

small Talks

A Think Small Speaker Series

Third in a 3-Part Series

Building Successful Readers Begins at Birth:

Engaging Families in Support of Early Literacy

Thursday, June 6, 2024

8:30 am - 9:00 am Breakfast & Networking

9:00 am - 10:00 am Small Talks

Wilder Center, 451 Lexington Parkway N., St. Paul, MN



Information About Today's Event Here

thinksmall
LEADERS IN EARLY LEARNING





little
moments
count

Little Moments Count:

A community engaging with parents and caregivers

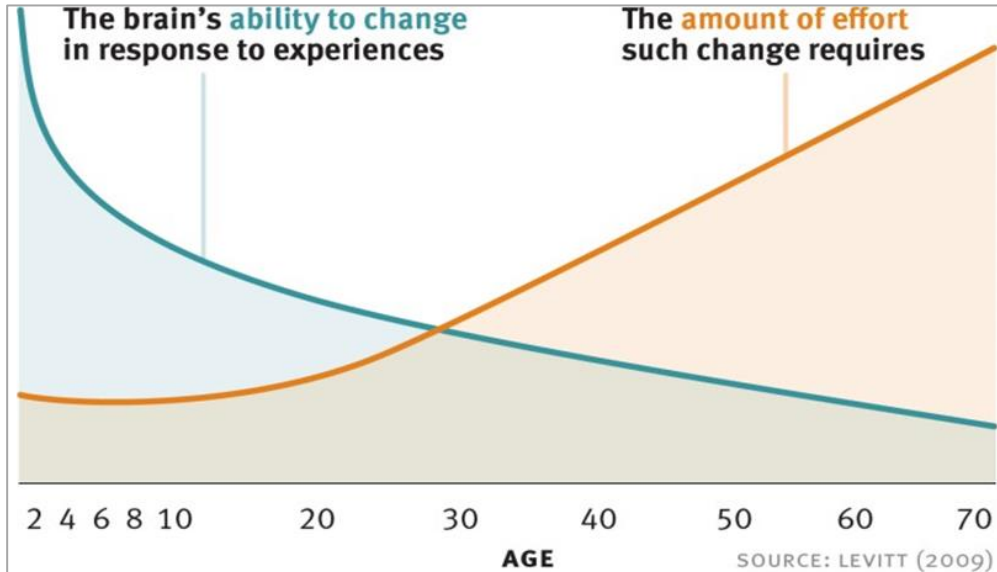
Think Small: Early Literacy Small Talks
June 6, 2024

