

ARTICLE REFERENCE: DesJardin, J. L., Stika, C. J., Eisenberg, L. S., Johnson, K. C., Hammes Ganguly, D. M., Henning, S. C., & Colson, B. G. (2017). A longitudinal investigation of the home literacy environment and shared book reading in young children with hearing loss. *Ear & Hearing, 38*, 441-454

KEYWORDS: Literacy, Shared Reading, Language

WHAT WAS STUDIED, HOW WAS IT STUDIED AND RESULTS:

- **WHAT:** The authors wanted to know (a) if parents of children with versus without hearing loss perceive their home literacy experiences differently when their children are 1, 2, and 3 years old, (b) whether shared book reading behaviors (e.g., engagement, use of teaching and interaction) increase over time and (c) whether parents' perceptions, shared reading behaviors, and language strategies used during book reading are related to the language skills of children at three years old.
- **HOW:** Parents completed a home literacy questionnaire and behaviors were observed during shared book readings at 1, 2, and 3 years old. Child language was measured with the Preschool Language Scale – Fourth Edition.
- **RESULTS:** By 24 months of age, parents of children with hearing loss believe shared book reading is more difficult than parents of children with normal hearing, but both groups increase reading and enjoyment from reading over time. Parents of children with normal hearing tend to provide more interactive reading behaviors than parents of children with hearing loss. Book reading behaviors at 12 months that were related to 36 month language outcomes for children with hearing loss included child enjoyment, parent engagement, teaching techniques and high-level language facilitation strategies (e.g., open-ended questions), and interactive reading.

HOW THIS INFORMATION MAY BE USEFUL TO YOU AND YOUR CHILD: Parents of children with hearing loss may have a harder time engaging in shared book reading than parents of children with normal hearing as a result of hearing-related language delays. However, mutual enjoyment of book reading is important for growing a child's language skills! Finding ways to enjoy book reading early in a child's life (e.g., using interactive books) is important during early language development.

WHO WAS STUDIED: 17 children with hearing loss and 34 children with normal hearing and their parents participated in the study at 12, 24, and 36 months of age. Average age at hearing loss identification was 2 months, and average age of amplification was 5 months. Losses ranged from mild to severe, and children used auditory-oral methods of communication.

WHAT STILL REMAINS TO BE ANSWERED: This study does not tell us whether child enjoyment of storybook reading, a major variable related to child language outcomes, is directly related to regular parent reading patterns or related to personality. Further, this is not a study that can tell exactly which book reading behaviors cause better outcomes. But, it indicates reading behaviors may be a great tool for helping language development!

WHERE CAN I FIND MORE INFORMATION: www.readingrockets.org