

Introduction

Home Literacy Environment (HLE)

- The HLE contributes significantly to a child's literacy and language skills (Lehrl et al., 2020; Sénéchal & LeFevre, 2014; Silinskas et al., 2020; Girard et al. 2021).
- Cunningham & Stanovich created and validated title and author recognition checklists for adults and older children as measures of reading frequency (1991)
- Sénéchal et al. (1996) created and validated similar title and author checklists for parents to complete on behalf of their preschool to kindergarten-aged students.

There is a need for an updated instrument that targets children ages 6-8 with literature familiar to and representative of diverse families in the United States. We designed checklists to be completed by parents to assess their recognition of children's books and authors, as a measure of the HLE. **This poster will share the rationale, methods, and initial pilot data related to the checklists' development. Our long-term goal is to develop and share a tool which may be useful for other researchers and clinicians.**

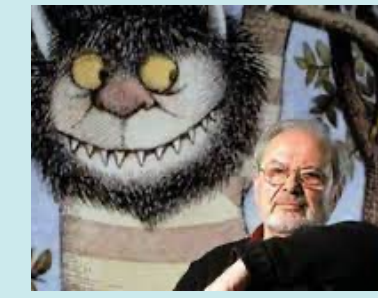
Methods

Composition of the Checklists

- Two checklists were developed consisting of real book titles and authors with foils randomly interspersed. REDCap was used for secure web-based administration.
- Each checklist includes 84 options (1/2 real items, 1/2 foils)
- Foils were used to detect guesses and ensure participants didn't check items without consideration
- Study authors generated the foil title and author names, and Internet searches confirmed they were not the name of a real children's book or author.
- Only books and authors appropriate for ages 6-8 were selected (e.g., The Very Hungry Caterpillar by Eric Carle was excluded due to being targeted to ages 3-5).
- Books and authors were sourced from Publisher's Weekly list of bestselling children's books, Newbery/Caldecott lists, recent sales lists, a recommendation list from the New York Public Library, and recommendations from Maya's Book Nook.
- We aimed to design checklists such that 1/3 of the real items were highly familiar, 1/3 were moderately familiar, and 1/3 were of low familiarity to parents.** We also ensured 4 books within every level were early chapter books, as these are particularly appropriate, and important, to read with ages 6-8.

Selection of Real Books to Include on the Checklist: Familiarity Decisions During Checklist Design

Maurice Sendak



Criteria we used to determine whether a book was of **high familiarity**:

- are present on the all-time bestselling list and across multiple lists consulted (e.g., Judy Blume) OR
- are present on the all-time bestselling list and have works that have been adapted for film or television (e.g. Laura Ingalls Wilder) OR
- are minority authors and have a) obtained multiple awards, b) written multiple best sellers, or c) been included across multiple lists consulted

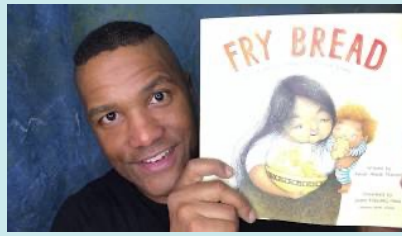
Julia Donaldson



Criteria we used to determine whether a book was of **moderate familiarity**:

- present either on the all-time bestselling list (e.g., Marc Brown) OR
- across multiple lists consulted (e.g., Jacqueline Woodson)

