



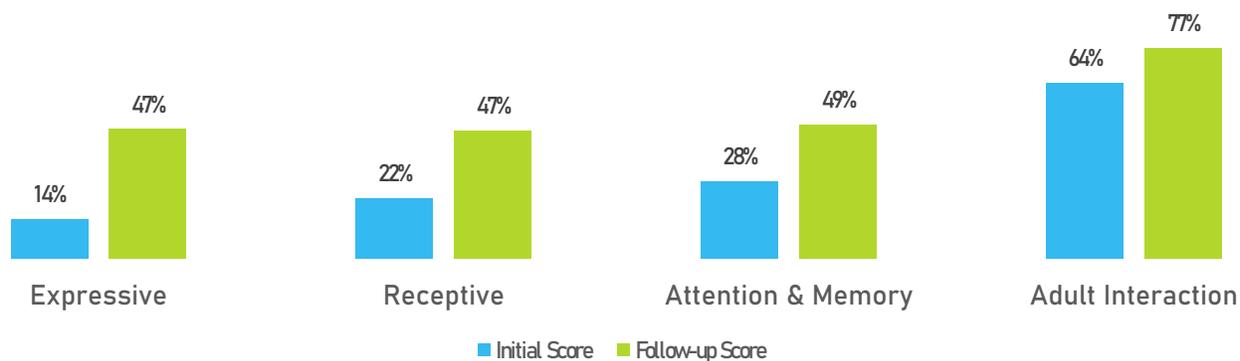
# Virtual Book Club Language Intervention

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The Book Club is a parent coaching service for parents whose children who are learning to copy sounds, single words and short phrases. Families who participate are seeking additional ideas for how to build their child's vocabulary within book sharing activities. Parents of these children meet with an SLP or Communication Specialists who teaches them to use strategies that support early literacy and language development for every child. These strategies include evidence-based practices of Dialogic Reading. Parents join a weekly virtual meeting with their child and participate in the following instructions for 30 minutes: hello song, learning a PEER dialogic reading strategy, coaching on how to use the strategy while modeling for the children attending the call, asking reflective questions to gauge parent knowledge and plan to use the strategy moving forward, goodbye song.

The purpose of Book Club is to guide a parent on using PEER strategies during book reading that allow a child to gain increased vocabulary. The current study analyzed existing data collected by the Up to 3 program to understand the impact Book Club has on child outcomes.

Children improved in four key areas:



Total Sample Size = 41; Analyses were conducted with Battelle Developmental Inventory (BDI) percentile rank scores.

Analyses also explored differences in four other areas captured by the BDI: peer interaction, self-concept & social role, reasoning & academic skills, and perception & concepts. There were not statistically significant differences in these constructs. However, the principles of dialogic reading are not specifically designed to improve these areas, which may strengthen these results by demonstrating improvements are only in targeted areas.