Andrea Walsh

President & CEO



Why early brain development matters

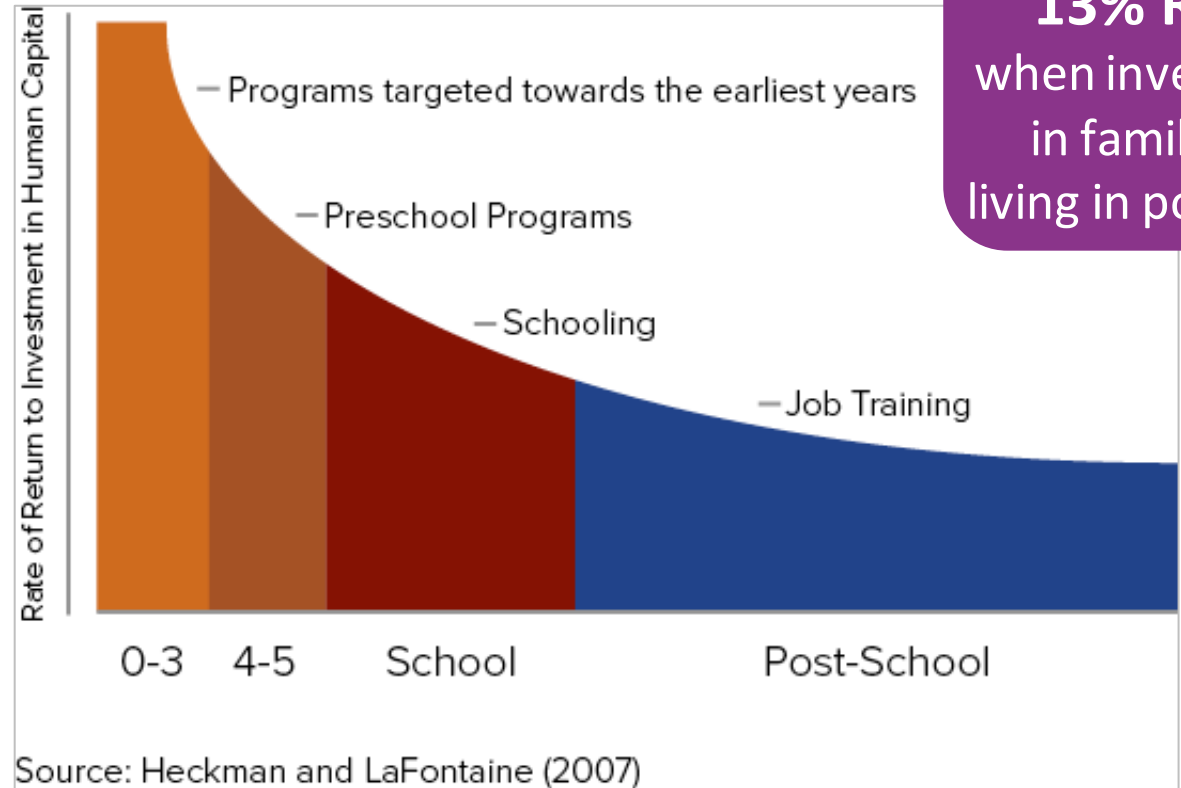


SOURCE: LEVITT (2009)

Center on the Developing Child HARVARD UNIVERSITY

www.developingchild.harvard.edu

Figure 1. The brain's ability to adapt in relation to age. Adapted from "Center on the Developing Child" (2007). Retrieved March 29, 2021, from <https://developingchild.harvard.edu/science/key-concepts/brain-architecture/>



Approx. 13% ROI when investing in families living in poverty

Source: Heckman and LaFontaine (2007)

- African American Babies Coalition (Wilder Foundation)
- Allina Health
- BeautyWell
- Before Racism
- Bemidji Early Childhood Coalition (BECC)
- Bloomington Public Schools
- CentraCare
- Children's MN
- City of Bloomington
- City of Minneapolis
- City of Saint Paul
- Comunidades Latinas Unidas En Servicio (CLUES)
- D.I.V.A. Moms
- The Family Partnership
- Federal Urban Health Network (FUHN)
- Frogtown Community Radio (WFNU)
- Forsberg Consulting
- Gillette Children's
- Greater Twin Cities United Way
- HealthPartners
- Help Me Connect
- Help Me Grow
- Hennepin County Public Health
- Hennepin County Public Library
- Hennepin Health
- Hmong Early Childhood Coalition (HECC)
- Image Haus
- Indigenous Visioning/ All Nations Rise
- Interfaith Outreach & Community Partners
- The Itasca Project
- Joyce Preschool
- KMOJ Radio
- KRSM Radio
- La Raza
- MacPhail Center for Music
- Masonic Center for the Developing Brain
- Medica
- M Health Fairview
- Minneapolis Public Schools ECFE
- Minneapolis Youth Coordinating Board
- MN Association for Children's Mental Health
- MN Chapter of the American Academy of Pediatrics
- MN Department of Education ECFE & Workforce Development
- MN Association for the Education of Young Children (MNAEYC)
- MN Association for Family & Early Education (MNAFEE)
- MN Children's Museum
- MN Department of Health
- MDH Early Intervention
- MDH Follow-Along Program
- MN Coalition for Family Home Visiting
- MN Public Radio
- National Association of Health Services Executives (NAHSE) - Heartland
- Native Roots Radio
- New Publica
- Northern Voices Early Learning
- Northside Achievement Zone
- Osseo Public Schools ECFE
- The Peoples' Center
- Perspectives, Inc.
- Proof Alliance
- Reach Out & Read MN
- Ramsey County
- Rasmussen University
- Redleaf Center for Family Healing
- Rice County
- Rise Early Learning Center
- Saint Paul Public Schools ECFE
- Start Early Funders Coalition
- St. Croix Valley Family Resource Center
- St. Louis Park ECFE
- St. Paul Promise Neighborhood
- Saint Paul Public Library
- Sanford Health
- Sanneh Foundation
- South Washington County Schools
- St. Croix Regional Medical Center
- Stillwater Schools ECFE
- Think Small
- Twin Cities Public Television
- UCare
- United Way of Central MN
- Washington County Public Library
- Way to Grow Minneapolis
- WithAll
- W.K. Kellogg Foundation
- YMCA of the North
- Ziesmer Consulting



