

DOCUMENT RESUME

ED 453 519

CS 014 389

AUTHOR Delk, Linda; Weidekamp, Lisa
 TITLE Shared Reading Project: Evaluating Implementation Processes and Family Outcomes. Sharing Results.
 INSTITUTION Gallaudet Univ., Washington, DC.; Gallaudet Univ., Washington, DC. Laurent Clerc National Deaf Education Center.
 SPONS AGENCY Department of Education, Washington, DC.
 ISBN ISBN-0-88095-232-6
 PUB DATE 2001-04-00
 NOTE 200p.; Some figures contain a small font.
 AVAILABLE FROM National Deaf Education Network and Clearinghouse Product Inquiries, KDES PAS-6, 800 Florida Avenue, NE, Washington, DC 20002-3695; Tel: 800-526-9105 (V/TTY); Tel: 202-651-5340 (V/TTY); Fax: 202-651-5708; Web site <http://clerccenter.gallaudet.edu>.
 PUB TYPE Reports - Evaluative (142) -- Tests/Questionnaires (160)
 EDRS PRICE MF01/PC08 Plus Postage.
 DESCRIPTORS Elementary Education; Family Involvement; *Hearing Impairments; Outcomes of Education; *Parent Participation; Preschool Education; Program Evaluation; Program Implementation; *Reading Improvement; Teaching Models
 IDENTIFIERS *Reading Uses; *Shared Reading; Tutor Role

ABSTRACT

The Shared Reading Project is built on the premise that hearing people can learn to read storybooks to deaf and hard-of-hearing children by observing how deaf adults do it. The Shared Reading Project is based on 15 booksharing principles derived from research about how deaf adults read books to young deaf children. Deaf tutors serve as models and coaches to help hearing parents learn the skills needed to share books with their young deaf and hard-of-hearing children. The project's ultimate goal is to help deaf and hard-of-hearing children become better readers in school and improve their academic achievement. This evaluation report explains how the Shared Reading Project works, how it was developed, and what the evaluation focused on. The report states that 106 families with 116 deaf and hard-of-hearing children age 11 and younger participated in the Shared Reading Project at five expansion sites where 64 tutors were hired, and that about 30% of the children (average age: 4.6 years) belonged to two or more traditionally underserved groups. According to the report, these evaluation findings indicate that the Shared Reading Project effectively translated lessons learned from research about how deaf adults read to deaf children into strategies that hearing parents and caregivers learned and used with their own deaf and hard-of-hearing children. The report finds that positive changes associated with the Shared Reading Project took place in family booksharing at the five sites. It makes nine recommendations. (Contains 16 figures and 20 references. Appended are extensive data tables, expansion site application criteria, book titles used for the project, and data collection instruments.) (NKA)

ED 453 519

Shared Reading Project: Evaluating Implementation Processes and Family Outcomes

by
Linda Delk, Ph.D., and Lisa Weidekamp, B.S.W.

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EXECUTIVE SUMMARY

SHARED READING PROJECT:

EVALUATING IMPLEMENTATION PROCESSES AND FAMILY OUTCOMES

By Linda Delk, Ph.D, and Lisa Weidekamp, B.S.W.
Laurent Clerc National Deaf Education Center at Gallaudet University
October 2000

WHAT IS THE SHARED READING PROJECT?

Parents are encouraged to read to their children when they are young to start building a foundation for later reading and academic achievement. Eighty-four percent of deaf and hard of hearing children have hearing parents. These parents want to read books to their children, but are often frustrated in their attempts to do so because they lack effective visually based ways to share books with their deaf child. When this happens, both parents and children miss opportunities to learn and grow together. If hearing parents do not read to their young deaf and hard of hearing children, these children enter school without the early family literacy experiences they need to learn to read well.

The Shared Reading Project is built on the premise that hearing people can learn to read storybooks to deaf and hard of hearing children by observing how deaf adults do it. The Project is an accommodation that gives parents and caregivers visually based communication and booksharing strategies they can use to share books with their young deaf and hard of hearing children. The Shared Reading Project is based on 15 booksharing principles derived from research about how deaf adults read books to young deaf children. Deaf tutors serve as models and coaches to help hearing parents learn the skills needed to share books with their young deaf and hard of hearing children. The ultimate goal of the project is to help deaf and hard of hearing children become better readers in school and improve their academic achievement.

HOW THE SHARED READING PROJECT WORKS

A trained Shared Reading tutor visits the family once a week with a specially designed book bag. Each book bag includes a storybook, a sign language videotape of the story, an activity guide, and a bookmark printed with booksharing tips. The tutor demonstrates to the parents how to read the storybook using American Sign Language and how to apply the 15 booksharing principles. Then the tutor coaches the parents as they sign the book to their young deaf or hard of hearing child. The tutor leaves the book bag with the family so they can read to their deaf or hard of hearing child between tutor visits. Each week for 20 weeks, the tutor brings a new book bag to the family.

HOW THE SHARED READING PROJECT DEVELOPED

The Shared Reading Project was conceived by David R. Schleper, Jane Kelleher Fernandes, and Doreen Higa at the Hawai'i Center for the Deaf and Blind in 1993. Fernandes and Schleper brought the Shared Reading Project to the Laurent Clerc National Deaf Education Center at Gallaudet University in 1995. The Shared Reading Project addresses two major priority areas of the Clerc

Center: (1) improving the literacy skills of deaf and hard of hearing children and (2) family involvement.

The Clerc Center began making the Shared Reading Project available to other programs serving deaf and hard of hearing children and their families when it supported new expansion sites in 1997-1998. From nearly 30 applicants, five programs were selected to become expansion sites for the Shared Reading Project. These programs included an urban center school for the deaf, a residential school with satellite programs in a rural state, an urban public school program, and two not-for-profit organizations serving families with deaf and hard of hearing children in urban and rural areas.

The role of the expansion sites was to make the Shared Reading Project available to traditionally underserved deaf and hard of hearing children and their families and to assist the Clerc Center in evaluating the Shared Reading Project. Traditionally underserved children, as defined by the Amendments to the Education of the Deaf Act of 1992, include deaf and hard of hearing children who:

- have disabilities,
- are members of diverse ethnocultural groups,
- live in rural areas,
- come from homes in which a language other than English is spoken, or
- are underachieving academically.

EVALUATING THE SHARED READING PROJECT

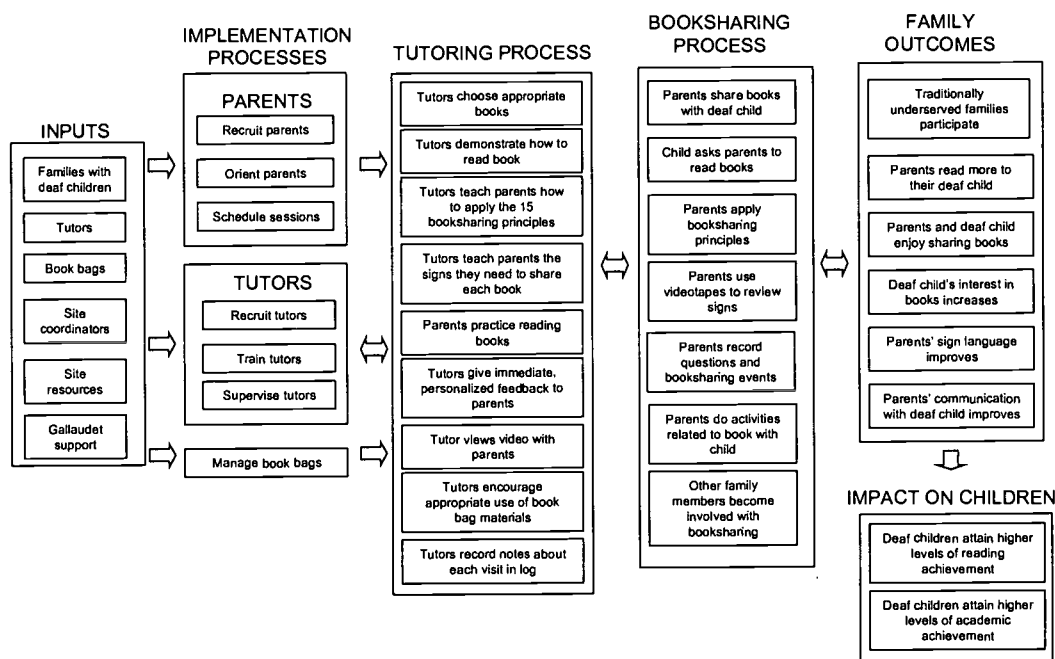
The evaluation focused on the implementation of the Shared Reading Project in diverse settings, the populations being served, and short-term outcomes for families. The implementation portion of the evaluation examined how the Project was delivered at the five expansion sites and how closely this implementation adhered to the Clerc Center's intended Shared Reading Project model. This information was needed to support Shared Reading Project training courses and to lay the foundation for evaluating the long-term impact of the Project on children's reading. The evaluation also determined the extent to which the expansion sites were able to recruit families of the targeted traditionally underserved deaf and hard of hearing children for participation in the Shared Reading Project. The effectiveness of the Shared Reading Project in achieving short-term family outcomes was also evaluated.

The three major questions addressed by this evaluation were:

- 1) How was the Shared Reading Project implemented at each site?
- 2) To what extent did families of traditionally underserved deaf and hard of hearing children participate in the Project?
- 3) Did the participating parents and caregivers read more to their deaf and hard of hearing children than they did before the Project?

The Shared Reading Project logic model summarizes the complex chain of inputs and processes intended to lead to anticipated outcomes for families and children. This logic model guided the data collection and analysis strategies of the evaluation. Sources of evaluation data included demographic data provided by the sites, parent and caregiver pre- and post-participation surveys, tutor surveys, site visits, records of family reading events, and interviews with parents, tutors, and site coordinators.

Shared Reading Project: Developers' Logic Model



CHARACTERISTICS OF CHILDREN, FAMILIES, AND TUTORS

A total of 106 families with 116 deaf and hard of hearing children age 11 and younger participated in the Shared Reading Project at the five expansion sites. The average age of the children was 4.6 years. One-third of the children were members of diverse ethnocultural groups. One-fifth of the children had cognitive or physical disabilities. One-fifth came from homes in which a language other than English was spoken. Nearly half of the children lived in rural areas. About 30 percent of the children belonged to two or more of these traditionally underserved groups. The largest overlapping group included children from diverse ethnocultural groups who came from homes in which a language other than English was spoken.

About one-fourth of the children lived in homes headed by a single parent, slightly less than the rate for the nation in general. The median household income in the ZIP code areas in which participating families lived was just under \$30,000, nearly the same as for the nation as a whole.

A survey of the home literacy environment showed that, before the Shared Reading Project began, nearly all the parents reported that their deaf and hard of hearing children had their own books, but 35 percent reported that they had not tried to share a book with their child more than once or twice prior to the Shared Reading Project. More than 70 percent of the parents reported having problems when they tried sharing books. Less than half of the families received a daily newspaper. About one-fourth had a TTY in the home. More than 80 percent of the parents had

heard about telephone relay services, but only about 60 percent had ever used it.

The five expansion sites hired a total of 64 tutors. The tutors ranged in age from 18 to more than 80 years. Nearly all of the tutors were deaf. About 20 percent of the tutors were members of diverse ethnocultural groups, and more than 80 percent of the tutors were women. Sixty percent of the tutors had earned a college degree. About three-fourths of the tutors had other jobs in a variety of professions, though more than half were in education.

IMPLEMENTATION OF THE SHARED READING PROJECT

Each of the expansion sites implemented the essential Shared Reading administration, recruitment, training, and tutoring processes sketched by the project logic model. At the same time, local implementations reflected the unique populations and resources of each site, such as:

- Non-school-based sites networked with schools and other programs that provided services to deaf and hard of hearing persons to recruit tutors and families for the Shared Reading Project.
- Some sites networked with their local deaf communities the first year to identify potential tutors. In subsequent years, the expansion sites depended more and more on “word-of-mouth” within the deaf community to recruit tutors.
- The long distances and widely dispersed populations at the rural sites presented some of the greatest implementation challenges to recruiting, training, and supervising tutors, as well as getting book bags to families.
- Sites used a variety of strategies for matching tutors and families, including considerations of culture, gender, family and tutor preferences, personality, families’ communication skills, tutor literacy, tutors’ experiences with special populations, and traveling requirements.
- In the second year of the Project, the expansion sites refined and improved strategies for training and supervising tutors.
- The Shared Reading Project made accommodations to make tutoring and the materials accessible to families who spoke a language other than English. While these families could choose to have support from interpreters during tutoring sessions, few chose to do so, in order to develop their own sign language skills.
- At the end of the first year, the expansion sites found that some families thought 20 weeks was too long for the expected period of tutoring. They preferred 10 to 15 weeks. While families seemed to prefer a shorter period within one year, many wanted to continue with the Shared Reading Project in following years. Several of the continuing sites allowed families to repeat their participation in the Shared Reading Project, in addition to serving new families.
- Sustainability of the Shared Reading Project after the first year depended on program policies and priorities, available resources, organizational stability, funding, and individual as well as institutional commitment.

TUTORS AND FAMILIES WORKING TOGETHER

Participating families completed from one to 22 tutoring sessions, averaging 15.4 sessions overall. The families of traditionally underserved children completed as many tutoring sessions as did other families.

The Shared Reading tutor was usually the first deaf adult with whom participating parents had ever interacted one-on-one. Both families and tutors were often nervous at first about how they would communicate with each other. Most tutors worked initially with the mother, with other family members sometimes becoming involved in later sessions. Many of the parents viewed their tutor as a coach or partner, rather than as a teacher. As parents got to know their tutors, they asked them questions about deaf culture, what it was like to be a deaf person, assistive devices, educational options, cochlear implants, and many other topics. Successful tutors were mature, dependable, respectful of the family's culture, non-judgmental about parents' sign language skills or the family's educational choices for the deaf child, and effective communicators.

Tutors participated in the Shared Reading Project for a variety of reasons. Some were looking for extra income. Others said they became tutors to be able to help deaf children and their hearing parents learn to communicate and interact in ways that the tutors had not with their own parents when they were growing up. Several of the tutors said their hearing parents had not known how to share books with them. Other tutors wanted to learn new skills. Some whose regular jobs were in schools wanted opportunities to work more with parents. Others loved to read and wanted to pass that on to deaf and hard of hearing children.

Before the Shared Reading Project, participating parents experienced a number of problems when they tried to share books with their deaf and hard of hearing children. These problems included getting and holding the child's attention, not understanding their child's signs, not knowing the signs needed to read the books they had, and having trouble holding the book and signing at the same time. After the Shared Reading Project, parents said they had learned techniques for directing the child's visual attention and how to sign stories to their children, focus on the meaning of the story, utilize storytelling and role-playing, vary the placement of signs while reading, and follow their child's lead.

FAMILY OUTCOMES

The Project seems to have particularly benefited families who shared books less recently before the project began or who spoke a language other than English. The following outcomes begin to provide evidence that the Shared Reading Project was effective in helping parents learn to share books with traditionally underserved deaf and hard of hearing children:

- The expansion sites were successful in recruiting and involving families of traditionally underserved deaf and hard of hearing children to participate in the Shared Reading Project – 87% of the children belonged to one or more of the traditionally underserved groups.
- During the Shared Reading Project, participating families shared books an average of 5.2 times a week. In comparison, the 1996 National Household Education Survey found that 83 percent of 3- to 5-year-old children in the general population were read to three or more times a week by a family member.
- Within individual families, the rate of booksharing remained fairly consistent during

the tutoring period. Families who shared books frequently during the first weeks of tutoring tended to share books at similar rates during later weeks of tutoring.

- There were differences among families in how often they shared books. Higher booksharing rates were associated with families who used a language other than English, families with more adults living in the home, fewer booksharing problems before the Shared Reading Project, familiarity with telephone relay, and participation in more Shared Reading tutoring sessions.
- Before participating in the Shared Reading Project, 42 percent of parents reported that they had read to their deaf or hard of hearing children in the week before a pre-Project survey. After the Project tutoring ended, 74 percent of parents reported reading to their child in the week before a post-Project survey.
- Participating parents reported that their sign language skills improved and that communication with their deaf and hard of hearing children increased.
- Children's attention seemed to increase as parents learned more attention-getting and booksharing strategies.
- Family booksharing before the Shared Reading Project was not predictive of booksharing during or after participation in the Shared Reading Project. However, families who had read less recently before the pre-Project survey tended to participate in more tutoring sessions. In addition, higher booksharing rates during the Project were associated with more recent booksharing after the Shared Reading Project.

SUMMARY AND RECOMMENDATIONS

The findings of this evaluation indicate that the Shared Reading Project effectively translated the lessons learned from research about how deaf adults read to young deaf children into strategies that hearing parents and caregivers learned and used with their own deaf and hard of hearing children. Positive changes associated with the Shared Reading Project took place in family booksharing at the five expansion sites. Among participating families, traditionally underserved children were read to as often as children who have customarily had better access to educational services. In one particular group – families who speak a language other than English – children were read to more frequently than were children from families who speak English.

The evaluation leads to several recommendations:

- Hearing parents of young deaf and hard of hearing children need early exposure to positive deaf role models. Early interactions with deaf adults and deaf families, sign language, and the deaf community can provide parents with valuable support as they learn to communicate with and accept their deaf or hard of hearing child.
- More booksharing opportunities are needed for deaf and hard of hearing children who live in one-parent families. One-parent families generally have less time and fewer resources than two-parent or extended families. Expanding tutoring sessions to include other family members and friends, and more booksharing opportunities in school, are needed to support early literacy development.

- Families indicated that they would like the Shared Reading Project to include books featuring Disney titles and more books about holidays. More Shared Reading book bags are needed that reflect the wide range of family interests.
- The accommodations built into the Shared Reading Project for families who spoke languages other than English seem to have been successful, not only in increasing booksharing with deaf or hard of hearing children in these families, but also in helping parents improve their command of English. Further dissemination of the Shared Reading Project could help improve family as well as child literacy.
- The effectiveness of Shared Reading Project adaptations that are distinct departures from the original model and represent alternative delivery systems, such as community-based adaptations, need to be evaluated.
- The effectiveness of varying intensities of the Shared Reading Project, such as shortening the tutoring period to 15 weeks or enrolling families for a second or third year, need to be evaluated.
- Further evaluations are needed to determine if families sustain increased booksharing after their participation in the Shared Reading Project ceases, and if they transfer what they have learned to books not included in the Shared Reading Project.
- Evaluation of the long-term impact of the Shared Reading Project on the reading achievement of deaf and hard of hearing children should be undertaken.
- The original Shared Reading Project was intended for families of deaf and hard of hearing children age eight and younger. Many requests have been received from other programs across the country to extend the Shared Reading Project principles, training, and materials to target the literacy needs of older children as well.

For more information about the Shared Reading Project, contact:

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PREFACE

As this report neared completion, I received a phone call from my sister-in-law, who had just returned to her divinity school as a visiting professor to teach a seminar in urban religion. She did not yet have her computer set up, so she asked me if I could help her find some definitions of “paradigm” and “paradigm shift” for one of her lectures. As I dug into references to Thomas Kuhn’s groundbreaking work on that subject,¹ I suddenly saw the Shared Reading Project within the context of the revolution – sometimes quiet, sometimes not so quiet – that has taken place in deaf education since I entered the field in the late 1960s.

Shared Reading is built on what seems to be a simple premise – that hearing people can learn to read story books to deaf children by observing how deaf adults do it. However, I have come to the realization that it was highly unlikely that the Shared Reading Project would or could have been developed 30 years ago, let alone implemented. In 1993, Shared Reading grew out of information and understandings of the nature of deafness and deaf people that are fundamentally different than those that held sway over deaf education in 1970.

During the last 30 years, a paradigm shift occurred in deaf education that prepared the way for the scholarly and creative efforts that led to the conceptualization of the Shared Reading Project. This paradigm shift was put in motion by ideas that would have been thought radical a generation ago such as:

- American Sign Language (ASL) is a complex, natural language on par with spoken languages, not a substandard gestural communication system.
- Deafness can be understood in a cultural and linguistic context, rather than as a medical deficit.
- The Deaf President Now movement at Gallaudet University showed that, as Gallaudet President I. King Jordan said, “Deaf people can do anything except hear.”
- Children who have disabilities have a right to accommodations that give them equal access to educational opportunities.
- Deaf parents and professionals have the knowledge and expertise to make positive contributions in the education of deaf children, both as role models and as change agents; hearing professionals do not hold all the answers.

Situated within this new paradigm, the Shared Reading Project takes a fresh look at a persistent problem: How can we improve the reading and academic achievement of deaf and hard of hearing students? When David Schleper, Dr. Jane K. Fernandes, and Doreen Higa first developed and implemented the Shared Reading Project in Hawai‘i in 1993, they brought the potential of these social, political, and scientific changes to bear on that problem.

This report represents part of the work of the first phase in the evaluation of the Shared Reading Project. It describes the Shared Reading Project, why it was needed, how it is being implemented in different settings across the country, and what we are learning about its effects on families. It presents a broad picture of the evaluation, focusing on common tendencies as well as the range of

¹ Kuhn, T. S. (1962). *The structure of scientific revolution*. Chicago: University of Chicago Press.

variation in practices and family outcomes across five expansion sites. Quantitative and content analyses of text data were used to generate this summary view. There is another part to this evaluation, however, which is still in the coding and analysis phase. While this report paints the broad panorama needed to understand what was happening within and across expansion sites, ongoing qualitative analyses are mining the rich interview data collected from parents and their tutors to tell the stories of individual families' experiences with the Shared Reading Project. We used quotes from these interviews for illustrative purposes in the current report. In-depth analysis of the interviews will be the subject of subsequent reports about the nature of the tutoring and family booksharing processes.

Another important assumption underlying the Shared Reading Project is that storytelling and story reading in ASL built a language and literacy foundation that improves family communication and helps deaf and hard of hearing children learn to read in English. This is a research question that has its roots in the new paradigm. Paradigm shifts not only provide new ways of understanding; they also give rise to new questions. Just how the Shared Reading Project's claim that ASL story reading supports English literacy has become one of the most frequently asked questions about the Project. Trying to answer this key question was beyond the scope of this evaluation. However, there are deaf and hearing researchers across the country engaged in work that promises to increase our understanding about whether ASL actually provides children with a bridge to English literacy and how this happens. *Signs of Literacy: A Longitudinal Study of ASL and Literacy Acquisition*, led by Dr. Carol Ertling here at Gallaudet University, is one such research effort. The research of Dr. Carol Padden on fingerspelling and literacy at the University of California at San Diego is another.

In this report, frequent reference is made to "traditionally underserved" groups of deaf and hard of hearing children and their families. This terminology, as well as that of the specific underserved groups, comes directly from the 1992 Amendments to the Education of the Deaf Act, which lays out the broad parameters of the Clerc Center's national mission. One of the groups named in the Act is children "who are members of minority groups." This term more and more represents a "one-down" label, as well as failing to recognize the growing diversity of American society. In some areas of the country, some traditional minority groups are now the majority of the population.

So we searched for a more inclusive, equitable term than "minority." The Canadians have recently wrestled with this issue and developed a range of terms. The one most frequently used is "ethnocultural group," which includes people of different ethnic, racial, and cultural backgrounds who have traditionally been part of the dominant as well as minority cultures. So we decided to use this alternative terminology in this report, using "diverse ethnocultural groups" to mean persons of African, African American, Asian, Native American, Middle Eastern, or Latino heritage, and using "European American ethnocultural groups" to refer to persons of mainly European heritage.

Another challenge was how to make this report readable to diverse audiences, including educators, parents, and administrators as well as researchers and evaluators. The tables that are incorporated into the text present statistics likely to be of interest to a variety of readers. We placed other tables referenced in the text and the details of statistical analyses in Appendix A. Summary results of statistical tests are included in footnotes.

ACKNOWLEDGMENTS

As I began writing this report, I quickly found that writing in the third person did not capture the participatory nature of the evaluation work that took place from the planning through analysis and reporting stages. Use of the first person “we” in this document also does little to convey the extent of the team effort that went into the conceptualization, conduct, and reporting of this evaluation.

The Exemplary Programs and Research unit (EPAR) of the Clerc Center provided in-house evaluation support for the Shared Reading Project. Fellow evaluator Sharon Newburg-Rinn and I worked closely with David Schleper, Literacy Coordinator of the Clerc Center and Shared Reading Project Director, to clarify the evaluation needs and questions for the Project and develop a visual representation of the Project resources, activities, and outcomes that would guide the evaluation. Sharon, Dave, and I worked together with Jane K. Fernandes, then Vice President of the Clerc Center, to develop the application process and materials for five new sites that the Clerc Center would support. These new Shared Reading Project sites also assisted us in evaluating the Shared Reading Project. I am particularly grateful to Dave, who took an active role in this evaluation from the beginning. He has been an anchor, helping to focus the evaluation on the most relevant issues as well as providing constant encouragement, support, and insight.

Sharon contributed greatly to the conceptualization of the evaluation and to the design of the data collection tools. When I was forced to take extended medical leave at the start of the evaluation, she carried the ball and put the finishing touches on the evaluation instruments and initiated data collection with the five expansion sites. Sharon also monitored a great deal of the data coming in from the sites. She and I alternately led the interview teams into the field. It was only her growing responsibilities to other projects that drew her away from the Shared Reading Project as we launched into data entry and analysis.

Lisa Weidekamp, the graduate assistant for this evaluation, was of immeasurable help in completing the massive task of quantitative data entry into the Access database. We discovered early on that this was not a straightforward task. People could be very creative in how they completed the Family Reading Record, so that data processing involved a healthy dose of puzzle-solving and rubric building. Lisa also assisted in the analysis and writing, particularly the portions of the report dealing with tutor characteristics. Not only did she help keep us organized, but she was also a valuable sounding board. Our discussions helped to focus and clarify the writing of this report.

One of the challenges of working as an internal evaluator is finding a balance between relevance to the program and objectivity without sacrificing credibility. Readers will come to their own conclusions about how successful we were in doing this. However, I attest that the members of the evaluation team did their best to produce a useful evaluation with minimal bias, striving to keep an attitude of positive skepticism throughout. Our team had numerous discussions at each stage of the evaluation, in which surfaced preconceptions, tendencies toward bias, and preferences. We used these as opportunities for group and individual reflection and for finding ways to take steps to minimize the effects. I am particularly indebted to Raymond Maietta from ResearchTalk, our consultant on the qualitative analysis of our interview data, for introducing us to reflective strategies that reveal personal and professional biases and lay them open for examination. Though we discussed those within the context of the ongoing qualitative analysis, the questioning processes apply as well to the quantitative analyses included in this report.

My EPAR colleagues contributed their valuable talents at different stages of this evaluation. Patrick Atuonah and Ida Gerald assisted with data entry of parent and tutor surveys. Judy LeNard helped us put together a system for tracking and screening incoming data from the five sites. Patrick Atuonah, Blanche Drakeford, and Gary Hotto helped with data cleaning, served as interviewers on the traveling teams that Sharon Newburg-Rinn and I led in the summer of 1998, and shared their perspectives and suggestions for improving the interview process at debriefing meetings following each trip. Ida Gerald patiently and tirelessly assisted with complex and changing travel arrangements. EPAR Director Margaret Hallau was always there to encourage and support this complex data collection effort.

I want to thank Phil Mackall, who helped me set up a relational database that was accessible to evaluation team members via the campus computer network. This not only made our lives a bit easier, but also made for more accurate data.

Silvia Golocovsky from the Clerc Center's Vice President's Office helped throughout the project with the many translations of data collection forms, as well as surveys, completed in languages other than English.

I want to express my appreciation to Michael Karchmer, Leonard Kelly, Kurt Schneidmiller, John Skilton, and Lillian Tompkins of Gallaudet University, who reviewed our early plans for evaluating the Shared Reading Project and shared their good wisdom and counsel with Sharon and me. The discussions we had with them helped to clarify the issues about the focus of the evaluation and expanded the alternatives by which we could carry out the evaluation.

This evaluation was very participatory in nature. From the very beginning of the expansion phase, Sharon and I worked closely with the Shared Reading developers – David Schleper and Jane K. Fernandes – and the members of the training team – David Schleper, Leslie Page, Dennis Berrigan, Francisca Rangel, Charles Kelly, and Janne Harrelson. We met often, shared what we were learning, and helped each other with next steps. The trainers suggested areas of questioning for the interviews. One of the most productive joint working sessions, from my perspective, was one in which we modified the interview procedures we would use with the deaf tutors. Our original plan had been to do these via TTY since the tutors were expected to be fluent in both English and ASL. However, when one of the site coordinators expressed concern about the English facility of some of the tutors, we brought the problem to the trainers, several of whom are deaf themselves. After much discussion of what was ideal and what was feasible, we reached a consensus that deaf tutors should be interviewed face-to-face by a deaf interviewer. An ASL interpreter would be used at the interview to voice into an audio tape recorder for both the tutor and the interviewer. As it turned out, this was a major improvement in the data collection plan.

Sharon and I are endlessly grateful to the coordinators at each of the five expansion sites for their unflagging participating in the evaluation process. Little did they know when they came to the Clerc Center at Gallaudet in the summer of 1997 what a mountain of paper the evaluation of this Project would generate! We thank them for their dedication, fortitude, patience, and good humor through all the phone calls, letters, e-mails, and faxes in our attempts to collect a record as complete and accurate as possible of the tutors and families who participated in the Shared Reading Project, and the booksharing each family did throughout the Project. These site coordinators also went above and beyond the call of duty in making arrangements with families and tutors for our site visits. We always felt like honored guests and could not have met our interview objectives without their caring support. Perhaps most important, we thank each of the coordinators for the insights they shared with us, and continue to share, about how to make the Shared Reading Project work and how to make it better. They were always very open with us in sharing their challenges and problems as

well as their successes. Their lessons learned became a major part of the week-long *Shared Reading Project: Keys to Success* – a training for site coordinators, that the Clerc Center’s Office of Training and Professional Development rolled out nationwide this year to other programs that want to start their own Shared Reading Projects. The site coordinators at the five original expansion sites were truly pioneers.

I also want to thank all the families who participated in the Shared Reading Project and helped with this evaluation by completing the survey forms and recording the times they shared books with their children. I especially want to thank those families who agreed to invite us into their homes to share their experiences with the Shared Reading Project. The opportunity to hear their stories was one of the highlights of this Project. They shared their frustrations as well as the successes they had with their children, often in emotional ways that underscored the profound impact Shared Reading had on their families, but which are difficult to convey in the summary data presented in this report. In addition to the families, I also want to thank the tutors who were key to documenting the progress of the tutoring sessions. In particular, I thank those tutors who agreed to talk to us about their experiences with the families we interviewed. The work of the interpreters and translators who assisted us with these interviews is also appreciated.

I want to thank the many readers who agreed to read the report-in-progress and offered insightful criticism, suggestions, and corrections at many steps along the way. From the Clerc Center, they include David Schleper, Margaret Hallau, Jane K. Fernandes, Blanche Drakeford, Sharon Newburg-Rinn, Patrick Atuonah, Gary Hotto, Lori Lutz, and Jennifer Hinger. I also want to thank the Shared Reading site coordinators for their helpful and supportive comments on the draft report. Patricia Spencer and Michael Karchmer provided insightful feedback and suggestions about the data analysis. It remains my privilege, however, to claim responsibility for any shortcomings in the final report.

Linda Delk

INTRODUCTION

WHAT IS THE SHARED READING PROJECT?

The Laurent Clerc National Deaf Education Center at Gallaudet University implemented the Shared Reading Project to help hearing parents learn how to share books with their young deaf and hard of hearing children. The ultimate goal of the project is to help deaf and hard of hearing children become better readers in school and to improve their academic achievement.

Fifteen booksharing principles are the foundation of the Project. These principles derive from research about how deaf adults read books to young deaf children.¹ In the Shared Reading Project, a trained tutor visits each family once a week for 20 weeks, bringing a book bag. Each book bag includes a storybook, a sign language videotape of the story, an activity guide, and a bookmark printed with booksharing tips. The tutor coaches the hearing parents and other caregivers on the principles of how to sign the books to their young deaf or hard of hearing child. The family borrows the book bag and reads to their deaf or hard of hearing child between tutor visits. The tutor brings a new book bag for the family each week.

WHY WAS THE SHARED READING PROJECT NEEDED?

About half of high-school-age deaf and hard of hearing students leaving special education programs read below the fourth-grade level.² Because they have not had full access to opportunities to learn language, many deaf and hard of hearing students do not progress in their ability to read at the same rate as hearing students do. Without a strong language base and early reading experiences, they fall further and further behind academically each year.

Research with hearing children has shown that children whose parents read to them when they were young are better prepared to learn to read in school.

"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."³

Deaf and hard of hearing children need access to the same kinds of family-based literacy experiences as hearing children. The Shared Reading Project was designed as an accommodation to give them that access through visually based language and communication.

¹ Schleper, D. R. (1997). *Reading to deaf children: Learning from deaf adults*. Washington, DC: Gallaudet University, Pre-College National Mission Programs.

² Allen, T. E. (1994). *Who are the deaf and hard of hearing children leaving high school and entering postsecondary education?* [On-line]. Available at <http://gri.gallaudet.edu/AnnualSurvey/whodeaf.html>

³ Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1985). *Becoming a nation of readers: The report of the Commission on Reading*. Champaign-Urbana, IL: University of Illinois, Center for the Study of Reading.

Summarizing what is known about how hearing children learn to read, Dr. G. Reid Lyon of the National Institute of Child Health and Human Development writes that, "Reading out loud to children is a proven activity for developing vocabulary and language expansion..., and plays an important role in developing receptive and expressive language skills. Reading out loud to children can also help to enhance children's background knowledge of new concepts that will appear in both oral and written language." He cautions, however, that "...reading is not a natural process... reading does not emerge naturally from interactions with parents and other adults, even in print-rich environments."⁴ So, just as children must be taught how to read, many parents need help to learn how to read aloud to their children.

Many sources of information and community-based programs are available to help parents learn how to read books to their young children. These suggestions are grounded in the implicit assumption that parents and children share a common language and are able to communicate with each other. These publications also usually assume that children have use of their hearing for language learning, communication, and developing phonics skills. For example, one publication aimed at parents of infants and toddlers encourages parents to "Use expression in your voice when you read or tell the story."⁵ Because these strategies are auditory-based, they are usually inaccessible to children who cannot hear or understand their parents' spoken words.

Eighty-four percent of deaf and hard of hearing students have hearing parents who must learn new ways to communicate with their children.⁶ These parents want to read books to their children, but are often frustrated in their attempts to do so, because techniques that work for the general population are not easily applied with children who are deaf or hard of hearing. Deprived of early family literacy experiences, it is not surprising that many deaf children enter school without the experiences they need to learn to read well.

Accommodations were needed to make booksharing accessible to young deaf and hard of hearing children and their parents. Strategies like using expressive voice when reading can be translated into visually based strategies. The Shared Reading Project was designed to provide hearing parents with visually based communication and booksharing strategies they can use to read books to their deaf and hard of hearing children. These strategies are derived from research on how deaf adults read to deaf children. The Shared Reading Project takes these lessons learned from deaf adults and teaches hearing parents alternative strategies, enabling them to read and talk about storybooks with their deaf and hard of hearing children. The Shared Reading Project presents an accommodation – it enables hearing parents of young deaf and hard of hearing children to share books in ways analogous to those used by hearing parents with hearing children.

⁴ Lyon, G. R. (1999). Reading disorders and reading instruction: A summary of research findings. *Keys to Successful Learning: A National Summit on Research in Learning Disabilities*. Washington, DC: National Institute of Child Health and Human Development.

⁵ Dodge, D.T. & Heroman, C. (1999). *Building your baby's brain: A parent's guide to the first five years*. Washington, DC: Teaching Strategies, 24.

⁶ Gallaudet Research Institute (December, 1999). *Annual Survey of Deaf and Hard-of-Hearing Children & Youth*. Washington, DC: Gallaudet University.

EVOLUTION OF THE SHARED READING PROJECT

The Shared Reading Project was conceived by David R. Schleper, Dr. Jane K. Fernandes, and Doreen Higa at the Hawai'i Center for the Deaf and Blind in 1993, when they discovered that none of the hearing parents in that program were reading to their deaf children. Schleper used research on how deaf adults read to deaf children to develop 12 principles of booksharing with deaf children.⁷ They then recruited deaf adults to become tutors and work with the families on a weekly basis. The tutors and families were asked to keep logs of their booksharing experiences and questions. Some tutoring sessions with families were videotaped for further study.

When Fernandes became Vice President of the Clerc Center at Gallaudet University in Washington, DC, in 1995, she and Schleper brought the Shared Reading Project with them. The Shared Reading Project addresses two of the Clerc Center's major priority areas: improving the literacy skills of deaf and hard of hearing children, and family involvement. Deaf tutors, mainly Gallaudet students, were recruited, hired, and trained. Storybooks were selected. Videotapes were produced with deaf persons, who represented many ethnocultural groups, reading the stories in American Sign Language (ASL). The Shared Reading Project began serving families of deaf children at the Clerc Center's Kendall Demonstration Elementary School for the Deaf (KDES) on the Gallaudet campus in 1995. The project targeted families with children 8 years of age and younger.

At the Clerc Center, the Shared Reading Project underwent further development and refinement. Three more booksharing principles were added, making a total of 15. These principles state that when deaf adults read to deaf children, they:

- 1) Translate stories using American Sign Language,
- 2) Keep both languages (ASL and English) visible,
- 3) Are not constrained by the text,
- 4) Re-read stories on a storytelling to story reading continuum,
- 5) Follow the child's lead,
- 6) Make what is implied explicit,
- 7) Adjust sign placement to fit the story,

⁷ Some of the sources Schleper used include:

van der Lem, T. & Timmerman, D. (March, 1990). Joint picture book reading in signs: An interaction process between parent and child. In S. Prillwitz & T. Vollhaber (Eds.), *Sign Language Research and Application, Proceedings of International Congress*. Hamburg, Germany: Signum Press.

Harris, M., Clibbens, J., & Tibbits, R. (1989). The social context of early sign language development. *First Language, 9*, 81-97.

Andrews, J. F. & Taylor, N. E. (1987). From sign to print: A case study of picture book "reading" between mother and child. *Sign Language Studies, 56*, 261-274.

Lartz, M.N. & Lestina, L.J. (1995). Strategies deaf mothers use when reading to their young deaf or hard of hearing children. *American Annals of the Deaf, 140*, 358-362.

