

An Investigation of Intergenerational Relationships

Occurring within a Shared Reading Program

by

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Abstract

The interaction patterns of 4 parent readers and 4 senior readers were investigated using grounded theory methodology during an intergenerational shared book reading activity with 16, 5 and 6 year olds. Parent and Senior volunteers were observed during one on one reading with two different children who were divided up by gender using stratified random assignment to read with either a parent aged reader or a senior reader. To capture authentic interactions between the volunteer readers and children no preliminary training took place. Data were collected during pilot, pre-program, program, and post-program conditions. Open coding using a constant comparison method was used to establish patterns across conditions in the early phases of data collection. During open coding provisional categories were identified. Data from video observations, parent journals and interviews were then interpreted using axial coding methods to analyze the context, conditions and action/interaction strategies that were present and to determine connections between categories. From this information, broad categories were re-combined based on trends and the observed antecedent and situational features. Selective coding was then used to test the provisional phenomenon. This was done using coding to identify any changes that took place between volunteer readers and each of the two children that he or she read with. The central phenomenon of scaffolding was identified across intervening conditions. The phenomenon of scaffolding was defined as a query and response pattern initiated by the adult, and used to direct the child's focus of attention during the literacy act. This took place as part of a transactional process where the elements of a) the book being read, b) the child and c) the volunteer reader mutually conditioned and were conditioned by the other elements. The qualities that the reader brought to the transaction tended to differ when comparing senior and parent readers. The main differences observed occurred in three clusters of a) *Timing, Responsiveness, and Pace*, b) *Use of Expression, Colloquialisms, Articulation* and c) *Gestures, Feedback Methods and Range of Strategies*. The pace of the senior readers was found to be slower than that of the parent aged readers. The senior readers also tended to make use of

distinct pronunciation and did not use colloquialisms. They were also more inclined to use a wider range of supportive strategies. Both the senior readers and the parent readers were unaware of most of the strategies that they used to support the children. Further research on the question of the transactional process and the qualities brought to the shared reading experience by senior volunteer readers is required. Replication of the present study is suggested across a variety of conditions with different types volunteer readers and children.

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DEDICATION

To Prababa

Chapter 1

Introduction

Over the last three decades there has been an increase in the number of intergenerational programs involving older adults and preschool aged children. Providing intergenerational experiences has been seen as a positive way of enhancing the contact between older adults and youngsters, enriching the curriculum of North American schools and facilitating mutually rewarding experiences among groups of individuals who may not otherwise come in contact (Hopkins, 2000; Kiernan & Mosher-Ashley, 2002; Newman, Ward, Smith, Wilson, McCrea, Calhoun, & Kingson, 1997; Osborne & Bullock, 2000).

As defined by Peacock and Talley (1984), “an intergenerational program is a planned intentional interaction of different age groups, infants to elderly in a variety of situations at a level that provides close communication, sharing of feelings and ideas and cooperative activity in meaningful tasks” (p.13). Intergenerational programs have received favourable attention in the journals of early childhood education, elementary education and gerontology (e.g., Camp, Judge, Bye, Fox, Bowden, Bell, Valencic, & Mattern, 1997; Dallman & Power, 1997; Hopkins, 2000; Kiernan & Mosher-Ashley, 2002; Illinois Intergenerational Initiative, 1996; Kupetz, 1993; Lee, 1997; U.S. Department of Education, 1997). Such programs have been viewed as a way of challenging children’s preconceptions about the elderly and increasing the intergenerational contact and associations that have often been lost in recent years as the result of changes in family structure and mobility.

In the following chapter, the rationale for intergenerational programs will be discussed beginning with a background section discussing the demographic trends that have taken place within families leading to a greater need to connect seniors with youth and younger children. This will then be followed by a brief history of intergenerational programs, a discussion of the benefits of such programs, and the purpose of the present study.

Background

Geographic Proximity and Social Support

For many years, the normative model of the family has been based on the assumption that a majority of families are made up of two parents, one who is a wage earner and the other who is a caregiver. This model of the nuclear family also assumes that an extended family lives nearby and is able to provide support (British Columbia Task Force on Childcare, 1991). Idealized beliefs about intergenerational living arrangements, where extended families reside together in one residence may have been closer to a popular myth than a historic reality in Canadian families. The assumption that multigenerational living arrangements were common to our Canadian culture has been questioned (Abu-Laban, 1980). Abu-Laban points out that it has only been recently that people tended to live to advanced old age and that immigrants to Canada were likely to be younger adults who had separated from their families when emigrating. The norm of personal independence in North American society has also led to a preference on the part of both the elderly and their adult children for autonomous living arrangements (Newman, 1997a).

In addition it has been typical of North American communities to segregate by age into homogeneous living, work, educational and recreational environments. It is not uncommon for young children to be exposed exclusively to their peers and young adults within childcare and pre-school settings, or for older adults to socialize primarily with other seniors. One exception to this is in church communities where intergenerational contact is more likely. However, even within intergenerational communities such as churches, relationships between the older adults and children do not occur spontaneously and often need to be fostered through intergenerational church services (Ashfield, 1997; Harkness, 1998), or through special activities such as letter writing programs where children and non-related adults within the church community are partnered as pen pals (M. McMenamie, personal communication, September 11, 1997).

Demographic Trends within Communities and Settings

The rationale for implementing intergenerational programs is also based on increases in the number of elderly people in our society. In British Columbia for example, in 2001 the number of senior citizens over the age of 65 was estimated to be 540,659 or 13.2 % of the total population of the province (Statistics Canada, 2001). By the year 2016 this percentage is projected to be 24% of the total provincial population (BC Council for Families, 1997a). Certain communities also attract a high proportion of older adults. This may be due to affordable housing and the cost of living, quality health care, transportation, and environmental factors such as a milder climate. For example, in 1995, seniors accounted for 18% of the total population of the city of Victoria, BC.

Intergenerational contact, between seniors and children may provide additional one on one time for children whose parents are working or attending school. In many

families a great deal of time is spent on work and/or studies and on unpaid work required to run the household. Over the past twenty years there has been an increase in dual wage earners within two parent families. In British Columbia in 1994, 65.3% of women and 88.7% of men in two-parent families were employed (BC Council for Families, 1997a). This trend has been even more apparent in the last decade as parents are working longer hours to make a living (Walker, 1996). For example, women in two parent families spend an average of 8.5 hours per day on paid work or education, shopping and domestic work and an average of 1.2 hours per day on childcare. Men in two parent families are spending an average of 9.2 hours per day on paid work or education, domestic work or shopping and .7 hours per day on child care ¹ (BC Council for Families, 1997a).

Family Profiles

For census purposes, Statistics Canada (1996) defines a *family* as, a now married couple (with or without never-married sons and/or daughters of either or both spouses), a couple living common-law (with or without never married sons and/or daughters of either or both partners) or a lone parent of any marital status, with at least one never-married son or daughter living in the same dwelling. (p. 119)

Using this definition, the proportion of families per capita has declined over the last two decades. In part this has been the result of increases in the percentage of the population aged 15 or over living away from their families. The number of people aged 15 or over not living in families increased from 16.6% in 1971 to 22.3% in 1995 (BC Council for Families, 1997a). The highest proportion of adults living outside the family system is accounted for by those aged 65 or over. For example, in 1995, 45.7% of the population

¹ These figures are averaged over the week.

aged 65 or over were not living in families as defined by Statistics Canada (1996). Cultural differences have also been noted in the number of people aged 15-64 living within families. In 1991, 86% of persons with landed immigrant status born outside the country aged 15-64 lived within families, however senior immigrants were about as likely as Canadian born seniors to live outside the family system. In 1991, the percentage of senior immigrants who were not residing with their immediate family was 47% compared with 48% of the Canadian born senior population ² (BC Council for Families, 1997a).

Over the last decade, lone parent families in British Columbia have increased. In 1981, lone parent families made up 10% of the total number of families. In 1995, this number increased to 12.1% of the total number of families in the province, slightly less than the Canadian average of 13.8% in the same year. In 1995, 1.8% of lone parent families were headed by men and the remaining 10.4% were headed by women. Within lone parent households over the last decade, there has also been a growth in the number of single, never married lone parents. In 1995, almost 24% of lone parents were never married singles (BC Council for Families, 1997a). Overall, both these increases in the number of people aged 65 and over living outside families, and the number of lone parent families may indicate that many children have less ongoing or daily contact with adult family members (i.e., parents and grandparents living in the same household).

Despite these independent living arrangements, most seniors still continue to maintain contact with their families. Of the 80% of adults in the United States, aged 65 or over who have children, approximately two thirds of the children live within 30 minutes

² In 1991 immigrants represented 26% of the resident population in British Columbia.

of the older parent. Over 60% of older adults have weekly visits with their children and 75% have weekly conversations over the phone (Hansson & Carpenter, 1994). It has also been pointed out that healthy long distance relationships can be maintained between grandparents and their children and grandchildren (Wassermann, 1997). Overall however, it has been reported that in the later 20th century there was less regular and structured interactions between the old and young than ever before (Stearns, 1989). Additional contact through intergenerational programs could augment these distant relationships and assist in developing closer ties between non-relatives within local communities (Harkness, 1998; Newman, Morris & Streetman, 1999). This may assist in providing young families and older adults the opportunity to feel a greater connection to others while still maintaining the independent financial and living arrangements that are so valued in North American culture.

Historical Trends

In the 1960s, the Civil Rights movement in the United States acted as a catalyst for the social change of many marginalized groups who began to advocate for improvements in conditions and social status. During this era of change, intergenerational programs began to emerge in response to the recognition that older and younger persons were entitled to the same resources and respect as other groups (Ward, 1997a), and to combat the reported gap that existed between generations (Newman, 1997a). In a historic overview of intergenerational programs in the United States, Newman describes programs beginning as early as the 1960s. For example, the Adopt a Grandparent Program developed in 1963, at the University of Florida was designed to include weekly visits by children to local nursing homes to promote intergenerational contact. Another

early example provided by Newman is the Foster Grandparent Program designed to match lower income older adults with children who had special health concerns or exceptionalities. Professional development opportunities within the intergenerational field began to increase during the 1980s creating further chances to exchange research and programming information and stimulate discussion of intergenerational issues. Some examples of professional opportunities include the 1981 and 1995 White House Conference on Aging and the creation of the Intergenerational Clearinghouse Newsletter. Newman also reports that in the 1980s and 1990s, our understanding of intergenerational curriculum also expanded. There has been a growth of curriculum related manuals and handbooks and information promoting intergenerational relationships.

Rationale

Intergenerational programs have been seen as a way to provide learning experiences for young children that would otherwise be left untapped given the lack of opportunity for children in preschool settings and older adults to come together. This has been viewed as particularly valuable given the recent demographic shift in the proportion of elderly people within our society and the segregated nature of our work and housing arrangements.

Smith and Newman (1993) point out that some seniors may be required to work beyond age 65 out of economic necessity, and that it may be of mutual benefit to both the young and elderly populations to have these adults trained or re-trained for employment as care givers. This would allow regular early childhood education programs to become intergenerational when staffed by older adults. This intergenerational mix of older adults working with young children has been advocated as a way of creating an atmosphere that

is qualitatively different from that which is provided by younger adults in the same type of setting. It provides children with direct personal experience with older adults and allows children the opportunity to build a trusting relationship with an older person. This type of program has been successfully implemented in an infant day care centre in Memphis, Tennessee, called "Gramma's Day Care Centre" where 52 of the 55 employees were reported to be over the age of 55 (Crites, 1989). Barriers between the generations have also been removed at Jennings Early Childhood Enrichment Centre located within a nursing home. This recently expanded facility now accommodates a Head Start program with spaces for 7 toddlers and 24 preschool children (Zinn, 2002).

Additional benefits resulting from intergenerational programs have also been reported by Newman (1997b), who states that intergenerational programs can address the need that older persons have to pass on wisdom, maintain a significant place in society and to nurture and enhance the growth and learning of children. In turn, Newman reports that children and youth benefit from being exposed to a special role model, who can support and encourage the child's efforts to learn and develop competence. Similar benefits have also been reported by Cuevas (2000), in this study teachers are said to have observed both subtle and dramatic changes in high school students' attitudes towards learning following intergenerational programs. In an intergenerational program set up in a rural community, benefits have also been reported not only by the seniors and volunteers but also by the families of the seniors, who stated that participation in the intergenerational program was invaluable in combating the isolation that the seniors faced (Bullock & Osborne, 1999).

Geographic and other perceived barriers that have been created in modern society between different age groups can also be broken down through intergenerational programming when children are able to gain experience interacting with seniors within a variety of developmentally appropriate situations (McCrea & Smith, 1997; Seefeldt, Warman, Jantz & Galper, 1990). According to McCrea and Smith, if young children and their grandparents are separated geographically they may experience satisfaction from additional intergenerational contact within programs offered through local childcare centres. As described by Ventura-Merkel, Liederman, and Ossosky (1989) exemplary intergenerational programs are able to meet the needs of vulnerable or disadvantaged populations, rebuild helping relationships similar to extended family systems, and provide mutual support.

In a report on intergenerational programs linking participants from community groups with students from schools in the Vancouver district, Douglas (1997) states that elderly participants benefit from social and emotional support, mental and sensory stimulation, and physical recreation. As well, the students reportedly received more individual attention and learned about aging. Researchers evaluating intergenerational programs have also reported that the elderly experience a renewed sense of pride when mentoring youngsters (Camp et al., 1997).

Seniors volunteering in early childhood settings can also enhance the quality of childcare environments by providing one-on-one enrichment during such activities as reading. In early childhood settings, reading has been cited as one indicator of a quality literacy environment and has been associated with overall quality ratings in early childhood programs (Dunn, Beach & Kontos, 1994; Soundy, 1997). During joint

caregiver-child book reading experiences, Bus (2001), points out that by creating a positive social context during shared reading, children's interests in books can be enhanced, thus contributing to the child's comfort and familiarity with print conventions and comprehension of text. Often however, childcare providers are faced with a myriad of other duties that may compete with their attention and interfere with their ability to provide the opportunity for shared reading. The use of senior volunteer readers is one way to enhance the literacy environment within early childhood settings and provide young children with support during critical periods in their literacy development. Such intergenerational reading programs fall within the category of an "Older School Volunteer Program". As described in this typology by Ventura-Merkel et al., (1989),

many school systems have volunteer programs, and many have learned to utilize older volunteers as a resource. The skills and interests of the older adults are matched with the needs of the school/teachers. Some of the many basic ways older school volunteers help in schools are: tutoring, enrichment activities, classroom teaching aides, librarian assistants, teaching about aging and the aging process, and living/oral historians. (p. 178)

Although this description refers to seniors volunteering with children in school systems, less structured opportunities exist where seniors can support young children's language and literacy development within early childhood settings, such as assisting with book reading, storytelling, drawing and writing activities.

Several agencies, (BC Council for the Family, 1997b; Illinois Intergenerational Initiative, 1996, 1997; U. S. Department of Education, 1997) have encouraged other groups to develop intergenerational programs. As intergenerational programs increase,

Aday, Sims, McDuffie and Evans (1996) point out that comprehensive evaluations will be essential to their future growth and success. However, even within similar types of intergenerational programs significant differences are found in the goals, objectives, and funding of these programs (McCrea & Smith, 1997). This makes comparisons between programs and between program outcomes difficult. It also requires careful scrutiny of program evaluations to ensure that fair assessment and comparisons are being made. It has been suggested that many intergenerational programs to date have not been adequately evaluated and researched (Kuehne & Collins 1997). Kuehne and Collins point out that even when programs are evaluated, the evaluation measures used (e.g., children's attitudes towards the elderly) may limit our understanding of the total benefits of the program or potential benefits that lie beyond the scope of the instrumentation or research questions.

It appears that many gaps exist in our current understanding of the impact of intergenerational programs. For example, Ward (1997b;1999) points out that while a significant body of research has been collected on the effect of intergenerational contact on children, less research has been undertaken to evaluate the impact of intergenerational programs from the seniors' perspective. Ward also states that there is a need to compare the effects of intergenerational programs where the only difference between the two program types is the age of the volunteers working with the children. Much of the research on this topic to date has also been conducted using standardized measurement techniques that have provided quantitative measures and there is a need for more in-depth research using qualitative techniques (Ellis, Small-McGinley, & Hart, 1998; Ward, 1997b; 1999). As pointed out by Winston (2001), thorough assessment of

intergenerational programs is essential to further substantiate the benefits of such programming and to provide a strong rationale for continued funding. She points out that, “at minimum, we need reliable information on (1) the characteristics of participants and nonparticipants; (2) the strengths and limitations of various approaches; and (3) the health status, behaviours and perceptions of participants before, during, and after taking part in a specific program” (p.116).

Purpose of the Study

The following study is exploratory in nature and sets out to investigate the qualities and patterns that exist in the interactions between children and two groups of volunteer reading partners: (a) non-related parent volunteers, and (b) non-related senior volunteers.

As defined by Borg and Gall (1996), exploratory studies do not work from a hypothesis but set out to try and gain a deeper understanding of the phenomenon under study. As stated by Borg and Gall, “exploratory research tends to study many variables and their relationships in order to further understanding of the phenomenon” (p. 32). This study will not set out to confirm a prediction or preliminary theory but rather will seek further understanding of the interactions that occur between non-related parent volunteers and children during shared reading and the nature of the interactions that occur between non-related senior volunteers and children under similar conditions.

The study will endeavour to provide new insights into the nature of intergenerational behaviours during shared reading. This will be different from research on family literacy (e.g., Amstutz, 2000; Edwards, 1991; Hewison, 1988; Lancy & Nattiv, 1992; Neuman & Gallagher, 1994; Tizard, Schofield & Hewison, 1982; Toomey, 1993)

where the focus has been typically on parent involvement in shared reading and subsequent gains in school performance. The study will also depart from research on tutoring experiences that has focused on students' cognitive outcomes following the intervention of trained parents and other volunteers (some of whom are retired persons) in school reading programs (Wasik, 1998). The study also differs from intergenerational research to date that has compared the interaction patterns of older adults during activity-based intergenerational programs, but has not specifically set out to examine interactions during shared reading (Kuehne, 1990; 1992). The study is also different from other intergenerational evaluations of senior volunteers working in childcare programs (i.e., ongoing informal observations) that have been conducted to evaluate recruiting and training techniques (McCrea & Smith, 1997).

The comparisons made in the following study between groups of volunteers, attempts to document and analyze authentic interactions. This type of comparative research differs from studies examining interactions between children and older and younger child care staff who have received specific training related to the care and education of young children (Newman, Engel, & Ward, 1994). Without the effect of training in techniques such as reading strategies and book presentation, it is expected that the readers will interact with the children in a natural way that would be typical of their existing skills. This will allow further insight into the qualities that these senior and parent readers bring to the reading experience devoid of a trainer effect where they have replicated techniques in which they have been instructed. In addition, because many

intergenerational programs in Canada have not been formally researched, this study is also unique in that it examines a Canadian intergenerational program.³

Drawing upon the definition of intergenerational programs provided by Peacock and Talley (1984), the reading program studied created a planned intentional interaction involving different age groups. This was done within the context of a meaningful activity (i.e., shared reading) that was selected to promote close communication and the opportunity for queries and responses. For the purposes of this study, shared reading is defined as a shared book experience involving dyads of either senior volunteer readers and young children aged 5 or 6 years or parent volunteer readers and young children exploring the text and pictures of storybooks. The books used by the volunteer readers and children were not restricted to big book formats often associated with the shared book experiences described by Holdaway (1979), where kindergarten and primary classroom teachers or volunteers read with an entire group of children. The books selected for the study included both big and smaller formats allowing the children to select from a wider variety of books and explore many topics of interest (see Appendix J for a list of books). Many of the characteristics of a shared reading experience typically found in kindergarten or primary classrooms where teachers use larger format books to provide children with the opportunity to predict words, study pictures, ask questions, and share insights were present within the reading experience of the present study. Although researchers have disagreed on the significance of the contribution that shared reading has in young children's emergent literacy development (Bus, Ijzendoorn, & Pellegrini, 1995; Scarborough & Dobrich, 1994) and the precise qualities that the joint book reading brings

³Many Canadian intergenerational programs have been evaluated informally to determine if they have met program goals but have not been the focus of formal research projects.

to the development of children's literacy (Beck & McKeown, 2001) this type of shared reading experience is nonetheless seen as appropriate in intergenerational programs. Its value lies in the development of early literacy skills and in its potential to provide a context for meaningful exchanges and interactions during a mutually enjoyable and intimate activity.

Research Questions

This study investigates the following questions:

1. What is the nature of the interactions that occur between young children and non-related parent volunteers during a shared reading experience?
2. What is the nature of the interactions that occur between young children and non-related senior volunteers during a shared reading experience?
3. How do the interactions between these two groups of volunteer readers and young children compare with each other?
4. How do the interactions that occur in a shared reading experience between young children and volunteer readers compare with our current understanding of theoretical constructs of reading?

Chapter Summary

Because of demographic changes that have occurred within the make up of families in North America, an increase has occurred in intergenerational programming designed to re-establish contact that has been lost between generations and to assist disadvantaged individuals who may be isolated or in need of support. Intergenerational programs have been seen as a way to provide learning opportunities for younger children and to create opportunities for the elderly to pass on wisdom and maintain a significant

place in society. With the increase of intergenerational programs, the need for evaluation has been identified in several areas most notably to determine the effect that intergenerational programs have on senior volunteers and to note the differences across volunteers of different ages. The following exploratory study sets out to research the qualities and patterns that exist in the interactions between children and two groups of volunteer readers participating in an intergenerational shared reading program. For the purposes of the study, the term intergenerational program is defined as a planned intentional interaction between different age groups. This study differs most notably from past studies that have researched interactions between senior volunteers and children but have not done so using a comparison group of younger volunteers interacting under similar conditions. The study is also unique in that it has attempted to observe authentic interactions that have taken place after a minimal orientation and no volunteer training so that the interactions that were observed were as natural as could be expected under the circumstances.

Chapter 2

Literature Review

In the following chapter, literature will be reviewed on children's attitudes towards the elderly, intergenerational programs, family literacy and shared reading. This will be followed by a review of theoretical constructs used to explain the dialogic aspects of shared reading.

Children's Attitudes towards the Elderly

As pointed out by Spodek and Saracho (1996), culture can be defined as reflecting our lifestyle within the community. Cultural artefacts in our society include geography, history, religion, folk medicine, diet, art, music, dance and socialization. These artefacts "provide members of a particular group with experiences that help them to develop cultural concepts of their group, to learn how to use them and to make objects like them" (p. 2). Spodek (1991) also points out that the content of all education is culturally defined through our ideas of truth, virtue and beauty. Our curriculum only changes with corresponding changes to our understanding and with social demands.

Children may be inclined to absorb our culture's negativity about older persons and exhibit a fear of aging given reduced contact between generations (Newman, 1997b) in combination with stereotypical images of younger adults found in toys, media and literature. For example, toy action figures are depicted as young and vital. Our television and movie images are filled with youthful, flawless actors, and images in magazine advertisements predominantly favour youth, beauty and strength. Conversely, images of older persons as frail and dim witted still exist in children's stories, nursery rhymes and finger plays. For example, this image is found in the story of the gingerbread boy who ran

away from the old man and the old women, in the song “I know an old lady that swallowed a fly”, and in numerous picture books and stories where witches are illustrated as scary old women. There are many exceptions to this where the elderly are portrayed more realistically. For example, in picture books such as *Watch out for chicken feet in your soup* by Tomie De Paola (1974), *Something from nothing*, by Pheobe Gilman (1993), or *A busy day for a good grandmother* by Margaret Mahy (1993), the elderly are portrayed in a variety of roles. In a study of award winning picture books, Dellmann-Jenkins (1997) found that books written between 1984 and 1995 portrayed elderly adults more positively than did award winning books written and illustrated twenty years earlier. Recent award winning books were found to be more sensitive to depicting the elderly in a variety of roles with a wider range of attributes. The researchers also pointed out however, that the award winning books that were analyzed only represent a small percentage of all picture books.

Some researchers have described young children’s curiosity and blunt questions about the elderly as indicative of a lack of intergenerational contact (Kupetz, 1993; 1994). Using drawings of a man at age 20, 40, 60 and 80 to assess children’s knowledge of and attitudes towards the elderly, Seefeldt, Jantz, Galper and Serock (1977) reported that 165 of the 180 children aged 3 to 11 were able to correctly identify the picture of the oldest man. Of the 15 children who were unable to do this, 12 children were in the 3 to 5 year old group and 3 were in the 6 to 11 year old group. When identifying the oldest man, younger children based their choice on descriptors such as “nice”, “bad”, “sad” or “mean”. Children in the older group tended to explain their choice based on physical characteristics, such as having the most wrinkles, or having less

hair. The children in this study also labelled the elderly stereotypically as being tired, ugly, and sick and expressed fears about getting old.

Newman, Faux and Larimer (1997) assessed the attitudes and emotional responses of students in fourth and fifth grade toward the elderly before and after several months of weekly visits from elderly classroom volunteers. This was done in an attempt to instill a more realistic understanding of the elderly and the aging process. They reported that the children participating in the study had developed more realistic perceptions of the aging process and that the intergenerational program enhanced the students' positive perceptions of aging. They also found that the typical child in the study tended to have positive perceptions of older people but continued to hold negative feelings about his or her own aging, despite the increased contact. These researchers point out that even though students may identify physical changes due to aging, this does not mean that they hold negative perceptions of those physical changes; rather the students may be making an effort to understand these processes in relation to their own values.

Using a curriculum based program to promote positive attitudes about the elderly, McGuire (1993) found that preschoolers who participated in the three-week program held significantly more positive attitudes about the elderly than the preschoolers who did not participate. The curriculum in McGuire's study was based on the following goals:

1. To provide accurate information about the elderly so that children can form positive, realistic concepts and attitudes toward older persons,
2. To enable children to assess their perceptions of the aging process and see how it affects them, and

3. To expose children to an unbiased look at the attributes, behaviours, and characteristics of the elderly in a variety of roles to discourage formation of stereotypical attitudes (p.5)

The curriculum to which the children were exposed was based on positive aspects of aging and included the following six concepts:

1. Aging is a natural and lifelong process of growing and developing,
2. Older people and younger people are similar in many ways,
3. Older people are valuable and contributing members of society,
4. Old and young people can enjoy each other and learn from each other,
5. People need to plan for becoming old, and
6. People have much control over the older person that they become. (p.5)

McGuire found that, after learning about aging using curriculum based on the above concepts, the children selected more positive descriptors of older people than did the control group in a post-test assessment.

In a recent study assessing the delivery of an intergenerational service learning course at Southeastern Oklahoma State University, senior adults studied gerontology and the delivery of community services to the elderly along side younger students (Knapp & Stubblefield, 2000). In this intergenerational course, "Learning Partner Groups" were established to complete a service delivery project within the community. The Learning Partners Groups consisted of two to three typically aged students and at least one senior adult student. This structure was utilized with the goal of providing the younger students the opportunity to learn about community service delivery while working with senior adults who modelled successful aging. In a pre-test and post-test assessment it was found

that the experimental group yielded significantly higher knowledge scores of the aging process compared with students who had no additional exposure to gerontology or senior adult students. When comparing the younger and older students within the intergenerational service learning course, it was also found that the knowledge gains that the younger students made were more statistically significant than those of the senior adults. Overall, it was found that the net bias held on the part of both groups of students decreased in the post test condition and that more realistic views of aging had developed.

In addition to enhancing the understanding that first grade children have of seniors, a better understanding and appreciation of the effort it takes to raise a child in our information age was also reported by senior participants following an intergenerational pen pal and visiting program (Kiernan & Mosher-Ashley, 2002). The program, established in 1991, matched seniors with children in a grade one class. Each pair exchanged letters and visits throughout the school year. Children who have participated in the program in past years visit their senior pen pals in an annual reunion. The success of the program is attributed in part to the successful combination of increasing intergenerational contact and providing participants with meaningful opportunities to express their feelings through writing.

In a longitudinal study of an intergenerational program designed to bring young and old closer together, Aday et al. (1996) found that the grade four children who participated in the program had significantly more positive attitudes towards the elderly than the children in the control group. In a 1-year and 5-year follow up, the researchers found that these differences between the attitudes held by the participants and the attitudes held by the children in the control group had been maintained over time. In

addition, the children who participated in the program also had developed positive attitudes toward their own aging and expressed positive sentiment about the impact of the program on their lives. As reported by Aday et al. the students made the following statements:

“I learned that everyone on this earth is equal, no matter what their age.” “I’m not so afraid of older people.” “It has changed my outlook on older people to a more positive one.” “I’m not as scared of growing old as I used to be.” “I’m more apt to smile and speak to older people.” “It’s given me a greater respect and greater love for older people.” “I understand the older generation better.” (p.150).

Intergenerational Programs

A program typology developed by Ventura-Merkel, Liederman and Ossosky (1989) identifies nine types of intergenerational programs:

1. Childcare Centres Staffed by Older Workers and Volunteers,
2. Childcare Facilities in Long Term Care Facilities,
3. Adult Day Care and Child Day Care Offered in the Same Facility,
4. Trained Older Workers as Family Day Care Providers,
5. Latchkey Projects,
6. Senior Volunteers in School Programs,
7. Child Welfare Programs,
8. Life Enrichment Programs, and
9. Service Programs to Frail and Homebound Elderly.

Using the above typology, the intergenerational shared reading program in the proposed study falls most closely within the category of “Senior Volunteers in School Programs”. As described in this typology by Ventura-Merkel et al.,

Many school systems have volunteer programs, and many have learned to utilize older volunteers as a resource. The skills and interests of the older adults are matched with the needs of the school/teachers. Some of the many basic ways older school volunteers help in schools are: tutoring, enrichment activities, classroom teaching aides, librarian assistants, teaching about aging and the aging process, and living/oral historians. (p. 178)

Within early childhood settings, the use of senior volunteer readers may be one way to enhance the literacy quality of the childcare environments. Taking time to read with the children has been cited as one indicator of quality literacy environments in early childhood programs and has been associated with overall quality ratings in early childhood programs (Dunn, Beach & Kontos, 1994; Soundy, 1997). Given the many duties that childcare providers are faced with, volunteer readers may be necessary to help ensure that the children’s literacy needs are being adequately met.

A variety of collaborative projects have taken place between the elderly and students in various schools in Illinois school districts. These intergenerational programs fall largely into the category of life enrichment for both the seniors and the students involved. The activities described are as follows:

1. Students teaching computer skills to seniors from a nearby senior centre,
2. A pen pal program where seniors tutor first grade students,

3. Family history projects where seniors help students explore their family connections in the community, and
4. Students learning about war by listening to descriptions of the personal history of veterans (Illinois Intergenerational Initiative, 1997).

Similar Canadian intergenerational programs have been organized by the Vancouver School Board (Douglas, 1997). Partnerships have been formed between schools in the Vancouver School District and different organizations such as seniors centres, continuing care homes, adult day care centres, and extended care hospitals. Members of these organizations have been involved in the following activities with local Vancouver elementary and high school students:

1. Writing and reading groups,
2. Intergenerational choir,
3. Sing along,
4. Seniors story telling and presentation,
5. Christmas tea parties,
6. High school accounting students helping seniors with their income tax returns,
7. Games,
8. Drama projects, and
9. Interviews with elderly residents.

Programs designed for therapeutic reasons have also been introduced between generations. For example, Camp et al., (1997) describe a study where older adults with dementia were trained to teach Montessori lessons to typically developing young children. The outcome of this program as described by Camp et al., showed that the

concrete task associated with the Montessori lessons provided a meaningful experience for both generations participating. The authors reported that the number of lessons successfully taught increased over the course of the study and concluded that despite their cognitive limitations these older adults could still serve as mentors to the young children in the program.

Proximity between childcare centres and seniors' residences or between schools and care facilities has also created long term intergenerational associations that may not otherwise have occurred if the two groups were located further apart. For example, Dallman and Power (1997) describe a successful program called, "Forever Friends" that has been in operation for the past 11 years. In the Forever Friends program, grade one and two students are introduced to seniors in a nearby retirement complex. The program involves intergenerational participation in monthly activities and in special events such as field trips and holiday celebrations. In another program, an elementary school principal was described as viewing the nursing home next door as a "learning resource centre". He formally acknowledged the partnership between the nursing home and the school by cutting a hole in the adjoining fence between the buildings to encourage mobility between the two settings (Illinois Intergenerational Initiative, 1997).

Further examples exist of intergenerational programs that have taken advantage of proximity by offering hands on daily activities between seniors and children within the same building. This is the case at Jennings Centre for Older Adults in Garfield Heights, Ohio where a Head Start program for 7 toddlers and 24 preschoolers is housed within a nursing home (Zinn, 2002). Initially organizers faced the challenge of maintaining the adult to child ratios required for toddler and preschool children while visiting the seniors.

The teaching and nursing staff were also challenged by the issue of delegation and role responsibility, and were uncertain of their roles and duties during the intergenerational activities. This latter challenge was addressed by clearly delegating responsibilities among the various members of the intergenerational organizers.

As pointed out by Kuehne and Kaplan (2001), although shared sites exist where populations of seniors and children and youth are integrated there exists a wide variation in the nature of the interactions that occur. To thoroughly evaluate these programs other factors should be taken into consideration when assessing their effectiveness and the impact that they have on participants. According to Kuehne and Kaplan, consideration should be given to “philosophy, participant and staff involvement, and the nature and extent of the intergenerational engagement that takes place within them” (p.4). In addition to these key variables Kuehne and Kaplan suggest that consideration should also be given to the extent to which the program supports the development of an “intergenerational perspective” derived from such things as two way communication and institutional policies that support ongoing intergenerational initiatives.

In a survey of work related childcare in Canada, Mayfield (1990) describes several Canadian work related childcare programs that include intergenerational activities. The Northwood Child Care Centre in Halifax is one example of a Canadian based intergenerational program that takes advantage of the proximity between the childcare centre and seniors’ apartment complex. This is done in an effort to enhance intergenerational relationships and take advantage of the individual attention that the seniors are able to provide for the children. The intergenerational program at the

Northwood Child Care Centre includes a range of activities that the children and seniors participate in together. As described by Mayfield,

As part of the intergenerational program, the children have lunch with the seniors on Tuesdays, participate in Motivational Therapy for the seniors once a week, and attend elderobics exercises on Fridays. The children visit the adult care facility regularly as well as participating in special events such as the Christmas concert, barbecues, and delivery of birthday cards. The seniors have also volunteered in the day care centre and one woman comes almost every afternoon.

(p. 68)

Another Canadian example described by Mayfield is that of Riverdale Hospital Day Nursery in Toronto, Ontario where the intergenerational component includes a foster grandparent program where children and seniors meet weekly to participate together in games, songs, and arts and crafts.

Many authors have encouraged others to follow their lead in developing intergenerational programs (Dallman & Power, 1997; Douglas, 1997). Some authors have provided strategies to assist in starting programs (U. S. Department of Education, 1997) or have advocated a wider use of intergenerational activities as a way of breaking down stereotypes and social barriers between the elderly and youth (Kupetz, 1993). Others have outlined the benefits of intergenerational programming (Illinois Intergenerational Initiative, 1996) and both benefits and possible areas of concern (Douglas, 1997). As described by Douglas (n.d.) the possible benefits of intergenerational programs for children include:

Emotional Support: Improved understanding of elders, improved self-esteem, provide unconditional love;

Mental Stimulation: Learning about stages of the life cycle, becoming acquainted with physical limitations of some elderly, learn about illness and death as a natural occurrence;

Physical Recreation: Provide varied experiences, active participation, become aware of the need for all ages to exercise;

Social Roles: Opportunity to serve others, friendship on a continuing basis, role outside the family, develop social skills;

Sensory Stimulation: Touch, listening, visual, auditory, and tactile experiences through art;

Meeting Special Needs: Individual attention, time, learn skills of another generation, develop a positive attitude toward the process of aging, reduce fear of aging. (p.3)

For the older participants, Douglas describes the possible benefits of Intergenerational Programs as:

Emotional Support: Provide something to look forward to, provide unconditional love, provide laughter, provide a sense of newness, lessen loneliness, boredom, depression, improve self-esteem;

Mental Stimulation: Reminiscences, opportunity to share history, opportunity to contribute, to share, learn about children in today's society, openness of children's questions;

Physical Recreation: Ensure activity;

Social Roles: Opportunity to serve others, friendship on a continuing basis, motivation to converse with peers, feel needed;

Sensory Stimulation: Touch, listening, visual, auditory and tactile experiences through art

Meeting Special Needs: Having visitors, become responsive to child at times when level of communication is otherwise low. (p.3)

Douglas also identifies the possible intergenerational program concerns for children as follows:

Safety: Exposure to disease, unwanted physical closeness;

Emotional Well Being: Pressure to behave, may be frightened, loss if death occurs;

Physical Displacement: Risks involved in non-child centred environment;

Transportation: Too far to walk. (p.4)

For elders, Douglas identifies the following possible intergenerational program concerns:

Safety: Exposure to disease, children's activity level may be tiring;

Emotional Well Being: Frustration with children's behaviour, children may ask blunt questions;

Physical Displacement: Disorientation off site, physical handicaps not accommodated;

Transportation: Too far to walk. (p.4)

In a discussion on the potentialities and pitfalls of "Experience Corps" an intergenerational tutoring program that focuses on the creation of a strong presence of senior literacy tutors within an elementary school, Winston (2001) lists several qualities

that contribute to the creation of an independent, self-reliant volunteer force. Some of the features include:

A focus on untapped neighbourhood resources

An emphasis on intensive service

The presence of a critical mass of volunteers with a substantial and visible impact

The cultivation of leadership and initiative among volunteers

The development of a team concept to enhance social support and mutual problem solving. (p. 24)

When discussing the program benefits, Winston quotes senior volunteers as stating that Experience Corps “enhances their lives, structures their days, gives them a reason to get up in the morning, and expands their social contacts and their sense of making a contribution to the future of our society” (p. 45). Winston also warns that in the process of bringing the generations together it is important to emphasize personal relationships and avoid creating a program that is too bureaucratic and institutional. To maximize the potential benefits of literacy tutoring, Winston points out that comprehensive training involving “teaching volunteers new strategies, reviewing established ones, and monitoring tutoring sessions frequently, [and] intervening as needed to model a specific approach” (p. 44) is required.

There has been little research to date on interactions and relationships between participants in intergenerational programs (Kuehne & Collins, 1997). Kuehne (1997) suggests that one of the most compelling reasons for comprehensive evaluation of intergenerational programs may be the ethical responsibility that professionals have to provide the best experiences possible for the people participating in these programs.

In a study comparing the interaction patterns of preschool age children and school children with older adults, Kuehne (1990; 1992) found that preschoolers' interactions with seniors were characterized more often as playful than were the interactions of school age children and older adults. Older adults expressed more negative verbalizations with preschool children than with school age children. Preschoolers were also found to be helped more by older adults and were more likely to be uncooperative and ignore the older adults than were school age children. Conversely, school age children were found to share more with older adults and displayed more helpful behaviours. According to Kuehne, these differences may be explained by differences in the skill level of the preschool group compared with the school age group. Overall more child guidance and limit setting may be required with preschool children compared with school age children who are more socialized. Similarly, the older adults may engage in more helping roles with the preschool children given the younger children's need for more direct assistance.

Several theories have been posited that may provide possible explanations of the interaction patterns of non-related participants within intergenerational programs. Kuehne and Collins (1997) suggest that intergenerational relations may be affected by:

1. Commonly held beliefs or a 'stereotype' of that age group;
2. Barriers to communication (e.g., fear, negative attitudes, handicapping conditions);
3. Differing views of the purposes of the interaction or program; and
4. Differences in the power or control within non-family intergenerational relationships compared with power within family systems (e.g., a more egalitarian

relationship may be found within intergenerational programs than in family systems where adults usually exercise more power over children).

The researchers suggest that observation based methods might prove the most effective method of gathering information that will lead to a greater understanding of how both older and younger persons are communicating and interacting during intergenerational programs (Kuehne & Collins, 1997).