Kevin Noble Maillard



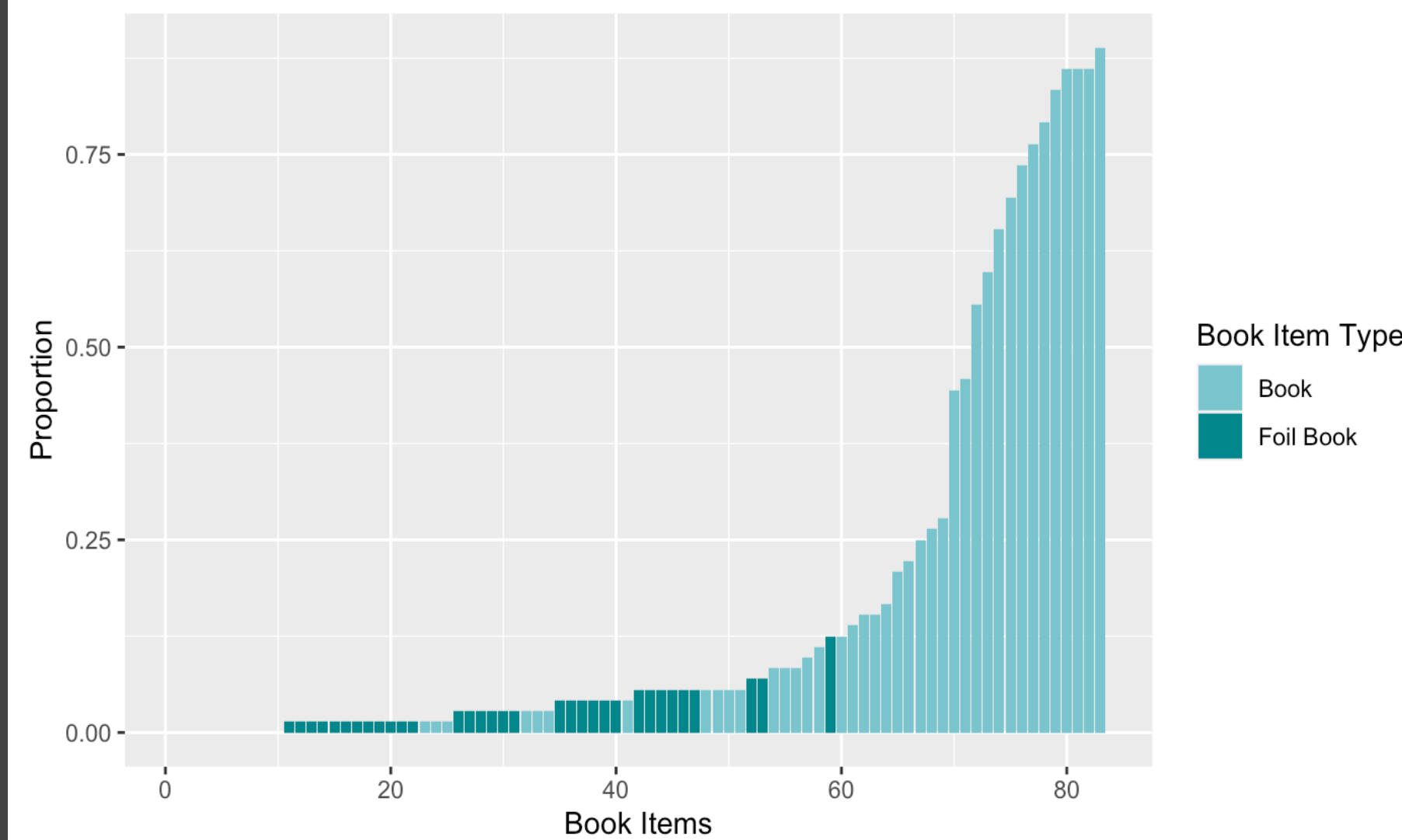
Criteria we used to determine whether a book was of **low familiarity**:

- present on only one list consulted (e.g., Brian Floca)
- if the author was from a recent seller or all-time bestselling list, they only had one book on the list.

Results

- To obtain information on the functioning of individual items, we piloted these checklists with a sample of caregivers of children aged 6-11 years. We included 72 caregivers who returned checklists with at least 1 item checked. Caregivers reported the race/ethnicity of their children (1% American Indian/Alaskan Native, 4% Asian, 7% Black/African American, 6% Multiracial, and 79% white).