- 8) Adjust signing style to fit the story,
- 9) Connect concepts in the story to the real world,
- 10) Use attention maintenance strategies,
- 11) Use eye gaze to elicit participation,
- 12) Engage in role play to extend concepts,
- 13) Use ASL variations to sign repetitive English phrases,
- 14) Provide a positive and reinforcing environment, and
- 15) Expect the child to become literate.

A videotape and booklet entitled *Reading to Deaf Children: Learning from Deaf Adults*, which illustrated how to apply the 15 booksharing principles, were also produced.⁸ In the video, each principle was explained, then followed by clips of deaf adults applying that read-aloud strategy to read to deaf children. This videotape was produced in versions with voice-overs in Arabic, Mandarin, Russian, Spanish, Tagalog, and Vietnamese, the home languages of families participating in the Shared Reading Project. The video and manual have been widely disseminated to families and educators of deaf and hard of hearing students across the country.

In 1996, the Clerc Center began making the Shared Reading Project available to other programs serving deaf and hard of hearing children and their families. The Clerc Center announced that it would support five expansion sites. The roles of the expansion sites were to make the Shared Reading Project available to more traditionally underserved deaf and hard of hearing children and their families and to assist the Clerc Center in evaluating the Shared Reading Project. The traditionally underserved groups of deaf and hard of hearing children, as defined by the Education of the Deaf Act Amendments of 1992, include deaf and hard of hearing children who:

- have disabilities,
- are members of diverse ethnocultural groups, especially children of Latino, African, Asian, Pacific Island, and Native American heritage,
- live in rural areas,
- come from homes in which a language other than English is spoken, or
- are underachieving academically.⁹

⁸ Fernandes, J. (Producer), & Schleper, D.R.. (Director). (1997). *Reading to deaf children: Learning from deaf adults* [Videotape]. (Available from Gallaudet University, Pre-College National Mission Programs, Washington, DC 20002).

Schleper, D. R. *Reading to deaf children: Learning from deaf adults* [Manual]. Washington, DC: Gallaudet University, Pre-College National Mission Programs, 1997.

⁹ Public Law 102-421, October 16, 1992. Title I - Amendments to the Education of the Deaf Act of 1996, Subtitle B, Sec. 104(a)(1)(B).

The expansion phase was advertised nationally and applications were made available to schools and programs that wished to participate. Twenty-eight applications were received from programs around the country. A panel of Gallaudet reviewers representing the Development Office, Institutional Research, and the Clerc Center reviewed each proposal using criteria included in the application packet (see Appendix B). The five programs selected to participate in this phase of the Shared Reading Project included an urban center school for the deaf, a residential school with satellite programs in a rural state, an urban public school program, and two not-for-profit organizations serving families with deaf and hard of hearing children in urban and rural areas. Each of these sites also had a high proportion of children in at least one of the traditionally underserved groups.¹⁰ The sites were located in the mid-Atlantic, western, Pacific Northwest, and Midwestern regions of the country.

During 1997-1998, the five expansion sites received training, books bags, and financial support needed to set up the Shared Reading Project. Each site provided at least one person who had site coordinator responsibilities, including recruiting families and tutors, training and supervising tutors, managing the Shared Reading materials, and providing data for the Project evaluation. The Clerc Center provided each site with:

- 160 book bags (four copies of 40 different titles),
- \$25,000 to be used to pay the cost of tutors, interpreters, and translators, and
- training for the site coordinators.

The site coordinators came to the Clerc Center at Gallaudet in June 1997 for three days of training. When the site coordinators returned to their programs, they began recruiting and hiring tutors and contacting and encouraging families to participate in the Shared Reading Project. Some of the site coordinators requested assistance from Clerc Center trainers or other site coordinators for the tutor training. One site coordinator assisted with training at another site. Site coordinators did some networking and shared training and implementation strategies with each other. Clerc Center Shared Reading Project trainers also made two visits to each site during the year to observe tutors working with families, meet with tutors to give feedback, and consult with the site coordinators. The Clerc Center staff consulted with the site coordinators by phone and e-mail as needed.

The site coordinators returned to the Clerc Center in June 1998 to debrief and share their experiences. They also discussed the next steps for continuing Shared Reading at their sites. For fiscal year 1999, the Clerc Center continued to provide technical assistance to the sites, as well as book bags for 10 new titles and \$5,000 to help each site with administrative costs.

¹⁰ In particular, the sites were asked to provide information about the percentages of their populations who had disabilities, were members of diverse ethnocultural groups, lived in rural areas, or came from non-English speaking homes. Sites were not asked to provide information about children who were lower-achieving academically, since the targeted age range for the Shared Reading Project was birth through 8. Most children in this age range would be too young to take standardized tests of academic achievement. It was also assumed that most of the children in the other targeted groups would also be at risk for lower achievement.

EVALUATING THE SHARED READING PROJECT

PURPOSE OF THE EVALUATION

The focus of the evaluation was on the implementation of the Shared Reading Project in diverse settings, the populations being served, and short-term outcomes for families. The implementation portion of the evaluation examined how the Shared Reading Project was delivered at the five expansion sites and how closely this implementation adhered to the Clerc Center's intended Shared Reading Project model. We needed to know how sites, tutors, and parents were actually implementing the Project's intended activities. This information was needed to support Shared Reading Project training courses and to lay the foundation for evaluating the long-term impact of the Project on children's reading. We also wanted to evaluate the extent to which the expansion sites were able to recruit families of the targeted traditionally underserved deaf and hard of hearing children to participate in the Shared Reading Project. And we wanted to determine the short-term effectiveness of the Shared Reading Project: Did we see changes in booksharing within those families who participated in Shared Reading tutoring sessions?

The Introduction summarized the Shared Reading Project as a complex intervention with families of young deaf and hard of hearing children that would eventually lead to the improved reading ability of deaf and hard of hearing children. If the expected achievement results were demonstrated by participating children as they progressed through school, knowledge of actual implementation processes would be needed before those outcomes could be attributed to the participation of children's families in the Shared Reading Project.¹ Therefore, in this evaluation, the implementation of the Shared Reading Project was evaluated at the five expansion sites in relation to how the developers expected Shared Reading to be implemented. To do this, a model of the ideal or normative operation of the Shared Reading Project was needed to show the expected chain of Shared Reading activities and their links to anticipated short- and long-term outcomes. General descriptions of how the Shared Reading Project was implemented, especially at the level of tutor-family interaction, had appeared earlier in several publications.² However, descriptions of program-level Shared Reading activities that supported tutoring and family booksharing activities needed further explication for this first phase of the evaluation.

The decision to expand the Shared Reading Project to additional sites provided the impetus to make all the Shared Reading processes more explicit. Before applications were sought from potential expansion sites, the Project evaluators worked with the Project developers to specify the underlying theory or logic of the Shared Reading Project in more detail. The process of specifying the developers' "ideal" model helped to surface and clarify some assumptions about Shared Reading, such as the duration of the intervention. The developers' model was used to help design the application process for the expansion sites, develop the criteria for screening the applications, and specify the expectations and roles of the Clerc Center and the selected sites. Some of the issues that were clarified during this process were the role of American Sign Language in the booksharing process, the qualifications of tutors, and the duration of the Shared Reading intervention. Discussions among developers, Shared Reading trainers, and evaluators helped to surface implied

¹ Chen, H. T. (1990). *Theory-driven evaluations*. Newbury Park, CA: Sage Publications, 33.

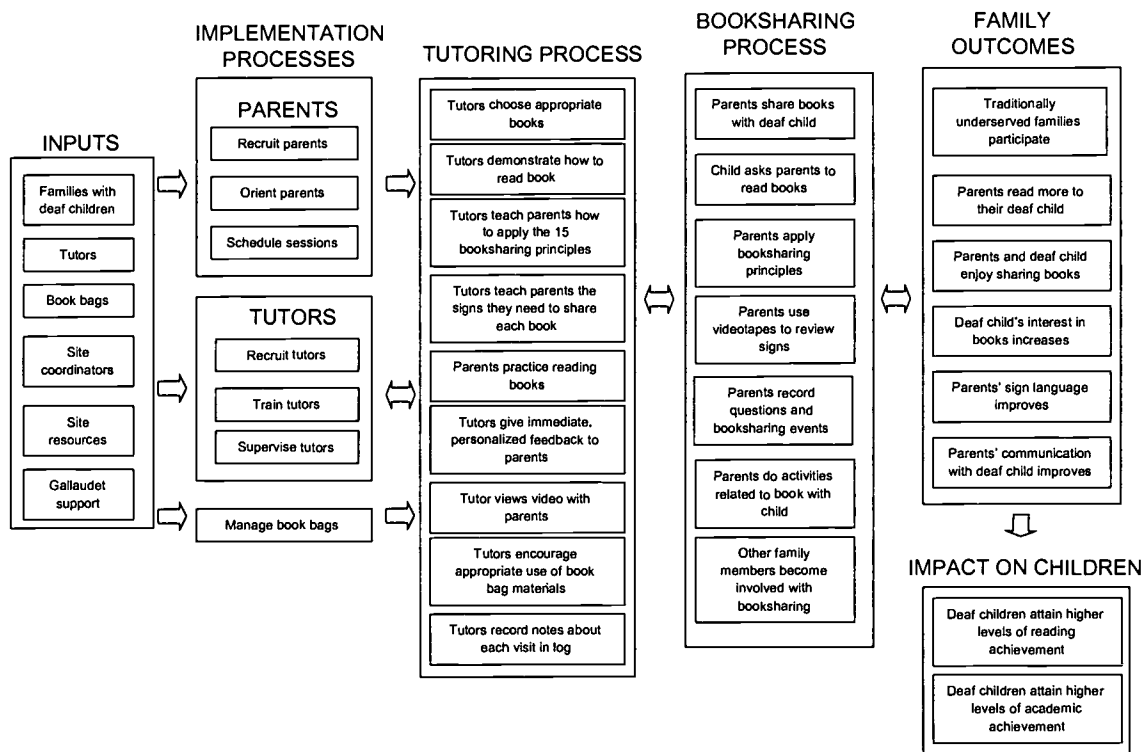
² Schleper, D.R. (March-April 1995). Reading to deaf children: Learning from deaf adults. *Perspectives in Education and Deafness*, 13.

Schleper, D.R. (March-April 1997). Shared Reading means shared lives. *Perspectives in Education and Deafness*, 15.

assumptions. Where there was a difference of opinion or lack of clarity, discussion provided the opportunity to examine issues and reach consensus about the best fit for the Shared Reading Project. The evaluators then used the information generated in these discussions to develop a visual representation of the logic of how the Shared Reading Project was intended to work.

The visual representation of the logic underlying a program is called a “program logic model.”³ The purpose of the program logic model is to make the underlying rationale of the project explicit, so that others may examine and understand it. Logic models are also useful for framing evaluation questions and identifying data needs and possible sources of data for the evaluation.

Figure 1: 1997 Shared Reading Project logic model



THE SHARED READING PROJECT LOGIC MODEL

The program logic model for the Shared Reading Project illustrates the complex sequence of processes intended to lead to short-term family outcomes and long-term impacts on children. This model, shown in Figure 1, was shaped by the developers' experience with the Shared Reading Project in Hawai'i and at the Kendall Demonstration Elementary School, as well as by what was expected to

³ The terms “logic model,” “program theory,” and “innovation configuration” are used to describe a program's essential components and underlying rationale. These concepts are presented in more detail in the following: William Kellogg Foundation. (1998). *W. K. Kellogg Foundation Evaluation Handbook*. Battle Creek, MI: Author; Chen, H. T. (1990). *Theory-driven evaluations*. Newbury Park, CA: Sage Publications; Hall, G. E. & Hord, S. M. (1987). *Change in schools: Facilitating the process*. Albany: State University of New York Press.

happen at the five new expansion sites. In addition to basic implementation processes, the logic model shows project inputs, expected outcomes, and their relationships. It became the normative model for evaluating the implementation of the Shared Reading Project at the five expansion sites.

The underlying logic of the Shared Reading Project is that if hearing parents can learn to read aloud in sign language to their young deaf children, then deaf children will become better readers in school. Since the read-aloud strategies parents use with hearing children can be difficult to use with deaf children, the Shared Reading developers looked to deaf adults to see how they read to their own deaf children. The 15 Shared Reading Project booksharing principles reflect good read-aloud practices in general, but specify how deaf adults naturally adapt those practices to make booksharing visually and linguistically accessible to deaf children.⁴

The Shared Reading Project logic model summarizes the complex chain of inputs and activities intended to lead to anticipated results for families and children. The components of the Shared Reading Project logic model are described below, showing what was expected to happen after the five expansion sites were selected.

INPUTS

The first box shows the “Inputs,” or resources, needed to implement the Shared Reading Project. These inputs include a population of families of traditionally underserved deaf and hard of hearing children, a pool of persons who may become Shared Reading tutors, administrative support and resources for site coordination, a set of Shared Reading book bags, and financial, training, and technical support from the Clerc Center at Gallaudet University.

Each site was expected to provide one person to act as the Shared Reading site coordinator and give that person at least 10 hours of release time per week to carry out site coordination responsibilities.

The Clerc Center would provide three days of training to the site coordinators. The training would cover the booksharing process, evaluation responsibilities, and guidelines for recruiting and orienting tutors and families. The training the site coordinators received would prepare them to set up the Project, recruit and train tutors, recruit and orient parents, and manage the Project materials. In addition, Clerc Center Shared Reading Project staff would be available to consult with site coordinators by phone, mail, and e-mail to provide technical assistance and support throughout the adoption and implementation of the Project. This included site visits during which the Shared Reading Project training staff would accompany tutors to selected homes to observe tutoring sessions. The trainers would also hold group meetings with tutors and consult with site coordinators.

Each site was expected to identify a pool of persons who could become Shared Reading tutors. Ideally, persons recruited to become Shared Reading tutors would be native or near-native users of American Sign Language, fluent in English, and familiar with Deaf culture. In addition, they would have the skills needed to interact in positive, supportive ways with hearing parents or caregivers. Site coordinators were expected to recruit tutors who reflected the diversity of the target populations to be served.

⁴ Schlepfer, D. R. (1997). *Reading to deaf children: Learning from deaf adults*. Washington, DC: Gallaudet University, Pre-College National Mission Programs.

Shared Reading materials are another important Input. Shared Reading Project book bags were developed for use at KDES and the five expansion sites.⁵ A Shared Reading book bag is a set of specially designed materials to be used for family tutoring and booksharing with children. Each book bag includes a children's storybook, a videotape of the book being read by a native American Sign Language signer, an activity guide, and a bookmark imprinted with booksharing tips in parent-friendly language. The Shared Reading Project staff selected 40 book titles that were appropriate for children age 8 and younger. A number of the books were chosen because they are predictable books. Predictable books encourage children to think about what comes next in the story through the use of repeated words or phrases, cumulative stories, questions and answers, or familiar sequences.⁶ Other books were chosen because they featured characters from diverse ethnocultural and racial backgrounds. The developers felt it was important that the characters in the stories reflect the diversity of the target population for the Shared Reading Project. The books were grouped by the Project director into three levels, reflecting the relative ease with which parents could be expected to read them using sign language. A list of the books provided to the expansion sites is included in Appendix C.

Some of the books were available in both English and Spanish. For these, a copy of the book in each language was included in the book bag. Other books were translated into other languages, according to the home languages of parents participating in Shared Reading. The translations were pasted into the books, page by page, and placed so that they would not obscure the English print and pictures. Bookmarks were printed in Arabic, Mandarin, Russian, Spanish, Tagalog, and Vietnamese.

The story readers on the videotapes were deaf persons who were native or near-native American Sign Language (ASL) users. Most of these deaf story readers were Clerc Center teachers and staff and students from the Clerc Center's Model Secondary School for the Deaf. Deaf readers were also selected to represent a variety of ethnocultural groups, including African American, Asian, Latino, and European American. The developers felt it was important to have story readers who reflected the diversity of the Deaf community and of the families who would participate in the Shared Reading Project.

IMPLEMENTATION PROCESSES

Arrows link the "Inputs" box to "Implementation Processes" in the logic model. The boxes under "Implementation Processes" summarize the intended activities related to recruiting and orienting families and tutors and managing the Shared Reading materials.

Each of the expansion sites was chosen because it had access to or was already serving a large population of traditionally underserved deaf and hard of hearing children. Site coordinators would be expected to use effective ways of contacting the families of these children and encouraging them to participate in the Shared Reading Project. The families who agreed to participate would be given an orientation to the Shared Reading Project, preferably in a group meeting. The orientation would ideally include an overview of the 15 booksharing principles, an opportunity to meet the tutors, and information sharing, such as how to use the telephone relay system to communicate with deaf tutors. Tutors would then schedule their first tutoring session with their families.

⁵ These book bags were later made available for purchase by other programs and individuals from the Clerc Center.

⁶ Jett-Simpson, M. (1987). *Reading resource book: Parents and beginning reading*. Atlanta: Humanics.

Other “Implementation Processes” include the recruiting, training, and supervision of tutors. Site coordinators would be expected to seek out and recruit tutors who reflect the diversity of their target families, including tutors who were members of diverse ethnocultural groups. Site coordinators would also be responsible for training tutors on the 15 booksharing principles and on the activities tutors were expected to do when tutoring parents and caregivers. The site coordinators could request assistance from the Clerc Center with this training. The site coordinators would also be responsible for setting up a system for supervising tutors, including verifying tutor visits, monitoring the work done by the tutors with the families, and solving problems that might arise.

The Clerc Center gave each site 160 book bags – four copies each of 40 titles – to use with their families. This was deemed enough so that each of up to 25 families could have a new book to work with for each of 20 tutoring sessions. The site coordinators would be responsible for setting up a system so that tutors could check in and out the book bags that were loaned to families each week.

TUTORING PROCESS

The training the tutors would receive under “Implementation Processes” would prepare them to work with the families and teach them how to use the visually based strategies embodied in the 15 booksharing principles. Major activities of the “Tutoring Process” are summarized in the third box of the logic model. These activities are the expected ways in which tutors interact with parents. The developers characterize the tutoring process as parent-centered. The tutor would be expected to work directly with parents and caregivers, not with the child. Tutors’ demonstrations would emphasize the use of ASL in booksharing. Tutors would coach the parents to focus on storytelling, not reading the story word-for-word. Tutoring sessions were expected to last about an hour, which includes some time at the end for tutors to chat informally with families and answer any questions they may have. The tutoring process is intended to include 20 home visits, one visit per week.

The double-headed arrow between “Tutoring Process” and “Implementation Processes” indicates the ongoing communication between tutor and site coordinator and the active monitoring of the tutoring process by the site coordinator, who would give feedback and guidance to the tutors about their interaction with parents.

BOOKSHARING PROCESS

The tutoring sessions are intended to prepare and enable parents to read aloud to and enjoy sharing books with their children. The expected family activities related to booksharing are summarized in the “Booksharing Processes” box. This box includes expected activities for parents, as well as expectations about the involvement of the child and other family members in booksharing. After each tutoring session, families would be expected to share the storybook with their child throughout the week until the tutor returned with a new book bag. Parents and caregivers were expected to read to their child several times a week, involving other family members. They were also expected to look at the video to review the ASL signs and phrases used in the story. The video was intended to be used only by the parent. It was not intended for child viewing. Parents would also be encouraged to use some of the activities from the activity guide that accompanies each book.

A double-headed arrow links the “Tutoring Process” and “Booksharing Process.” This indicates the expected ongoing interaction between the tutor and the family. The interaction would help the families to become progressively more adept at booksharing and help the tutors adjust their strategies to fit family needs.

FAMILY OUTCOMES

The “Family Outcomes” box summarizes the immediate results expected for families – that they will share books more often and that they will enjoy sharing books. An important related outcome is that communication between parents and their deaf and hard of hearing children will improve. These are the short-term outcomes that directly support children learning to read. The double-headed arrow indicates that if families experience successes in booksharing, they will continue to share books with their children.

IMPACT ON CHILDREN

The last box, “Impact on Children,” shows the educational benefits of increased reading and academic achievement that are expected to accrue to children whose parents share books with them at home. These benefits are expected to manifest themselves in near grade-level reading and academic achievement in elementary school.

EVALUATION QUESTIONS

The logic model described above guided the formulation of the evaluation questions about the Shared Reading Project at this stage of its development and dissemination. The major evaluation questions for this evaluation were:

- 1) HOW WAS THE SHARED READING PROJECT IMPLEMENTED AT EACH SITE? The purpose of this evaluation question was to see how closely each site adhered to the original Shared Reading Project model and what adaptations the sites made to implement the project in their particular locales. Information about how the Shared Reading Project was implemented in diverse settings would be needed for the design of training programs to disseminate the Shared Reading Project around the country.⁷ The fidelity and intensity of the implementation could affect the achievement of anticipated results. Knowing how the expansion sites adapted the Shared Reading Project will help in the planning of future impact evaluations.
- 2) TO WHAT EXTENT DID FAMILIES OF TRADITIONALLY UNDERSERVED DEAF AND HARD OF HEARING CHILDREN PARTICIPATE IN THE PROGRAM? One goal of the Shared Reading Project was to reach the families of children who have traditionally been hardest to serve and who have had lower levels of academic achievement in school. The five expansion sites were chosen because each had sizable populations of deaf and hard of hearing children from the traditionally underserved groups targeted by the Shared Reading Project. These groups include students who:
 - Are members of diverse ethnocultural groups,
 - Have disabilities,
 - Come from homes in which a language other than English is spoken,

⁷ *The Shared Reading Project: Keys to Success* is a week-long training program for site coordinators now offered by the Clerc Center’s Office of Training and Professional Development. Janne Harrelson is the Director of this office. For more information, see the Clerc Center Web page <http://clerccenter.gallaudet.edu/Literacy/srp/hisrp.html>.

- Are from rural areas, and
 - Are lower achieving academically.
- 3) DID PARTICIPATING FAMILIES READ MORE TO THEIR DEAF AND HARD OF HEARING CHILDREN? DID FAMILIES ENJOY SHARING BOOKS TOGETHER? These were the main short-term outcomes expected for families as a result of completing 20 weeks of tutoring in the Shared Reading Project. In this first evaluation, the focus was on immediate short-term outcomes for families. Follow-up evaluation will be needed to assess the long-term effects of the Shared Reading Project on deaf and hard of hearing children's reading and academic achievement.

EVALUATION METHODS

This section describes the approaches taken to investigate each of the three evaluation questions, as well as data collection and analysis.

EVALUATION QUESTION 1: HOW WAS THE SHARED READING PROJECT IMPLEMENTED AT EACH SITE?

We used process evaluation to address this question. Each of the three major processes in the logic model – Implementation, Tutoring, and Booksharing – was intended to lay the foundation for the next step in the model. The purpose of this evaluation question was to see if the expansion sites implemented the Shared Reading Project as it was intended. Differences in implementation could have an effect on outcomes observed at different sites. Data concerning implementation, tutoring, and booksharing processes were obtained mainly from:

- site visits by the evaluators,
- interviews with site coordinators,
- interviews with a representative sample of families and their tutors,
- periodic phone updates with site coordinators, and
- end-of-the-year tutor surveys.

The logic model was used to develop the interview protocols for site coordinators and selected tutors and parents. Detailed information was obtained from site coordinators about how each site recruited families and tutors, matched families and tutors, trained and supervised tutors, managed the flow of materials, utilized local resources, managed site coordination responsibilities, and dealt with other challenges that arose. Parents were asked to describe booksharing situations before and after they started participating in the Shared Reading Project, their relationship with the tutor, and how they used the Shared Reading book bag materials. The tutors were asked about the training they received, about their relationships with the family and the site coordinator, how they established communication with the family, how they conducted their tutoring sessions, how they used the materials in the Shared Reading Project book bags, and what changes, if any, they observed in family booksharing. The interview protocols used with site coordinators, parents, and tutors can be found

in Appendix D.

The Shared Reading evaluators visited each site during the summer of 1998 to interview site coordinators and the sample of families and their tutors. During FY 1999, the second year of operation for the five expansion sites, the evaluators continued to stay in contact with the site coordinators. The site coordinators were contacted informally during the year by phone, mail, and e-mail to find out what implementation changes they made, what challenges they encountered, how they solved problems, and if there were any further adaptations.

EVALUATION QUESTION 2: TO WHAT EXTENT DID FAMILIES OF TRADITIONALLY UNDERSERVED DEAF AND HARD OF HEARING CHILDREN PARTICIPATE IN THE SHARED READING PROJECT?

Coordinators at the five expansion sites provided information about each family and their deaf or hard of hearing children, including the child's date of birth; whether the child was deaf or hard of hearing; the race or ethnicity of the child; whether the child had any disabilities; what was the primary language spoken in the child's home; if the child's parents were deaf, hard of hearing, or hearing; and if the family lived in a rural area. Sites were asked to provide this information for all eligible families (with deaf or hard of hearing children under the age of 8), if it was available, and then to indicate which of these families actually participated in the Shared Reading Project. These data were then analyzed to determine if the Shared Reading Project was reaching the families of traditionally underserved children in proportion to their representation at each site.

EVALUATION QUESTION 3: DID FAMILIES READ MORE TO THEIR DEAF AND HARD OF HEARING CHILDREN? DID FAMILIES ENJOY SHARING BOOKS MORE?

Data for assessing these outcomes came from a variety of sources. Booksharing frequency was evaluated using parent pre- and post-participation surveys and Family Reading Records. Data concerning families' enjoyment of booksharing were obtained from the parent pre- and post-participation surveys, interviews with a representative sample of parents and their tutors, and tutor surveys.

CAPTURING THE UNEXPECTED

While the program logic model lays out the activities that the developers expect to occur and the anticipated outcomes, the Project staff also recognized that any disseminated program inevitably undergoes change when it is implemented in a new location. Each site has its own resources, capabilities, needs, and challenges that work against the exact replication of any program. This adoption/adaptation process can result in implementation modifications that can affect the nature and magnitude of expected project outcomes. For these reasons, the Clerc Center Shared Reading Project staff wanted the evaluation to include ways of documenting implementation adaptations and detecting unintended outcomes, whether positive or negative. The data collection procedures described below were designed to cast a net of inquiry wide enough to capture evidence of intended and unintended implementation practices, as well as unintended outcomes of the Project at each site.

DATA COLLECTION

As indicated under each of the major questions above, a variety of quantitative and qualitative data collection tools were used for the Shared Reading Project evaluation. This section

describes each of these tools and the data collection procedures associated with them in more detail.

Participation rosters

Each site coordinator was provided with family and child participation rosters. These rosters were intended to serve as a master list for the site coordinators. They were asked to list each participating family on the family roster and each participating child on the child roster. These rosters had a column for names for the site coordinators' use only and a column in which the site coordinator assigned family and child identification numbers for use by the evaluation team. Before sending copies of the rosters to the evaluation team, the site coordinators were instructed to remove the name column from the form.

The family roster was used to collect family level data, such as the primary language used in the home and whether or not the family lived in a rural area. The child roster collected child level data for each participating child. Some families had more than one eligible deaf or hard of hearing child. Child level data included birth date, whether the child was deaf or hard of hearing, ethnocultural group membership, and if the child had disabilities. ZIP codes were also requested on the rosters. These were used to look up household income information for the areas in which families resided. Online U.S. Census data files were the source of this income information.⁸

The sites were originally asked to list all families associated with their programs that would be eligible to participate in the Shared Reading Project and then to indicate on the rosters which families actually participated. Only the site coordinators from the two schools for the deaf were able to provide this information about eligible families. Because the not-for-profit organizations extended their family recruiting process beyond the families they currently served, it was not possible for them to provide eligible population data. Population information was not received from the fifth site.

Tutor background forms

The site coordinators were given forms to complete for each tutor they hired. The site coordinator was asked to assign a tutor identification number to each tutor and use that on the copy returned to the Clerc Center instead of the tutor's name. The background form asked for basic demographic information, as well as information about education, occupation, the type of sign language the tutor used, and when and how the tutor learned to sign.

Parent pre- and post-participation surveys

Before they began the tutoring sessions, parents were asked to complete a survey about their booksharing experiences, their knowledge of assistive devices used by deaf people, and the literacy environment in the home. These pre- and post-participation surveys are included in Appendix D. The survey forms were given to the site coordinators to distribute to parents and caregivers. The site coordinators used several methods to help parents complete the surveys. Some surveys were mailed to parents. Some parents filled out the surveys at a kick-off meeting. The site coordinator or the tutor assisted some parents with literacy problems. The Clerc Center provided survey forms translated into the home languages of families as requested by the site coordinators. The site

⁸ 1990 Census Summary Tape File 3 (STF3) – Sample count - all socioeconomic and demographic variables. Available at <http://venus.census.gov/cdrom/lookup>.

coordinators were asked to code each survey with the site ID and family ID before sending the surveys to the Clerc Center. Completed surveys from 98 of the 106 families were received for the pre-participation survey.

After they completed the tutoring sessions, the parents were asked to complete a similar survey, which was made available to them in their home language. The surveys were sent to the site coordinators, who were asked to precode each survey with the site ID number and the family ID number before sending the surveys to the parents. Pre-addressed, postage-paid envelopes were also provided, so the parents could send the surveys directly to the Clerc Center. Responses were received from 39 families from four of the expansion sites. The family ID numbers were inadvertently omitted from the completed surveys from one of these four sites, and no responses were received from the fifth site.

The omission of ID numbers and the lower return rate for the post-participation survey limited our ability to match the responses of parents before and after their participation in the Shared Reading Project. However, the characteristics of those parents who did respond were representative of all the families, except that rural families were somewhat overrepresented. Therefore, we feel reasonably comfortable with the comparisons we were able to make. In addition, we have other sources of information about how often parents were reading to their children from the Family Reading Records and from interviews with a representative sample of families and their tutors. The findings from these tools can be used to check the validity of conclusions drawn from the surveys.

Tutor logs

Site coordinators required tutors to keep records of their visits to families. These were used to monitor the tutoring process as well as for payroll documentation. The Clerc Center had originally advised the site coordinators to provide each tutor with a notebook in which to record his or her observations and questions to discuss with the coordinator. However, some of the site coordinators developed forms with a set list of questions that tutors were to answer. These logs functioned as both planning and reporting tools. Site coordinators provided copies of the logs to the Clerc Center evaluators.

Family Reading Records

The Family Reading Records were intended to provide an ongoing record of frequency of booksharing events while the family was participating in the Shared Reading Project. Each time the tutor brought a new book to the family, the tutor also left a Family Reading Record with the family. The parents were asked to record each time someone in the family shared the book with their deaf or hard of hearing child as well as who had read to the child. They were asked to use a separate Family Reading Record for each book they read. The site coordinators sent copies of all the Family Reading Records to the Project evaluators. For the convenience of the families and tutors, the Family Reading Record included a place to record the child's name. It also included a section for site, family, child, and tutor IDs and for the date of the tutor visit. Before the site coordinators sent copies of the Family Reading Records to the Clerc Center, they were asked to remove the child's name from the form and verify all ID numbers on the form.

Several factors limited the quality of the Family Reading Record data:

- It took a visit or two for the families to become familiar with how to fill out the

Family Reading Records. These early data were more variable than they were after subsequent visits.

- Some families were more conscientious about recording booksharing events than others.
- The tutors and site coordinators also needed time at the beginning to become familiar with the ID numbers and other data that were needed on the Family Reading Records.
- Some Family Reading Records were missing or misdated. While we were able to fill in some of the gaps using tutor logs and calls to the site coordinators, some families' records remained incomplete. However, most families had complete or nearly complete data. Only a few families had missing data for many of the tutoring weeks. These families were eliminated from the repeated measures analyses.

Interviews with parents and their tutors

At the end of the first tutoring year, a representative sample of participating families and their tutors was interviewed. As parents talked about their booksharing experiences, they shared their feelings of frustration, accomplishment, and enjoyment. Five families were selected at each site – 25 families in all.

A sampling frame of the population of families was developed for each site based on the traditionally underserved groups participating at each site. Some sites did not have families to represent each of the four traditionally underserved groups. At least one family was randomly selected from each traditionally underserved cluster identified at each site. The sampling design also included one slot at each site for a family that did not represent any of the traditionally underserved groups. Alternate families were randomly selected to replace any of the initial families that declined to participate in the interview. The distribution of characteristics of the children of the families interviewed is shown in Table 1.

Table 1: Interview sample

SITE	TOTAL NUMBER OF FAMILIES	MEMBER OF A TRADITIONALLY UNDERSERVED GROUP				NOT A MEMBER OF AN UNDERSERVED GROUP
		MEMBER OF DIVERSE ETHNO-CULTURAL GROUP	LIVE IN RURAL AREA	DISABILITIES	LANG. OTHER THAN ENGLISH	
All sites	25	10	11	7	7	3
Site A	5	0	4	0	0	1
Site B	5	3	0	2	1	1
Site C	5	3	4	2	3	0
Site D	5	1	3	2	1	0
Site E	5	3	0	1	2	1

The site coordinators contacted the selected families and determined which ones were willing to be interviewed by the Clerc Center evaluators. The interviews took place in the families' homes. The site coordinators scheduled the interviews with the families, arranged for foreign language translators when needed, and provided the Clerc Center evaluators with directions to families' homes. Interviews were completed with 24 out of the 25 selected families.

Two evaluators conducted each interview. The site coordinators did not accompany the evaluators to the interviews. If the family requested a translator for the interview, that person met the evaluators at the family home. In two cases, the scheduled translator did not show up. In those cases, a member of the family who knew English volunteered to translate so the interview could proceed. The interviews were audio recorded, with the parents' permission. If the parents did not want to be taped, one of the evaluators conducted the interview, while the other took detailed handwritten notes of the parents' responses. Most interviews took from one to two hours to complete.

Interview procedures were developed with direct participation of the Shared Reading Project director and trainers and with the site coordinators who knew the families and tutors best. Access to direct communication was a basic principle in the design of the interview procedures. It was decided that hearing evaluators should interview hearing parents, and that a deaf evaluator should interview the deaf tutors. The original plan had been to do TTY telephone interviews with all the tutors, because it was assumed that all would be comfortable with written English. However, it was finally decided that face-to-face interviews would better support direct communication. The site coordinators identified the tutors whom they felt might have some difficulty understanding and expressing themselves fully in writing in a TTY interview. We attempted to schedule face-to-face interviews with a deaf interviewer with those tutors. There were still some challenges to

overcome. For example, one elderly tutor was interviewed using video teleconferencing, because it would have taken her about three hours to drive to the site office where the tutor interviews were being conducted. Face-to-face interviews were conducted with tutors at four of the five sites. Nevertheless, some scheduling problems necessitated TTY interviews with some of the tutors at these sites. At the fifth site, the site coordinator, who was also deaf, felt that all of the tutors could be successfully interviewed by TTY.

Site coordinators scheduled the tutor interviews and usually provided a room where the face-to-face interviews could take place. A sign language interpreter was present at the face-to-face tutor interviews. While the interviewer and tutor conversed in sign language, the interpreter translated their questions and responses into spoken English into a tape recorder, which created an audio record of the interview. The site coordinators located and scheduled the interpreters.

Tutors who could not be interviewed in person were interviewed by TTY. The site coordinators provided the evaluator with the tutors' contact information so interviews could be scheduled. The Clerc Center paid tutors for their travel to the interview and for the interview time in accordance with their payment rates for tutoring at their sites. A total of 23 tutors were interviewed.

After the interviews were completed, the interview data were transcribed for analysis. Taped interviews were transcribed by the evaluators or by professional transcribers. The evaluator transcribed handwritten notes. The secretary for the Clerc Center evaluation unit transcribed paper printouts of TTY interviews. The evaluators edited the transcripts.

Interviews with site coordinators

Eight persons with site coordination responsibilities at the five sites were also interviewed during the summer of 1998. Five of the interviews were conducted in person, and three were conducted by phone. The face-to-face interviews were audio recorded. Handwritten notes were taken of the phone interviews.

Tutor survey

At the end of the first year at the expansion sites, a survey was sent to each tutor, not just those who had been interviewed. The questions covered topics similar to those in the interviews, but allowed for shorter, more general answers. The site coordinators coded the surveys with site and tutors' ID numbers. They also distributed the surveys to the tutors with self-addressed, postage-paid envelopes, so the tutors could return the surveys directly to the Clerc Center. Thirty-eight of the 64 tutors completed and returned the surveys.

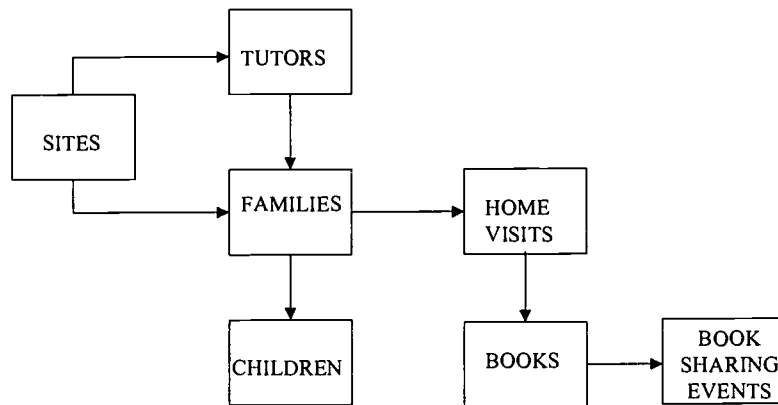
DATA ANALYSIS

Numeric and short-answer text data that could be analyzed using descriptive and inferential statistics and traditional content analysis were processed and stored in a relational Microsoft Access 97 database. These data sources included the family and child rosters, tutor background information forms, Family Reading Records, parent pre- and post-participation surveys, tutor surveys, and the Shared Reading Project book list.

The data collected from these sources were multi-level – site, family, child, visit, and booksharing event – reflecting the organization of the Shared Reading Project and the activities at each

expansion site. The structure of that Access database is shown in Figure 2. The five sites served a total of 106 families and hired a total of 64 tutors to work with those families. Some tutors worked with more than one family. Some families had more than one deaf or hard of hearing child. Each family participated in up to 22 weekly visits by the tutor. Tutors made a total of 1,627 visits to family homes. The tutor was expected to bring one book each visit, but some tutors brought more than one book. Each family was expected to share each book several times during the week following the

Figure 2: Relational structure of the Shared Reading database



tutor visit. In fact, families documented a total of 8,482 booksharing events during their participation in the Shared Reading Project.

The relational database facilitated the aggregation and disaggregation of the data for integrated analyses at different levels. For example, since booksharing occurred at the child level, and it was assumed that different children in the same family might not be read to at the same time, family and visit level data were disaggregated to the child level for analysis. Similarly, records of booksharing events were aggregated up to the child level for statistical analysis using SPSS for Windows (Ver. 8).