Family Literacy

Environments contributing to emergent literacy and the interpersonal interactions occurring within those environments, such as shared reading, have been associated with familial activities occurring within the family setting. Often these activities take place spontaneously and are passed on indirectly through modeling. In a brochure by Morrow, Paratore and Tracey (1994) family literacy has been defined as follows:

Family literacy encompasses the ways parents, children, and extended family members use literacy at home and in their community. Family literacy occurs naturally during the routines of daily living and helps adults and children 'get things done'. Examples of family literacy might include drawings or writing to share ideas; composing notes or letters to communicate messages; keeping records; making lists; reading and following directions; or sharing stories and ideas through conversation, reading, and writing. Family literacy may be initiated purposefully by a parent, or may occur spontaneously as parents and children go about the business of their daily lives, Family literacy activities may also reflect the ethnic, racial, or cultural heritage of families involved. Family literacy activities may be initiated by outside institutions or agencies. These activities are

often intended to support the acquisition and development of school-like literacy behaviours of parents, children, and families. Family literacy activities initiated by outside agencies may include family storybook reading, completing homework assignments, or writing essays or reports.

Silvern and Silvern (1995) discuss the importance of the home environment to a child's literacy development. They point out that with the sensitive introduction of books and other reading materials, writing materials, and opportunities for listening and talking, children can be helped to develop literacy skills and more importantly a love of books at an early age. This approach to literacy development does not advocate the direct teaching of literacy; rather it states that "we do not have to be taught to walk or talk, so do not teach literacy; it grows naturally through literate interactions" (p. 8). These 'literate interactions' identified by the authors include such things as encouraging and extending the child's communication, reading, and the development of activities, such as labeling of pictures, and word prediction. Importantly, it is suggested by Silvern and Silvern that these activities should not be excessively demanding but should be done in a manner which is sensitive to the child's limits and interests.

The approach described by Silvern and Silvern has grown out of previous research on the home environments of young early readers (Clark, 1976; Durkin, 1964; 1966). Although it has been pointed out that participants in family literacy programs need not be restricted to blood relatives (Mayfield, 1998), much of the research in this area has been devoted to the analysis of literacy events within family environments or within classroom environments. This has been the case in home based studies of family literacy (Taylor, 1983; Teale, 1986), studies of literacy environments in childcare settings (Dunn,

Beach & Kontos, 1994; Goldhaber, Lipson, Sortino & Daniels, 1997; Soundy 1997), and literacy environments for young children requiring extra support (Katims & Pierce, 1995). Literacy based studies have also evaluated the effects of the home environment upon literacy learning within the classroom (e.g., Hannon, 1995; Heath, 1986; Hewison, 1988; Shanahan, Mulhern & Rodriguez-Brown, 1995; Tizard, Scholfield & Hewison, 1982; Toomey, 1993; Widlake & MacLeod, 1985). There has also been considerable early research on the home environments of young early readers (e.g., Clark, 1976; Durkin, 1964, 1966) and writers (e.g., Bissex, 1980), successful readers living in economically impoverished conditions (e.g., Taylor & Dorsey-Gains, 1988), and on children deprived of supportive home literacy environments (e.g., Purcell-Gates, 1995; Purcell-Gates, L'Allier & Smith, 1995).

Family Literacy Programs

Children who have been read to frequently from an early age are more likely to associate reading with positive affect and possess a greater awareness of the physical characteristics of books (Holdaway, 1979; Matthewson, 1994). Cognitively they also display a greater understanding and use of 'decontextualized' language (Purcell-Gates, 1988), that is, words that are taken out of context or isolated from other familiar word structures or associations that aid in comprehension. Purcell-Gates also reports that children who have been read to frequently from an early age are more familiar with formal 'book like' language which aids them in their emerging literacy development.

Parents are often asked by teachers to help in their children's literacy development by reading with them or listening to them read. Vukelich (1984) notes that the most frequently requested form of parent involvement in schools is reading to their

children. This request may be complicated for many parents whose literacy experiences have been limited or for those who feel inhibited or are restricted in any way, for example if they themselves are poor readers. Children who are emergent readers require a supportive non-threatening atmosphere to develop self-confidence and positive attitudes toward reading. In a study on parents' interactions with beginning readers Bergin, Lancy and Draper, (1994) identified parents' correction tactics with beginning readers as being critical in determining the child's attitude toward reading and in their reading ability. Bergin et al. point out that children in the study whose parents suggested correction strategies that were 'decoding-oriented' (e.g., suggesting that the child 'sound it out' or 'pronounce it') demonstrated less fluency and displayed less positive affect during the shared reading sessions. Conversely, the children in the study whose parents helped them by using 'semantic oriented' correction strategies (e.g., simply telling the child the word, or giving them the word and the relevant rule) tended to read more fluently and displayed more positive affect during the sessions observed. Bergin et al. also point out that parents in the study who not only answered their child's questions but also encouraged questions tended to have children who were good readers, while parents who discouraged questions tended to have children who were poor readers.

The rationale for the development of family literacy programs has been based in part on social motivation theory (Wigfield & Asher, 1984). Parents are seen as the child's first teachers who will teach their child for a longer period of time than anyone else. Parents and other family members model the value of literacy by way of their own literacy practices. According to Wigfield and Asher, this modeling of reading, writing and use of oral language will affect the child's understanding of the function and value of

print. They feel that prior to the time that formal education begins, much literacy learning will occur through shared reading, writing and other literacy experiences that take place within the family.

As defined by Morrow et al. (1994), the term family literacy implies that family literacy experiences and programs should be restricted to family members only. However, as pointed out by Mayfield (1998) it is important to know who the target families are and who the potential literacy models for children might be both within and outside the structure of the family. As demographic trends indicate, it is becoming increasingly important to target the child within childcare settings and to look toward non-family volunteers in cases where parents are unable to participate in family literacy experiences or simply to augment these existing home literacy experiences. This was the case in the Winnipeg Bookmates program, where senior citizens brought children to the local library to read with them (Wabigoani, 1986). Using non-related members of the community has also been the case in family literacy programs such as Teens for Literacy (Berger, 1996), and Project ROAR (Reach Out and Read) (Morrow, Tracey & Maxwell, 1995).

Project ROAR, was started by three paediatricians at the Boston City Hospital. They devised a reading program as part of the hospital's primary care clinics. The project now serves 2,500 families in the Boston area. When children come to the clinic, a volunteer grandparent greets them and asks them if they would like to listen to a story. In the process of reading aloud to the children, the senior volunteers' model reading-aloud behaviour and patterns of questions and responses typical to shared reading sessions for the parents. Volunteers also explain to parents that it is important to talk to children about

the books that are being read and are shown how to involve children in storytelling and reading processes. Following the child's medical appointment, the paediatrician talks to the parents about the importance of reading aloud to children daily. The children are also given the choice of a book to take home and the parent receives literature on reading aloud to children and other age appropriate literacy activities that they can engage their children in at home.

Shared Reading Experiences

Shared reading is typically defined as a whole group approach to reading using a 'big book' format. In the Literacy Dictionary, Shared Reading is defined as follows:

An early childhood instructional strategy in which the teacher involves a group of young children in the reading of a particular big book in order to help them learn aspects of beginning literacy, as print conventions and the concept of *word*, and develop reading strategies, as in decoding or the use of prediction. (Harris & Hodges, 1995, p. 233)

As described by Morrow (1989), "shared book experiences (Holdaway, 1979) are a whole-group approach that enable children to participate in the reading of a book. They also help children develop listening skills, for children must listen attentively in order to participate (in the shared reading experience)" (p.110). Morrow describes predictable stories as ideal for shared book experiences because they allow the children to participate readily by recalling what will come next. Predictable stories such as *The little red hen* (Izawa, 1968) and traditional nursery rhymes such as "Five Little Ducks" encourage a higher degree of participation because children are able to recall familiar patterns or predict rhyming words. Children are also familiar with what comes next in stories with

refrains or can remember catch phrases that are repeated within the text (e.g., as ‘There were hundreds of cats, thousands of cats, millions and billions and trillions of cats’ in *Millions of cats* by Wanda Ga’g). Stories that are read repeatedly also become predictable and encourage participation on the part of the child. Often these are stories that the child will memorize and she will involve herself in the story by pointing out missing or mispronounced words to the reader.

Theoretic Constructs for Shared Reading

There are several theoretic constructs that describe the characteristics found during a shared reading experience. By focusing on the elements observed during shared reading and comparing these elements to the features described by researchers attempting to model the reading process, comparisons can be made between the theoretical underpinnings of shared reading and the constructs described below. The following theoretical constructs will be discussed as they relate to adult support for young emergent readers:

1. *Reader Stance* (Rosenblatt, 1994),
2. *Reader Response* (Squire, 1994; Many, 1994),
3. *Scaffolding* (Ninio & Bruner, 1978),
4. *Zone of Proximal Development* (Vygotsky, 1986), and
5. *Metacognitive Theory* (Brown, Palinscar & Armbruster, 1994).

As posited by Rosenblatt (1994), the reader’s response will vary depending on the reader’s stance, that is, the perspective that the reader adopts when reading or listening to a text. According to Rosenblatt, the reader approaches the text with a particular purpose in mind that ranges from “efferent” reading in search of information, facts, or content to

“aesthetic” reading, through the reader’s sense of feelings, intuition and emotions. The reader’s response to the text will vary depending on the stance that the reader adopts along this efferent-aesthetic continuum. As pointed out by Many (1994), it may also be a student’s aesthetic stance that may aid her most in text comprehension of efferent material. This points out the importance of providing multiple opportunities for children to read and re-read material and enter into an understanding of the text from various perspectives along the efferent-aesthetic continuum.

The efferent-aesthetic stance has also been a point of departure for a model of meaning negotiation referred to as reader response (Squire, 1994; Many, 1994). The Reader Response Model describes the reader’s negotiation of meaning as a transactional process that is affected by both the reader’s efferent-aesthetic stance, and the rhetorical model used in the text (i.e., narrative or non-narrative). The reader’s ability to negotiate meaning is also affected by his or her prior knowledge, experience, and unique development. Among suggestions for practice, Squire points out that “it takes two to read a book” (p. 644). He states that response must be active and that individuals must talk about their reactions with others. In this model, the reader is no longer viewed in isolation. Furthermore, the dialogic aspects of meaning negotiation are seen as important to the reader’s overall response and comprehension of the text. To promote reader response in early childhood settings, it may be valuable to simulate adult child reading sessions by having frequent opportunities for adult readers to read with the children in a relaxed environment that lends itself to spontaneous queries on the part of the children.

As described in studies on language development (Ninio & Bruner, 1978), many parents seem to have a natural ability to extend their child’s interest in objects and their

speech performance surrounding objects by drawing the child's attention to a particular item. This technique has been referred to as scaffolding, in part because of the parent's support of the child's language development but also because of the notion that it is a temporary and semi-expandable structure that can be extended and importantly, also removed when no longer needed. Bruner (1986) describes the scaffolding process as a "loan of consciousness" from someone who is more able, to one who is less able. Bruner also points out that in his experience, the parent continually "ups the ante" during this transactional process by gradually increasing the complexity of the questions and responses and not accepting responses that are ill phrased or less than what the child is capable of. With respect to shared reading, Bruner describes parent-child book reading routines as a 'transactional process' whereby the child is encouraged to enter into a query-response pattern using rising voice patterns and scaffolding techniques that gradually increase the complexity of the questions and responses. The use of scaffolding may provide the child with a valuable opportunity to attend to specific aspects of the text or meaning within the text that may otherwise have gone unnoticed. By framing important information for the child, the parent is drawing the child's attention to some explicit aspect of the text that she may not have attended to earlier. This aids the child in comprehending the information more thoroughly. In addition, the implicit message that the child receives from the parent is that this aspect of the text is important and valued by the parents. The parent has then supported the child's notion of the function of print and reinforced the value of print, books and learning about literacy.

The theory that parents, non-related adults, or teachers support children's literacy and other development through tutor like behaviours was brought to the attention of

researchers by Soviet psychologist Lev Vygotsky (1986). Vygotsky believed that these behaviours have the effect of controlling the focus of attention and providing children with the opportunity to gain mastery of a particular skill or task. Vygotsky strongly identified with the social context of learning, describing the cognitive mediation of social learning as the Zone of Proximal Development (ZPD). Within Vygotsky's framework, learning is mediated with the help of a skilled adult who possesses an acute awareness of the child's cognitive needs. Learning is then extended through a controlled presentation of tasks that will support the student in developing the necessary associations and enable her to come to her own understanding of the concept or relationship that is being presented. This socially mediated approach to learning is different from the Piagetian assimilation-accommodation model (Piaget, 1977) where cognitive development is theorized as occurring more independently and is motivated by the child's need to make sense of the world around her to maintain internal consistencies. Within the Vygotskian perspective, the child is rarely viewed in isolation. The tutor-like support described in the ZPD theory is most effective in a dyadic relationship where the adult knows the child well enough to understand his or her ways of thinking and making associations.

Metacognitive Theory (Brown et al. 1994) refers to the sense of awareness or knowledge of one's own cognitive processes that are used to monitor, regulate or provide feedback about cognition. Essentially, this involves reflecting on one's own thought processes. Often, when these thought processes have become automatic it is difficult for older children and adults to understand how the cognition took place; however, when young children are just beginning to make cognitive associations, the linkages and gaps are more obvious, but not always to the learner. For example, when a child miscues

during reading, the role of the parent, adult or teacher can be to provide metacognitive support by modeling or directly teaching metacognitive strategies. These may include helping the child with the beginning sound of the word, reading on, or providing her with the missing word. To use Jerome Bruner's (1986) phrase, this may be considered "a loan of consciousness" that will enable the child to navigate the text more fluently and make the necessary associations and connections. The potential is there to teach children metastrategies through modeling, direct teaching, and scaffolding within parent-child dyads or adult-child dyads during shared reading providing the tutor is aware of such strategies.

Chapter Summary

As background for the present study literature was reviewed in the areas of children's attitudes towards the elderly, intergenerational programs, family literacy and theoretic constructs for shared reading. Intergenerational programs were found to be valuable in developing and maintaining a healthy understanding between the generations and to provide support for families and child care workers who are attempting meet children's needs for one on one attention. By programming in the area of shared reading children's emerging literacy skills may also be enhanced. The present study sets out to compare the interactions observed during shared reading to the theoretical constructs of Reader Stance, Reader Response, Scaffolding, Zone of Proximal Development, and Metacognitive Theory.

Chapter 3

Design and Procedures

In this chapter, the research design of the study will be described. This will include the research methodology used, a description of the intergenerational program that was implemented, the participants involved in the study, the time frame, and the methods used to evaluate the intergenerational interactions.

Research Methodology

To explore the nature of the shared reading experience within the intergenerational shared reading program, grounded theory procedures and analytic techniques were used (Strauss & Corbin, 1990). The philosophical foundations of grounded theory and its procedures have been linked to the study of symbolic interactionism and the writings of John Dewey (1938) and George Herbert Mead (1934) in the fields of education and social psychology respectively (Robrecht, 1995). Within the symbolic interactionist approach, human behaviour is viewed as a complex set of responses embedded in a social and cognitive context; as such, a person's understanding of the meaning within a situation will have an impact on his or her responses to any given event. An example of this is provided in Dewey's discussion of children's play behaviour. Dewey (1938) states that, "control of individual actions is effected by the whole situation in which individuals are involved, in which they share and of which they are cooperative or interacting parts" (p. 53). As stated by Herbert Blumer (1969) in an interpretation of Mead's writings, "human beings act toward things on the basis of the meaning that things have for them" (p. 2). This conceptualization of human behaviour as part of a complex process of meaning making and social interaction has compelled

researchers (Glaser & Strauss, 1967; Schatzman, 1991; Strauss & Corbin, 1990, 1998) to make greater use of field studies and to conduct naturalistic observations. This has been done to take into account more fully the complexities of social phenomenon. This technique of using naturalistic observation is valuable when studying complex human phenomena such as the behaviour of volunteer readers.

As conceived of by Glaser and Strauss (1967) and later Strauss and Corbin, (1990, 1998), grounded theory calls for ongoing analysis during the course of data collection to generate and then test provisional hypotheses and identify categories leading to the generation of theory. This methodology utilizes a combination of both inductive and deductive investigative techniques where provisional hypotheses are freely established inductively from the data and then tested deductively through verification with further theoretical sampling. This departs from traditional approaches where the theory is first conceptualized or generated from a priori assumptions and then tested. The development of grounded theory, therefore, is a dynamic rather than a static process, where theoretical understandings can be grounded directly to the data and constructed as a researcher's understanding of any given behaviour or phenomenon develops or changes.

The analytic procedures used in grounded theory enable the researcher to construct a complex explanatory theory that more closely resembles the reality from which it is derived. The advantages of utilizing a grounded, rather than a purely logico-deductive approach with respect to exploratory studies such as this one, is that the complexity of the phenomenon under study is not reduced to categories based on a priori assumptions or a priori theories. This reduces the likelihood that the researcher misses

subtle features in the analysis by restricting him or herself to pre-established concepts or categories. This is not to say that the researcher enters into a grounded theory study devoid of any understandings or assumptions.

The professional background that a researcher possesses as well as current understandings from the literature can often contribute to the interpretation and analysis of data and an attribute that is termed “theoretical sensitivity”⁴ (Strauss & Corbin, 1990). However, researchers using this method are advised to think creatively by freeing themselves of assumptions and making comparisons and associations beyond those previously established (Strauss & Corbin, 1990). Researchers using grounded theory have been able to note situations that deviate from current understandings and provide a fresh view of the phenomenon under study (Glaser, 1999; Irurita, 1996). This approach acknowledges the importance of noting categories and conditions that constitute exceptions to the current understanding and to regard the complexity of the data as a natural extension of the complexity of reality.

As a cautionary note, several authors (Green, 1998; Miller & Fredericks, 1999; Wells, 1995) have been critical of the use, or misuse, of grounded theory. Wells points out that grounded theory can often be misunderstood given the difficulty of conceptualizing the explanations of social interaction when forming and analyzing categories. Wells also suggests that it may be difficult for readers to wade through the findings and for researchers to take into account the effect that they have on the phenomenon under study. There has also been a tendency on the part of some researchers to adopt grounded theory methodology in a vague or “esoteric” way (Green, 1998,

⁴ Theoretical sensitivity is described later in this chapter (pp.67-68)

p.1064). This has been done, according to Green, in an attempt to veil inappropriately designed studies with the appearance of rigor. Notwithstanding this potential misuse of grounded theory, Green also points out that validity can be achieved when analyzing the data by making note of not only the trends or patterns as they emerge but also the exceptions. An emerging theory can be refined in this way by providing both examples as well as deviations from the patterns.

A more fundamental criticism forwarded by Miller and Fredericks (1999) relates to the explanatory and predictive power of grounded theory. Their argument calls into question the explanatory power of a theory that is grounded in data generated from the phenomenon it sets out to study, versus the predictive power of testing a predetermined hypothesis on a phenomenon that has not previously been observed. This argument considers grounded theory to be sound in as much as it is able to construct a provisional theory, but suggests that it must be followed by experimentation in a more traditional sense to test the theory's ability to predict events under other conditions. This is a similar argument to that of Karl Popper's (1952) thesis that "any method is legitimate if it leads to results capable of being *rationally discussed* [italics added]. What matters is neither methods nor techniques—nothing but a sensitiveness to problems, and a consuming passion for them; or as the Greeks said the gift of wonder" (pp. 130-131). The requirement of being rationally discussed within purely philosophical parameters leads to Popper's thesis of falsification, which suggests that theories should be independently testable and capable of being proven right or wrong and not modified ad hoc. Therefore, if grounded theory were to be evaluated using positivist constructs, as is suggested by Miller and Fredericks (1999), there would be a need to further test any provisional theory

generated and treat it as a hypothesis to be tested in order to prove or disprove its explanatory power. This type of criticism has been levelled not only at grounded theory but other post-modern approaches as well. Researchers (e.g., Altheide & Johnson, 1998; Guba & Lincoln, 1982) suggest that the same criteria of objectivity, validity, and reliability that have traditionally been associated with quantitative research have been used to evaluate qualitative research. Denzin and Lincoln (1994) point out that while positivists and post positivists have adhered to the criteria of objectivity, validity and reliability, postmodernists believe that it is inappropriate to judge qualitative research using such criteria. Denzin and Lincoln suggest that instead of adhering to the traditional criteria used to judge quantitative approaches, qualitative researchers have sought to gain understandings that are holistic, emic and intimate. Returning to the argument of Miller and Fredericks (1999), their suggestion is that grounded theory is best thought of as accommodative in its scope, given the process of tying or grounding the theory so closely to the phenomenon under study. This differs from being predictive in nature and setting out to test an existing theory on a given phenomenon by making a priori assumptions.

This criticism warrants a closer look at the purpose of hypotheses as conceived of by Glaser and Strauss, (1967). In their overview of grounded theory, Glaser and Strauss describe hypotheses as initially only suggesting the relationships among categories. These suggested hypotheses and consequent relationships that are identified should then be tested as much as possible as the research progresses, hence the notion of working both inductively and deductively. As previously noted, this type of simultaneous data collection and analysis allows for the discovery of more novel perspectives, or in the case of an exploratory study such as this one, lends itself better to uncovering provisional

categories and theories. As stated by Glaser and Strauss (1967), when using *grounded theory*:

one is constantly alert to emergent perspectives that will change and help develop his [/her] theory. These perspectives can easily occur even on the final day of study or when the manuscript is reviewed in page proof: so the published word is not the final, but only a pause in the never-ending process of generating theory. When verification is the main aim, publication of the study tends to give readers the impression that this is the last word. (p.40)

Given that the present study is exploratory, and has as its primary aim the identification of provisional categories and theory, grounded theory appears to be the most suitable method to address the research questions identified in Chapter 1 despite the limitations of generalizability discussed later in this chapter.

Intergenerational Shared Reading Program

The format and content of the Intergenerational Shared Reading Program was purposefully left open ended to allow the participants to interact as naturally as possible with the children. This was done to ensure that the interactions that were observed were as natural as possible and not the effect of any volunteer training received prior to the study. This decision was made to ensure that what was being reported in the present study was not the effect of coaching or training. However, to provide some structure to the Intergenerational Shared Reading Program, the program included three components within each of the shared reading sessions:

1. An opening or greeting time where the adult welcomed the child with a greeting and asked them how they were (e.g., ‘Hello Sarah! How are you today?’). This

was included in the program as a transitional activity and a warm up for both the child and the adult prior to the book reading time.

2. In a book reading time, which took place following the greeting the child was asked if he/she would like to choose a book to read aloud or if he/she would like the adult to read (e.g., “What would you like to do today? Would you like me to read to you or would you like to read to me?”). This was then followed up with a query about the child’s choice of book (e.g., “What book would you like me to read?”), and a reading and listening time followed by;
3. Closing comments to the child (e.g., “Goodbye, I’ll see you next week”, “Thank you for reading with me”).

All volunteer readers (i.e., both the parent volunteers and the senior volunteers) were given the same instructions as to the suggested format of the shared reading experience. It was stressed to all volunteers that these were guidelines rather than an exact script and that the suggestions may be useful at the onset of the program but did not have to be strictly adhered to once the volunteers and their reading partners had established a rapport.

The Intergenerational Shared Reading program took place four times per week over a period of five weeks. An orientation at the childcare centre where the study took place was provided to the adults participating in the program. This was done at the start of the shared reading program to familiarize the volunteers with the room that was used for reading, and to introduce them to the children. In addition, the orientation included a verbal description of possible reading options. These included the option of reading books aloud that the children have selected, listening to the children read aloud from

books they have selected, or alternating between having the child read a portion of the book and having the adult read a portion. Free choice of activities or variations within those activities was purposefully built into the program to increase the comfort level of all participants and to allow the adults and children to enter into the reading relationship more naturally and with greater equality. As described earlier, the content of the proposed program was left open ended with the exception of the three components of (a) greeting, (b) choice of reading or listening, and (c) closing comments.

Four senior volunteers and four parent volunteers were selected to participate in the shared reading program with sixteen children age 5 or 6. This number of volunteers was chosen to maximize the number of readers that could be observed within the five-week period of the program for comparative purposes while minimizing the overall impact and program disruption to the childcare centre the children attended. If a greater number of volunteer readers were chosen, it would have been more difficult to focus observations on the interactions throughout the five-week period. It would also be potentially disruptive to the children and staff in the childcare program to have too many adults interacting with the children. The descriptions of the participants and their selection are provided later in this chapter.

Each of the eight volunteer readers was matched with two children with whom they would be reading during their hour session. The adult reader, however, only read with one child at a time. This was done to observe the volunteers with two different children and to provide as many children as possible with the shared reading experience. Each volunteer read with the same two children once per week beginning first with a 30 minute reading session with one child and then switching and reading with the other child

for the remaining 30 minutes of their weekly reading time. As shown below in Table 1 the older volunteers and adults alternated their participation across the week.

Table 1. *Organization of Parent and Senior Readers*

	Monday	Tuesday	Wednesday	Thursday
WEEK 1	Grp 1: Parent Readers	Grp 2: Senior Volunteers	Grp 1: Parent Readers	Grp 2: Senior Volunteers
WEEK 2	Grp 1: Parent Readers	Grp 2: Senior Volunteers	Grp 1: Parent Readers	Grp 2: Senior Volunteers
WEEK 3	Grp 1: Parent Readers	Grp 2: Senior Volunteers	Grp 1: Parent Readers	Grp 2: Senior Volunteers
WEEK 4	Grp 1: Parent Readers	Grp 2: Senior Volunteers	Grp 1: Parent Readers	Grp 2: Senior Volunteers
WEEK 5	Grp 1: Parent Readers	Grp 2: Senior Volunteers	Grp 1: Parent Readers	Grp 2: Senior Volunteers

For the purposes of this study, I chose to involve the volunteer readers only once per week for one hour because I decided this reflected a realistic volunteer reading commitment. In other intergenerational studies, volunteer times vary and have been scheduled for as much as 15 hours per week but remuneration to compensate volunteers for their time and travelling expenses is suggested (Winston, 2001). A shorter volunteer time was used in the present study to minimize the potential drop out rate. The 30 minute session for each of the children participating in the program was chosen because it falls within the approximate length of time that most children age 5 and 6 receive reading instruction. For example, in an observational study of kindergarten children's classroom literacy experiences, observational sessions were scheduled during the 45 minute to 1 hour period of literacy instruction offered in the kindergarten classrooms (Nolen, 2001).

Childcare Facility

The children participating in the intergenerational program were selected from a kindergarten childcare program affiliated with a university. The program serves 25 children ages 4 and 5. The staff consists of a supervisor, three full time teachers and one teacher working part time (5 hours per day). The average age of the staff at the time of the study was 25 years, slightly younger than the average age of parents whose children attend the program. Although the program emphasizes inclusion and an understanding of diversity as it relates to children and families, no structured attempt was made to teach the children about aging or the elderly prior to or during the reading program. When appropriate, as in the case of death in the family or of a pet, materials have been introduced either directly to the child or to the whole group on the topics of death, dying and loss. These materials may include children's books on death and loss, or the introduction of a memory book where the child is encouraged to draw pictures about the person or animal that has died and to dictate stories describing his or her memories and feelings about the loss. The program philosophy is child centred and provides children with a variety of structured and unstructured activities throughout the day as outlined below in the centre's published schedule.

Daily routine

The daily routine at the child care centre is as follows:

8:00-8:30 all children inside for: table toys, puzzles, books, art area

8:30-9:30 all children outside for play in sand box, climbers, and riding bicycles or tricycles (weather permitting)

9:30-10:50 all children inside for free play in the art area, block and

housekeeping room (constructive and dramatic play), library corner, and quiet room (puzzles, games, writing activities)

9:30-10:30 ongoing snack in small groups

9:30-10:00 small group teacher directed activities (grouped with approximately 6-8 children, having a turn once per week) these activities to promote letter identification, printing, number identification, counting, drawing, story dictation, writing workshop, choral reading

11:00-11:45 morning group time (organized into two small groups each with a teacher) for various group activities which may include: theme related stories, poems, finger plays, counting, graphing, sorting, newsletter and whole group reading and writing activities, science experiments

11:45-12:15 all children outside for play

12:15-1:00 lunch

1:00-1:30 constructive play, drawing and book time

1:30-2:30 story time and rest time

2:30-3:00 group projects such as crafts, drawing and tracing, tactile play activities with play dough, water play etc.

3:00-3:30 afternoon circle time, singing, movement activities

3:30-3:45 whole group snack

3:45-4:30 all children outside for play

4:30-5:30 all children inside for quiet activities in the art area, book corner

Typically the children were exposed to reading and listening activities during morning group time using a shared reading approach of either big book or smaller book

formats. These sessions usually began with the teacher reading the title and introducing some feature of the content to the children. Choral reading would take place of repetitive or predictable passages. During reading and listening, the teacher would point out aspects of the content to the children such as a rhyming structure or significant information about the meaning of the text. The children would also be encouraged to ask questions and to discuss experiences related to the meaning of the story. Other reading and listening opportunities took place less formally throughout the day when children would independently look through books, read or re-tell stories to each other or listen to a story being read to them in the library corner or at nap time.

Stratified Random Assignment of Participants

The children participating in the program were divided up by gender and then assigned randomly to either Group 1 or Group 2 conditions, that is, shared reading with either parent volunteers or with senior volunteers. Given my familiarity with the children⁵, stratified random assignment was chosen as a method of selecting partners for the volunteer readers. This was done so that the possibility of children being matched to create particular results, either consciously or unconsciously did not occur. For example, given my knowledge of the children's personalities and family experiences, I may have begun to match the readers and children in dyads that I felt were compatible. Although this may have guaranteed successful interactions, it may not be realistic in most classroom situations where volunteers are expected to work with all the children and are not likely to be matched with a single child. Stratified random assignment helped eliminate this bias and also aided in dividing up the children along gender lines so that as

⁵ Please see *Researcher Observation* discussed later in this chapter (pp. 66-67).

closely as was possible each reader read with both a boy and a girl. To avoid family versus non-family comparisons between the two groups, the adults and children were assigned reading partners with whom they were not related. This was done to compare groups of volunteer readers and children equitably and without evaluating pre-established relationships. Because some of the children in the program may have known the parents within their own centre, parent volunteers were drawn from the population of younger families whose children attended the childcare centre designed for children age 3 and 4. Again this was done to compare groups of volunteer readers and children equitably and without evaluating a pre-established relationship. As discussed in Chapter 1, children aged 5 and 6⁶ were selected for this study because of the flexibility typical of this age group (e.g., independence and interest in new experiences) and their development as emergent readers (Burns, Griffin & Snow, 1999).

Two of the seniors participating in the study were drawn from a nearby housing complex designed for persons who live independently. The other two were drawn from the neighbouring community. The housing complex where two of the seniors reside is affiliated with a local church and the residents of the complex participate actively in many volunteer activities including membership in their own housing society. The seniors residing in this complex were chosen because of their proximity to the childcare centre (e.g., the relative ease of traveling the short distance between the retirement centre and the childcare building) and the active nature of this retirement community.

The remaining two seniors who resided in the neighbourhood close to the childcare centre were both members of a nearby church and were also active volunteers.

⁶ At the time of the study the children enrolled at the centre were at the end of their Kindergarten year and most were about to enter Grade 1

The seniors were selected after consultation with a retired minister at a local church who advised that these people might be interested in volunteering. He had talked to them briefly about the study and the shared reading program before giving their names and phone numbers to me. I then followed up on this information and confirmed their interest in volunteering for the program. This strategy of selecting a contact person who is well known in the community is discussed by Winston (2001), and reported to be an effective way of recruiting volunteers given that many older adult volunteers are more likely to view men as role models given the traditional roles that were typical in past generations.

Participants

Children participants. The children participating in the study were selected for the program based on the following criteria:

1. Enrolment in childcare program
2. Regular attendance
3. Age 5 or 6
4. An equal number of girls and boys
5. Signed parental consent form to participate in the study (a copy of the form and covering letter used are shown in Appendix A)
6. Signed self consent form (the form signed by the children and the procedure read are shown in Appendix A)

I was unable to achieve my initial target of involving an equal number of boys and girls. Of the children who were willing to participate in the program, there were 9 boys and 7 girls. Therefore, I did not have an equal number of boys and girls to divide among the volunteer readers. To accommodate this slight difference in gender mix, one

of the senior readers read with two boys. This situation did not seem to present any immediate problem in the reading program but did result in less balance when analyzing interactions between the readers and female and male children.

Overall parent interest in the study was high, and despite summer holidays, most parents were willing to allow their children to become part of the reading program and subsequent study. In part, this willingness to participate stemmed from a general feeling of comfort with research endeavours given the centre's on-going association with the university community; also the parents seemed to be pleased with the idea that their child would receive some additional one-on-one reading time over the five-week period.

The inclusion of the child consent (see Appendix A) proved to be a very fruitful way to familiarize the children with the idea of the study, the room, the video camera and the book display. Importantly, it also proved to be a very respectful way to involve the children. I was pleasantly surprised by their interest in what was involved in the study and had the feeling that they were pleased to see what the staff room was like where the reading sessions were to take place. This inclusion of the children in the consent process enhanced my image of children's ability to provide meaningful consent and to participate willingly. It should also be noted that the children's consent was only sought after the parents had already approved their child's participation in the study so that no potential conflict was created between the children and parents.

Parent participants. The parent volunteers participating in the study were selected for the program based on the following criteria:

1. Has a child participating in one of the programs at the childcare centre.
2. Interest in and ability to participate regularly in the program.

3. An equal number of men and women.
4. Signed consent form to participate in the study (a copy of the form and covering letter used are shown in Appendix B).

The four parents who participated in the study stated that they enjoyed the idea of the book reading time and seemed very comfortable with being part of the research project. At the onset it was difficult to recruit the two male volunteer readers and I relied on the supervising teachers in each of the other centres to help provide a list of potential candidates. Once I obtained the list of potential volunteers, I contacted parents by telephone and asked if they would be interested in participating. Given these teachers' knowledge of the parents' availability, this strategy proved very useful. Soon all the parent readers were in place and I was able to proceed.

Senior participants. The senior adults participating in the study were selected based on the following criteria:

1. Of or near retirement age (65 or over).
2. Interest in and ability to participate regularly in the program.
3. Representative of the population of persons that age (e.g., a higher proportion of women than men).
4. Signed consent to participate in the study (a copy of the form and covering letter used is shown in Appendix B).

The senior readers were easier to recruit and had more flexibility in their schedules than the parent volunteers. As previously mentioned, the names of potential volunteers were suggested to me by a retired minister who was very active in the community and I followed up after his initial contact with them. Rather than having a

higher number of women than men, as a representation of the population of seniors, the volunteers who were recruited consisted of two men and two women. This equal number of women and men took place spontaneously during the recruitment process given that all of the potential volunteers who were invited responded positively to the invitation. For the purposes of the study, this equal number of men and women among the senior volunteers proved beneficial in allowing gender comparisons to be made across the readers.

Attrition. Both groups of senior and parent volunteer readers participated throughout the entire study. This allowed complete data collection within the reading program over the five-week period and post program interviews to be completed in the sixth week with all volunteer readers. There was however, some attrition among the children participating in the study. One child dropped out after the first reading session because her family decided to visit relatives over the summer and she could not attend the remainder of the sessions. I chose to replace her with another young girl because it was relatively early in the program and I thought it would not be too disruptive and that it would be better to observe the volunteer reader with more than one child. The child that took her place met the age criteria but was still attending the centre for 3 and 4 year olds and therefore was not familiar with me.⁷ Another child also left the program largely due to her discomfort with the numerous questions that were asked of her by the volunteer reader. This situation seemed to build over the course of three weeks of shared reading and was well documented by her mother's comments in the *Parent Journal* as further discussed in Chapter 4. This child was not replaced in the study and the data

⁷ Please see *Researcher Observations* described at the end of this chapter (pp. 66-67).

collected up until the time that she dropped out was used to examine her reasons for leaving the program. Video data were not collected on the child and volunteer reader and therefore no analysis took place of the adult child interactions for this dyad. The interactions of the volunteer reader and the remaining child were followed through to the end of the program.

Scheduling of Shared Reading Sessions

Adult participants were scheduled for shared reading sessions once per week for 1 hour between 9 and 11am. As shown in Table 2, each adult participating in the study was assigned his or her own hour long block of shared reading time and each child was assigned his or her own half-hour block of shared reading time.

Table 2. *Schedule of Readers and Children*

Monday	Tuesday	Wednesday	Thursday
9-10am Parent Reader 1 (VR1) Child 1. 9-9:30 Child 2. 9:30-10	9-10am Senior Reader 1 (VR3) Child 5. 9-9:30 Child 6. 9:30-10	9-10am Parent Reader 3 (VR5) Child 9. 9-9:30 Child 10. 9:30-10	9-10am Senior Reader 3 (VR7) Child 13. 9-9:30 Child 14. 9:30-10
10-11am Parent Reader 2 (VR2) Child 3. 10-10:30 Child 4. 10:30-11:00	10-11am Senior Reader 2 (VR4) Child 7. 10-10:30 Child 8. 10:30-11:00	10-11am Parent Reader 4 (VR6) Child 11. 10-10:30 Child 12. 10:30-11:00	10-11am Senior Reader 4 (VR8) Child 15. 10-10:30 Child 16. 10:30-11:00

Location. The shared reading sessions took place in the staff room located down the hall from the classroom in the childcare centre. This location was chosen because it allowed participants to engage in reading without the disruptions and the background noise associated with the classroom. The staff room was approximately 12 square metres and was already furnished with a soft couch. This area was enhanced with several multi-

tiered bookshelves that allowed children to choose books readily and to read them in comfort. There was also a round table in the room that was moved to the far wall and used to display some of the books from the Wiggeworks reading series (See booklist Appendix J).

In an attempt to minimize the transition between activities children were given advanced warning of the change (i.e., telling them that it would be their turn for reading time in five minutes) and I escorted them to and from the reading room. Typically the children had little or no difficulty with this transition and most children seemed to come in excited about their reading time. For example, most would immediately get up or move from what they were doing and smile as they walked to the reading area.

Books. The books were drawn from the classroom and public library. The selection was based on library books that the children had in their classroom library in the past that had been popular with the children (i.e., based on their interest in having them read and re-read by the classroom teachers). For the purposes of the study, the books were rotated every week and represented a range of types based on the following criteria:

1. Children's interest (e.g., rhyming books, pattern books, traditional fairy tales, nursery rhymes, picture books, and books containing factual material).
2. Appropriate level of comprehension, as judged by the books that are typically borrowed from the public library for children of this age (e.g., this included factual books such as *See how they grow: Rabbit* that include information written at an age appropriate level).
3. Appropriate reading level for children choosing to read aloud. This included a selection from the Scholastic *Wiggeworks Series A, B and C* (Wiggeworks

Series A contains books that are highly predictable and include repetitive phrases intended for emergent readers such as the children in the proposed study). Books from *Wiggleworks Series B and C* were also included because there were children within the program who were able to read from the Series B and C books as well. Other repetitive pattern books were also used. For example, books that had predictable refrains and/or rhyming patterns such as *The Little Red Hen* (Izawa, 1968), and *Are You My Mother?* (Eastman, 1960).

4. Topics related to children's experiences, interests or classroom theme studies. These were determined by consulting with the childcare teachers and asking about the current themes that were being presented in the classroom and any other interests that the children may have had.⁸

Other adults. To minimize disruption and to maintain a quiet environment only the researcher, the volunteer reader and the child were present in the staff room during the shared reading time. The only exception to this was the inclusion of the four-month-old daughter of one of the female parent volunteers who attended with her mom. Given the mother's ability and comfort at nursing her daughter while reading or listening, coupled with the infant's pattern of sleeping following nursing at that time of day, this proved to be a lovely addition to the shared reading time and did not appear disruptive to the children. It also provided some insight into the responsibilities and challenges that parent volunteers face.

⁸ For a complete list of the books that were used throughout the reading program please see Appendix I.

Data Collection

Data collection will be described in the following section. This will include an overview of the types of data that were collected throughout the study and how these data were collected.

Pilot Study

The shared reading and data collection methods were piloted the week prior to the start of the shared reading program. This was done using a volunteer reader who worked in an administrative capacity at the centre and a child aged 6 who was not able to participate in the main reading study. The pilot session proved useful in orienting the video camera to frame the reader and child and checking the audio capacity of the video equipment. It was determined following the pilot session that an external microphone would be beneficial to enhance the audio quality and ensure that the children's voices could be heard clearly. This was done by placing an external microphone on the adjoining counter amongst articles on the counter top to hide it from view.

The pilot session also proved useful in helping me orient myself as unobtrusively as possible beyond the camera range and away from the book and reading area. The small size of the staff room made it impossible to be more than two meters away from the volunteer reader and the child, but by situating myself in the farthest corner of the room I felt less obtrusive during observations. The observation method was also piloted at this time, and I found that I could effectively take notes including book selection, examples of questions and dialogue and the reading strategies that were being used.