Health system partners: Stronger together

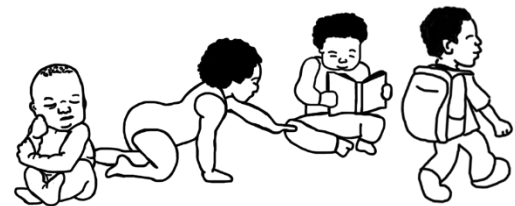


Minnesota Chapter

INCORPORATED IN MINNESOTA

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®



Wilder African American Babies Coalition & Projects



LEARN Survey: Community data to inform Little Moments Count (2019 and 2021)

Collect caregiver perspectives on beliefs and behaviors related to:

Reading

Talking

Singing

Playing

Storytelling

For each community, determine:



Beliefs about the importance of certain behaviors



Behaviors caregivers do with their kids



Opportunities for future program planning



Awareness of Little Moments Count

Included in the 1,110 respondents (2021)

- **Caregivers (parents or guardians) of children 0 to 3** who are HealthPartners members and/or patients in Minnesota
- Focus on families who identify as **American Indian, Black or African American, Hispanic/Latino, Hmong, or Somali**
 - Caregivers/children insured by **Medicaid**

LEARN Survey: Some highlights of the findings

Caregiver beliefs

More than 90 percent of caregivers are **confident** they can **impact their child's growth and development**.

Parents have fairly high knowledge. We have **opportunities to boost awareness of the importance of learning before 6 months and before kindergarten**.

Caregiver behaviors

Almost all parents talk and play with their child most days or every day.

Reading and storytelling is done less frequently.

We have opportunities to **work with specific communities** to understand barriers and beliefs and develop resources and/or campaigns to boost behaviors.

Awareness

Few parents are aware of LMC, or have heard about LMC when asked about it by name.

BUT...almost everyone (97 percent) thinks the **goal of LMC is important**.

Doctors and health care providers are most trusted for parenting information – **followed closely by family members, friends, and relatives** (that's us!).