THE FIRST EVALUATION QUESTION, dealing with implementation at the five sites, utilized data mainly from the site coordinator and tutor interviews. Using the Shared Reading logic model as a guide, the interviews were subjected to content analysis to describe the range of practices used by the sites for each of the major processes specified in the model. Additional information was drawn from the tutor surveys. Brief quotations were pulled from the interviews and open-ended survey questions to illustrate summary statements about implementation processes.

Extended text data included interviews with the site coordinator, tutor, and family. These paper transcripts were subjected to traditional content analysis to provide broad summary data for this report, emphasizing the range of practices. However, these data are currently undergoing additional qualitative analysis using a modified grounded theory approach and the qualitative data analysis software NUD*IST (Non-numeric Unstructured Data – Inferencing, Searching, and Theorizing). This analysis will take an in-depth look at the tutoring and family booksharing processes of a representative sample of 24 families who participated in Shared Reading. Future reports will

disseminate the findings from these qualitative analyses.

THE SECOND EVALUATION QUESTION, concerning the extent to which the families of traditionally underserved children participated, was answered using data from the Access database. Family and child background data were exported to SPSS for descriptive analysis. While no specific criterion level was set, most of the families recruited to participate were expected to be from one or more of the traditionally underserved groups.

THE THIRD EVALUATION question, dealing with family outcomes, used data from the Family Reading Records, parent pre- and post-participation surveys, and tutor surveys. Data were exported from the Access database to SPSS, which was used to generate the descriptive and inferential statistics needed for the analysis of this question.

We did analyses to examine booksharing rates while families were participating in the Shared Reading tutoring sessions. We examined the pattern of booksharing within families during the Shared Reading Project for families who participated in at least 15 tutoring sessions. The interval level data available for this analysis came from the Family Reading Records. We applied repeated measures analysis of variance to these data to determine if families shared books more often toward the end of the tutoring sessions than they did during the beginning or middle tutoring sessions. The second analysis examined possible differences in booksharing among families. We used multiple regression analysis to determine the effects of selected family, child, literacy environment, and tutoring variables on booksharing rates while families were participating in the Shared Reading Project.

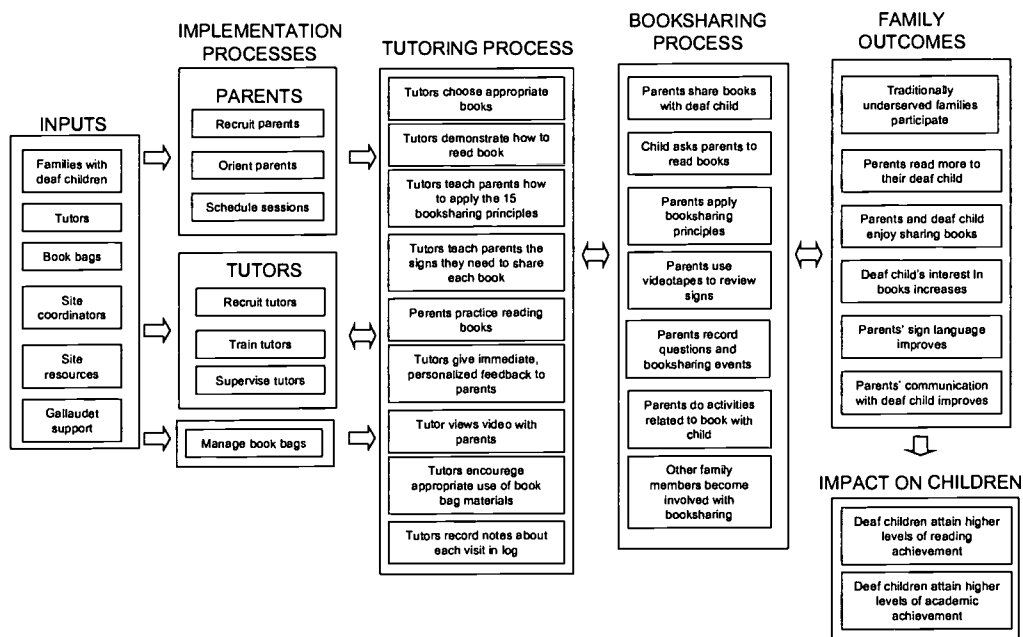
One group pre-post test design was used to determine if parents shared books more often with their deaf and hard of hearing children after their participation in the Shared Reading Project than they did before. A nonparametric sign test was used with the ordinal data from the pre- and post-participation surveys for this analysis. The relationships among pre- and post-Project measures, booksharing rates, and participation in tutoring were examined using Spearman's Rho, a nonparametric measure of association.

Excerpts from the tutor and family interviews were added to the reported results for illustrative purposes. The interviews with site coordinators, parents, and tutors were the major source of information about unanticipated outcomes, but open-ended questions on parent and tutor surveys also provided insights.

HOW WAS THE SHARED READING PROJECT IMPLEMENTED AT EACH SITE?

After the five expansion sites were selected, both the Clerc Center and each new site stepped into their new collaborative roles and started engaging in the implementation activities that would get the Shared Reading expansions up and running. This required not only materials, training, and financial support from the Clerc Center, but also organization and utilization of local resources. This section of the report focuses on the findings related to the Inputs and Implementation Processes components of the Shared Reading Project logic model.

Figure 3: 1997 Shared Reading Project logic model



GALLAUDET SUPPORT

After the five expansion sites were selected, most of the persons responsible for site coordination came to the Clerc Center at Gallaudet for a three-day training workshop on the 15 booksharing principles, record keeping for evaluation activities, and how to set up the project. Toward the end of the workshop, each site developed an action plan for how it intended to get the project started. The site coordinators later agreed that this action planning was helpful, even if modifications were necessary once the Project started.

The administrators from each site negotiated a contract with Gallaudet based on the responsibilities spelled out in the expansion site application packet. After its contract was signed, each site received the 160 Shared Reading book bags and a \$25,000 start-up grant from the Clerc Center. Some sites required more time to work through this contractual process than others did.

The Clerc Center assembled and shipped sets of book bags to each of the expansion sites. Reorganization at the Clerc Center at this time led to a temporary delay in the delivery of all the promised book bags. Some sites did not receive all of the book bags before starting to serve families. These sites sometimes did not have enough new titles at appropriate levels for their families. After a few months, roles and responsibilities at the Clerc Center were sorted out and the sites received their full complement of book bags.

The Clerc Center's Shared Reading Project staff consulted with the site coordinators by phone and e-mail as they started implementing Shared Reading at their sites. The site coordinators said the advice, guidance, and answers to their questions were very helpful, but that it sometimes took a long time to get a response when particular staff at the Clerc Center were traveling or on leave.

IMPLEMENTATION TIME FRAMES

The five expansion sites required varying amounts of time to start the Shared Reading Project. Figure 4 shows when each of the expansion sites started sending tutors to family homes and when the visits concluded. At four of the sites, tutoring sessions mainly coincided with the boundaries of the 1997-1998 school year. At Site D, which was not a school-based site, tutoring spanned nearly a full year. Because of the challenges presented by the widely dispersed population and the distances tutors had to travel at this site, participating families did not start at the same time. Some families came on board a few months after the first families. The families who started later tended to finish later.

Four of the five sites started serving families by the beginning of November of 1997. The other site got a later start because it took longer for that site to finalize its contract with Gallaudet. However, the site coordinator had been preparing for the Project during negotiations and got off to a rapid start once all the agreements had been finalized.

Figure 4: Timelines for tutor visits to families at each site

Site	1997					1998										
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	
A		■	■	■	■	■	■	■	■	■	■					
B			■	■	■	■	■	■	■	■	■					
C						■	■	■	■	■	■					
D				■	■	■	■	■	■	■	■	■	■	■	■	
E				■	■	■	■	■	■	■	■					

UTILIZING LOCAL RESOURCES

Each site encountered challenges while organizing to set up the Shared Reading Project. These challenges will be discussed in more detail in the sections below. However, there were some factors that seemed to facilitate the start-up process at some sites:

- NETWORKING WITH LOCAL ORGANIZATIONS AND AGENCIES THAT WERE PROVIDING EDUCATIONAL AND OTHER HUMAN SERVICES TO DEAF AND HARD OF HEARING PERSONS. Some of the site coordinators related in the evaluation interviews different ways in which they used networking. A site coordinator at one of the rural sites talked about working with regional agencies familiar with the families and deaf persons in their service areas:

"I believe that's one of the reasons why we were so successful – because we already had a network established throughout [the state], and we were able to get into communities right away. ...I don't think our program would have been as effective, or as well staffed with tutors, if it weren't for the state regional centers. ...They already knew a lot of the families. They already knew a lot of the deaf people. They were able to sort of hand pick people whom they thought would work well in the program. ...Everyone that they referred to us...were excellent candidates to be a tutor.[To identify traditionally underserved families] we were able to work with someone from the community...that helped us understand how to meet that family's needs. ...Because they knew the people in their community, they were able to say, you know, 'I think this deaf person would work well with that family, because they have a similar experience', or they would be able to identify in this way or that way."

- NETWORKING WITH THE LOCAL DEAF COMMUNITY. Two other site coordinators talked about how they networked with the deaf community to find tutors:

"I went to deaf bowling league and talked to all the members...before they bowled one evening. I did word of mouth through people that I knew in the deaf community who are respected and knew that they would pass that information to reliable people...."

"We contacted the [state] association of the deaf and adult graduates of the [school] program. What really helped was the recommendations we got from deaf adults."

Networking strategies that the sites used to recruit families and tutors are described in more detail later in this report.

- DOVETAILING SHARED READING SITE COORDINATION RESPONSIBILITIES WITH EXISTING JOB RESPONSIBILITIES AND PROGRAM RESOURCES. This factor is discussed in detail in the following section.

SITE COORDINATION

Each site was responsible for identifying and allocating personnel time for site coordination. During the first year, a total of 10 persons had site coordination responsibilities at the five expansion sites. One site had one coordinator, three sites had two persons sharing site coordination, and one site had three persons sharing coordination. Two of the site coordinators were deaf and eight were hearing. One of the hearing site coordinators is the parent of deaf children.

Most of the persons who served as site coordinators were already involved with providing services to families of deaf and hard of hearing children, such as coordinating Individualized Education Program (IEP) meetings or family education programs. Others had responsibility for sign language classes or interpreting services. Each of the site coordinators was starting with some job-related knowledge and skills that helped them implement the Shared Reading Project at their sites.

"My role [in the Shared Reading Project] was to focus on the families, finding the families, all the coordinating with the families, all the mailings, all the phone calling, the support, that type of thing.... But I think what worked really nice was that my position as a family coordinator [in my program] is just that I get out into the area, you know, [around the state], and work with families. So that was really a huge plus, because the challenge being that the families are spread everywhere, that could be pretty rough if my job wasn't made up of that, you know. So I guess it was kind of a perfect fit with my job. So, that worked out great."

All but one site split Shared Reading Project coordination among two or three people. At only one site was one person responsible for all of the site coordination functions. At three sites, one person had the responsibility of contacting, recruiting, and following up with parents, while the other person was responsible for recruiting and supervising tutors. Usually the person responsible for supervising tutors also had responsibility for paperwork related to paying tutors and for managing the Shared Reading book bags. At one rural site, three persons split responsibilities regionally, monitoring families and tutors in their assigned geographic region. One of these persons had some overall site coordination responsibilities, one took primary responsibility for training the tutors, and one managed the materials.

When site coordination responsibilities were shared, it worked best when the role of each person was clarified and agreed upon. At two of the sites, this did not happen initially and some issues with families and tutors dropped through the cracks. Problems came to light when procedures conflicted or boundaries of responsibilities were unclear. One coordinator reflected on the challenges of sharing responsibilities:

"[Sharing responsibilities] – that was a good point and a bad point, sort of intermingled. I had some rough times trying to figure out who...was responsible for what.... It's easy, when you have two people that the tutors don't know exactly who to go to sometimes. And the families don't know exactly who to go to sometimes.... But all in all, we came through it and were able to sort of divide the lines."

Each site found ways to resolve these role problems. One site changed from two persons with coordination responsibilities to one person during the first year. Others found ways to improve communication and coordination.

"We have a good working relationship...so we try to connect with each other almost every day. Just back and forth about what we're doing."

While two of the sites felt it was better if one person was responsible for site coordination, three of the sites agreed that it was better to assign Shared Reading site coordination responsibilities to more than one person, especially during the start-up period. This way the workload was shared among people who usually had other responsibilities in addition to the Shared Reading Project.

One reason for sharing responsibilities is that site coordination during the initial start-up period of the first year took more time than the Shared Reading Project staff had estimated in the expansion applications. One site coordinator reported that it required much more time than the estimated 10 hours per week to get the Project up and running. Recruiting was time consuming. The amount of paperwork related to this evaluation, tutor supervision, and payroll was difficult for some of the sites to organize at the beginning of the Project. The Shared Reading site coordinators at the expansion sites found themselves doing much of the work on their own time. By the end of the first year, some of the coordinators felt that having more than one person with site coordination responsibilities provided a local support system for sharing work and solving problems. When more than one person had site coordination responsibilities, it was suggested that one of those persons take the lead by delegating and monitoring all site coordination activities.

RECRUITING FAMILIES FOR SHARED READING

Each of the sites used direct or indirect school connections to identify families who might benefit from the Shared Reading Project.

The three school-based sites selected families whose children were already being served by the school program. One of the rural school-based sites was already providing the SKI-HI (name adapted from Sensory Impaired Home Intervention) program to many families around the state.¹ At that site, families were invited who were participating in the SKI-HI program or who were enrolled in the elementary department at the center school. Rural families chosen for Shared Reading at this site wanted to learn to communicate in sign language, but did not have access to sign language classes. Families recruited from this site also had children who were deaf, did not have mild hearing losses, and did not have disabilities.

The two not-for-profit organizations also used school connections to identify families for Shared Reading. One organization was a parent organization. The site coordinator also contacted teachers in local school systems and asked them to recommend families who might benefit. As a result, most of the families who were recommended were not associated with the parent organization at that time and did not receive the organization's newsletter. The recruited families included more children in the traditionally underserved populations targeted by Shared Reading than did the families who were members of the parent organization. The other not-for-profit site used its existing relationship with

¹ SKI-HI (name adapted from Sensory Impaired Home Intervention) is an early intervention program for children from birth to age 5, who are deaf or hard of hearing, and may have vision and other disabilities. It is a comprehensive program that provides screening, audiological, diagnostic, and assessment services and home intervention resources. The SKI-HI Institute is a unit of the College of Education's Department of Communicative Disorders and Deaf Education at Utah State University. For more information, visit the Institute's Web page at <http://www.skihi.org/>.

the system of state-supported resource centers, which provided direct services to families and schools serving deaf and hard of hearing children in their areas. These resource centers used their experience with families to identify and recommend those who might benefit most from participating in Shared Reading.

The sites used a number of strategies for notifying parents about the Shared Reading Project, including letters, phone calls, providing information to parents at IEP meetings, and newsletter announcements. A coordinator described the process at one rural site this way:

"We called, then if [the parents] were interested, we sent them the Project guidelines – what we committed to and what they would be committing to, their responsibilities. We also sent them information about the [telephone] relay system, since many of them have not used that before."

At one of the sites serving rural families, one site coordinator, who is a parent herself, traveled around her state during the summer of 1997, making presentations and talking to parents at "moms' retreats," parent-child summer institutes, community forums, and ASL camps. At these gatherings, this site coordinator met and talked to the parents of deaf and hard of hearing children. She looked for families who had little or no sign language skill and who wanted to learn to communicate better with their children – she looked for families like her own had been.

"With the families, I could spot which ones really needed it. And being a parent [of deaf children], you know, just really helped."

Much of this site coordinator's travel was possible under existing local grants to provide services to deaf and hard of hearing children in particular communities around the state. In general, families in rural areas needed little encouragement to volunteer for Shared Reading, because there were so few services available to them. That the tutor would come to the home and there was no charge for the program were also seen as positive inducements by many parents.

Two of the more urban sites held kick-off meetings at which interested parents could learn more about Shared Reading and meet the tutor with whom they would be working. For some parents, the meeting was their first contact with a deaf adult. One site coordinator who did initial home visits instead of a kick-off meeting planned to have a kick-off the following year to establish expectations about mutual roles:

"Instead of going to each [home on the first visit], we plan a kick-off [meeting for the families].... At that time we want to do some training with the families. We want to be sure that every family hears the same thing, so they understand what their role will be. We call them on the phone, and we sign them up, and then they come in, and we tell them again. We want to be sure that everybody is on the same page to begin with and understanding what they're supposed to be doing.... That's why we decided to do the kick-off [next year], because then we start everybody at the same time, and people won't wait...because they are waiting to find the time that we can visit the family.... That will save us some time at the beginning so we can do some more training."

For families that were widely dispersed in rural areas, it was not always possible to hold a kick-off meeting. In these cases, the families' first contact with the deaf tutor was when the tutor visited the family in their home.

RECRUITING TUTORS

Schools and the deaf community were important resources for recruiting tutors. All of the site coordinators said that word-of-mouth recommendations were important in locating good tutors.

Site coordinators contacted other organizations serving deaf persons in their search for tutors. One rural site utilized existing working relationships with a statewide system of resource centers. These resource centers, which provided social and educational services to deaf and hard of hearing persons, were important sources of referrals for potential tutors. The resource centers' personnel were familiar with the deaf persons in their service areas and were able to recommend persons they thought would make good tutors. The centers helped with mailings to these persons. Site coordinators also tapped into the deaf community in a variety of ways, including deaf recreation clubs, the local chapter of Black Deaf Advocates, a local cable TV talk show aimed at the deaf community, state associations of deaf persons, and alumni of state schools for the deaf.

Sites advertised the tutor positions in local newspapers and in school and organization newsletters. Some sites sent out flyers and brochures. They were mailed to state associations of the deaf and passed out at school alumni functions.

Connections with public and residential school programs were also used to recruit tutors. Sites that were based in school programs recruited tutors from among their staff of teachers, teacher aides, dorm counselors, and other deaf persons who worked at the schools. One of the not-for-profit organizations recruited tutors from deaf volunteers at a local parent-infant play group. Some of the sites recruited a few deaf tutors from local college programs.²

Tutor applicants were subject to local hiring practices and regulations. While sites were seeking deaf persons to work as tutors, equal employment opportunity regulations prevented programs from advertising specifically for deaf persons. For those sites that advertised the tutor positions, a functional approach was used for the job description, seeking persons who had native or near-native American Sign Language ability, which resulted in more qualified deaf applicants than hearing applicants. One school-based site used an interview committee, which included a parent and a deaf adult among its members. The site coordinator said this stakeholder representation on the interview committee worked well for the tutor selection process.

Rural areas posed the greatest challenge for finding tutors. In those areas, the problem was not one of tutor selection, but of locating enough deaf persons in sparsely populated areas to serve geographically isolated families. One site decided to provide the Shared Reading Project in areas where there were clusters of families with deaf and hard of hearing children. This site served families in areas where the site coordinators were able to find tutors. Another rural site did serve families who were widely dispersed geographically, but at greater expense. Tutor support included mileage and, in one case, renting a car for the tutor to visit a family. At another rural site, a hearing tutor with sign language skills was hired when no deaf candidates could be located.

² In contrast, the Shared Reading Project at KDES recruited most of its tutors from Gallaudet University students during its first two years of operation. In subsequent years, KDES has recruited more tutors from the Washington-area deaf community and from staff at KDES and Model Secondary School for the Deaf (MSSD).

The tutors hired at each site expressed a number of reasons why they had wanted to become Shared Reading tutors. The following are representative examples from the end-of-year tutor survey.

Some wanted to become tutors because of experiences they had in their own families.

"I felt that I should give my time to the family to help communication skills, because I'm from a deaf family... there is no bonding between child and parent if the parents do not know how to sign!"

"I felt with my experience growing up as a deaf person in a deaf culture, that I could provide the parents and the deaf child what they need. It was one of my ways to give back what I'd received over all these years."

Some tutors stressed their desire to be a role model for parents and children.

"I wanted to make a difference in a deaf child's life and be a deaf adult role model."

"I know this project needs a qualified tutor like me. Also, I want to help this program with a good jump start."

Some tutors wanted to earn extra income. One site coordinator commented that the pay rate, at \$20 per hour at that site, was a key to attracting quality tutors. She said this level of pay was a signal to the tutors that what they did with the families was valued. Other tutors expressed an interest in giving back to the community.

"I believe in volunteerism and I thought this would be a big help to improve sign language and reading."

"To help a deaf child, his/her parents, and myself. I have been involved with the deaf community and the only way to maintain the deaf community is with deaf children."

"I wanted to do community service. Something experimental. To make extra money via sign language."

"Since I was on maternity leave, becoming a housewife, I wanted to continue working part-time and wanted to work with deaf children in reading, due to the impact of my experience in a mainstream school."

Some tutors either had or wanted more experience helping parents communicate and read to their children.

"I wanted more experience with parents. Wanted to encourage signing in the home."

"I want the parents of the Deaf to be able to communicate with their deaf children and be close to them all through their lives."

"It sounded like fun and it was. I also enjoy meeting the families and reading stories to them."

Other tutors' love of reading brought them to the Project.

"I love to read; I watch my husband, who doesn't read, and I know deaf kids need to be encouraged."

"I wanted to be part of the child's growing interest in reading and to encourage continued interest in reading."

"Reading is so important to me. I wanted to encourage them to understand the work and be in a lot of experiences or adventure."

TRAINING TUTORS

After tutors were hired and before they started visiting families, tutors at each site received training arranged by their site coordinator. At some sites, the site coordinators trained the tutors themselves. At other sites, the site coordinator requested that Clerc Center Shared Reading Project staff come to the site to assist with tutor training. At most sites, the tutors came together and received training as a group. However, at one rural site the tutors were too geographically dispersed for group training. In that situation, the site coordinator traveled to and trained each tutor individually.

Group training usually lasted one day. The book sharing principles were typically covered in the morning. The afternoon session usually included role-playing practice and viewing videotape examples. Training also included information about record keeping requirements, payroll, and similar procedures. The nature of the training did vary somewhat from site to site. One site coordinator said that time allotted for the initial training at that site was only enough to cover the first 10 booksharing principles, and that no follow-up training took place to cover the rest of the principles with all of tutors. Some site coordinators put more emphasis on, or were more comfortable with, the booksharing principles than others.

At the end of the first expansion year, the tutors at the five sites were surveyed and asked how helpful the training had been. Eighty-four percent of the responding tutors felt their training had been very helpful. However, many also had suggestions for improving tutor training. The most frequent suggestions included:

- **A LONGER TRAINING WORKSHOP.** Several tutors said that two days of training were needed, because one day was not enough to cover the principles and have adequate practice.
- **MORE OPPORTUNITIES TO PRACTICE.** Related to the suggestion for a longer workshop was the recommendation from a number of the tutors that they needed more time to practice and get feedback during the training, including role playing with the 15 principles.
- **MORE VIDEOTAPED TUTORING EXAMPLES.** Tutors said they wanted to see more examples of how different tutors showed parents how to use the 15 principles.
- **MORE TRAINING ON HOW TO DEAL WITH PROBLEM SITUATIONS.** Several tutors said the training should include information and role playing related to difficult situations they may encounter with the families, such as how to handle TV and pet distractions during tutoring, behavior problems with children, and family situations in which they should not become involved.
- **HELP ON GETTING AND STAYING ORGANIZED.** Some tutors requested checklists and schedules of all the things they would need to do and all the paperwork they were required to provide.

Many of the tutors also said they would have liked the site coordinators to observe them more often during tutoring sessions and give them feedback on how they were doing and how they could improve. While this gets into the area of supervision, the tutors tended to see it as an extension of the initial training.

During the first expansion year, site coordinators had the primary responsibility of training the tutors. During the second expansion year, some of the sites began involving experienced tutors in the training of new tutors. As the expansion sites build up a cadre of trained tutors, some responsibility for training, supervision, and support of new tutors may shift to some of the experienced tutors.

MATCHING FAMILIES AND TUTORS

The average tutor worked with one, two, or three families. Most families worked with one tutor. The families of 11 of the 116 children at the five expansion sites were matched with two tutors in succession, and one family had three tutors in succession. Tutor changes were made mainly when the original tutor and the family were incompatible for some reason, the tutor was not dependable about keeping appointments, or the family or tutor moved. Site coordinators tried to assign tutors whom they felt would make the parents feel comfortable and who could best meet the parents “where they were” in learning how to read to their children. The site coordinators considered several factors when making tutor assignments, including:

Ethnocultural background

Efforts were made to assign tutors who were from or who were familiar with the cultural background of the family. For example, a Thai tutor was assigned to an Asian family and African American tutors were matched with African American families. For some families, having a tutor who was knowledgeable about and sensitive to their culture increased the family’s initial comfort level and helped establish rapport and communication. Thirty-eight of the children of participating families were members of African American, African, Latino, or Asian ethnocultural groups. The families of nearly half of these children had tutors who were also members of non-European ethnocultural groups. The families of 10 of the children had tutors who belonged to the same ethnocultural group as the child.

Gender

Whether the tutor was a male or female made a difference with some families. For example, in some strongly patriarchal cultures, the male head of household might not as readily accept a female tutor. In another situation, a female tutor was assigned to an African immigrant family and worked mainly with the women in the family. When one of the male Clerc Center Shared Reading Project staff members visited that family to observe the tutor, the father was present for the whole visit, because it was considered inappropriate in that culture for the women of the family to be alone with an unfamiliar male. Gender might also be a consideration for the child. Some site coordinators tried to assign male tutors to homes where the deaf children were boys who might benefit from a positive male role model.

Family preferences

Some families voiced preference for tutors they knew or for tutors with particular characteristics. Some families expressed their preference for tutors of the same or similar cultural background. Many of the families who participated had never met a deaf adult and many were nervous about how the communication and interaction would go. Families came into the Shared Reading Project with different levels of sign language ability and different levels of confidence in their ability to

communicate. Some families said they wanted tutors who could communicate in certain ways that might make it easier for the family, such as tutors who used speechreading. Other families said they wanted to have a deaf tutor, because they wanted to be in a situation where they would be forced to learn to communicate using ASL. Some families felt very nervous and asked if they could have a hearing tutor work with them. In these cases, the site coordinator often encouraged the family to try a deaf tutor. While the use of a hearing tutor was limited to only one expansion site during the first year of the Project, the insight gained from this case was valuable. The possible role of hearing tutors is discussed more in the Summary and Recommendations section at the end of this report.

Personalities

At sites where the tutors and families were well known to site coordinators or persons making recommendations, tutors and families were matched on how they related to others, regardless of ethnocultural background. One family who spoke a language other than English and who had recently immigrated from a Mediterranean country was matched with a tutor who had an outgoing, “blunt” type of personality, because the site coordinator thought the family might be able to relate more easily to this tutor than to someone more reserved. The pairing turned out to be very successful and the family asked to continue with this same tutor next year. Maturity also seems to have been a factor related to personality. Some sites hired senior citizens as tutors who had what some called a “grandmotherly” or pronounced nurturing character. These tutors were matched with families who were particularly nervous about the tutoring and their ability to do what was expected.

Parents' signing skills

Parents and caregivers varied widely in their signing skill at the beginning of the Shared Reading Project, but the site coordinators reported that many of the parents started out with little or no sign language. They also came with varying attitudes and ideas about ASL. Some of the educational programs in which the children were enrolled used variations of signed English. Some of the tutors had difficulty accepting parents' limited communication skills or desire to use signed English. Tutors who held differing views and were unable to accept parents' initial attitudes and skills quickly became frustrated with these families. Tutors who were more accepting were better prepared to meet parents where they were and support their efforts to improve and apply ASL principles to booksharing.

Tutors' experience with special needs children or families

Some tutors had experience with children who had disabilities or behavior problems or with families who had some dysfunction. Site coordinators tried to match tutors with families where this expertise might be needed.

Tutor preferences

The other side of the experience coin is that some tutors who worked in school programs wanted to work with families and children who were different from those that they worked with most of the time. They were looking for a change of scenery with the tutoring experience. Over time, some tutors developed preferences for different types of families. One tutor at a school-based site asked to be assigned to Spanish-speaking families during her second year as a tutor. She said she discovered she liked working with families from different cultures and wanted the opportunity to learn some Spanish.

Related to tutor preferences were the rosy expectations that some tutors brought to the tutoring process. For example, some tutors were unprepared for the challenges they would encounter with children who had cognitive or behavioral disabilities, the apparent lack of motivation of some family members, communication challenges with families who spoke a language other than English, and domestic problems among family members. One site coordinator noted that a few tutors did not anticipate the challenges they would encounter with some families, even though this had been discussed in the tutor orientation.

“Some of the tutors told me that they had expected more fun with the reading program – ‘We come in and sign, have a happy time, story time, and then go.’ And I said, ‘Well, yeah, but we’re working with families that need this program, so they’re all not a perfect all-American family, ready to’...you know? Some of the tutors were surprised at how difficult the home situations were with most of the families.”

Tutor literacy

As some families developed their sign language and booksharing skills, they felt they were ready to tackle higher-level books. In a few cases, site coordinators said this presented a challenge to some tutors who were fluent in ASL, but less so in English. Some of these tutors found it more difficult to read books that required fluency in English. To gain confidence and skill, some of these tutors chose to practice the books that the families wanted to read with another deaf person before they demonstrated the books in their tutoring sessions. A coordinator at one site reported that one or two of the tutors felt too embarrassed to ask for help, even though the site coordinator said they were skilled in interacting with parents and helping them become comfortable using sign language. If situations arise in which tutors do not feel comfortable coaching families on how to share higher-level English story books, these families may need to be matched with another tutor who feels comfortable working with more complex forms of English for story reading.

Traveling distance

Some match-ups were dictated by proximity, particularly in the rural areas. Families were matched with tutors who lived in the same general area. Even so, some tutors had to drive one or two hours to reach the family. During the second year at one site, two different tutors visited a rural family on alternate weeks to help cut down on the tutors’ travel time.

WORKING WITH FAMILIES WHO SPEAK A LANGUAGE OTHER THAN ENGLISH

One particularly challenging area was how to make the Shared Reading Project accessible to parents and caregivers who speak a language other than English. The Clerc Center Project staff, site coordinators, tutors, and families themselves employed an array of strategies to bridge the language gap.

Translators for home visits

The \$25,000 Clerc Center grant to each site for the first year could be used to pay the cost of interpreters and translators, if needed. Many of the families who spoke a language other than English preferred not to use a translator. In the few cases where they did want a translator, one was provided. Often a member of the family or a family friend served as the translator. A sign language interpreter usually accompanied the translator as well, so that full communication could take place between the parents who spoke a language other than English and the deaf tutor.

Translators were used in different ways. Site coordinators used translators when they contacted families who spoke a language other than English by phone to tell them about the Shared Reading Project and to arrange times for tutoring sessions. Translators were also used during tutoring sessions with some families. One family used a translator to bridge the language gap for every tutoring session. In a family that had not wanted to use a translator, the tutor requested a translator after a few sessions to get feedback from the family about how the tutoring was going and if it was meeting their needs and expectations. In this case, the translator was not facilitating the tutoring itself, but was used by the tutor to debrief with the family about the tutoring in their native language.

Translated materials

The Clerc Center and the sites made translations of many books available to parents who did not speak English. While some of the books were published in both Spanish and English, published editions in other languages were not available. When site coordinators notified the Clerc Center about what languages were needed, the Clerc Center had books translated into the languages of the families being served. The translations were printed out and sent to the site coordinators. The site coordinators usually cut the translated text into sections, corresponding to the English text that appeared on each page of the book. They then taped the translated sections onto the pages of the book, trying not to obscure the pictures or English text. Some of the sites found translation resources in their local communities and had additional books translated for the parents they served. When they did this, they sent a copy of their translation to the Clerc Center so it could be made available to other sites.

Parents learning English

Some of the parents who spoke a language other than English used the Shared Reading Project to improve their own understanding of written English. One Asian family had a large white board in their kitchen on which they listed new English words they had learned from new books during tutoring sessions; beside each English word, they wrote the same word in their own language.

Involvement of extended family

Several of the families who spoke a language other than English had large extended families. They tended to involve aunts, uncles, grandparents, siblings, or other family members in learning how to share books with the deaf or hard of hearing child.

Problems with telephone relay services

The families who spoke a language other than English tended not to know about or have experience with telephone relay systems before the Shared Reading Project began. If the local relay service did not provide translators, tutors were not able to use the relay system to arrange appointments with families. Appointments had to be made or changed through the site coordinator, at each tutoring session for the next one, or by visiting the family's home.

Tutor receptivity

Tutors reacted in different ways to working with families who spoke a language other than English. Some tutors found the experience frustrating and said they would prefer to work in the future with families who spoke English. Other tutors enjoyed the challenge, however. They saw this as an opportunity for themselves to learn more about another culture. One tutor who worked for two years with families who spoke Spanish said she preferred working with them rather than with families who spoke only English. She said she enjoyed the interaction with the families and was beginning to learn some Spanish herself.

SUPERVISING TUTORS

Supervision of tutors was an important part of the Shared Reading implementation. Supervision provides quality control for the delivery of the Shared Reading Project to families and ensures that schedules are being maintained. Supervision is also necessary for identifying and resolving any problems or issues that may arise between families and tutors. To set up an effective system for supervising tutors, the site coordinators at each site faced a number of challenges. Important factors that determined how tutors were supervised included:

- time available for direct supervision,
- distances traveled to reach families and the site office,
- the number of tutors needing supervision,
- the experience, skill, and maturity of the tutors,
- tutors' responsibilities related to their regular jobs, and
- how site coordination responsibilities were shared at each site.

Supervision also required tutors to verify their tutoring activities. Each site experienced its own challenges in getting paperwork back from the tutors in a timely way. Tutors were expected to turn in tutor logs, Family Reading Records, and time/mileage records to the site coordinators. While most tutors were conscientious about this, some did not turn in all paperwork in a timely way. All of the sites eventually followed the practice of not approving pay until all the paperwork for that pay period was received.

Within these parameters, each site developed a system for supervising tutors and monitoring family-tutor relations that included one or more of the following procedures:

Group meetings

Several of the site coordinators had regular group meetings with the tutors. Group meetings were harder to schedule in rural areas, where distance made it difficult for the whole group to assemble. When tutors were recruited from the community, it was also difficult to find a time when everyone could meet. Since Shared Reading tutoring was not a full-time job for any of the tutors, many of them had other jobs and responsibilities that made finding a common meeting time difficult.

Individual supervision

Site coordinators supervised each tutor using a variety of means, including establishing office hours for regular drop-in visits, TTY calls, e-mail, review of tutor logs, calls to parents, and home visits to observe tutoring sessions. Each site employed several, but not all, of these options.

- OFFICE HOURS. Two of the site coordinators reported that they set up office hours. Tutors were expected to check in once a week. This usually happened when the tutors came by to drop off and pick up new book bags for their families. One of these site coordinators set up office hours two evenings a week. This was done after trying to organize regular group meetings. Not all the tutors could come to these meetings, so having office hours was a better fit with tutors' schedules.

"I told the tutors that they have to talk to me in person, so if there are problems, you need to tell me in person [during the office visit], so I felt I can keep up with any potential situations that way... What worked pretty well, I think, was meeting them face-to-face every week."

At rural sites, distance made it difficult for tutors to come to a central office to meet with the site coordinator. One of the rural sites said they would like to use experienced tutors to work as regional advisors for other tutors in their area; however, this has not yet been tried.

- TTY CONTACTS. Some site coordinators kept in touch with tutors through TTY calls. Some site coordinators found this to be a more or less satisfactory way to discuss issues related to families with the tutors, depending on the written English skills of the tutor. Because a lot can be lost in written TTY communication, some site coordinators and tutors preferred face-to-face discussions when possible.
- E-MAIL. Electronic mail was used by some site coordinators to contact tutors, particularly at one of the rural sites, but this depended on tutors having easy access to a computer with Internet access. Some of the same limitations found with TTY communication applied to e-mail as well.
- TUTOR LOGS. Part of the original Shared Reading model called for each tutor to maintain a narrative log of his or her contacts and interactions with the families. This log was intended to be shared with the site coordinator so the progress of the family could be monitored, questions the tutor had could be addressed, and guidance could be provided by the site coordinator.

While all of the sites required tutors to keep logs, the logs were not utilized the same way at all sites. Some site coordinators used the tutor logs in conjunction with regular individual meetings with tutors. In one of the rural areas, the logs were the main supervision tools. At another site, the logs only seemed to add to the paperwork, and so were not promptly reviewed when they were turned in. At this site, the coordinator relied more on face-to-face discussion with tutors during office hours and on TTY calls.

Several site coordinators encountered logistical problems with using the logs or found many of the narrative entries not very helpful. The logs used in the original Project in Hawai'i and at KDES were similar to dialogue journals, passing back and forth between tutor and project coordinator. However, the logistics of this transfer were easily complicated, particularly in rural areas where they had to be mailed back and forth.

Another problem identified by the site coordinators was that if they did not check the tutor logs weekly, the tutors tended to let the logs go until they were required to turn them in. When this happened, entries were less complete and less useful for monitoring tutor and family needs.

What some tutors wrote in the logs also affected their usefulness for supervision. The most useful logs were those in which tutors not only wrote about what happened during the tutoring sessions, but reflected on what happened.

Another limitation in the use of the tutor logs was the written English skills of the tutors. At one site, the site coordinator had several tutors who were very good at working with families, but who had difficulty writing about what they did. In these cases, the site coordinator, who also happened to be deaf, helped the tutors write their log entries when they came into the site office.

One site developed an alternative to the *tabula rasa* logs by providing the tutors with a more structured way to keep logs. These logs took the form of several questions to which the tutors responded. During the second expansion year, other site coordinators also switched to a log format built around key questions and/or checklist items which they required the tutors to turn in weekly or when payroll information was due. One such log asked tutors to document what book was read, who was present during the tutoring session, how long the session lasted, what happened during the tutoring session, how the new book was introduced, and suggestions for family follow ups.

Checking in with parents

Site coordinators called parents or made home visits to check on how the tutoring was going. At these times, they received feedback on how the tutor was doing and occasionally identified a problem or issue with a tutor that needed to be addressed. Sometimes, a site coordinator found out during one of these calls that a tutor had not been keeping appointments with the family. These situations were handled by counseling the tutors about their responsibilities, providing additional training to tutors, or changing tutors.

Time and distance were two obstacles that each site worked to overcome to stay in touch with parents.