Pre-Program Data Collection

Several types of data were collected prior to the start of the study to provide background information that was used to select the participants. These are outlined below.

Participant background survey-children. Information from each parent was gathered on his or her child's background and the family's intergenerational relationships. This information was used to screen participants and to select children with similar backgrounds. This was done to ensure that participants could be equitably compared (i.e., if potential participants had extensive contact with grandparents or great-grandparents or lived together in an extended family, they were not included in the study). In this way, children who may have had more extensive experience with seniors were not compared with other children who did not. An example of the participant background survey is shown in Appendix C.

Participant background survey-parent volunteers. Information from the parent volunteers participating in the study was gathered to provide background information on age, family relationships, educational background and the experience that the parent volunteers had reading with young children. This information was used to screen potential participants and to select participants with similar educational backgrounds so that fair comparisons could be made across adult and senior volunteer readers. Parents with an educational background that included courses on reading methods or early childhood training were not selected for the study. This was done to avoid comparisons between adult volunteer readers who have additional education and/or training that may

have shaped their interactions during the reading sessions. A copy of this background survey is shown in Appendix D.

Participant background survey-senior volunteers. Information from the seniors was also gathered to provide background information on age, family relationships, and the education or experience that the senior volunteers have reading with young children. Seniors with an educational background that included courses on reading methods or early childhood training were not selected for the study so that fair comparisons could be made across adult and senior volunteer readers who have similar educational backgrounds. A copy of this background survey is shown in Appendix E.

Program Data Collection

Three types of data were collected during the shared reading program. Each of these three will be described in the following section.

Video taped shared reading sessions. A Panasonic Omnimovie video camera, model number PV-950-K was set up in the staff room throughout all five weeks of the shared reading program to accustom participants to its presence. Despite the ongoing presence of the camera, each volunteer's weekly hour block of shared reading time was only recorded on one randomly selected occasion chosen during the last three weeks of the program. This provided 1 hour of video data on each of the 8 adult volunteers. Video data were collected to provide a sample selection that was transcribed to corroborate observations taken by the researcher during the shared reading sessions. This was done to provide another method of gathering information and to contribute to a broader understanding of the phenomenon (Denzin, 1988). As reported by all of the volunteer readers, the participants had no knowledge of which session was video recorded. This

was the result of having covered the red light that becomes illuminated during recording with stickers to mask its visibility, as well as the camera's lack of perceivable recording noise. The video transcriptions that were generated from the recorded sessions became a valuable source of verbatim examples of questions and comments made by the volunteer readers and children. The video recordings were used to capture many nuances such as body language and shared focus that were not well documented by the researcher during observations. To ensure that the video recordings were representative, the video observations did not take place during the first two weeks of the study until the adults and children had become accustomed to each other and the shared reading routine. As discussed in Chapter 4, the video transcriptions were later compared with the observation records and found to be typical of the interactions that had been noted in other sessions and also consistent with the observations that were taken during the recorded session. This comparison helped to check on the reliability of the video and research observations.

Researcher observations. During the shared reading sessions “running accounts” (Bergen, 1997) were collected in the room by the researcher. This technique involved continuous observation of the shared reading time to compile anecdotal notes of behaviours, the context of the behaviours and some dialogue. This method of open and continuous observation was done as objectively as possible, initially without interpretation at the time of observation. Later the observation became more focused particularly on questions, comments and the strategies used by the volunteers to scaffold readers.⁹ This method of collecting running record accounts using naturalistic observation techniques has been described by Glesne and Peshkin (1992) as “participant observation”

⁹ Please see Open and Axial coding described at the end of this chapter (pp. 72-73).

which “ranges across a continuum from mostly observation to mostly participation” (p.40). According to Alder and Alder (1998), when observing naturally occurring events, participants in the interactions have the “advantage of drawing the observer into the phenomenological complexity of the world where connections, correlations and causes can be witnessed as and how they unfold” (p.81). For the purposes of this study some participation took place during the course of the observation. Interactions took place with the children and volunteer readers during transition times; primarily when escorting the children to and from the room where the reading took place and when volunteer readers came and left at the beginning and end of each session. Given my availability in the room, I was free to answer questions or handle any unexpected situations that occurred, although in practice very little interaction took place between myself and the children or the volunteers, once the children entered the room.

For the purposes of this study, no observation tools (i.e., scoring sheet, or preconceived categories) were utilized. This was done in an attempt to collect information that would lead to an understanding of the interactions and derive categories from the observations rather than from pre-established categories. From these observations, it was hoped that it could be determined what made the interactions distinct.

During the course of observation and subsequent data analysis, I benefited from my prior experience teaching this group of children at the child care centre where the study took place. I was therefore familiar with all but one child and had known some of the children for up to two years. This allowed some degree of what is identified by Strauss and Corbin (1990), as “theoretical sensitivity” derived from professional

experience and practice in the field. Strauss and Corbin (1990) define theoretical sensitivity as “the attribute of having insight, the ability to give meaning to data, the capacity to understand, and the capability to separate the pertinent from that which isn’t” (p.43). While participating in the observation process and subsequent data analysis, I drew upon my experience working with these particular children and thought that I benefited from having insight into their personal qualities and behaviours. I seemed to be able to gauge whether or not their behaviours were typical; for example, if a quiet child was more withdrawn, or if a child was more challenging in that particular situation. Aside from the one child who was not familiar with me, my presence in the room was virtually ignored by the children, probably in part because they were engaged in the reading interaction and in part given their comfort with me. The child who was not familiar with me did glance up at me more often during the reading sessions than the other children who rarely did.

Researcher anecdotal comments. I also recorded anecdotal impressions throughout the research as a way to debrief my experiences and as a way to provide further triangulation of data sources (Denzin, 1988). Following each of the shared reading sessions, an anecdotal record was written. This allowed me to reflect on the session and record impressions about the outcome and interactions. To organize my impressions, each entry was divided into three sections entitled “Background Technical Notes”, “General Comments About My Feelings”, and “Reflections on the Volunteer Reader” (please see Appendix F for an example of *Researcher Anecdotal Comments*). This final section included comments on the interactions between the volunteer reader and the child and noted any patterns that were present in that day’s session. The journal entries proved

very useful during Axial Coding when identifying intervening conditions that may have affected the action/interaction strategies. As discussed further in Chapter 4, the entries were also useful in providing a record of my feelings towards the participants and in my role as researcher.

Parent journals. To gain additional insight into the child's perspective and to provide another data source that would assist in understanding the interactions allowing triangulation (Denzin, 1988), parent journals were also used. The parents of the children participating in the program were requested to fill in journal sheets about their child's comments on the shared reading program following each of the sessions. This was done by providing notepaper to parents with a list of the books that the child had read during that day's session. A lined area was available for parents to paraphrase any comments that their child had made about their shared reading experience during their reading day (see Appendix G for a copy of the *Parent Anecdotal Record Sheet*).

Post Program Data Collection

The final phase of data collection included a post-program assessment consisting of participant interviews. Interviews were conducted with each of the adult participants. The interviews took place in the week following the final reading sessions. All the participants were scheduled in from Monday to Friday, some were scheduled in the mornings and some in the afternoons depending on their availability that week. Participants were given the choice of being interviewed in the room where the reading sessions took place or at my home, located nearby. With the exception of one of the participants, all of volunteer readers chose to be interviewed outside the childcare building. The interviews were tape recorded with the participants' consent using an

Optimus cassette recorder (model number CTR-108), so that I was able to participate more actively in the interview without having to write down the responses. The audio recording method also provided a verbatim record of each of the participant's comments that could be analyzed following the interviews.

At the time of the interview, some preliminary coding of the data had taken place. This provided information that could be used to modify the interview questions as part of a theoretical sampling. The interview questions were able to focus on verification of researcher interpretation as well as to determine further the reader's intentions in the use of particular strategies and to determine his or her feelings toward the experience or particular children. This helped to clarify my understanding of the intention of the volunteer readers and elucidate the participants' perspectives (Goodwin & Goodwin, 1996). The post program interviews also provided the volunteer readers with the opportunity to debrief their experience and allowed for program closure from their volunteer tasks. The interviews also gave me a chance to connect with the volunteer readers outside the structure of the reading sessions and to thank them for their participation and contribution to the reading program and study (see Appendix I for an example of the interview questions).

Data Analysis

Data Analysis During Data Collection

One of the unique features of grounded theory is the use of data analysis during data collection. This process is described below beginning with types of theoretical sampling that are used in grounded theory. This is then followed by a description of open coding, axial coding and selective coding.

Theoretical sampling. Theoretical sampling refers to the act of gathering samples in order to further an understanding that may have “theoretical purpose and relevance” to an evolving or emerging theory (Glaser & Strauss, 1967, p. 48). Samples from the data are taken to verify notable patterns such as the presence or absence of particular incidents. The samples are used to confirm initial observations and to focus further observations as the theory is being shaped. According to Strauss and Corbin, (1990), the term “‘proven theoretical relevance’ indicates that concepts are deemed to be significant because they are repeatedly present or notably absent when comparing incident after incident, and are of sufficient importance to be given the status of categories” (p.176). This analytic procedure is different from population sampling and might best be thought of as “conceptual sampling”. The process involves the researcher returning to the data to compare events, or incidents or to focus further data collection by making selective observations or comparisons or to pursue the answers to questions based on previous patterns that are significant. Using comparisons allows the researcher to break down assumptions and look more systematically at other patterns that may be present in the data. According to Strauss and Corbin (1990), “in order to make these comparisons you must draw upon personal knowledge, professional knowledge and the technical literature” (p.84). Within the present study, as previously described in the section on parent volunteers and senior volunteers, theoretical sampling of volunteer readers who differed in age was chosen so that comparisons could be made between the interactions of senior volunteer readers and young children and parent volunteer readers and young children. This type of comparison is similar to what is described as a flip flop technique (Strauss & Corbin, 1990), where, by looking at other possible combinations, in this case

reading partners, one can begin to compare extremes or differences. For the purposes of this study, if only groups of senior volunteer readers were chosen, many qualities in their interactions with young children may be identified but those qualities may not all be unique to their cohort group. Instead, the qualities identified may be similar to interactions that could be associated with other adults under the same conditions. By comparing the two groups under similar conditions, both similarities and differences may be observed.

Open coding. Early data analysis, in the form of open coding (Strauss & Corbin, 1990) was used as a method of conceptualizing early observations and became a basis to further clarify and explore emerging patterns. Data were coded using “constant comparisons” (Glaser & Strauss, 1967) among data segments to search out similarities and differences. The “constant comparison” method, as described by Glaser and Strauss (1967), involves identifying provisional hypotheses and categories that are later verified by noting concurrence as well as exceptions based on what is observed within the data. During this phase of open coding, theoretical sampling in the form of open sampling is used. The design of the present study allowed *constant comparisons* to take place initially on two levels¹⁰. At this time, an awareness of possible biases and assumptions that may have obscured my observations was maintained by asking reflective questions while examining the data collected for patterns (see above section on *researcher anecdotal comments* for a discussion of initial assumptions). Through this process categories were named that “logically represent the data” (Strauss & Corbin, 1990, p. 67). Once initial

¹⁰ As the study unfolded more comparisons were noted and analyzed

assumptions were dismissed because of a lack of evidence from the observations, representative categories were established.

Axial coding. Following open coding and with the addition of information from the video segments, parent journals and interviews, axial coding was done as a way to validate the relationships between events and to uncover any links that were identified in open coding. During this phase of data coding, data were looked at analytically to uncover the context, conditions, action and interaction strategies that are used and the consequences of the phenomenon being coded. This was done to analyze the connections between the categories and to identify antecedent, situational features and the outcome. The provisional hypothesis was tested on the volunteer readers using theoretical sampling in the form of “relational sampling” (Strauss & Corbin, 1990), where the focus is on “uncovering and validating those relationships. You propose statements of relationships, then while in the field determine whether those relationships hold up. You want to uncover further incidents that indicate differences and change in conditions, context, action/interaction, and consequences” (p.185).

The other form of analysis that took place during axial coding was the organization of the coded phenomenon into broad categories associated with trends in each of three areas. Categories were re-combined and collapsed into three broad categories that were seen as representative of the same phenomenon because of their common links to the broader phenomenon once antecedent and situational features were taken into account. During this phase of data collection and analysis, it was necessary to return to the volunteer readers to verify my observations by asking them which strategies

they were conscious of using and to share with them the additional strategies that I observed them using to check if they agreed with my observations of them.

Selective coding. To test the provisional hypothesis that was established within axial coding, I returned to the data and began examining the changes that occurred between each volunteer reader and each of the two children with whom he or she read. During this process, I identified the central phenomenon that best defined the relationships across all the intervening conditions. The other categories then became subsidiary categories to the core phenomenon. Each of the two subsidiary categories was seen as feeding into and influencing the central phenomenon (see Appendix M for an example of Selective Coding). To identify the central or core phenomenon, it was essential to develop a hypothetical statement to describe the relationships among the categories and then to test this statement by continually asking the question “Does the statement hold in a broad sense for each of the persons in the study?” (Strauss & Corbin, 1990, p.129). When this question was posed, many of the individual differences that were identified during open coding became less salient and more of the common features that were unique to each group of readers were examined.

To develop what Strauss and Corbin (1990) refer to as an explanatory framework, the central phenomenon was then analyzed across conditions. To do this I began to note any changes that occurred over the course of a 30-minute reading session that were influenced by the content of the book selected. This helped the analysis retain a dynamic quality by viewing the intervening conditions impacting on the phenomenon more closely and the outcome that followed. To track these changes several diagrams were constructed to model the process and outcome more closely as shown below in

Figures 1 and 2:

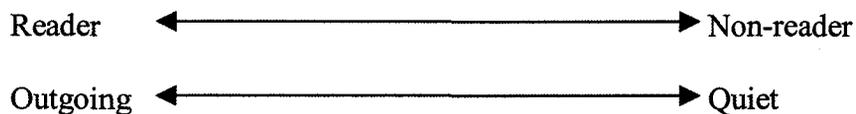


Figure 1: Range of skills and qualities that the child may bring to the shared reading experience.

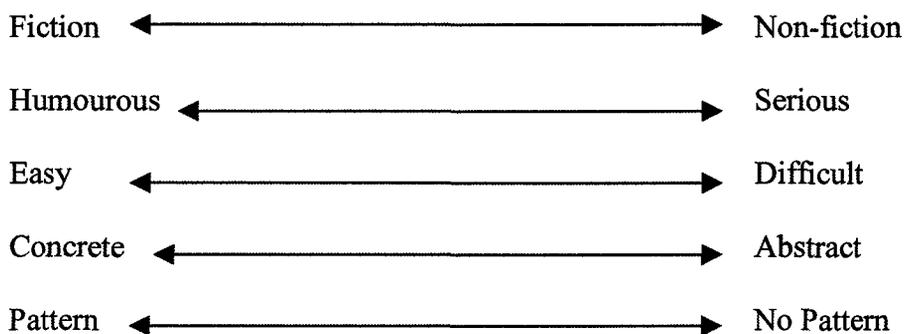


Figure 2. Range and variation in book attributes that may influence the shared reading experience.

According to Strauss and Corbin (1990), relating other categories to the core is done by analytic ordering where “A (conditions) leads to B (phenomenon), which leads to C (context), which leads to D (action/interaction, including strategies), which then leads to E (consequences)” (p.125). During selective coding, an emerging conceptualization of the relationships among conditions, phenomenon, context action/interaction, and consequences was established. Following this, an explanatory framework or analytic story was developed to answer the research questions.

Assumptions of the Study

There are three assumptions within the study that should be pointed out. The first of these is that of validity, that is, that the interview questions accurately measure what

they purport to be measuring. The second assumption is that the interactions captured during the shared reading study are representative or nearly representative of what it would be like for other volunteers under authentic conditions. However, even if interactions were exaggerated given my presence and that of the recording equipment in the room, I assume that the volunteers would choose to exaggerate or accentuate the types of qualities that they think are appropriate or desirable. The third assumption is that the shared reading activity is a meaningful type of intergenerational experience for both the young children and the adults and that it can enhance learning within a childcare setting.

Limitations of the Study

According to Strauss and Corbin (1990), in studies using grounded theory, the final theory that is developed “is limited to those categories, their properties and dimensions and statements of relationships that exist in the actual data collected” (p.112). What is not present in the data, therefore, becomes a limitation of the study. This relates to the generalizability of the findings and subsequent explanatory power of the theory that is developed. Until further replication of the study is conducted under varying conditions with other participants, the findings will be limited to both the conditions and to those participants who are part of the present study. The study is also limited by the accuracy of self-reported data. Participants may not have been forthcoming with their motives and feelings and may not have accurately expressed themselves. As previously mentioned in the section on *Research Methodology* the study is also limited by the presence of the researcher and the effect that the researcher knowingly or unknowingly has on the phenomenon. For example one of the volunteer readers did report wanting to

correctly pronounce the words she was reading, particularly while being observed (further discussed in Chapter 4). This self-awareness on the part of the volunteer illustrates the *researcher effect* within the present study and the possible tension and stilted responses that this may create.

Timeline

As shown in Table 3, the study was approved by the Human Research Ethics Committee (See Appendix N) in mid-May and concluded with the final data collection in July 1999.

Table 3. *Timeline*

Approval of the Human Research Ethics Committee, May 14 th	Recruitment and Pilot Study June 14-27 th	Intergenerational Shared Reading Program June 28 th -July 26 th	Interviews July 25 th -29 th
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Chapter Summary

This exploratory study used grounded theory methodology and ongoing data analysis during the course of data collection. This was done using both inductive and deductive techniques by generating and testing provisional hypotheses and identifying categories. In order to ascertain authentic interactions, the format and content of the intergenerational program was left open ended. Data collection throughout the study took place in four phases: a pilot study, pre-program collection, program collection and a post program collection. During early data analysis, open coding was used as a way to conceptualize observations and establish provisional categories using constant comparisons to search out similarities and differences in interactions between the volunteer readers and children. Following open coding, additional information from the

video segments, parent journals and interviews was used during the axial coding phase to analytically uncover the context, conditions, action and interaction strategies to determine connections between categories and to identify antecedent, situational features and the outcome. Broad categories were then re-combined based on trends within three areas and the antecedent and situational features contributing to the phenomenon observed. To test the provisional hypothesis that was established during axial coding, selective coding was used to examine changes that occurred between each volunteer reader and each of the two children that he or she read with. During this process, a central phenomenon was identified that defined the relationships across intervening conditions and helped to re-establish the other categories as subsidiary categories feeding into the core phenomenon. To develop an explanatory framework, the central phenomenon was then analyzed across conditions associated with the child participating and the books selected during the sessions. To relate the other categories to the core category, analytic ordering was done to determine which conditions and context led to the phenomenon and the action/interaction strategies.

Three assumptions were identified in the present study. Namely, that the interview questions were valid and accurately measured what they reported to measure; that the interaction captured during the shared reading sessions represented or closely represented authentic volunteering conditions; and that the shared reading activity was a meaningful activity for the participants involved.

The present study is limited to the categories, properties and dimensions and statements of relationships that exist in the data collected. It was noted that further replication is required under varying conditions to generalize findings to the broader

population. The study is further limited by the accuracy of self-reported data and the researcher effect upon the participants.

Chapter 4

Results and Discussion

In this chapter the results of the four research questions outlined in Chapter 1 will be discussed. To avoid unnecessary repetition, findings from each of the first three research questions will be combined and presented within the context of the phenomenon observed. The chapter will begin with a general discussion of the background information on the participants based on the participant surveys and researcher anecdotal comments.

Participant Background Survey Results

Participant survey results-children. The intergenerational contact of the children participating in the study could be divided into two groups: those with rare or infrequent contact with grandparents and those who had weekly or biweekly contact. Of the 16 children represented in the participant survey, 9 (56%) saw at least one grandparent biweekly, or weekly and in the case of one child, daily while being picked up or dropped off at childcare. The remaining 7 children (44%) had infrequent or no contact with grandparents. One child in this group saw his grandmother and step-grandfather three times per year, two saw their grandparents once per year, and the remainder had no contact with grandparents on either side of the family. In the latter case, two of these four children had no direct contact with their grandparents after immigrating to Canada, one child had no grandparents on either side and one child's family had chosen not to maintain contact with the grandparents.

Participant survey results-parent readers. As one would expect the parent readers had contact with other children through their own children. Three of these parents were involved in volunteer work, either currently or in the past. This volunteer work varied, for

example, working in an after-school program, with Scouts Canada, occasionally reading with groups of children in their child's kindergarten class, and in one case, occasional work as a co-op volunteer in a child care program. In two other cases, the parent readers had been involved with children in direct work experience, one as a lifeguard and the other as a media technician video-taping children in both elementary and secondary classrooms. None of the parent readers had taken any courses in either Early Childhood Education or reading instruction although one had taken several courses in teaching English as a Second Language (ESL) to adults.

Participant survey-senior readers. All but one of the four senior readers had grandchildren. One had weekly visits with the grandchildren and another had visits every three weeks. The fourth senior reader who had grandchildren saw them approximately every fifteen months. The senior reader without grandchildren saw his grandnieces and grandnephew on special occasions. One of the three senior readers had regular contact with elementary school children in her volunteer work as a guide at a local nature house. Two of the other senior readers had done volunteer work with children in the past but not recently. In one case, the volunteer work involved child minding at the local church and in the other case working with families particularly during summer church camps, but neither had been directly involved in the last ten years. The final senior reader had no direct contact with younger children and no volunteer work with children either recently or in the past. None of the senior readers had taken any courses in teaching methods, early childhood education, or reading instruction.

General Findings Parent Readers

Availability. In general the parent readers were more difficult to recruit than the senior readers. This was due largely to their other commitments with work, studies or family while the senior readers were all retired and had more time available. The final male parent reader was not recruited until the first week of the reading program. Other complications that seemed to be related to time availability were that reading sessions were missed on two occasions and needed to be re-scheduled, and on several occasions parents had to be phoned and reminded of the reading time because it had been overlooked.

Many of my reflections on the parent readers indicated a general positive tone in the discourse and interactions between the children and readers as noted by a relaxed manner and speech among the readers, friendliness, positive comments and encouragement. Unexpectedly, two of the four readers had shared community connections with the children, having common friends within family housing. This seemed to lend itself to dialogue on several occasions about common events or people. Two of the readers and children also exchanged experiences about camping trips. Other general impressions that were noted in the anecdotal journal included a rapid pace that was set by the parent readers during the shared reading. I also noted that the parent readers were very focused on the task of reading the stories and challenging the children to be involved in the text while still maintaining the relaxed manner described above. The above categories, established during open coding included the pace of the reading sessions, phrases, questions, comments and praise noted in the anecdotal journal. These

categories were later tracked more systematically during axial coding as discussed further in the next session.

In general the senior readers were more flexible about the times and day of the week that they were available. Their schedules, although filled with other activities and family events, seemed to be open enough to permit them to make the reading commitment very readily. In addition, the senior readers were consistently on time and never absent. When children were absent, they were also flexible about re-scheduling their reading day to accommodate the absence. In reviewing my comments after the reading program had concluded, I also realized that I was very anxious about how the interactions were going between the children and the senior readers. As noted in my journal, I was quite concerned if they were kept waiting, (for example if the children had arrived late), and tried to ensure that they had parking passes if they had driven. I believe these feelings revolved around viewing the senior readers as “guests” at the centre. In contrast, I believe I assumed that the comfort level of the parent readers was much higher within the childcare setting and although they did not know the children directly, I assumed that they were comfortable with the community of children from which the child participants were drawn. This assumption later proved accurate as judged by the parent readers’ expressions of comfort with the reading experience in the post program interviews.

Findings Research Questions

To address the research questions, data were analyzed systematically beginning with the researcher observation notes, video transcriptions (Appendix K) and follow up survey questions that were compiled within the axial coding notes (Appendix L). This

was done to confirm or refute the patterns in the three broad categories of Scaffolding, Locus of Control and Connections with the Child. These categories were established during axial coding and compared across readers to assess the differences that occurred with changes to the child or book. Each category that emerged during axial coding was compared across all eight readers to provide a measure of selective coding and determine if there were common features. For example some readers used affirmations extensively while others did not. When affirmations were compared across readers, the pattern that remained consistent was the readers' flexibility in adapting their praise and positive comments to the child's particular skill level and strength. This was seen in part as a way to reinforce the child's attempts at reading or book selection and helped to scaffold the child's participation within the reading activity.

The following three research questions will be discussed in the next section under the categories of *Scaffolding*, *Locus of Control*, and *Connections Made with the Child*:

1. What is the nature of the interactions that occur between young children and non-related parent volunteers during a shared reading experience?
2. What is the nature of the interactions that occur between young children and non-related senior volunteers during a shared reading experience?
3. How do the interactions between these two groups of volunteer readers and young children compare with each other?

Scaffolding

Scaffolding can be seen as a query and response pattern initiated by the adult, the purpose of which is to direct the child's attention and focus during the literacy act.

Drawing from Bruner's (1986) definition of scaffolding, this phenomenon includes the

development of support for a child's literacy attempts in a process where the adult continually "ups the ante" by gradually increasing the complexity of the questions and responses. Scaffolding in the present study was found to include the following sub-categories:

1. Use of expression: that is the use of different voices when reading.
2. Gestures: that is the presence or absence of hand movements or animation during the reading sessions.
3. Comments: that is statements that the readers made to the child that assisted in furthering the child's understanding of the text or their orientation toward a book during the reading session. Comments of this nature were found to include general comments that oriented the reader toward the text, for example, "a two foot wide chocolate chip cookie, that's pretty big", "he had to yell loud enough so that everyone knows what he is doing". Comments were also noted that were procedural in nature but assisted in scaffolding the child in his or her book selection, for example, "We've got time for lots of books today", "Shall I read this one to you?". Opinions were also noted as comments that acted to scaffold the reader, for example, "That was a good story", "It looks funny", "That was a pretty good book".
4. Definition of words: this refers to the presence or absence of the reader defining words for the children during the reading sessions. For example, Reader 5: "Do you know what pierce is?" Child: "no", Reader 5: "a hole punched through it".

5. Questions: this refers to questions that were asked of the children that related to prediction, or comprehension of the story or concepts presented in the books. For example, to help the children predict what might occur next in the story, the questions “Do you think she is going to do the same thing again that she did with her bike?” or “Will the mouse get caught do you think?” were used. Examples of questions that were used to check on the child’s comprehension of a concept or the content of the story are, “Now what is the difference between these two?” or “Do you know what the smallest planet is?” The types of questions used by readers seemed to focus the attention of the child and were supportive in clarifying concepts or the meaning of the story. Questions were identified and coded from the video transcript, and verified by checking my observation notes. To further my understanding of the readers’ perception of the role of questioning, during the post program interviews, I asked the readers what they saw as the role of questions when reading with children.
6. Support for decoding words or correction methods used for mispronounced words.
7. Feedback methods, this refers to the readers’ feedback directed to the child in the form of affirmations, and acknowledgement when choosing books or when reading. For example, “That’s a great job, congratulations”, “Holy Cow. You did great, you didn’t have any trouble with that at all, only the word “middle” that was the only word”.

As seen in the above categories, there was a wide range of strategies identified. Of course not every reader used every strategy or used the same strategies to the same extent. To verify the strategies used by each reader, I shared my observations during the post program interviews, and asked each reader to comment on them. As previously mentioned, I also asked the readers to discuss their understanding of the role of questioning when reading with children. This is further discussed later in this chapter.

Use of expression. During the reading sessions, all the parent readers used expressive voices to create interest in the story. This was done primarily when reading fiction; however voice variations in timing and expression were also evident around factual material as well. When asked about this in the interview, three of the four parent readers were unaware of doing this and stated that this had become a natural part of their reading voice. The reader who was aware of making attempts to modulate her voice stated that she did this to promote interest in the text. The parent readers also made use of colloquial speech in their descriptions. This included such things as, “holy cow”, “oh that’s cool”, “here’s the useful word stuff”.

Similar to the parent readers, the senior readers made use of pausing and timing in the delivery of the text when reading. Clear reading voices and distinct pronunciation were noted throughout in my observation notes and anecdotal journal. In addition, three of the four senior readers made use of expression when reading fiction to distinguish between characters in the text. When asked more about their use of expression and timing while reading, none of the senior readers were conscious of this as a strategy but simply saw this as their natural “reading voice”. In addition to the use of expression and clear articulation when reading, the senior readers also added another dimension to the

reading sessions in their use of less common words or phrases. For example Reader 4 asked one child, “Now what is this vessel?” when she was trying to decode the word “measure”. There was no use noted of colloquial expressions in the video transcripts except on the part of the children who made use of terms such as “cool”, or “yup”. The senior readers, despite hearing the children use colloquial expressions did not reflect this back to them in their own speech. One of the senior readers (Reader 4) made a point of asking Child 7 if she knew what “o.k.” meant and commented that it was slang but had come into the English language.

Use of gestures. In contrast to their use of expressive voices, none of the parent readers made use of facial expression or gestures to animate the reading. The use of hand gestures was attempted by one reader but was restricted with her baby present.

Different from the parent readers, three of the four seniors used gestures. They used gestures primarily when reading fiction, but one reader used gestures during his comments about non-fiction text while either reading or listening. Two of the senior readers seemed to use gestures automatically and made use of both body and facial expression to illustrate even the simplest text. For example, one reader would snap his fingers quickly for effect moving ahead on the couch or shifting sideways to illustrate something occurring suddenly. In addition to gesturing while she read, another senior reader would use gestures as visual cues for decoding, for example to depict the words “stir”, “shake” or “buttons”. During these reading sessions, the use of gestures seemed to add an extra dimension, and as I noted in my anecdotal journal was similar to an experience in reader’s theatre.

Use of comments. Comments used by both the parent and senior readers fell into three categories: a) those that were general in nature, b) those that were procedural, that is, relating to the procedures of selecting books or conditions around shared reading, and c) those that were opinions.

Most of the comments made on the part of the parents were general in nature and used to orient the child to the text. Some examples of these are:

“He had to yell loud enough so everybody knows what he’s doing”,

“He can’t resist the temptation [with reference to the fox wanting to eat the Desotos]”,

“Mouse loves that nutcake”,

“So there’s the space craft that went to Jupiter [reads date, 1995]
so it’s already been there”.

Two patterns emerged among the parent readers when comments were analyzed across parents and books. More comments and opinions were expressed when non-fiction books were read. For example, in the case of one reader 28 comments were made when reading non-fiction compared with 3 comments made while reading fiction. The other pattern that existed was that there was a strong relationship between the number of comments that the child made and the number of comments that the parent reader made. When the child was very involved in the text and made many comments, the reader tended to match the child with an increased number of comments. As shown in the example below between Reader 6 and Child 12, the non-fiction material also provided many opportunities for the children to share their understandings of the concepts and topics that they were reading about.

R6*: *The sun is a star*...*

Ch12: But the sun is the hottest star

R6: yah and I think it's probably the biggest too don't you?

Ch12: I don't think so [quietly]

R6: you don't think so

Ch12: Red giant is the biggest

R6: I forgot about red giants, I haven't thought about space in a long time.

The sun is a star...it is the biggest object in the solar system O.k. so it
is the biggest object [stress on object] *110 earths would fit into...*

Ch12: Wow

R6: [reads on] *there are nine planets in the solar system, the four closest to
the sun are...* You want to guess?

Ch12: Mercury, Venus, Earth, Mars

R6: Are you reading it or did you know that?

Ch12: I know that.

*R=Reader, Ch=Child

*Italics indicate when the text is being read

The comments that were made by the senior readers were also categorized as those that were general in nature, where they directed the child to the content of the book in some way, those that were procedural, that is, used to direct the choices of who was going to read the book and which books were selected and those that were opinions. General comments used to orient the reader to the text were the most prevalent. Some examples of these are:

“See the picture there with the bus and the tourists”

“So this is Mary Ann and this is Louie”

“So you switch on a light [snaps fingers]. So you’ve got to go that speed in a space ship 186,000 miles a second for years. I don’t know, I don’t understand it.

O.k. let’s go on.”

“Oh this little note here looks interesting, it says...”

When the additional dimensions of children and books were analyzed with the comments that the senior readers made, two patterns emerged. More comments were expressed when non-fiction books were read and when in the company of children who were also inclined to make comments. Combinations of comments and questions when reading non-fiction books had the outcome of creating very powerful dialogue and drawing out the children’s theories and knowledge. One strong example of this occurred between Reader 7 and Child 13 during the video transcript as shown below:

R7: So if we are sitting on the moon and we are looking at ourselves can you see the University?

Ch13: No, You can’t see it. *The sun, What is the sun? The sun...there are many big stars we cannot see* [pauses and looks up at Reader 7]

R7: How far is the longest, How far is a star away? [holding hand in air]

Ch13: Very

R7: Very far. You couldn’t get on your bicycle and bike there one day.

Ch13: No. Way way way

R7: Millions, millions and millions

Ch13: Yah you have... you go on a very fast space ship to get all the way there

R7: And how long would it take to get there?

Ch13: In seconds you have to get so fast a space ship.

R7: You'd have to go...

Ch13: Yah it's out of the solar system [holds hand in air] that's where every
star is except for the sun

R7: [hand up in the air mirroring Ch13] hooo The solar system [pushes arm
in and out to gesture moving beyond] and what's beyond that?

Ch13: The universe

R7: The universe [pushes arm in and out again] and what's beyond the
universe?

Ch13: Nothing

R7: Nothing. Where's the edge? Maybe there are no edges.

Ch13: No edges.

R7: Go on forever

Ch13: No top and bottom, no sides

R7: Oh you're so smart. Oh oh [rubbing eyes] no top and bottom no sides
that's right. I can't understand that.

Ch13: I can't understand that either. You have to be infinity miles wide so that
so that even farther and farther and farther how can there be an outside?

R7: I don't know. It goes on and on, there are no edges no corners, goes on
forever and here we are sitting at the university. A wee wee little speck
[holds thumb and finger close together then extends both arms wide] a
whole universe. It makes you think doesn't it?

Ch13: Yah

R7: Yah. [smiles]

For one of the senior readers (Reader 4), two additional categories were added to the analysis. These included the use of comments that were directed to me and not the child, and comments that were more closely related to value judgements. Comments that were directed to me include:

“I’ve done everything but had my breakfast, I’ve had my blood tested the whole bit, everything is fine”

“The windows are opened max., but I’m dressed like this...I didn’t put my shorts on, I thought that was a bit forward of me so I’ve got these long pants on”

In both cases, these exchanges were natural elements of the study but in the case of this senior reader, they occurred while the child was in the room during the reading sessions. I noted in my anecdotal records that I was conscious of these comments being made “over the heads of the children” and that I was trying my best to minimize them. I attempted to do this by not engaging in the dialogue too much, and answering minimally when appropriate or simply nodding in agreement to limit the interaction. The other comments that were noted from the same reader were those that had elements of value judgments embedded within them. Some examples while reading the book *Mortimer* by Robert Munsch:

“You don’t make any noise when you go to bed. [Child 8 says “no”] No you probably want to be good. That’s the name of the game.”

Later during the same book,

“You never want to disturb people. What’s the message you get? [Child 8 says “not to be loud and stuff in bed”] Reader 4 adds, “and disturb other people, it’s all common sense but you have to learn it.”

To some extent the pattern of adding value judgements to the content of the books was brought out within the context of the books that were being read; however, Reader 4 was the only reader who added such comments. Other readers, even when reading the same books or other books where there may have been descriptions of naughty behaviour, did not add similar comments or imply judgement.

Use of definitions. When reading non-fiction and books having unusual words the scaffolding strategy of providing definitions increased on the part of both parent and senior readers. Definitions were both spontaneously provided by the parent and senior readers as well as in answer to the questions of the children. Some examples of the words that were defined are, “bumpershoot”, “Gorgonzolla cheese”, “rotate”, “spanners”, “pierced”. In the case of one of the senior readers, definitions were also provided to clarify a misunderstanding. For example on one occasion Child 15 attempted to correct Reader 8’s pronunciation when she read,

R8: *an orchid bee*. I hadn’t heard of an orchid bee before,

Ch15: Orca, like Orca whale.

R8: Yes, except this is orchid [pronounces the d and points to it] an orchid is a kind of flower... maybe do you think it will tell us later about an orchid bee? because Orca is the whale and orchid is this bee [points at picture and turns page] Let’s see.

Some other examples of definitions used on the part of senior readers include, “and it was vibrating, that means shaking”, “bicuspid, that is a tooth, a type of tooth”. In addition to word definitions, there were also examples of senior readers defining concepts. For example, when the text of the book described the rotation of the earth a question was posed, “Are people in Australia standing upside down?”.

Use of questions. The types of questions that the parent and senior readers asked the children were divided into three categories, namely: (a) questions used to predict the outcome of the story, (b) questions aimed at comprehension of words, concepts or meanings within the story, and (c) questions used to clarify roles. Of the three types of questions identified, the parent readers primarily used questions aimed at the comprehension of words, concepts or meanings within the story. As shown below in Table 4, during the video taped session, questions that were used for comprehension exceeded those used to either predict or to clarify roles.

Table 4: *Use of Questions-Parent Readers.*

Parent Readers:	Prediction Questions	Comprehension Questions	Procedural Questions
Reader 1	1 of 11 (9%)	7 of 11 (64%)	3 of 11 (27%)
Reader 2	2 of 42 (5%)	29 of 42 (69%)	11 of 42 (26%)
Reader 5	1 of 31 (3%)	27 of 31 (87%)	3 of 31 (10%)
Reader 6	0 of 36 (0%)	28 of 36 (78%)	8 of 36 (22%)

On occasions when prediction questions were used by parents, these questions evolved naturally from fiction texts where a natural break in the story plot lent itself to asking a

question that elicited a prediction on the part of the child. Not all opportunities were taken where a prediction question could be included. For example, in some cases one parent reader would ask a prediction question while another reader reading the same book would not. Examples of prediction questions were, "I wonder what their plan is?"; "Will mouse get caught do you think?"; "Do you think she is going to do the same thing again that she did with her bike?".

Comprehension questions were used by the parent readers to orient the child to the text in some way. These questions usually related to a word or more generally to the meaning within a story. Some examples of questions used to generate a greater understanding of the story include, "Why is it a cheetah?", and "Now what is the difference between these two?". When the parent readers were asked about what they thought the role of questions was during reading time, all the readers stated that they believed it helped to make the text more real or interesting or to better the child's understanding. As stated by one reader "To determine if the kids are getting the story or know what a particular word or play on words means...to ensure that the children had understood the meaning or the plot or a significant aspect". Another reader stated that he thought questions contributed to the child's understanding of humour, and ability to see the connection between the text and the wider world. He also said that in asking questions, he was modeling or instilling the habit of children asking questions. Finally, one of the parent readers saw the role of questions as a way to satisfy her curiosity about what the child knew, understood or how he/she may be seeing a particular thing. She also stated that the text draws you to questions and that she thought that the questions become automatic. Interestingly this parent reader asked more questions than the other three and

did so primarily when reading non-fiction books. This pattern of asking more questions while reading non-fiction books was also consistent with the other parent readers. The comment made by Reader 2 that the text draws you to questions seemed to hold true especially for the scientific books.

Procedural questions were used by the parent readers prior to a transition from book to book, as a way to focus the child on the reading task, and to clarify the reading roles. Some examples of procedural questions include, “Who’s gonna read, you or me?”; “Do you want to read me another one?”; “Did you read this page?”; “Whose turn this time?”; “This one or the top one?”; “Should you get another one?”. During the orientation, the instructions given to the reader were to ask the children: “Would you like me to read to you or would you like to read to me?” and “What book would you like me to read?”. To some extent then, the procedural questions can be seen as having been constructed by the researcher as one of the initial guidelines that were given the readers. From the original questions, the readers evolved their own style in asking the questions.

As shown in Table 5, the senior readers primarily used questions aimed at the comprehension of words, concepts or meanings within the story.

Table 5: *Use of questions—Senior Readers.*

Senior Readers:	Prediction Questions	Comprehension Questions	Procedural Questions
Reader 3	—	14 of 18 (78%)	4 of 18 (22%)
Reader 4	—	9 of 12 (75%)	3 of 12 (24%)
Reader 7	—	34 of 45 (76%)	11 of 45 (24%)
Reader 8	1 of 20 (5%)	14 of 20 (70%)	5 of 20 (25%)

During the video transcription, prediction questions were only noted on one occasion on the part of senior readers with a book that had non-fiction woven into a fictional story about a journey inside a beehive. Although this book was read on several occasions by other readers, this reader was the only one who chose to draw the child into the text using a prediction question.