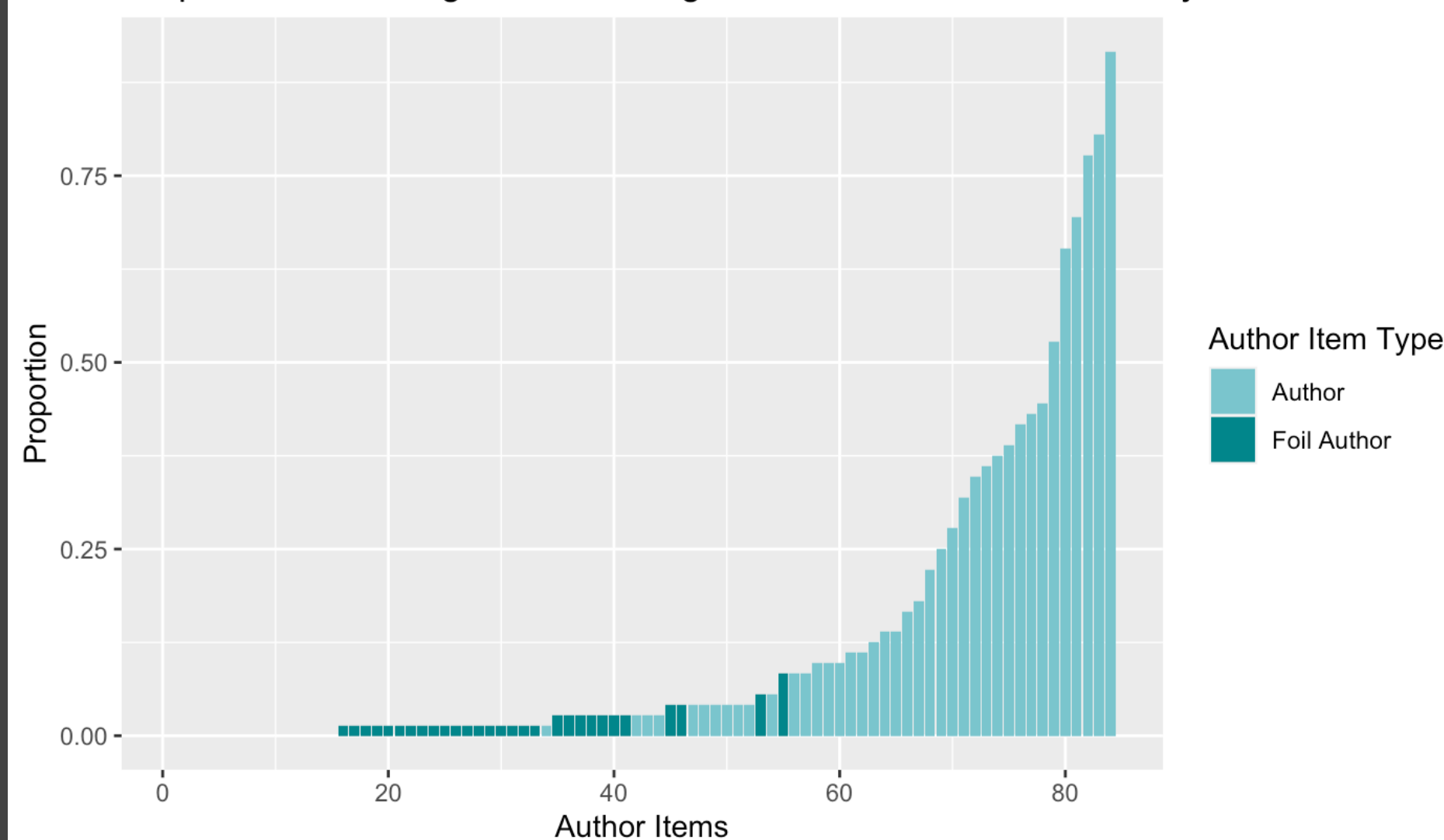
Proportions of Caregivers Selecting Book Items as Books They Know



1 real book, 9 book foils, 2 real authors, and 13 author foils were not selected as real by any caregivers.

Books featuring characters of color were identified as real by proportions ranging from 0 to 0.17 of caregivers with an average proportion of 0.06 of caregivers.