"I would've loved to have had more contact with the families, gotten into the homes. I would've loved to have [gone to every single family home], but I just couldn't. It was just impossible with all the travel involved. So, that was real difficult. Just the distance made it hard.... There were a lot of times where I felt that I wish I could do more and be out there more – that personal contact. A lot of it was by phone.... I think it worked out okay."

While there appear to have been few problems overall, the most frequent problem that arose with some tutors was not keeping appointments with the family. Sometimes tutors did not inform the site coordinator or the parent if they were unable to keep an appointment. The way the site coordinator found out about this was in conversation with the parents. Tutors who repeatedly did not show up for scheduled visits were either fired or not rehired for the second expansion year.

At sites where coordination responsibilities were shared, the coordinators had to decide who would deal with issues between parents and tutors when they arose. The person who was supervising tutors might not know the family well enough to provide effective guidance for the tutor. Or the person who handled parent contacts might have little contact with the tutors. In these situations, persons sharing site coordination responsibilities needed to communicate with each other on a regular basis and clarify who would intervene in different types of parent-tutor situations.

Counseling

At school-based sites, sometimes other school resources were needed to help tutors in their interaction with families. Tutors sometimes came up against situations they were not sure how to handle, such as what kinds of education-related questions from the parents were appropriate to answer themselves, or possible domestic violence situations. When tutors shared these concerns, the site coordinator was often able to provide advice or guidelines to the tutor or to follow up outside the Project with the family. At one site, the coordinator arranged for the tutor to talk with a school counselor about how to deal with a particular family situation.

Observation of tutoring

During the first expansion year, most of the site coordinators did not make regular home visits to observe the tutors working with the families. Distance and travel time were the main deterrents at the rural sites. However, regular home visits did not happen at the urban sites either. At two of the sites, the site coordinators went with the tutors on their first visit to the families, to help provide orientation to the families or to ensure that the area was safe for tutors to visit. However, these site coordinators did not make follow-up home visits to observe the tutors. At the end of the first year, one of these site coordinators reflected on how supervision could be improved using more home visits:

"I felt we should have gone, like, the middle of the sessions to be sure that everything was happening like it was supposed to. We could tell sometimes from the paperwork and from talking with the tutors, and we would catch what we could that way."

Near the end of the 20 sessions, one site coordinator visited the homes of about half of the families to observe the tutors. These sessions were videotaped for the site coordinator's use in monitoring family progress and the tutors' work with the families.

During the first expansion year, Clerc Center Shared Reading Project trainers visited each site two times. During these visits the site coordinators arranged for the trainers to observe tutoring sessions in the homes of a few families. The Clerc Center trainers also held group meetings with tutors.

The site coordinator may or may not have accompanied the Clerc Center trainers on the home visits or attended the group meetings. When they did not, the Clerc Center trainers debriefed the site coordinators about what they observed, what was going well, and what changes they recommended. For example, the Clerc Center trainers observed one tutor who worked mainly with the child instead of with the parents. This information was provided to the site coordinator who followed up to redirect that tutor's efforts.

While the site coordinators welcomed this feedback, they felt that getting feedback about tutor practices second-hand was not as effective as if they had been there themselves. Since they had not seen exactly what the tutor was doing, it was difficult for them to give follow-up supervision to the tutor. This was one of the experiences that prompted site coordinators to change how they supervised and put more emphasis on home visits during the second year of operation.

At the end of the first expansion year, most site coordinators said they would like to have done more observation of the tutors in the homes. In the second expansion year, home visits to observe tutoring in the homes occurred more often. Site coordinators began developing home visit strategies to increase monitoring and support of the tutoring process. For example, one site planned to make several home visits in the first few weeks with new tutors to make sure they got off to a good start.

CHARACTERISTICS OF PARTICIPATING FAMILIES AND CHILDREN

This section describes the characteristics of the families and children who participated in the Shared Reading Project at the five expansion sites, including information about family composition, income, and literacy environment.

Each site was expected to recruit about 25 families to participate in the Shared Reading Project. The number of families participating at each site ranged from 17 to 25. A total of 116 children from 106 families participated in the Shared Reading Project at the five expansion sites in 1997-1998.

Table 2: Number of participating families and children in 1997-1998

SITES	NUMBER OF FAMILIES	NUMBER OF CHILDREN
All	106	116
Site A	20	22
Site B	23	24
Site C	17	20
Site D	25	28
Site E	21	22

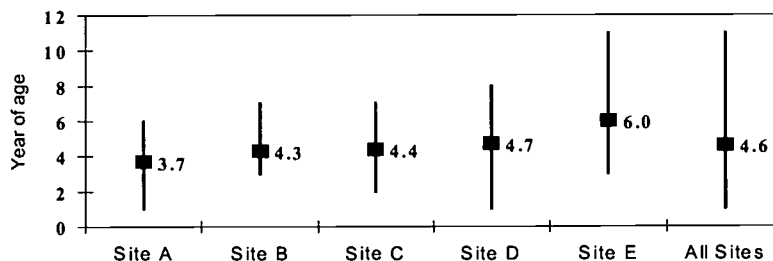
Eleven of the participating families had more than one deaf or hard of hearing child.

AGE OF CHILDREN

The Shared Reading Project targets children age 8 and younger. The children who participated at the five expansion sites ranged in age from 1 to 11 years as of October 1, 1997. The average age was 4.6 years across sites.

There were marked differences among the average ages of the children at some of the five expansion sites. The children at Sites A and B were younger than average, while the children at Site E were older (See Figure 5).

Figure 5: Age range of children at each site



DEAF AND HARD OF HEARING CHILDREN

More than 80 percent of the participating children were deaf and nearly 20 percent were hard of hearing. These proportions were consistent for three of the sites, but varied considerably at the other two sites. Site E had the highest proportion of deaf children at 95 percent, while Site D had the lowest proportion at 68 percent.

Table 3: Children who are deaf or hard of hearing

SITES	DEAF	HARD OF HEARING
All	81%	19%
Site A	82%	18%
Site B	83%	17%
Site C	83%	17%
Site D	68%	32%
Site E	95%	5%

TRADITIONALLY UNDERSERVED GROUPS OF CHILDREN

The Shared Reading Project has a goal of serving the families of traditionally underserved deaf and hard of hearing children. This includes children who are members of diverse ethnocultural groups, have disabilities, are from homes in which a language other than English is used, or live in rural areas. Eighty-seven percent of the participating children belonged to at least one of these traditionally underserved groups.¹

ETHNOCULTURAL GROUP MEMBERSHIP

One-third (38) of the participating children were members of diverse ethnocultural groups.² This included African and African American children, who made up 12 percent of the total; Latino children, who comprised another 12 percent; and Asian or Pacific Islander children, who accounted for nine percent of the children.

DISABILITIES

The site coordinators were asked to indicate whether participating children had any disabilities and to indicate the nature of those disabilities. The data received showed that about one-fifth (24) of the children

¹ See Table Ib in Appendix A.

² See Tables IIa and IIb in Appendix A.

had disabilities, including developmental disabilities, attention disorders, behavior disorders, learning disabilities, mental retardation, cerebral palsy, medical problems, and multiple disabilities.³

HOMES IN WHICH A LANGUAGE OTHER THAN ENGLISH WAS SPOKEN

About one-fifth (20) of the children came from homes in which English was not the primary language spoken.⁴ Ten percent came from homes in which Spanish was spoken. Seven percent came from homes in which an Asian or Pacific Island language was spoken (*i.e.*, Vietnamese, Cambodian, Mandarin, and Tagalog). Other languages included Somalian and Arabic.

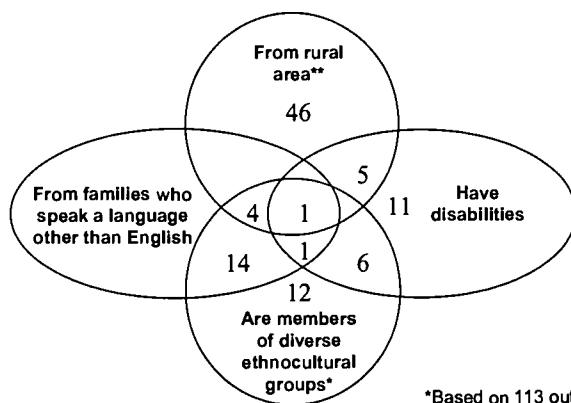
RURAL AREAS

Nearly half (57) of the children were from rural areas.⁵ More than 70 percent of the children from Sites A, C, and D lived in rural areas.

OVERLAPPING GROUPS

While more than 60 percent of the children belonged to a single traditionally underserved group, almost 30 percent of the children belonged to two or more of the groups.⁶ The numbers of children in single and

Figure 6: Children belonging to one or more traditionally underserved groups*



*Based on 113 out of 116 children, for whom complete data were available. Twelve children did not belong to any of the traditionally underserved groups.

**One child from a rural area, who was also a member of a diverse ethnocultural group, could not be shown on the diagram.

³ See Tables IIIa and IIIb in Appendix A.

⁴ See Table IVb in Appendix A.

⁵ See Table V in Appendix A.

⁶ See Table VI in Appendix A.

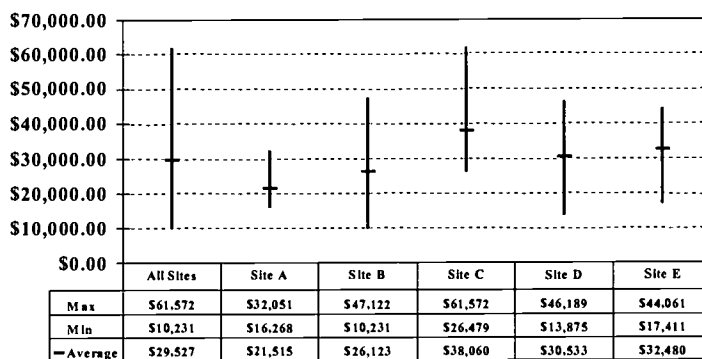
overlapping groups are illustrated in Figure 6. All of the children from families who spoke a language other than English also belonged to other traditionally underserved groups. The largest combined group included 20 children from families who speak a language other than English and who were also members of diverse ethnocultural groups.

HOUSEHOLD MEMBERSHIP

As the Shared Reading Project was starting at the expansion sites, we obtained information about who made up the households of the participating children.⁷ Ninety-four percent of the children lived with one or both parents.⁸ Nearly 70 percent lived in a home with both their mother and father, compared to 26 percent who lived with only one parent, usually the mother. These proportions are comparable to those for families in the general population.⁹ More than three-fourths of the children had siblings.¹⁰

There were variations among sites, however, in the household membership of participating families. Less than half of the Site B children lived with both parents, whereas more than 80 percent of Site E children lived with both parents.¹¹ More than 90 percent of the children at Site A had siblings, while only 62 percent of the children at Site B had brothers or sisters.

Figure 7: Household income in areas where Shared Reading Project families lived*



*Based on 104 of 106 families for whom ZIP codes were available. 1989 median household income for ZIP codes was obtained from 1990 US Census Data. Median household income for the nation was \$30,056.

⁷ This information was obtained using the Parent Pre-Participation Survey, which was distributed by the site coordinators, either by mail or at kick-off meetings for parents. Responses were received from 99 out of 106 families.

⁸ See Table VIIb in Appendix A.

⁹ The Current Census Report on Household and Family Characteristics in March 1997 stated that 28 percent of families with children had one parent.

¹⁰ See Table VIIIb in Appendix A.

¹¹ See Table VIIb in Appendix A.

HOUSEHOLD INCOME

The median household income in the ZIP code areas in which participating families lived averaged \$29,527 (See Figure 7). This estimate of the families' economic status was slightly below the national median household income of \$30,056.¹² The participating families from Sites A and B lived in areas with the lowest median incomes, while families from Site C lived in areas with the highest median income. One of the site coordinators commented about that site's success in recruiting families of traditionally underserved children, many of whom had less income than families who had more access to other services.

"We had a lot of [organization] families who wanted to join the Project, but we focussed on the underserved populations. I know one fact that encouraged [them to participate] was not having to pay anything – no charge.... They were all very surprised when I said, 'Would you like to do that?' They would ask me, 'How much?' and I said, 'Nothing.' Many of the [organization] families would have been willing to pay something. They're middle class families, on the average.... These are the families that [feel it] is very important for their deaf child to be as close to other deaf children and interact. So they seem to have a better level of education and a higher level of financial income. So, they could afford it, and they would have been willing to do that. Well, those [underserved] families – they don't. They're the ones that didn't know about [the Shared Reading Project], because they don't get the [organization] newsletter.... That is what I'm happy about, because I didn't have to charge them anything."

FAMILY LITERACY ENVIRONMENT

Parents were asked to complete a survey before and after their participation in the Shared Reading Project. The survey included questions about their home literacy environment and knowledge and use of some assistive devices typically used by deaf persons. Table 4 compares the pre- and post-Shared Reading Project responses of the parents.

Before the Shared Reading Project, most of the parents reported that their deaf or hard of hearing children had their own books, yet 35 percent of the parents said they had never tried to share books with their child or had tried only once or twice. About one-third of the parents reported sharing a book with their child the week before the survey. More than 70 percent of the parents reported having problems when they tried to share books. Despite the difficulties, more than 90 percent of responding parents reported that they and their children enjoyed booksharing.

Less than half of the responding parents reported getting a newspaper at home. Nearly all the parents said they had a television, though a few did not. Nearly all the parents reported that they watched television with their deaf or hard of hearing child. The children watched an average of 2.5 hours of television a day.

Nearly all the responding parents had a telephone, though a few did not. About one-fourth of the responding parents said they had a TTY at home. Eighty-seven percent had heard about telephone relay systems, but only about 60 percent of the respondents had used it before.

After having participated in the Shared Reading Project, there were no noticeable differences in families' having newspapers, television sets, telephones, or TTYs. However, nearly all of the parents reported that

¹² Individual family incomes were not available from participating families. The median household income for each family's ZIP code area was obtained by querying the 1990 U.S. Census Summary Tape File 3B at <http://venus.census.gov/>.

they knew about telephone relay and 87 percent had used it. Changes related to frequency of booksharing and problems with booksharing will be discussed in the sections on Family Booksharing Processes and Family Outcomes.

Table 4: Literacy environment in the home

	BEFORE PARTICIPATING IN SHARED READING PROJECT N=99	AFTER PARTICIPATING IN SHARED READING PROJECT N=39
Deaf or hard of hearing children have own books at home		
Yes	95%	100%
No	5%	0%
Times parents attempted to share book with child		
None	3%	0%
1 or 2 times	32%	3%
3 or 4 times	55%	10%
More than 4 times	10%	87%
Last time shared a book with child		
Within last week	34%	73%
Within last month	41%	23%
More than a month ago	25%	3%
Parents enjoy booksharing		
Yes	92%	90%
Sometimes	NA	8%
No	8%	2%
Children enjoy booksharing		
Yes	93%	95%
Sometimes	NA	2.5%
No	7%	2.5%

	BEFORE PARTICIPATING IN SHARED READING PROJECT N=99	AFTER PARTICIPATING IN SHARED READING PROJECT N=39
Parents have problems sharing books		
Yes	72%	40%
Sometimes	NA	5%
No	28%	55%
Families get newspaper		
Yes	43%	49%
No	48%	46%
Community does not have newspaper	9%	5%
Families have television		
Yes	98%	97%
No	2%	3%
Television has captions		
Yes	70%	74%
No	30%	24%
Don't know	0%	2%
Number of hours a day deaf children watch television		
Average	2.5	2.14
Range	0 - 6	0 - 5

	BEFORE PARTICIPATING IN SHARED READING PROJECT N=99	AFTER PARTICIPATING IN SHARED READING PROJECT N=39
Parents watch TV with child		
Yes	94%	79%
Sometimes	NA	18%
No	6%	3%
Families have telephone		
Yes	98%	100%
No	2%	0%
Families have TTY		
Yes	26%	28%
No	74%	72%
Parents know about telephone relay		
Yes	87%	95%
No	13%	5%
Parents have used telephone relay		
Yes	61%	87%
No	39%	13%

CHARACTERISTICS OF THE TUTORS

A total of 64 tutors were hired at the five expansion sites. The number of tutors hired by each site ranged from 11 to 15 to serve up to 25 families (see Table 5). Most tutors worked with one to three families. Tutoring was not a full-time job for any of the tutors.

As part of this evaluation, the site coordinators collected background information from each of the tutors they hired, so that we could develop a profile of the types of people who worked with the Shared Reading families.

Table 5: Number of tutors serving participating families at each site

SITE	NUMBER OF TUTORS HIRED	NUMBER OF PARTICIPATING FAMILIES	AVERAGE NUMBER OF FAMILIES SERVED BY EACH TUTOR
All sites	64	106	1.7
Site A	11	20	1.8
Site B	15	23	1.5
Site C	14	17	1.2
Site D	13	25	1.9
Site E	11	21	1.9

Nearly 86 percent of the Shared Reading Project tutors were female and 14 percent were male.¹

The youngest Shared Reading Project tutor was 18 years old and the oldest was 85. The median tutor age for all sites was 34 years old.²

About 80 percent of the tutors were members of European American ethnocultures and about 20 percent were members of other ethnocultures.³ Nine percent of the Shared Reading Project tutors belonged to African or African American ethnocultural groups. Seven percent were Asian/Pacific Islanders, and 3 percent were Latino.

¹ See Table IXb in Appendix A.

² See Table X in Appendix A.

³ See Table XIb in Appendix A.

Eighty-nine percent of the tutors identified themselves as deaf. Nine percent identified themselves as hard of hearing. Two percent were hearing.⁴

Each of the tutors was asked to describe the kinds of sign language he or she used. More than 80 percent of the tutors said they used American Sign Language (ASL).⁵ Nearly 40 percent of the tutors said they used Pidgin Signed English (PSE), and 14 percent said they used Signed English. About 30 percent of the tutors reported that they used two or more types of sign language.⁶

When the tutors were asked how they learned to sign, 44 percent said they learned sign language at school, 37 percent learned from family members, 18 percent from the deaf community or deaf friends, and 9 percent in college or at work.⁷

In general, the tutors hired by the five sites were well educated, and many held professional-level jobs. Almost all of the Shared Reading Project tutors completed high school, and most completed at least some college.⁸ About 60 percent of the tutors had earned a college degree, and more than 20 percent had completed some graduate work or held an advanced degree.

The tutors were asked about their current occupation. Education (55%) and mental health and social services (21%) were the two most common areas of employment for Shared Reading Project tutors.⁹ Six percent said they worked in science and technology and in retail. About 10 percent of the tutors identified themselves as homemakers or full-time parents. Four percent were retired. Nine percent of all tutors were college students.

Several of the deaf and hard of hearing tutors said in interviews and on the end-of-year survey that they wanted to become a Shared Reading tutor because they wanted these deaf children to have something that had been missing from their own childhood experiences. Some tutors who came from hearing families said their parents had not known how to read storybooks to them or that they had been left out when their parents read storybooks to their hearing siblings.

⁴ See Table XIIb in Appendix A.

⁵ See Table XIIIb in Appendix A.

⁶ See Table XIVb in Appendix A.

⁷ See Table XVb in Appendix A.

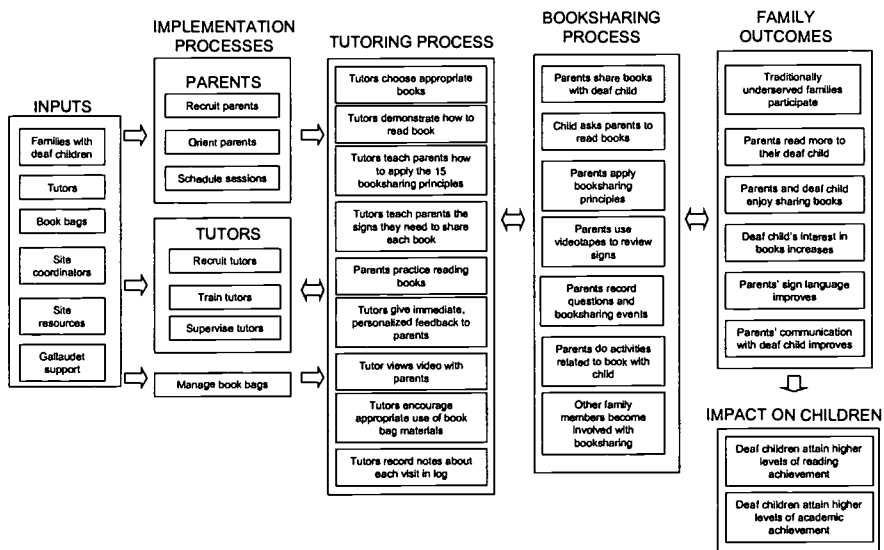
⁸ See Table XVIb in Appendix A.

⁹ See Table XVIIb in Appendix A.

THE TUTORING PROCESS

This section of the report presents the findings associated with the Tutoring Processes component of the Shared Reading Project logic model.

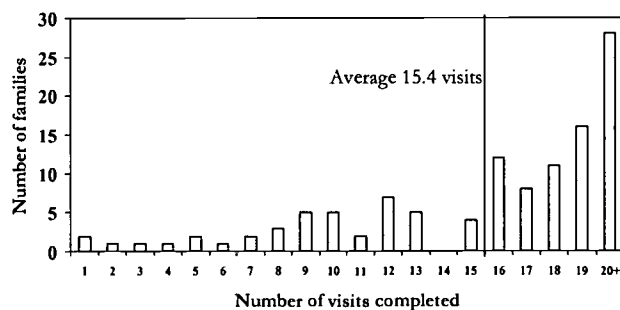
Figure 8: 1997 Shared Reading Project logic model



TUTORING SESSIONS COMPLETED

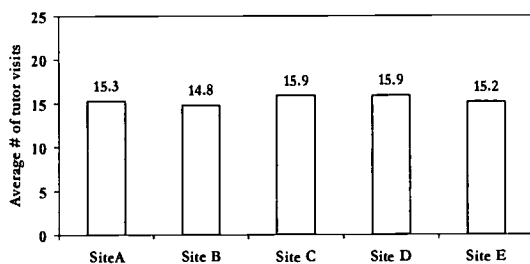
Families participated in from one to 22 tutoring sessions across the five sites, averaging 15.4 sessions (see Figure 9). The families of nearly two-thirds of the 116 children completed more than 15 tutoring sessions. Families of about 80 percent of the children completed more than 10 tutoring

Figure 9: Shared Reading visits made by tutors



sessions. There were no significant differences among the sites regarding the average number of tutor visits that families completed (see Figure 10).

Figure 10: Average number of tutor visits to children's families at each site



The average number of tutor visits across sites for all 116 children was 15.4 (double dotted line), with a standard deviation of 5.1 (single dotted line). For the ANOVA, the value of F was .21 for 4 and 115 degrees of freedom. The significance of F was .93 (>.05).

On average, the families of traditionally underserved children participated in 15 sessions. These families participated in just as many tutoring sessions as did the families whose children did not belong to traditionally underserved groups.

GETTING TO KNOW EACH OTHER

The Shared Reading tutor was often the first deaf adult that participating parents had ever met. Interviews and surveys indicated that both the parents and the tutor were often nervous about their first meeting. The parents worried whether or not they would be able to understand the deaf tutor, and deaf tutors felt nervous about how they would communicate with the hearing parents. One tutor described a mother's reaction during their first meeting.

"She was very nervous with the fact that – how we were going to communicate? And said that she hoped I would talk some, and I said, 'Well, we're going to try it ... I'm going to teach you these stories in sign language, and we can always write back and forth....' I could see she was very nervous and apprehensive about that."

Another tutor reflected on how she felt during her first visit with a family.

"Well, I was scared thinking of how to communicate with the family, and later they were excited to see me coming to their place. I kept using ASL and the mother seemed to try to focus on my ASL. She thought it was hard for her to learn ASL."

Several of the site coordinators agreed that it took about three or four sessions for the parents and tutors to become comfortable with each other. This period of getting to know each other and overcoming initial nervousness seemed to contribute to the development of a mutual working relationship between parents and tutor. One mother described how she and her tutor learned to

communicate.

"We communicated through sign.... My husband and I are like maybe a year above our child, and he's going to be six. So I'm just trying to keep ahead of him. I started to feel at ease with our tutor after the first time. At first I was like panicked, like when the tutor came and left, like – oh, great! But we did okay. A few times I wouldn't quite get it, because, you know, it was a little fast. And we just tried different means, or finally wrote down what we had to get across, if we had to. Most of the times, she'd stick with it and make me get it."

CHOOSING APPROPRIATE BOOKS

In the end-of-year survey, we asked the tutors how they decided what books to use in the tutoring sessions. Their responses revealed a number of strategies.

Many of the tutors chose books based on the child's age and interests. They also chose books based on what they felt the child could understand. Many of these tutors asked the parents what kinds of books they would like to read. Sometimes parents wanted to repeat a book for more than one session.

Tutors also chose books based on the parents' sign language skills. Several tutors said they started out with the easier books and progressed to harder books, or from books with little text to books with more text. Some tutors said they chose books with lots of pictures and little text, but it was not clear if they did this throughout the tutoring sessions or if this was how they started off the first tutoring sessions. One tutor chose picture books with few words, because the child was very young. Another used picture books with a family whose child had a short attention span. Yet another tutor worked with a family that had been accustomed to using Signing Exact English. This tutor brought picture books with no text in the beginning, to encourage the parents to use more ASL.

One tutor who worked with a Spanish-speaking family focused on books that came in a Spanish edition or had a Spanish translation.

Two tutors said they used books that were suggested by the site coordinator or by the child's teacher.

The Shared Reading developers intended for the tutors to review the books they selected for families to familiarize themselves with the books and make sure they were appropriate for the family. A few tutors said they just chose whatever was available or what was next on the shelf. In some cases, however, tutors' choices were limited by external factors. Some of the sites were late in receiving all the promised book bags from the Clerc Center at the beginning of the Project. Many of the missing book bags at one of the sites contained the beginning level books, and these were the books needed for some families. At two rural sites, tutors depended on the book bags that the site coordinators mailed to them. It was harder for these tutors to have access to the entire book bag library to choose appropriate books.

In addition to using the book bags from the Clerc Center, some tutors used other books with their families, especially if the child and family had interests not reflected in the Shared Reading

Project books.

COMMUNICATION

All of the tutors used sign language to communicate with parents and caregivers. They augmented signs with alternative means of communication, both in the beginning when they were getting to know the families and establishing rapport, and throughout the tutoring when parents did not understand what the tutor was signing. When communication broke down, tutors usually used writing or voice to help parents understand. Several also used gestures and pictures. Some used both ASL and Signed English in the beginning, moving toward more ASL as tutoring progressed. Two tutors reported that they slowed their rate of signing when parents did not understand. One tutor also used a sign dictionary to help parents understand some signs.

For some families who spoke a language other than English, tutors used interpreters and/or translators to establish and maintain communication with the parents.

TUTORING FOR BOOKSHARING

As the tutors and families became comfortable working together, many of the tutors began tailoring and personalizing their tutoring to fit the families' needs and interests. In the end-of-year survey, the tutors related some of the things they emphasized or did differently with the families as tutoring progressed.

Most of the tutors worked initially with the mother. Some tutors talked about how they began including other members of the family in booksharing. Two tutors reported that they encouraged the child's siblings to become involved. In another family, the grandmother and aunts joined the weekly tutoring sessions. Another tutor focused on getting the father more involved.

"In the beginning, I would sign first, then let the mother take control. Later on, I was more likely to let the father work with the mother instead of me with mother."

Some tutors talked about ways in which they enhanced the tutoring sessions or tried to make them more interesting. Some tutors said they created games to give parents more repetition and practice so they could remember the new signs they learned. One tutor said she regularly brought two books, because one was not enough. Others brought props related to the stories, such as several caps for the book *Caps for Sale*. Some tutors played sign vocabulary games. One tutor reported how she worked some of the booksharing principles into her tutoring.

"After 'feeling through' with the families, I started using examples from the stories and compared them with real life situations. I also was able to extend the stories later."

A number of the tutors said they spent time coaching the parents on how to use facial expressions and head and body movements with the stories. One tutor discovered that working on groups of related signs helped the parents remember the sign better. These included signs for family

members for the book *The Doorbell Rang* and signs for weather and time of day for *The Snowy Day*.

Tutors talked about getting to know the parents and finding ways to encourage them. One tutor said she gave positive encouragement to one mother who became confused easily. Another tutor said she worked with the parents when the child was not present so she could focus more on the parents. Another said she began involving the child more as the parent and tutor become more comfortable. Another tutor said she encouraged the parents to read more to their child.

Tutors also reported how parents asked them questions about deafness and education. Tutors shared tips, such as how to reduce visual noise in a room, to increase lighting so it was easier to see, and appropriate ways to get and maintain a child's attention. They watched the Shared Reading videos with parents and explained the differences in signs of different signers or in different parts of the country.

Two tutors talked about working with parents who spoke a language other than English. One reported changing her approach several times with one set of parents who did not know English. Another said she helped a mother who spoke Spanish create an English-to-Spanish worksheet from the vocabulary they found in the books.

CHARACTERISTICS OF EFFECTIVE TUTORS

This section presents a composite picture of the attributes and practices of tutors that the site coordinators and families felt were most effective. This descriptive analysis is based mainly on interviews with the site coordinators and parents. Informal feedback from the Clerc Center Shared Reading Project trainers about the tutoring sessions they observed, as part of training follow-up at each of the expansion sites, also helped determine the characteristics included in this section. Most of the illustrative quotes are excerpted from parent interviews.¹

Some of the parents said that the thing that impressed them was the kind of relationship they had with their tutors. These tutors functioned more as mentors, guides, or coaches than as teachers who had all the answers. These parents tended to see the tutor as an equal partner they could work with and learn from as a friend. One Latino father described how his family felt about their tutor:

"It's not like having a teacher to come. It's someone like, like 'familia.' Because she did not always just teach us how to read. She showed us other signs and telling us about, there is a way to help in our child's life."

The mother of a 7-year-old girl described the feeling of equality she had with her tutor:

¹ The analysis here is descriptive. No attempt has been made here to delineate tutoring practices that deviate markedly from the Shared Reading logic model. An in-depth comparison of effective and ineffective or unacceptable tutoring practices, based on paired tutor and parent interviews, is the focus of a future report.

"[The tutor] helped a lot because we're the same age. Also, I'm not the kid anymore. I'm the parent. Instead of looking at teachers as my elders, you know, okay, they might be a little older – some teachers. But at this point, I'm the parent. They're the teacher. We're equal, no matter what age. It was a lot of fun. I don't want it to end."

The mother of an 11-year-old boy said her family developed a very close relationship with their tutor. She remarked about how accepting the tutor was of their situation and the educational choices they had made for their son. At the same time, the tutor introduced them to deaf culture.

"There are a few people in my life that I really think fell directly from heaven, and she is one of them. She impacted our lives, that greatly.... She's a deaf woman. Her oral skills were fairly good. We are a family that is new to ASL. [We] live in an oral county. My son was educated orally for five years and was shutting down. And I thought I was losing him.... She came into our life. She didn't condemn our choices. She believes in families having options. She believes in families and children, and that's how she always approached us. So she became more than just a reading tutor. She was my window into the deaf world."

The site coordinators felt that effective tutors were supportive and encouraging with parents. The tutors who were valued were not judgmental about parents' beginning sign skills or about the educational choices they had made for their children. These tutors were better able to meet families where they were, even if the families' decisions and perspectives conflicted with the tutors' own beliefs. Some families asked tutors what they thought about education and communication issues, such as the use of cochlear implants. It was important for tutors to be able to provide balanced information or to refer parents to other persons who could discuss the issue with them.

Effective tutors were accepting and respectful of the family's culture. One tutor, upon entering the home of an Asian family, noticed the row of shoes inside the front door of their home. He deposited his shoes by the door as well. Tutors demonstrated sensitivity not only to families' customs, but also to cross-cultural communication. This tutor described how working with a family who spoke a language other than English influenced his tutoring style:

"Since...the parents did not know [much] English, I changed my approach to tutoring ...to teach them sign language using the books with a lot of pictures...help them build up vocabulary of sign since they had no sign at all. Then I used everyday signs like bread, milk, fruit, trees, birds, etc., etc., and they copy me and learn a lot."

A few weeks after the tutoring began, another tutor brought a Spanish-language translator to a meeting with one Latino family, so they could debrief about how the tutoring was going. This family preferred not to use a translator or interpreter during the regular tutoring sessions, so that they would force themselves to learn to communicate in sign language. However, the tutor recognized the need for easy communication in this special situation. She wanted to make sure the parents could express their feelings in their home language about how the tutoring was going.

Effective tutors knew how to establish and facilitate communication with the parents. They knew how to make the parents feel comfortable, especially when the parents knew little or no sign language. These tutors did not correct parents in negative ways and did not tell them their signs were wrong.

Some of the parents interviewed said they appreciated how much their tutors practiced new signs and phrases with them and how patient the tutors were about answering questions, especially the same questions over and over. Some of the parents spoke about how the tutors pushed them to succeed. Once the families became comfortable with their tutor, some tutors used humor and good-natured teasing to encourage parents.

"The tutor is wonderful.... Of course, I was scared to death [during the first visit].... But she made it fun.... Whatever I didn't understand, she pestered me. She made sure that I knew the new signs and stuff.... [Now] I don't hesitate to ask her questions. I mean, I...ask her what the sign is for something else, again and again and again."

"I've always been self-conscious of making mistakes, and she was able to conquer that. [She] like, joked around – 'Oops, Mommy made a mistake! Tell your Mom.' – she'd get my daughter into it. I just feel comfortable with her."

"Near the end of the project, [the tutor] got tough. She was tough! She would no longer sign for us, initially, the book. And we also didn't view the tapes. We had to sign the book. [She'd tell us,] 'Here you go!' Actually, throughout the whole process, my signing ability improved. I was a beginning signer. Now, I'm, like, an advanced beginner. But it improved immensely. So she really shifted – she made us get serious, in a gentle way."

Site coordinators also said that effective tutors were literate in English and in ASL and knew how to focus on the story as well as the words and phrases. They were native or near-native ASL users. They knew how to incorporate fingerspelling appropriately into booksharing, even with young children. They could help parents make connections between ASL and English.

Effective tutors knew how to focus on the story and how to apply the 15 booksharing principles. They knew how to guide parents through the communication and reading process with their child. The Latino father of a young boy recounted how the tutor helped him to think differently about how to read with his son.

"I was afraid to make mistakes. I couldn't make my son like the books. I tried to tell him it's my way or no way. That's what I learned – it's not that way. The way the tutor was telling us is the way to find the fun in the book. It don't have to be exactly what it say, but what we feel."

This tutor helped the father learn to apply the principles of providing a positive environment, following the child's lead, and not being constrained by the story's text.

Tutors were expected to work primarily with the parents, not the children. However, some tutors did work with the children. In one instance, a mother who knew only a few signs in the beginning described how the tutor eased them into the role of sharing books with their school age son:

"The tutor is familiar with our son from school. She keyed him in to looking at the book. We brought Teddy into our reading circle – or reading group – my husband, myself, Teddy, and the tutor were always involved. Initially, she would read the book to Teddy, point out things. Sometimes it was page by page, word by word. Sometimes it was ad libbing to get him interested. As we progressed through the program, she shifted that responsibility of her signing-reading the book to us."

In this example, the tutor seemed to be demonstrating how to keep both English and ASL visible to the child while reading. She also seemed to be modeling attention maintenance strategies the parents can use, as well as how to use the story reading-to-story telling continuum.²

Effective tutors often went beyond the story in the book. They showed parents how to connect concepts in the story to the real world. They did this by showing parents how to use materials or activities described on the activity guides to extend the story.

"It was more than just a book. If we read 'The Carrot Seed,' we planted a seed. She was just exceptional. We read 'The Purple Crayon.' We came out here and chalked up my patio in various colors of chalk. So she was very language-based, very activity-based, very concrete."

When the site coordinators were interviewed at the end of the start-up year, we asked them to describe a "good" Shared Reading tutor, based on their experience that year. In addition to the qualities described above, they all agreed that successful tutors were mature, responsible, dependable, and supportive. Site coordinators also said that good tutors were good problem solvers, both on their own and with the site coordinator. They could work well independently, but they also knew when to ask for help.

² While the parent felt the tutor's approach of working with the child and then shifting responsibility to the parents was effective for them, this strategy is not supported by the Shared Reading Project model. In the logic model, the tutor is intended to focus on the parent, not on the child. This is an example of how a primary stakeholder in the Shared Reading Project may hold a perspective that is counter to how the normative model is intended to work.

Maturity and dependability seemed to be particularly important at one of the rural sites where distance limited the site coordinator's direct supervision of much of the tutors' work with families.

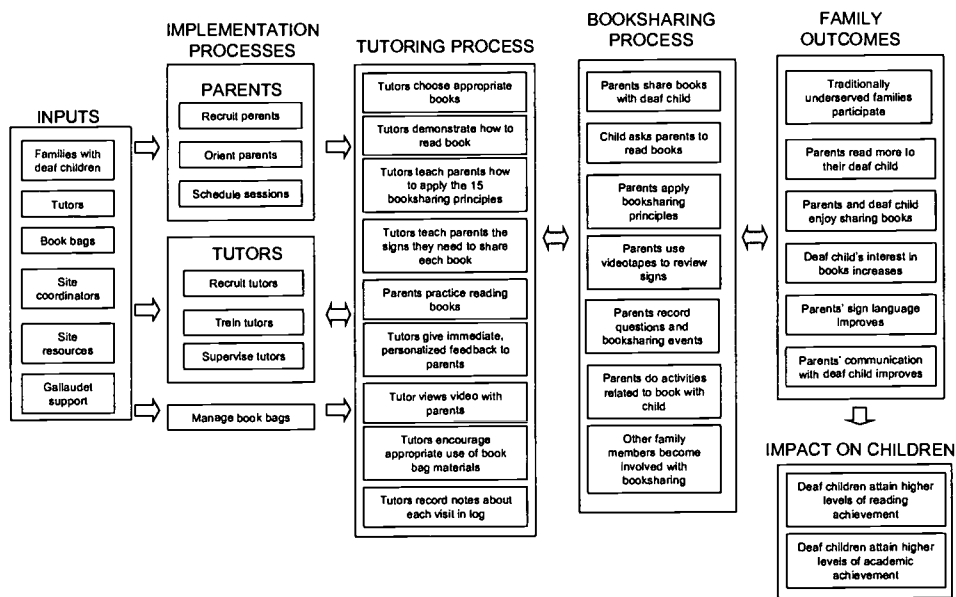
Dependability was very important to site coordinators – tutors needed to show up to meet with families at the agreed-upon time. Lack of dependability was the most frequently cited reason for tutors being let go or not rehired for a second year. Tutors who repeatedly missed appointments and did not notify the family or the site coordinator were fired.