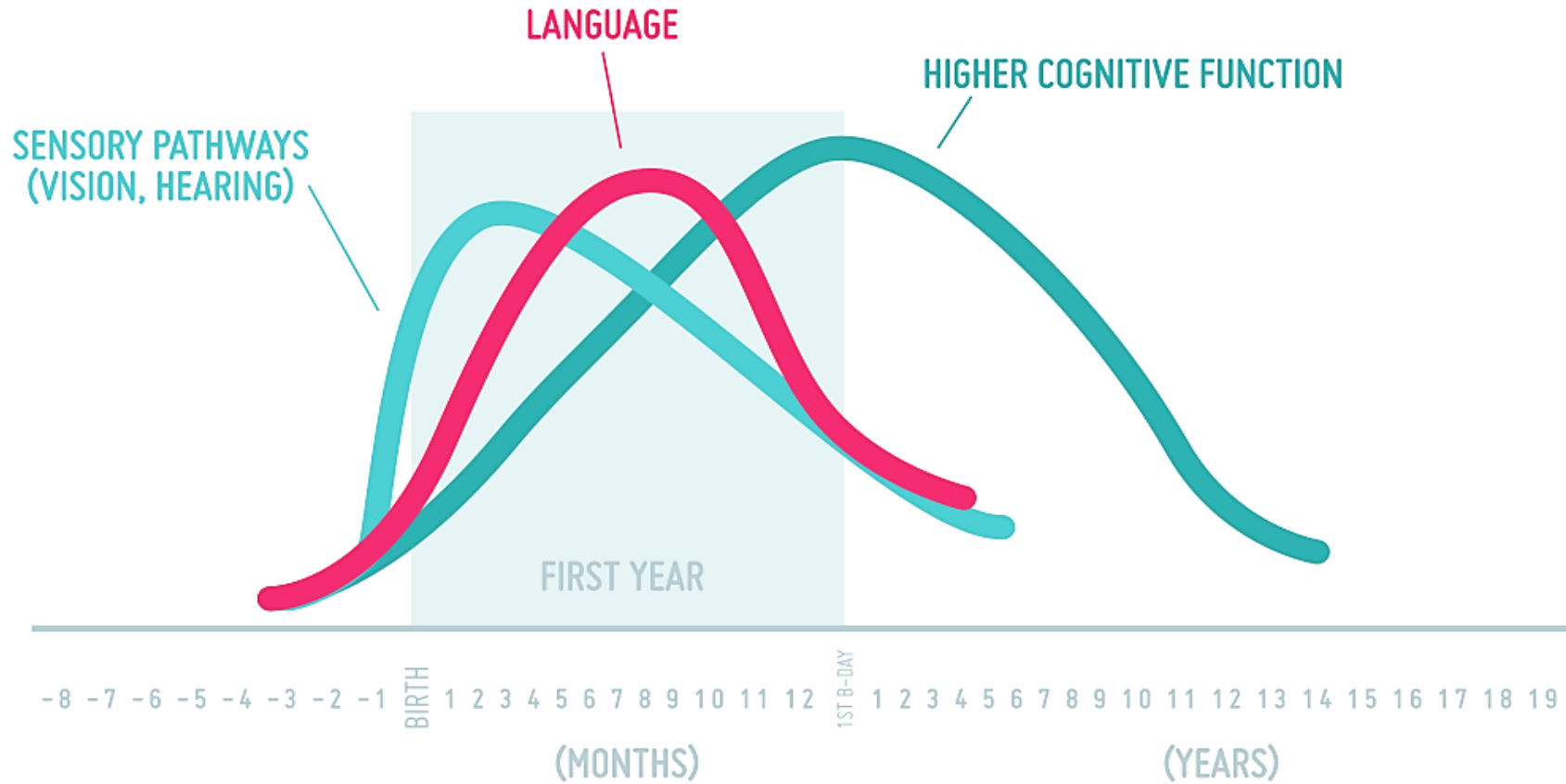
Network for the Development of Children of African Descent



