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## PARENT-CHILD SHARED BOOK READING: An exploration of story book reading as an influence in increasing the phonological awareness skills in preschool age children with both normal language development and language disorders.

Amber Rea

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***PARENT-CHILD SHARED BOOK READING: An exploration of story book reading as an influence in increasing the phonological awareness skills in preschool age children with both normal language development and language disorders.***

Audiology & Speech-Language Sciences

**Presenter(s): Rea, Amber**

Faculty Sponsor(s): Fahey, Kathleen

As children learn their native language, they develop awareness of the structure of words, such as beginning and ending sounds, the number of syllables, and how some words sound similar to others. These skills are known collectively as phonological awareness. A gradual progression of abilities occurs during the preschool years as children are exposed to books, rhymes, songs, and daily interactions. Phonological awareness is an imperative foundation for increased language and literacy development.

Parent-child shared story-book reading is one activity that may promote the development of phonological awareness in preschool-age children. In this thesis, I developed a series of single subject case studies guided by two research questions: Does shared story-book reading increase phonological awareness in preschool age children? Does shared story-book reading result in positive outcomes for children who are developing language normally and for children who have phonological delays?

For this study, I collected quantitative data from two preschool-age children with normally developing language skills and two preschool-age children with phonological delays using The Test of Phonological Awareness (TOPA), which consists of twenty items that compare initial sounds in words. I then staged an intervention where each participant's caregiver read a story book high in rhyming and alliteration with their child four times a week for four to five weeks. Additionally, each caregiver was supplied with a list of reading strategies to employ in fostering phonological awareness during each shared story-book reading session. To post-measure, I performed the same TOPA test I utilized four weeks prior and made note of and analyzed the differences between the two scores. The results of all four post-tests showed an increase in phonological awareness in all subjects, regardless of whether the child had phonological delays or not, highlighting the positive impact that shared story-book reading has on this essential metalinguistic skill.