The questions that were most often asked were those that oriented the child to the text in some way. These were coded as comprehension questions and included questions that were asked that might relate to a word or meaning within the story. Some examples of these questions include, “Has anyone been to the moon?”; “Well, why can’t we see a full moon all the time?”; “Where is the antenna?”; and “Is that what happens when you eat lots of chocolate chip cookies?”. When the senior readers were asked about the role of questions, all the readers stated that they believed it helped to draw the children into the story and could be used to better the child’s understanding. As stated by one reader “I thought the role was elucidation, trying to see if they were understanding the gist of the story”. Another reader saw the role of questions in a similar way but added that questions could also be asked in a humorous way to help them understand what they are reading “not just blasting it off”. Overall when reading non-fiction books, the senior readers asked the children more questions. This seemed to be related to the content and created the opportunity for authentic questions involving a joint inquiry.

Particularly at the beginning of the sessions with each child, procedural questions were used by the senior readers to focus the children on the book reading task and to help organize the roles of listener or reader. Some examples of procedural questions include: “Now what are you going to pick?”; “Well am I going to read you something, or are you

going to read me something?"; "Do you see some books there that you are going to take a look at?". The procedural questions related closely to the instructions given at the orientation when offering the children a choice about reading or listening and the books selected. Three of the senior readers used the script suggested at the orientation throughout the reading program. The other reader digressed from the script in his attempts to involve the children more in the reading process often using the phrase, "Are you going to read to me?" rather than giving the child the choice about reading or listening.

Questions became a source of distraction for one of the children who later dropped out of the study. To analyze the role of questions and the context in which the questions were presented, observation notes, anecdotal comments and the feedback received from the parent anecdotal record sheets (Appendix G) were all examined. According to the parent anecdotal record sheets, the sessions between Reader 4 and Child 7 started off well, as noted by Child 7's mom:

_____ said that she liked reading "A Busy Year" the most, because she has it at home. She said she didn't want to read at first because she didn't think she knew how to read, but once she began, she realized that she knows a lot about reading, and then it was fun. She said that she liked it when "the man" helped her with words she didn't know. She said it was fun.

On the second reading session however, things seemed to change as I noted below in my anecdotal journal:

Reflections on Reader 4 (R4)

Encouraging reading on the part of the children certainly seems to be the preference of R4. He actually had mentioned this plan prior to the time that Child 7 (Ch7) had come into the room. He seemed to go through a range of roles or approaches including talking over Ch7's head and trying to get my attention.

While Ch7 was picking a book he told me he was in a bad mood this a.m. because he had to scold someone in the parking lot about speeding. This conversation (although I tried not to feed into it) seemed to break any flow that was happening between he and Ch7. The other thing that I have begun to note with R4 is that he interrupts Ch7's reading by asking many questions about the pictures or words or anything to have input. It seems impossible for Ch7 to get any flow happening.

She is a competent reader probably among the best in the group, but of course she will be unable to understand the context of the story and won't be able to develop any fluency if she is constantly being stopped. I will have to be tuned into the comments that I receive back from Ch7's mom to see how this has influenced her.

The following day I received feedback from Child 7's mother validating my impressions about the interruptions. The following was noted on the *Parent Anecdotal Record Sheet*:

_____ said that she didn't like the reading time because "the man" asked her too many questions about the pictures. She said she just wanted to read. I told her that the man probably just wanted to get to know her a little and it was a way for him to talk with her. She said she just likes reading and talking about the pictures when she feels like it.

When the opportunity presented itself, I did mention to Reader 4 that Child 7 didn't like it when she was interrupted with questions. It seemed that this advice came too late and

the next reading session was no better. As described by Child 7's mother in the *Parent Anecdotal Record Sheet*:

_____ didn't want to talk much about her reading session today. She said that it made her feel tired.

As expected, later that week I was informed that Child 7 didn't want to participate in the reading sessions any longer.

When looking at the patterns that occurred during the earlier sessions between Reader 4 and Child 7, I analyzed my observation notes and found that there had been more questions during times that Child 7 had been reading and as noted these questions often concerned the pictures. As shown in the example below, this was likely to have distracted Child 7 when she was concentrating on the words in the book.

Ch7: Now I'm going to read.

R4: See the picture. What are these?

Ch7: Turnips

In the above example, rather than listening to the child's statement about reading and following her lead, Reader 4 re-directed her attention as she was beginning to focus. Several other examples of asking word meaning or the point of the story were also noted. On one occasion when Child 7 commented on the meaning of the book they had just read Reader 4 seemed not to be listening to her response and was distracted by something outside the window, as shown below in the following passage.

Ch7: They passed the bad mood on now they're passing the good mood on.

R4: My they're doing a lot of street sweeping.

R4: Do you know what o.k. means?

Ch7: Yah.

R4: It's sort of slang but it's come into the language.

These examples illustrate the fragile nature of the shared reading experience, particularly when the children are attempting to make connections or to engage in the decoding process. The importance of carefully listening to the children and engaging more in a mutuality of dialogue seems to be essential in creating a supportive environment for positive interactions.

As with the readers' *comments*, a consistent pattern of types of questions was observed in both groups of readers. The categories noted through the observations and researcher anecdotal comments included: *prediction*, *comprehension* and *procedural* questions. Other questions related more to personal connections to the children are noted in the section on *Connections Made with the Children*. Both senior and parent readers asked about the same percentage of comprehension questions, 75 and 76%¹¹ respectively. The percentage of prediction questions was lower among the senior readers than the parent readers at 1% and 3% respectively. The percentage of procedural questions was higher among the senior readers compared to the parent readers at 24% and 21% respectively. In part this may have been due to the slower pace of the senior readers and subsequent effect of needing to re-orient the child to the reading task. In many cases when reading with the parent readers, the children would automatically select their next book and less discussion ensued about the choice and the roles.

Decoding and correction methods used. In general, on the part of both the parent and senior readers, support was also given to the children when they were having

¹¹ The percentages calculated throughout the study should be viewed with caution given the small sample size from which they were obtained.

difficulty decoding words or when words were missed or mispronounced. This support took several forms including the provision of the word when needed, using a cloze technique to try and get the child to predict the word, and corrections for mispronounced or miscued words. When providing the word, the parent and senior readers would simply fill in the missing word when a pause had occurred in the child's reading. The cloze technique appeared to be used as a way of re-establishing the flow of the text and allowing the child to listen and predict the missing word. This would be done by reading the sentence up until the missing word and stopping so the child could predict what would follow or providing a context clue that would enable the child to predict the missing word, for example, "We find ourselves standing in a place called..."; "So the closest planet to the sun and both made of rock is..."; "cats and...". To some degree, the parent readers scaffolded the children's memories of stories that they had read together on other occasions, by saying such things as, "Do you know what this one is, this one is like the one that we had last week"; or "Did we read this before? Do you remember?". The table below shows the number of times that different techniques were used during the video transcriptions.

Table 6: *Number and Percentages of Supportive Strategies—Parent Readers.*

Parent Readers	Provision of word	Cloze technique	Scaffolding Memory	Correction for miscued words	Other meta strategies used
Reader 1	7 of 43 (16%)	1 of 43 (2.3%)	1 of 43 (2.3%)	32 of 43 (74%)	2 of 43 pointing out missing words (4.7%)
Reader 2			2 of 4 (50%)		2 of 4 Uses phrase “it says here” (50%)
Reader 5	6 of 52 (12%)	12 of 52 (23%)	2 of 52 (3.8%)	2 of 52 (3.8%)	30 of 52* (58%)
Reader 6	3 of 14 (21%)	1 of 14 (7%)		1 of 14 (7%)	7 of 14 pointing out missing words 1 of 14 paraphrasing 1 of 14 tracking with finger (64%)

*The types of additional strategies used by Reader 5 are further described below

As shown above, there was a range in the number of strategies that were used by the parent readers from a low of 2 to a high of 52 strategies. The use of, and selection of, strategies to some extent was dictated by the needs of the child. When parent readers were doing the reading themselves to non-readers, it was uncommon to observe many strategies, with the exception of using some cloze techniques to draw the child into the text. When the child was reading at a beginning level, the child’s needs would dictate the support provided by the reader. For example, if the child paused while attempting to decode particular words it was likely that the parent reader would fill in the necessary word. When the child miscued without pausing, then it was likely that the parent reader

would provide the correct word. If the child missed words on the page, then the reader would point out the words, sentences, or pages that were missed. This interactive pattern seemed to hold true for three of the four parent readers. In the case of Reader 5, his style was different than the other parent readers. His interactions with both children throughout the five weeks emphasized the use of many phonetic strategies aimed toward decoding and examining the text of the books that he or the children read. Of the 30 strategies Reader 5 used that were classified as "*Other meta strategies used*", 21 involved the use of letter identification or sounding out letters. For example, R5 would ask, "What does it say?", "How about this one, can you sound it out?", corrects "Better" to "Butter" saying, "Butter there is a difference, it's an 'e' instead of a 'u'", "Do you know what that letter is?". The remaining 9 strategies included a variety of ways to point out features of either the books or the text to the child. For example, on two occasions Reader 5 tracked the words with his finger to point out the text. He also pointed out distinguishing features of the books such as the author, the pictures or that the book was a library book. On one occasion, he modeled making a prediction about the story; on another occasion, he asked the child if he knew that because he read it or if he guessed it because it was a rhyming word, and he pointed out an apostrophe to the child.

To further evaluate the parent readers' use of strategies, a list was compiled from my observation notes of all the techniques that the readers used to help support the children as they read or were read to and the ways that they engaged the children in the text. During the post program interviews, the parent readers were asked to identify the supportive strategies that they were aware of using as they read or listened to the children. Once the parents had a chance to reflect on the strategies of which they were

conscious, I added other strategies to the list that I had observed and solicited comments about which they thought were effective. As shown in Table 7 these strategies varied across readers and when comparing the second to the third row, the parent readers were only aware of using a portion of them.

Table 7: *Observations and Perceptions of Strategies Used—Parent Readers*

Reader 1	Reader 2	Reader 5	Reader 6
<p>Aware of using: Different voices for expression.</p> <p>Aware of 1 of 6 Strategies</p>	<p>Aware of using: Condensing books if child is not attending well Omitting offensive words.</p> <p>Aware of 2 of 8 strategies</p>	<p>Aware of using: Analogies and pointing out relationships between something in the text and something that is familiar in real life. Also asking the children questions about things especially the plot to help them develop insight into what is going on and predict.</p> <p>Aware of 2 of 14 strategies</p>	<p>Aware of using: Tried to make it sound interesting and tried not to look over Ch12's shoulder too much and only correct him when he needed it. Compared her tendency to do this with her parenting style.</p> <p>Aware of 2 of 8 strategies</p>
<p>Observed Strategies: Different voices for expression. Comments on parts of the story to elaborate on meaning or define words. Use of prediction techniques. Providing words when the child miscued or had trouble sounding the words out. Pointed out any missing words. Commented that Ch1 was a good reader.</p>	<p>Observed Strategies: Change of voice for expression. Explained parts of the story or word definitions. Pointed out parts of the picture or gave explanations that tied in with the picture. Listened to the children's comments and reinforced or accepted their ideas. Allowed Ch3 to turn the pages and control how much of each page was read to him. Allowed Ch3 to tell stories about what was happening in the book based on the pictures. When Ch3 was reading and was stuck on a word, the word was given. Used some praise saying that Ch3 really knew the book.</p>	<p>Observed Strategies: Voices for expression Explanation of parts of story Defining words Connections between what they know and the story Track the words with finger Cloze technique Ask children to predict Gave them the word or got them to sound out words Gave them the beginning sounds Read the phrase or word correctly Give a clue about what the word would be Instruction about words that they don't know Specific letters in words or letter sounds</p>	<p>Observed Strategies: Changes in voice for expression Use of gestures Explanations of parts of the story when needed Definitions of words Praising children for choices of book or for reading Provision of words if child is stuck when reading Pointed out missing words Giving Ch12 information about the letters in words on one occasion [i.e. telling Ch12 not to pronounce the "b" in the word climb]</p>
<p>Thought were most successful: R1 thought that he tried to let Ch1 go as long as was possible without correcting her and was conscious of holding back on the corrections so that he wouldn't interrupt her. He tried to judge those that were worth correcting without disrupting the story too much. The judgment R1 thought took place in the moment and was subjective. His main corrections were for pronunciation. He wanted her to notice that the word was different from the one that she was saying. With respect to strategies that didn't work, R1 thought that he wanted to engage Ch2 more with the text but that he had no way of doing so without forcing him to do it. He would have liked a technique for getting Ch2 more involved without making him feel uncomfortable.</p>	<p>Thought were most successful: Allowing Ch3 to control the pace of the book, this helped maintain his interest and develop a rapport with him. Accepting Ch3's take on things. Comment that she didn't feel the need to be a "teacher" even though they were educational books. R2 also commented that she admired Ch3's confidence in making bold statements about the text. Thought less successful with Ch4b and would have liked to draw her into the stories more. On a few occasions, didn't feel successful with Ch3 trying to get him back to something.</p>	<p>Thought were most successful: Thought phonics strategies worked well especially with Ch10. Ch10 remembered when I talked about contractions and apostrophes and picked up on that and used it again. Think that maybe explaining how the words are structured. Commented that use of phonics was the way he was taught. Didn't feel that any of the strategies were unsuccessful</p>	<p>Thought were most successful: Thought all the strategies used were successful. Only difficulty was a tendency to jump in too quickly. Difficulty knowing how much to hold back and when to step in. Hoped that she didn't disturb him too much. Found it easier to hold back and did much better when it wasn't her own child.</p>

For the senior readers the number of strategies used varied from 0 to 28. During the videotaping Reader 4 was reading to one child who was a non-reader and no strategies were observed. The number and type of strategies observed seemed to relate to the needs of the children particularly when reading. In the case of one child who was a proficient reader, the senior reader used very few decoding or correction strategies. The comments and questions related more directly to the comprehension of the text. The use of the cloze techniques was highest when reading with children who were at the very early reading stages and had memorized the text. In these cases, by repeating the phrase the senior readers seemed to be able to remind the children of what had come previously and they could then predict. The exception to this occurred in one case when Reader 7 was listening to Child 13 read and he used the cloze technique to point out a missing word as shown in the following example,

Ch 13 *11miles away*

R7 11...

Ch13: *11 miles away*

R7: 11...

Ch 13: *11 million miles away.*

In addition to the higher number of strategies noted when the children were at the beginning stages of reading compared with a fluent reader, the other pattern that was noted among the senior readers was the tendency to prolong the provision of a word when the child was stuck. This was done by providing the child with more support in predicting the word by using semantic cues, gestures or pointing to cues in the pictures. Examples of the semantic cues provided include: "What happens to them when they

shake?” [for the word “rattle”]; “It’s what you’re doing now” [for the word “read”],
“What kind of mouse?” [for the word “little”].

Table 8 below shows the number of times that different techniques were used during the sessions that were videotaped.

Table 8: *Number and Percentages of Supportive Strategies—Senior Readers.*

Senior Readers	Provision of word	Cloze technique	Scaffolding Memory	Correction for miscued words	Other meta strategies used
Reader 3	2 of 15 (13%)	4 of 15 (27%)	1 of 15 (6.6%)	—	3 semantic clues 2 gestures 1 points at picture 1 spelling letters out 1 “this says” pointing to words (53%)
Reader 4*	—	—	—	—	—
Reader 7	—	15 of 28 (54%)	—	5 of 28 (18%)	3 semantic clues 3 points to missing word 2 reads on to re-focus (29%)
Reader 8	5 of 27 (19%)	1 of 27 (3.7%)	—	1 of 27 (3.7%)	12 Uses the phrase “It says” 1 points out letter 1 gestures 1 tracking with finger 1 points to picture 2 semantic clues 1 points to missing word 1 isolates sound (74%)

*During the video session R4 was reading the story and no strategies were observed

During the post program interviews, the senior readers were asked to identify the types of supportive strategies that they were aware of using as they read or listened to the children, as shown below in Table 9. I then followed this up by sharing with the senior readers the other strategies that I had observed during the reading sessions. The senior readers were unaware of using many “strategies” per se and had simply incorporated many of them into their reading style. The strategies used varied from reader to reader but most often favoured the use of gestures and animation in delivery of the text, semantic cues and high levels of backchannel feedback and affirmations when the children were correctly reading (see next section for examples). In the case of three of the four senior readers this type of scaffolding demonstrated a high level of support and encouragement to emergent readers. The senior readers’ view of the success of their strategies was less clear. They were less inclined to hazard a guess about what was working and instead questioned things that they may have overlooked or should have omitted.

Table 9: *Observations and Perceptions of Strategies Used—Senior Readers*

Reader 3	Reader 4	Reader 7	Reader 8
Aware of using: Inflection of voice.	Aware of using: Tracking with finger and slowing voice down so the children could hear it better.	Aware of using: None	Aware of using: None
Aware of 1 of 10 strategies	Aware of 2 of 8 strategies	Aware of 0 of 9 strategies	Aware of 0 of 8 strategies
Observed Strategies: Gestures, sound effects, explanation of parts of the story or definitions of the words, tracking with finger, word provided for corrections or when the child is unable to decode, read the phrase or word at the same time (choral reading), Semantic cues for decoding provided, asking questions for comprehension, cloze technique for word prediction and flow, affirmations and feedback when children were successfully decoding	Observed Strategies: Explained sections of the text, defined words, use of questions to predict what will happen in the story, used finger to track words, gave the child the word when he or she was stuck or miscued, drawing attention to rhyming patterns to predict words, information provided about the phonetic structure of words to help with decoding, asking questions aimed at comprehension	Observed Strategies: Use of humour, gestures, sound effects, discussed parts of the story or defined words, use of the cloze technique for word correction and prediction and to re-focus attention when children read, corrections for missed words and miscuing, giving the word when the child was stuck, affirmations and feedback when the children were successfully reading	Observed Strategies: Comments on interesting parts of story or pictures, use of praise when the children were reading, following the child's lead about parts of the book that they wanted to read, defining words, pointed out longer words and ones difficult to read, redirection of attention if words were missed, used cloze technique for word prediction, provision of word when child having difficulty decoding
Thought were most successful: R3 mentioned that she had developed the strategies of giving a hint or suggestion to find the word and look at the picture from reading with her own children. No other comments were made about which she thought were successful nor did she feel any didn't work	Thought were most successful: Thought all the strategies were good. Thought that it was important to keep moving and not get bogged down and not getting too much off on a tangent. Thought that all the strategies were successful; however at a point earlier in the interview he had wondered whether his questions were too "nit picky" for children of that age	Thought were most successful: Thought that all the strategies were successful but wondered at times about how much to intervene. An approach R7 had used on occasion and wondered about was "just letting it happen not worrying about solving it—letting it fall apart". He questioned the success of this.	Thought were most successful: No comment on strategies that she thought were most successful but mentioned that she wondered about the use of tracking with her finger while reading; whether or not that was appropriate

When percentages were compiled across both groups of readers as shown below in Table 10 a lower percentage of *provision of word*, *scaffolding memory*, and *correction for miscued words* were noted among the senior readers as determined from the video transcript. The percentage of *other meta strategies* were higher among the senior readers. Table 11 presents a further analysis of these meta strategies. In each of these tables, the number of readers that the percentage reflects is also noted.

Table 10: *Percentage of Decoding and Correction Methods—Senior and Parent*

Readers:

Senior Readers				
Provision of Word	Cloze Technique	Scaffolding Memory	Correction for miscues	Other Meta Strategies
11% (2 readers)	28% (2 readers)	2.2% (1 reader)	7.2% (2 readers)	52% (3 readers)

Parent Readers				
Provision of Word	Cloze Technique	Scaffolding Memory	Correction for miscues	Other Meta Strategies
12% (3 readers)	8% (3 readers)	14% (3 readers)	21% (3 readers)	44% (4 readers)

A greater uniformity of strategies is noted among the parent readers. Consistent strategies were used by 3 of the 4 readers. When examining the *other meta strategies used* by the parent readers, most of these strategies were also employed by one reader as noted in Table 11. This differs from the senior readers who seemed to employ a broader range of strategies, with more individual differences including in the case of one senior reader, no discernable strategies at all during the video taped session while reading to a child. Of the *other meta strategies used* by the senior readers, the greatest number used consistently were the provision of semantic cues and gestures. The meta strategy used most frequently, primarily by one senior reader, was that of using the phrase “It says here” to point out the words or a cluster of words. Among the parent readers, the most frequently used meta strategy was the letter identification strategy used by one of the parent readers. As well, the same parent reader independently employed four of the other meta strategies.

Table 11: *Number of Other Meta Strategies—Senior and Parent Readers:*

Other Meta Strategies:	Senior Readers:	Parent Readers:
Semantic Cues	8 (3 readers)	
Gestures	3 (3 readers)	
Pointing out missed words	3 (2 readers)	9 (2 readers)
Spelling letters out	2 (2 readers)	
“This says”	13 (2 readers)	2 (1 reader)
Points out pictures	2 (2 readers)	
Points at picture	2 (2 readers)	
Isolates sound	1 (1 reader)	
Tracking	1 (1 reader)	3 (2 readers)
Reads on to re-focus child	2 (1 reader)	
Letter identification		21 (1 reader)
Features of the book		4 (1 reader)
Modeling prediction		1 (1 reader)
Question designed to get the child to reflect on his strategy		1 (1 reader)
Pointing out an apostrophe		1 (1 reader)
Paraphrasing		1 (1 reader)
Total Meta Strategies	37	43

Different from the parent readers, the senior readers were less inclined to identify the strategies that they thought were most successful and instead often questioned strategies that they thought they may have overlooked or should have omitted.

Feedback methods used. The feedback methods that the parent readers used during video sessions were analyzed across children while the children both read and listened. Higher levels of positive affirmations were given when the child was reading and showed competence in the reading task. One of the four parent readers used more praise than the other three. This occurred when the child was very successful at reading a difficult book. Some examples of the feedback given to the children are as follows: “Boy you’re an excellent reader, there wasn’t one word in there that you didn’t know”, “You know that one really well don’t you?”; “Great. Figured it out again” (in reference to

guessing the outcome of a riddle in a story); “Yah you’re right. Yah pretty good”; “See you were right Saturn has the most moons”; “Cool that was great”. In general, it was also noted that the feedback provided related directly to the skill that the child was presenting (e.g., prediction, decoding, comprehension) and was dependant upon what the child was doing at the time.

To analyze the context of the feedback methods used by the senior readers, the video transcripts and observation notes were reviewed to confirm or refute the patterns observed with respect to children and books. While the child was successfully reading, there were increased numbers of positive affirmations. All senior readers were observed providing some form of feedback. In the case of three of the senior readers, this took the form of short affirmations using words such as “right”, “good”, “very good” or by using backchannel feedback such as “umhum” when the child had used the correct pronunciation. In addition, these same senior readers also provided more elaborate feedback at points, usually at the end of a book by saying such things as, “Good for you, right”, “Well, thank you very much”, “Thank you very much that’s lovely”. The remaining senior reader, as well as two others, also added feedback related to accomplishments or comments that the children had made. For example, when Child 5 recalled that they had read the book before Reader 3 responded by saying “You’re right. You’re too smart by far”. Reader 4 provided consistent feedback to Ch 8’s comments by saying “I know, I know” in agreement. When reviewing my observation notes covering sessions between Reader 4 and Child 9 (who dropped out of the study), there was no record of any affirmations given to Child 9 while she was reading competently. When examining the feedback provided by Reader 7 the amount was far greater with Child 14

who was reading by rote than to Child 13, who was a very competent reader. It would seem that in the case of Child 13 the feedback on decoding may have seemed unnecessary given his ability. The interaction was centred more on a joint investigation into the meaning of the text. This was illustrated on one occasion when Reader 7 challenged Child 13 by saying “How about something really difficult that you could read to me?”. Child 13 replied, “You mean something you might not understand?”

The average number of words or phrases used by the seniors to provide affirmations and other feedback during the video was higher compared to the average number among the parent volunteers at 15 to 9 respectively. In addition, the senior readers provided high levels of backchannel feedback in the form of “umhumm” as the children were correctly reading. This gave the impression of a higher level of scaffolding when senior readers were listening to children read. Across both senior and parent readers, the other pattern that emerged was a higher level of feedback given by the female compared with the male readers at an average of 16 and 9 respectively during the video sessions.

Summary of Scaffolding Comparing Senior to Parent Readers

Senior readers were easier to recruit and were more flexible with respect to scheduling than parent readers. In addition, there was a readiness conveyed on the part of the senior readers to fit into the needs of the program. Colloquialisms were not found among senior readers but were more prevalent among parent readers. Gestures and the use of facial expressions and sound effects were common among senior readers and were noted while senior readers read from both fiction and non-fiction. Comments by all readers fell into the categories of procedural, opinions and general comments. Comments

across all readers increased with increased numbers of comments from the children. The number of comments also increased when the reader read or listened to non-fiction. The number of comments made by the children also shaped the readers' perceived connections to the children. Two additional categories were developed to reflect the comments made by one senior reader. These comments fell into the category of *comments made over the heads of the children*, and *judgments*. Questions among all readers also fell into three categories of prediction, comprehension and procedural questions. With respect to decoding and correction methods, more diversity was noted among the senior readers. Of the other meta strategies used, senior readers tended to use more gestures and semantic cues to delay the provision of a word and to further scaffold the child's attempts to predict words than did parent readers. One of the parent readers used a number of phonics strategies for letter identification. Senior readers were hesitant to identify the strategies they thought were successful compared with parent readers and tended instead to question things that they may have overlooked or should have omitted. Backchannel feedback and words or phrases usually in the form of affirmations were a strong feature among the senior readers. When patterns of feedback were examined by gender across all readers, more feedback was found among the female readers compared to male readers.

Locus of Control

The category of locus of control was established following the initial observations and after analyzing the data across readers, children and books during axial coding using observation notes, researcher anecdotal comments, as well as video and interview transcriptions. The establishment of this category emerged slowly throughout the study.

For example, from my journal entries and as a result of what I had observed during the reading sessions I began to wonder if a pattern existed in the readers' interest in motivating the children to read more rather than being read to. I thought this might be related to the expectations that the readers had prior to the session and I used theoretical sampling in the form of two follow up interview questions to determine their expectations during the reading sessions and any goals that they may have had for the sessions. This is shown below in an example taken from my axial coding notes from observations and interview questions for Reader 5 (R5):

Goals

Intervening conditions: Background information: R5 is a university student (with no formal educational background in reading instruction), male, married, with a daughter aged 4 who attends the centre for 3 and 4 year olds. He and his family live nearby in a family housing complex. He displayed a very caring and easygoing manner and I thought he had established a good rapport with both children. R5 had expressed a limited opportunity to know what these particular children know and what to expect for children of this age (daughter is two years younger)

Action/Interaction Strategies: In the last three sessions, once he had established an understanding of the children's reading levels, he stated in the interview that he had the goal in mind of getting the children to read more. Also, when he was reading, he had the goal of getting the children to look at the words and to sound them out. He also had the goal of getting child 10 (Ch10) to tell him what the words said when asked. And in the case of child 9 (Ch9) had the goals of

referencing the words and not the pictures and predicting when reading the rhyming books.

Outcome: As noted in my journal entries, these reading sessions were very focused and were instructionally oriented. R5 described his reading experience as enjoyable and thought it was interesting to work with kids one on one because he hadn't done it before. He also commented that he had read to other kids but not on an ongoing basis like that. Given R5's manner and the genuine interest that he displayed with the children, the instruction appeared well received rather than threatening.

In contrast to this, one senior reader shared the following statement when asked about any goals that she may have for the reading sessions:

Goals

Intervening conditions: Background information: R8¹² was a senior (with no formal educational background in reading instruction), female, married, with adult children and 14 grandchildren most of whom she saw regularly. She was also very active in her church community and volunteered on a regular basis. She lived nearby with her husband. She was self-described as a "grandmotherly type" and had a very relaxed and caring manner with the children. She established a good rapport with both children and was the only volunteer reader who noted that the children were very cuddly and would snuggle in when she was reading. This was also noted in my observations. Similar to other readers, R8 had a limited

¹² Reader 8 passed away the summer following the reading program

opportunity to know these particular children's reading levels and skills, although she had noted in the interviews that she often read with her grandchildren.

Action/Interaction Strategies: R8 stated in the interview that she was "delightfully goal free". She thought it was a fun event and really no responsibility except just to go and enjoy the reading experience.

Outcome: As noted in my journal entries, R8 tended to make a lot of personal connections with the children. There were many conversations that took place during the book reading time where she found out about each child's interests and likes and dislikes. In the interview she described her reading experience as rewarding and said that she was pleased she could contribute to the children's reading development.

The above category of goals was collapsed with the category of expectations and combined with other categories that were seen as representative of the same phenomenon. This led to the creation of a broad category or phenomenon that I called "Locus of Control" which included six other sub-categories or properties that had been separately coded, all of which could be used to assess the reader's sense of control within the experience. The sub-categories that constituted Locus of Control included:

1. The reader's comfort about the information that was given to him or her in the beginning of the study, and satisfaction with the reading program;
2. Logistics, including aspects of time, day, location, and room where the session took place;

3. The choice of books, including the number of books that were selected and the procedure of letting the children choose the books, rather than selecting books for them;
4. Reading or listening, including the balance and amount of reading or listening done by the reader;
5. Goals, including any goals or expectations that the readers had at the beginning of the reading sessions;
6. Children's behaviour, refers to any behavioural challenges that the children presented as perceived by the readers.

Locus of Control therefore was broadly defined as the reader's sense of control within the study and the shared reading experience with respect to the structure of the reading program and the interpersonal interactions that occurred within the program and study.

Comfort and satisfaction with the reading program. At the close of each day's reading sessions, I would enter impressions about background and technical notes, general comments about my feelings and reflections on the volunteer readers. My anecdotal comments indicated that the parent volunteers were comfortable with the initial orientation to the reading program and in volunteering at the centre. In the case of one of the volunteers, I noted that I thought she had taken the instructions to offer the child choices to either be read to or to read to the child and "to follow the child's lead" very literally. This was later discussed in the post program interviews where she confirmed that she was very concrete in her interpretation of the phrase "follow the child's lead". She noted that she hesitated to intervene or make comments particularly with a child who was quiet. In her interpretation, she thought that she should be following the child's lead

in a very strict sense without adding much of herself in the way of direction or even feedback. She also suggested that she thought she was more natural with the other child who was much more outgoing. She added later in the interview that she often took instructions literally and that it was part of her nature to do so. One other parent reader mentioned the opposite, namely that he thought it was good “to limit the instruction and allow each of the participants to do what they thought was appropriate”. He added that he liked to set his own goals and establish his own plan rather than being told what to do and stated that he wouldn’t have been interested in participating if the reading sessions were too structured. The same sentiment was shared by one other reader who stated that it didn’t bother him that there was no framework given during the initial orientation to the shared reading time. He trusted that he had been given enough instruction to do the task at hand, but also added that if any additional information were given, it would have been useful to know more about the children’s reading levels. The final parent reader thought that the orientation instructions were fine and had nothing further to add.

From the post program interviews, the reasons that the parents gave for volunteering in the reading program were mainly to help out and to gain some insight into what was going on in the study and program. In two of the cases, this was referred to as a curiosity about what was happening. One of the parents cited her reasons as “good karma” feeling that if she were to help a fellow graduate student then when she needed help she would be more likely to get it. Another parent liked reading and wanted to help instil his love of reading in others. Finally, another parent stated that she was curious about children of that age and wanted to gain some insight about what was to come when her own child was a little older. There seemed to be an advantage in drawing the

volunteers from the university community. Although this might not always be typical, in this community the members showed both interest and support.

When asked about the time commitment despite occasional absence or late arrivals, all the participants agreed that volunteering for the hour per week was about right and that both the length of the program (five weeks) and the time of day were also fine. One of the participants noted however, that she was a bit rushed trying to make the 10:00 am start, and that 10:30 am would have been more convenient. With respect to volunteering at the childcare centre, the parent participants all thought that they enjoyed participating in a voluntary capacity and in three of the four cases, the parents said that they would like to do more volunteer work at the centre. In the words of one of the participants, “when you take something out of the system you should give something back”. When asked what they thought about volunteering at a centre different from one that their child attended, most of the parents replied that it was interesting to see children at a different level developmentally and thought that the experience was beneficial. One parent reader stated that there was a certain disadvantage in not knowing the children and in not being known by the children. He also said that while volunteering at his own son’s school or childcare centre, his children knew that he was taking an interest in them and what they were doing.

When asked to describe their experience in the Shared Reading Program, all parent participants thought that it was a positive experience both for themselves and for the children with whom they read. One participant commented that she would have done it for much longer and that it was good to build the one on one reading time into the childcare program. Three of the participants re-iterated the sentiment that it was nice to

interact with children other than your own. One of the three also commented that it was interesting to see the different reading levels of the children. When asked to describe their experience in a single word, the words given were, “educational”, “enjoyable”, and “fulfilling”.

The senior readers initially displayed a comfort with the orientation to the reading program; however, in the case of one of the senior volunteers, many follow up questions seeking confirmation of style and strategies were asked when opportunities arose before, during and following the reading sessions. As described earlier, comments often took the form of “talking over the heads of the children”. This was used on the part of this senior reader to seek reassurance, often asking if I had any suggestions. In the post program interviews when asked about the amount of instruction that they received during the orientation, three of the senior readers mentioned that they would have liked further guidelines about current methods and what was expected. As stated by Reader 7, “The level of instruction was fine under these circumstances but I would have expected instruction if it was part of a formal reading program. I would have liked to know any rules or have more of an understanding about what was expected”. As stated by Reader 8, “Guidelines may have been useful about strategies if there were any current theories or methods that would be useful”. She went on to state that she wasn’t too sure how much of herself to interject into the sessions and discussed her own personal feeling that she shouldn’t be prying into the children’s background and family circumstances or situations in any way. When asked about why they choose to participate in the reading program, the senior readers expressed a desire to help out and to be with children. As stated by one of

the senior volunteers, “I guess I’m the sort of person who’s happy to take on a challenge”.

When the seniors were asked about the time commitment, all agreed that volunteering for the hour per week was fine, as was the length of time and time of day. Reader 7 summed up his comments as follows, “five weeks was fine, if you had said it has to be three weeks or if you had said 10 weeks it would have been fine too. If the program called for 5 weeks then I said, ‘O.K. five weeks it is’”. With respect to volunteering at the childcare centre, the senior readers all thought that this was fine. Three of the four senior volunteers stated that it was interesting to see more of the centre and gain a better understanding of what goes on in the building that they pass by daily. As stated by Reader 3,

I wish there was more time that elders could become involved with youngsters. Especially today when all small children are taught so very carefully not to speak to anybody. You really feel out caste. You can no longer see somebody down at the beach and say you know ‘you’re having a really great time here’. This is the way we used to do it.

When the senior readers were asked about what they thought of parents who use child care, all agreed that it was a necessity these days. As stated by Reader 7,

Well these days things seem to be changing with more single parent families and both sides of the family working. A child care centre sounds to me an excellent thing it just must be awfully hard work to work in a child care centre I imagine, but it seems to be inevitable these days that this is the way it is going. It would be nicer if a child a small child could be at home most of the time, but it does allow

them to react with other kids so they're learning all the time. Basically it seems to be a child care centre works in this time and age, 30 or 40 years ago it just wouldn't fly.

The seniors described their experience in the shared reading program in positive terms. Comments on their experience included such things as, "It's enlarged my education in a certain aspect. The type of learning that I hadn't thought of for years, and it's wonderful that children get a chance to enlarge their scope and hopefully enjoy it" (Reader 4). Another senior reader stated, "Well I enjoy children and any opportunity to relate with the children is great". Reader 3 stated, "well as someone who believes that children should be reading constantly, I thought it was a terrific idea". Reader 7 expressed some reservations, although he stated that he found the experience very interesting he also added that he found "some occasions very hard going when we were sort of struggling through a book, I was hoping let's go on, that sort of thing. So it was an interesting experience and a new experience to me. So if I were asked to do it again I think I'd say yes". When asked to describe their experience in a single word, two of the senior readers used "rewarding", two other readers described their experience as "interesting", and one also added "fascinating".

Location and room. There was consensus among the parent readers that the location of the reading program was convenient. The view expressed was that the location worked nicely for them following the drop off of their child to the childcare centre. From there they were able to move across the hall to the room where the reading took place. The parent readers all thought the room where the shared reading took place was fine, although one parent stated that there were disadvantages in hearing distracting

sounds outside the room as parents were dropping off children. Another parent thought that it would be better to have located the study within the childcare centre but also acknowledged that he could see the advantages of the relatively quiet space for one on one reading. With respect to my presence in the room and the video equipment, all parent readers stated that they did not think that either were distracting or had any impact on how they performed during the reading task. In a follow up question about whether or not they could hear the video camera recording on one of the occasions, none of them realized that the camera was going and several had concluded that I must have decided against recording their sessions. One parent stated that it was beneficial to have the video camera in the room throughout the study.

The senior readers all agreed that the location of the reading program was convenient. All but one of the senior readers lived within a kilometre of the childcare centre where the reading program took place. The reader who lived a little further had no difficulty travelling to the centre and was glad not to be driving into the city centre. The room where the reading program took place was thought to be adequate and served its purpose. The set up including the book display was also described as functional and well organized for the purposes of book selection. When the readers were asked about my presence in the room, two of the senior readers said that it did not bother them and that they ignored it. The other two had a different perception of my role in the room. Reader 8 reported, "I really wasn't aware of you being there except once or twice when I wasn't sure of how to pronounce a word I looked to you to confirm". My presence in the room was also a source of reassurance for Reader 4 who stated,

I think its necessary for several reasons. I could see that once or twice wrongly or rightly I was looking at you for a little bit of direction, as to whether...and then trying not to go off the beaten path and going into a lot of detail which just takes up time and then its over the child's head. You know explaining something that isn't in the book that they'll find out later. No you were there, you were there in case something happened to the child you see. And you're right to be my witness. I'm always thinking, unfortunately I've heard a lot of bad things happen.

When asked further about the presence of the video camera in the room, all of the senior readers said that it wasn't a distraction and that they didn't know when it was running.

Books. Comments on the book display were positive, although one of the readers noted that some of the books on the display shelf might have been too high. She also noted, however, that the children did not hesitate in asking for assistance when needed. The parent readers also commented that the way the books were displayed with their covers facing out was useful to the participants so they could view the book titles and illustrations clearly. When asked about the selection of books, all parent readers thought that there was a good selection of books for the children to choose. One participant thought that the content of the science books might have been too advanced for one of the children that he read with and another one thought that the science books were very interesting and added a nice dimension to the reading sessions. Overall, the parent readers thought that the children enjoyed the selection of books and that they too had enjoyed them. Two of the parent readers mentioned that they had made note of some of the book titles for their own children. None of the books were thought by the readers to be

inappropriate with the exception of one reader who had pointed out that the Hansel and Gretel book depicted the stepmother in a very stereotypical way. She mentioned that while reading it, she had edited out many of the expressions that were used by the stepmother. When asked about additional books that might have been included two of the parent readers suggested authors and titles that would have been positive additions.

There was no consensus among the parent readers about having the children choose the books. Two of the parents were content with having the children make their own choices of books and two of them stated that they would have liked to select what they were reading. One parent reader described herself as a “good old control freak” and that letting the children choose the books was the hardest thing for her. She added that at home she always chose the books to read to her daughter at night.

Two other factors were also included in the analysis of the book selection. Information taken from the observation notes across all sessions was used to review the children’s book preference across child and gender, and the number of books that were read on average. This information is shown below in Tables 12 and 13 respectively. The pattern that emerged strongly when comparing book selection and gender was that the boys consistently chose more scientific books than the girls participating in the study. The greatest contrast took place for Reader 2 when reading with a boy whose selection was 80% scientific compared with a girl who chose no scientific books. The other contrast took place between Child 1 and Child 2 when reading to Reader 1. In this case 10% of the books selected by the girl were scientific compared with 60% chosen by the boy.

Table 12: *Percentages of Science books selected by Child and Gender-Parent Readers*

Parent Readers ♀ female ♂ male							
R1		R2		R5		R6	
Ch 1 ♀	Ch 2 ♂	Ch 3 ♂	Ch 4b ♀	Ch 9 ♂	Ch 10 ♀	Ch 11 ♀	Ch 12 ♂
10	60	80	0	17	9	23	26

The pace of reading was calculated by averaging the numbers of books that each child read across all the sessions. This was done for each of the four parent readers. When averages were calculated across all the parent readers over the course of the shared reading program, the number of books read or listened to per session was 4.