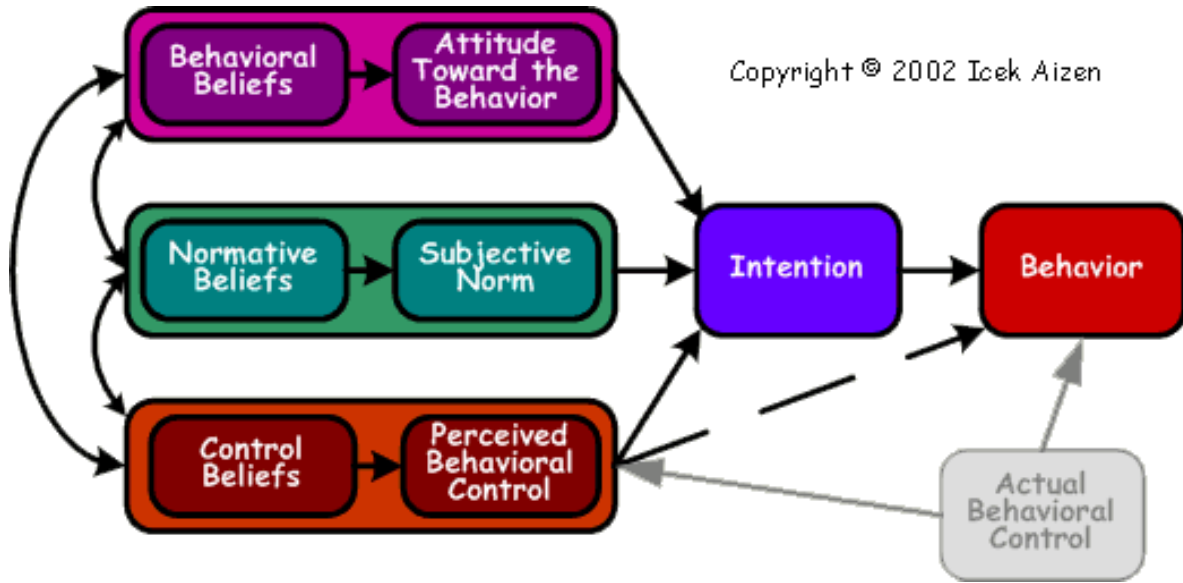
Community Literacy

Dr. Constance Beecher

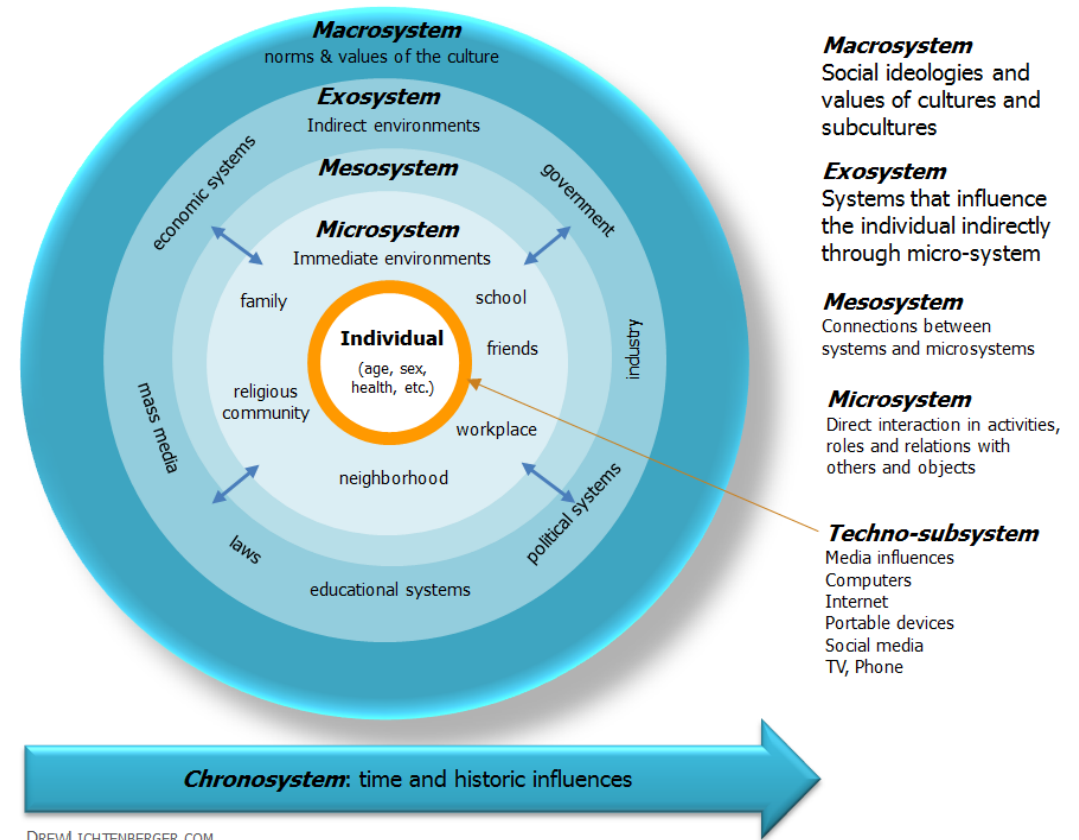
Brain Development Over Time



Harvard Center on the Developing Child



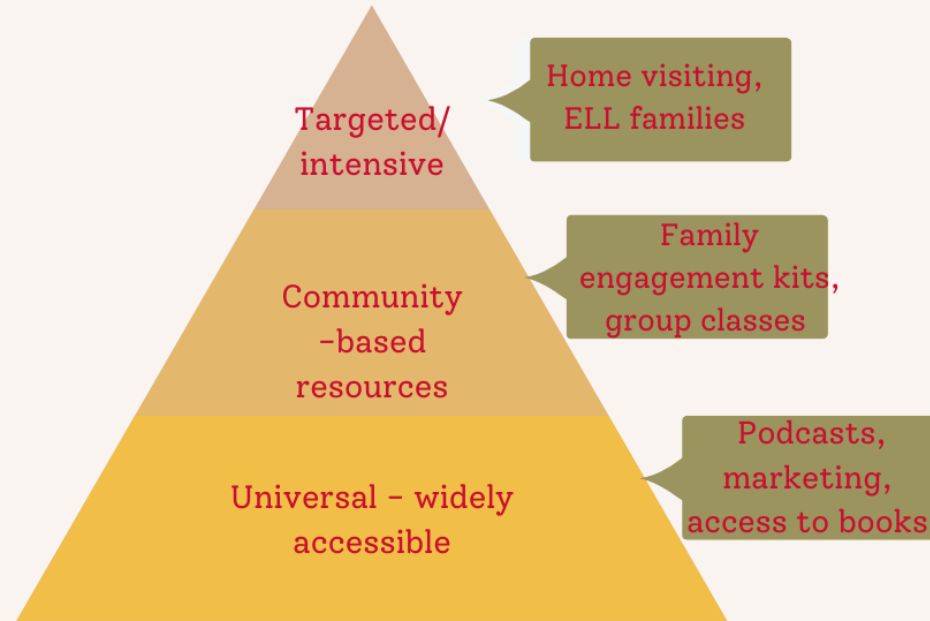
Bronfenbrenner's Bioecological Model of Human Development



Source: Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, p. 179-211.

<http://drewlichtenberger.com/6-shaping-influences-human-development/>

Prevention Model of Early Literacy



In order to maximize resources and reach, a multi-tiered public health prevention approach can be effective.

Universal – wide target



IOWA STATE UNIVERSITY
Extension and Outreach

THE science OF parenting

The Science of Parenting
@scienceofparent

Our parenting pros, @LLHayungs and @JohnsonM0817, provide real-life solutions based on the latest scientific research.

STEM

CHECKOUT STEM

SCAN ME



Access to Books



Did you know.....

- Children who own books are six times more likely to read above their grade level?
- On average, a child from a home with 25 books will complete two more years of school than a child from a home with no books.
- Books contain many words that children are unlikely to encounter frequently in spoken language. Children's books contain 50% more rare words than primetime television or even college student conversations*.

*Duursma, E., Augustyn, M., & Zuckerman, B. (2008). Reading aloud to children: the evidence. *Archives of disease in childhood*, 93(7), 554-557.

Recent findings on book distributions:

- Quantity sometimes supersedes quality – lack of parental input and consideration of culture/representation.
- Lack of Spanish language books.