The site coordinators observed that maturity and dependability tend to come with age. Some of the site coordinators were particularly impressed with retired persons who became tutors. One coordinator lightheartedly quipped that when recruiting new tutors, the rule of thumb should be "The older the better." Another site coordinator liked to place older tutors who had a "grandmotherly" demeanor with families who were more nervous about the tutoring or who needed a more nurturing approach. Maturity and dependability, regardless of age, however, ranked high among the tutor attributes most valued by the site coordinators.

FAMILIES' BOOKSHARING PROCESSES

This section of the report presents findings related to the family Booksharing Processes component of the Shared Reading Project logic model.

Figure 11: 1997 Shared Reading Project logic model



The families who participated ranged from those who had tried unsuccessfully to share books with their child to those who were already trying to read to their deaf or hard of hearing child.

"We looked at the books, but I really didn't know how to start reading books with him...when he came with a book, and he tried to tell me he wants to know more about – I really don't know how to do it, because – it was real hard to do it, because, first, I don't know much about the language. Then, I don't know how to start."

"We had been reading on a pretty regular basis. Usually, our nighttime routine is, I get her ready for bed and read her a story most every night. We had been doing that. And, you know, we're learning sign language as we're going along, so I was just sort of making it up, you know, and doing the best I could with it."

PROBLEMS PARENTS HAD WHEN THEY TRIED SHARING BOOKS

Before they started participating in the Shared Reading Project, a number of families reported that their young deaf child would not attend to the book when they tried to share books. This was particularly true for the younger children, but also for some older children reported to have attention deficits. Other problems parents reported before the project started were that their children did not understand the parent's signs, did not want to share books with the parent, and did not understand the books the parent tried to read. Parents cited several problems they had when trying to read books to their children. They did not know how to sign many of the words in the books. They did not know how to hold the book and sign at the same time. Some parents had ideas about how books should be read that did not take into account the child's developmental level or interests. In the surveys and interviews, the parents described the kinds of problems they had when they tried to read with their deaf or hard of hearing child before the Shared Reading Project.

Before they started working with the tutor, some parents did not know how to sign or had little initial signing ability. This had a direct impact on the parents' ability to share books with their deaf or hard of hearing child.

"My sign is very poor. I have a hard time figuring out the sign and then 'reading' it to my child."

Other parents had some signing skills, but found they did not know the signs needed to read a particular book.

"I tend to just describe the pictures instead of telling the actual story. I have trouble with the vocabulary. I had trouble remembering the signs I needed to use."

Many of the parents had problems figuring out just how to manage the logistics of visually oriented booksharing, such as how to sign while holding the book and how to direct the child's attention.

"It's hard to hold the book. My child looks at the pictures and not me signing. My child doesn't understand what I am signing, and I have trouble maintaining her attention."

"I had problems keeping up with questions of labeling, turning pages, and changing context before I was through signing."

Some of the parents who participated in the Shared Reading Project did share books with their hearing children, but were having trouble doing the same thing with their deaf or hard of hearing child.

"[My deaf daughter] loves books. Now, I do read [to her] with her [hearing] sister. I wanted to be able to read with her."

"We did read stories. A lot of the time I'd have to read it over, read this page over, read that page over, because the other kids would say, 'Oooo, look at that picture!' and [my deaf child] missed everything I said."

Some parents were concerned that their child did not understand what they were reading or did not understand the story. These problems often seemed to stem from the difficulty parents with limited sign skills had in communicating with their children.

"Sometimes it's difficult to relate a concept spontaneously. It takes a while to analyze it, then I find my son losing interest."

"I feel some frustration, wondering if my son fully understands what the story is about."

Many parents said it was hard to get and keep their child's attention for booksharing.

"It's hard to get his attention and also hard for him to focus on the book."

"I have to go look up words from [my sign] book. My daughter gets bored while I look them up."

"...we have books galore, but I just didn't know how to sit down and read stories to [my son like I did to my hearing daughter], you know? He might take a picture and maybe sign some stuff about the picture, but as far as the story itself... Plus, he, at that time, would not sit still. He could've cared less."

In some families, the deaf or hard of hearing child did not want to sit and read with the parent. Some of these children preferred to read or look at books by themselves.

"My child would take the book from me and look at it on her own."

INVOLVING OTHER FAMILY MEMBERS

Parents recorded on the Family Reading Records which family member read to the deaf or hard of hearing child. While mothers read to the child nearly two-thirds of the time, other family members also shared books with the deaf or hard of hearing child. Fathers read to the child 20 percent of the time. Siblings shared books with the deaf or hard of hearing child 6 percent of the time. In some of the families interviewed, hearing siblings played an important role in booksharing. Four percent of the time, the child was read to by grandparents, aunts, cousins, or other family members.

WORKING WITH THE TUTOR

In the previous section, Characteristics of Effective Tutors, we began talking about the tutor's contribution to the parent-tutor relationship. In this section, we turn our focus to the parents' role in and response to that relationship.

Parents talked about how they learned to work with the Shared Reading tutor. For many parents, working with a deaf tutor, who was often the first deaf adult they had ever met, was asking them to take risks. Some parents were not sure they would be able to learn to share books using sign language. Others were concerned about their ability to communicate with the deaf tutor. Beginnings were often tentative, but the parents became more comfortable after the first few sessions. One parent with a deaf daughter described her reaction to the first tutoring session:

"I was scared. [The tutor] explained what she was going to be doing, and then she sat down and did the story once. And I just – I was blown away, basically. I've seen, because I've seen these little books, with just a few words. And I thought, 'Okay, I can do this. This page only has a couple of words.' And then she'd just – because it was ASL – and she just was describing everything in this picture. And I thought, 'There's no way I'm going to be able to do this.' I was really scared, but I stuck with it."

Another family was also nervous at the beginning, but soon found they could communicate comfortably with their tutor.

"We were a little nervous, since the tutor was deaf, and we didn't know a lot of signs. How were we going to talk to her, or, you know? But it was, it really was good, because we wrote a lot of stuff, and she'd, you know, of course she read our lips fine. But some things that she didn't understand, we wrote back and forth, but we really enjoyed it. We were excited for her to come back."

In contrast, some families were enthusiastic from the beginning about working with a deaf tutor to improve their skills.

"When we were given the opportunity to actually work with a deaf person, and a very fluent signer, in terms of improving our skills and reading to [our daughter], we just jumped at the opportunity...anything we can do to enhance her reading skills, we'll jump at."

These interview excerpts illustrate the range of feelings experienced by parents as they began the tutoring process. What all the participating parents had in common, however, was that they were willing, at some level, to take the leap into the often-unknown region of interacting one-on-one with a deaf adult. For families who chose not to take the leap, we have little information, except for some insights gleaned from the site coordinators. They had talked to parents who decided not to participate and to parents who withdrew early from the Project. There was one case, however, of a family who had a hearing tutor. Here is that mother's reaction to the idea of interacting with a deaf tutor in the Shared Reading Project.

"Before the tutor came, I got a letter in the mail stating that – because I, I didn't really – I knew that the project was going to be to help me show my daughter – read stories to her, and how I can read stories to her. And then when I received a letter in the mail that it was going to be a deaf tutor, I almost dropped out of the program. I – because – well, I talked – me and my husband talked about this a lot also. I said – I knew words like 'mom,' 'dad,' 'I love you.' I knew very few basic words. And I said to him, 'How am I going to understand what this person is signing to me?' If she signs a word and I don't know what it means, how am I going to ask this person what was that? What was that sign, what did that mean? You know. And I thought – I honestly – I almost quit. And then a [hearing] tutor called me and she says, 'Well, I'm sorry, will I do?' And I said, 'Oh, yes, you can come over.' Because I felt so much more relieved that as a hearing-speaking person and having a child that was beginning to read and, you know, we talk – our [family] communication is basically vocal – I thought, okay, I can ask the questions I want to ask. I was still scared. I thought there was – you know – I just thought, I'm too old to learn this stuff. But it worked out really well."

The above excerpts from four different families provide us with a range of perspectives on the decision processes some families may have used in deciding whether or not to participate in the Shared Reading Project.

Space was provided on the Family Reading Records for the parents to jot down questions and comments about the book of the week and their experience sharing it with their child. However, few of the families actually wrote any comments or questions. If the tutor took time with the families, especially staying to chat for a while after the tutoring part of the visit was finished, parents asked the tutor questions about things that concerned them beyond booksharing. When the tutors were surveyed at the end of the start-up year, two-thirds or more of the responding tutors said parents and caregivers asked them questions about:

- Captioned television or movies,
- Telephone relay,
- Deaf culture,
- Assistive alerting devices (e.g., doorbells, alarm clocks), or
- Telecommunications devices for the deaf (TDDs or TTYs).

More than half of the tutors reported other types of questions parents asked them, including questions about:

- The tutor's own experience as a deaf person,
- Deaf clubs, deaf bowling leagues, other deafness-related events,
- Organizations for and of deaf persons,
- Schools and colleges (such as Gallaudet University),

- The Americans with Disabilities Act and advocacy,
- Attitudes of deaf people,
- Interpreter services,
- Cochlear implants,
- Different types of deafness,
- ASL, *e.g.*, how to convey rhythm with sign language and variations in sign language,
- Attention-getting techniques,
- Communication in the home,
- Personal problems and frustrations, or
- Child development, including language development.

The nature of these questions indicates that many of the participating parents were in need of basic information on a wide range of topics related to their deaf and hard of hearing children.

HOW PARENTS USED THE BOOK BAG MATERIALS

Each of the Shared Reading book bags contained a storybook, a video of the story signed by a deaf person fluent in ASL, a bookmark with tips for booksharing, and an activity guide that suggested activities parents could use to expand concepts in the story. In the Shared Reading model, the video was intended as a reference tool for parents. If parents forgot how to sign a word or explain a concept in the book, they could review the video in between tutor visits. Interviews with parents and tutors indicated that some of these materials were used in a variety of ways, and not always as intended. The following sections describe how families used the materials included in the book bags.

USE OF STORYBOOKS

The Shared Reading model expected tutors to take a new book bag with a new storybook to the families each time they visited. Most of the tutors did this. However, at some sites, tutors often brought more than one book bag to families each week. Sometimes this was done to give families a choice of books. One tutor brought two books each week, one for the mother and one for the father. Some families requested more than one book a week. In rural areas, where a month's worth of books might be shipped to tutors at a time, families sometimes had more than one book, which they kept for more than one week.

Most families also had their own storybooks, which the children and parents wanted to read. So they would sometimes ask the tutor for help with these books, in addition to the books in the Shared Reading book bags. Sometimes the tutors brought additional books that were not from the Shared Reading book bags, if they wanted to build on a particular interest of the child or the family.

The books from the Shared Reading book bags formed the nucleus of the reading materials that the tutors used with the parents, but it is clear that many families extended their reading to include other books that interested them and their children. One of the obstacles parents encountered in doing this, however, was that they often did not know all the signs they needed to read different books, unless the tutor coached them on those books, too. However, these findings provide some evidence that many of the parents tried to transfer the booksharing strategies they learned using the Shared Reading books to other books as well.

Parents and children had favorite books among those in the Shared Reading book bags. Some of the favorites cited were *The Dancing Fly*, *Good Night Moon*, *Open Your Mouth*, *Caps for Sale*, *I Love Spiders*, *The Snowy Day*, and *Rosie's Walk*. Some of the parents requested that future Shared Reading books include other books they wanted to read to their children, such as Disney books or books about holidays.

USE OF VIDEOTAPES OF STORIES

While some families used the videos as intended, others used them differently, and a few parents did not use them at all.

Parents who did review the tapes usually found them helpful, but were sometimes confused by differences in how some words or phrases their tutor used compared to the signs the person on the video used. When tutors were asked about this, it became an opportunity for tutors to explain regional differences in signing. One parent told about his experience with the sign differences.

"[The tutor] put the tape in.... The person on the tape was signing different, so she told us, 'It's the same sign.' It depends on the state where they live – the differences.... That's what she told us – 'The way I sign who is this, and the way they sign who is that, but it is the same thing, the same meaning.' ...I think it helped us to know both signs, because not everybody's from here...and we have to know what the signs are."

Another parent told how she learned to look for signing differences on the videos.

"[The videos] were great. And it was neat having different signers.... You see different styles. You see people's different styles of doing ASL. You would see the same phrase maybe in two different books, but you'd see them doing it a different way. And conceptually, you'd say, 'Oh, yeah, that could be done like that. That's ASL. Sure.' And so that was interesting. That was neat to watch."

Some parents said they reviewed the videos during the week, signing along with the person on the video. Some had trouble following the story on the videotapes, because the video did not show which page the reader was reading. A few parents had difficulty with videos in which they said the person signed too fast for them to follow.

The videos were designed to be a helpful aid to parents, as an adjunct to the tutoring process. The feedback from parents about the ways the videos were actually used tends to confirm this role. The videos are seen as a supplement to the tutoring process and not as a tool that could take

the place of the tutor in helping parents learn how to read the stories to their children. The signed videos complement but do not provide the same kind of support as personal tutoring.

The videos were intended for parents to use as a reference, not for children to watch. However, some parents said they watched the videos with their children, and some parents permitted their children to watch the videos by themselves. Sometimes the child asked to watch the video. In some cases, parents reported that their children signed along with the video. Two parents described how their families used the videos:

"We used them a lot. For example, my husband, when he wasn't here, he didn't get to see [the tutor] signing, so he would watch [the videos]. The kids would watch them a lot. [My deaf 5-year-old] loved watching them. She'd go along with the book while it's going on, and then she, eventually, you know, each time..., then she started paying attention and looking back and forth between the video and the book, and seeing that the pictures matched and seeing that, you know, they were actually playing out the story, and not just that they were signing. So that helped a lot. And just for myself also, too. If I wasn't quite sure of something, I could go back and check on, you know, something.... I found them easy to refer to."

"Sometimes we used [the video] while [the tutor] was there, and then I could ask questions at that point, and also because my son likes videotapes. He wanted to stick them in and watch them. And he enjoyed watching [the Shared Reading videos] too. And then I used them during the week just to help clarify how things were signed, and I would often stop and rewind them, stop and rewind them, to catch something that was going too fast.... I wasn't getting it, so I'd rewind it."

USE OF ACTIVITY GUIDES

Each book bag contained a laminated sheet of suggested activities parents could use to introduce or extend concepts in the storybook. We asked parents and tutors how they used these activity guides. Some of the parents we interviewed said their tutor told them about the activity guides, but a few said they did not remember the activity guides. Most of the parents did not use the activity guides. The following parent comments reflect the generally limited use of the activity guides.

"The tutor told us about the activity sheets. Did we use them? No."

"I read them a couple times, and looked at them, and thought, 'I don't have time to do this.' I mean, it was a lot, the way people's schedules get.... It was a lot just to get the story read every night, which we didn't do every night either, because sometimes we just got home too late or whatever. That's as far as I went."

A few parents said they used some of the activities or used the activity sheets to give them ideas of things they could do related to the book.

"We didn't always get to do the activities, but a lot of the time we did, or it would give us ideas to even use with our own books, too. You know, different things that we could try, or if maybe our daughter wasn't paying attention that day, we would change how we were showing her the book, or how we were doing it by using the activity."

Only a few parents seem to have used the activity sheets as they were intended. However, some of the tutors used the activity sheets to prepare for their tutoring sessions. They brought along toys or planned simple activities to do with the family to expand on the book's concepts. The activity sheets served as a resource for these tutors. One tutor described how she suggested related activities to the family and the family's response.

"I always discussed with the family a follow-up activity during the week – 'Besides reading this book, here is something else you can do related to this book.' I always made an activity up. Some weeks it was my own idea. It depended if I liked the idea that Gallaudet suggested. One time it was a scrapbook. The mother mentioned to me that they did that, and they had fun doing it. They shared it with me the next week. I don't know if they did the activities every week."

PARENTS LEARNED BOOKSHARING STRATEGIES

Parents were learning how to sign the stories, but they were also learning other important lessons from the tutors. The tutors showed the parents techniques deaf adults use for directing visual attention during booksharing, e.g., turn-taking, the logistics of signing and handling the book at the same time, techniques for directing eye gaze, and shoulder tapping to gain attention.

The tutors also taught the parents booksharing principles that helped them make booksharing more interesting. The parents commented most often in the post-participation survey that they learned how to focus on the meaning of the story, rather than on trying to read the book word-for-word. They focused more on the storytelling aspects of booksharing. Some of the parents specifically mentioned using role-play and varying the placement of signs by signing on the book or on the child.

Several parents also told how they learned to take the child's lead in booksharing. This meant noting when the child was most receptive to booksharing, being willing to start in the middle of the

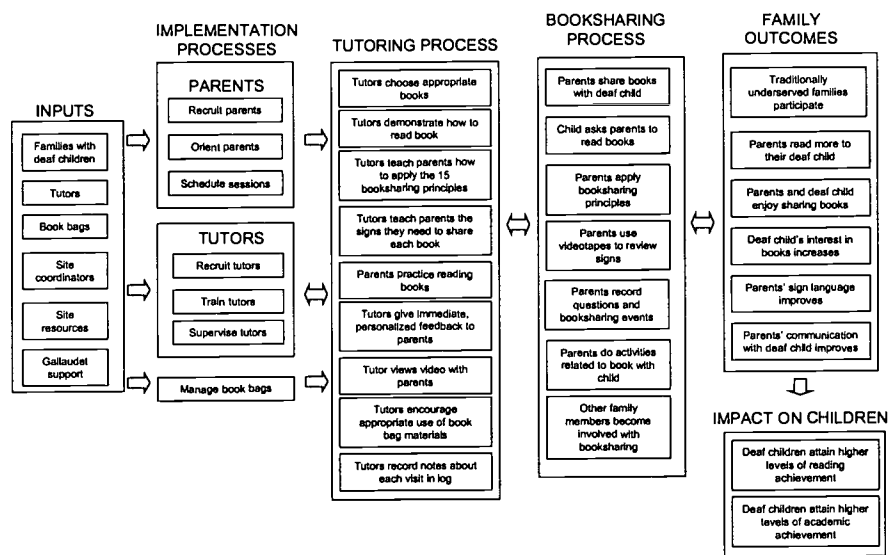
book if the child wanted to do that, and learning how to read just for fun.

"[The tutor] start telling us the best way to show [our son] how to read, because I, uh, I mean, the way I learned was to begin the book, to the end. But, she told us, if he is comfortable to start in the middle, do. You don't have to tell him he have to start at the beginning. The main thing is to make him love the book. So I think it was a real nice work to me, because to force him to do something he don't like, it really don't work.... So that's what I learned."

FAMILY OUTCOMES

Two of the evaluation questions relate to anticipated family outcomes, as shown in the Family Outcomes component of the Shared Reading Project logic model. The first evaluation question asked if targeted groups of traditionally underserved children and their families were successfully recruited to participate in the Shared Reading Project. The third evaluation question asked if families

Figure 12: 1997 Shared Reading Project logic model



read more to their deaf and hard of hearing children after participating in the Shared Reading Project. To address this question, we examined the frequency with which families shared books during the time they participated in Shared Reading Project tutoring sessions. We also examined the extent to which family and child characteristics and participation in Shared Reading tutoring affected booksharing rates. And we looked at how family booksharing changed before, during, and after participation in the Shared Reading Project. Finally, we addressed other outcomes in the logic model, including enjoyment and interest in books, parents' sign language abilities, and family communication.

PARTICIPATION OF TRADITIONALLY UNDERSERVED GROUPS

In the section of this report describing the characteristics of participating families and children, we saw that 87 percent of the deaf and hard of hearing children belonged to one or more of the traditionally underserved target groups. We can conclude that the five expansion sites were successful in recruiting and involving a high proportion of families from the targeted populations.

BOOKSHARING RATES

We took a close look at how often families shared books while they were participating in the Shared Reading tutoring sessions. Parents had been asked to document on the Family Reading Records each time they read to their deaf and hard of hearing children while participating in the Shared Reading Project. Analysis of the Family Reading Records showed that families shared books an average of 5.2 times a week with their deaf and hard of hearing children between tutor visits.¹ This finding compares favorably with that of hearing families nationwide; the 1996 National Household Education Survey found that 83 percent of children ages 3-to-5 were read to three or more times by a parent or family member in the past week.²

Families shared books, on the average, about five times a week, but did they share books more often as the tutoring progressed? Sixty-eight percent (79) of the families completed at least 75 percent, or 15, of the tutoring sessions.³ We used repeated measures analysis of variance to determine if families shared books with increasing frequency after the first, fifth, tenth, and fifteenth tutor visits. We expected that booksharing would gradually increase during the tutoring period. However, this analysis showed that the average number of times books were shared within families did not change significantly over this tutoring period.⁴ Individual families tended to be consistent in how often they shared books from the beginning to near the end of the Project. Families who shared books frequently at the beginning tended to share books frequently throughout their participation. Families who shared books a few times a week continued to do so throughout their participation.

FACTORS AFFECTING BOOKSHARING RATES

The analysis that indicated that the number of booksharing events within individual families tended to remain consistent during the Shared Reading Project also indicated that there were significant differences among families in how often they shared books. Some families shared books more often than other families did. What factors helped explain booksharing differences among families?

To answer this question, we examined how selected family characteristics, child characteristics, elements of the home literacy environment, and tutoring affected the average weekly booksharing rates during the tutoring period. We used multivariate regression analysis to try to develop a better understanding of which factors helped to explain the variability in the booksharing rates of different families. This analysis used data on the families of all 116 participating children. This multivariate approach let us look at the influence of individual predictors on booksharing, while statistically controlling for the influence of all the predictor variables in the analysis. The following variables were included in the analysis:

¹ Family Reading Records are described in detail in the section "Evaluating the Shared Reading Project." Also, see Table XVIII in Appendix A for more detailed information about average booksharing rates.

² Reported in U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 1998*, NCES 98-013. Washington, D.C.: U.S. Government Printing Office.

³ The target was for each family to complete 20 sessions.

⁴ Of the 79 families, 65 had completed Family Reading Records following tutor visits 1, 5, 10, and 15. Also, see Table XIX in Appendix A for more details about the repeated measures analysis.

- Outcome variable:
 - BOOKSHARING DURING THE SHARED READING PROJECT – Average number of times families shared books weekly.
- Predictor variables:⁵
 - FAMILY CHARACTERISTICS – English or language other than English, diverse or European American ethnoculture, rural or non-rural locale, number of adults in home, median family income in ZIP code area,
 - CHILD CHARACTERISTICS – age, with or without disabilities, deaf or hard of hearing,
 - FAMILY LITERACY ENVIRONMENT BEFORE THE SHARED READING PROJECT – problems with booksharing, last time shared books, knowledge of telephone relay, number of hours a day child watched television, getting a newspaper at home,
 - PARTICIPATION IN SHARED READING PROJECT – number of tutoring sessions completed.

All the variables were entered into the regression analysis at one time. The results of the analysis showed that 24 percent of the variability in average weekly booksharing rates could be explained by these family, child, literacy environment, and Shared Reading Project variables taken together as a group.⁶ Six of the individual variables made significant individual contributions to average weekly booksharing.

HOME LANGUAGE

Of the family characteristics, both the use of a home language other than English and the number of adults in the home had a positive effect on booksharing rates. Families who spoke a language other than English in the home read somewhat more often to their deaf and hard of hearing children than did families who used English. This was an unexpected finding. However, closer examination of the Family Reading Records showed that several of the families who spoke a language other than English seemed to involve different members of the family in sharing books with the child. We also saw in some of the interviews that siblings, grandparents, aunts, and uncles sometimes joined parents in the Shared Reading tutoring sessions, or were taught to read the book by the parents after the tutor left. Extended family involvement was also seen among English-speaking families.

⁵ Among the predictor variables listed, home language, ethnoculture, locale, disabilities, deaf/hard of hearing, booksharing problems, knowledge of relay, and home newspaper were coded as dichotomous variables (0,1), and 'last time shared books' was an ordinal level variable. Income, number of adults, age, TV hours, and Shared Reading tutoring sessions were interval level variables.

⁶ $R = .609$ significant at the .002 level for an F of 2.91 with 14 and 69 degrees of freedom. The value of R^2 was .371, and the adjusted R^2 was .244. The regression analysis entered all variables at once and used pairwise inclusion. See Table XX for details about the multiple regression analysis.

Tutors and site coordinators mentioned that in some of the families who spoke a language other than English, the hearing family members used the Shared Reading Project to help improve their own understanding of English. Many of the Shared Reading Project books were available in translations of the home language, making parallel texts available to family members. Some parents made lists of words from the storybooks in English and in their home language so they could learn the equivalent English words. They seem to have wanted to improve their own English literacy so they could share books with their young deaf and hard of hearing children. One site coordinator commented about the improved English literacy of a mother in an Asian family that used the word list strategy.

"[After a year in the Shared Reading Project, B.'s] mom is doing so well with English. His teacher this year shared with me that she can write notes in English to [B.'s] mom and she can understand and respond in English."

FAMILY SIZE

The number of adults living in the home, an approximate measure of the size of the extended family to which the deaf and hard of child had access, was a significant predictor of booksharing rate. The more adults in the child's home, the more often family members shared books with the child. This was a characteristic shared by many English-speaking families as well as families who spoke another language. Even though many of the families who used a language other than English had two-parent households or large extended families, the number of adults living in the home contributed to higher booksharing rates, regardless of the home language.

CHILDREN'S CHARACTERISTICS

None of the individual child characteristics of age, disability, or whether the child was deaf or hard of hearing made a significant contribution to explaining the variability in booksharing rates. Older children tended to be read to as often as younger children. Deaf children were read to as often as hard of hearing children. The children with disabilities at the five expansion sites had a variety of cognitive and physical disabilities, perhaps making it difficult to detect any relationship between noncategorical disability and rate of weekly booksharing. If there is any relationship between booksharing rate and different types of disability, a sample of deaf and hard of hearing children in which different types of disabilities were better represented would be needed to investigate this factor further.

HOME LITERACY ENVIRONMENT

Two of the five pre-Shared Reading Project literacy environment characteristics – problems with booksharing and knowledge of telephone relay – helped explain weekly booksharing rates during the Shared Reading tutoring period. Television watching, getting a newspaper in the home, and recency of booksharing before the Shared Reading Project did not help explain weekly booksharing rates.

Children whose families had knowledge of telephone relay before their participation in Shared Reading shared books more frequently. This knowledge may reflect more familiarity with assistive devices, communication alternatives, and deaf culture. Parents who are more cognizant of such

resources may have better sign skills and be more ready to share books with their deaf or hard of hearing child.

Parents who reported more problems with booksharing before they started the Shared Reading Project did not read as often to their children while they were receiving tutoring. Some of the problems parents cited in the beginning, such as limited sign skills or problems in maintaining the attention of the child, may be improved through the 20-week tutoring process, but may still continue at some level. It does take time for parents to learn to communicate with their child using sign language. Young children may need to progress through the normal stages of development before they are willing to sit and share an entire book. Many parents expressed to the site coordinators their desire to continue with the Shared Reading Project during the next school year. This indicates that parents felt they could continue to benefit from the help and support of the Shared Reading tutor beyond 20 weeks. The decision by sites to offer Shared Reading during the second year to former as well as new families seems an appropriate response.

PARTICIPATION IN THE SHARED READING PROJECT

Participation in the Shared Reading Project, as measured by the number of tutoring sessions families completed, was a significant predictor of higher booksharing rates. The more tutoring sessions families participated in, the greater their rate of booksharing with their deaf and hard of hearing children. This finding with the larger sample is consistent with that found with the families of the 31 children included in the pre/post analysis – that participation in Shared Reading is associated with more booksharing.

INFLUENCE OF THE SHARED READING PROJECT ON FAMILY BOOKSHARING

We saw above that families who participated in more tutoring sessions tended to share books more often during the week between tutor visits. Now we ask if participating families shared books more often after completing the Shared Reading tutoring sessions than they did before the tutoring began and if booksharing rates during the Shared Reading Project were related to booksharing before and after the Project.

BOOKSHARING BEFORE AND AFTER THE SHARED READING PROJECT

Parents were asked to complete a survey about their booksharing before they began Shared Reading Project tutoring sessions and again after their tutoring sessions were completed. One of the questions asked how recently they had shared a book with their deaf or hard of hearing child – within the last week, within the last month, or more than a month ago. The analysis showed that parents reported more recent booksharing after they participated in the Shared Reading Project than they did before the Project. Before participating in the Shared Reading Project, 42 percent of parents reported that they had read to their deaf and hard of hearing children within the week prior to the survey.

After the Shared Reading Project, 74 percent of the parents said they had read to their child within the week prior to the survey.⁷

The following table shows these changes in booksharing in more detail. Nearly half (14) of the 31 families included in the analysis reported more recent booksharing after the Shared Reading Project than before the Shared Reading Project. These 14 families are shown in the boxes in the upper right of Table 6, which are outlined by the heavy black border. One of these boxes includes seven families who reported more recent booksharing after the Shared Reading Project. Before participating in the Shared Reading Project, these families reported sharing a book within the previous month with their deaf or hard of hearing children. In comparison, when these same seven families were surveyed after the Shared Reading Project, they reported that they had shared a book within the previous week. Other families reported no change in recent booksharing. Families of about half of the children (15) reported sharing books just as recently after participating in the Project as they did before. These families are shown in Table 6 on the diagonal, in the top left, middle, and bottom right boxes. In addition, the families of two children reported less recent booksharing after the Shared Reading Project than they did before. These families are shown in the shaded boxes in the lower left of Table 6. Overall, however, there was a shift toward more recent booksharing in this pre/post subgroup of 31 families, indicating positive significant change.⁸

Table 6: Comparison of recency of family booksharing, before and after participation in the Shared Reading Project

BOOKSHARING BEFORE STARTING THE SHARED READING PROJECT	BOOKSHARING AFTER COMPLETING THE SHARED READING PROJECT		
	More than a month ago	During the previous month	During the previous week
More than a month ago	0	3	4
During the previous month	1	3	7
During the previous week	0	1	12

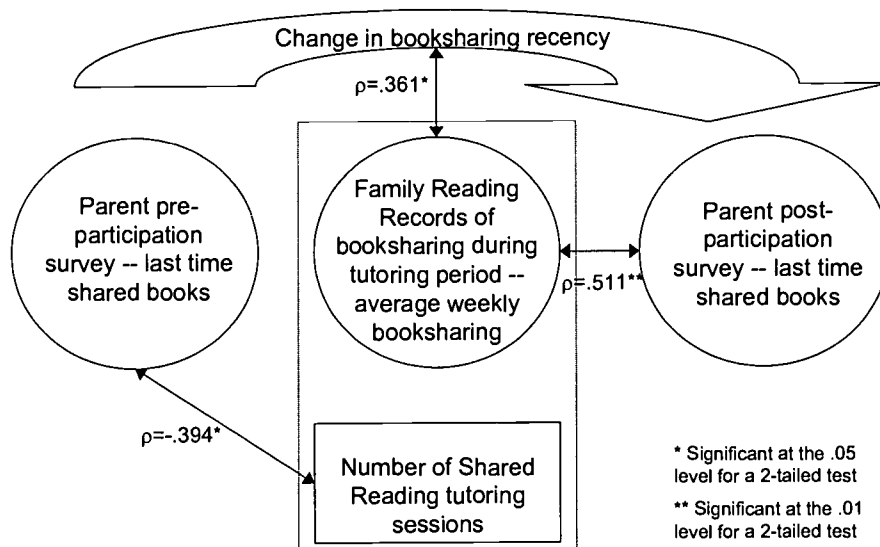
⁷ The analysis is based on 31 matched cases for which we had both pre-participation and post-participation parent survey results. While the families of 99 children responded to the pre-participation survey, only 39 responded to the post-participation survey. They were from four of the five expansion sites. We received no responses from one site. Because of the small sample size, we compared the families who responded to the post-participation survey to those who did not respond on the variables of home language, ethnoculture, locale, and children with disabilities to determine the representativeness of the respondents. The results of analysis using chi square showed that the respondents did not differ significantly from the non-respondents on any of the variables, except rural/non-rural locale. Children who lived in rural areas were over-represented among the respondents. This might be accounted for by lack of responses from one urban site. In addition, these 31 cases did not differ in the number of tutoring sessions completed nor in their average weekly booksharing rate

⁸ The exact sign test, a nonparametric test, was significant at the .004 level for a 2-tailed test.

BOOKSHARING BEFORE, DURING, AND AFTER THE SHARED READING PROJECT

We then examined the relationships among pre/post-Project changes in booksharing, number of weeks of tutoring completed, and average weekly booksharing rate during the tutoring period.⁹

Figure 13: Booksharing relationships



- THERE WAS NO RELATIONSHIP BETWEEN THE FAMILIES' REGENCY OF BOOKSHARING BEFORE AND AFTER THE SHARED READING PROJECT. Families' booksharing before the Project did not predict their booksharing following the Shared Reading Project. Therefore, other factors must account for more recent booksharing after the Project.
- LESS RECENT BOOKSHARING BEFORE THE SHARED READING PROJECT WAS ASSOCIATED WITH COMPLETING MORE TUTORING SESSIONS ($\rho = -.394$). This may indicate that the parents who were not sharing books before the Project were motivated or encouraged to learn how to read to their children and so persisted in the Shared Reading Project. The tutoring may have met a particular need of families who wanted, but did not know how, to begin reading to their deaf and hard of hearing children.
- THERE WAS NO RELATIONSHIP BETWEEN REGENCY OF BOOKSHARING BEFORE THE PROJECT AND THE AVERAGE WEEKLY BOOKSHARING RATE WHILE FAMILIES WERE PARTICIPATING IN THE TUTORING SESSIONS. This indicates that pre-Project

⁹ The measure of association used for this part of the analysis was Spearman's rho (ρ). This measure was used because the variables of recency of booksharing and change in booksharing consist of ordinal level data and the variables for average booksharing rate and number of tutoring sessions completed are interval level. Rho is an appropriate measure of association to use with these data according to Thorndike, R.M. (1978). *Correlational procedures for research*. New York: Gardner Press, 73-74. Rho was computed using the subset of 31 families for whom complete pre- and post-tutoring data were available. The figure accompanying these analyses is used to illustrate the logical connections among the resulting bivariate relationships, not to provide the results of a multivariate analysis.

practices did not determine how often parents read to their children once they started working with the Shared Reading tutors. It appears that Shared Reading tutors were effective in helping families begin to share books, regardless of how recently families shared books before the Shared Reading Project.

- THE NUMBER OF TUTORING SESSIONS COMPLETED WAS NOT RELATED TO THE AVERAGE WEEKLY BOOKSHARING RATE FOR THIS SUBSET OF FAMILIES. Among the population of Shared Reading families, there was a tendency for families to share books at the same rate from beginning to end of the tutoring period. The multiple regression analysis of factors influencing booksharing did show, however, that booksharing rates varied with some characteristics of families and the literacy environment and with number of tutoring sessions. The analysis of the subset of 31 families being examined in this section does not take these other factors into account.¹⁰ This may explain the lack of a relationship between duration of tutoring and booksharing rates.
- THE AVERAGE RATE OF BOOKSHARING DURING THE TUTORING PERIOD WAS POSITIVELY RELATED TO RECENT BOOKSHARING AFTER THE SHARED READING PROJECT ($p=.511$). Families who shared books with their child more frequently between tutor visits reported more recent booksharing after their participation in the Shared Reading Project ended. This seems to indicate that the Shared Reading tutoring process was effective in encouraging booksharing in participating families.
- HIGHER AVERAGE WEEKLY BOOKSHARING RATES WERE RELATED TO POSITIVE CHANGES IN PRE/POST-BOOKSHARING ($p=.361$). Parents who shared books more often with their children during the tutoring period also shared books more recently after the Shared Reading Project.

The findings described above are summarized in Figure 13. The pattern of these relationships seems to indicate that the Shared Reading Project was effective in helping parents learn to share books with their young deaf and hard of hearing children, particularly with the families who reported less recent pre-Project booksharing.

QUALITY OF THE BOOKSHARING EXPERIENCE

The results above indicate that home language, family size, the home literacy environment, problems with booksharing, and Shared Reading tutoring help explain families' booksharing rates. However, these findings do not tell us what parents did when they sat down to read with their deaf or hard of hearing child, *i.e.*, what booksharing strategies they used. Post-Project surveys and interviews with families and tutors indicated that, while booksharing rates remained constant within families, qualitative changes occurred over time in how families shared books. Here are some of the things parents said they learned from the tutoring:

- *"Turn taking was a good positive way [to read with] my son."*
- *"I sit with him to read and I have learned to be more patient."*

¹⁰ These variables were not factored in here, because this nonparametric analysis of a small subset of children examined the pattern of bivariate rather than multivariate relationships.

- *"Do not pressure him if he doesn't want to [read]."*
- *"I learned a lot about using ASL signing techniques, gestures and facial expression help make reading more exciting for L."*
- *"Learning more signs; waiting for J.'s cues when he's reading; role playing."*
- *"Positioning my child correctly to read with me, sometimes signing on his body, 'ad-libbing' at times, spatial relationships of characters."*
- *"Not having to read the book from front to end all the time."*
- *"Sitting positions while reading to my child, don't have to sign every word for child to understand."*
- *"(1) To begin with a simplified (or nontextual version) and as her familiarity increases, more closer to signing what the text states (2) not to be so concerned if she grabs the book and wants to change the way we are reading it."*
- *"More discussion of the story and what's happening."*

CHILDREN'S INTEREST AND ENJOYMENT

When parents tried to share books, did their young deaf and hard of hearing children show interest in doing so? One of the most common problems parents had at the beginning of the Project was getting and maintaining their child's attention during booksharing attempts. This was also one of the changes in children most frequently mentioned by parents and tutors in end-of-the-year surveys and in interviews. Children's attention seemed to increase as parents learned attention-getting and booksharing strategies from the tutors. Parents reported in surveys and interviews that children sat longer to share books, though they still might not stay for the whole story. Some children were more receptive to the suggestion by parents that they read a book together.

Before they started the Shared Reading Project, most of the parents and caregivers said they enjoyed trying to share books with their children, despite the problems they were having. A few parents also indicated that their children did not seem to enjoy booksharing. Their children were frustrated in their attempts to talk about books with their parents or preferred to look at books on their own. At the end of the Project's first year, responses on the parent post-participation surveys, tutor surveys, and interviews indicated that both parents and children enjoyed sharing books. Parents reported that some children began bringing books for their parents to read to them or accepted parents' overtures to share books. Some children became more involved in the booksharing process, pointing at pictures, asking about words, and trying to sign the stories themselves. Children asked more questions about the books they shared with their parents. Some parents said booksharing became more enjoyable for them as their children began to enjoy booksharing more.

