

Mom, shall I read to you?

Parental Involvement in Reading in the First, Second, and Third Grade

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Research Question

Is the Parental Involvement Module of *Success for All*-the Netherlands useful and effective with respect to enhancing parental involvement in reading in the first, second, and third Grade?

Keywords

Reading, Parental Involvement, School success, First/second/third Grade, Success for All.

Background

In the past decades, the understanding that parental involvement is a key concept in children's educational success has made ground. Especially home-based parental literacy involvement has the potential to significantly enhance children's reading proficiency (Desforges & Abouchar, 2003). *Success for all* (SfA) is a language intervention program that propagates an active use of language from the onset, co-operative learning, and a partnership between educators and partners. The aim of the Parental Involvement Module of SfA is to enhance parental involvement in reading through three recurring steps: 1) involving the parents, 2) informing them, and 3) empowering them. These steps include material as well as emotional support.



Summary of Methods

The research consists of five steps, each represented in a study. Research group: first, second, and third Grade classes of six Dutch SfA-schools.

Step 1: A Systematic Review on parental involvement in reading (submitted);

Step 2: Interviews with educators on the implementation of the SfA-module (current course of action);

Step 3: Interviews with educators, parents, and children on success- and risk factors of the SfA-module (due June 2018);

Step 4: Longitudinal questionnaire-survey on parental home-based literacy involvement (data already collected);

Step 5: Investigation of the relation between parental involvement and children's reading proficiency (data already collected).



Summary of Results (Step 1)

During home-based literacy involvement, parents should focus on comprehension and technical reading skills in a positive manner while preserving the autonomy of the child, thus providing an appropriate atmosphere for scaffolding, all the while modeling a positive attitude toward literacy. It requires a large amount of time and skills by educators to unlock this desired parental behavior, but if both parties are willing, it is possible.

Conclusions (Step 1)

- The co-operation between schools and parents requires a large amount of willingness, dedication, and commitment of both parties.
- Both spontaneously initiated parental home-based involvement and school-initiated parental involvement has the potential to benefit children's reading skills.

Take-home messages (Step 1)

1. Parental home-based literacy involvement has the potential to significantly influence children's reading proficiency.
2. When it comes to enhancing the quality and quantity of parental (literacy) involvement, the primacy is placed on educators, for they are the professionals.



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