Table 13: *Average Number of Books Read Per Session—Parent Readers*

Parent Readers ♀ female ♂ male							
R1		R2		R5		R6	
Ch 1 ♀	Ch 2 ♂	Ch 3 ♂	Ch 4b ♀	Ch 9 ♂	Ch 10 ♀	Ch 11 ♀	Ch 12 ♂
2.5	2.8	7	3.8	4.5	4.6	2.6	3.8

The senior readers commented that the book display was appropriate for children to quickly select books that they wanted to read. Two of the senior readers commented that the selection of books was “reasonably good”, and “well chosen”. One senior reader commented that letting the children choose the books seemed to “keep them happy” but some days the books were “more of a challenge to them and to me than on other days”. For this senior reader, this challenge was associated with the detail presented in the books and a feeling that he wasn’t sure how much to explain and how much to leave to the child to make necessary connections. The final senior reader commented that he assumed I knew what I was doing, saying, “I don’t think I know what’s capable of being read by these 5 or 6 year olds”. When asked about any of the books that they preferred, one reader mentioned that she liked the Robert Munsch books, another mentioned the he liked the scientific books. One senior reader commented that, “I didn’t know any authors, any books before walking into that place. It was totally new”. The final senior reader had no opinion on which she preferred and commented more on the children’s choices. When asked if they thought that the children enjoyed the books, three of the four senior readers thought they did and recalled each child’s preference in general terms, for example saying that Child 5 enjoyed humorous books or more specifically that Child 16 enjoyed the Magic School Bus books. One of the senior readers noted that at some points the children appeared bored by the books and on other occasions enjoyed them reasonably. When asked if any additional books should be added, none of the senior readers had any suggestions. In a follow up question asking if any of the books were inappropriate, none of the senior readers felt that any of the books were inappropriate. One senior reader

made the following comment, “I was there to be read to and to read, and whatever came up, that’s what we do. I mean I didn’t choose the books and I’m glad I didn’t”.

Two additional dimensions of the book selection were analyzed across senior readers and children. Preference for scientific books was tracked throughout all the reading sessions. This information was taken from the observation notes and was used to compare the gender of the child and the books that were selected. As shown below in Table 14 a pattern emerged where the average number of scientific books chosen by boys was slightly higher than that chosen by girls.

Table 14: *Percentages of Science books selected by Child and Gender-Senior Readers*

Senior Readers ♀ female ♂ male							
R3		R4		R7		R8	
Ch 5 ♀	Ch 6 ♂	Ch 7 ♀	Ch 8 ♂	Ch 13 ♀	Ch 14 ♂	Ch 15 ♂	Ch 16 ♂
23	18	25	0	23	26	20	60

As shown below in Table 15, the average number of books read or listened to with the children was also examined across all the reading sessions. This was done to calculate the pace of the reading times when senior readers were either reading or listening to the children read. The average number of books that were read or listened to across all children when calculated throughout the program was 3 books per session.

Table 15: *Average Number of Books Read Per Session—Senior Readers*

Senior Readers ♀ female ♂ male							
R3		R4		R7		R8	
Ch 5 ♀	Ch 6 ♂	Ch 7 ♀	Ch 8 ♂	Ch 13 ♀	Ch 14 ♂	Ch 15 ♂	Ch 16 ♂
2.6	3.4	2.6	2.6	3.3	2.5	2.3	4.3

When percentages were compared between boys and girls across both sets of readers, it was calculated that over twice as many scientific books were chosen by boys than girls, that is 34% to 16% respectively. When the pace of the reading sessions was analyzed, differences were found in the number of books read per session. This was calculated across all the reading sessions and it was found that the senior readers averaged fewer books per session compared with parent readers. The average number of books per session when comparing senior readers to parent readers was 3 and 4 respectively.

Reading or listening. There was no consensus among the parent readers about whether they preferred reading or listening. Two parent readers stated that they were happy with the balance of reading and listening that occurred. Another parent reader stated that he preferred to do the reading because he enjoyed being more active within the process and that his mind drifted less when reading, while the final reader stated that she enjoyed being read to although it only happened on one occasion.

The senior readers did not express a preference for either reading or listening and were content with the amount of each that occurred. One senior reader added that she was aware of a stronger feeling of control while reading and noted that she was less certain of herself when listening because she was unsure about how frequently to step in.

Goals and expectations. There were some inconsistencies between the parent readers' preference for reading or being read to and the goals that they shared. When asked follow up questions about any goals that they had at the beginning of each session, three of the parent readers stated that they had the goal of being read to more by the children. The fourth parent reader stated that she had no goals. None of the parent readers had any stated expectations concerning the reading program. Of the three readers who did have goals around being read to more, one was also curious about whether or not one of the children with whom she was reading would recall information from the books that they had read on previous occasions. The other two parent readers both expressed a preference for reading rather than being read to but also had the goal that the children would read to them more. Of these two readers, one had very specific goals, and stated that once he had established an understanding of the children's reading levels, he had the goal of getting the children to read more. Also while reading, he had the goal of getting them to look at the words and sound them out. Additionally, he had developed different expectations for each of the two children. In the case of Child 9, he had the goal of getting him to reference the words more than the pictures, and in the case of Child 10, he had the goal of getting her to tell him the words when asked.

When asked to reflect on their expectations of the reading program, two of the senior readers commented that they expected the children to read more. One further

elaborated that he also realized that at that age it is easier for the children to be read to. When asked about any goals that they may have had going into the reading sessions, all of the readers reported that they had no goals in mind. As previously shown in the axial coding example, Reader 8 stated that she was “delightfully goal free” and that it was a fun event with really no responsibility except just to go and enjoy the reading experience. As stated by Reader 7, “I didn’t go thinking, ‘now I’ll get ____ to read more’”.

There seemed to be a stronger distinction between goals and expectations on the part of the senior readers. Two of the senior readers had expectations that the children would be reading more but none of the senior readers had any stated goals in mind when they entered the reading sessions. None of the parent readers expressed any expectations of the reading program but three of the four parent readers had the goal of having the children read to them more.

Children’s behaviour. The children were said by the parent reader to be well behaved and attended fairly well to the book reading sessions. One parent reader stated that she thought I had given her “easy children” and that she had no difficulties. Another reader thought that the children were good but at one point he was disappointed with himself for asking one of the children why she had paint on her face when in fact it was coloured sunscreen. Two of the parent readers thought that at points they found the child’s attention wavering and had trouble judging if that was “boredom” or if the child was just being quiet and staring at the pictures. With the exception of one parent reader who re-directed a child when she had her fingers in her mouth and on a different occasion while she was trying to get her shoe on, none of the parents engaged in any re-direction, nor was any required.

As an observer, there were several occasions while the children were reading with the senior volunteers that I would describe their behaviour as “challenging” and requiring sensitively worded answers to questions and comments or re-direction. In the following section these behaviours will be described followed by the strategies that I observed the senior readers using. This will then be followed with descriptions of the senior readers’ perceptions of the children’s behaviour.

During the reading sessions, two examples of children needing to be re-focused were observed. One occurred when a child was bouncing on the couch (while sitting), and the other occurred when a child was playing with the cushion on the couch. From my observation notes, and video transcripts the strategy that was used by the senior in one incident was to comment to the child about what she noticed him doing while he was bouncing on the couch as shown in the following passage taken from the video transcript:

R8: [turning page] *We saw the bees changing...*

Ch16: [bouncing up and down on couch, looks up at R8 and laughs]

R8: *the bees changed the chemical sugar into honey sugar* [laughs]

Ch16: [glances over at me and looks back at the book]

R8: ...fans it with their wings and dries up most of the water...sticky extra
sweet [puts hand on Ch16’s back] I think you’re doing a bee dance

Ch16: [pushes on couch with hand]

R8: [looks down at where Ch16 is pushing] *a close to home bee dance or a far
away bee dance* [continues reading] ...Ms Frizzle said it was o.k. to
eat some honey as long...

Ch16: [continues momentum bouncing then stops]

R8: ...this fellow says *it's easy to help with this job*

In the case of the child who was playing with the cushions on the couch, Reader 4 told him directly to “stop fiddling with the cushions”. The child complied to the request and no further direction was given.

In the case of another senior reader (Reader 7) and child (Child 14) more overtly challenging behaviours were observed. During their first meeting, Child 14 asked Reader 7 a direct question about what were in his ears, referring to his hearing aids. In subsequent sessions, she also challenged him by sharing stories with him that may have been perceived as surprising, for example that she had spat in her mother's face. Several times during the video session, she also challenged him by saying that he had “stinky breath”. With respect to the first comment that Child 14 had made about Reader 7's hearing aids, he answered her very directly by saying that they were microphones that helped him hear. On subsequent occasions, he also stopped both the children if they were reading or talking to him too quietly so that he could turn his hearing aids louder and would often ask them to speak or read “nice and loudly now so I can hear you”. As shown in the dialogue from the video transcription, Reader 7 often overlooked Child 14's inappropriate comments and proceeded on with the task of reading.

R7: How are you today? The sun is a bit hot is it burning your head that's
why you put your hat on?

Ch14: Yah [covering nose with fist]

R7: oh

Ch14: I just wanted to put it on [hand down]

R7: It's rather nice I like that colour [touches it and shakes it up and down]

R7: Well, am I going to read you something or are you going to read me something?

Ch14: [gets up quickly and passes a book to R7] you read me something

R7: uh oh [holding book and looking at front cover] I haven't read this one, do you know this one?

Ch14: shakes head no

R7: [leans over] What's it say there?

Ch14: I don't know

R7: *Could be worst could be worst* [opens book to beginning then shuts the book quickly] that's it that's the end of the book

Ch14: No it isn't

R7: Hum, I better turn the pages properly had I. *Could be worst* [holding book and turning to beginning again] *Could be worst* [points to pictures] that's a dog and that's a man

Ch14: No [pointing to pictures as R7 holds the book] that's a man and that's a dog

R7: Oh o.k. *Could be worst*

Ch14: Stop saying that

R7: [turns page again] That's somebody with pig tails *At grandpa's house things were always the same, grandpa always had the same things for breakfast he had porridge and toast*

Ch14: [very quietly] I don't believe you

R7: No that says toast and that's jam or marmalade [looks over at Ch14] and

he read the paper, what's that Victoria Colonist or it is... What paper is that?

Ch14: [very quietly] I don't know

R7: Anyway he read a paper o.k. [turns page] *he always said the same thing*

Could be [pause]

Ch14: Worst

R7: *Could be worst*

Ch14: Eww

R7: Eww *Grandpa that awful dog ate this sofa cushion, no matter what..it*

could be [pause]

Ch14: worst

R7: Could be worst. Do you have a dog at home?

Ch14: No we gave my cat to the SPCA

R7: You gave your cat away

Ch14: [shakes head yes] but I'm gonna get a fish a goldfish

R7: Oh you're going to get a goldfish

Ch14: In five days

R7: Oh good *I got a splinter in my finger grandpa...well* Do you ever get a splint

in your fingers? [holds up his thumb and finger close to Ch14]

Ch14: [Shakes head yes]

R7: Does mom pick it out? Tweezers and [pretends to pull something from

S's knee with finger and thumb]

Ch14: she got a knife

R7: She got a knife and picked it out

Ch14: It was a butter knife

R7: Oh that's good, a butter knife that doesn't have a sharp edge does it?

Ch14: No

R7: *It could be worst* [interrupts own reading and points to picture] who's
behind there?

Ch14: That old man

R7: Grandpa is it, with his coffee and his toast and his marmalade. *My bike
has a flat and my sneakers have a hole and I lost my kite and my...*

Ch14: No a hole a hole not a hoe

R7: Do you have a hole in your jeans?

Ch14: [puts both knees straighter up] I like them, I never want to sew them up
[quietly]

R7: [counting holes] you've got one hole, [points to other knee] you've got
two holes [moves legs over to look at sides] I can't see any other holes

Ch14: [smiling] [touches holes] I like the holes here

R7: [begins to read] *It could be worst* [responds to S's last comment] in the
summer time its nice to get a bit of sunshine in the holes. *Maryanne
says how come grandpa never says anything interesting. Where's
grandpa?*

Ch14: [points to picture of grandpa on page]

R7: [reads on] *I guess it's because nothing interesting happens to him.*[reads
on]

Ch14: [distracted by voices behind her, a child saying good bye to mom at door to Ch14's centre. Ch14 turns and looks behind at the closed blinds]

R7: [stops reading and looks at Ch14]

Ch14: [jumps up, feet on couch and opens blinds to look out and see who is saying good bye]

R7 [looks behind at Ch14 and then at me and back at Ch14]

Ch14: [satisfied once she has seen who it is drops the blind and turns back around] E [states friend's name]

R7: friends of yours?

Ch14: [nods yes and turns around to sit back down]

R7: *Next morning at breakfast grandpa said something different he said*
guess what he normally says [pause] *could be* [pause]

Ch14: worst

R7: and the kids are eating [pause] is that cornflakes?

Ch14: [nods head yes] yah

R7: grapenuts [looks at Ch14]

Ch14: [continues to nod yes]

R7: what do you have?

Ch14: [inaudible mumble and looks away]

R7: [turns page] *Last night when I was asleep...*

Ch14: [gets up off the couch] watch this [pulls pants down from bottom and jumps with knees back on couch and bounces then turns around]

R7: o.k. now we are snuggly o.k. *when I was asleep a large bird pulled me out of...whooo*

Ch14: [laughs]

R7: jeepers who's that above there?

Ch14: [quietly] he'll let him go

R7: *and dropped me in the mountains in the snow*

Ch14: woow was that a dream?

R7: We've got to see in a minute *I heard a noise it was an abominable snowman with a huge snowball*

Ch14: [laughs]

R7: [makes throwing sound] phuuuww

Ch14: Once I threw a huge snowball, bigger than that, as big as [points to page] this one

R7: I guess so

Ch14: and then I throwed it in my mom's face and she went rolling down [pause]

R7: Is that right

Ch14: down the mountain

R7: [reads on] *I got stuck in the snowball...and I walked across the desert, hot hot hot, suddenly nearer and nearer and nearer and a moment later I got squished by a huge something or other yuuush*

Ch14: I know what that is.

R7: What is it?

Ch14: it's a type of dog

R7: It's a type of dog, it looks like it

R7: *Before I could get up a great blob of marmalade was coming towards me. Do you have marmalade for breakfast?*

Ch14: [shakes head yes] I even splat it in my mom's face

R7: You did? [makes face]

Ch14: umhum [nods yes]

R7: *ewwh and the blob of marmalade chased me across the desert until, until I crashed into something tall ewwh like an ostrich*

Ch14: pewww [making faces] I never seen that type of ostrich before

R7: Some ostriches [leaning head back] live up in Saanich, somebody looks after ostriches *and he looked very cross and he gave me a big kick*

Ch14: [kicks foot in air]

R7: *and I went up into some storm clouds*

Ch14: [plugs nose with hand]

R7: *pshhh* [gesturing with hand] *almost got hit by lightening*

Ch14: Someone has a stinky breath

R7: humm

Ch14: Someone has a stinky breath

R7: Right

Ch14: it isn't me it's you [still hand plugging nose]

R7: [looks over at her and away from book, reads on] *and he fell out of the*

clouds, splashed into the ocean and went down, down to the bottom and I saw an enormous

Ch14: fish

R7: goldfish, Is that what you're going to have?

Ch14: nods yes

R7: a goldfish bowl

Ch14: [inaudible] a Japanese fighting fish [inaudible]

R7: how big is it? How big are goldfish [using fingers to indicate size]

goldfish are quite big are they that long?

Ch14: Japanese fighting fish are only about this big [uses hands to indicate size]

R7: I saw a huge goldfish coming towards me, I ran away as fast as I could and hid under a cup that's his cup ...I started to walk, my foot got stuck...and he was gripped by a huge big lobster

Ch14: [humming in background]

R7: [uses finger and thumb to imitate lobster pinching and pretends to pinch at Ch14's knee]

Ch14: [smiles and pushes P's hand away]

R7: [reads on] *I didn't know what to do and then a big squid came round*

[uses hand again and tickles Ch14's leg] woooo [while continuing to read] and squirted black ink all over the lobster and I escaped and got a ride on a sea turtle that was going.

Ch14: woow

R7: to the top for a bit of sunshine, and then I got a newspaper and quickly folded it into an airplane. Have you made airplanes from paper?

Ch14: [nods yes with face in knee]

R7: I used to do that. *I'd throw across the sea and back home to bed.* What what a dream Now what do you think of that? And the kids didn't know what to say and they finally said *Could be, could be* [pauses]

Ch14: Worst

R7: [closes book and passes it back to Ch14 who is smiling]...

In the above examples, on several occasions Reader 7 simply read on or briefly acknowledged Child 14's comments without engaging in judgment or attempting to control her interactions with him.

Summary of Locus of Control

Three of the senior readers mentioned their preference for further guidelines or rules about strategies and what was expected of them. In contrast, three of the four parent readers were comfortable with the lack of structure provided. When asked about their reasons for volunteering, all readers expressed a desire to help out. Additionally, parent readers thought that they had volunteered to gain some insight into the study and reading program. Most parent readers mentioned the value that they gained from seeing the developmental levels and skills of other children at a different age from their own. Three of the senior readers also expressed their appreciation for being able to get a glimpse of the childcare centre. Positive words were used in all cases to describe the reading experience. With respect to book selection, the boys tended to select more scientific books than did the girls. When analyzing the pace of reading it was noted that the senior

readers read or listened to on average one less book per session than the parent readers. None of the senior readers had any goals when entering each session, compared to three of the four parent readers who had the goal in mind of getting the children to read more. No really challenging behaviours were noted between children and parent readers. In contrast, several occasions were noted when senior readers guided the children's behaviour by ignoring, redirecting, or requesting cessation of behaviour.

Connections Made With the Children

In addition to the phenomenon of *Scaffolding*, and *Locus of Control*, the third overall phenomenon that was identified during axial coding was that of "*Connections made with the children*". This was defined using the following sub-categories:

1. Questions from the reader to the children about the child's interests, experiences, and noticing things about them. For example, "Is that shirt from Greece?"

Questions or comments that helped to get to know the personal characteristics of the child also seemed to come to mind from the content of the book. For example, "Have you ever played ping pong?", "Have you ever seen these before?" or "Have you watched a bee going into a flower?", or "Do you like honey?"

Examples of questions or comments that were used to get to know the children in this way were derived from the video transcripts.

2. Scaffolding memory refers to the readers' attempts to make connections between reading sessions or previous books read within the same session. For example, "A Lyle story, that's our favourite", or "A plain pizza, I think we talked about that one time";

3. Levity, shared laughter or playfulness. This included such antics as reading the wrong captions, and shared laughter over humorous books;
4. Shared understanding of popular books or popular culture. This category included examples taken from conversations involving popular television shows or book series. For example, Ch12: “Magic School Bus Lost in Space is different from the book”. R6: “Oh is it?” Ch12: “They had to travel all the way to Pluto and Arnold [inaudible] and then they had to go all the way back to earth.” R6: That Arnold, he’s always getting in trouble”;
5. Perceived connections to the children. This category was assessed by asking each reader with which of the two children they thought they had made a stronger connection.
6. Descriptions of the children. During the post program interviews, the readers were also asked to describe each of the children with whom they had read. These descriptions were then analyzed across participants.

The phenomenon of *Connections Made with the Children* was therefore defined broadly as both the actions and the thoughts that the readers had toward the children. This was determined by coding the video transcript for the readers’ use of questions or conversations relating to a shared experience or the child’s experience or interest. The perceived connections that the readers made with the children were determined through questions asked in the post program interviews.

It should also be noted that during axial coding, I observed differences and some similarities in the patterns that existed not only among the readers but also across the reader and each of the two children with whom they read. Moreover, the interactions that

occurred between the reader and the children were shaped by the content of the books selected (see Golden & Gerber (1990) for a discussion of triadic relationships in book reading events). At this point in my analysis, the following provisional hypothesis was developed “The qualities that these readers share with the children are determined in part by the qualities of the children and also by the content of the books selected”. To further verify this hypothesis, selective coding was begun to determine how changes in the context, of either the child or the book selected as well as the age of the reader influenced the action interaction strategies that were used and impacted upon the overall consequences or outcome.

Questions about the child's interests. As mentioned earlier, two of the parent readers had unexpected connections to the children through the family-housing complex adjoining the child care centre. One of the parent readers had met the child he read with at her family's garage sale and the other parent reader discovered through conversation that they both knew another child who had been his next door neighbour. As shown below in Table 16, comments or questions that developed personal connections with the children were limited in number across all parent readers when compared to the total number recorded during the video sessions.

Table 16: *Number and type of Comments or Questions used to develop Personal Connections—Parent Readers*

Reader 1	Reader 2	Reader 5	Reader 6
<p>10 of 60 (17%) R1 Made early connections through questions with Ch1 regarding her best friend who used to live beside him in family housing. He provided a balance between comments about himself and questions and comments directed at the children. Examples of other questions asked: You getting ready for your holiday? Isn't it a bit hot for rubber boots? Is that shirt from Greece?</p>	<p>5 of 128 (3%) Ch3 tended to engage R2 more with personal connections than she did with the children. He would ask her things like "Have you seen Tarzan yet?" and volunteered information about visiting his grandmother's house. These personal comments drew R2 into the conversation more than with Ch4b. For example at one point Ch3 stated that he had never been to the moon and R2 responded "You haven't. No neither have I. I think it's a little too far for me. I get tired just sitting on an airplane for a couple of hours. You'd have to sit in a space ship for a while".</p>	<p>9 of 91 (10%) R5 tended to add personal information about his preferences especially around food in the context of food related books. He also often added information about his daughter. During the video transcript far more personal questions and comments were directed at Ch9 than Ch10. Some examples of the questions and comments used by R5 include: And my little girl likes the story that I made up about a tadpole so I'm going to read you one about a tadpole and see what it says. How's that? Boy, I really wouldn't want to work in that factory. You know what? I don't like peanut butter. You like bacon?</p>	<p>14 of 87 (16%) R6 had a degree of familiarity with both children because she knew one child's parents and the other child's grandmother. She appeared interested in their interests and seemed to share an interest in Space with Ch12. There was a balance between personal comments about herself and those drawing the children out. Examples of the questions asked by R6 and comments include: Have you ever been to the planetarium before? Do you like the show Magic School Bus? We have an acorn tree in our backyard and boy does it let a lot of leaves down in the fall. A lot of raking.</p>

In cases where a more outgoing child and a quiet child happened to be with the same reader, there tended to be more personal comments and questions directed at the outgoing child than the quieter child. Often this came about as in the example of Child 3 and Reader 2 because the child tended to draw the adult into conversation by making or readily reciprocating comments or questions.

The senior readers had no previous connections to the children and were seeing them for the first time. As shown below in Table 17, during the video session, personal connections were developed through comments or questions to the children.

Table 17: *Number and type of Comments or Questions used to develop Personal Connections—Senior Readers*

Reader 3	Reader 4	Reader 7	Reader 8
<p>6 of 47 (13%) R3 engaged the children in the text by asking them their opinion on the story, "What do you think of that?" She would also ask the children if they liked the story. When reading a story about a tree house she asked the following question, "If you had a tree house would you put a sign up like that?" She later added some personal information about herself by saying, "I always wanted a tree house when I was about your size. I always thought it would be fun to have a place of my very own".</p>	<p>12 of 64 (19%) R4 asked a number of questions related to the topic of a book about oversized food. Some examples of the questions used are, "Do you like tuna fish?" "You've had spaghetti haven't you?" "You don't like artichokes do you? Or maybe you don't know artichokes wait till you have them." "Do you like chocolate chip cookies?". The questions were sparked by the context of the pictures or text in the book</p>	<p>24 of 144 (17%) The questions and comments asked by R7 were derived from the text and acted as extensions of the information that was either being read or listened to. Some examples of questions and comments that were personal in nature include: "Would you like to go there?" [reference to going to the moon], "Could you do without air and water?", "Are you going to be a jet pilot?", "Have you ever seen a shooting star?", "The sun is a bit hot, is it burning your head?", "Do you have a dog at home?", "Have you ever made airplanes from paper?". "I used to do that", "Have you got a cellar at your house?", "Would you have a stomach-ache if you ate all that?"</p>	<p>22 of 94 (23%) Comments and questions related to the children's interests were made in relation to the content of the book. Some examples of these are, "Which have you got at home?" [reference to a book series], "Have you ever seen their nests?", "Have you ever had a bee sting?", "Have you watched a bee going into a flower?", "Do you like honey?", "That's his tummy rumbling, do you ever have your tummy rumble?", "Have you ever been to a tree house?", "Do you know, I've never made a pizza. How about you?", "What do you like on your pizza?", "Have you ever heard of guard bees before?"</p>

There was only one case where a more outgoing child and a quiet child were paired with the same senior reader. In this one case, more personal comments were directed at the quieter child than the outgoing child. Overall the senior readers were more inclined to make personal comments or ask questions about the children's interests, experience or to make note of things about them. When compared to the parent readers the percentage of personal questions and comments made by senior readers to the children was on average 6.5 % higher with 18% of the questions and comments being personal compared to an average of 11.5% for parent readers. In addition, there were fewer personal comments made that reflected the seniors' own experience when compared to the parent readers. The parent readers were more inclined to share their own

personal preferences and experiences. The other pattern that was noted across all children was an increase in the number of personal comments and questions directed to more outgoing children who were either initiating or reciprocating personal comments or questions.

Scaffolding memory. The parent readers also made connections with the children by scaffolding the child's memory of previous books or events. In all cases except one, this was done incidentally in the context of a familiar book or a familiar author. With one of the readers, this was not observed. Some examples of how the comments that were used by the parent readers to scaffold memory include: "O.K. so what do we have a picture of on the front? Do you remember from last time?"; "Do you know what this one is? This one is one we read last week"; "A Lyle story, our favourite". A limited number of connections were made with the children on the part of seniors by scaffolding their memory of previous phrases in the books or events. This was recorded during the video sessions with two of the three senior readers. Examples of the senior readers scaffolding the children's memory occurred around the recollection that a senior reader had about a child who had a scratch the week before, as shown in the following exchange with Reader 8, "Your scratch has gone this week. Remember last week you had a scratch on your face from sharp fingernails". Another example occurred when a senior reader (Reader 3) was scaffolding the memory of a child to assist them in recalling a phrase: "Oh yah, we've seen it many times before".

Levity, shared laughter and playfulness. Among the parent readers and children, incidents of shared laughter were often generated from the nature of the books that were chosen by the children. Some children tended to choose books that were humorous. This

was the case for three of the four parent readers who were reading to children who tended to choose from this genre. For example, Child 1 often picked books by the same author who she knew wrote similar humorous stories. In the case of the other reader, one of the children she read with chose primarily non-fiction while the other child tended to choose fairy tales or non-humorous fiction. On the occasion that shared laughter was noted during the video recording, it was in the context of Goldilocks sitting on the medium sized chair.

Playfulness as defined by Lieberman (1965) refers to humour, joy and spontaneity of activities. For the purposes of this study this definition will be used within the context of the shared reading activity where playfulness is seen as the active engagement of children in acts of humour or other spontaneous activities. Using this definition, “playfulness” was not noted among the parent readers and the children, although as noted above, many incidents of levity and shared laughter did occur that were generated directly from the text of the book chosen.

Shared laughter between senior readers and children was observed during the shared reading of humorous books as well as books that appeared fun or unusual. From my observation notes there seemed to be a willingness to share laughter over amusing situations in books rather than strictly ironic or comical passages. For example, Reader 8 and Child 16 laughed at a passage in the book that describes butterflies having taste buds on their feet. They also laughed together over the number of bees that were in the picture. Playfulness as defined above, was also observed in Reader 7 and was not observed in any of the other senior or parent readers. This playfulness seemed to add an extra dimension of levity during the shared reading experience and tended to lighten the mood during the

reading sessions. The levity also seemed to create a climate of comfort for Child 14 who may have interpreted some of the light heartedness as an opportunity to engage in more challenging behaviours. Some examples of the playfulness noted with Reader 7 and Child 13 were, [puts his cap on Child 13s head as the child comes in]... “O.K. you’re going to read to me, ‘Once upon a time’” [when Child 13 is about to read a science book]. “O.K., The sun”, Child 13 “No, the moon”. In this later case, the same playful jesting was not observed to noticeably affect Child 13’s behaviour.

Shared understanding of popular books or popular culture. The parent readers displayed an awareness of the authors, and book series. They were also aware of television shows that depicted books such as the Magic School Bus. On one occasion, reference was also made to a children’s movie that had just been released. One of the parent readers also mentioned to the children with whom he was reading his favourite children’s author and the books that he had taken out with his daughter.

Although none of the senior readers displayed a shared understanding of popular books or popular culture when reading with the children, one of the senior readers was very skilled at drawing out the child’s interests about a television show that he enjoyed. She also used this information later to introduce the same topic with the other child with whom she was reading as shown below:

Ch15 “I watch Magic School Bus everyday”

R8 “Do you? On the television?”

Ch15 Nods yes

R8 “What time of day does your program come on television?”

Ch15 “At the weekend it comes late”

R8 “Sort of suppertimish”

Ch15 “It comes on the afternoons”

R8 “I think I’d like to watch it sometimes”

Ch15 “And school days it comes on in 30 minutes when you wake up”

R8 “So if you’re ready you can watch it sometimes”

Different from the parent readers, only one of the senior readers mentioned a preference for a children’s author and none of the senior readers had any suggestions about additional books. In contrast, the parent readers displayed a greater awareness of authors and book series when asked about their preference and other book suggestions.

Perceived connections to the children. In the case of three of the four parent readers, it was easy to identify a stronger connection between themselves and one of the two children with whom they read. For the other parent reader, the connections developed tended to be balanced making it more difficult to gauge with whom he was more connected. Interestingly, all three children who were identified by the parent readers as the ones that they made a stronger connection with were more outgoing and reading at higher levels than the other child. As previously mentioned, these children tended to give a lot of themselves in terms of their own personal experiences, interests and skills. As shown in the examples below, this tended to lead to rich exchanges where the parent readers would be able to reciprocate the interactions to further the depth of the discourse and to engage in shared understanding around particular events. For example:

Reader 1(R1) reading with Child 2 (Ch2) and Child 1 (Ch1):

Reader 1 and Child 2:

R1: The strongest animal for its size is the ant

R1: You wouldn't think so would you?

Ch2: No

R1: If an ant was as big as a person, it would be able to do some incredible things.

An ant can carry five times its own weight, a strong man can carry something about as much as himself.

R1: That's pretty amazing

Ch2: Yah

Reader 1 and Child 1:

Ch1: (gets up) I want to read first [laughs]

I like this one *Pickles to Pittsburgh*, Pickles to Pittsburgh

Should I read this?

R1: It's up to you. Oh that page you mean, I think so it sort of sets up the story

Ch1: *Dear.....*[reads quickly and confidently slowing down occasionally and pointing with her finger at words that she is sounding out self corrects 'met the locl']

R1: Local

Ch1: *local...*[points to picture] see I know why its hard to believe [continues reading leans back on couch R1 matches posture sitting back arms crossed]

R1: playing softball those are pretty big meatballs

Ch1: Uhh!

Ch1: He thinks of everything

R1: I know, I know

Ch1: [continues reading] folds book back and re-reads title *Pickles to*

Pittsburgh [misses a page and realizes simultaneously R1 points to page] woops forgot that. [Ch1 holding the book throughout]

Ch1: *impressive*

R1: [corrects] immense

In the above examples, the amount of scaffolding that R1 has to contribute to carry the conversation and sustain the interactions is much greater with Ch2 than with Ch1. From the video transcripts 9 questions and 17 comments were shared by Ch1 compared with 2 and 11 questions and comments respectively from Ch2. In addition the length of comments from Ch1 were complex and usually 4 or more words in length compared to single word comments offered by Ch2.

Reader 2(R2) reading with Child 3 (Ch3) and Child 4b (Ch4b):

Reader 2 and Child 3:

R2: This page? *People once thought the moon had fires on it, they thought fires were like a moon ray, now we know the moon is like a mirror*

Ch3: no it's not fire, the sun is made out of fire

R2: umm that's right

Ch3: and gas

R2: Yes

Ch3: and the sun is made out of electricity

R2: Electricity hmm

Ch3: [using his hands to draw the paths] inaudible

R2: [reflecting] [using her hands to flash] Yah those are like the electricity that's how we get out power from the sun. Is that how that works? [Ch3

mirrors flashing with hands]

Ch3: Yup. There's an invisible wire

R2: that goes through the sun down to earth

Ch3: comes down everywhere

R2: does it come down here to Victoria?

Ch3: Yup, it goes to every single house

R2: Oh I see but they're invisible so I wouldn't know, I can't see it

Ch3: but the ones in our earth are real.

Reader 2 and Child 4b

R2: *Rabbit's Party*. Have you read about rabbit's party before?

Ch4b: [shakes head no]

R2: *Tomorrow is my birthday...*[moving head for expression looking over at

Ch4b between phrases, changing voice for intonation]

Ch4b: [looking at book and over to me]

R2: [turns page at end] *please pass that nut cake...* mouse loves that nut cake

Ch4b: [gets up to get book R2 puts other book at side] [passes book to R2]

R2: *Hide and Seek* [looks at Ch4b] [Ch4b leaning back against couch] *one*

two three....

Ch4b: [lifts foot onto couch looking on back arched]

R2: *here we are..everyone stayed outside* [points to pictures]

Ch4b: [no comment gets up and looks at books on other shelf]

R2: [Ch4b picks Dr Desoto and hands it to R2]

The contrast between children was the greatest for Reader 2 who was reading with one child who was very outgoing (Ch3) and Ch4b who was quiet and reserved. Of all the children in the program, Ch4b was perhaps the most reserved about the situation, not knowing me and being younger than the other children involved. When viewing the numbers of comments and questions made by Ch3 and Ch4b during the video session, Ch3 contributed 98 comments and asked 9 questions while Ch4b asked 1 question and made 1 comment.

Reader 5 and Child 9 and Child 10

Reader 5 and Child 9

R5: [Looks at book Ch9 picked] You know what? I thought you might pick
that one

Ch9: [laughs]

R5: [looking at cover of book] Do you know what this one is? This one is
like the one we read last week. NO?

Ch9: MmmYah

R5: Yah

Ch9: Is this another chapter of it?

R5: I don't know if it's another chapter. I think it's about grandpa again and
he's telling another story so maybe it's another chapter.

Ch9: It sounds like it's, it looks like it's about Chewandswallow [sitting close to
R5 and looking on to book]

R5: [points to words on the page] *Dear Henry and Kate...*[R5 turning pages and holding book] crisp bacon..

Ch9: [pats stomach] ahhh

Reader 5 and Child 10:

R5: Hi _____

Ch10: [looking at shelf for book to choose] passes book to R5

R5: Hi, want me to read first? O.K. [adjusts to sit back on couch] [points to inside front of book] Do you know what that means? When it's got one of those in it?

Ch10: [shakes her head no]

R5: That means it's a library book. Do you get books from the library?

Ch10: Yah but not very much.

R5: *Dr Desota the dentist did very good work so he had no end of patients...*[holding book and turning pages] *refused to work on even the most timid looking cat...*Do you know what the sign says?

Ch10: *Cats*

R5: that sign means and

Ch10: [points to page] and

R5: *cats and*

Ch10: [makes an O with her mouth] looks up at R5

When pressed, and after much consideration, R5 thought that he had made a better connection with Ch10 than with Ch9. This, he thought, was related to the progress that she had made during the reading sessions and that he usually enjoyed stronger

connections, in general with women than with men. When comparing the number of questions and comments generated by the children during the video sessions, Ch9 had fewer questions and about the same number of comments, 5 and 38 respectively. Ch10 asked 10 questions and made 39 comments during the same session.

Reader 6(R6) reading with Child 11 (Ch11) and Child 12 (Ch12):

Reader 6 and Child 11:

R6: Wow *Magic School Bus* this could take the whole time. Lost in the Solar System. Do you like the show?

Ch11: yah

R6: I like the show too. T's [her daughter] daddy loves the show too.

[holding book flipping pages to beginning] O.K. *The solar system*...This little girl says [points to picture] I knew it was that...[points to book again] That must be Arnold's [inaudible brief description of character]

Ch11: [nods head yes]

R6: [reads bubble captions and uses hand cupped on mouth to gesture whispering]

R6: *rotates* [looks at Ch11 and gestures with finger] rotate means spin around and round

Ch11: [Ch11 nods finger in mouth]

R6: reads on [pointing with finger to track occasionally and changing voice for intonation and different characters] [smiles and looks at Ch11 when reading '*it's a UFB (Unidentified Flying Banana)*' *Class notice the earth's*

blue oceans, white clouds and brown land. [to Ch11] Where are the blue oceans?

Ch11: [points at book]

Reader 6 and Child 12

R6: [nudges him on elbow with hand] Good. That was great. You going to try another B one? See if there is one that looks like you'd like to read it.

Ch12: You know what these are...Uhuh a C book

R6: A C book. That's the hardest of all

Ch12: Yah

R6: huh. O.k. That's called *Peanut butter Rhino*

Ch12: *Peanut butter Rhino* [holding book and turning pages] [sitting up on the couch slightly away from R6] *Today's the day I have lunch with my good friend...*

R6: [points to a missed passage on the bottom of the page] *and down*

Ch12: [eyes follow down] [continues reading] *scrunch!* [with expression]

R6: [laughs]

Ch12: *Where is my peanut butter sandwich?*

R6: [points to picture where Rhino has sat on his sandwich and laughs]

Ch12: [points to same picture and answers Rhino's question] on his bottom he sat down on it *my sandwich has got to be...it's not up in the trees* [points to sandwich on Rhino's bottom again] *there* [R6 and Ch12 shared laugh] *not in the trees ether*

R6: *either*

Reader 6 and Child 12:

Ch12: Can you read this?

R6: Do you want me to read to you?

Ch12: Yah that will be the only book today

R6: That will be the only book I read to you today [holding book across
couch and Ch12 and turning pages to beginning]

R6: Wow! look at that [pointing to pictures in book]

Ch12: A space shuttle

R6: The pictures are great

Ch12: There's a galaxy [points to picture on opposite page]

R6: Umhum [continues to turn pages to beginning] *Look up into the sky
and...the universe is getting bigger all around ...*

Ch12: Yikes

R6: Yah so the universe is whatever you can see. So when you can see the
moon that is part of the universe and outside of what you can see is not
part of the universe

Ch12: umhum

R6: [reads on] lets read this little side bit you and the...you know which one
the smallest planet is?

Ch12: Pluto

The number of questions and comments generated by Ch11 compared with Ch12
during the video sessions were much fewer in number. Ch11 asked 1 question and made

1 comment compared with 6 questions asked by Ch12 and 56 comments. The other contrast pointed out in the examples above is the shift that takes place in the type of discourse generated by changes in the genre of the book. The example provided contrasts a humorous fiction book read by Ch12 with a non-fiction science book read by R6. The other shift exemplified is the change that takes place as the child moves between reading and listening. The control around the text and discourse shifts in this case from the child to the adult.

Three of the four senior readers were readily able to identify a stronger connection between themselves and one of the two children with whom they read. The other senior reader (R8) commented that “she loved them both and they were different”. In the case of the senior readers who were able to identify a connection between themselves and one of the two children with whom they read, the child identified tended to ask more questions and make more comments¹³. The comments and questions added to the discourse between the senior reader and the child. The examples which follow, illustrate the difference in the interactions that occur between the senior reader and a child who is quiet compared with a child who is more actively engaged in discourse:

Dialogue Reader 3(R3) reading with Child 5 (Ch5) and Child 6 (Ch6)

Reader 3 and Child 6:

R3: Shall we try this one?

Ch6: [slight nod]

R3: O.K. I don't know the ending so we're both going to find out and it's quite a long story so I will read this one and you can choose a book to read

¹³ Video transcriptions could only be analyzed in the case of two of the three senior readers because Ch7 had dropped out of the study before video sessions were conducted with R4.