Other family members enjoyed sharing books with the deaf or hard of hearing child as well. In a few families, siblings took an active role in sharing books with the deaf or hard of hearing child. In other families, fathers became more involved, as did aunts, uncles, and grandparents.

USE OF SIGN LANGUAGE

The parent and tutor surveys and interviews provided numerous examples of ways in which family members' sign language improved while in the Shared Reading Project. Of the parents who responded to the post-participation survey, 97 percent said they felt the Shared Reading Project had helped them improve their sign language skills. When asked what they had learned, parents wrote about learning how to use ASL to convey the meaning of the story, how to use facial and body expression, learning more signs, how to use classifiers, and the use of the spatial dimension for setting up multiple characters.

At two of the sites, the evaluators had the opportunity to meet informally with teachers of a few of the children in the Shared Reading Project. The anecdotal information the teachers provided indicated that they noticed improvement in the children's sign language, including increased vocabulary, longer utterances, and increased use of fingerspelling.

PARENT-CHILD COMMUNICATION

Parents indicated that their improved skills in booksharing started spilling over into other areas of family life. In some of the interviews, parents said they could communicate better with their deaf or hard of hearing child as they learned the signs, expressions, and skills to share storybooks. Parents were better able to understand their deaf or hard of hearing child, and their child was better able to understand them. The mother of an older child related in an interview how her relationship with her deaf child improved as they learned how to express feelings and ideas through booksharing. In her survey responses, one tutor told how a young child whose family was participating in the project was surprised to learn that his father knew how to read. Because his father had not known how to sign before the Shared Reading Project, the child assumed his father could not read books. These findings hint at the potentially broad scope of outcomes that can result from the Shared Reading Project.

PROFILES OF THE FIVE EXPANSION SITES

The preceding sections of this report paint a picture of Shared Reading implementation and outcomes in broad strokes. However, the five expansion sites were chosen to represent a variety of program settings, geographic areas, and populations of traditionally underserved deaf and hard of hearing children. Yet, we found there was no overall significant difference among the sites in the average number of tutoring sessions completed or in the average number of times per week that families shared books with their deaf and hard of hearing children. Though local implementations of the Shared Reading Project differed in response to the unique characteristics of local populations and resources, each site delivered Shared Reading tutoring to its families.

This section profiles each site individually as we attempt to understand how the Shared Reading Project worked in different settings. Here, we will treat each site as a separate case, not as part of a larger sample. We will look at some of the challenges, resources, and outcomes within the unique context of each expansion site. This is only a beginning, however. We expect to gain additional insights into the dynamics of tutoring processes and the family booksharing processes from the qualitative analysis of the interview data, which is ongoing at this writing. We will need these pieces of the puzzle to better understand different implementation configurations, the nature of the interactions between tutors and parents, and how that affects what happens between parents and their children.

BOOKSHARING AT SITE A

Site A was a residential center school serving a largely rural area. The site coordinators said that some parts of their service area had predominantly oral deaf education programs, or programs that used Signed English rather than ASL. Three persons there shared site coordination responsibilities, each coordinating different geographic regions in their state. All of the site coordinators were hearing.

The site coordinators recruited 10 tutors to work with the families of 20 children. The site coordinators reported that they first recruited tutors from different parts of the state, then recruited families who lived in those same areas. With three male tutors, Site A had a slightly higher proportion of male tutors than did the other sites. The average age of the tutors was 32, though they ranged from 18 to nearly 60. All of the tutors were members of European American ethnocultural groups. About 80 percent were deaf and nearly 20 percent were hard of hearing. Nearly two-thirds of the tutors reported that they used ASL, compared to 83 percent across all sites. More than one-third of the tutors said they learned sign language later in life – at college or on the job. More than 80 percent of the tutors had at least some college and nearly one-third had advanced degrees. Seventy percent of the tutors at Site A were currently employed in the education field as teachers or other school staff.

In an end-of-year survey, the tutors rated the Shared Reading training they received at the beginning of the year as very helpful. Most of the tutors rated the feedback they got from their site coordinator as very helpful.

The site coordinators matched tutors and families based on the coordinators' past experience and knowledge of the families. The site coordinators visited most of the homes at least once to

observe the tutor working with the family.

Nearly three-fourths of the families recruited lived in rural areas. The families at this site also lived in the poorest areas, compared to families at other sites. The average household income in areas where these participating families lived was less than \$22,000. The site coordinators said that many of the participating parents had literacy problems. A few had no telephone. The site coordinators encouraged families who had not had easy access to sign language programs in their areas to participate in Shared Reading. One of the site coordinators explained that many of the families were highly motivated to participate in the Shared Reading Project.

"I think that an encouraging thing was frustration with not being able to communicate with their child, and wanting, you know, desperately to be able to do that. And so I think a lot of them were very receptive to any help they could get as far as achieving that goal. Some of the areas that we have families in, there are no formal classes in sign language, in ASL, or in Signed English for that matter. It's very hard for the parents to have access to anyone who signs."

This site concentrated on children from rural areas, but did not include any children who had disabilities, were members of diverse ethnocultural groups, or were from families who spoke a language other than English. The participating children at Site A were the youngest of all the five sites, averaging 3.7 years at the beginning of the project. Eighty-two percent of the children were deaf, and the rest were hard of hearing. Many of these children were already receiving home visits as part of an early intervention program. More than three-fourths of the participating children lived in a home with two parents.

The families at Site A participated in an average of 15 Shared Reading tutoring sessions, ranging from five to 21 sessions. Children at Site A were read to an average of 4.2 times between tutor visits, somewhat less than the average of 5.2 times a week across all expansion sites.

All of the tutors reported that they saw positive changes in the parents with whom they worked, especially noting improvement in sign language skills, comfort with signing, and more communication with their children. More than 85 percent reported positive changes in the children, including increased vocabulary and sign skills, more communication with parents, and a closer relationship with the tutor.

One of the site coordinators reported that some of the families who had very limited sign skills had a harder time because they were not comfortable with signing. Some of the tutors expressed frustration with families who did not know how to sign very well. One of the site coordinators described the situation of one family.

"They were just not real comfortable with sign and were intimidated by having a deaf adult in their home and didn't feel they could. You could tell with...the conversation was stunted, because they didn't have the vocabulary to interact with the deaf person, you know, on a conversational level. So, that was a problem.... I was kind of encouraged [with one home], because – well, this is great. They can't talk to each other, so this parent is going to be forced to sign to this deaf person, and it will make her vocabulary grow and it did. And, except, then I found out that she was writing notes to the tutor, so you know that I was a little disappointed there. I was hoping that they would keep it on a sign language level and not have to go to paper.... But, you know, I still think that it helps the parent a lot."

The site coordinator also reflected on how the tutoring experience affected the tutors.

"They had to be flexible enough to fit into the family and to learn to communicate with people on different levels of communication. And most of them seemed to really enjoy that, and I, you know, when I think back, I think that was a learning experience for them, too. A lot of the tutors had maybe not been into [families'] homes and tried to do something like this before."

In the interviews, the site coordinators reported on changes they observed in some of the families.

"I saw sign skills improving and I thought that [the families] were more open to people, more open to deaf adults. They weren't shy as in the beginning of the program. I think that they were just more easy with communicating than they had been at first. There was a lot less stilted conversation.... They were a lot more comfortable with the tutors and more comfortable with the person coming into their home. And I mean, some of them really got to the point where they were really attached to the tutors and would include the tutor in family picnics or outings that they had, or exchanged gifts at Christmas, things like that. So...it was really like they had, this person was their extended family now."

"I saw the parents become more fluent in their communication. They could understand their child better. They were using more ASL. They opened lines of communication with their children. [I think that happened from] having a deaf adult in the home. The parents saw how the child responded to the deaf adult. We have some kids with behavior problems. When the deaf adult communicated with the child, a lot of the behavior problems disappeared. Also, the children had questions to ask and were interested in the books. The parents saw that."

BOOKSHARING AT SITE B

Site B was a center school located in an urban environment. Two persons shared site coordination responsibilities, with one person recruiting and communicating with families and the other person coordinating tutors and Shared Reading materials. The site coordinator who worked with the families was hearing, and the site coordinator who worked with the tutors was deaf.

During the start-up year, 15 tutors were hired to serve 23 families. Half of the tutors were members of African American and Asian ethnocultural groups. Nearly 30 percent of the tutors were male. The average age of the tutors was 34, ranging from 21 to 55. More than 90 percent of the tutors identified themselves as deaf, while the rest were hard of hearing. More than 90 percent of the tutors reported that they used primarily ASL, more than at any other site. Nearly 60 percent of the tutors at Site B said they had learned to sign in school, and nearly 30 percent said they had learned from family members. None reported learning to sign on the job or at college. The Site B tutors had a wide range of education. Two tutors had not completed high school. About two-thirds of the tutors had completed at least some college, less than any of the expansion sites. About 20 percent had completed an advanced degree. During the start-up year, more than 90 percent of the tutors were employed in education. Most of the tutors were recruited from staff at the school. During the second year, more tutors were recruited from the community. Word-of-mouth became the most important mechanism for recruiting tutors.

Tutors received their initial training at a group workshop under the guidance of a Clerc Center Shared Reading trainer. The feedback from the site was that there was not enough time to cover all 15 principles during the training session and that the trainer was less than engaging. The tutors rated the training as “somewhat” to “very” helpful.

The site coordinators accompanied the tutors on their first visit to the family homes, but did not do home visits after that. The tutors said the feedback they got from the site coordinators during meeting times was very helpful, however. During the second year, the site coordinators made a number of changes. They held a group kick-off meeting for parents, improved tutor training, instituted regular group supervision meetings for tutors, and did more home visits to observe tutors.

Families whom the site coordinators thought would benefit from the Shared Reading Project were urged to participate. The site coordinators reported that a number of the families who participated in the Shared Reading Project had previously participated in the school's early intervention program. The average age of participating children was 4.3 years. Eighty-three percent of the children were deaf, and the rest were hard of hearing. During the start-up year, more than 90 percent of the recruited families had children who belonged to at least one of the traditionally underserved groups, including children who were members of diverse ethnocultural groups, children from homes in which a language other than English is spoken, and children with disabilities. The languages represented were Spanish, Arabic, and Cambodian. Site B children lived in areas that had the second-lowest household income among the five expansion sites – about \$26,000. In addition, more than half of the children of participating families lived in a one-parent home, a greater proportion than at any other site. Families with only one parent are likely to have fewer resources and less time to read with children, though they may be equally interested in doing so. More than 80 percent of the children who were members of diverse ethnocultural groups and from English-speaking homes lived with only one parent. Most of these families were African American. All of the children from families who spoke a language other than English lived in two-parent homes.

Translators were available for the families who spoke a language other than English, if they wanted to use them. However, the site coordinators reported that translators were used only during the first visit to these families. After that, neither the families nor the tutors wanted to use them.

Most wanted to try to communicate with each other through sign language.

During the start-up year, families at Site B participated in an average of 15 Shared Reading visits, ranging from three to 21 sessions.

Three-fourths of the tutors said they saw positive changes in the parents, including increased comfort with signing and use of more facial expressions when signing. Nearly two-thirds saw positive changes in the children, particularly more interest in books. In informal conversations with some of the teachers at the school, the teachers said that they saw the young children in the Shared Reading Project using more expanded language and fingerspelling in school.

The site coordinators talked in their interviews about what they thought the families got from the Shared Reading Project during the start-up year.

"Many of our families are really attached to the tutor, and here, we...hired deaf tutors.... And, we really wanted to do that, because we wanted our parents to have access to a deaf adult, so they would become more comfortable. And I think many, that many parents did become very comfortable with their tutors.... We have an end of the year picnic. A lot of the families came of the kids who were being tutored, and I think that I saw increased participation in school. That's one of the things that I noticed for the families that had Shared Reading. But a lot of them came and many of them commented about how much they enjoyed working with their tutor. So, I feel that a relationship with the deaf person is so valuable to the families."

They also commented about changes they saw in the relationship between parents and their children.

"I think [the parents] accept sign language as a way to communicate to the child. I think they realized that was one way to communicate to that child, one way the child will listen is to use signs with the child. I see them more accepting that the child is deaf."

BOOKSHARING AT SITE C

Site C was a not-for-profit organization of parents of deaf and hard of hearing children that relied a great deal on volunteers. The organization recruited one site coordinator, who had a background in education, to work on the Shared Reading Project. This site coordinator was deaf.

The site coordinator recruited tutors using referrals within the deaf community. Because this site got a later start than the others did, the coordinator had less time to interview the tutors who were finally hired. Fourteen tutors were hired to serve 17 families. Nearly 30 percent of the tutors were members of Asian or Latino ethnocultural groups. The average age of the tutors was 30, and ages ranged from 21 to 50. Overall, this was the youngest group of tutors among all the expansion sites. All of the tutors identified themselves as deaf. More than 85 percent of the tutors said they used ASL and about half used Pidgin Sign English; none reported using Signed English. Nearly 60

percent of the tutors said they learned to sign at school, more than 40 percent said they learned from the deaf community, and nearly 30 percent said they learned from their families. All of the tutors had completed at least some college. More than 85 percent held bachelor's degrees, more than at any other site, and nearly 30 percent had advanced degrees. The tutors from Site C had the most varied range of occupations, with only 10 percent coming from education. Half of the tutors worked in health and social service occupations and 20 percent worked in science or technology fields.

More than 85 percent of the tutors felt the training they received was very helpful. After attempting to meet weekly with the tutors as a group, the site coordinator established weekly office hours when tutors could come in individually. Because of varied schedules, it was difficult to get all the tutors together at the same time. With the site coordinator assuming responsibility for all coordination and most administrative tasks, there was little time to do home visits to observe tutoring sessions. However, all of the tutors felt the feedback they received during office hours or by phone from the site coordinator was somewhat or very helpful.

Families from each of the traditionally underserved groups were recruited through public school contacts, not from the organization's membership. The average age of participating children at Site C was 4.4 years. Eighty-three percent of the children were deaf. The primary groups represented at Site C were children from diverse ethnocultural groups, families who spoke a language other than English, and children from European American families who spoke English. Children who were members of diverse ethnocultural groups were Latino and Asian. Spanish, Cambodian, Vietnamese, and Mandarin were the languages used by some of the participating families. All of the children from homes in which a language other than English is spoken lived with two parents; some lived with extended families. Only a few children lived in one-parent homes. The families at Site C lived in areas that had the highest median household income of any of the sites — \$38,060. However, the site coordinator observed that a number of the families did not appear to have many resources and were not as well off as the families that belonged to the parent organization.

At Site C, families completed between four and 20 tutoring sessions, with an average of 15.9 sessions. Children were read to an average of 5.7 times following tutor visits.

More than 85 percent of the tutors noted positive changes in the parents and in the children they worked with. The tutors said the parents' sign language improved and that the parents were more involved with their children, used more facial expressions when signing, and were better able to keep their child's attention. They said the children became more communicative and more involved with sharing books with their parents. The site coordinator shared the following anecdote about one family's experience with their Shared Reading Project tutor.

"[And then there was one family where the mother] thought that her son had very good reading skills, but realized that he didn't. The tutor asked him questions about what the words meant. He could read the words. He would sign the words. He knew the signs, but he didn't know what they meant. The tutor asked him what the word meant, and he could not answer. And so the tutor took a more active role in tutoring the child and the mother realized how she should be reading to the child, asking questions...to see if he understood."

BOOKSHARING AT SITE D

Site D was a not-for-profit organization serving deaf and hard of hearing persons and their families throughout their state. During the start-up year there were two site coordinators. One had responsibility for identifying and recruiting families, and the other identified, hired, and supervised the tutors. The coordination functions built on their existing responsibilities within the organization. One of these site coordinators left the organization near the end of the start-up year, and a new site coordinator came on board. The other original site coordinator left during the following year.

Site D had 13 tutors who served 25 families. Families and tutors were recruited through state resource centers with which the organization already worked. The families who participated were widely dispersed across the state. The site recruited tutors who lived within commuting distance of the families, though some of the commutes were very long.

All of the traditionally underserved groups were represented, with children living in rural areas, children living in families who spoke a language other than English, and children with disabilities being the most prevalent. The average age of the children was 4.7 years. Slightly more than two-thirds of the children were identified as deaf, compared to more than 80 percent at the other expansion sites. More than 70 percent of the children lived with two parents. The median household income for the areas in which the families lived was \$30,533, which was close to the national median.

All of the Site D tutors were female, identified themselves as deaf, and belonged to European American ethnocultural groups. Their median age was 39, ranging from 19 to over 80. Three-fourths of the tutors reported using ASL. Half of the tutors said they learned to sign from their families. About one-third learned at school. All of the tutors reported that they had attended college and more than three-fourths had a college degree. The tutors worked at a variety of occupations. One-third had a job in education. About one-fifth of the tutors worked in mental health or social service occupations; one-fifth were homemakers; and another fifth were college students. Site D had more tutors who were college students than did any of the other expansion sites.

Because of the travel distances involved, group meetings with families and tutors for orientation and follow-up were difficult to arrange. Most of the tutor training was done on an individual basis by the site coordinator who supervised the tutors. The site coordinators at this site continually stressed the importance of the 15 booksharing principles in their contacts with parents and tutors. All of the tutors who responded to the end-of-year survey felt the training they received was very helpful. Distance was an important factor in supervision, however. After the families and tutors were matched, the site coordinators did not have many opportunities to meet with the tutors serving families far from the metropolitan area where the organization was based. They depended on phone calls with families and tutors to monitor interaction. In the end-of-year survey, the frequency with which tutors reported talking to the site coordinator varied from less than once a month to more than once a week. About 30 percent of the tutors felt the feedback they received from the site coordinators was very helpful and more than 40 percent felt it was somewhat helpful.

The tutors who worked with families in rural areas obtained the book bags they needed from the organization office by mail. Packing and shipping book bags to remote parts of the state was a time-consuming activity for the site coordinators.

The families at Site D completed an average of 15.9 tutoring visits. The number of sessions families completed ranged from one to 22. Families shared books an average of 5.4 times between tutor visits.

Eighty-six percent of the tutors responding to an end-of-year survey reported positive changes in the parents and 57 percent reported positive changes in the children who had participated. Tutors said the parents improved their signing and fingerspelling, became more interested and excited about sharing books, and improved their communication with their children. In one family, all the family members became involved with booksharing. The tutors reported that the children showed more interest in reading and made some improvements in their sign language. One of the site coordinators commented about the changes she saw in the children.

"Their attention spans are greater. Their language has expanded. They have that connect with that deaf role model. For sure, that's big. That's really big. They have better communication with their parents.... And their language is improving, and their English will ultimately improve."

BOOKSHARING AT SITE E

Site E was located in an urban public school district. While this site started out with two site coordinators, one assumed full responsibility for the Shared Reading Project by the end of the start-up year. The site coordinator was hearing.

Eleven tutors worked with 21 families at Site E. The families were recruited from the school program. The traditionally underserved groups represented at this site included families of children from homes in which a language other than English was spoken, children who were members of diverse ethnocultural groups, and children with disabilities. The average age of the children was 6 years, which was more than one year older than that of the children at the other expansion sites. Site E included a few children as old as 11, though the target age for the Project was children up to age 8. Ninety-five percent of the children were identified as deaf. This was the highest proportion of deaf children of any of the expansion sites. More than 80 percent of the children lived with two parents, the highest proportion of any of the expansion sites. The median household income in the areas in which the families lived was \$33,480.

Tutors were recruited from among deaf adults working in the school program and from the community. All were female. Thirteen percent of the tutors were members of Asian ethnocultural groups and the others were from European American ethnocultural groups. The average age of the Site E tutors was 52 years, ranging from 29 to 71. This was, on average, the oldest group of tutors at any of the expansion sites. Three-fourths of the tutors identified themselves as deaf and one fourth were hard of hearing. Nearly 90 percent of the tutors used ASL. Three-fourths of the tutors described their signing as a combination of ASL, Pidgin Sign English, and Signed English. Nearly 40 percent reported that they learned to sign from their families. Another 40 percent reported they learned to sign at school. Nearly 90 percent of the tutors reported that they had attended college. More than 60 percent had bachelor's degrees and one had a master's degree. Education was or had been the usual occupation of two-thirds of the tutors. Half of the tutors were retired and/or homemakers during the start-up year.

In an end-of-year survey, two-thirds of the tutors reported that the training they received was very helpful and one-third felt it was somewhat helpful. Two-thirds of the tutors reported that they talked to the site coordinator every two weeks. Others reported less frequent contact. Two-thirds

reported that they received feedback from the site coordinator and this was somewhat or very helpful. At this site the coordinator was able to conduct more home visits to supervise the work of tutors, accompanying tutors on visits to about half of the families before the Project was completed. About half of the tutors reported that the site coordinator had observed them two times while they were working with families.

Families at Site E completed between two and 21 tutoring sessions, with an average of 15.2 sessions. The site coordinator reported that many of the tutors took two books on their visits to families instead of one. The Family Reading Records from this site confirmed this practice. At the other sites, most of the tutors took one book bag per visit. Site E families shared books an average of 6.3 times between tutor visits, more than families at any of the other expansion sites.

All of the tutors who responded to the end-of-year survey reported positive changes in parents and nearly 90 percent reported positive changes in the children. The tutors reported that parents learned more ASL, communicated better with their children, and became more interested in learning. They reported that the children became more involved in booksharing, improved their vocabulary and language, and paid more attention to their parents while reading together. One tutor described how one child changed.

“Ann would not sit still at first. She roamed around the room. At the end, she sat enraptured on her mother’s lap.”

Another tutor described the change in an older child.

“The deaf child knows the parents will read the story and knows the parents may need assistance in remembering some signs. Some of the deaf kids are more patient than others. Usually the deaf child changes as they help ALL family members learn sign language. Family communication is so important.”

Some parents noted in their interviews that their improvement in ASL and interaction with their child during story reading spilled over to improved communication in other areas of family life. Some parents reported that they could more easily engage in conversation with their children, and that their children were less frustrated in their attempts to make themselves understood to their parents. Some stories revealed that children’s expectations about their parents’ ability to communicate increased; they expected their parents to understand them and to be able to communicate with them. One tutor said that one of the children told her that his father could not read, because his father did not know how to sign. The tutor said the child was very surprised to find that his father could read after the tutor coached him on how to read the story using ASL.

The site coordinator related changes she saw in the families.

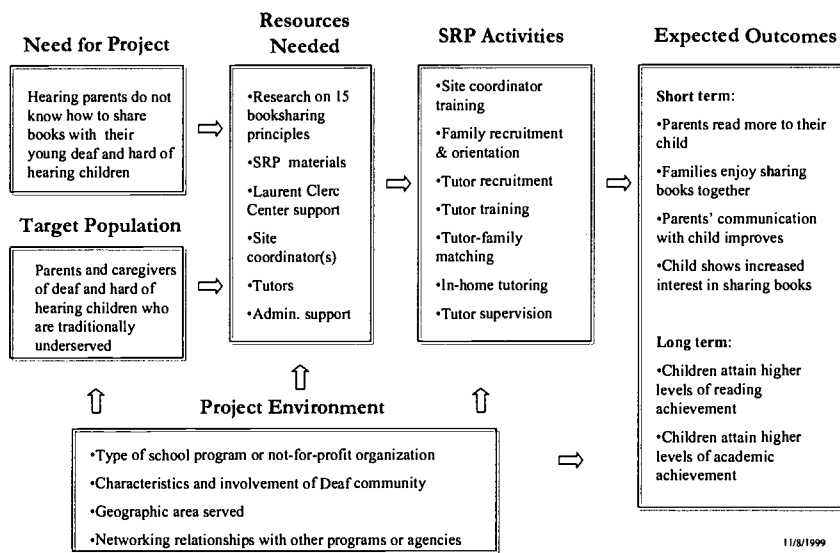
"I think parents, in many instances, feel good now. I know for a fact that one of our families... because part of the reason that I got her into Shared Reading is because she was so distressed over not being able to communicate with her child that she ended up crying at a meeting [she had with me]. And this parent feels good about her interactions with her child. She can communicate. She feels she's doing something to promote a communication relationship with her child."

SHARED READING CONTINUES TO EVOLVE

As each of the expansion sites implemented the Shared Reading Project, each made adjustments, some small and some larger, to adapt the Project to fit the local needs and conditions. Each site was characterized by its own special populations, program capabilities, challenges, and community resources. All of the sites originally aimed to implement the Shared Reading Project as the Shared Reading developers intended. However, the very process of adoption and adaptation changes educational innovations.¹ To make a program model work locally, some changes are naturally expected. It is through these local adaptations that the Shared Reading Project continues to evolve.

The project logic model we began with in 1997 guided this evaluation. However, the depiction of the underlying logic of this project has gone through several revisions since then. We have tried to develop a clearer representation of the developers' original model of how Shared Reading was intended to work. The model has also been shaped by its use. As the Shared Reading Project

Figure 14: Shared Reading Project logic model (Revised)



developers and evaluators have begun making presentations at the expansion sites and at conferences, the logic model is being used as a tool for providing an overview of the Shared Reading Project, and not just a guide for the project evaluation. Figure 14 shows the most recent version of the Shared Reading Project logic model.

This model collapses and summarizes the detailed implementation activities of the earlier model, at the same time adding new components to illustrate the need for the Shared Reading Project and the populations of children and their families for whom the need is greatest. With the addition of a

¹ Hall, G.E. & Hord, S.M. (1987) *Change in schools: Facilitating the process*. Albany, NY: State University of New York Press.

Project Environment component, the model also attempts to show how local conditions and resources can influence every part of the Project.

The remainder of this section discusses two types of changes that are dealt with any time an educational innovation is adopted and adapted to a new site. One type is mainly operational, while the other tends to be more conceptual. The first type of change focuses on sustainability – the changes a program goes through to move a project like Shared Reading from a new add-on effort with special start-up resources to an integrated part of the existing program. In the section on sustainability, we describe what happened to the Shared Reading Project at the five expansion sites after the first start-up year. Some of these changes are still going on and some have been more successful than others.

The second type of change has to do with variations on the Shared Reading Project theme as the Project is adapted to meet challenging population and environmental conditions or to take advantage of unique local resources. These may represent changes to the Shared Reading Project logic model itself. They are alternative project delivery systems designed to achieve the same ends in an environment in which the original project logic did not quite fit. Sometimes there are also changes in target populations and short-term outcomes. Just as any new site will have to deal sooner or later with the issue of sustainability, all sites will adapt the Shared Reading Project. Some of these adaptations will retain the underlying logic of the original model. Others will change the logic to the extent that we must ask, “When is an adapted implementation of the Shared Reading Project no longer the Shared Reading Project?”

PROJECT SUSTAINABILITY

This evaluation tracked implementation at the five expansion sites for two years, 1997-1998 and 1998-1999. The expansion sites recently completed their third year of operation of the Shared Reading Project. Each has undergone changes in personnel and funding that have affected their ability to sustain the Shared Reading Project.

The two not-for-profit organizations had the most difficulty sustaining the Shared Reading Project after the first year. Both organizations depended mainly on grant money to support their programs, and one depended heavily on volunteers. Two of the school programs are currently working to move the Shared Reading Project from grant support to making the Project part of the regular school budget. The chief administrator at one of the schools is a strong supporter of literacy and is looking at ways to institutionalize the Shared Reading Project. Shared Reading would then no longer be a separate project, but would be incorporated into the regular school program. These changes should mean that a larger proportion of the financial support for the Shared Reading Project would come from the regular school budget. In addition, organizational and personnel changes are being made so that some Shared Reading functions, such as paying tutors and managing book bags, will be taken over by other school staff who perform those functions for other parts of the school program as well. While these types of changes can help to institutionalize the Shared Reading Project, they are also accompanied by some anxiety about how people who have not been part of the Project before will pick up and continue procedures that were working well when the Project was in the start-up phase. Start-up staff tend to be highly committed, though often overworked, as they put in extra effort to assemble resources, get people and procedures into place, and promote the new project. Institutionalization signals stabilization, but also signals a measure of routinization. When the school site integrated the Shared Reading Project into its regular program, it assigned routine tasks like tutor payroll to existing financial units and revised work assignments. One result was reducing the number of Shared Reading site coordinators from two to one. This program

continues to serve about 25 families a year, balancing more intensive Shared Reading tutoring for new families with a maintenance schedule for repeat families. The increasingly skilled Shared Reading tutors who also work at the school have gained increasing recognition for their expertise. The school administrator has begun rethinking the roles of these deaf employees in the school program so that the school can use their skills to benefit children in classrooms as well as through the home-based Shared Reading Project.

Each of the programs and organizations has seen personnel changes since the start of the Shared Reading Project. In the beginning, persons with site coordination responsibilities had to carve time from their regular jobs. For some, Shared Reading has become a part of their regular job responsibilities. The three school programs have at least one of the original people with Shared Reading responsibilities still in place, which can be expected to give some stability and continuity to project implementation. After the start-up year, administrators for the public school program were supportive of the Shared Reading concept, but wanted to offer tutoring to more families at less cost. To accomplish this, the program considered switching from the original in-home tutoring to a community-based modification. They are reluctant to support in-home tutoring for a limited number of families without having strong evaluation evidence of the positive impact of the Shared Reading Project on students' reading ability. With its focus on implementation and immediate family outcomes, preliminary evidence from this first-phase evaluation did not provide the information the administration wanted. The questions these administrators raised will be addressed more directly in the next phase of the evaluation – evaluating the impact of the Shared Reading Project on children's reading abilities.

Both of the not-for-profit organizations have seen a great deal of staff turnover. One depended heavily on volunteers to perform organization functions, though the site coordinator did receive compensation for work for the Shared Reading Project. While this organization wanted to continue the project, it had difficulty marshalling needed resources after the start-up year. However, the Shared Reading Project at this site was seen as so successful that it was picked up and adapted during the second year by staff of a local public education service district and funded through a state grant. The experienced site coordinator for the not-for-profit organization became the coordinator and main tutor for this spin-off project, which targeted more rural families and families who spoke a language other than English in that state. Tutoring was offered, not in the home, but through distance learning technology available in each community. This spin-off project obtained new state grant money to continue into its second year. Last year, the original not-for-profit organization began securing resources to start the Shared Reading Project up again.

At the other not-for-profit organization, all of the people who received Shared Reading training and had site coordination responsibilities had left the organization by the end of the second year. During that time, the organization itself underwent reorganization, lost several funding sources, and cut back on the services it had been providing. Before the last Shared Reading site coordinator left, a new position of Literacy Coordinator was created and filled, but this new person had no training in Shared Reading from the Clerc Center. Now this coordinator is no longer with the organization because of personnel cutbacks. Interest remained at that site, however, to restart the Shared Reading Project. A local public day school for deaf children has begun to offer community-based reading to the Hmong and Latino families of children enrolled in the school. They plan to involve members of these ethnolinguistic populations in the development and delivery of Shared Reading to encourage more families to participate.

From the experiences the expansion sites have had over the past three years, we can see that ongoing effort, resources, and individual as well as institutional commitment are needed to keep a complex intervention like the Shared Reading Project going. The lessons we have learned from the

site coordinators' dedicated efforts are being used in the Clerc Center's current *Shared Reading Project: Keys to Success* – training for site coordinators, which will help other programs start their own Shared Reading Projects. In the next section, we will go a step further and look at how some of the sites modified basic components of the Shared Reading Project to meet local needs, conditions, and resources.

VARIATIONS ON THE ORIGINAL SHARED READING THEME

Investigation of the second evaluation question – how did the expansion sites implement the Shared Reading Project? – included inquiry into the extent to which the five expansion sites modified the design of the original Shared Reading Project. Important adaptations were discovered during site visits and when the site coordinators were interviewed about what they did to reach the traditionally underserved groups served by their programs.

Some adaptations were intentional; others were not. Site coordinators initiated some adaptations, while others came from tutors or the families themselves. Some adaptations challenged the rationale of the Shared Reading Project; others enhanced it. For example, at two sites parents were given books to keep instead of having to borrow them for a week or two. At one site, which was staying close to the original Shared Reading Project model, the site coordinator reasoned that if we wanted parents to read the same books over and over again to their children, then they should be able to keep the books instead of borrowing them for a week. This site began giving books to the families during the second year of its Shared Reading Project. At the second site, which developed a community-based alternative to the original Shared Reading Project model, parents were also given the book they practiced as a group. At both of these sites, a number of the books given to parents were different from those included in the set of Shared Reading book bags. There were other book-related variations. Many of the tutors at one site routinely took two book bags each week, instead of one, for the families with whom they worked. This gave families more choice and flexibility in their booksharing. Some of the sites translated Shared Reading Project books into more languages than were originally provided by the Clerc Center. These translations were then made available to other sites. The additional translations enhanced the utility of the Shared Reading Project materials.

Families introduced their own adaptations in the intended process. They developed ways of using the videotaped stories that were different from those envisioned by the developers. These videos were intended to be viewed by the parents only, as a reminder of how to sign the book when the tutor was not there. Many of the parents, however, viewed the video of the story with their deaf or hard of hearing child and permitted their children to view the video on their own. These are just a few examples of how the normative Project model changed in practice.

Several of the sites developed different schemes for managing site coordination. Some sites had one site coordinator. Other sites had two site coordinators. At those sites, one coordinator's main responsibility was usually for families and the other had responsibility for the tutors. One rural site had three coordinators, each of whom had responsibility for the families and tutors within their own region. The different patterns of site coordination may affect aspects of service delivery, such as the monitoring of the quality of tutor-family relations and the tutoring process.

Some of the greatest changes to the original Shared Reading Project model evolved out of searching for ways to serve families living in rural areas, since geographic distance adds challenges of time, space, and resource availability. Some of the Shared Reading adaptations developed during the initial start-up year of 1997-1998. Others developed during the second year of operation (at the sites

that continued the Shared Reading Project).

To reach families who lived in rural areas, four of the five sites adapted the project design to attempt to overcome the challenges of service delivery to widely dispersed, rural target populations. These adaptations were usually added as options in addition to the original Shared Reading Project model. The modifications could be characterized by:

- Adapting in-home tutoring,
- Centralizing the tutoring process outside the home,
- Applying distance-learning technology,
- Decentralizing project coordination and tutor supervision, and
- Involving caretakers and persons outside of the family.

These modifications are summarized in the following table.

Table 7: Rural adaptations of the Shared Reading Project model

ALTERNATIVE SERVICE DELIVERY MODEL FOR SHARED READING	ADAPTATION STRATEGY			
	ADAPTING IN-HOME TUTORING	CENTRALIZING TUTORING OUTSIDE THE HOME	APPLYING DISTANCE-LEARNING TECHNOLOGY	INVOLVING CARETAKERS OUTSIDE THE FAMILY
Community-based reading program		X		
School-based tutoring for parents who drive children to school		X		
Dorm-based Shared Reading Program		X		X
Parents and teachers at remote sites linked with tutor by video teleconferencing		X	X	X
Family served by more than one tutor	X			

The community-based reading alternative was developed at one expansion site to try to compensate for a lack of deaf tutors in rural areas, to reach more families in rural areas, and to make Shared Reading more accessible to different language communities. This adaptation was made

possible by small community grants to serve families in a particular locale. In the community-based adaptation, several families gathered monthly at a central location. Childcare, dinner, and storytelling for the children were provided while the parents met with a deaf tutor who demonstrated how to read the storybook of the month. The parents practiced reading the book with the tutor and were given the book to take home and keep.

At the residential school for the deaf, two adaptations were introduced in addition to the original Shared Reading Project model. In one adaptation, parents who drove long distances to bring their child to school could stay and receive a half-hour Shared Reading tutoring at the school before returning home. In the other adaptation, a Shared Reading tutor worked with dormitory staff in the elementary dorm, coaching them on the same Shared Reading strategies parents were learning. The purpose was to encourage dormitory staff, the caretakers of the young children who were away from their families during the week, to read with these children after school hours.

A spin-off project at one site utilized a statewide teleconferencing network to offer Shared Reading tutoring to parents and teachers of deaf and hard of hearing children in widely separated rural areas. A former site coordinator served as the main tutor, working with three remote sites simultaneously. Adults and children at the different sites were able to interact via the distance learning technology. Parents attending these tutoring sessions were allowed to keep the books they practiced.

The families participating in these adaptations were different from those participating in the implementation of the developers' Shared Reading model at the five sites, and so data on their characteristics and booksharing experiences were not available. With the exception of the teleconferencing adaptation, these rural modifications have not yet been formally evaluated.

One of the site coordinators has raised the question of how much the developers' model of the Shared Reading Project can be changed before it is no longer the Shared Reading Project. This is an issue that continues to be discussed within the Clerc Center. It is important not only for future training efforts, but also for future evaluation of the impact of the Shared Reading Project. Each of these variations presents an alternative service delivery model. These alternative models need to be evaluated to determine how their results compare to those obtained for the original model.

SUMMARY AND RECOMMENDATIONS

The Shared Reading Project attempts to translate lessons learned from research about how deaf adults read to deaf children into visually based strategies that hearing parents and caregivers can use to read to their own deaf and hard of hearing children. This translation process resulted in a complex intervention that begins with the training of site coordinators, who in turn recruit and train tutors to work with individual families. Tutors then coach the families in booksharing strategies, which are assumed to transfer into frequent, regular family booksharing when the tutor is not present, as well as after the families' participation in the Project ends. Ultimately, the benefits of Shared Reading are expected to impact the reading achievement of the participating deaf and hard of hearing children when they enter the elementary grades.

SUMMARY

This evaluation begins to provide evidence that the Shared Reading Project can help hearing parents and caregivers learn to share books effectively with their young deaf and hard of hearing children. Such evidence includes:

- Children from the five expansion sites were read to more frequently after they participated in Shared Reading than before their parents started in the Project.
- During the Shared Reading Project tutoring period, deaf and hard of hearing children were read to at rates similar to those of children in the general population.
- Among participating families in this evaluation, children who were members of one or more traditionally underserved groups were read to just as often as were children who were not members of a traditionally underserved group. In fact, children from families who spoke a language other than English were read to more frequently than were children from families who spoke English.
- Supplementing this quantitative evidence, there were indicators that parents and children experienced positive qualitative changes in how they shared books and how they communicated.