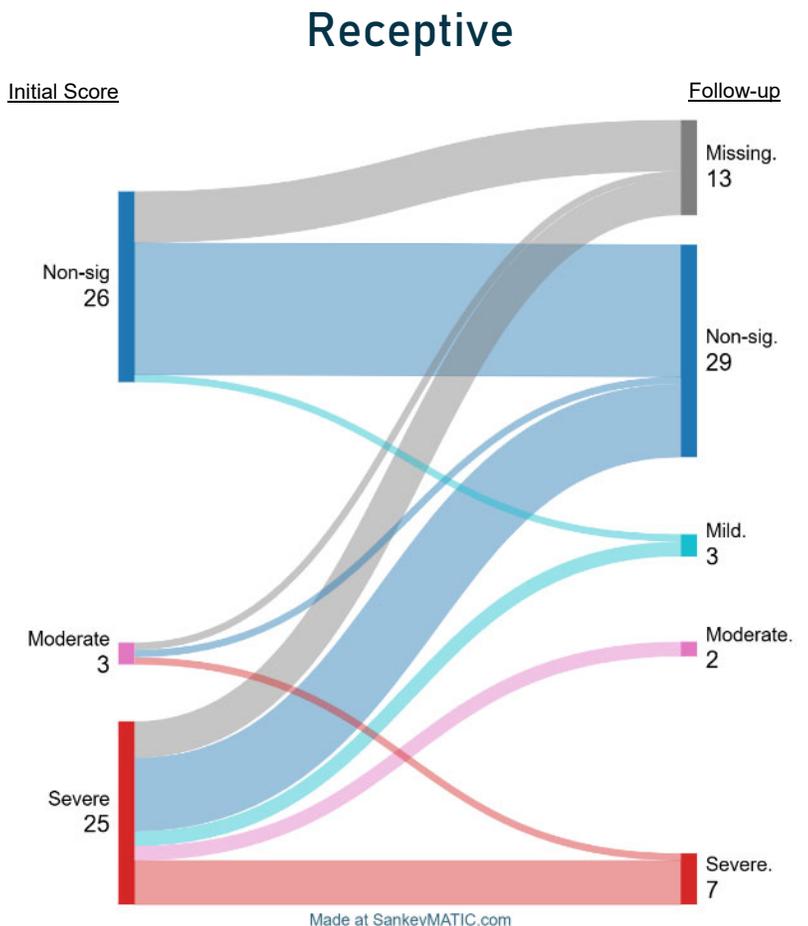
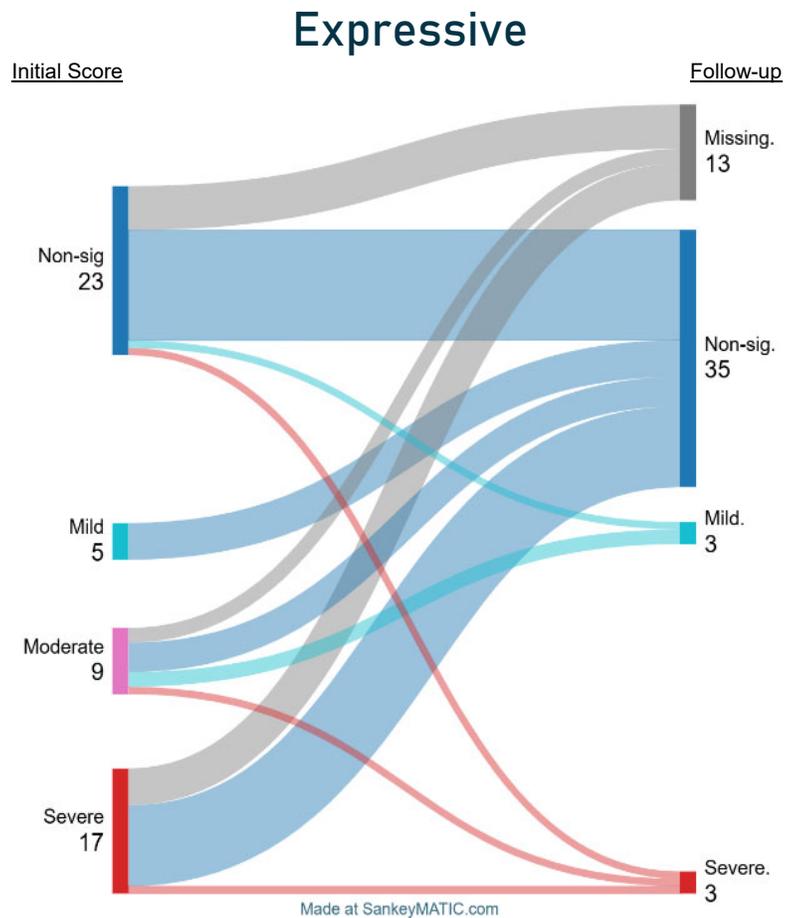


## Categories

Further exploration of expressive and receptive language patterns plotted the BDI categories for each. As shown in the two figures here, a large proportion of children with severe expressive and receptive delays were in the "Non-Significant" category at follow up. This suggests child language was improving to the point that they no longer exhibited delays.

## Missing Cases

It is also important to note that 13 children (4% of the total sample), many of whom were in the severe range, did not have data at the second time point. Given the relatively small initial sample size, additional data is needed to strengthen these findings. However, these preliminary results do suggest the Book Club program may be having the intended impact on children with language delays.





## Additional Analyses

Additional analyses explored the cross-section between the Book Club service and the It Takes Two to Talk service. The analyses were underpowered, but suggested both services were useful and the Book Club is effective at improving expressive and receptive language improvement either alone or in conjunction with the It Takes Two to Talk intervention. Future areas of research could include deeper looks at parent outcomes including perception of learning, satisfaction of the course, satisfaction with their child's growth/development.

## Recommendations and Future Directions

Based on these results, it is reasonable for Up to 3 continue to implement the Book Club program to meet child and family outcomes. It may also be useful for other early intervention programs be given the opportunity to learn and implement Book Club within their own programs so further research can be done on its effectiveness.

Another future direction may include learning more about parents' experiences in Book Club, what makes it a satisfactory service and what are the essential elements for their child's success. This work is currently ongoing, through parent interviews, pre and post videos. Should other early intervention programs implement Book Club and be open to joining the research, a larger pool of applicants could be beneficial.

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