Dr Desoto and you can see he is a mouse [turning pages] and this book was written for [reads names] my goodness what a big family or some people in a class maybe *Dr Desoto the dentist did very good work so he had no end of patient...Dr Desoto stood on a ladder* [laughs Ch6 smiles] *there Dr. Desoto was hoisted up to the patient's mouth by his assistant who also happened to be his wife* [points to picture] there's a pulley arrangement and there he goes up to the donkey's mouth

Ch5: [points to book] [inaudible] [laughs at picture]

R3: [laughs too] Yes isn't that silly

R3: *Dr Desoto was...*[uses hands to mime delicate and dainty] [using fingers to track] [reads sign on picture] it says [pointing at picture] *Dr. Desoto Dentist cats and other dangerous animals not accepted for treatment* [comments] we know what would happen if he treated a cat [turns page] one day...[points to picture of the flannel bandage around the fox's jaw after reading line about it] *I can't treat you sir Dr. Desoto shouted* [uses hand in a stopping gesture] *Sir haven't you read my sign?*

Ch6: [points to lower part of page] look

R3: Yes [laughs] Do you do that sometimes?

Ch6: no

R3: No *Oh oh please the fox cried* [uses more gestures hand up shaking] *oh let's risk it said Missus Desoto she pressed the buzzer and let the fox in...*[changing voice as if gasping] *ah ah ah ah it's a rotten bicuspid that is a tooth a type of tooth* [reads on] Can you see the bad tooth?

Ch6: [Points to the picture vaguely]

R3: [points to the tooth in the picture] *I think it's the one that's brown*

In the above example Child 6 who was very quiet and learning English as a Second Language often provided only single words or gestures to indicate her responses and comments to Reader 3. During the video session she didn't ask R3 any questions and only made 2 single word comments about the book. In contrast, Ch5 used full sentences and made 27 comments mainly relating to the text. Further examples of these comments from Ch5 are, "look we've read this one before"; "I'm going to look at those ones that are here"; "I know how to throw it but I don't know how to make it" [in response to R3's question to Ch5 about paper airplanes]. In the brief example below, Ch5 is also more inclined to be involved in animated responses.

R3: This sounds better [reads title] *It could be worst* [looking at picture] *If I were caught by a big eagle and dragged*

Ch5: I would just say eagle please stop that put me down.

R3: [laughs] then he would maybe he'd just drop you plunk

Ch5: [reacts to P's comments] ahhhha [swings arms in jest]

R3: that's for sure *At grandpa's house things were always the same...*[inaudible comment] [reads on]

Ch5: That's what you said

As shown in the section on Comments section, Reader 7 engaged in a rich shared dialogue with Child 13. When looking at the number of comments and questions that were made by Child 13 compared with Child 14, it was found that during the video transcript Child 13 made 36 comments or questions compared with 25 by Child 14. In

addition, as described in the section on Children's Behaviour many of the comments that Child 14 made to Reader 7 were attention seeking in nature. In contrast Child 13's comments were often very interesting and demonstrated his knowledge and interest in the area about which they were reading.

Descriptions of the children. During the post program interviews, each reader was asked to describe the children with whom they read. As shown below in Table 18, these descriptions varied and tended to reflect the readers' ability to make connections with and draw the children into the activity.

Table 18: *Parent Readers' Descriptions of Children*

Reader 1	Reader 2	Reader 5	Reader 6
Description of Ch1: precocious, gregarious, really open, friendly, mature for her age, excellent reader, likes to laugh, seems like she has probably spent a lot of time with adults. Ch2 described as very quiet perhaps introverted, interested enough to want to come back, keeps his emotions inside a bit more, hard to read whether he is enjoying it or not, even the funny stories. When asked if he liked the stories he would say "yah" in a non-committal way. Thought Ch1 loved her reading experience, thought Ch2 liked it.	Description of Ch3: curious, outgoing, imaginative, confident, interesting, intriguing, very likable, personable. Ch4b described as shy, reserved, quiet, feminine. When asked to describe what she meant by feminine, R2 elaborated by saying that she found her to be feminine in her clothing mainly in her outward appearance and presentation and quiet manner.	Description of Ch9: Excited by the whole idea, and interested in what was going on. More outgoing, exciting and anxious to show off. Described Ch10 as initially more reserved and less confident in her abilities. Got the feeling that Ch9 enjoyed interacting with someone different whereas Ch10 was more interested in the reading part and would take more time choosing her books. Ch10 was able to read the titles of the books whereas Ch9 may have been just choosing based on the pictures.	Description of Ch11: Thought that both children were slightly shy but Ch11 more so and that Ch12 warmed up much more. Descriptions of Ch11, quiet, fairly shy, smiley, happy. Descriptions of Ch12 slightly shy, but more extraverted, and more of a desire for knowledge. Thought that Ch11 enjoyed choosing the books. Thought that Ch12 enjoyed practicing his reading.

When comparing the perceived connections with the children to the description that the readers gave for each child, a pattern emerged around the nature of the child and the ability for the readers to make connections. In all cases where there was a clearly articulated connection to one of the two children, the child identified was the more outgoing and extroverted of the two children read with. The more outgoing children

seemed to be able to draw the parent volunteers into the experience by generating more comments, asking more questions and appearing more at ease with the experience.

Senior readers were asked to describe the children with whom they read. As shown below in Table 19, these descriptions often reflected the contrasting views that the senior readers held of the children.

Table 19: *Senior Readers' Descriptions of Children*

Reader 3	Reader 4	Reader 7	Reader 8
<p>Description of Ch5 and Ch6: R3 thought more connected to Ch5. Ch5 was described as a "typical boy". R3 thought that his attention span lessened week by week. She added that he seemed tired but couldn't understand if it was that or boredom. She also said that she wanted to get through to him but didn't feel that she was doing a good job. Ch6 was described by R3 as very feminine. As stated by R3, "she was shy but I think we were breaking down barriers, we were able to laugh. She was learning to read in her own way".</p>	<p>Description of Ch7 and Ch8: R4 thought he had a greater connection to Ch8. Both Ch7 and Ch8 were described by R4 as cautious. R4 stated that they were trying to be attentive even though R4 was a "stranger".</p>	<p>Description of Ch13 and Ch14: R7 thought he had a stronger connection to Ch13. He stated that "we were talking on a different level". This he compared to Ch14 saying that there was more of a "chitter chatter" relationship. R7 described Ch13 as "a very smart little boy. He had his own mind, and went his own way and sort of in charge. Quick to respond and a very good reader for his age, I enjoyed his company". Ch14 he described as much quieter, and "didn't read particularly well". When reading to her he thought he was a little bored and thought that she was a little bored too. He ended by saying that it was quite a different experience from Ch13.</p>	<p>Description of Ch15 and Ch16: R8 thought that the children may have seen her as a "granny figure" type. She added that this was possibly because this is how she views herself. She thought that Ch15 was accepting of his reading experience but that on any given day he may prefer the outdoor activities. She thought that Ch16 was pleased to have had an experience to show off his expertise. She was unable to identify which she thought that she had a better connection with because "she loved them both". She also noted that at different points each of the two children had snuggled up with her. In her descriptions of the children, she described Ch15 as very appealing and that she had shared this perception of the child with her husband. She described Ch16 as appealing too and slightly more independent. She also mentioned that Ch16 had a "lively interest" in what he was reading. She further commented that she liked his independence and didn't feel that he would be particularly swayed by some adult that said this was the way it was, if he didn't see it that way. She seemed to value their unique features.</p>

From the information in the post program interviews, all the senior readers who

had articulated a connection to one of the two children who they read with selected the child who they thought was the most outgoing of the two children. In the case of Reader 7 the child he selected was also described as someone he could relate to on a broad level. During the post program interviews all the readers mentioned that they were pleased that the children were able to tolerate their presence as “unknown adults”. This sentiment was expressed very strongly from Reader 3 who stated that she made sure that there was no body contact. She mentioned that she was acutely aware of these safety concerns of society.

The descriptions provided of the children by both the senior and parent readers consistently reflected the contrasting views that the readers held of the children. More outgoing children were described as “interesting”, “smart”, “typical boy”, “precocious”, “gregarious”, “curious”, “confident”, “exciting”. In contrast, quieter children were described as, “introverted”, “reserved” “feminine”, “shy”, and “cautious”. From my observation notes, the more outgoing children seemed capable of drawing the reader into the experience by asking more questions and generating more comments. The children’s comments and questions were then reciprocated resulting in a more balanced, richer dialogue.

Summary of Connections made with Children

Senior readers were more inclined to make personal comments or ask questions related to the children’s interests and experiences than were parent readers. Of the questions and comments generated, the parent readers were more inclined to add personal anecdotes about their own preferences and experiences. An increase in the number of personal comments and questions was noted among all readers when reading with more

outgoing children who were initiating or reciprocating personal comments or questions. During the reading sessions, the children's memories were scaffolded by two parent readers and one senior reader who pointed out books that had been read together in the past or familiar phrases. One senior reader also scaffolded a child's memory of a scratch that he had from the week before when commenting on how it had healed. Shared laughter was noted when all readers were reading humorous books with the children. Shared laughter was also noted among senior readers over amusing pictures or situations in the books. Playfulness was also noted in the case of one senior reader who created a lighter tone in the room by his teasing comments and possibly a climate that encouraged more challenging responses from Child 14. Parent readers were versed in popular books and popular children's culture. This was different from the senior readers who expressed less awareness and preference of children's authors. Stronger connections with one of the two children were identified by three senior readers and three parent readers. In all cases these perceived connections involved children who were also described as more outgoing and who tended to generate more questions and comments.

Shared Reading Interactions and Theoretical Constructs of Reading

The findings in this section relate to Research Question 4: How do the interactions that occur in a shared reading experience between young children and readers compare with our current theoretical constructs of reading? To answer this question, the constructs discussed in the literature review will be re-examined as they relate to the interactions and patterns noted in the Intergenerational Shared Reading Program.

The following theoretical reading constructs were examined. These include:

1. *Reader Stance* (Rosenblatt, 1994), where the reader approaches the text with a particular purpose in mind ranging from “efferent” reading in search of information, facts, or content to “aesthetic” reading, through the reader’s sense of feelings, intuition and emotions. The reader’s response to the text will vary depending on the stance that the reader adopts along this efferent-aesthetic continuum;
2. *Reader Response* (Squire, 1994; Many, 1994), refers to the reader’s negotiation of meaning and is described as a *transactional process* that is affected by both the reader’s efferent-aesthetic stance, and the narrative non-narrative qualities of the text. The reader’s ability to negotiate meaning is also affected by his or her prior knowledge, experience, and unique development;
3. *Scaffolding* (Ninio & Bruner, 1978), has been described by Bruner (1986) as a *transactional process* where the child is encouraged by adults to enter into a query-response interaction using rising voice patterns and techniques that gradually increase the complexity of the questions and responses. This may provide the child with the opportunity to attend to specific aspects of the text or meaning within the text that may otherwise have gone unnoticed;
4. *Zone of Proximal Development* (Vygotsky, 1986), refers to the creation of a learning experience where parents, non-related adults, or teachers support children’s literacy and other development through tutor like behaviours. Learning is mediated with the help of a skilled adult who possesses an acute awareness of the child’s cognitive needs and extends them through a controlled presentation of tasks that will support the student in developing the necessary associations to

enable her to come to her own understanding of the concept or relationship that is being presented; and

5. *Metacognitive Theory* (Brown, Palinscar, & Armbruster, 1994), refers to the sense of awareness or knowledge of one's own cognitive processes used to monitor, regulate or provide feedback about cognition. When a child miscues during reading, particularly at times when the miscue affects the child's ability to understand the story the role of the parent, adult or teacher may be to provide metacognitive support by modeling or directly teaching metacognitive strategies. These may include helping the child with the beginning sound of the word, reading on, or providing her with the missing word. This helps to provide the child with support so that they can interpret the text more fluently and make the necessary associations and connections. The potential to teach children metastrategies through modeling, direct teaching, and scaffolding can be done effectively within parent-child dyads or adult-child dyads during shared reading providing the tutor is aware of such strategies;

When these theoretical constructs are viewed in conjunction with the findings from the shared reading program, there are several aspects of *Reader Stance*, *Reader Response*, *Scaffolding* and *Metacognitive Theory* that seem to be consistent with the patterns that were observed. In the following section the parallels between these theoretic constructs and the shared reading experience will be discussed as will the contrast between what was observed and Vygotsky's model of the *Zone of Proximal Development*.

Within the theoretic constructs of *Reader Stance*, *Reader Response* and *Scaffolding* reference is made to the *transactional process*. This process is described by Rosenblatt (1994), as a shift in thinking from the past paradigm of viewing ourselves as somehow distinct from our environment to being able to view holistically or simultaneously self and surroundings. To make this distinction, Rosenblatt (1994) cites John Dewey's descriptions of the differences between "interaction" and "transaction" in the *Knowing and the Known* (1949). Dewey believed that the term "interaction" was too closely aligned with the objective paradigm of the past where the self was seen as distinct from the object perceived. To shift to the notion of "unfractured observation" of the whole situation devoid of the subject/object separation, Dewey used the word "transaction" to describe what he saw as this new paradigm where "the knower, the knowing, and the known are seen as aspects of one process. Each element conditions and is conditioned by the other in a mutually constituted situation" (Rosenblatt, 1994). This distinction seems particularly important within the structure of the shared reading experience. When considering the environment of the shared reading experience, there are three elements that can be said to have transacted. These elements include, a) the book being read, b) the child, and c) the reader. The greater environment of the room where the reading took place, my presence in the room and the video equipment seemed to have been less salient. I've based this finding on my observations of the changes that took place between the reader and the two children with whom he or she read, and the book being read. This finding is also based on the readers' awareness of the difference between the children and the changes that took place; for example, in the number of questions or comments. The differences in styles that were noted between the senior

readers and the parent readers can also be seen as a transactional element when whole group comparisons are made between these two groups. As has been noted these findings are limited to the conditions and people under study and may not generalize to the larger population.

Book qualities. When examining *Reader Stance* and *Reader Response* differences were noted between the number of questions and comments and the type of questions or comments that were made. Differences depended on whether or not the book being read was fiction or non-fiction; that is having a narrative or non-narrative quality. Even within the category of fiction, differences were also noted if the book had other features such as humour, rhythm, or suspense. As illustrated below in Figure 3, the text being read may have the following features:

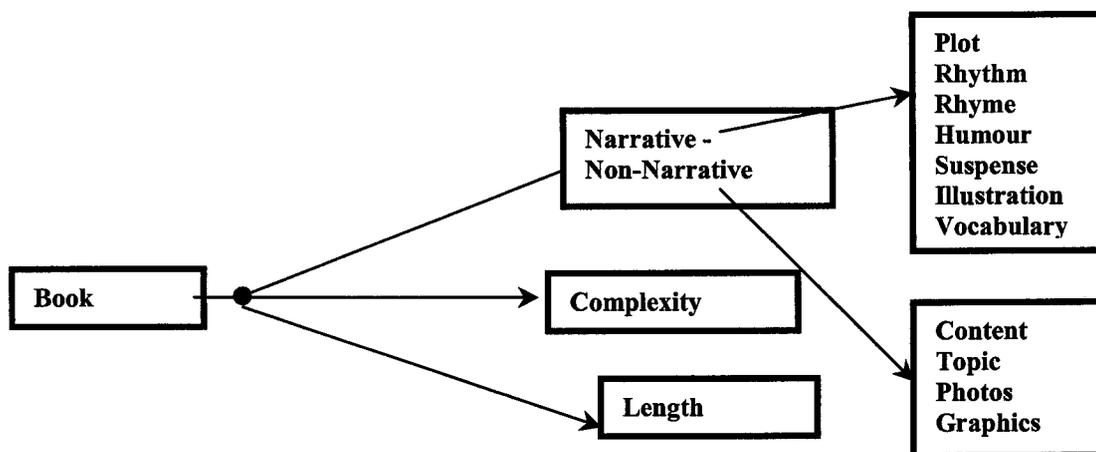


Figure 3: Features of the text

As noted above, an increased number of questions and comments occurred when non-fiction material was read. These transactions are described by Rosenblatt (1994) as

efferent, and originate from both the child and the adult as they search for an understanding of the content of the material. In addition, this efferent stance may be enhanced by an aesthetic stance (e.g., an interest in the topic) that acts to further the inquiry. At times, the child seemed to be controlling the inquiry and at other times the situation would reverse so that the adult was taking the lead.

This is shown in the example below between Reader 2 and Child 3:

Ch3: [turning page] What is that a snapping turtle?

R2: Um it just says turtle, so I don't know if he's is a snapping turtle

Ch3: A Snapping turtle, that thing is huge. That's a daddy snapping turtle [turns page].

R2: And what is this?

Ch3: A baby gorilla, I mean a brother gorilla and this is a monkey.

R2: Now what is the difference between those two?

Ch3: [Pointing at book] this guy has a short tail, this guy has a long tail.

R2: Oh yes. You know that one already really well don't you?

Often, the photographs or the illustrations were part of the transaction. This was particularly true for Reader 2 and Child 3 where the text seemed secondary to the photographs and only seemed to be used to substantiate the information that Child 3 had already derived from his past experiences or recalled once he had viewed the pictures. The illustrations also played a significant role in the transaction between the reader and child during the shared reading of humorous books. As in the example below of Reader 4 and Child 8.

Ch8: [Pointing at book] [inaudible comment].

R4: I know, I know and he's got a piece of toast and he's got a pizza falling through the pea soup back then by some...*sailed away on...*stale bread and put a mask and what's this with holes in it what would you figure that is?

Ch8: Cheese

R4: Cheese is the sail and a

Ch8: Piece of pizza.

R4: Yes yes, everything gets recycled back in the picture o.k. *they returned years later to see what happened to Chewandswallow...sent out to people who need it we have organizations in the world who do that we're all not as affluent as N. America* [turns page].

The transactions noted above were shaped by the child and the reader and were inspired by the pictures in the text and the humour of the story.

Children's qualities. When looking at the transaction between the book, the child, and the reader, several of the child's characteristics seemed to affect the shared reading experience. As shown below in Figure 4, these may include the child's ability to read ranging along a continuum from non-reader to reader as well as whether or not the child was reading or listening to the text. The needs of the child with respect to word prediction, decoding or miscuing often dictate the scaffolding techniques that the reader would provide to the children. The choice of strategies and the timing differed depending on the reader (as discussed in the next section) but the cue to intercede would usually be dictated by the needs of the child. The most salient examples of this occurred across all readers when the child was in the early stages of reading aloud and was in need of

scaffolding from the reader in order to move forward and gain some fluency and comprehend the text. As shown in the example below, this support for decoding could occur at several points even within brief passages of shared reading.

Reader 3 and Child 5:

Ch5: *Noisy Breakfast. Listen to it crack...*

R3: [Mouths words and moves in anticipation of correction or response].

Ch5: [Looks up at R3 finger still on the page].

R3: You're quite right. There's the egg dropping into the bowl.

Ch5: *Listen to them* [looks up at R3] *wiggle*.

R3: Almost. There shaking [shakes hand in motion] what happens to them

when they shake? When they shake they _____?

Ch5: *Rattle*

R3: [Hands up and fists closed for a cheer] That's it!

Ch5: Listen to them pop.

R3: Woops do you think she's going to [pointing at picture] catch it or he the

toast? Before it falls on the floor.

Ch5: Yah [pointing at picture] Ahh actually this one going this way and this

one...

R3: Making a line right in the butter.

Ch5: Yah maybe this one will go pswoop [turns the page].

Ch5: *Listen to it sizzle*.

R3: Good.

Ch5: *Listen to it dd drop*.

R3: Drip.

Ch5: [Takes a big breath sitting up].

Ch5: *Listen to them sip.*

R3: What a.....n..o...i..s..y.

Ch5: *What a noisy breakfast.*

R3: Yah and they are crunching their toast on the last page here aren't they?

Ch5: Yah.

R3: It sounds rather like when you crunch crackers.

Ch5: Yah.

R3: [Laughs] That was a good one.

In the example above, as well as pausing to indicate that he was stuck on a particular word, the child would also provide a direct cue to the reader by looking up at her to indicate his need for support.

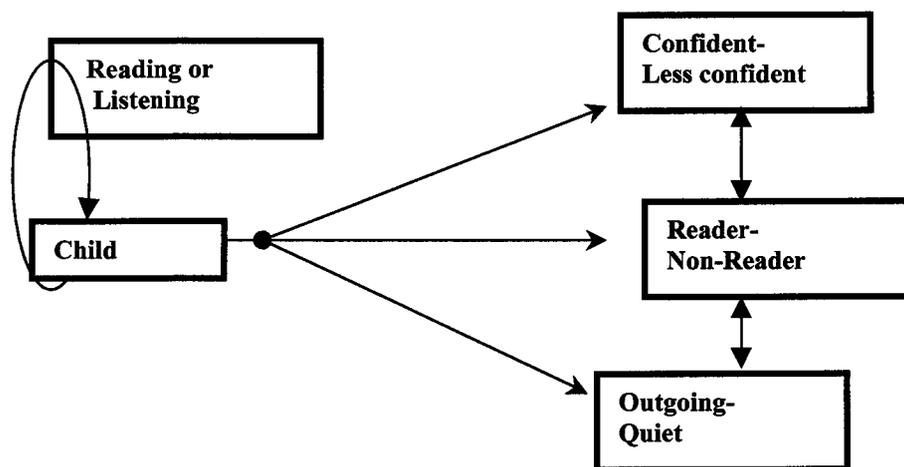


Figure 4: Characteristics of the Child

In Figure 4, the distinction between categories is less obvious and the interplay among the children's characteristics are noted with additional arrows showing the possibility of one feature affecting the others in reciprocity. Within the context of the present study, the children's characteristics were viewed in relationship to the reader's responses. It was impossible therefore to distinguish which of these features contributed to specific transactions. Children who were strong readers also appeared confident and more outgoing. This cluster of features created strong dialogic qualities and the opportunity for the child and reader to move further into discussions of the meaning of the text that was being read. This is shown below in an example between Reader 1 and Child 1:

Ch1: *Hoisted up...ahhh [hand on head laughing] he was especially popular with big animals ...able to work inside their mouths with rubber boots...cool no anaesthetic [reads on and looks up at R1] ohh with a flannel.*

R1: Flannel.

Ch1: *Flannel bandage around...[looks up at R1]...[flips ahead in the book].*

R1: Don't spoil the surprise of the story.

Ch1: [Reads on].

R1: [Point to words that she missed] You missed a little at the top.

Ch1: [Re reads section]Yah I've heard this one before.

R1: We'll see.

Ch1: I think I know.

Ch1: *Grasps an unusually rotten bicuspid.*

R1: Bicuspid, that's a type of tooth you have in your mouth.

Ch1: Oh I know I think he hadn't brushed his teeth [looking at R1].

R1: [Corrects despite and misery].

Ch1: [Reads on].

R1: Oh oh! Ahh better! [reads on rubs eye] ...just with a pinch of salt and a drop of white wine [looks up at R1 and they both laugh].

In the case of Child 1, her confidence while reading allowed her to move on quickly following the corrections that were made not only when she miscued but also when words were mispronounced. In the example above, she was able to maintain her interest in the content of the story and was less focused on decoding and pronunciation tasks. As has been noted above during the post program interviews, Reader 1 commented that he tried to judge how often he should intervene with corrections. In the case of Child 1, it was less obvious when she needed intervention because she was able to read quite fluently and seemed to be more concerned about reflecting the meaning or message within the story. As noted in the anecdotal journal, although there were many corrections observed, these corrections at no point seemed to slow Child 1's pace while reading, interest in the books or participation in the program.

Volunteer reader's qualities. The reader also brought many qualities to the transaction. The type of strategies that they employed differed across groups of readers. Although there were many individual differences in the type of strategy used particularly among the senior readers, there were also noteworthy group consistencies. The overriding characteristics that differed most significantly between senior and parent readers were

those underlined in Figure 5, namely: *Timing, Responsiveness, Pace, Colloquialisms, Gestures, Articulation, Range of Strategies and Feedback Methods.*

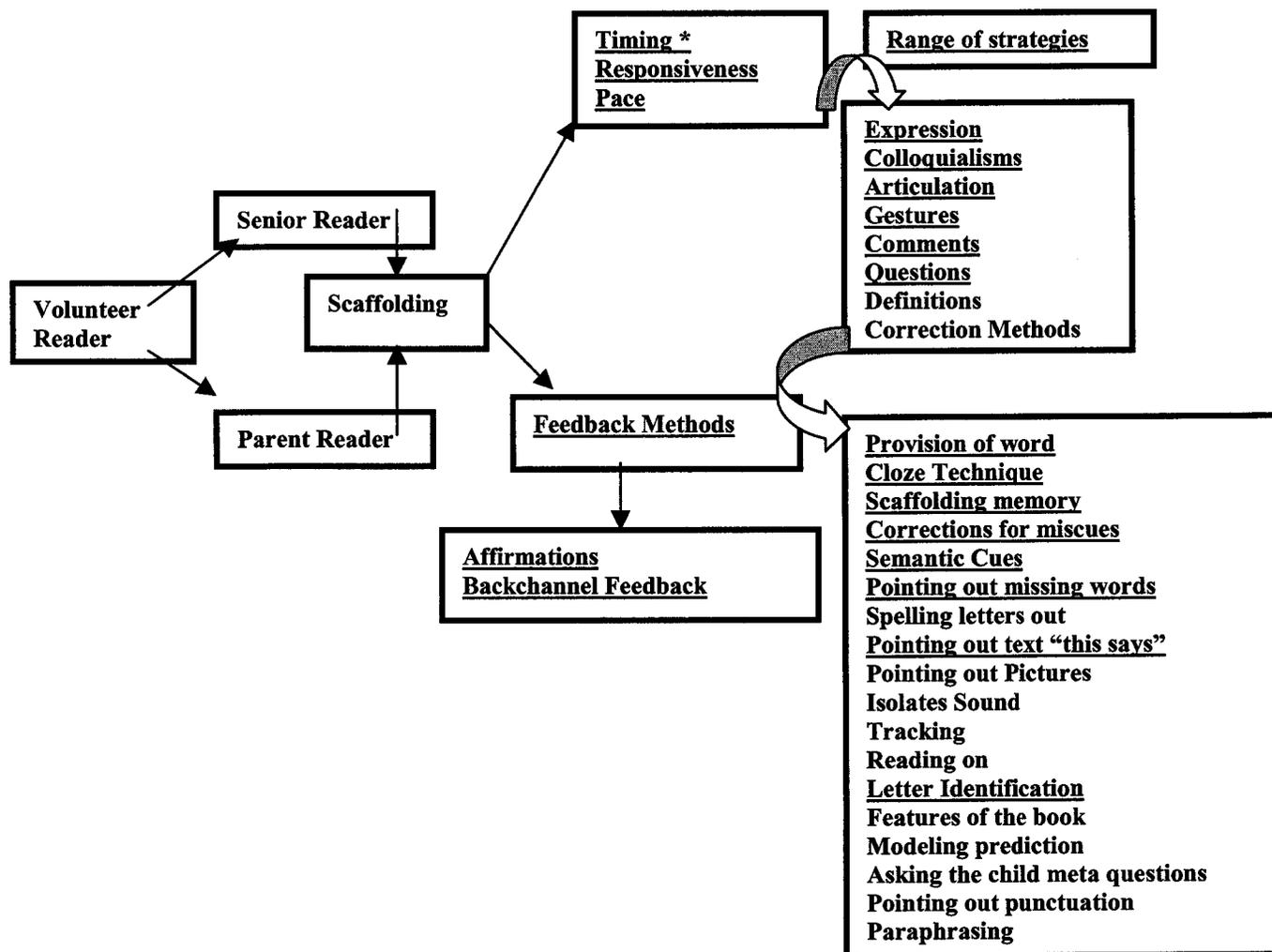


Figure 5: Qualities of the Reader

*underlined categories indicate salient features observed often

When considering the transaction among the three elements of: a) the book being read, b) the child, and c) the reader, the complexity of the transaction becomes apparent.

This has the effect of creating a unique dynamic not only for each reader and child but also from moment to moment within the 30 minute reading period. The three elements in the shared reading transaction are shown in Figure 6.

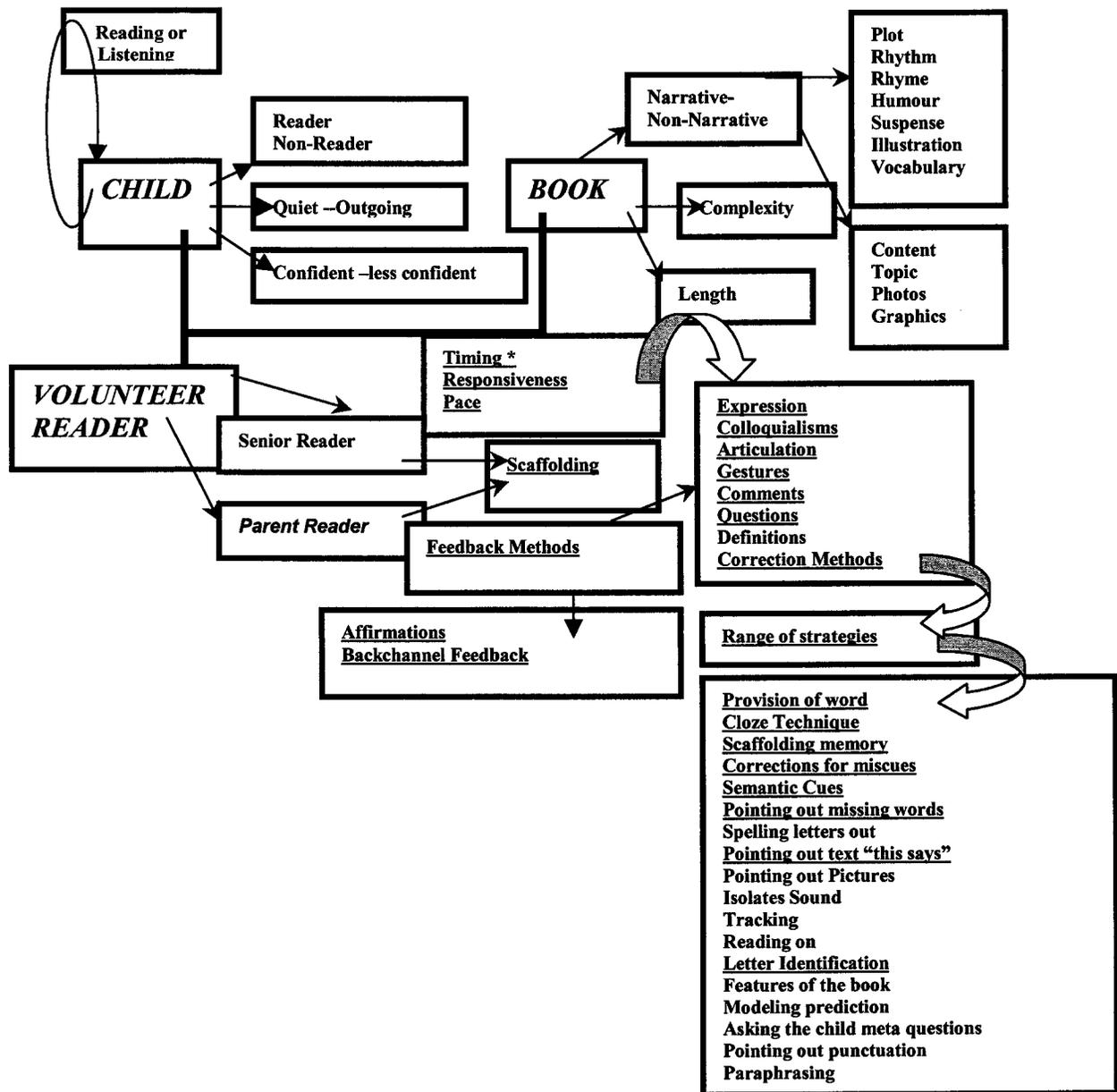
Despite these dynamic qualities however, when comparing transactions across senior and parent readers the differences noted can be said to create a different overall quality within the shared reading environment for the children reading with senior readers compared to children reading with parent readers. Of the most significant characteristics, three clusters of qualities can be identified. The characteristics of timing, responsiveness and pace seemed to be very interrelated and clustered together as a group.

Timing refers to the decisions made as to when to introduce questions or comments. Although the mistiming of questions was only observed with one reader its impact illustrated the importance of accurate timing of questions and comments. In the analysis of the transaction that took place between Reader 4 and Child 7 it became apparent that from the child's point of view the questions that were posed interfered with her ability to concentrate on the reading task. The second characteristic found in the same cluster of elements is that of responsiveness. This refers to the reader's ability to assist the child by scaffolding in response to the tasks of decoding and comprehension and in response to any other perceived needs of the child.

Responsiveness seemed to be a quality influenced by the readers' judgment concerning the type of correction method used or supportive strategy and the decision whether or not to intercede. This characteristic was therefore closely tied to timing in that the methods adopted by the reader would have to be decided spontaneously within the context of the reading experience. Within this same cluster of characteristics, the quality

of *pace* was also related to both *timing* and *responsiveness*. Readers who exerted a higher level of responsiveness in the timing of their interventions or questions and comments tended to slow the pace of the shared reading experience and the transaction deepened with respect to the content of the book and related dialogue.

Figure 6: Transactional Elements during Shared Reading



**underlined categories indicate salient features*

The characteristics of *expression*, *colloquialisms*, *articulation* and *gestures* were also interrelated features that clustered together to affect the delivery of the text while the volunteers were reading or making comments. Expression refers to the use of variations in voice tone and quality to match the perceived features of the characters in the story being narrated or important concepts or content in the case of non-narrative material. Articulation refers to the sounds of speech used during pronunciation, while the use of colloquialisms refers to the type of expressions that were used by the readers. The use of gestures was associated almost exclusively with the senior readers, and refers to the use of hand and facial movements that were used to animate the content of the story. In combination, the transactions associated with this cluster of characteristics created a dynamic quality around the way that the material being read was shared with the children with respect to verbal and non-verbal reading responses during the shared reading experience.

The other significant characteristics identified as interrelated were those of feedback methods used and the range of strategies. *Feedback methods*, refers to both the amount and type of feedback that was given to the children by the readers, while the *range of strategies* refers to the variation that occurred in the type of correction methods that were used. In a sense the feedback methods used could also be said to be part of the range of strategies employed by readers, although this was not identified by any of the readers as being done consciously. Senior readers were more apt to use a greater variety of strategies along with higher levels of feedback while the children were reading when compared to parent readers.

Turning now to *Metacognitive Theory* (Brown, Palinscar & Armbruster, 1994), the techniques used by the readers to scaffold the interactions will be discussed as they relate to metacognition. The strategies used by the readers that were identified throughout the study contributed to the child's metacognitive awareness of the reading process. The level of support often depended on the needs of the child and was shaped by the narrative or non-narrative qualities of the book.

As previously discussed, none of the senior readers or parent readers, with the exception of Reader 5, had clearly specified goals in mind that would shape the provision of particular strategies. Of the two other parent readers who did identify goals, these goals were to get the children to read more with no strategies in mind about how this would be achieved. With respect to the strategies that were identified by the reader, only two of the senior readers were aware of using any strategies and those strategies that were identified only accounted for 3 of the 35 metastrategies observed. The strategies identified by the parent readers accounted for 8 of the 36 metastrategies observed. When considering the tutors' awareness of the metastrategies that were observed, a distinction should be made between "spontaneous provision of strategies" and "teaching metastrategies". From my observations and post program interviews with the reader, the use of strategies by the reader occurred spontaneously in most cases and could be described more accurately as the *spontaneous provision of strategies* rather than *direct teaching*. This distinction means that while children may have gleaned a tacit understanding of the strategies being modeled or utilized by the reader, there was little or no attempt to teach directly metastrategies or bring children to an awareness of the metastrategies that they themselves may have been employing.

The lack of goal orientation among the readers and conscious awareness of the metastrategies that they were using also contradicts the intent described by Vygotsky (1986) in his model of the Zone of Proximal Development (ZPD). In the ZPD model, the tutor is required to have an awareness of the child's cognitive needs to the point that he or she would be able to understand the next step required to intentionally scaffold the child to the next level. An integral part of the tutoring relationship Vygotsky identified is the controlled presentation of tasks or skills leading the child to independently develop connections or associations.

Without an understanding of the child's cognitive level and reading skills, it was impossible for the reader to make the necessary conscious connections between the children's needs and the next step that must be provided in a controlled presentation or lesson. According to Vygotsky's description of this process, the readers' intent in the ZPD model would be to consciously set out to teach the children a "lesson" in, for example, decoding strategies. Devoid of the requisite qualities of intent and a controlled presentation, the shared reading experience can be best described as a spontaneous transactional process occurring between the child, reader and the book being read.

Summary of Connections Between Shared Reading and Theoretical Constructs

Similarities were observed between *Reader Stance*, *Reader Response*, *Scaffolding*, *Metacognitive Theory* and the shared reading experience with respect to the *transactional process*. A distinction was made between Vygotsky's (1986) Zone of Proximal Development (ZPD) and the spontaneous qualities observed between the children and reader.

A key process identified within the shared reading experience was *transaction*. This element was seen as different from “interaction” given the cohesion noted between self and the object perceived. Dewey described *transactions* as “unfractured observation” devoid of the subject/object separation. Within the shared reading experience this transactional process involves the three elements of a) the book being read, b) the child, and c) the reader all of which conditions and are conditioned by the others in mutuality.

The book being read by the child or the reader was said to be influential in the transaction with respect to its narrative, non-narrative qualities, complexity and length. If the book had narrative qualities, the features of plot, rhythm, rhyme, humour, suspense, and illustration were also identified as influential. If the book was non-narrative, the features of context, topic, photos, and graphics were influential. Efferent transactions were said to occur during the reading of non-narrative material. During these transactions the leadership was shared by both the adult and child and was influenced by the photos and illustrations accompanying the text. This was true for both narrative and non-narrative material being read or listened to.

The qualities that the child brought to the transaction included whether or not the child was reading or listening and his or her ability to read ranging along a continuum from non-reader to reader. The transaction was also influenced by the cues the child gave to the reader for support (e.g., looking up, pausing) during word prediction, decoding, or miscues. The child’s needs for scaffolding were heightened if the child was in the early stages of reading aloud. This need for scaffolding could occur at several points even within brief passages of text. In addition to whether or not the child was reading or listening and whether or not the child was a reader or non-reader, the child’s confidence

and how quiet or outgoing they were was also identified as influential within the transaction. The interrelatedness of the child's characteristics were noted and said to create strong cluster of features that affected the transaction.

The qualities that the reader brought to the transaction tended to differ when comparing senior and parent reader. A greater range of metastrategies was observed among the senior readers when compared to the parent readers. Without the conscious intent to scaffold the child to the next logical level while providing metastrategies, Vygotsky's model of the Zone of Proximal Development (ZPD) was seen as inconsistent with what was found during the shared reading experience. Also missing from the shared reading experience were those features of the readers' conscious awareness of the child's cognitive needs and the controlled presentation of tasks or skills. The shared reading experience can therefore be best described as a *spontaneous transactional process* occurring between the child, the reader and the book being read.

Chapter 5

Summary and Conclusions

Summary

In response to a call for evaluations of the increasing number of intergenerational programs, this study has set out to research the qualities and patterns that exist in interactions between children and two groups of volunteer readers during shared reading. The intergenerational program utilized two groups of volunteer readers to read with children either: a) non-related parent volunteers or b) non-related senior volunteers. This was done to construct an environment where children could be observed reading with either senior readers or parent readers so that similarities could be observed among groups of volunteer readers and differences observed between the two groups. This created a unique opportunity to observe senior and parent readers under similar authentic conditions without the effect of volunteer training.

In the literature review the need to develop stronger links between generations was identified as the primary rationale for the development of intergenerational programs. Family literacy was also identified as a positive way that senior volunteer readers could add to children's literacy experiences. Of the nine different types of intergenerational programs identified by Ventura-Merkel et al. (1989), the present study is categorized as "Senior Volunteers Within School Programs", given the presence of seniors helping with literacy enrichment. Five theoretical constructs of reading, namely, *Reader Stance*, *Reader Response*, *Scaffolding*, *Zone of Proximal Development*, and *Metacognitive Theory* were also reviewed to help explain the complex process occurring during shared reading.

The present exploratory study used grounded theory methodology including ongoing data analysis during data collection to answer the following four research questions:

1. What is the nature of the interactions that occur between young children and non-related parent volunteers during a shared reading experience?
2. What is the nature of the interactions that occur between young children and non-related senior volunteers during a shared reading experience?
3. How do the interactions between these two groups of volunteer readers and young children compare with each other? And
4. How do the interactions that occur in a shared reading experience between young children and volunteer readers compare with our current understanding of theoretical constructs of reading?

