of 91 FR and 91 TD children, tested between 4 and 5 years.
- HLE questionnaire and checklists of titles / authors of children's storybooks administered to parents.
- Children assessed on a range of language, pre-literacy and related cognitive measures.

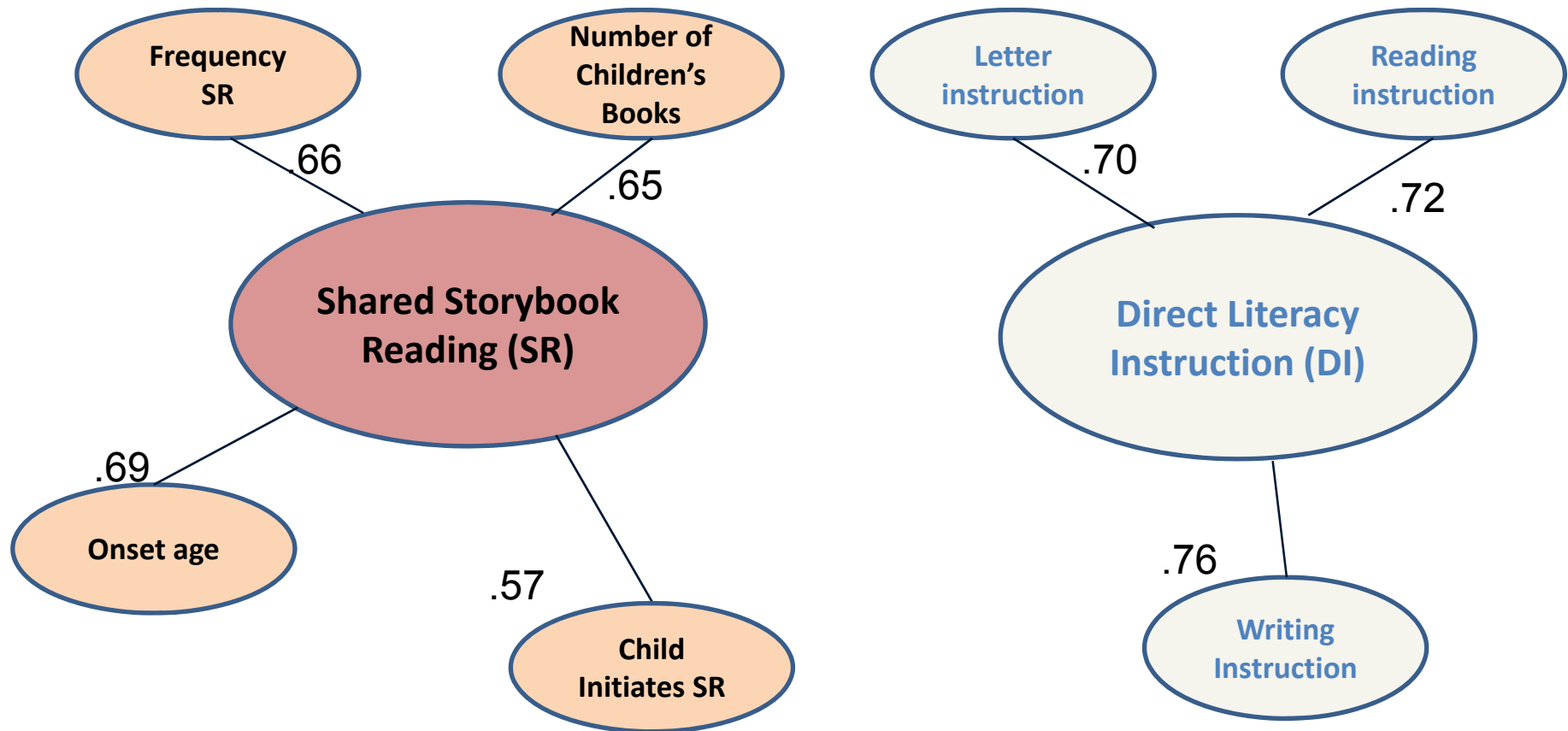
Hypotheses

- Shared storybook reading will predict variance in oral language measures, whereas direct literacy instruction will predict variance in pre-literacy skills.
- HLE will be only indirectly related to children's phonological awareness, via oral language and pre-literacy skills.
- HLE factors will show stronger associations with outcome measures in FR than TD children (Torppa et al., 2007)

