

What Do *Every Child Ready to Read* Workshop Participants Have to Say?

Initial Findings:

- After workshops, parents in all three age groups made very significant gains in their frequency of sharing books with their children.
- Parents found sharing books more enjoyable with their children and themselves when they used the techniques for sharing books suggested in the workshop.
- Community partners recognized that the Library's *Every Child Ready to Read* program added value to their own programs by bringing research on brain development and early literacy.

Effects on Parents:

In workshop follow-up comments, parents described how they changed:

- Talk to their babies differently
 - Increased talking, more expression and singing
 - "I have increased talking to him. You know, we like bond. You know every time you talk to your child they kind of like smile. There's a bond there."
 - "I use more expression when I talk to him and read to him."
 - "Interact more with songs. Used to just sing, but now does the motions (example: Itsy-Bitsy Spider)."
- Broadened conversations:
 - "I talk to him all the time. When we're going outside I'll say, 'What is that? Do you hear the bird?' He's only four months, so he just looks and smiles."
- More conscious of making reading "fun and enjoyable."
 - "I am not so harsh with her about her pronunciation of words. I am not so ready to pounce on her."
- Changed the way they share books, from simply reading the words to incorporating looking at and talking about the pictures
 - "It feels pretty natural to talk about the pictures. It was good to hear about the research, so now I'm more definite in picture sharing."
 - "I try to get him more interactive with the book, like to anticipate what's on the next page. He thinks it's more fun since he's more a participant."
 - "When I asked a question she would lose interest in the book, so I just follow her lead. She asks questions and now I don't interrupt her because I know it's important. I used to want to get on with reading the story."
- Used new knowledge related to letters
 - Introduced letters more frequently
 - "We have a longer drive now, so we play 'I Spy' looking for numbers and letters. That was one of your suggestions so that is something we are doing. I really appreciate it because usually I am driving and she was back there."
 - "We play the word game 'fast and slow' with the pictures you gave us. We find new pictures too. Sylvia thinks it's fun."

Effects on Child Care Providers:

In workshop follow-up comments child care providers described how they changed:

- Differences? Actually, yes, I think I have a better approach with the younger kids, have less expectation of what they can sit through, and how they will do during stories so there is less stress. I have passed on information to my parents."
- "I am using books more with the kids. I am singing books with them. I encourage more talking about the books and the pictures."
- They learned new strategies for helping children build vocabulary: "We're reading higher level books with big words. It's fun when the kids use them correctly back to you."
- "We had teachers, childcare providers, school administrators, social workers, and parents, each of whom had their own particular strengths, reported Jane Withrich, Director of Everybody Reads (Allen County, IN). "But no one had the same set of research as the library. Right away, that put them in the forefront, exceeding even the college professors. They knew the intricate details of developmental literacy training."
- "Caregivers knew reading was important, but they were not aware just how important. They didn't have methods to share books. They learned an awful lot and had opportunities to practice."
(Montgomery County, MD, Family Services Agency)