Data from the study were collected in four phases, namely, a pilot study, pre-program collection, program collection, and post-program collection. At the time of the data collection, data analysis took place using open, axial and selective coding methods. At the onset of the study, open coding was used to conceptualize early observations and create provisional categories. Information from the parent journals, interviews and video segments were then added to the analysis during the axial coding phase. The context, conditions, action and interaction strategies that were used during the shared reading experience were examined during axial coding to determine connections between categories and to identify the antecedent, situational features and the outcome. Broad categories were then re-combined based on trends within the three areas. Selective coding took place following this to examine any changes that occurred between the volunteer

reader and each of the two children that he or she read with. This led to the identification of the central phenomenon of *Scaffolding* used to define the interactions between the volunteer readers and children and the subsidiary categories feeding into it. Analytic stories were then developed after analyzing the central phenomenon across conditions associated with the child and the books selected.

When examining the use of grounded theory in the present study, caution was noted surrounding the conceptualization of the explanations of social interaction during the formation and analysis of categories, to determine significant rather than peripheral findings and in noting the researcher's effect on the phenomenon. Green (1998) suggests that both trends and exceptions be noted to achieve validity. Validity, objectivity and reliability and the explanatory power of grounded theory has also been questioned and taken into consideration in the present study by the use of inductive formation of hypotheses followed by deductive hypotheses testing.

Analytic Story: Questions 1,2 &3. Under conditions of reading fiction, both senior readers and parent readers were inclined to use expressive voices to animate different characters in the story. When compared to the parent readers, the senior readers tended to be more animated, used gestures, had distinct pronunciation of the text being read and made no use of colloquial expressions. For both the senior and parent readers across all conditions, comments fell into the categories of *procedural*, *opinions* and *general comments* while questions fell into the categories of *procedural*, *prediction*, and *comprehension*. For both senior readers and parent readers the comments that were made were primarily general in nature and tended to be used to orient the child toward the text. Senior readers tended to ask more procedural and slightly less prediction questions of the

children while parent readers tended to ask a greater number of prediction questions. Prediction questions were most likely to be asked when readers were reading fictional material and at a point when the story tension was the greatest. For both senior readers and parent readers, the number of questions and comments increased when reading non-fiction material. The number of questions and comments also increased for both groups of readers when the child with whom they read also asked questions or made comments. Both senior and parent readers were able to identify stronger connections to one of the two children with whom they read. In every case this tended to be the child who made the most comments or asked the most questions during the shared reading experience.

With respect to scaffolding children's attempts at decoding, senior readers were inclined to use facial expressions and body gestures to assist with word recognition and were more likely than parent readers to prolong the provision of the words and use the cloze technique or semantic clues. Parent readers were more likely to provide the word that was needed by the child following pauses in reading or when the child had miscued. Affirmations were provided to the children when they were in the early stages of decoding. This was observed most often among female senior and parent readers. In the case of female senior readers continuous backchannel feedback was also provided.

The open-ended conditions of the study including the researcher's instructions were perceived as less desirable to the senior readers than receiving clear instructions about what was expected of them and possible supportive strategies that could be used with the children. At the start of the study, the senior readers had the expectation that the children would read more than they did; however, none of the senior readers had any goals for the sessions. In contrast, parent readers were comfortable with the open-ended

nature of the orientation and tended to create their own goal of getting the child to read more during these sessions.

During reading sessions with the senior readers and children, some of the children's behaviours were considered by the researcher to be challenging but not by the senior readers. The senior readers used the guidance strategies of re-directing and ignoring. The parent readers were not observed facing as many challenging behaviours compared with the senior readers but on occasion did use the strategies of re-direction to re-focus the children's attention. Notwithstanding changes in children, books, or readers the pace of the reading sessions tended to be slower with senior readers than with the parent readers. Within the context of the study, senior readers were also less likely than parent readers to identify the strategies that they felt worked when assisting the children in the reading process. Senior readers also expressed an awareness of personal safety issues involved when interacting with children under volunteer or other conditions. Compared to the parent readers, the senior readers were more likely to make personal comments to the children but were much less likely to share their own personal experiences and preferences. Compared to parent readers, senior readers were slightly less likely to scaffold the children's memory than were parent readers. Under the conditions of reading humorous material, shared laughter was noted across all readers; however, senior readers tended to spend more time also sharing laughter over amusing pictures or events than parent readers. Senior readers were less inclined to make reference to popular books or culture.

Analytic Story Question 4. The theoretical constructs of Reader Stance, Reader Response, Scaffolding, Zone of Proximal Development and Metacognitive Theory were

examined to compare them with the qualities discussed within the shared reading experience. The transactional process was identified as a common feature of Reader Stance, Reader Response, Scaffolding, Metacognitive Theory and the shared reading experience. Differences were also observed between Vygotsky's (1986) model of the Zone of Proximal Development (ZPD) and the spontaneous qualities observed between the children and volunteer readers. With respect to the transactional process, distinctions were also made between the transactional process and the term interaction. Within the shared reading program, transaction was seen as a seamless movement between subject and object involving: a) the book being read; b) the child; and c) the volunteer reader. Each element was said to condition and be conditioned by the others in mutuality. Features of each of the three elements were also identified. With respect to the book being read, these features included the narrative, non-narrative qualities, the features of the plot, rhythm, rhyme, humour, suspense, and illustration. Transactions were said to be efferent when non-narrative material was being read and aesthetic when narrative material was being read and discussed by either the volunteers or children. During these transactions, the leadership was usually reciprocal moving between the adult and the child and was influenced by both the photos and graphics within the text.

The qualities brought to the transactional process by the child were dependent upon whether or not the child was reading or listening, and the child's ability to read ranging along a continuum from non-reader to reader. The transaction was also influenced by the child's cues to provide intervention during such times as word prediction, decoding or when miscues occurred. The need for intervention in the form of scaffolding could occur at many points even within brief passages and was heightened if

the child was in the early stages of reading aloud. Additionally, the child's confidence within the shared reading experience and the child's nature with respect to how quiet or outgoing she is also influenced the transactions. The child's characteristics within the shared reading experience were interrelated creating a cluster of features that affected the transaction.

The qualities of the volunteer readers during the transactional process differed across three main clusters of:

1. *Timing, Responsiveness, and Pace.*
2. *Colloquialisms, Articulation and Gestures.*
3. *Feedback Methods and Range of Strategies.*

Metacognitive support within the transactional process was also identified among the correction methods used, and included the salient categories of (a) provision of the word, (b) cloze technique, (c) scaffolding memory, (d) corrections for miscues, (e) semantic cues, (f) pointing out missing words, (g) pointing out text "this says" and (h) letter identification.

Among senior readers a greater range of metastrategies was observed. It was noted among both senior and parent readers that most strategies were provided spontaneously. Without the conscious intent to scaffold the child when providing metastrategies, the ZPD model was found to be inconsistent within the shared reading experience. Also missing from the shared reading experience were those features of the volunteer readers' conscious awareness of the child's cognitive needs and the controlled presentation of tasks or skills. The shared reading experience can therefore be best

described as a spontaneous transactional process occurring between the child, volunteer reader and the book being read.

Conclusions.

In this concluding section the interpretation and implications of the above findings will be discussed. This will then be followed by a reflection on the methodology used and the implications that these findings have for further study.

The shared reading experience in the present study was found to provide the children as well as volunteer readers with a mutually beneficial experience. Although both groups of volunteer readers were very effective with the children, the senior readers were found to demonstrate a stronger ongoing commitment to the reading program as judged by the ease of recruiting the senior readers, their consistent attendance, punctuality, and openness to the length of their volunteer commitment. These qualities are advantageous in childcare settings where children benefit from long-term relationships with adults who are present on a consistent basis.

Although determining the long term impact of the interactions observed between readers and children was beyond the scope of the present study, it can be said that the potential exists between senior readers and children to enter into a deeper discussion of the content of the books, given the slower pace of the reading sessions and the tendency on the part of the senior readers to make comments or ask questions which relate the content of the book to the child's experiences. The senior readers also demonstrated the potential to expose children to a wider range of supportive strategies while listening or reading aloud and to model distinct pronunciation and a lack of colloquialisms. Taken together the value of entering into deeper discussions on the content of the books being

read, exposing children to a wide range of meta strategies and modeling standard English all lend themselves to quality emergent reading experiences for young children. These qualities can be seen as potential advantages that the senior readers bring to the shared reading experience and should be considered when recruiting volunteers.

The present study found that the ability to augment the childcare program with a shared reading program was beneficial not only for the children but also for those who volunteered. Within this study, the parent volunteers benefited from receiving developmental knowledge of children at a different age than their own, learning new authors and book titles and the opportunity to help out within the program that serves their children. For senior readers, the benefits included the provision of additional contact with children and younger adults and access to areas of the community that may have seemed previously restricted to them. The comments made on the part of both parent and senior readers indicated that most had volunteered or were presently volunteering in some capacity but until asked specifically to participate, they had not considered doing so within the childcare environment. This highlights the importance of active recruitment and retention of volunteers to ensure that once intergenerational programs are established they can be perpetuated and that the viability of the program is not dependant on the participation of a few individuals.

It was significant that there was little metacognitive awareness on the part of both the senior and parent readers when identifying the supportive strategies used during the shared reading sessions. In combination with a lack of goal orientation particularly on the part of the senior readers, it would suggest little conscious awareness of the supportive role that competent readers can play when reading with children. The presence of

unconscious scaffolding during shared reading sessions seemed to take place in a similar way to our natural tendency to simplify and repeat our speech when conversing with infants and young children. Although we tend to do it, we are not always aware of exactly what we do and the potential support it provides.

There are many instructional implications that follow from this finding. The potential exists to enhance the metacognitive awareness of the volunteer readers and their use of successful strategies given the fact that their use of strategies was done largely unconsciously. Developing a metacognitive awareness on the part of the readers would be an important first step in creating a Zone of Proximal Development between the reader and the child during shared reading experiences. This can be done once the adult reader is more consciously equipped with potential strategies to support young emergent readers and is able to identify the child's abilities and limitations. This may lead to a richer learning experience for the child whereby the adult enters more consciously into a tutor like role and can assist the child where necessary by modeling the use of, or instructing the child in the use of a variety of possible strategies, it is then possible to enhance the transactional process.

Within the context of this study, it was impossible to determine why the readers lacked this metacognitive awareness or if this is typical. Despite this lack of information, it can still be said that the strategies that are used by readers should be viewed as a potential baseline for volunteer training. If the strategies used are ineffective or are used ineffectively, this too can be pointed out during training. As recommended by Winston (2001), a training component should be part of any intergenerational program. The preference that the senior readers shared for being briefed on their roles and

responsibilities would indicate that this would be well received among senior volunteers. The orientation provided for senior volunteers should take into consideration the preference that seniors have to receive clear instruction concerning what is expected of them. This should include sharing the general goal of the reading program and a timely introduction and reinforcement of effective strategies that could be used to scaffold young readers during fragile points in their reading development such as in the early stages of decoding. Ideally, this orientation and instruction should include input from the seniors themselves regarding the type of information that they would find useful and as suggested by Morrow, Tracey and Maxwell (1995), might also provide some modeling by other seniors who have developed strategies that are considered effective.

The orientation for senior readers might also include some suggestions around positive guidance strategies particularly for children that may present additional unexpected challenges. This information could be offered if and when situations arise that may be considered by the seniors to be challenging. Opportunities might also be provided for the senior volunteers to share their existing strategies and anecdotal comments about what they have found to be successful and corroborate about strategies that could be used to handle challenging situations that they have been frustrated by. This would help other readers to understand the potential guidance situations that they may face and begin to view those situations more holistically as typical of the behaviours to be expected from children of that age.

Senior or parent readers would also benefit from instruction on pertinent child development theory particularly theory related to early literacy development. This could help to create a shared understanding among volunteer readers of the potential abilities of

the children with whom they are reading, such as the type of genre and book experiences that are most suitable, their emergent reading skills (e.g., understanding of book and print conventions, abilities to decode and comprehend text), strategies for the introduction of books, and additional methods of supporting children's early attempts at decoding. This could be done to either develop or reinforce the readers' existing understanding and expectations of young readers and assist in preparing the volunteers for the range of literacy skills that they may encounter.

Pre-service or in-service training and orientation for senior or parent volunteers could be modeled after successful family literacy programs such as the Parent and Family Literacy Centres in Toronto, where the provision of parent workshops is used to promote numeracy and literacy based materials; book lending libraries offer children books in a variety of languages; toy lending libraries are available and parenting courses and family literacy evenings are promoted (Mayfield, 2001). By offering a broader range of options within the book reading experience, the potential for volunteers to find areas of strength or interest is greater. This also maximizes the families' opportunities to gain the necessary skills for early literacy development by offering families the opportunity to borrow books in a variety of languages and enter into the reading program in a variety of ways (i.e., borrowing toys or games, choosing from among books in a number of languages, or other packaged materials related to literacy and numeracy). This may be particularly beneficial to those children who are learning English as a second language and would benefit from being exposed to print in their first language to reinforce their current understanding of words and concepts before switching codes into printed English (Allen, Cornell, Engel & Paashe, 1998).

Shared reading programs might also be expanded into more comprehensive family literacy programs using not only grandparents, great-grandparents or other extended family members but as suggested by Mayfield (1998), non-related adults who are interested and able to volunteer their time. Several program models such as the Adopt a Grandparent program may serve as a blueprint for this type of family literacy experience where non-related seniors are matched with families who have fewer intergenerational opportunities. For those children who do have extended family members living in the area and are able to volunteer their time, the opportunity would also exist to expand their intergenerational contact.

One concern that was revealed during the shared reading experience was the need for sensitive timing of questions and comments by volunteer readers, particularly when the children are at the beginning stages of reading. Although this was an isolated experience, the interactions observed between one senior reader and child pointed out the tenuous dialogic relationship that exists when children particularly at the beginning stages of reading are attempting to decode and interpret text. If the interactions become too one-sided without adequate attempts to interpret the child's cues, then the transaction may break down. The fragility of the relationship will also depend on the other elements in the transactional process. For example if the child has less confidence or if the reading material is inappropriate, additional stress may be felt within the experience. To minimize the possibility of placing undue stress on the child while reading, the selection of appropriate reading material is important. According to Burns, Griffin and Snow (1999),

When children begin to read, they need the opportunity to read independently each day, choosing some texts themselves. These materials must be of high

quality and of a difficulty level appropriate to the individual. Repeated readings of easy texts help children practice and assimilate what they've learned. Books that are more difficult give them a chance to move, and sometimes leap ahead. Texts that appeal to their personal passions help them build a lifelong love of reading.

(p.64)

In addition, it may be beneficial to teach the children some book selection strategies so that they are able to appropriately self-select material without undue frustration. As recommended by Castle (1994), this can be done by teaching children "How to pick a book by hand" to find a book that is suitable for their reading level, as shown below:

1. Pick a book you think you want to read.
2. Open a page near the middle.
3. Read it to yourself.
4. Hold up a finger for any word you don't know.
5. If four fingers and a thumb are raised, the book may be too hard.
6. Try the same thing with another page. If it is still too hard get another

book. (p.157)

Careful documentation and observation may also assist in developing an understanding of the child's interests and reading ability to help adjust the library corner material to match the needs of the children.

With respect to the qualities that the child brings to the shared reading experience, one overall finding was that quiet children were not perceived to be as easy to get to know and make connections with compared to more outgoing children who offered numerous comments and asked more questions. This finding points out the importance of

adjusting our expectations of quieter children and taking more time when conversing with them to try and get to know them and appreciate more subtle cues that they may use to express themselves. It also suggests the importance of not giving up on the dialogue and continuing to make appropriate comments and ask questions while accepting the child's responses even those that are non-verbal or appear minimal. Potentially quieter children are at risk of being misunderstood, and may be over or under-challenged, or over or under-scaffolded by those who are not able to know them well.

Within this transactional process the book that was chosen also seemed to play a significant role in the dialogue that was generated, in particular the number and type of questions and comments. A strong example of this was found when children chose the scientific genre. This seemed to be particularly salient in providing the opportunity for these children to generate theory and share their understanding of concepts. In turn this genre often brought out comments and questions from the volunteer readers that promoted deep thinking and shared understanding of abstract ideas or features of the environment. This opportunity to generate theory and enter into abstract thinking with respect to the environment and other factual material appears to be skewed in favour of the boys in this study who had stronger preference for the selection of such material. This points out the importance of exposing both boys and girls to scientific and other books having factual content so that some experience with these ideas can be generated. One way to do this may be to try and ensure that non-fictional material is represented in the library corner and to consistently model reference and discussion of such material during either one on one reading time or whole group experiences. This can be done so that both

boys as well as girls are exposed to this type of discussion and so that girls may be more inclined to self-select such material.

The use of grounded theory methodology in this exploratory study proved effective in identifying patterns among senior and parent readers during shared reading experiences with young children. By using open coding methods following initial observations, I was able to move very quickly from my initial assumptions regarding relationships to identifying dominant interactions related to scaffolding. This may not have taken place if I had chosen to use a pre-established coding sheet that would have guided my observations and directed my attention. Grounded theory methodology also allowed me to make use of verification strategies that are not common in traditional research methodologies. The post-program interviews provided a valuable opportunity to verify my observations of the video sessions and to further my understanding of what I had observed over the five-week period. This allowed me to gain much additional insight into the volunteer readers' thoughts particularly on their use of supportive strategies, and on the children with whom they were reading. The strategy advocated in grounded theory methodology of viewing research as recursive seems to be particularly effective in an exploratory study of this nature.

Findings from the present study are limited to the categories, properties, dimensions and statements of relationship that exist in the data collected. Further replication is required under varying conditions before findings can be generalized to broader populations. The study is further limited by the accuracy of self-reported data and the researcher effect on participants.

Implications for further research.

Further research on the question of the transactional process and more specifically the qualities brought to the shared reading experience by senior volunteer readers is required through replication of the present study. This could be done by setting up and observing other shared reading experiences using different senior readers and children as they engage in similar one on one reading. By recruiting volunteer readers from a variety of backgrounds differences in the transactions may be observed. This would assist in further determining the relationship between elements within the transactional process and may determine which of the three elements namely the reader, the child, or the book being read has the greatest effect on the transaction. This could also help to substantiate or refute the categories identified within the present study and assist in adding to or refining the categories. Variations in the backgrounds of the senior readers may also yield different results if the readers were drawn from different cultural communities. This additional cultural component would also help to validate or refute or add to the categories identified and determine any other differences or similarities in the transactional process, thus adding to the generalizability of the present study.

Replication may also be pursued using a different research methodology and larger groups of volunteer readers and children. This would allow comparisons to be made statistically and thus provide further information on the elements within the transactional process. From this a comparison could be made to the patterns identified throughout data collection and analysis in the present study.

Replication could also take place within the present study by adding to the overall program length and evaluating the children's experiences across time. This could be done

to assess the effects of the shared reading experience as it evolves while observing any changes that may take place as children develop a greater comfort with the volunteer readers and progress in their reading abilities. Although the central phenomenon identified was that of *scaffolding* over a longer period of time, there may have been greater opportunities to develop the personal connections that would lead to deeper relationships. A shift in the central phenomenon or the development of more than one phenomenon may then occur. Given the comments made by the volunteer readers it would seem that the potential exists to retain volunteers for longer periods of time than the six weeks in the present study.

Further research examining the transactions that occur during critical points in the reading process from the point of view of the child such as decoding would also be beneficial. It was beyond the scope of this exploratory study to focus specifically on particular elements that were incorporated in the reading process; however, by establishing a baseline of the children's reading levels and existing strategies before the shared reading experience, followed by an analysis of the types of strategies that were provided by the parent and senior readers, it may be determined which of these strategies were incorporated most readily by the children. This could then be used to gauge the impact that the readers had during their attempts at scaffolding and compare any advances made in either the reading level or decoding ability to establish the overall effectiveness of the strategies being offered to children under supportive conditions.

This type of study examining the effectiveness of particular strategies might also be done with consideration of not only the volunteer reader but while examining more closely the characteristics of the child. The type of style and strategy that is most

effective with those children that are difficult to draw into the shared reading experience may be valuable to determine. By identifying the qualities that the child brings to the shared reading experience and the strategies that are most effective for that particular child data can be generated on what seems to be most effective for children who possess particular skills, interests and abilities.

Overall, the present shared reading program was found to provide a valuable opportunity for young emergent readers to gain the necessary experience both with a variety of readers and to further their one on one reading opportunities. Both the senior and parent volunteer readers were found to be very effective in providing positive opportunities for the children in the study to demonstrate and further their skills and knowledge about reading and the world around them. The volunteer readers' interest in the children's one on one book reading experience demonstrates the potential that exists in creating ongoing reading programs as part of child care environments and family literacy experiences. The value of furthering young children's literacy abilities within childcare environments in the early years should not be underestimated, particularly when considering the strain that many young families face and the limitations that they may have to provide such opportunities for their children. Additionally, if senior readers are recruited to provide such literacy experience other benefits would ensue particularly those related to the responsiveness of the senior readers and opportunities that the children will have to gain a different perspective than that of the childcare staff and other parent aged adults.

As a researcher I began with the personal assumption that the shared reading experience would lead quickly to relationships between the children and the volunteer

readers. Findings from the present study have demonstrated that the interpersonal outcome of any intergenerational experience will depend largely on the overall length of time that the children are involved with the adults and the experiences that they are sharing (e.g., crafts, drama, book related experiences or recreation). The content of such programs is likely to dictate the nature of the conversations and the shared focus as well as the extent to which deeper relationships will emerge. In the case of the present study the shared reading experience yielded a strongly task oriented transaction and the opportunity for the children to share their skills and knowledge with the readers. Other types of activity based intergenerational programs may draw out different qualities and of course different findings regarding the interpersonal interactions or transactions.

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Appendix A

(Children's Covering Letter and Consent Form)

(The following covering letter was paraphrased to the children by the researcher)

I am planning a shared reading study where adults and children your age read together in the staff room down the hall from your classroom. Each of the children who are participating will get a turn to read with an adult for about 30 minutes once a week. The adults that the children read with might be other parents from Centre 2 or Centre 3 or they might be other older adults who are grandparents or greatgrandparents that I have met. Children who would like to be involved will get to choose the book that they would like to read or the book they would like to listen to from books that will be set up in the staff room to look like the library corner. The shared reading time will be starting July 8th and will happen every week for 5 weeks until August 6th.

During this shared reading time I will be with you in the staff room and I will be writing notes about what books the children choose and the things that are being talked about. There will also be a video camera in the room that I will use so that I can video tape one of the reading times. If you want to be in this shared reading time I have a piece of paper that you can write your name on so I know that you are interested in the program. If you don't want to be in the shared reading program you don't have to be and no one will be upset if you choose not to.

If you start the shared reading time and decide that you don't want to do it any more then you don't have to go the next week or any other times and no one will mind.

(Child's Name)

(Date)

(Parent's Covering Letter)

Dear _____,

To encourage literacy development and in an attempt to understand more about the experience of shared reading I am interested in planning a research project at the child care centre where children and volunteer readers of different ages read together for 30 minutes once per week. This Intergenerational Shared Reading Program will be studied as part of my doctoral program in the Faculty of Education at...in a study entitled "An Investigation of Intergenerational Relationships Occurring Within A Shared Reading Program". The study will involve observations of weekly half-hour shared reading sessions that will take place over a 5- week period from July 5th to August 6th 1999. During these shared reading sessions the children will be able to choose from a variety of books and will either be read to or will be reading to either parent volunteers or senior volunteers participating in the study for approximately 30 minutes once per week. Parents who agree to participate and agree to have their child participate in this study will be asked to provide background information prior to the program on the child's age, relationships and contact with the elderly (either family or non-family members). During the program, parents who agree to participate will also be asked to contribute any comments that their child may make following his or her weekly shared reading time in a journal provided by the researcher.

Participation in the study is completely voluntary. If you agree to have your child participate, a covering letter will also be read to your child by the researcher to explain the reading program to him or her (See attached letter entitled "Children's Covering Letter and Consent Form"). After hearing this letter, if your child does not want to participate he or she will not be included in the study. At any point in the study, either you or your child will be free to withdraw without explanation and you are free to refuse to answer any questions. The information collected prior to your withdrawal including master lists identifying your real name with a pseudonym and number code and audio and video tapes will be kept in a secure locked file cabinet in a locked office and will be destroyed at the end of the study. Withdrawal from the study will in no way affect you or your child's relationship to the childcare centre. At no point will any adult or child be identified by his or her real name in any oral or written presentation. The information

from the study will not be used to evaluate your child's reading or any part of the Kindergarten program at the childcare centre.

Throughout the study I will be present in the room where the shared reading sessions will be taking place to conduct observations and to randomly videotape one reading session. Pseudonyms and number codes (e.g., Jane (child 1)) will be used in all written documentation of the study to ensure anonymity. All written documentation i.e., observation notes and journal records will be stored in a secure locked file cabinet in a locked office. Selected portions of the video records may be shared with members of my graduate committee. All master lists that will be used to link participants' real names with pseudonyms and numbers and audio and video recordings will be stored in a secure locked file cabinet in a locked office and will be destroyed at the end of the study. The results of the study will be reported in my doctoral dissertation and may be published at a later date in an educational journal. You will be given a summary of the results of this study. If you wish more information on the results I will supply it to you or refer you to a copy of the dissertation.

If you and your child are willing to participate in this study please complete the two attached consent forms and return them to me in the enclosed envelope c/o the centre supervisor as soon as possible. If you have any further questions about the study or your child's participation in the study please contact Margaret MacDonald at ... or by e-mail at ...or my advisor at ... Thank you for your cooperation.

Sincerely,

Margaret MacDonald

(Child's Consent Form to be signed by Parent)

I, _____ parent/guardian of

(parent's name)

_____, have read the attached covering

(child's name)

letters and am willing to have my child participate in the study entitled, "An Investigation of Intergenerational Relationships Occurring Within A Shared-Reading Program" being conducted by Margaret MacDonald. I understand that the study involves shared reading for approximately 30 minutes once per week for 5 weeks from July 8th to August 6th as part of an Intergenerational Shared Reading Program at ... I also understand that my child will be video taped once during that time. I understand that all video recordings, observation notes, journal entries, and master lists linking the participants' real names to pseudonyms and number codes, (e.g., Jane (child 1)) will be stored in a secure locked file cabinet kept in a locked office. I also understand that the master lists linking participants' names to pseudonyms and video tapes will be destroyed at the end of the study.

Signature _____

Date _____

(Parent Consent Form for participating in Background Survey and Journal Comments)

I, _____,

(Parent's name)

have read the attached covering letters and I am willing to participate in the study entitled, "An Investigation of Intergenerational Relationships Occurring Within A Shared-Reading Program" being conducted by Margaret MacDonald. I understand that I will be assisting by providing background information about my child's intergenerational relationships and filling in anecdotal comments in a weekly parent journal. I understand that all video recordings, observation notes, journal entries, and master lists linking the participants' real names to pseudonyms and number codes, (e.g., Jane (child 1)) will be stored in a secure locked file cabinet kept in a locked office. I also understand that the master lists linking participants' names to pseudonyms and video tapes will be destroyed at the end of the study.

Signature _____

Date _____

Appendix B

(Parent Volunteer Contact Letter)

Dear _____,

To encourage literacy development and in an attempt to understand more about the experience of shared reading I am interested in planning a research project at the ... where children and volunteer readers of different ages read together once per week. This Intergenerational Shared Reading Program will be studied as part of my doctoral program in the Faculty of Education at ... in a study entitled "An Investigation of Intergenerational Relationships Occurring Within A Shared Reading Program". The study will involve observations of weekly reading over a 5- week period from July 5th to August 6th 1999. During these shared reading sessions the children participating will be able to choose from a variety of books and will either be read to or will be reading to either parent volunteers or senior volunteers participating in the study.

Parent Volunteers who agree to participate in the study will be asked to read with 2 children (age 5 or 6) who they are not related to for about 30 minutes each, once per week, over a 5 week period from July 5th to August 6th 1999. Throughout the reading sessions I will be present in the staff room where the reading will take place to observe and to randomly videotape one reading session. At the end of the five weeks of shared reading, volunteer readers will be asked to view the video tape of their reading session and I will ask questions about their experience. This final interview will be tape recorded (using an audio cassette tape recorder) and it will take approximately one hour.

Participation in the study is completely voluntary. At any point in the study, you will be free to withdraw without explanation and you are free to refuse to answer any questions. The information collected prior to your withdrawal, including master lists identifying your real name with a pseudonym and number code and audio and video tapes will be kept in a secure locked file cabinet a locked office and will be destroyed at the end of the study. Withdrawal from the study will in no way affect you or your child's relationship to the childcare centre. At no point will any adult or child be identified by his or her real name in any oral or written presentation.

Pseudonyms and number codes (e.g., Jane (child 1)) will be used in all written documentation of the study to ensure anonymity. All written documentation i.e., observation notes and journal records will be stored in a secure locked file cabinet in a locked office. Selected portions of the video records may be shared with members of my graduate committee. All master lists that will be used to link participants' real names with pseudonyms and numbers and audio and video recordings will be stored in a secure locked file cabinet in a locked office and will be destroyed at the end of the study. The results of the study will be reported in my doctoral dissertation and may be published at a later date in an educational journal. You will be given a summary of the results of this study. If you wish more information on the results I will supply it to you or refer you to a copy of the dissertation.

If you are willing to participate in this study please complete the attached consent form and return it to me in the enclosed envelope c/o the centre supervisor as soon as possible. If you have any further questions about the study please contact Margaret MacDonald at ... or by e-mail at...or my advisor at ... Thank you for your cooperation.

Sincerely,

Margaret MacDonald

(Parent Volunteer Consent Form)

I, _____ have read the attached covering
(Please print your name)

letter and am willing to participate in a study entitled, “An Investigation of Intergenerational Relationships Occurring Within A Shared-Reading Program” being conducted by Margaret MacDonald. I understand that the study involves my participation in a shared reading intergenerational program at the childcare centre where I will be reading with two children for approximately 1 hour per week for 5 weeks beginning July 5th until August 6th. I also understand that one randomly selected session of the shared reading time will be video taped and that a tape recorded interview (using an audio cassette tape recorder) will be conducted following the five week program. I understand that all video recordings, observation notes, journal entries, and master lists linking the participants’ real names to pseudonyms and number codes, (e.g., Jane (child 1)) will be stored in a secure locked file cabinet kept in a locked office. I also understand that the master lists linking participants’ names to pseudonyms and video and audio tapes will be destroyed at the end of the study.

Signature _____

Date _____

(Senior Volunteer Contact Letter and Consent Form)

Dear _____,

To encourage literacy development and in an attempt to understand more about the experience of shared reading I am interested in planning a research project at the ... where children and volunteer readers of different ages read together once per week. This Intergenerational Shared Reading Program will be studied as part of my doctoral program in the Faculty of Education at ... in a study entitled "An Investigation of Intergenerational Relationships Occurring Within A Shared Reading Program". The study will involve observations of weekly reading over a 5- week period from July 5th to August 6th 1999. During these shared reading sessions the children participating will be able to choose from a variety of books and will either be read to or will be reading to either parent volunteers or senior volunteers participating in the study.

Senior Volunteers who agree to participate in the study will be asked to read with 2 children (age 5 or 6) who they are not related to for about 30 minutes each, once per week, over a 5 week period from July 5th to August 6th ,1999. Throughout the reading sessions I will be present in the staff room where the reading will take place to observe and to randomly videotape one reading session. At the end of the five weeks of shared reading, volunteer readers will be asked to view the video tape of their reading session and I will ask questions about their experience. This final interview will be tape recorded (using an audio cassette tape recorder) and it will take approximately one hour.

Participation in the study is completely voluntary. At any point in the study, you will be free to withdraw without explanation and you are free to refuse to answer any questions. The information collected prior to your withdrawal including master lists identifying your real name with a pseudonym and number code and audio and video tapes will be kept in a secure locked file cabinet a locked office and will be destroyed at the end of the study. Withdrawal from the study will in no way affect your relationship to the childcare centre. At no point will any adult or child be identified by his or her real name in any oral or written presentation.

Pseudonyms and number codes (e.g., Jane (child 1)) will be used in all written documentation of the study to ensure anonymity. All written documentation i.e.,

observation notes and journal records will be stored in a secure locked file cabinet in a locked office. Selected portions of the video records may be shared with members of my graduate committee. All master lists that will be used to link participants' real names with pseudonyms and numbers and audio and video recordings will be stored in a secure locked file cabinet in a locked office and will be destroyed at the end of the study.

The results of the study will be reported in my doctoral dissertation and may be published at a later date in an educational journal. You will be given a summary of the results of this study. If you wish more information on the results I will supply it to you or refer you to a copy of the dissertation.

If you are willing to participate in this study please complete the attached consent form and return it to me in the enclosed envelope c/o the church office as soon as possible. If you have any further questions about the study please contact Margaret MacDonald at ... or by e-mail at ...or my advisor at ... Thank you for your cooperation.

Sincerely,

Margaret MacDonald

(Senior Volunteer Consent Form)

I, _____ have read the attached covering

(Please print your name)

letter and am willing to participate in the study entitled, "An Investigation of Intergenerational Relationships Occurring Within A Shared-Reading Program" being conducted by Margaret MacDonald. I understand that the study involves my participation in a shared reading intergenerational program at the childcare centre where I will be reading with two children for approximately 1 hour per week for 5 weeks beginning July 5th until August 6th. I also understand that one randomly selected session of the shared reading time will be video taped and that a tape recorded interview (using an audio cassette tape recorder) will be conducted following the five week program. I understand that all video recordings, observation notes, journal entries, and master lists linking the participants' real names to pseudonyms and number codes, (e.g., Jane (child 1)) will be stored in a secure locked file cabinet kept in a locked office. I also understand that the master lists linking participants' names to pseudonyms and video and audio tapes will be destroyed at the end of the study.

Signature _____

Date _____

Appendix C

(Participant Background Survey- For Children)

Parents will be asked these questions during a face to face interview prior to filling in consent forms

Child's Name _____

Birth date _____

I am going to ask some very brief questions about your child's family relationships.

Does your child have grandparents?

Does your child have any great-grandparents?

Do any of the _____ live in Victoria?

(grandparents or great-grandparents)

How often does _____ see his/her grandparents?

Does your child see any other Seniors (for example a friend of the family or babysitter)?

If so how often?

Appendix D

(Participant Background Survey for Parent Volunteers)

Volunteer Readers will be asked these questions during a face to face interview prior to filling in consent forms

Name _____

Birth date _____

I am going to ask some very brief questions about your education and experience with children.

How old is your child?

Have you ever done any volunteer work with children?

Have you ever had any courses in teaching children (e.g., early childhood education or teachers training)?

Have you ever had any courses in teaching reading to children (e.g., as part of a parenting program or education course)?

Appendix E

(Participant Background Survey for Senior Volunteers)

Volunteer Readers will be asked these questions during a face to face interview prior to filling in consent forms

Name _____

Birth date _____

I am going to ask some very brief questions about your education and experience with children.

Do you have any grandchildren or great grandchildren?

Do any of them live in Victoria?

How often do you see them?

Have you ever done any volunteer work with children?

Have you ever had any courses in teaching children (e.g., early childhood education or teachers training) ?

Have you ever had any courses in teaching reading to children?

Appendix F
(Researcher Anecdotal Journal)

Background Technical Notes:

Getting the equipment at 8:30 and setting up the room worked fine. I had enough time to get things organized for 9am. I used the plug in for the video camera and sorted out the tripod and chair arrangement. The room lighting was better; still a little back lighting from the window even with the curtains shut. For the purposes of the study the video recording technique should work sufficiently. Overall however, the recordings are not good quality; too bright and the sound is not the best. I'll borrow the extension microphone tomorrow and see if I can try to wire it around the microwave to pick up the children's voices better. I also must remember to sit back on the chair more so my profile is not so highly visible.

General Comments About my Feelings:

In general I have been anxious about getting started. I have both wanted to get things underway and also hesitant about starting. I feel that I am organized but it has been difficult for me to impose all of these requests on people. I would like to propel myself into week three when there is a rhythm and the readers and children are more relaxed and I'm more at ease. My assumptions, (that there may be recognizable patterns between generations of readers) has already been rocked a little given the fact that the two parent readers who volunteered today were so different. My opening comments include an overview of the reading material and a demonstration of a greeting and the phrase 'would you like to read to me or would you like me to read to you'. Even the way this has been presented to the children by the readers so far has been vastly different. Also the rates and styles that the readers brought were very different. I know that whatever the readers are feeling is very much a product of being uneasy at the onset. If I am feeling anxious then this feeling must be more so for the readers and children. I am also trying to organize a final parent age volunteer reader, the background surveys this week, and the handouts for the parent anecdotal comments. These extra details require printing up forms and going back in the evenings to the centre.

Reflections-VR6:

VR6 had a style that says 'lets get on with what we are doing'. She brought her two-month-old daughter B to the reading sessions and had her by her feet while she read. This seemed to work out nicely, although the baby cried at one point and R6 ended up nursing her and reading. This gave Ch11 a chance to hold the book while R6 read. She had a nice manner with both children and she seemed to be relaxed in some ways but obviously nervous of the new situation and of the camera. I gave her an overview of the books that the children can choose from and I modeled the greeting and the statement about book choice. As I recorded notes I was trying to follow the number of times that she asked statements or questions and the number of times that the child commented and asked questions. I haven't counted the number of times of each, but I assume from my first impression that this would be easily two to one or more in favour of R6. This has potential in some ways as a teaching device but it also can be suppressing for the child. I will need to see how things proceed.

Appendix G

(Parent Anecdotal Record Sheet)

Parents will be given 5 of these sheets stapled together in a booklet form so they can record their child's comments about the reading program

Today _____ chose to read the book _____

(Child's Name)

(Book Title)

with his/her reading partner. Please record any comments that he/she made about his or her reading time.

Appendix H

(Example Participant Interviews)

Name _____

Birth date _____

Questions concerning involvement in the reading program study

What were your reasons for accepting my invitation to participate in the reading program? (If multiple reasons: What was your main reason for participating?)

How did you feel about the time commitment? Did you feel that one hour per week was too long/ not enough or about right?

How did you feel about the length of time (5 weeks). Did you feel that the program length was too long/ not enough or about right?

How did you feel about the time of day (9am/10am)?

In this section I have some questions about the location of the reading program, the room that was available, the books that were selected, and some general questions about the reading program

What did you think of the location of the study?

How did you feel about being at the childcare centre?

What do you think about parents who use childcare?

What did you think about the room where the reading program took place?

Did you feel that the room set up was suitable for the reading program?

How did you feel about my presence in the room?

How did you feel about having the video equipment in the room?

Could you tell if it was running or not?

What did you think of the weekly selection of books for the reading program?

Were there any types of books or particular authors that you enjoyed the most?

Did you think the children enjoyed the books?

Which books do you think they preferred reading?

Were there any other books that you felt should have been included in the reading program?

Were there any books that you feel weren't appropriate or shouldn't have been part of the reading program?

In general what did you think of the shared reading program?

If you were to describe your experience in a few words how would you describe it?

If you were to describe your experience in a single word, how would you describe it?

In the next section of questions I'm going to begin with questions about the children that you read with in the reading program

How would you describe Ch13?

How would you describe Ch14?

What do you think Ch13 thought of his shared reading experience?

What do you think Ch14 thought of her shared reading experience?

What do you think the children thought of you?

Which of the two children do you think you made a stronger connection with? Why?

When you were asking them if they would like you to read to them or if they would like to read to you, did you have any expectation or hope about which would take place?

Did you prefer reading or being read to?

How did you feel about the amount of reading or listening that you were doing?

When you were beginning each session did you have any goal in mind? If yes did you feel that you met the goal or goals?

Did you have any strategies during the sessions that you were aware of using?

List of other strategies that I observed: (For example, I noticed that when you used a lot of humour with the children, gestures, sound effects, you would discuss parts of the story or define words.

You would pause to get the children to fill in the correct word. When Ch13 read the wrong word you would correct him, or when he missed a word or needed re-focusing you would show him where he was or read the first few words of the sentence. If Ch14 was stuck on a word you sometimes tell her the word or give her a clue that would make her think about what the word was.

What things did you do that you felt were the most successful?

Were there any things that you did that you felt didn't work?

I also noticed that at certain times you would ask the children questions. What do you see as the role of questions when you're reading with children?