This evaluation also provides evidence about the kinds of implementation variations that can be expected as the Shared Reading Project is disseminated and implemented by more programs. The five expansion sites chosen in this first step toward national dissemination represented different kinds of programs, serving different types of traditionally underserved populations, in different geographic areas. Each of the sites used the original model of the Shared Reading Project as their guide. At the same time, each site adapted the Shared Reading Project to take advantage of its own local resources to recruit tutors and reach its target populations. Some sites even developed alternative models for delivering the Shared Reading Project. In addition to implementation variations at the site level, there were also variations in how individual tutors approached the task of helping families learn to share books and in how parents applied what they learned from the tutors in their own booksharing with their children. These variations in implementation provide useful information for the design of training programs to disseminate the Shared Reading Project, but also present significant challenges for evaluating the long-term impact of the Project on children's reading achievement. The following sections discuss future implications based on these findings.

SUPPORTING PARENTS WHO ARE RELUCTANT TO PARTICIPATE IN THE SHARED READING PROJECT

The Shared Reading Project was successful in helping parents and caregivers learn to share books with their young deaf and hard of hearing children. Parents reported reading more frequently to their children after completing the tutoring sessions than they did before they started the Shared Reading Project. Once they started tutoring sessions, parents started sharing books with their children several times a week and tended to continue doing so throughout the project. This was an unexpected finding. Even though it took parents a few sessions to become comfortable with the tutor, the direct support provided by the tutor on how to read specific books seems to enable parents to begin sharing books immediately. Evidence of the importance of the involvement of deaf tutors in the Shared Reading Project – as skilled storytellers, language models, and role models – came up again and again in interviews with parents and site coordinators.

We can assume that most of these parents who participated in the Shared Reading Project were also highly motivated to share books with their children. Even though they had problems before the project, most had tried at one point or another to read to their children. Also, we must ask if the parents who did decide to participate in Shared Reading were more ready to take the risk of working with a deaf tutor. We have only one instance of a parent who said she would not have participated if she had not been able to have a hearing tutor, but this single case may be an important indicator of why some parents decided not to participate at all. The developers should consider expanding the Shared Reading Project model to reach parents who have not met a deaf adult and are afraid to interact with a deaf tutor. There may be a role for hearing tutors who are fluent with ASL to help such parents gain the confidence they need to accept a deaf tutor.

Many of the parents also commented that the tutor, as a successful deaf adult, gave them a new window into the kind of life they could expect for their child. But for parents to develop this awareness, they need access to a deaf tutor. If they are afraid to take that step, they need a bridge to help them reach the point of risk taking. And this may be the role that skilled hearing tutors can play with some parents. However, this also points to the need to introduce hearing parents to deaf adults soon after their child has been identified as deaf or hard of hearing. Early exposure to positive deaf and hard of hearing role models can provide parents with valuable support as they learn to accept their deaf or hard of hearing child and how to help that child participate as a full member of the family.

SUPPORT FOR ONE-PARENT FAMILIES

The analyses of booksharing in different types of families showed that children in one-parent families were read to less often than were children in two-parent families. This trend held across the traditionally underserved groups. Yet one-parent families persisted in the Shared Reading Project tutoring sessions just as long as two-parent families did. This indicated that the one-parent families were just as motivated as two-parent families to share books with their children, but they may not have as much time or as many opportunities to do so. The implications for the Shared Reading Project are that more attention should probably be given to involving extended family members, siblings, or family friends in the tutoring sessions in these families, so that children have more people who are able to read to them. There are also implications for school programs, which can offer more booksharing and storytelling opportunities after school to children from one-parent homes to

compensate for fewer booksharing experiences at home.

While we found that children from single-parent homes were read to less often than children from two-parent homes, they were still being read to at rates comparable to those for all children nationally.

INVOLVEMENT OF FAMILIES WHO SPEAK A LANGUAGE OTHER THAN ENGLISH

One of the unexpected findings of this evaluation was the level of booksharing attained by many of the families who speak a language other than English across the five expansion sites. Interviews with some of these families showed the extent to which they valued learning to read in English, not only for the deaf or hard of hearing child, but also for other members of the family. The supports that were built into the Shared Reading Project – use of written translations of books, videos captioned in the home language of families, and use of foreign language translators when needed – seem to have been successful in making the project accessible to these traditionally underserved families.

When the Family Reading Record data were examined for outliers – cases that stood out at extreme ends of the distribution – half of those families who were reading well above the average were Latino families. Interviews with other families who speak a language other than English revealed strong whole-family involvement in the booksharing process. Analysis of interviews with the families who speak a language other than English in the Shared Reading Project should help us develop a better understanding of what is happening with these families to produce such positive results.

Administrators at two public school sites (one original expansion site and one new site that recently sent representatives to the Clerc Center's *Shared Reading Project: Keys to Success* – a training for site coordinators) both commented that they were interested in the Shared Reading Project, not just for the families of deaf students, but because they saw possible literacy applications within their school systems to all families who speak a language other than English. We may be learning lessons that have wider applicability to the general population than the developers of the Shared Reading Project could have anticipated. The Shared Reading Project concept, which is an effective accommodation for helping hearing families guide their deaf and hard of hearing children toward English literacy, may also be effective in promoting English literacy among families whose home language is not English.

ISSUES OF ADAPTATION AND FIDELITY

One of the site coordinators raised the question about how much programs can change the Shared Reading Project before it is no longer the Shared Reading Project. Discussions with Shared Reading project staff at the Clerc Center continue to explore this question as new situations arise. We asked if it was most important that sites adhere closely to the original model, or if adaptations to the model are acceptable as long as they preserve and support the original goal of the projects – to teach parents how to share books with their deaf and hard of hearing children so that these children become better readers in school. Fidelity to the developers' Shared Reading model where it is not a good fit with local resources and challenges could lead to less benefit for participating families. On the other hand, modifications to the design of the Shared Reading Project that are tailored to fit

local resources and needs may produce better results. The Shared Reading Project staff is tending toward the latter strategy, which leaves open the possibility that very different project models may be designed to achieve the same results.

Sites that served families in rural areas developed adaptations that diverged the most from the developers' model of the Shared Reading Project. The teleconferencing spin-off made significant modifications in the Shared Reading delivery system by using distance-learning technology to reach families in extremely remote areas. The broad goals of this program remain the same as the original Shared Reading Project, however. The Shared Reading adaptations should be evaluated as alternative delivery systems to see how effective they are for teaching parents how to share books with their children. One adaptation needing evaluation is the community-based reading program, which may be seen by some programs as a less expensive alternative, rather than an adjunct, to in-home tutoring.

While some sites have made modifications to the basic design of the Shared Reading Project, others have modified the intensity of the intervention. During the second year of implementation, one site reduced the number of tutoring sessions from 20 to 15. This was based on feedback from some families that 20 weeks was too long. Shared Reading sessions came into conflict with sports and other outdoor activities when spring rolled around. So first-time families were offered 15 visits with the option of five more if they wanted to continue. Sites also dealt with requests from first-year parents who wanted to continue in the Shared Reading project a second year. This adaptation changes the Shared Reading Project from a relatively short-term 20-week intervention into a long-term intervention, even if the number of visits is reduced each year. The long-term effects of this modification on families and on children's reading ability, compared to the original 20-visit design, are unknown.

Some of the site coordinators expressed the concern in the third year that some parents may not continue reading to their children after the tutoring sessions stop. While motivation to continue may be one factor, of greater concern is that parents still do not know enough sign language to read any book they get from the library or that their child brings to them to read. The post-participation survey of parents indicated that some parents were still experiencing problems when they shared books with their child. Some of these problems related to directing and maintaining the child's attention, but others related to not knowing the signs needed to read an unfamiliar book. Some of the parents interviewed also said they would like help learning how to read other books, such as books about holidays or Disney books. Follow-up evaluation is needed with families who have participated in the Shared Reading Project to see if they are still reading to their children and, if they are not, what kind of support they need to continue. Spreading the Shared Reading intervention over two or more years may be a desirable modification to the original project model.

Some sites have requested modifications, or extensions, of the Shared Reading Project from the Clerc Center. During the second year of implementation, they requested more beginning-level books. Additional book bags were produced to meet this need. At the same time, sites said they would like the Shared Reading Project extended to enable them to serve students older than 8. This includes older children who have not learned to read well, as well as children who do read well and are moving into chapter books. The Clerc Center is currently working to develop strategies to help deaf and hard of hearing children in the middle and high school grades read chapter books. This nascent project, called the "Shared Reading Project: Chapter by Chapter," is being tested at the Clerc Center's Kendall Demonstration Elementary School and the Model Secondary School for the Deaf on the Gallaudet University campus.

SUSTAINABILITY

As four of the five expansion sites move into their third year of operation, we are learning more about the issues that support or impede the long-term sustainability of the Shared Reading Project. One of the site coordinators said in an interview, "If you are going to do the Shared Reading Project, you have got to love it." Implementing and maintaining the Shared Reading Project requires an administrative commitment of personnel and financial resources. Deaf education administrators can be expected to be more familiar with deafness and have a better understanding of the profound impact deafness can have on children's development of language, becoming full participating members of their families, and achieving their potential in school. Program administrators in public schools, however, tend to be less familiar with deafness. They are often in the position of having to make difficult program choices about how to use limited resources so they will do the most good. They are also more likely to require hard evidence that the Shared Reading Project does what it is intended to do before committing their support. They may be less convinced by the logic of the program, *i.e.*, why the design of the program is expected to achieve literacy goals. In addition to administrative support, sustainability is also related to other factors, including networking with other agencies, involving the Deaf community, and managing staff turnover. As more programs receive training and establish Shared Reading Projects around the country, it will be important to follow their progress as they move from initial start-up to maintenance and institutionalization. Follow-up evaluation of these efforts is needed to understand the kinds of support programs need to set up Shared Reading Projects and keep them going to meet the needs of families and children.

FUTURE EVALUATION

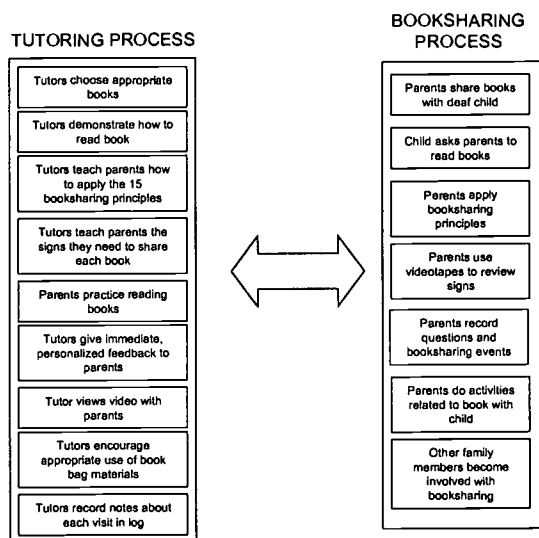
The investigations undertaken in this evaluation of the five expansion sites raise additional evaluation questions about the Shared Reading Project. As more programs receive training and set up their own Shared Reading Projects to serve more families, it will be important to support future evaluation efforts to address the following questions.

What is the optimum intensity for the Shared Reading intervention? The original Shared Reading Project model specified one 20-week tutoring period. However, the responses of parents and site coordinators suggest that an initial tutoring period of 10 to 15 weeks may be preferred, with the option to receive additional tutoring during a second or even third year. Are shorter tutoring periods repeated over two or three years more effective for increasing family booksharing than a single 20-week period?

To what extent do families who participated in the Shared Reading Project continue to share books after their participation ceases? Do families learn strategies that enable them to share unfamiliar books after having gained skill in sharing the Shared Reading Project books used by the tutors? What kind of support, if any, do parents need to sustain family booksharing?

At the program level, the Shared Reading service delivery variations described in the previous section also need to be evaluated. Some of these alternatives were developed as adaptations to reach and serve rural families more effectively. Some, like the community-based reading programs, are less expensive to provide than in-home tutoring. However, most of these service delivery alternatives have yet to be evaluated to determine if they are as or more effective than the original in-home tutoring model. Cost-effectiveness and cost-benefit evaluation would help programs decide if the original model or one of the alternatives would be the best fit for their organizations.

Figure 15: 1997 Shared Reading Project: Developers' logic model: relationships between tutoring and family booksharing processes



The next steps in the evaluation process are addressing the nature of the relationships among tutors, parents, and children as they engage in the tutoring process and booksharing (as shown in Figure 15). In-depth qualitative analysis of parent, tutor, and site coordinator interviews is continuing as of this writing. We are asking questions about how and why booksharing changed or did not change within different families. An important link in the Shared Reading Project logic model that has yet to be explored adequately is how the qualities of the tutor affect booksharing in families. Interviews with parents provide numerous examples of their perceived benefits of working with a skilled deaf tutor. There are also examples of tutors going about their work in ways that were not consistent with the Shared Reading Project model. One of the developing themes in the interview analysis is that of the "tutor as catalyst." The triad of parent, child, and tutor seems to create a dynamic that can have a positive effect on the interaction between parent and child, first through booksharing, and then in other family situations. Skilled and sensitive tutors know how to guide and coach parents into finding comfortable ways to communicate. Several parents characterized the kind of relationship they had with their tutor as that of a friend rather than a teacher. The parents learned how they could successfully understand and communicate with a deaf person. At the same time, the tutor had many occasions to interact with the deaf or hard of hearing child. Many of the children became very attached to the family's tutor, perhaps because this was a person whom they could understand and who could understand them. Perhaps parents observe this interaction, see what is possible, and begin to learn how they can improve their own relationship with their child. Other families did not experience these breakthrough experiences. Other tutors were not as skilled, sensitive, or creative. Some used tutoring strategies that were different from what was intended in the Shared Reading Project. The results of the interview analysis may shed light on these preliminary observations.

One of the findings in this evaluation was that families who reported more problems with booksharing had lower rates of booksharing. Some problems persisted after the 20-week tutoring period. The nature of the problems parents have, their impact on the booksharing process,

and the effectiveness of the tutoring process in helping parents overcome those problems deserve closer evaluation. The results could be useful for improving and refining the Shared Reading model to meet the needs of individual families better.

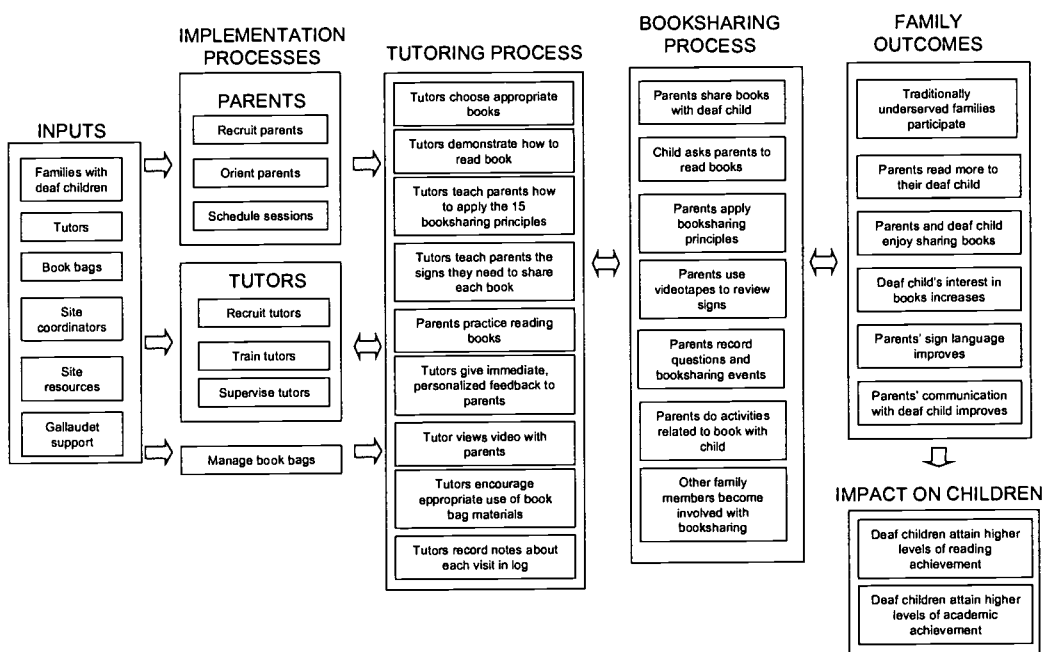
Other ongoing evaluation related to the Shared Reading Project is directed at the *Keys to Success* training for site coordinators. The Shared Reading Project continues to expand to new sites through this week-long Clerc Center training program. Since *Keys to Success* was piloted in October 1999, representatives from more than 40 new sites around the country have completed the training program. Follow-up evaluations are currently underway with those sites to determine whether or not they have started implementing the Shared Reading Project and, if so, to what extent and how. These sites will provide additional opportunities to determine how the Shared Reading Project is used, the populations being served, and the effect of Shared Reading on deaf and hard of hearing children and their families.

What is the impact of the Shared Reading Project on the reading achievement of children once they enter elementary school? This is the focus of the next Shared Reading Project evaluation, which is now in the planning stage. This study will go beyond short-term family outcomes to evaluate the longer-term effects of the Shared Reading Project on children.

Do the positive outcomes at the family level translate into improved reading achievement as young deaf and hard of hearing children become students? The average age of the children who participated in the implementation evaluation of the five expansion sites was 5.2 years. Many of the children were not yet reading at the time of this evaluation. The planned evaluation will examine the impact of the Shared Reading Project on the reading achievement of deaf and hard of hearing children whose families have participated in the Project. Lessons learned from the current evaluation will be applied to the design of this impact evaluation. It will be important to consider how the Shared Reading Project is implemented and what child, family, treatment, school, and environmental factors need to be included in this evaluation. Appropriate comparison or control groups will be identified. We will also need to identify or develop appropriate instruments for assessing emergent and beginning reading behaviors of young deaf and hard of hearing children.

Many of the people and programs that have become involved with the Shared Reading Project are convinced of its effectiveness through their experiences with participating families and by the logic of the Project's design. The results of the evaluation reported in this document lend support to the Project's claim that Shared Reading helps families with young deaf children share books together. The next test of the Shared Reading Project (as shown in Figure 16) is to evaluate the claim that deaf and hard of hearing students whose parents have participated in the Shared Reading Project are demonstrating higher levels of reading achievement than students who were not exposed to Shared Reading.

Figure 16: 1997 Shared Reading Project logic model



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APPENDIX A: TABLES

Table Ia: Number of children with membership in traditionally underserved groups

Sites	All children	Traditionally Underserved Groups					Disabilities	Not a member of a traditionally underserved group
		Member of at least one traditionally underserved group	From rural area	Member of a diverse ethnocultural group	From families who use languages other than English			
All Sites	116	111	57	38	20	24	15	
Site A	22	16	16	0	0	0	6	
Site B	24	22	0	17	5	9	2	
Site C	20	18	16	6	5	4	2	
Site D	28	28	25	3	3	4	0	
Site E	22	17	0	12	7	7	5	

Table Ib: Percent of children with membership in traditionally underserved groups

Sites	All children	Traditionally Underserved Groups					Disabilities	Not a member of a traditionally underserved group
		Member of at least one traditionally underserved group	From rural area	Member of a diverse ethnocultural group	From family who use language other than English			
All Sites	100%	87%	49%	33%	17%	21%	13%	
Site A	100%	73%	73%	0%	0%	0%	27%	
Site B	100%	92%	0%	71%	21%	38%	8%	
Site C	100%	90%	80%	30%	25%	20%	10%	
Site D	100%	100%	89%	11%	11%	14%	0%	
Site E	100%	77%	0%	55%	32%	32%	23%	

Table IIa: Number of children who were members of diverse ethnocultural groups

Sites	All	Diverse Ethnocultural Groups				European American
		All diverse ethnocultural groups	African and African American	Latino	Asian/Pacific Islander	
All	115*	38	14	14	10	77
Site A	22	0	0	0	0	22
Site B	24	17	11	5	1	7
Site C	20	6	0	2	4	14
Site D	28	3	1	2	0	25
Site E	22*	12	2	5	5	9

* Information was unavailable for one child.

Table IIb: Percent of children who were members of diverse ethnocultural groups

Sites	All	Diverse ethnocultural groups				European American
		All diverse ethnocultural groups	African and African American	Latino	Asian/Pacific Islander	
All	100%	33%	12%	12%	9%	67%
Site A	100%	0%	0%	0%	0%	100%
Site B	100%	71%	46%	21%	4%	29%
Site C	100%	30%	0%	10%	20%	70%
Site D	100%	11%	4%	7%	0%	89%
Site E	100%	57%	10%	24%	24%	43%

Table IIIa: Participating deaf and hard of hearing children with disabilities

Sites	All children	Had no disability	Had disability
All	115*	91	24
Site A	22	22	0
Site B	24	15	9
Site C	20	16	4
Site D	28	24	4
Site E	21*	14	7

* Information was not available for one child.

Table IIIb: Participating deaf and hard of hearing children with disabilities

Sites	All children	Had no disability	Had disability
All	100%	79%	21%
Site A	100%	100%	0%
Site B	100%	63%	37%
Site C	100%	80%	20%
Site D	100%	86%	14%
Site E	100%	67%	33%

Table IVa: Number of children from homes in which a language other than English is spoken

Site	All languages	Languages other than English									
		All languages other than English	Spanish	Arabic	Somolian	Tagalog	Vietnamese	Cambodian	Mandarin	English	
All Sites	113*	20	11	1	1	1	2	3	1	90	
Site A	22	0	0	0	0	0	0	0	0	22	
Site B	24	5	3	0	0	0	0	1	0	19	
Site C	18*	5	1	0	0	0	1	2	1	12	
Site D	28	3	2	1	1	0	0	0	0	25	
Site E	21*	7	5	0	0	1	1	0	0	14	

* Information was not available for two children from Site C and one child from Site E.

Table IVb: Percent of children from homes in which a language other than English is spoken

Site	All languages	Languages other than English									
		All languages other than English	Spanish	Arabic	Somolian	Tagalog	Vietnamese	Cambodian	Mandarin	English	
All Sites	100%	18%	10%	1%	1%	2%	3%	1%	80%		
Site A	100%	0%	0%	0%	0%	0%	0%	0%	100%		
Site B	100%	21%	13%	0%	0%	0%	4%	0%	80%		
Site C	100%	28%	6%	0%	0%	6%	11%	6%	61%		
Site D	100%	11%	7%	4%	0%	0%	0%	0%	89%		
Site E	100%	33%	24%	0%	5%	5%	0%	0%	67%		

Table V: Children living in rural areas

Sites	Children living in rural areas	
	Percent	Number
All sites	49%	57
Site A	73%	16
Site B	0%	0
Site C	80%	16
Site D	89%	25
Site E	0%	0

Table VI: Membership of children in each of the traditionally underserved groups

Traditionally underserved groups	Number	Percent
All	113*	100%
Member of one traditionally underserved group	70	62%
Rural	46	41%
Diverse ethnocultural group	12	11%
Family uses language other than English	1	1%
Disability	11	10%
Member of more than one traditionally underserved group	31	27%
Rural/Diverse ethnocultural group	1	1%
Rural/Disability	5	4%
Diverse ethnocultural group/Family uses language other than English	14	12%
Diverse ethnocultural group/Disability	6	5%
Rural/Diverse ethnocultural group/Family uses language other than English	4	4%
Diverse ethnocultural group/Family uses language other than English/Disability	1	1%
Rural/Diverse ethnocultural group/Family uses language other than English/Disability	1	1%
Not a member of any traditionally underserved group	12	11%

*Complete group membership data was not available for three of the 116 participating children.

Table VIIa: Number of children living with one, two, or no parents

Sites	All children	Have two parents in home	Have one parent in home	Live with someone other than parent
All sites	99*	67	26	6
Site A	22	17	5	0
Site B	21	10	11	0
Site C	20	12	4	4
Site D	14	10	4	0
Site E	22	18	2	2

*Information was not available for 17 of the 116 participating children.

Table VIIb: Percent of children living with one, two, or no parents

Sites	All children	Have two parents in home	Have one parent in home	Live with someone other than parent
All sites	100%	68%	26%	6%
Site A	100%	77%	23%	0%
Site B	100%	48%	52%	0%
Site C	100%	69%	20%	20%
Site D	100%	71%	29%	0%
Site E	100%	82%	9%	9%

Table VIIIa: Number of children with these members living in the home*

Sites	Household members						
	All Children	Have mother in home	Have father in home	Have sibling(s) in home	Have grandparent(s) in home	Have other relative(s) in home	Have other person(s) in home
All sites	99	89	71	76	16	12	3
Site A	22	21	18	20	3	0	0
Site B	21	21	10	13	4	6	2
Site C	20	16	12	14	4	3	0
Site D	14	12	12	11	1	0	0
Site E	22	19	19	18	4	3	1

* This table indicates the different types of persons present in the child's household, not a count of the number of persons in the household.

Table VIIIb: Percent of children with these members living in the home*

Sites	Household Members						
	All Children	Have mother in home	Have father in home	Have sibling(s) in home	Have grandparent(s) in home	Have other relative(s) in home	Have other person(s) in home
All sites	100%	90%	72%	77%	16%	12%	3%
Site A	100%	96%	82%	91%	14%	0%	0%
Site B	100%	100%	48%	62%	19%	29%	10%
Site C	100%	80%	60%	70%	20%	15%	0%
Site D	100%	86%	86%	79%	7%	0%	0%
Site E	100%	86%	86%	82%	18%	14%	5%

Table IXa: Number of tutors by gender

	All tutors	Female	Male
All sites	59*	51	8
Site A	11	8	3
Site B	14**	12	2
Site C	13**	10	3
Site D	13	13	0
Site E	8***	8	0

* Data available for 59 out of 64 tutors.

** Information not available for one tutor.

*** Information not available for three tutors.

Table IXb: Percent of tutors by gender

	All tutors	Female	Male
All sites	100%	86%	14%
Site A	100%	73%	27%
Site B	100%	86%	14%
Site C	100%	77%	23%
Site D	100%	100%	0%
Site E	100%	100%	0%

Table X: Age of Shared Reading Project tutors

	Median tutor age	Minimum age	Maximum age
All sites*	34	18	85
Site A**	32	18	58
Site B	33	21	55
Site C**	30	21	50
Site D***	39	19	85
Site E***	52	29	71

* Based on available data for 56 out of 64 tutors.

** Information not available for one tutor.

*** Information not available for three tutors.

Table XIa: Number of tutors by ethnocultural groups

	All tutors	Diverse ethnocultures					European American
		All diverse ethnocultures	African or African American	Asian/Pacific Islander	Latino	Other	
All sites	58*	12	5	4	2	1	46
Site A	11	0	0	0	0	0	11
Site B	15	7	5	1	0	1	8
Site C	14	4	0	2	2	0	10
Site D	10**	0	0	0	0	0	10
Site E	8**	1	0	1	0	0	7

* Data available for 58 out of 64 tutors.

** Information not available for three tutors.

Table XIb: Percent of tutors by ethnocultural groups

	All tutors	Diverse ethnocultures					European American
		All diverse ethnocultures	African or African American	Asian/Pacific Islander	Latino	Other	
All sites	100%	21%	9%	7%	3%	2%	79%
Site A	100%	0%	0%	0%	0%	0%	100%
Site B	100%	47%	33%	7%	0%	7%	53%
Site C	100%	28%	0%	14%	14%	0%	72%
Site D	100%	0%	0%	0%	0%	0%	100%
Site E	100%	12%	0%	12%	0%	0%	88%

Table XIIa: Number of tutors who are deaf, hard of hearing, or hearing

	All tutors	Deaf	Hard of hearing	Hearing
All sites	57*	51	5	1
Site A	11	8	2	1
Site B	13**	12	1	0
Site C	14	14	0	0
Site D	11**	11	0	0
Site E	8***	6	2	0

* Data available for 57 out of 64 tutors.

** Information not available for two tutors.

*** Information not available for three tutors.

Table XIIb: Percent of tutors who are deaf, hard of hearing, or hearing

	All tutors	Deaf	Hard of hearing	Hearing
All sites	100%	89%	9%	2%
Site A	100%	73%	18%	9%
Site B	100%	92%	8%	0%
Site C	100%	100%	0%	0%
Site D	100%	100%	0%	0%
Site E	100%	75%	25%	0%

Table XIIIa: Number of tutors using different types of sign language

	American Sign Language	Pidgin Sign English	Signed English
All sites*	43	20	7
Site A	7	5	3
Site B	14	2	1
Site C	12	7	0
Site D**	3	1	1
Site E***	7	5	2

* Data available for 52 of 64 tutors. This is a multiple response item, so all sites row sums to more than 52.

** Information available for four of 13 tutors.

*** Information available for eight of 11 tutors.

Table XIIIb: Percent of tutors using different types of sign language*

	All tutors	American Sign Language	Pidgin Sign English	Signed English
All sites	100%	83%	39%	14%
Site A	100%	64%	46%	27%
Site B	100%	93%	13%	7%
Site C	100%	86%	50%	0%
Site D	100%	75%	25%	25%
Site E	100%	88%	63%	25%

* This is a multiple response item, so rows sum to more than 100%.

Table XIVa: Number of tutors who report using one or more types of sign language

	All tutors	Use one type of sign language	Use two or more types of sign language
All sites	52*	36	16
Site A	11	7	4
Site B	15	15	0
Site C	14	9	5
Site D	4**	3	1
Site E	8***	2	6

* Data available for 52 out of 64 tutors.

** Information not available from 9 tutors.

*** Information not available for three tutors.

Table XIVb: Percent of tutors who report using one or more types of sign language

	All tutors	Use one type of sign language	Use two or more types of sign language
All sites	100%	69%	31%
Site A	100%	64%	36%
Site B	100%	100%	0%
Site C	100%	64%	36%
Site D	100%	75%	25%
Site E	100%	25%	75%

Table XVa: Number of tutors reporting how they learned sign language*

	In school	From family	From deaf community or friends	In college or on the job	Other ways
All sites	25	21	10	5	9
Site A	3	5	1	4	2
Site B	8	4	1	0	3
Site C	8	4	6	0	2
Site D	3	5	1	0	1
Site E	3	3	1	1	1

* Data available for 57 out of 64 tutors. This is a multiple response item. Because some tutors indicated that they learned to sign in more than one way, total for all sites sums to more than 57.

Table XVb: Percent of tutors reporting how they learned sign language*

	All tutors	In school	From family	From deaf community or friends	In college or on the job	Other ways
All sites	100%	44%	37%	18%	9%	16%
Site A	100%	27%	46%	9%	36%	18%
Site B	100%	57%	29%	7%	0%	21%
Site C	100%	57%	29%	43%	0%	14%
Site D	100%	30%	59%	10%	0%	10%
Site E	100%	38%	38%	13%	13%	13%

*Because some tutors indicated that they learned to sign in more than one way, totals sum to more than 100%.

Table XVIa: Frequencies of highest levels of education reported by tutors

	All tutors	Some high school	12 th grade	Some college	Undergraduate degree	Some graduate school	Advanced degree
All sites	56*	2	6	15	21	2	10
Site A	11	0	2	4	1	0	4
Site B	14**	2	3	5	1	1	2
Site C	14	0	0	2	8	0	4
Site D	9***	0	0	2	7	0	0
Site E	8****	0	1	2	4	1	0

* Data available for 56 out of 64 tutors.

** Information not available for one tutor.

*** Information not available for four tutors.

**** Information not available for three tutors.

Table XVIb: Percent of highest levels of education reported by tutors

	All tutors	Some high school	12 th grade	Some college	Undergraduate degree	Some graduate school	Advanced degree
All sites	100%	3%	11%	27%	38%	3%	18%
Site A	100%	0%	19%	36%	9%	0%	36%
Site B	100%	14%	20%	36%	7%	7%	14%
Site C	100%	0%	0%	14%	57%	0%	29%
Site D	100%	0%	0%	22%	78%	0%	0%
Site E	100%	0%	14%	25%	50%	13%	0%

Table XVIIa: Frequencies of current occupations reported by tutors

	All tutors*	Education	Mental health & social services	Homemaker or full-time parent	Retired	College student	Science & technology	Retail	Other
All sites	47	26	10	5	2	4	3	3	4
Site A	10	7	0	2	0	2	1	1	0
Site B	12	11	2	0	0	0	0	1	0
Site C	10	1	5	0	0	0	2	1	2
Site D	9	3	2	1	1	2	0	0	1
Site E	9	4	1	2	1	0	0	0	1

* Data available for 47 out of 64 tutors. Rows sum to more than total for all tutors, because some tutors reported more than one occupation.

Table XVIIb: Percents of current occupations reported by tutors

	All tutors*	Education	Mental health & social services	Homemaker or full-time parent	Retired	College student	Science & technology	Retail	Other
All sites	100%	55%	21%	11%	4%	9%	6%	6%	9%
Site A	100%	70%	0%	20%	0%	20%	10%	10%	0%
Site B	100%	92%	17%	0%	0%	0%	0%	8%	0%
Site C	100%	10%	50%	0%	0%	0%	20%	10%	20%
Site D	100%	33%	22%	11%	11%	22%	0%	0%	11%
Site E	100%	67%	17%	33%	17%	0%	0%	0%	17%

*Rows sum to more than 100% because some tutors reported more than one occupation.

Table XVIII: Average number of booksharing events per week

Sites	Number of children	Mean	Std. Dev.
All	116	5.2	3.1
Site A	22	4.2	2.0
Site B	24	4.6	3.3
Site C	20	5.7	2.8
Site D	28	5.4	4.0
Site E	22	6.3	2.2

Table XIXa: Repeated measures ANOVA of average number of booksharing events after visits 1, 5, 10, and 15.

Source	Sum of squares	Degrees of freedom	Mean square	F	Significance of F
After 1, 5, 10, and 15 visits	12.381	3	4.127	.507	.678
Error	15.62.869	192	8.140		

Table XIXb: Repeated measures ANOVA of average number of booksharing events after visits 1, 5, 10, and 15, test of between-subjects effects

Source	Sum of squares	Degrees of freedom	Mean square	F	Significance of F
Intercept	7964.312	1	7964.312	231.328	.000
Error	2203.438	64	34.429		

Table XIXc: Average number of booksharing events following tutor visits

Tutor visit	N	Mean
After visit 1	65	5.45
After visit 5	65	5.26
After visit 10	65	5.86
After visit 15	65	5.57

Table XXa: Descriptive statistics for variables included in multiple regression analysis on average number of booksharing events per week

Variable	Mean	Standard Deviation	N
Average number of reading events per week	5.21	3.05	116
Median household income	\$29,485.84	\$9,696.38	113
Spoken English used in home (1=yes, 0=no)	.79	.41	115
Member of diverse ethnoculture (1=yes, 0=no)	.3304	.47	115
Live in rural area (1=yes, 0=no)	.49	.50	116
Number of adults in home	1.97	.70	97
Age of child	4.60	1.87	110
Child has disability (1=yes, 0=no)	.21	.41	115
Child is deaf (1=yes, 0=no)	.81	.39	113
Parents had problems sharing books before the Shared Reading Project (1=yes, 0=no)	.72	.45	96
Parents knew about telephone relay before the Shared Reading Project (1=yes, 0=no)	.87	.34	99
Last time parents shared book with child before Shared Reading Project (1=more than a month, 2=within last month, 3=within last week)	2.09	.77	96
Number of hours a week child watched TV	2.53	1.40	91
Did family get a newspaper (1=yes, 0=no)	.47	.50	89
Number of Shared Reading tutoring sessions completed	15.44	5.10	116

Table XXb: Correlation matrix for multiple regression analysis on average number of booksharing events per week

	RDG	INC	ENG	CUL	RUR	#AD	AGE	DIS	DF	PRB	REL	LTM	TV	NEW	#WK
RDG	--														
INC	-.071	--													
ENG	-.271*	.121	--												
CUL	.094	-.127	-.504*	--											
RUR	-.126	.115	.210*	-.475*	--										
#AD	.309*	.009	-.023	.126	-.136	--									
AGE	-.062	.133	-.095	.174*	-.156	.010	--								
DIS	.022	-.013	.158*	.003	-.252*	-.050	.078	--							
DF	-.160*	.117	.052	.147	-.201*	-.007	-.063	.026	--						
PRB	-.257*	.065	.210*	-.209*	.183*	-.111	.037	.039	-.023	--					
REL	.007	-.064	.309*	-.167*	.122	-.197*	-.032	.123	-.003	.211*	--				
LTM	-.088	.171*	-.075	.089	-.115	-.094	-.083	.010	-.134	-.047	.087	--			
TV	.147	-.070	-.030	.195*	-.011	.195*	.003	-.062	.146	.038	-.126	-.174	--		
NEW	.042	.101	.191*	-.316*	-.088	-.081	-.061	.230*	-.001	.047	.218*	.123	-.051	--	
#WK	.227*	.008	-.133	-.068	.085	-.163	-.039	.037	-.186*	.025	-.108	-.072	-.024	-.030	--

* Significant at or below the .05 level for a one-tailed test.

RDG	Average number of reading events per week
INC	Median household income
ENG	Spoken English used in home (1=yes, 0=no)
CUL	Member of diverse ethnoculture (1=yes, 0=no)
RUR	Live in rural area (1=yes, 0=no)
#AD	Number of adults in home
AGE	Age of child
DIS	Child has disability (1=yes, 0=no)
DF	Child is deaf (1=yes, 0=no)
PRB	Parents had problems sharing books before the Shared Reading Project (1=yes, 0=no)
REL	Parents knew about telephone relay before the Shared Reading Project (1=yes, 0=no)
LTM	Last time parents shared book with child (1=more than a month, 2=within last month, 3=within last week)
TV	Number of hours a week child watched TV
NEW	Did family get a newspaper (1=yes, 0=no)
#WK	Number of Shared Reading tutoring sessions completed

Table XXc: Summary of multiple regression analysis on average number of booksharing events per week

R	R Square	Adjusted R Square	Std. Error of the Est.	F	df1	df2	Signif. of F
.609	.371	.244	2.66	2.91	14	69	.002

Table XXd: Regression coefficients for outcome variable of average number of booksharing events per week

	Unstandardized coefficients		Standardized coefficients	t
	B	Std. Error	Beta	
(Constant)	3.157	2.680		1.178
Median household income	1.716E-05	.000	.054	.518
Spoken English used in home	-2.40	.906	-.320	-.2.646*
Member of diverse ethnoculture	-.760	.901	-.118	-.843
Live in rural area	-.804	.752	-.132	-1.070
Number of adults in home	1.420	.450	.325	3.154*
Age of child	-.160	.167	-.098	-.957
Child has disability	.281	.781	.038	.359
Child is deaf (not hard of hearing)	-1.273	.830	-.163	-1.533
Parents had problems sharing books before the Shared Reading Project	-1.573	.685	-.23	-2.296*
Parents knew about telephone relay before the Shared Reading Project	2.303	.978	.256	2.356*
Last time parents shared book with child before the Shared Reading Project	-.481	.420	-.121	-1.145
Number of hours a week child watched TV	.334	.226	.153	1.479
Family got newspaper at home	.275	.674	.045	.409
Number of Shared Reading tutoring sessions family completed	.140	.061	.234	2.295*

* Significant at or below the .025 level

**APPENDIX B: EXPANSION SITE APPLICATION
CRITERIA**

SHARED READING SITE PLAN

Applications to become a Shared Reading expansion site must include a narrative description of the site's goals and plans for implementing the Shared Reading Project. The proposed plan for implementing the Shared Reading Project in a program or organization will help the Shared Reading Project staff evaluate applicants' capacity to meet the role requirements of an expansion site. The Site Plan should address each of the following questions. This narrative part of the application should be no more than 10 pages, single spaced. Responses to each question in the following outline should be numbered to assist in the evaluation of applications. Additional attachments include the Program Information Summary and Target Population Summary forms, the site coordinator's vita, and a letter of commitment from the program administrator. These attachments are not a part of the 10-page limit.