Proportions of Caregivers Selecting Author Items as Authors They Know



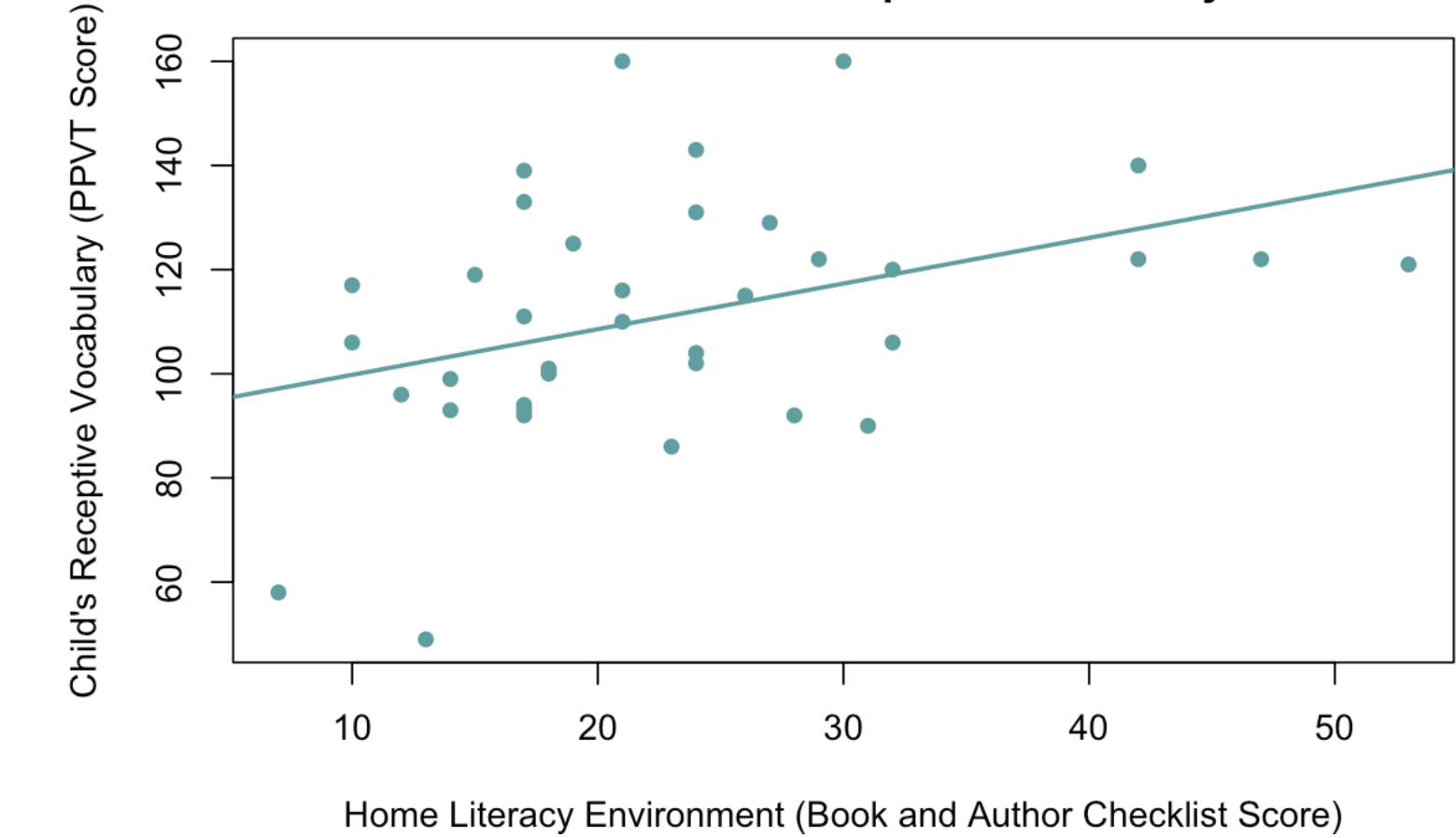
Authors who were people of color were identified as real by proportions ranging from 0 to 0.14 of caregivers with an average proportion of 0.06 of caregivers.

Cronbach's alpha for the internal consistency of book and author checklist was $\alpha = 0.93$.

To obtain further information on the functioning of the checklists:

- We generated a Book score and an Author score by subtracting the number of foil items checked from the number of real items checked for each list. The Book scores and the Author scores were then summed to obtain a Book and Author Checklist Score.
- Using a smaller sample of 37 caregivers whose children (aged 6-8 years) had been assessed using the Peabody Picture Vocabulary Test-5 (PPVT-5), we examined correlations of the Book and Author Checklist Score with standardized scores on the PPVT-5. For this sample, caregivers reported the race/ethnicity of their children (5% Asian, 3% Black/African American, 5% Multiracial, and 86% white). **The Pearson's r correlation coefficient was 0.39, with a p-value of 0.017.**

Relationship between Home Literacy Environment and Children's Receptive Vocabulary



Conclusions and Future Directions

- The checklist items span a range of familiarity: they were selected as known by proportions of 0 to .92 of caregivers.
- Some real items at the low end of the familiarity distribution were selected at a similar rate as foils, demonstrating the plausibility of the foils. The mean proportion of caregivers selecting a foil book as real was .028 and the mean proportion of caregivers selecting a foil author as real was .016. Similar mean proportions were found in Sénéchal et al. (1996): .018 and .001 respectively.
- Further evidence of validity is provided by the correlation between checklist scores and the PPVT-5 scores of .39. Sénéchal et al. (1996) found similar correlations of .4 (book checklist) and .44 (author checklist) with the PPVT-R.
- Books featuring characters of color and authors who were people of color were recognized less often than other real books and authors. The limited diversity of participants within our sample may have affected this. Harris & Van Horne (2021) found that Black SLPs were more likely to report selecting books with Black, Indigenous, and People of Color protagonists than White SLPs. It is possible that this extends to caregivers. This is a direction for future study.
- We are continuing to collect data with this tool with a larger and more diverse sample to refine the tool and establish its validity for caregivers and children from a variety of backgrounds.**

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