Sample Descriptives

	TD group	FR group
N	91	91
Age (months)	56	57
Gender (% boys)	54%	58%
Started School? **	54%	71%
WPPSI Block Design (SS) ***	115	103
Maternal Education Level (median)	5 (honours degree)	5 (honours degree)

HLE Questionnaire: Factor Analysis

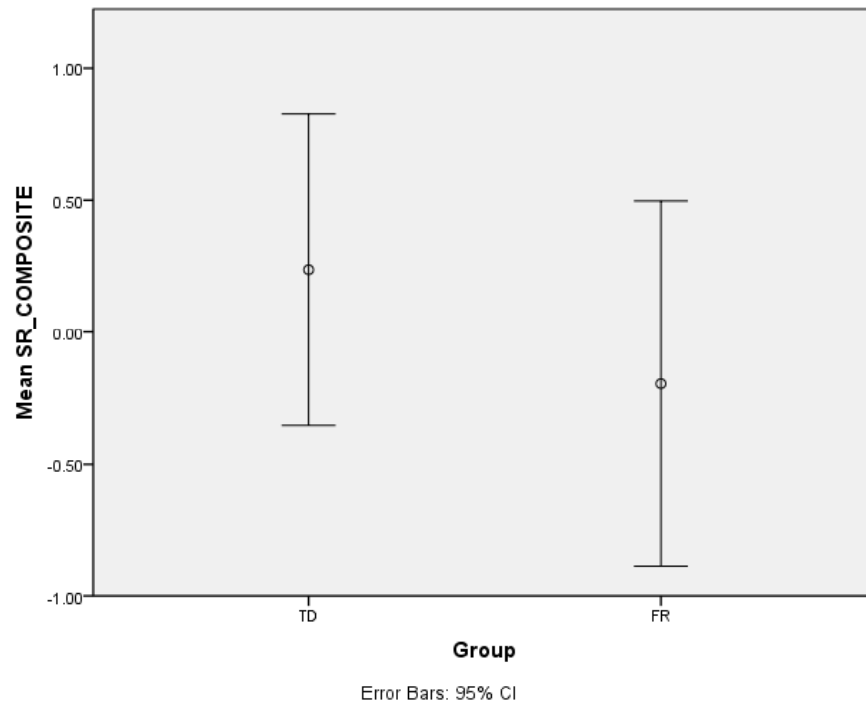


Title/ Author Recognition Checklists

(Stanovich & West, 1989)

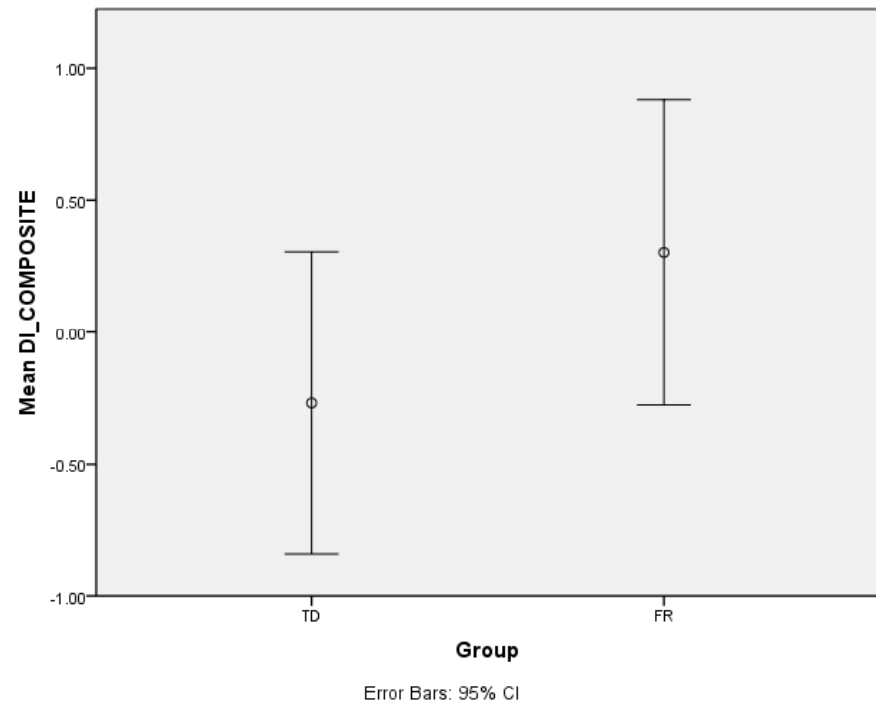
- Child Title Recognition Checklist: List of 30 titles of children's storybooks + 30 foils
- Child Author Recognition Checklist: List of 40 authors of children's storybooks + 40 foils
 - Score = no of correct titles/ authors identified – no. of foils
 - Summed over two lists
- Correlates with Shared Reading composite ($r=.46^{***}$)
- Adult Author Recognition Checklist – measure of parents' book exposure.