The site plan narrative should include the following:

Site's Goals

1. Please explain why your school or organization would like to participate as an expansion site in the Shared Reading Project.

Participants

2. How many *families* with deaf or hard of hearing children age 7 or younger do you serve?
3. Describe the characteristics of the students your program serves, focusing particularly on students age 7 and younger. Which disability groups, non-English language groups, and/or minority groups are represented among the deaf and hard of hearing children age 7 and under? (Also complete the "Target Population Summary Form" to show the numbers of students served by your program or organization in each these priority categories.)
4. Of the priority groups of students targeted by the Shared Reading Project, which group or groups do you think are best represented in your program?
5. How do you currently encourage families of young deaf or hard of hearing children to become involved with your program?
6. How will you go about informing parents about the Shared Reading Project and encouraging them to participate? In particular, how will you encourage families to participate who are members of minorities, speak a language other than English at home, or live in rural areas?

Your Program

7. What geographic area does your program serve?
8. If your program is a school program, please describe the types of educational settings in which your deaf or hard of hearing children are served (e.g., itinerant services, self-contained class, integrated program, school for the deaf).
9. Describe your program's current approach to reading and literacy development.
10. How does your program support families' communication and interaction with their deaf or hard of hearing children?

Site Coordinator

11. Describe the knowledge, skills, experience, and other relevant qualifications of your proposed site coordinator.
12. Describe how the site coordinator will supervise the work of the tutors.
13. Describe how the site coordinator will establish and maintain contact with participating families to monitor their response to the tutor and to the project.

Tutors

14. How large is your pool of potential tutors?
15. Describe how you plan to recruit tutors? What characteristics and skills you will look for in tutors?
How will you recruit tutors who reflect the diversity of families you wish to serve?

Shared Reading Project Materials

16. Describe how you will provide for the storage and check out and check in of Shared Reading Project book bags. How will you keep track of the materials tutors take to families' homes?
17. If a family who wants to participate in the Shared Reading Project does not have a TV or VCR at home, how will you assist that family in accessing the video recordings that are intended to be used with the borrowed books?

Interpreters

18. Are qualified sign language and/or foreign language interpreters available in your area who can accompany tutors to families' homes if needed?

Organizational Support

19. Describe any approvals (e.g., Board of Education, Board of Directors, principal, director) your site must obtain in order to commit time and resources to participating in the Shared Reading Project.
20. What are your plans for continuing the Shared Reading Project when Pre-College National Mission Programs financial support is no longer available?

Supporting Documentation

21. Attach a vita for the proposed site coordinator to the application narrative.
22. Attach a letter of commitment from the applicant's supervisor or chief administrative officer of the applicant's school or organization to your application narrative.
23. Optional: If you have a brochure that provides additional descriptive information about your program, please include this material as well.

**APPENDIX C: BOOK TITLES USED FOR THE SHARED
READING PROJECT**

Sign Language Level 1

- Bang, M. (1983). *Ten, Nine, Eight*. New York: Greenwillow Books.
- Barton, B. (1986). *Boats*. New York: Crowell.
- Carle, E. (1988). *Have You Seen My Cat?* New York: Philomel Books.
- Christelow, E. (1989). *Five Little Monkeys Jumping on the Bed*. New York: Clarion.
- Cowley, J. (1999). *Mrs. Wishy Washy*. New York: Philomel Books.
- Hudson, C. W. & Ford, G. [Illustrations]. (1990). *Bright Eyes, Brown Skin*. Orange, NJ: Just Us Books.
- Hutchins, P. (1968). *Rosie's Walk*. New York: Macmillan.
- Jacquier, T. & Hill, T. [Illustrations]. (1995). *The Horrible Big Black Bug*. Crystal Lake, IL: Rigby Heinemann.
- Krauss, R. & Johnson, C. [Illustrations]. (1974). *The Carrot Seed*. New York: Scholastic.
- Ward, C. & dePaola, T. [Illustrations]. (1988). *Cookie's Week*. New York: Putnam
- Ward, L. & Hogrogian, N. [Illustrations]. (1978). *I Am Eyes: Ni Macho*. New York: Greenwillow Books.
- Williams, S. & Vivas, J. [Illustrations]. (1990). *I Went Walking*. San Diego: Harcourt Brace Jovanovich.

Sign Language Level 2

- Allen, P. (1983). *Who Sank the Boat?* New York: Coward-McCann.
- Barrett, J. & Barrett, R. [Illustrations]. (1970). *Animals Should Definitely Not Wear Clothing*. New York: Atheneum.
- Brown, M. W. & Hurd, C. [Illustrations]. (1947). *Goodnight Moon*. New York: Harper.
- Carlson, N. L. (1993). *I Like Me!* New York: Puffin Books.
- Cowley, J. & Fuller, E. [Illustrations]. (1987). *Just This Once*. Bothell, WA: The Wright Group.
- Cowley, J. & Lowe, I. [Illustrations]. (1992). *Open Your Mouth*. Bothell, WA: The Wright Group.
- Crowley, J. & Van der Voo, J. [Illustrations]. (1984). *The Dancing Fly*. Bothell, WA: The Wright Group.
- Hale, S. J. & Mavor, S. [Illustrations]. (1995) *Mary Had a Little Lamb*. New York: Orchard Books.
- *Lillegard, D. & Agee, J. [Illustrations]. (1989). *Sitting in My Box*. New York: Dutton.
- Parker, J. & Parkinson, R. [Illustrations]. (1988). *I Love Spiders*. New York: Ashton Scholastic.
- Parkes, B. & Kasepuu, E. [Illustrations]. (1986). *Who's In the Shed?* Crystal Lake, IL: Rigby.
- Ross, C. [Illustrations]. (1990). *In a Dark, Dark Wood*. Bothell, WA: The Wright Group.

* Title is currently out of print.

Sign Language Level 3

Angeles, M. & Newsom, C. [Illustrations]. (1992). *A Tortilla for Emilia*. Littleton, MA: Sundance Publishing.

Appleby, E. [Illustrations]. (1984). *The Three Billy Goats Gruff*. New York: Scholastic.

Avalos, C. & Raymond, L. [Illustrations]. (1993). *The Sombrero of Luis Lucero*. Littleton, MA: Sundance Publishing.

Barbour, K. (1987). *Little Nino's Pizzeria*. San Diego: Harcourt Brace Jovanovich.

Bogart, J. & Freire, C. [Illustrations]. (1989). *Ten for Dinner*. New York: Scholastic.

Freeman, D. (1968). *Corduroy*. New York: Scholastic.

Greenfield, E. & Gilchrist, J. S. [Illustrations]. (1991). *Lisa's Daddy and Daughter Day*. Littleton, MA: Sundance Publishing.

Guarino, D. & Kellogg, S. [Illustrations]. (1989). *Is Your Mama a Llama?* New York: Scholastic.

*Hayes, S. & Ormerod, J. [Illustrations]. (1988). *Eat Up, Gemma*. New York: Lothrop, Lee & Shepard Books.

Hutchins, P. (1976). *Don't Forget the Bacon!* New York: Greenwillow Books.

Hutchins, P. (1986). *The Doorbell Rang*. New York: Greenwillow Books.

Keats, E. J. (1996). *The Snowy Day*. New York: Viking Press.

Slobodkina, E. (1987). *Caps for Sale*. [United States]: E. Slobodkina.

Stone, F. & Santos, J. [Illustrations]. (1994). *Manuel, the Portuguese Fisherman*. Littleton, MA: Sundance Publishing.

* Title is currently out of print.

Thompson, B. & Willingham, F. [Illustrations]. (1995). *The Magic Quilt*. Littleton, MA:
Sundance Publishing.

Tullman, M., DeRoo, D. & VanWright, C. [Illustrations]. (1993). *Mei Ling's Tiger*.
Littleton, MA: Sundance Publishing.

Vaughan, M. & Giggenbach, E. [Illustrations]. (1989). *The Sandwich That Max Made*.
Auckland, New Zealand: Shortland Publications Limited.

Zimmerman, H. W. (1989). *Henny Penny*. New York: Scholastic.

APPENDIX D: DATA COLLECTION INSTRUMENTS

Parent Pre-Participation Survey

- 1 A. Have you ever tried reading or sharing a book with your deaf or hard of hearing child?
___ Not yet
___ Once or twice
___ Three or four times.
B. If you have tried sharing a book with your child in the past, how many times have you done this?
___ number of times in the past month? Check here if it was more than a month ago ___
___ number of times in the past week?
C. If you have tried sharing a book with your deaf child, did you enjoy it? ___ Yes ___ No
D. Do you think your child enjoyed it? ___ Yes ___ No
E. Did you have any problems sharing a book with your deaf child? ___ Yes ___ No
F. If you answered Yes, what problems did you notice?

- 3 A. Do you have any special ideas what you would like to learn during your participation in the Shared Reading project? ___ Yes ___ No
B. If you answered Yes, what would you like to learn?

- 4 A. Do you have a TV? ___ Yes ___ No

If you do have a TV:

- B. Do you have closed captioning on your TV? ___ Yes ___ No ___ Don't Know
C. Do you have a VCR or videotape player? ___ Yes ___ No
D. How many hours per day does your child watch TV or videotapes? About ___ hours
E. Do you watch TV with your child? ___ Yes ___ No

- 5 A. Do you have a telephone? ___ Yes ___ No

If Yes:

- B. Do you have a TTY (also called a TDD) to use with your telephone? ___ Yes ___ No
C. Have you ever heard of Telephone Relay? ___ Yes ___ No
D. If Yes, have you ever used it? ___ Yes ___ No

- 6 Does your family get a daily newspaper? ___ Yes ___ No ___ My community does not have a daily newspaper.

- 7 Does your child have any books of his own? ___ Yes ___ No

- 8 Please tell us about your household. Which of these people live in your home?

___ Mother or female guardian ___ Father or male guardian ___ Grandparent
___ Brothers or sisters of your deaf child ___ Other relative ___ Other person

THANK YOU!

ID _____
Site _____

- 1 A. Have you ever tried reading or sharing a book with your deaf or hard of hearing child?
 ___ Not yet ___ Once or twice ___ Three or four times ___ More
- B. If you have tried sharing a book with your child in the past, how many times have you done this?
 ___ number of times in the past month? Check here if it was more than a month ago ___
 ___ number of times in the past week?
- C. If you tried sharing a book with your deaf child recently, did you enjoy it? ___ Yes ___ No
- D. Do you think your child enjoyed it? ___ Yes ___ No
- E. Did you have any problems sharing a book with your deaf child? ___ Yes ___ No
- F. If you answered Yes, what problems did you notice? _____

- 2 Please take a moment to think about the very beginning of your participation in Shared Reading. Think about what you thought the program would be like.
- A. Did Shared Reading turn out to be the same as you expected? Please check one:
 Yes, The Same Somewhat The Same Somewhat Different No, Different

- B. If Shared Reading was not exactly what you expected, how was it different?

- 3 Please read the following sentences and check one of the responses below it each one:
- A. The Shared Reading Project has helped me increase my signing skills:
 I Strongly Agree I Agree I Am Undecided I Disagree I Strongly Disagree

- B. During the Shared Reading Project, I learned useful techniques or helpful hints for reading to my deaf child:
 I Strongly Agree I Agree I Am Undecided I Disagree I Strongly Disagree

4. If you learned any useful techniques or helpful hints for sharing books with your deaf child, do any one or two stand out in your mind as being most helpful? Yes ___ No ___
- A. If you answered Yes, what techniques or hints seemed most helpful to you? _____

- 5 A. Do you have a TV? ___ Yes ___ No
 If you do have a TV:
 B. Do you have closed captioning on your TV? ___ Yes ___ No ___ Don't Know
 C. Do you have a VCR or videotape player? ___ Yes ___ No
 D. How many hours per day does your child watch TV or videotapes? About ___ hours
 E. Do you watch TV with your child? ___ Yes ___ No
- 6 A. Do you have a telephone? ___ Yes ___ No If you answered Yes:
 B. Do you have a TTY (also called a TDD) to use with your telephone? ___ Yes ___ No
 C. Have you ever heard of Telephone Relay? ___ Yes ___ No
 D. If Yes, have you ever used it? ___ Yes ___ No
- 7 Does your family get a daily newspaper? ___ Yes ___ No ___ My community does not have a daily newspaper.
- 8 Does your child have any books of his own? ___ Yes ___ No

THANK YOU!

Family ID _____ Site _____

List of Families in School/Program Who Are Eligible to Participate in Shared Reading

Site: _____

Fold Here V

Family Name	Deaf/Hard of Hearing Children's Names (age 7 or younger)	Family ID	Participating ?	Live in rural area?	Parents deaf, hard of hearing, or hearing?	Language spoken most often in the home?
		1				
		2				
		3				
		4				
		5				
		6				
		7				

Fold Here

List of Children in the School/Program

Site: _____

V

Child's Full Name	Child ID	Family ID	Date of Birth mo/day/yr	Deaf or Hard of Hearing?	Minority Group Membership	Additional Disabilities	ZIP Code (to determine rural/urban category)
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
	16						

Tutor Information

First Name:

Tutor ID _____

Last Name:

Age: Gender: Hearing Status (circle one): Deaf Hard of Hearing Hearing

Current Occupation (before becoming a tutor for this project) :

If not currently employed, what is your usual occupation?

Education - Please circle the highest grade level you have completed:

8 9 10 11 12 Some College Completed College Advanced Degree

Sign Language Skills:

How many years have you been signing?

How did you learn to sign?

Would you describe your signing as:

ASL PSE Signed English Other (what?) _____

Do you know a written or spoken language other than English? Which one(s)?

Racial/Ethnic Background (optional):

Please indicate which of the following best describes you.

- ___ Hispanic
- ___ African American
- ___ White
- ___ Native American/American Indian
- ___ Asian/Pacific Islander
- ___ Other (what?) _____

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Child's Name _____
 Family Name _____

Child's I.D. _____
 Family's I.D. _____
 Site's I.D. _____
 Tutor I.D. _____
 Date of Tutor Visit _____

What book did you read? _____
 (If you read more than one book, please use a second chart for the other book)

Family Reading Record

Who read the book to your child? The Father? Mother? Grandmother? Someone else? Please tell us in the chart below. For example, if the father read the book to the child on Tuesday, you should put the word "Father" in the box for Tuesday. If the child's aunt read the book on Thursday, write the word "Aunt" in the box for Thursday. **Please do not use anyone's actual name.** Start the chart on the day of the week your tutor visits you.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Who read the book to the child? ≡≡≡							
Who read the book to the child? ≡≡≡	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

What questions do you have this week? (Please use the other side of this paper if you need more room.)

Do you have other comments on the child, the book, or other things? (Please use the other side of this paper if you need more room.)

How To Use The Family Reading Record Sheets

1) How to Use The Chart

We want to know how much reading is taking place and who is doing it. We plan to have the family write this information on the Family Reading Record sheet. The parents should turn the sheets in to the tutor each week, at which time the tutor can give them a new one for the following week. The parents should begin using the chart on whatever day the tutor comes to the home. The following example may help to clarify what we mean. Suppose the tutor comes on Wednesday evening. That means the parents would start with Wednesday. In the example below, the mother read a book to the child twice on Thursday, and the grandmother read a book to the child once on both Saturday and Sunday. Their chart should look like this:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Who read the book to the child? \uparrow					<i>Mother</i> <i>Mother</i>		<i>Grandmother</i>
Who read the book to the child? \uparrow	Sunday <i>Grandmother</i>	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

In this example, it might help the parents if the tutor crosses out the first Sunday, Monday, and Tuesday on the chart, so it becomes more clear to the parents where they need to begin their recording. **Please note: no actual names should be used in the boxes. The family would write the word "Mother" in the box, not the mother's actual name.**

How To Use The Family Reading Record Sheets (Continued)

2) Filling In The Name, ID, And Date

The following information is at the top of the chart. It is to be filled in by the tutor when he or she gives the form to the parents at the tutor visit.

Child's Name _____
Family Name _____

Child's I.D. _____
Family's I.D. _____
Site's I.D. _____
Tutor I.D. _____
Date of Tutor Visit _____

We want the I.D. numbers because we will want you to send copies of these sheets to us **with the child's and family's names blocked out**. That way we can match up the students' information from week to week by identification number. This is to protect the privacy of the child and family. Also note that the "Date of Tutor Visit" is the date the tutor gives the **blank form** to the family.

3) Filling In The Names of Books Used

We ask the parents to fill in the names of the book they used that week. If the parents haven't done this by the time the tutor arrives for the next visit, the tutor should ask the family which book was used so the tutor can fill in:

What book did you read this week?

What if the family reads two books? They need two sheets. That way we can tell how much each book was read. If the tutor brings two books, he or she must remember to bring the extra sheet and fill out the top for both.

4) Filling In The Questions And Comments Section

At the bottom of the sheet, we ask the parents for their questions and comments (families should be encouraged to use the other side of the paper if they need more room):

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What questions do you have this week?

Do you have other comments on your child, the book(s), or other things?

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SHARED READING TUTOR SURVEY

Spring 1998

We need your help to evaluate the effectiveness of the Shared Reading Project. Please take a few minutes to share your experiences as a tutor in the Shared Reading Project. Your answers to the following questions will help the Project find out what is working and what needs to be improved. If you need more room to write your answers, you can write on the back of the pages. If you write on the back, write the question number so we know which question you are writing about.

Your answers will be kept confidential. Your site coordinator will not see your completed survey. **Do not write your name on this survey.** When we do the data analysis for this survey, we will group your answers with those of other tutors. **Please return the completed survey to Gallaudet's Pre-College National Mission Programs in the self-addressed postage envelope provided. Do not send this survey to your site coordinator.** If you have any questions about this survey, please contact Dr. Linda Delk or Dr. Sharon Newburg-Rinn at (202)651-5504 (V/TTY). Thank you!

1. Why did you want to be a tutor for the Shared Reading Project? _____

2. How did you communicate with the parents? _____

3. When you visited the families the first time, what did you do? _____

4. After you visited the families 3 or 4 times, did you do anything different? Yes No

a. If "yes," what did you do? _____

5. How did you decide which books to bring to the families? _____

6. What kinds of questions did the parents ask you? _____

7. Did you tell the families about any of these things?

a. How to use telephone relay? Yes No

b. Doorbell, telephone, or alarm clock adaptations for deaf people? Yes No

c. TDDs? Yes No

d. Captioned movies? Yes No

e. Deaf culture? Yes No

g. Closed captioned TV? Yes No

f. Other things related to Deafness? Yes No If "yes," what? _____

8. From the beginning to the end of Shared Reading tutoring, did the parents change? Yes No

a. If "yes," how did they change? _____

9. From the beginning to the end of Shared Reading tutoring, did the children change? Yes No

a. If "yes," how did they change? _____

10. Did you have any problems when you worked with the families? Yes No

a. If "yes," what kinds of problems did you have? _____

11. How helpful was the training you received before you met with the families?

Very helpful Somewhat helpful Not very helpful

12. How helpful was the feedback you got from the Gallaudet visitors?

- Very helpful Somewhat helpful Not very helpful

13. How could the training for tutors be improved? _____

14. How often did you talk to the site coordinator about tutoring?

- More than once a week Once a week Once every two weeks
 Once a month Less than once a month Never

15. How many times did the site coordinator come to the homes and watch you work with the families?

- Never 1 2 3 4 5 or more times

16. Did the site coordinator give you any feedback about tutoring? Yes No

a. If “yes,” how helpful was the site coordinator’s feedback?

- Very helpful Somewhat helpful Not very helpful

17. What could the site coordinator do to be more helpful to you? _____

18. Do you have any suggestions for improving the Shared Reading Project? _____

19. Do you have any other comments about the Shared Reading Project? _____

Thank you!

Please mail this survey to Linda Delk at Gallaudet University. You do not need a stamp for the envelope.

SRP Site Coordinator Interview Questions

1. Tell me about your role as site coordinator for the Shared Reading Project.
 1. What worked well?
 2. What problems did you have to deal with?
 3. Were you able to resolve them?
2. How did you go about recruiting tutors?
3. How did you go about informing and recruiting families?
 1. Did you do anything special or different to try to include traditionally underserved families?
 2. What factors seem to encourage or discourage families from participating in the Shared Reading Project?
4. How did you match tutors with families?
5. Did any of the tutors drop out? Do you know why?
6. Did you go into the homes to watch the tutors work with the families?
7. How often do you see or talk to the tutors?
8. Describe your relationship with the tutors.
 1. What worked well?
 2. Did you have any problems?
 3. Did you feel you were able to answer any questions the tutors had?
 4. Did the tutors share their the logs of their family visits with you?
 5. What did you learn from these logs?
 6. What kind of feedback did you give the tutors?
9. What would you say are the characteristics or qualities of a good tutor?

10. How did you manage the Shared Reading materials?
 1. Were there any problems with the materials?
11. Did you use sign language or foreign language interpreters?
12. What successes have you seen with families?
 1. Why do you think they worked out well?
13. Did any of the families have problems with the Shared Reading Project?
 1. Why do you think they did not work out well?
 2. Did any of the families drop out? Do you know why?
14. How helpful was the training provided by the Pre-College staff?
 1. Did you receive the support you needed from Pre-College to implement the Shared Reading Project at your site?
 2. What assistance could you have used that you did not receive?
15. How do you track the costs related to the Shared Reading Project?
16. What kind of administrative support is there to continue the program?
 1. How will your site fund the program next year?
17. Could you describe the approach of the early reading program at your school, or other literacy or home visit programs at your agency?
18. Could you tell me about any parent support or education programs your school/agency provides?
19. What kind of impact, if any, do you see with the children of the participating families?
20. What has worked best about the Shared Reading Project?
 1. What obstacles have you encountered? How did you deal with these obstacles?
21. Do you have any feedback about the focus of the evaluation of the project or how it was

done?

22. Do you have any suggestions for improving the Shared Reading Project?
23. Did the Shared Reading Project work out the way you expected?
24. Is there anything else you would like to say about the Shared Reading Project?
25. What advice do you have for other programs that want to implement the Shared Reading Project?

Thank you!

SRP Parent Interview Questions

1. You have a deaf child and your family has been participating in the Shared Reading Project – is that correct?
 1. How old is your child?
 2. Could you tell me a little bit about your deaf child? If you met another parent and you started talking about your children, what would you tell that parent about your child?
2. Why did you decide to participate in the Shared Reading Project?
 1. When did you start seeing the tutor?
 2. Are you finished yet? When will you finish?
3. Before the Shared Reading Project, did you share (read) books with your child?
 1. Tell me about a time before the Shared Reading Project when you tried sharing a book with your child.
 2. Can you tell me some more about that?
4. Do you remember the first time _____ (the tutor) came to your home?
 1. Tell me what happened when the tutor came to your home the first time.
 2. What did the tutor do?
 3. What did you do?
 4. What did your child do?
 5. How did you feel about the tutor that first time?
5. When was the last time the tutor came to your home?
 1. Tell me what happened that last time.
6. What usually happened when the tutor came to visit?
 1. What did the tutor do?

2. What did you do?
3. What did your child do?
4. How do you feel about the tutor now?
7. How do you communicate with the tutor?
 1. Has that changed?
8. What have you learned from the tutor about sharing books with your child?
 1. Did the tutor help you?
 2. Did you have any problems with the tutor?
9. Did you learn anything else from the tutor?
 1. Did you learn about the telephone relay?
 2. Did you learn about captioned TV?
10. Who in your family shares books with your deaf child?
11. Do you remember the last time when you read to your child?
 1. Tell me what happened.
 1. What time of day was it? Do you have a particular place where you read books together?
 2. Who was it that wanted to read – you or your child?
 3. What did you do?
 4. What did your child do?
 2. Since you started the Shared Reading Project, have you changed the way you share books with your deaf child?
12. Did you and your child enjoy the books the tutor brought?
 1. What was your favorite book?
 2. Did the tutor bring any books you didn't like or were hard to read for any reason?

3. Did the tutor bring you any books that did not have a book bag?
4. Do you have other books that you use?
5. Does your deaf child have any books of his own?
13. Have you seen any changes in your child since you started the Shared Reading Project?
 1. Does your child seem more interested in books?
 1. How could you tell?
 2. What does your child do when he/she picks up a book?
 3. Does your deaf child ask you to read to him/her?
 4. Does your child read?
 2. Have you seen any changes in your child's behavior?
14. Did the tutor explain how to use the videotapes?
 1. Did you use the videotapes?
 2. **If no**, is there any reason why you did not use them?
 3. **If yes**, how did you use them?
 4. Is there anything that would have made the videotapes easier to use?
 5. Did your child use the videotapes?
15. Did the tutor tell you about the activity sheets in the book bag?
 1. Did you use the activity sheets in the book bag?
16. Did you have any difficulties understanding or filling out the Family Reading Records?
17. What kinds of questions did you ask the tutor?
 1. Did the tutor answer your questions?
18. Have your sign language skills changed?
19. Has anything else changed?

20. Was the Shared Reading Project what you expected?
21. Did you happen to meet any of the other families in the Shared Reading Project?
22. Is there anything else you would like to tell us about how the Shared Reading Project has affected you or your family?

SRP Tutor Interview Questions

1. Why did you want to be a Shared Reading tutor?
2. How did you contact The _____ Family?
3. What happened during your first visit with The _____ Family?
 1. What did you do?
 2. What did the family do?
 3. How did you feel about what happened during that first visit?
4. When you visited The _____ Family toward the end, describe what happened.
 1. Which family members do you work with?
 2. What do you do?
 3. What do the family members do?
 4. What does the child do?
 5. How do the family members interact with the deaf child?
5. Looking back to when you started with the family and then now, did anything change?
 - 1 Do you do anything different?
 - 2 Does the family do anything different?
 - 3 How did you feel about working with the family?
6. What seems to have worked well?
7. What didn't work well?
 1. What problems or obstacles have you encountered?
 2. How did you deal with them?
8. How did you interact with the deaf child in the family?
9. How do you communicate with The _____ family?

1. Did you have any problems?
10. Has the family's communication changed since you have been working with them?
 1. How did their sign language change?
 2. Do they fingerspell more, know more signs, use body more, use expression, etc?
11. What kinds of questions did the parents ask you?
 1. Did the parents ask you questions about how to read the books?
 2. Did the parents ask you questions about other things, like discipline or TTYs?
 3. Did you feel you were able to answer the parents' questions?
12. How did you choose books to bring to The _____ family?
 1. Did these books work out well? Did the family like the books?
 2. Did you have any problems with the books?
 3. What did the deaf child do with the books?
13. How did you go about teaching the family the 15 strategies?
 1. What worked best?
 2. What didn't work well?
14. Do you know if the family read any other books with the child in addition to the books you brought?
15. Do you know if the family used any of the activities on the activity sheet?
16. Do you know how did the family used the videos?
17. Did you notice any changes in how the family read or interacted with the child during the time you worked with them?
18. Did you notice any changes in the families members use of sign language?
19. What do you think the family learned from the tutoring sessions and their interactions

with you?

20. How did the Family Reading Records work out?
 1. Did you help the family fill out the Reading Records?
21. Did you talk with the family about other things, such as telephone relay, captioning, TTYs?
22. Did the training you got in the beginning help you work with this family?
 1. Is there anything else the training could have included that would have been helpful to you?
23. Who supervised your work as a tutor? (Usually the person to whom they report their hours for pay and to whom they give their tutor logs and the Family Reading Records?)
24. How often did you talk to the site coordinator?
 1. What kinds of things did you discuss with the site coordinator?
 2. Was the site coordinator helpful to you?
25. Did the site coordinator come to watch you work with The _____ Family?
 1. How many times?
 2. Did the site coordinator give you any feedback? Was it helpful?
 3. Did you get enough feedback? Could you have used more? Why?
26. Did you see Gallaudet people when they came to visit in _____ (ask site coordinator the month(s) in which the visits occurred.)
 1. Did the Gallaudet people go to the home with you?
 2. Did they observe you working with The _____ Family?
 3. Did you and the other tutors meet with them?
 4. Did they give you any feedback or help you in any way?

5. Is there anything else they could have done to help you?
27. Think back to the beginning of the Shared Reading Project – did it turn out the way you expected? Did anything that happened surprise you?
28. Do you have any suggestions for improving the Shared Reading Project?
29. Do you have anything you would like to say about the Shared Reading Project?

Thank you!

(Get name, address, and Social Security number for check.)

Shared Reading Project
Informed Consent Form: Site Coordinators
Spring 1998

Dear Site Coordinator,

As part of the evaluation of the Shared Reading Project, we are asking your permission to interview you about your experiences with the project. We would like to ask you questions about the usefulness of the training provided, support and assistance from the Gallaudet Pre-College project staff, how families and tutors were recruited, how Shared Reading was implemented at your site, what worked well, and what challenges you faced and how you dealt with those challenges.

We estimate that the interview will take about one hour, by phone or in person. One of the Shared Reading Project evaluators will interview you at an agreed upon time and place that will ensure your privacy during the interview.

When we do the interview, we will ask your permission to audio tape the interview so we have an accurate record of what you say. If you are deaf, we will ask your permission to use a sign language interpreter who will voice the interview for the tape recorder. If you do not want to have your interview audio taped, the evaluator will take notes during the interview. After the notes have been typed up, the evaluator will send you a copy of the interview notes so that you can read them and make sure that the notes accurately represent what you wanted to say about the Shared Reading Project.

If you decide not to be interviewed for the evaluation of this project, neither you nor your program will be penalized in any way. If you agree to participate in the interview, you may stop the interview at any time, or you may decide not to answer specific questions. If so, neither you nor your program will be penalized in any way. If you agree to be audio taped, you may request at any time that the tape recorder be turned off if you would like to say something off the record.

To the extent possible, your responses to the interview will be kept confidential. You will be identified on the audio tape (if you agree to be recorded) and in the interview notes by a coded ID number. Audio tapes, transcripts, and notes will be kept in a locked filing cabinet. Only the Shared Reading evaluators will have direct access to the interview transcript and/or interview notes. When the results of the evaluation at each site and across sites are reported, your name will not be used. However, because there are only 5 sites and each has some unique characteristics, we cannot promise that your identity will remain anonymous to other persons familiar with your program and your program's participation in the Shared Reading Project.

While we will start from the assumption that you want your comments to be kept confidential, there may be comments which we would like to attribute to specific sites or you may wish to make a statement that identifies your program. In this case, we will obtain separate written consent from you for such quotes, before they are used in the

evaluation report or subsequent publications about the Shared Reading Project. If you have any questions about this interview process as a part of the evaluation of the Shared Reading Project, please contact Dr. Linda Delk at Pre-College National Mission Programs at (202) 651-5630, or Dr. Eveline Lloyd, Chair of the Gallaudet Institutional Review Board for the Protection of Human Subjects at (202) 651-5385.

Shared Reading Project
Informed Consent Form: Site Coordinators
Spring 1998

I have read the informed consent form and understand the interview procedure and my rights related to the requested interview. I have had the opportunity to ask questions about the interview procedures. I received acceptable answers to my questions, if any.

I agree to participate in an interview for the purpose of evaluating the Shared Reading Project.

Name

Date

I agree to have my interview audio taped.

I do not want my interview to be audio taped.

Name

Date

Shared Reading Project
Informed Consent Form: Parents/Caregivers
Spring 1998

Dear Parent or Caregiver,

You and your deaf child have been participating in the Shared Reading project. A tutor comes to your home to help you read books with your child. The tutor brings a book bag with a book, video tape, and other materials. (If your home language is not English, some of the books were translated into your language.)

Now, you and your family have been working with the tutor for several weeks. The Shared Reading Project staff at Gallaudet University in Washington, DC would like to ask you about your experiences with the Shared Reading project. Your experiences with the project will help us find out what is working, what is not working, and what can be improved. Your opinions will help us improve the Shared Reading project, so we can help more families learn to read books together.

Will you participate in an interview with a Shared Reading staff person from Washington, DC? If you agree, here is what will happen:

- Two members of the Shared Reading Project staff from Gallaudet University will come to your home to interview you. They will ask you some questions like these about your experience with the Shared Reading project. We will ask you questions like why you decided to join the Shared Reading Project, how you share books with your child, what happens when the tutors visits, what are your favorite books, if the tutor is helpful, and how you use the materials the tutor brings.
- One person will interview you and the other person will help take notes and help operate the tape recorder, if you agree to that. You will not be interviewed by the site coordinator or a tutor.
- The interviewer will ask you if it is all right to tape record the questions and your answers. If you agree, the interviewer will turn on the tape recorder while you are talking. The interviewer wants to tape record your answers so we have an accurate record of your thoughts and experiences. The interviewer will take the tape recording back to Gallaudet University. Your tutor, _____, and the site coordinator, _____, will not listen to the tape.

The conversation you have with the interviewer will be typed up. Your name will

not be in the papers that are typed up. Instead we will use an identification number on your interview. Only the Shared Reading project staff from Gallaudet University will have permission to see your interview when it is typed up. We will look at your experiences to find out what parents think is helpful, what is not helpful, and how Shared Reading can be improved. We will be talking with about 30 other Shared Reading families. When we write a report about what the parents and caregivers think about Shared Reading, we will not use your name in the report. When we finish the report, we will destroy the tape recording of your interview.

- If you do not want us to use the tape recorder, the second interviewer will write notes about your conversation by hand. If we take notes by hand, we will send you a copy of the interview notes, so that you can make sure we wrote down what you wanted to say.
- If the site coordinator, _____, or your tutor, _____, comes to your home with the interviewer, they will go into another room where they cannot see or hear you or they will stay outside. They will not watch or listen to your conversation with the interviewer.
- Any members of your family may stay in the room for the interview, if you want them to.
- If an interpreter is needed, the interpreter will be in the room with you and the interviewer to interpret what is said into the tape recorder. The interpreter will not talk to anyone about what you say in the interview.
- You do not have to answer any question you do not want to answer. If you decide at any time that you do not want to participate in the interview -- you are free to stop without any penalty. No one will ask you why you decided not to do the interview. You can continue to participate in the Shared Reading Project with your tutor.

If you have any questions about this interview process as a part of the evaluation of the Shared Reading Project, please contact Dr. Linda Delk at Pre-College National Mission Programs at (202) 651-5630, or Dr. Eveline Lloyd, Chair of the Gallaudet Institutional Review Board for the Protection of Human Subjects at (202) 651-5385.

I have read this informed consent or had it read to me.
I understand the purpose of the interview and the procedures that will be used.
I understand my right to decide whether or not to participate in the interview.

I agree to participate in the interview about the Shared Reading project.

Parent/care giver signature Date

Parent/care giver signature Date

Parent/care giver signature Date

Parent/care giver signature Date

Yes, I agree to have my interview be tape recorded.

No, I do not agree to have my interview tape recorded. The interviewer may take notes by hand.

Parent/care giver signature Date

Parent/care giver signature Date

Parent/care giver signature Date

Parent/care giver signature Date

Shared Reading Project
Informed Consent Form: Tutors
Spring 1998

Dear Tutor,

You have been a tutor with the Shared Reading Project. The Shared Reading Project staff at Gallaudet University would like your help in evaluating the effectiveness of the Shared Reading Project at your site. We are asking your permission to interview you about your experiences as a tutor with the project. We would like to ask you questions about the usefulness of the training provided, support and assistance from the Gallaudet Pre-College project staff, how you worked with one of the families at your site, how you worked with the site coordinator, what worked well, and what problems you faced.

We estimate that the interview will take about one hour. One of the Shared Reading Project evaluators will interview you at time that is convenient for you.

If you agree to the interview, a person from Gallaudet who is fluent in ASL will interview you. The interviewer will ask your permission to use a tape recorder to record the telephone interview. That way there will be an accurate record of what you tell the interviewer. An interpreter will voice for both you and the interviewer to make a tape recording of the interview.

If you decide not to be interviewed for the evaluation of this project, neither you, nor your program, nor the families you work with will be penalized in any way. If you agree to participate in the interview, you may stop the interview at any time, or you may decide not to answer specific questions. If so, neither you nor your program will be penalized in any way. You may request at any time that the tape recorder be turned off if you would like to say something off the record. You may indicate any part of the conversation which you do not want to be included as part of the interview record.

To the extent possible, your responses to the interview will be kept confidential. You will be identified on the audio tape and in the interview notes by a coded ID number. No one at your site will see the transcript of your interview. Audio tapes, transcripts, and notes will be kept in a locked filing cabinet. Only the Shared Reading evaluators will have direct access to the interview transcript and/or interview notes. When the results of the evaluation at each site and across sites are reported, your name will not be used.

If you have any questions about this interview process as a part of the evaluation of the Shared Reading Project, please contact Dr. Linda Delk at Pre-College National Mission Programs at (202) 651-5630, or Dr. Eveline Lloyd, Chair of the Gallaudet Institutional Review Board for the Protection of Human Subjects at (202) 651-5385.

Shared Reading Project
Informed Consent Form: Tutors
Spring 1998

I have read the informed consent form and understand the interview procedure and my rights related to the requested interview. I have had the opportunity to ask questions about the interview procedures. I received acceptable answers to my questions, if any.

I agree to participate in an interview for the purpose of evaluating the Shared Reading Project.

Name

Date

I also agree to have an interpreter voice my responses and have them recorded on an audio tape.

Name

Date

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Laurent Clerc National Deaf Education Center
Working for Deaf and Hard of Hearing Children
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Title: Shared Reading Project: Evaluating Implementation Processes and Family Outcomes	
Author(s): Linda Delk & Lisa Weidekamp	
Corporate Source: Laurent Clerc National Deaf Education Center Gallaudet University	Publication Date: April 2001

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EFF-088 (Rev. 9/97)