- Families may desire to teach skills – lack of knowledge about how to do that with a storybook.



“Literacy learning is a social process, embedded in the cultural practices of a community. It is the way in which these cultural tools will be used and become part of the social fabric of daily life that will matter most to children.

Consequently, physical access is only part of an effective policy. If they are likely to effectively make a difference, programs will need to engage families, building trust and the psychological supports that can enhance book reading opportunities.”

Story boards at parks



Little free libraries



Where are young children and parents spending time in a community?
Connie Beecher



Signs along a street with easy to read text

Signs with questions parents can ask kids at grocery store




community bookshelves in laundry mats and waiting rooms

Add discernable & fun signs and short story boards to places where families are along with the message that reading is fun to do whenever and wherever you are.
Connie Beecher

| Variable | Groups | N comparisons | Weighted ES | 95% CI |
|-------------------------|-----------------------------------|---------------|-------------|---------------|
| Program characteristics | | | | |
| 1. Activity type | Shared reading only | 14 | 0.05 | [-0.11, 0.20] |
| | Shared reading + other activities | 27 | 0.21*** | [0.14, 0.28] |
| | Literacy exercises | 6 | 0.17 | [-0.06, 0.40] |
| 2. Program focus | Comprehension | 20 | 0.13* | [0.03, 0.23] |
| | Code | 7 | 0.16 | [-0.06, 0.38] |
| | Both | 20 | 0.22*** | [0.13, 0.31] |
| 3. Staff quality | Professionals | 29 | 0.21*** | [0.11, 0.30] |
| | Semiprofessionals | 10 | 0.18** | [0.05, 0.31] |