Group Differences in HLE



Shared Reading

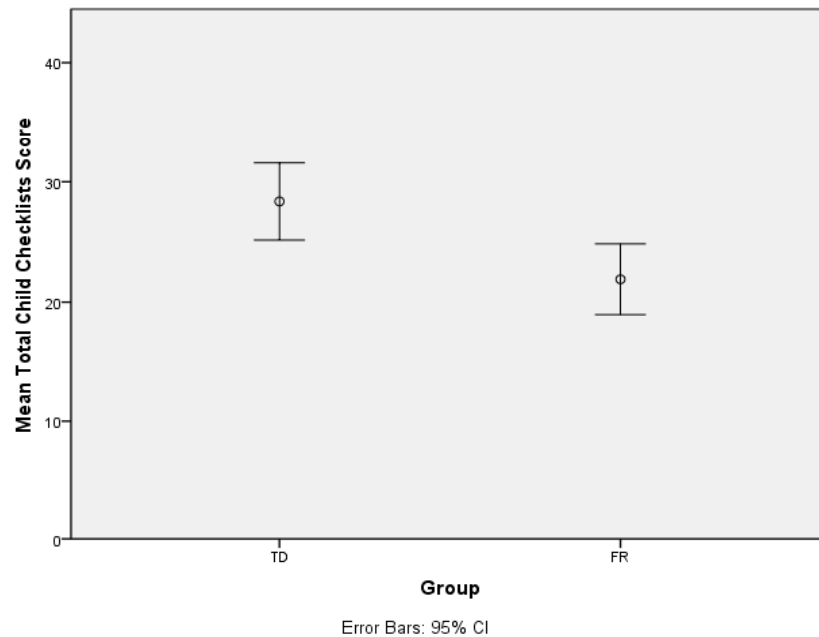
$t(180) = 0.95, p=ns$



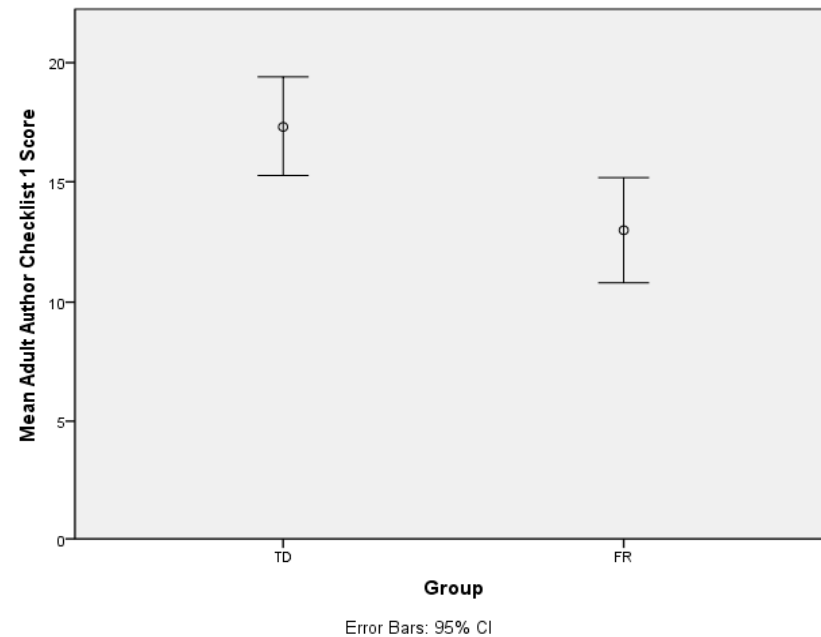
Direct Instruction

$t(180) = 1.39, p=ns$

Group Differences in HLE

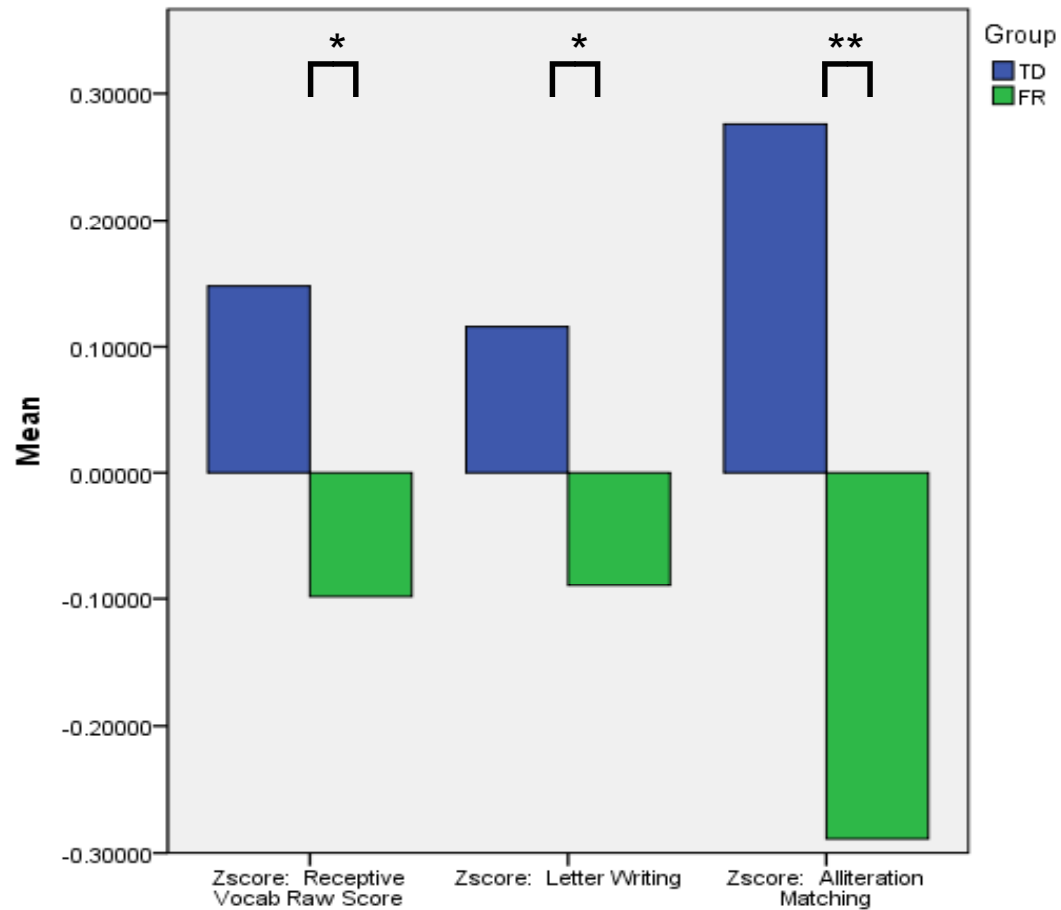


Child Title/Author Recognition
Checklists: $t(177) = 2.95, p < .005$



Adult Author Recognition
Checklists: $t(177) = 2.87, p = .005$

Child outcomes



HLE Predictors of Receptive Vocabulary

Step	FR		TD	
	R ² change	<i>p</i>	R ² change	<i>p</i>
1. Age, NVIQ	11%	<.01	5%	ns
2. Storybook Exposure	6%	<.05	8%	<.05
3. Adult Book Exposure	0%	ns	8%	<.01

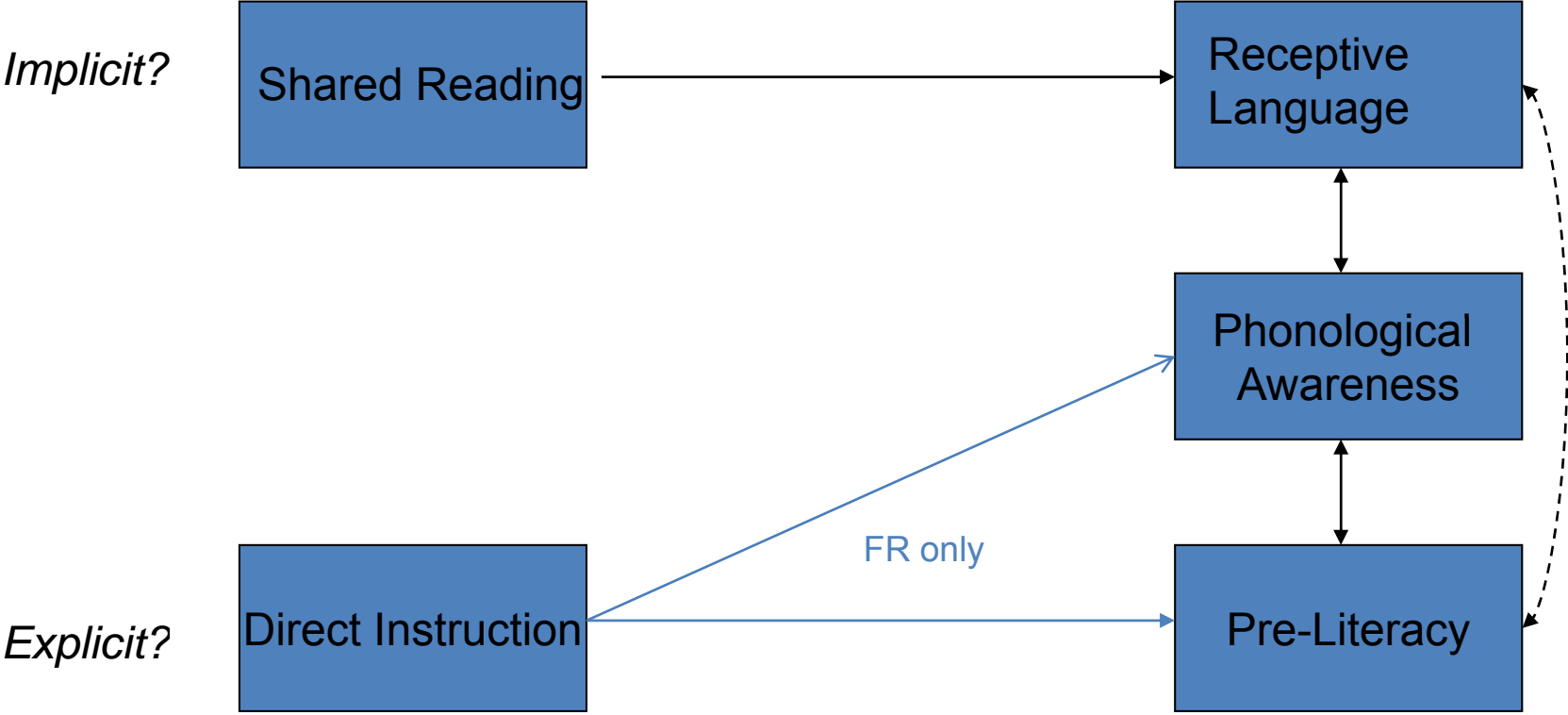
HLE Predictors of Pre-Literacy Skills

Step	FR		TD	
	R ² change	<i>p</i>	R ² change	<i>p</i>
1. Age,NVIQ,	31%	<.001	21%	<.001
2. Direct Instruction composite	4%	<.05	3%	.07

HLE Predictors of Phonological Awareness

Step	FR		TD	
	R ² change	<i>p</i>	R ² change	<i>p</i>
1. Age, NVIQ,	8%	<.01	3%	ns
2. Direct Instruction composite	6%	<.05	0%	ns

HLE effects on child outcomes



Summary

- Storybook Exposure and Direct Literacy Instruction emerge as discrete components of the Home Literacy Environment.
- The families of preschool FR and TD children provide similar literacy environments for their children.
- HLE effects on child outcomes are modest but consistent.
- Storybook exposure at school entry age predicts children's receptive language.
- Direct literacy instruction predicts FR children's letter sound knowledge and phonological awareness.
- FR children benefit from explicit teaching in phonological skills that TD children learn implicitly.

Thank you to...

- Maggie Snowling, Emma Hayiou-Thomas, Charles Hulme, Hannah Nash, Debbie Gooch, Fiona Duff, Ruth Leavett and Katy Grainger.
- All of the children and parents participating in the Wellcome project.