Family Literacy: Raising School Ready Readers & Our Bookshelf



OUR BOOKSHELF
—
Virtual Program
for Parents

Parents/Caregivers—join us ONLINE to learn new ideas and activities to make reading FUN for you and your child at home!

After each session, families who participate will receive a free book. The program is intended for parents/caregivers who have children ages 3 to 6-years-old.
(Children do not need to attend the virtual meetings but are welcome to join.)

JOIN US!

< **Program days, Dates** >
< **time** > on Zoom

Registration is required by < **date** >.
Register online - < **URL** >
or by contacting < **contact name** > at
< **email** > | < **phone** >.

Program is available to families who live in < **County Name** > County.

This institution is an equal opportunity provider. For the full non-discrimination statement or accommodation inquiries, go to www.extension.iastate.edu/diversity/vert. HS 173 May 2021

IOWA STATE UNIVERSITY
Extension and Outreach

Literacy Happens...

1. At Home
2. In the Living Room
3. In the Kitchen
4. In the Bedroom
5. Out & About



COMMUNITY LEVEL

What makes an effective program?

Table 3
Definitions of the Principles of Effective Programs

| Principle | Definition |
|--------------------------|--|
| Comprehensive | Multicomponent interventions that address critical domains (e.g., family, peers, community) that influence the development and perpetuation of the behaviors to be prevented |
| Varied teaching methods | Programs involve diverse teaching methods that focus on increasing awareness and understanding of the problem behaviors and on acquiring or enhancing skills |
| Sufficient dosage | Programs provide enough intervention to produce the desired effects and provide follow-up as necessary to maintain effects |
| Theory driven | Programs have a theoretical justification, are based on accurate information, and are supported by empirical research |
| Positive relationships | Programs provide exposure to adults and peers in a way that promotes strong relationships and supports positive outcomes |
| Appropriately timed | Programs are initiated early enough to have an impact on the development of the problem behavior and are sensitive to the developmental needs of participants |
| Socioculturally relevant | Programs are tailored to the community and cultural norms of the participants and make efforts to include the target group in program planning and implementation |
| Outcome evaluation | Programs have clear goals and objectives and make an effort to systematically document their results relative to the goals |
| Well-trained staff | Program staff support the program and are provided with training regarding the implementation of the intervention |

Targeted Programs - Small Talk

14 easily-learned language strategies

Research-based “*active ingredients*”

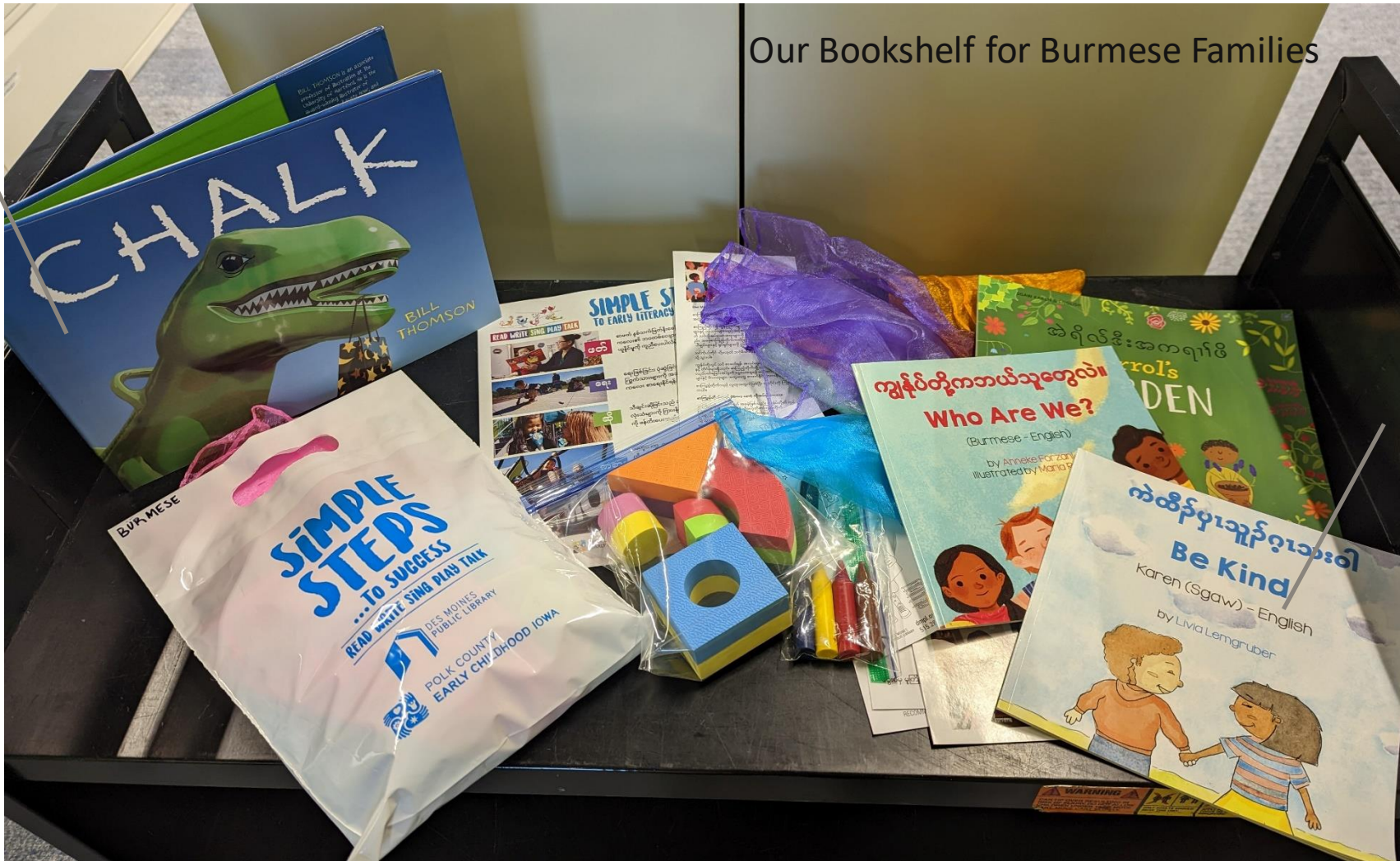
1. Creating joint attention: ↑ child initiations & turn-taking
2. Recasting: ↑ vocabulary & language complexity



An engaging, bilingual curriculum

teaches parents brain-building talk skills by leveraging instructional videos, peer-group sharing, printed resources, and self reflection.





Our Bookshelf for Burmese Families

Wordless picture book

Bilingual Burmese/Karen and English books

Packet of materials put together by Des Moines Public Library and Polk County Extension

အစီအစဉ်ဆွဲခြင်း

Burmese for families on the slide

ဒီတစ်ပတ် ကလေးကိုစာအုပ်ဖတ်ပြတဲ့အခါ...

- နေရာ :
 - တိတ်ဆိတ်
 - အလင်းရောင်ကောင်း
 - သက်တောင့်သက်သာရှိ
- အချိန် :
 - ကိုယ်တိုင် စိတ်အပေါ့ပါး
 - ကလေးလည်း စိတ်အပေါ့ပါး



Engagement & Retention- Easy, Simple, Social, Timely (EAST)

- Family systems approaches
- Address barriers: time, transportation, meals, psychological
- Provide reminders & prompts
- Behavioral Economics – new field
 - Choice: Offer an Enhanced Active Choice to encourage participation.
 - Social: Use social norms by telling how many respected peers are participating.
 - Identity: Use sincere affirmations when parents participate.

IOWA STATE UNIVERSITY

School of Education

Thank you!

cbeecher@iastate.edu

Questions?

thinksmall
LEADERS IN EARLY LEARNING