Instruction that the participants would have liked

For the purposes of the study I limited the amount of direction that I gave to the volunteer readers. How did you feel about the amount of instruction that you were given?

Were there any other guidelines or information that you would have liked to have before you began reading with the children?

In general was there anything that you felt you weren't sure about doing or may have liked more direction on?

In the next section I have a question on child guidance

Were there any other aspects of the children's behavior that you found challenging or uncomfortable during the reading sessions?

Reflections on personal reading background

Do you remember being read to as a child?

Do you remember listening to stories?

Do you remember learning how to read?

What do you remember about the strategies that you were taught?

What has your more recent experience been reading with children?

How would you describe yourself today as a reader?

Concluding Questions

Do you have any favorite memories of the shared reading time?

Would you participate again in a shared reading program? Why, or Why Not?

Appendix I

(Script For Opting Out to be read to the children prior to the 1st Shared Reading Session)

I want to let you know that if you don't want to participate in this reading program you can leave at any time without any explanation. No one will be upset with you if you want to leave and you can choose to do this whenever you like.

(Script For Opting Out to be read to the Volunteer Readers prior to the 1st Shared Reading Session)

I want to let you know that your participation is completely voluntary and that you are free to leave the study at any point you wish to without any explanation or any repercussions.

Appendix J

*(Book List)***Book list:**

Week 1: June 21st to 24th, 1999

Scholastic A, B and C books

Big Books:

Trapani, I. (1993). *The itsy bitsy spider*. New York: Scholastic.

Watten, C. (Ed.). (1992). *Mary wore her red dress*. New York: Watten/Poe Teaching Resource Centre.

Watten, C. (Ed.). (1992). *The three little kittens*. New York: Watten/Poe Teaching Resource Centre.

Story Books:

Brown, M. (1979). *Arthur's eyes*. Toronto, Ontario: Little, Brown and Co.

Douglass, B. (1982). *Good as new*. New York: Lee and Shepard Books.

Fox, M. (1984). *Hattie and the Fox*. New York: Bradbury Press.

Hawkins, C. (1983). *What's the time Mr Wolf?* Hammersmith, London: HarperCollins Publishers Limited.

Kalman, B. (1996). *Sea otters*. Niagara-on-the-Lake, Ontario: Crabtree Publishing Company.

Kopper, L. (1993). *Daisy thinks she is a baby*. New York: Penguin Books.

Lionni, L. (1992). *A busy year*. New York: Alfred A. Knopf Inc.

Lionni, L. (1963). *Swimmy*. New York: Dragonfly Books.

Lunn, J. (1994). *Amos's sweater*. Toronto, Ontario: Douglas and McIntyre Ltd.

Marshall, J. (1988). *Goldilocks and the three bears*. New York: Dial Books for Young Readers.

Munsch, R. (1986). *Love you forever*. Willowdale, Ontario: Firefly Books.

Munsch, R. (1985). *Mortimer*. Willowdale, ON: Firefly Books Ltd.

Patton, D. (1995). *Iguanas*. The Child's World Inc.

Shaw, C.G. (1947). *It looks like spilt milk*. New York: HarperCollins Publishers.

Simon, S. (1989). *Whales*. New York: Thomas Y. Crowell.

Serventy, V. (1992). *Animals in the wild*. Austin, Tx: Steck-Vaughn Company.

Staub, F. (1994). *Sea turtles*. Minneapolis, Minn.: Lerner Publications Company.

Weber, V. (1992). *The wonder of whales*. Milwaukee, WI: Gareth Stevens Publishing.

Book list

Week 2: June 28th-July 2nd, 1999

Scholastic A, B and C books

Big Books:

Berger, M. (1995). *Animals and their babies*. New York: Newbridge Communications Inc.

Cowley, J.(1987). *Turnips for dinner*. New York: Modern Publication Ltd.

Rathmann, P. (1996). *Goodnight gorilla*. New York: Scholastic Inc.

Story Books:

Bailey, D. (1990). *Animal world: Snakes*. Austin, Tex.: Steck-Vaughn Company.

Broekel, R. (1982). *A new true book: Snakes*. Regensteiner Publishing Enterprises, Inc.

Carle, E. (1977). *The grouchy ladybug*. New York:Harper and Row, Publishers, Inc.

Donnelly, J. (1996). *Mighty giants of the wild*. London: Dorling Kindersley Limited.

Fox, M. (1996). *Zoo looking*. Greenvale: Mondo Publishing.

Ga'g, W. (1928). *Millions of cats*. New York: Coward-McCann.

Gerholdt, J.E. (1996). *Anacondas*. Minneapolis, Minn.: Abdo Consulting Group, Inc.

Jenkins, S. (1995). *Biggest, strongest, fastest*. New York: Ticknor & Fields Books for Young Readers.

Lionni, L. (1989). *Tillie and the wall*. New York, N.Y.: Alfred A. Knopf, Publishing.

Martin, B. (1989). *Chicka chicka boom boom*. New York: Simon and Schuster Books for Young Readers.

Martin, B. (1991). *Polar bear, polar bear, what do you hear?* New York: Henry Holt and Company Inc.

McGoldrick, J. R. (1989). *Animal clowns*. Washington, D.C.: National Geographic Society.

Stevenson, J. (1989). *Grandpa's too-good garden*. New York: Greenwillow Books.

Viorst, J. (1971). *The tenth good thing about Barney*. New York.: MacMillian Publishing Co.

Waber, B. (1965). *Lyle, lyle crocodile*. Boston, Mass: Houghton Mifflin Company.

Zion, G. (1956). *Harry the dirty dog*. New York: Harper and Row, Publishers, Inc.

Zolotow, C. (1972). *William's Doll*. New York:Harper and Row, Publishers, Inc.

Zolotow, C. (1963). *The quarreling book*. New York:Harper and Row, Publishers, Inc.

Book list

Week 3: July 5th – July 9th

Scholastic A, B and C books

Big Books:

Berger, M. (1994). *A butterfly is born*. New York: Scholastic.

Murphy, A. J. (1996). *A pair of socks*. New York: Scholastic.

White, N. (1994.). *Seeds get around*. New York: Newbridge Communications Ltd.

Story Books:

Barrett, J. (1978). *Cloudy with a chance of meatballs*. New York: Macmillan Publishing Company.

Bourgeois, P. (1996). *Franklin has a sleepover*. Toronto, Ont.: Kids Can Press Ltd.

Cole, J. (1996). *The magic school bus: Inside a beehive*. New York: Scholastic.

Degan, B. (1983). *Jamberry*. New York: HarperCollins Publishers.

DeVries, J. (1975). *In my backyard*. Richmond Hill, Ont.: North Winds Press.

Hoberman, M. (1978). *A house is a house for me*. New York: Viking Press.

Joly, F. (1997). *Mr. Fine, Porcupine*. Vancouver, BC: Raincoast Books.

Kellogg, S. (1985). *Chicken little*. New York: William Morrow & Company Inc.

Lobel, A. (1988). *The turnaround wind*. New York: Harper and Row.

Mayne, W. (1995). *Pandora*. Toronto, Ont.: Random House.

Olesen, J. (1988). *Bumblebee*. Bedford Row, London: A & C Publishers.

Sevrey Miner, I. O. (1953). *A new true book: Plants we know*. Chicago, Il: Children's Press.

Slepian, J. (1980). *The cat who wore a pot on her head*. New York: Follett Publishing Co.

Smith, A. (1989). *Nature study: Bees and wasps*. East Sussex, England: Wayland Publishers Ltd.

Velthuijs, M. (1996). *Frog is frog*. London: Anderson Press.

Watts, B. (1987). *Dandelion*. London: A & C Publishers.

Webster, V. R. (1982). *A new true book: Plant experiments*. Chicago, Il.: Children's Press.

Williams, G. (1946). *The chicken book*. New York: Bantom Doubleday Dell Publishing Group, Inc.

Book list

Week 4: July 12th – July 16th

Scholastic A, B and C books

Storybooks:

- Bennett, J. (1988). *Noisy Poems*. Oxford: Oxford University Press.
- Barrett, J. (1997). *Pickles to Pittsburgh: Sequel to cloudy with a chance of meatballs*. New York: Atheneum Books for Young Readers.
- Blake, Q. (1987). *Mrs Armitage on wheels*. London: W.S. Cowell Ltd.
- Branley, F. (1988). *The sun our nearest star*. New York: Thomas Y. Crowell.
- Brown, M. W. (1949). *The important book*. New York: Harper and Row.
- Calmenson, S. (1989). *What am I?* New York: Harper and Row.
- Cole, J. (1990). *The magic school bus: Lost in the solar system*. New York: Scholastic.
- Gackenbach, D. (1977). *Harry and the terrible whatzit*. New York: Ticknor and Fields.
- Galdone, P. (1973). *The little red hen*. New York: Clarion Books.
- Gibbons, G. (1992). *Stargazers*. New York: Holiday House.
- Kellogg, S. (1977). *The mysterious tadpole*. New York: Dial Books for Young Readers.
- Langley, A. (1987). *The moon*. London: Franklin Watts.
- Leaf, M. (1977). *The story of Ferdinand*. New York: Puffin Books.
- Lewellen, J. (1981). *A new true book: Moon, sun, and stars*. Chicago: Children's Press.
- Marshall, J. (1988). *Goldilocks and the three bears*. New York: Dial Books for Young Readers.
- Steg, W. (1982). *Doctor De Soto*. New York: Scholastic.
- Stevenson, J. (1977). *Could be worst*. New York: Greenwillow Books.
- Stott, C. (1995). *Space*. New York: The Salariya Book Co.

Book list

Week 5: July 19th 23rd

Scholastic A, B and C books

Story books:

- Barret, J. (1970). *Animals should definitely not wear clothing*. Atheneum, New York: Macmillan publishing company.
- Burningham, J. *Mr. Gumpy's Outing*. Puffin Books.
- Coldry, J. (1988). *The life cycle of a snail*. East Sussex: Wayland Publishers Ltd.
- Hoban, T. (1984). *I walk and read*. New York: Greenwood Books.
- Kellogg, S. (1971). *Can I keep him?* New York: Dial Books for Young Readers.
- Kite, P. (1994). *Down in the sea: The sea slug*. Morton Grove, IL: Albert Whitman and Company.
- Jennings, T. (1989). *Slugs and snails*. New York: Gloucester Press.
- Jeunesse, G. (1995). *The frog*. London: Moonlight Publishing Ltd.
- Marshall, J. (1990). *Hansel and Gretel*. New York, N.Y.: Dial Books for Young Readers.
- Maddaugh, S. (1994). *Martha calling*. Boston, Mass.: Houghton Mifflin Company.
- Meddaugh, S. (1990). *Tree of birds*. Boston, Mass.: Houghton Mifflin Company.
- Royston, S. (1991). *See how they grow: Frogs*. London: Lodestar Books.
- Selsam, M. (1976). *A first look at frogs, toads and salamanders*. New York: Walker and Company.
- Slobodkina, E. (1940). *Caps for sale: A tale of a peddler, some monkeys and their monkey business*. New York: Harper and Row Publishers.
- Viorst, J. (1972). *Alexander and the terrible, horrible, no good, very bad day*. New York: McMillian Publishing.
- Waber, B. (1966). *Lyle and the birthday party*. Boston, Mass.: Houghton Mifflin Co.
- Wildsmith, B. (1978). *What the moon saw*. Oxford: Oxford University Press.
- Zion, G. (1958). *No roses for Harry*. New York: Harper & Row Publishers.

Appendix K

*(Video Transcription- Parent Volunteer Readers)***Video Transcription Volunteer Reader 6**

Session Begins 10:08

VR6: Hi _____. [comes in with baby, puts baby down and sits on the couch close to Ch11. Ch11 gets up immediately hands up together in front] _____ will you choose a book?

Ch11: gets up to choose a book

VR6: [to me] Do I ever get to choose a book?

Margaret: [hesitates]

Ch11: Ya [responds to VR6's comment quickly and moves away from choosing to let K choose one instead]

VR6: No [laughing] I was just asking Margaret. I think you can choose a book first

Ch11: [picks one and brings it back]

VR6: Wow *Magic School Bus* this could take the whole time. *Lost in the Solar System* Do you like the show?

Ch11: yah

VR6: I like the show too. T's [her daughter] daddy loves the show too. [holding book flipping pages to beginning] O.k. *The solar system...* This little girl says [points to picture] *I knew it was that...* [points to book again] That must be Arnold's [inaudible brief description of character]

Ch11: [nods head yes]

VR6: [reads bubble captions and uses hand cupped on mouth to gesture whispering]

VR6: *rotates* [looks at Ch11 and gestures with finger] rotate means spin around and round

Ch11: [nods finger in mouth]

VR6: *reads on* [pointing with finger to track occasionally and changing voice for intonation and different characters] [smiles and looks at Ch11 when reading 'it's a UFB [Unidentified Flying Banana]' *Class notice the earth's blue oceans, white clouds and brown land..* [to Ch11] Where are the blue oceans?

Ch11: [points at book]

VR6: And where is the brown land?

Ch11: [points again to picture]

VR6: And where are the clouds?

Ch11: [points again to part of picture]

VR6: Yah [reads on] [points at book] see there's sun spots and these are areas [inaudible quick comment] [reads on]

Ch11: [wiping nose with finger and arm, then looking back at book]

VR6: [reads on] [yawns covers her mouth] excuse me [reads on]

T walks in with VR6's young baby B and puts her in her baby seat. T says sorry and VR6 says 'that's o.k.'

VR6: [reads on] *looks there is no life here on...* [points out moons of Mars after reading names]

Baby B: [crys out once]

VR6: [slight change in voice and distraction] [reads on voice back to normal changing intonation for characters]

Baby B: [vocalizing]

VR6: [mom's voice distracted slightly] [reads on for a little bit until B vocalizes more then passes the book to Ch11] I'll take the baby up here

Ch11: nods yes

VR6: [to Baby B] would you like to see the book? Would you like to read the book with us? [changes register] [picks up B and blanket puts B right in the middle between Ch11 and herself and book across all three of them] O.k. [reads on] [B trying to nuzzle in and root] [while reading VR6 checks which of her breasts to nurse from and adjusts herself lifting the baby over her lap and lifting her top while continuing to read] [looks down while B latches on] there you go [to B] [reads on]

Ch11: holding the book more on her legs and lap

VR6: [continuing to hold the book and turn the pages] *chunks of graphite the material that is used for pencils on earth* [looks at Ch11] so this planet is made out of what you write with [gestures quickly] [reads on]

Ch11: [points to picture on page] What's this one?

VR6: That's a scale and what they have done is shown what you would weigh on your planet and what you would weigh on their planet. So on earth Arnold would weigh 85 pounds on Uranus he would weigh 72 pounds [turns page back] and here on Earth Arnold weighs 85 pounds but on Saturn he weighs 90 pounds [reads on about Pluto] Did you know Pluto's not considered a planet anymore it's considered an asteroid. [reads on turning pages and changing voice for expression occasionally] [points to cartoon of character] and this little boy says *Hello good friends* [looks over at N as she reads this]

Ch11: [smiles briefly]

VR6: [reads on captions about children telling parents that they had been to Mars etc] Do you think any of the mom's believe them that they went to outer space?

Ch11: Shakes head no

VR6: [turns page] *the end*

Ch11: [smiles points to picture] that's Liz

VR6: that's Liz

Books ends 10:24

Ch11: [gets up and puts book away picks new book and brings it back puts it on VR6's lap]

VR6: that's a good one [passes more on to Ch11's lap]

Ch11: [flips to the beginning of the story]

VR6: *I knew there was something...* [lifts opposite page to read words, turns pages with one hand, book still on Ch11's lap] [points to picture of what'sit] The what'sit looks very sad [turns page] [reads on] [turns to

Ch11. inaudible quick comment]

Ch11: nods

Ch11: [turns page and reads on] [book ends]

VR6: [looks at me]

M: o.k. N. we gotta head back

Ch11: [walks out with M]

VR6: bye Ch11

Session ends 10:29

Session begins 10:30

VR6: Hi Ch12

VR6: I've never read one of the B books before

VR6: Oh really so you're going to...[Ch12 begins right away]

Ch12: *Frog was sitting on a lily pad...mehe me he*

VR6: *middle*

Ch12: *middle* [finishes page holding book and turns it]

VR6: good job [holding baby who is now asleep]

Ch12: [hesitates]

VR6: *sat very still*

Ch12: *still in the...*

VR6: *middle*

Ch12: *middle of the pond* [continues reading finishes page and points to picture] look how big his eyes are

VR6: [laughs]

Ch12: *where's my lunch bag said the frog*

VR6: yah exactly

Ch12: [goes to turn page]

VR6: look you missed that page [points to page]

Ch12: *snap!*

VR6: ah

Ch12: [continues to read] *froggy caught the fly*

VR6: [laughs]

Ch12: *froggy caught lunch*

VR6: excellent reading!

Ch12: That was the first B book I read before

VR6: Holy cow. You did great you didn't have any trouble with that at all. Only the word middle that was the only word.

Ch12: [getting another book]

VR6: try a new B book

VR6: [sitting back down with new book] [holding book and turning pages again]

Ch12: *How far will a fly*

VR6: *How far will I fly*

Ch12: *How tall will I grow....* [moving feet slightly in time to words he is saying]

VR6: [points to page] that page [quietly]

Ch12: [looks back at page he has missed and reads] *how big will my eyes get*
[turns page and is about to begin on the right instead of left side]

VR6: [points to page on left side] that page there [quietly]

Ch12: oh *as big as they must be* [about to turn a page]

VR6: That page

Ch12: *where will my friends be?* [points to picture of friends below words] right there [answering question]
[turns page and is going to start on right]

VR6: That page there

Ch12: oh *All depends un t*

VR6: *until*

Ch12: *until you can fly as far as your wings will take you*

VR6: [nudges him on elbow with hand] good. That was great. You going to try another B one? See if there is one's that look like you'd like to read it.

Ch12: You know what these are...Uhuh a C book

VR6: A C book. That's the hardest of all

Ch12: Yah

VR6: huh. O.k. That's called *Peanut butter Rhino*

Ch12: *Peanut butter Rhino* [holding book and turning pages] [sitting up on the couch slightly away from K]
Today's the day I have lunch with my good friend...

VR6: [points to a missed passage on the bottom of the page] and down

Ch12: [eyes follow down] [continues reading] *scrunch!* [with expression]

VR6: [laughs]

Ch12: *Where is my peanut butter sandwich?*

VR6: [points to picture where Rhino has sat on his sandwich and laughs]

Ch12: [points to same picture and answers Rhino's question] on his bottom he sat down on it *my sandwich has got to be...it's not up in the trees* [points to sandwich on Rhino's bottom again] there [VR6 and Ch12 shared laugh] *not in the trees ether*

VR6: *either*

Ch12: *either...I lost all [self corrects] I'll just have to go see...[turns page] I like this part. Excuse me Rhino but why is there a sandwich on your bottom? Sandwich?* [points to word as he reads it]

VR6: [points to opposite side of page and re-reads] *excuse me Rhino but why is there a squished peanut butter sandwich on your bottom? Squished [uses finger to point to words]*

Ch12: *Good thing I brought two peanut butter sandwiches, one for you and one for me.* That's the hardest C book, that's the first C book I read

VR6: That's a great job, congratulations, Do you want to read me another one?

Ch12: O.k. [gets up with book]

VR6: Do we have time Margaret?

M: Yah we should be fine

Ch12: looking on shelf [reaches for A book]

VR6: an A book are they the easiest?

Ch12: yah *Drip Drip Drip...* they go for a walk [holds book and turns pages] [reads quickly] [finishes book and shuts it]

VR6: hey that was great you're just the best reader

Ch12: and H [Ch12's friend] is only on to B books but I've already read one C book

VR6: and two B books

Ch12: Yah and lots of A books

VR6: lots of A books, Do you want to try one more B book for fun

Ch12: yah [goes back to boxes on floor and returns the A book and picks new one reads title as he walks back] *A tree can be* [opens book]

VR6: so we'll find out what a tree can be. Oh this one looks like it has pretty pictures, that is my favourite part, the pictures...

Ch12: *A tree can be...a place to...* [turns page]

VR6: good

Ch12: *...a place to climb* [pronounces b]

VR6: *climb*, that b you don't say b in the word climb

Ch12: *A place to...*

VR6: oh you missed a part

Ch12: oh [looks back on left hand page] *a place for...to*

VR6: *sound*

Ch12: *sound...full of life and ch*

VR6: *and it changes*

Ch12: *anges [choral with K] year round* [points to picture] that's when it's winter

VR6: show me which one it is [points to first picture]

Ch12: [pointing too but hesitates]

VR6: *summer* [moves finger over to next picture]

Ch12: *spring*

VR6: [moves finger over]

Ch12: *fall*

VR6: [moves finger over]

Ch12: *winter*

VR6: [takes back page of book] oh it shows an oak tree so show me the different parts [pointing at each label]

Ch12: *limb*

VR6: and what is off the leaf?

Ch12: *stem*

VR6: and those are?

Ch12: *seeds*

VR6: and that is?

Ch12: *bark*

VR6: those are?

Ch12: *roots*

VR6: [pointing at label]

Ch12: [not responding right away]

VR6: *trunk* [enunciating each syllable]

Ch12: *trunk*

VR6: [points to label]

Ch12: *bud*

VR6: yah good reading, I love it when you read to me

Ch12: [points at words] *an oak tree*

VR6: [points again to picture] and those seeds are also called acorns

Ch12: yah

VR6: we have an oak tree in our yard and boy does it let a lot of leaves down in the fall a lot of raking.

Ch12: uh huh That's a lot of books

VR6: is there time

M: yah there is about 10 15 minutes, did you want to pick another one Ch12? You can look at the other ones too if you would like.

Ch12: [picks books from shelf and brings it back]

VR6: *Space* [holding Baby B on lap asleep]

Ch12: I could read a million of these books

VR6: Oh yah me too.

Ch12: Can you read this?

VR6: Do you want me to read to you?
 Ch12: Yah that will be the only book today
 VR6: That will be the only book I read to you today [holding book across couch and B and turning pages to beginning]
 VR6: Wow look at that [pointing to pictures in book]
 Ch12: A space shuttle
 VR6: The pictures are great
 Ch12: There's a galaxy [points to picture on opposite page]
 VR6: Umhum [continues to turn pages to beginning] *Look up into the sky and...the universe is getting bigger all around*
 Ch12: Yikes
 VR6: Yah so the universe is whatever you can see. So when you can see the moon that is part of the universe and outside of what you can see is not part of the universe
 Ch12: umhum
 VR6: [reads on] lets read this little side bit *you and the....* you know which one the smallest planet is?
 Ch12: Pluto
 VR6: Right but do you know that just recently Pluto's not considered a planet anymore it is now considered an asteroid.
 Ch12: [craning neck up slightly] hummm
 VR6: Isn't that neat, I just heard that on the radio. So I guess there is only eight planets but we'll just say nine. *The sun is a star is a star...*
 Ch12: But the sun is the hottest star
 VR6: yah and I think it's probably the biggest too don't you?
 Ch12: I don't think so [quietly]
 VR6: you don't think so
 Ch12: Red giant is the biggest
 VR6: I forgot about red giants, I haven't thought about space in a long time. *The sun is a star...it is the biggest object in the solar system* O.k. so it is the biggest object [stress on object] *110 earths would fit into ...*
 Ch12: Wow
 VR6: [reads on] *there are nine planets in the solar system, the four closest to the sun are.* You want to guess?
 Ch12: Mercury Venus Earth Mars
 VR6: Are you reading it or did you know that?
 Ch12: I know that
 VR6: That is very smart [smiling] that's exactly right. But I can't tell if you are because you are such a good reader you could read it. [reads on] *the sun's gravity keeps its family close together ...*so lets look, here's the numbers. That's number one and that is where is the smallest, which one is the smallest?
 Ch12: Pluto
 VR6: The next is [brief pause] can you see what the numbers are over here? [looks at Ky and points to picture on the page]
 Ch12: [sits up with head resting on hand and looks at the picture in the book]
 VR6: Number one is Pluto, what's number 2?
 Ch12: Um Mercury
 VR6: Then number 3
 Ch12: Mars
 VR6: Four
 Ch12: Venus
 VR6: Five
 Ch12: Earth
 VR6: Yah, Six
 Ch12: Neptune
 VR6: Yah, Seven
 Ch12: Uranus
 VR6: Yah, Eight
 Ch12: Saturn

VR6: Umhum, Nine

Ch12: Jupiter

VR6: and this big one?

Ch12: Sun [smiling]

VR6: Yah so that's how it all works. The biggest distance looks like it's between Earth and Neptune.

Ch12: *The earth is unique it is the only planet that we know[yawns] sorry...but Mars is a lifeless planet even though it has the ingredients to form life...I didn't know that*

Ch12: humm

VR6: *Mars has volcanoes... Mars is about half the size of earth and much colder..*

Ch12: *I wouldn't want to live there too cold.*

VR6: Yah me neither and red it's very red *Jupiter is the biggest planet* So there is the space craft that went to Jupiter [points to picture] this is called the Gallileo Space Probe *will reach Jupiter in December 1995*, so it's already been to Jupiter

Ch12: Well you can't land on Jupiter because it's all gas

VR6: Right, so I guess what it does is it goes near and takes pictures [yawns]

A day in Jupiter only lasts...

Ch12: Ummummm

VR6: [Turns page and points to picture] What do you think those are?

Ch12: Astroids

Ch12: [traces finger over picture around orbit over and over while Ky reads words below]

VR6: Yah me too. [Ky reaching to turn pages] here you turn the pages [points to picture] Oh that's cool *Saturn looks like a star in Earth's sky....on page 16 and 17 a comet collides with Jupiter* So let's see on page 16 and 17 [uses one hand to turn pages] so right here so this is a comet colliding with Jupiter [points with finger] there it is

Ch12: [points to picture on next page] I wonder what all these are doing are they the same as comets?

VR6: Well they are probably asteroids or maybe they are comets. Do comets let out gases?

Ch12: Behind themselves [points to picture] and these must be asteroids because they aren't letting out gas well two of them are

VR6: yah you're right

Ch12: but not very many

VR6: No not very many at all so they must be comets and ...[turns page] *Uranus and Neptune were almost unknown... 16 moons were discovered... Wow eh*

Ch12: And Saturn has 18 [annunciating 18]

VR6: Saturn does wow. Look at that

Ch12: We only have 1 [holds up his finger for one]. Venus and Mercury have this many [holds up closed fist for zero]

VR6: *So the closest planet to the sun and both made of rock are...*

Ch12: Mercury and Venus

VR6: *Mercury looks like Earth's moon...but it is blanketed by a poisonous atmosphere, but the clouds*

Ch12: *umhum*

VR6: *Where the clouds at the top of the atmosphere ...[points to picture] look at this*

Ch12: Venus is the hottest planet

VR6: Yah that's what it says. *A year on Mercury only lasts 88 days...that's how long it takes the planet to make one complete orbit around the sun*

Ch12: Yah but it takes 365 days for earth to go around it

VR6: Yah

Ch12 [sits up a bit and turns the plastic overlay]

VR6: *a visit to the moon*

Ch12: [turns the page] there's the moon

VR6: *the 61 known moons are rocky and icy bodies....all the planets except Mercury and Venus have moons* [taps K on shoulder] see you were right *Saturn has the most moons*. These are the names of moon [points to pictures] that one's named *Miranda, Titan...Europa*

Ch12: But it has 18 moons and that's only 4. What if [inaudible] 18 moons ...

VR6: No way we don't have that *When the solar....used up the biggest share of the clouds and gas and dust making the planets and their moons what was left made the asteroids and the comets, most asteroids are found in the asteroid belt a ring of rock between Mars and Jupiter*

Ch12: Yahh

VR6: Yah

Ch12: because that shows when the inner planets stop and when the outer planets starts

VR6: Right. *Comets are found at the very edge of the solar system* [about to turn page] Have you ever been to a planetarium?

Ch12: [quietly] I don't know what that is

VR6: A planetarium is where they do shows about all the different planets and they have a telescope where you can see. There's a big place here that used to have the biggest telescope in the world about 100 years ago it was the biggest and its near ...

Ch12: Does it has a dome that has a happy face on it?

VR6: Oh that's the one up here. That is a telescope too. Have you been to that one?

Ch12: Yah.

VR6: And have you seen some planets from there?

Ch12: Yah

VR6: What did you see?

Ch12: We just saw some clouds and the sun.

VR6: Wow that's cool

Ch12: It looked like it was almost the same as Jupiter

VR6: Holy cow

Ch12: Cause it was all mixed together

VR6: humm [smiling]

Ch12: half the clouds and half the sun

VR6: cool *Galaxies areThose that spin the fastest became the flattest galaxies..*

Ch12: [pointing to picture] that one is the flatest

VR6: *There are four main types of galaxies...*[points to picture] that one's a *spiral*, and there's a *barred spiral*, there's *elliptic and irregular* [pointing to pictures] so spiral, there's a barred spiral, elliptic and irregular. Oh no that's a spiral, what's that one, oh that is a spiral too [pointing at picture]

Ch12: [points at picture] there is two kinds of spirals

VR6: right right, and that's elliptic and that's irregular, Oh so there's spiral and there's barred spiral. So this must be barred spiral

Ch12: and Spiral [points to picture]

VR6: Right, that's the Milky Way and that's the moon and a shooting star

Ch12: [points at picture] I saw Magic School Bus Lost in Space and it's a big difference from the book

VR6: is it?

Ch12: they had to travel all the way to Pluto and Arnold [inaudible] and then they had to go all the way back to earth

VR6: That Arnold he's always getting in trouble

Ch12: Yah

VR6: o.k. [looking back down at page] *A supernova is a star that dies....eventually form a Nebula..*

Ch12: And I know what, and I know what, what a star looks like when its upset, its blowing itself and out and throwing itself out and then going back together [gesturing with hands out and in]

VR6: So all the stars that we see in the sky are those supernova stars? Have they already died? Are they still

Ch12: The're still alive

VR6: They are still alive

Ch12: just angry

VR6: [laughs] There are more stars....

Ch12: [points to top of book] [inaudible] that's a white dwarf and that's a black dwarf [inaudible]

VR6: eventually the sun will become a white dwarf and slowly fade to becoming a black dwarf..but that will be a long time from now

Ch12: 5 more billion years and it's a red giant

VR6: and then it will become a red giant

Ch12: Yes in 5 more billion years and then in about 5 more billion years it will be a white dwarf and then in 5 more billion years it will be a black dwarf.

VR6: And then it won't be anything anymore it will just go what is that called super nova and it will burn itself out and then it will become a nebula

Ch12: What does that mean?

VR6: [reading from book] *material from a super nova can form a nebula that can be used to produce a new star*

Ch12: ummm

VR6: So that's after the star dies

Ch12: Oh

VR6: it becomes a nebula. [looking at me] Are we?

M: Yah, maybe is there just a couple more pages?

VR6: Yah there is just a couple more pages

M: Yah So we can just finish up

VR6: yah. *The first humans...they called some the wandering stars today the ones we call planets* [pointing at picture] *that's a satellite dish, that's an inferred satellite telescope and it shows us where cold places are in the universe. And this is it takes only 8 minutes for this ultraviolet satellite to send the information back down to earth*

Ch12: And it takes only 8 seconds for the sun to send light all the way down to earth

VR6: Wow. [pause picking caption to read] This space shuttle *takes off like a rocket*

Ch12: [gestures hand moving from book out into room]

VR6: *with it's nose pointing upwards but it lands like an airplane*

Ch12: it lands flat like on my head

VR6: Right

Ch12: I hope just not on my head

VR6: [brief laugh] yah it might land on your head if you're in the wrong place at the wrong time

Ch12: Yah I know, I know

VR6: *Satellites and astronauts are carried ...above the space shuttle*

Ch12: [pointing at book] cause it says USA United States of America

VR6: Umhum [points at book] this one says *Space probe* Space probe and its name is *Magellan* Do you know who Magellan the explorer was?

Ch12: No

VR6: All the way around the world [gestures with finger] Magellan was the first one to go all the way around the world so that's why they named him Magellan and it orbited Venus *15 thousand times*

Ch12: Woow! [mouth opened leans back on couch]

VR6: Ya, *information sent back to earth produced pictures of the planet's surface*

Ch12: The planet's surface

VR6: umhum

Ch12: But no one could land on the first two planets because then you would burn yourself

VR6: Oh for sure

Ch12: And then you would die

VR6: Right. Now the sun is not a planet right, The sun is a star

Ch12: Yup

VR6: It's our biggest star, o.k.

Ch12: You mean the biggest object

VR6: Well that's it, [turning to last page] here's the useful word stuff. Do you want to read what they are while we are here? [pointing to terms on page]

VR6: *Asteroid, atmosphere* do you remember what all of these mean? O.K. a *comet, is a half a mile ball of snow and dust...that produces a head and it travels close to the sun* so that's what a comet is, I didn't know what a comet was.

Ch12: Well I thought it was just a rock a bunch of a whole bunch of cold stuff put together that had a tail behind it that was kind of warm

VR6: Right. No it's snow and dust and it does it produces a head and a tail

Ch12: Yah and when it like sort of orbits around the planet it melts totally and the tail is getting cold too.

VR6: You're right, and a red giant [points to book] *is an old bright and....and a...is a dim and small star again.* Cool that was great. [smiles]

M: [standing up] That's one of your favourite topics isn't it K

VR6: Me too [stretching]

Ch12: [gets up to leave]

M: yah that was fun, good job. K's got to get going and you'll see her next week Session ends 11:04

Appendix L

(Axial Coding Parent Volunteer Readers)

Axial Coding

Making connections between categories. Use of a coding paradigm involving **conditions, context, action/interactional strategies, consequences.**

Causal conditions: events, incidents, happenings that lead to the occurrence or development of a phenomenon

Phenomenon: The central idea, event, happening, incident about which a set of actions or interactions are directed at managing, handling, or to which the set of actions is related

Context: The specific set of properties that pertain to a phenomenon, that is the location of events or incidents pertaining to a phenomenon along a dimensional range. Context represents the particular set of conditions within which the action/interactional strategies are taken

Intervening conditions: The structural conditions bearing on action/interactional strategies that pertain to a phenomenon. They facilitate or constrain the strategies taken within a specific context [Structural Conditions bearing on action/interaction strategies]: Type of book non-fiction, fiction, humour, pictures, child reader, non-reader, active extraverted, quiet introverted

Action/interaction: Strategies devised to manage, handle, carry out, respond to a phenomenon under a specific set of perceived conditions

Consequences: Outcomes or results of action and interaction

Paradigm Model: linking subcategories to a category

VR1

Causal Condition [Reading task]

Choosing book, choice of reading or listening, if reading then attention, tracking, decoding, comprehension of story, if listening then attention, comprehension

Phenomenon [Scaffolding]:

Context [Properties]:

Specific Dimensions of Strategies

Different Voices for expression used when reading [continuously while reading VR1 not conscious of it automatic]

Intervening Conditions: Little known audience, and my presence in the room. Biographical information: Male, adult reader, two children, lives in family housing, self described as an avid reader, enjoys books and has volunteered to read with children's classes not normally one on one with children other than his own. Read with confidence but not overly animated physically.

Action/Interaction Strategies: Used voice to create interest and help with the pace and timing of the delivery of the story. Done continuously when reading fiction to distinguish between characters or to denote interaction. Done automatically, reader unaware of this approach has simply become his reading voice

Outcome: Hard to gauge

Gestures animation [not present]

Comments [relate to book content, range from few to many, increase with non-fiction text with quiet non-reader. While reading some comments procedural relating to selection of book, some comments were opinions on the quality of the story, others embedded in general comments were used to challenge thinking]

Examples of General Comments:

He can't resist the temptation [In reference to the fox wanting to eat the DeSotos]

Good things fleas aren't big [in reference to how high fleas can jump in relation to their size]

Examples of Procedural Comments:

**I'll put that one back you can just leave it on the chair
Got to get another one**

Examples of Opinions:

Sure wouldn't want to see one of those when I was swimming [reference to stun fish]

Wouldn't want to mess with those [reference to the voltage of an electric eel]

That's a good story x2 [following the reading of Dr Desoto, and Lyle, Lyle, Crocodile]

Intervening Conditions: Biographical background: as above. It would seem that the non-fiction amazing animal facts acted as a catalyst for comments from VR1.

Action/Interaction Strategies: Comments helped guide the flow of choices and reading tasks in logistical terms labelled "procedural comments". General comments and opinions were used primarily when reading and to a lesser extent when listening to Ch1 read. General comments far outweighed opinions and procedural comments [please see N.B.]. During video transcription 5 general comments and 2 opinions were given when VR1 was listening to Ch1 read two non-fiction books. During same video transcription 13 general comments 3 opinions and 9 procedural comments were cited during reading and immediately after reading non-fiction book with Ch2. Also with Ch2 an additional comment and opinion was cited during the remaining three fiction books that were read. Comments also used to help illuminate information and to challenge thinking.

N.B. It was often difficult to gauge which comments were general and which were opinions. For example, "That's a very big spider" was categorized as a general comment but has nuances of being an opinion, whereas "Wouldn't want to mess with that" was cited as an opinion because it has a personal slant to it.

Outcome: Response from Ch2 was minimal, his usual comments were short affirmations, although he was the recipient of many of the comments. Similarly response to comments from Ch1 were minimal or non-existent, partly as the result of concentrating her efforts on reading. Hard to gauge if in fact the comments generated increases in thinking on the part of the children. One vague indication was that Ch2 did model himself after VR1 in saying "woow" after some of the sections were ready by VR1 [during video transcript] and did make a comment and a follow up question during the reading. Impossible to determine if this was the result of the book provoking comments from Ch1 or VR1s modeling of comments.

Definition of words [Either in answer to child's question or unsolicited when either reading or listening, when asked as a question answered rhetorically]

Example:

Do you know what a freighter is? It's a big ship that carries cargo

What about the King Cobra? [child's question]

Intervening Conditions: Limited opportunity to know what the child knows. Biographical information: as above.

Action/Interaction Strategies: In question form 1 of 8 strategy questions used during the video tape. Done infrequently when solicited by child or when child was reading. Was done on two occasions during the video recording as above examples. From observation notes was done to define terms such as "amphibians" and when asked about what something was e.g. "space probe" both scientific terms from non-fiction. Done relatively infrequently, four occasions recorded. Outcome: When directed in a question form the child answered accordingly. When the child asked the question a slightly longer reply was given from VR1. Assumption that in all cases it led to elucidation on the part of the child and a clearer sense of what the child knew or didn't know on the part of VR1.

Questions for prediction to get the child to think about what was going to happen [Primarily with fiction]

Examples:

Is that what you figured too?

I wonder what their plan is?

Intervening Conditions: May not always be familiar with the book. Biographical information: as above

Action/Interaction Strategies: Done twice during video sessions with fiction books and with reader

Outcome: In one case when using the first more direct question "Is that what you figured too?"

The child answered directly, "yup, it was glue". In the second case when "thinking aloud" no

response was made, the child read on. It is difficult to gauge however, if the question evoked consideration on the part of the child or not. From my observation notes, not mentioned the above examples seem to be related to the type of book, in this case fiction that evoke suspense and prediction. The question would naturally follow from that genre.

Questions for comprehension of words, or meaning within story [**Either with reader or non-reader, fiction or non-fiction**]

Example:

Why is it a Cheetah?

[**Purpose as explained by VR1 to determine if the kids are getting the story or if they know a particular word or play on words or plot or significant aspect**]

Intervening Conditions: Limited opportunity to know what the child knows. Biographical information: as above.

Action/Interaction Strategies: Done infrequently once during video session more strongly noted during comments that would reiterate, paraphrase or draw attention to the story content. From observation notes was done to draw attention or make a point related to the content of the text e.g. from notes: "do you think that will confuse them?" "Do you know what poultry is?"

Outcome: When question is asked regarding word meaning Ch1 answered no and a definition was provided. For the broader questions an answer was given e.g. "Do you think that will confuse them?" was answered, with agreement.

Actions to clarify information, point out missed words [**relates to procedural questions and shared understanding**]

Example:

Did you read this page?

Example:

Pointing out missing page non-verbally. On another occasion, "you missed a little on the top"

Intervening Conditions: Not sure on the disruptive effect that clarification will have at times, particularly when the child is reading. At other times the comments seem scripted [and they are to a degree as this was one of the few guidelines the readers were given. Biographical information: as above.

Action/Interaction Strategies: Of the 20 questions asked during the video 3 were procedural. When child is reading it is done on an as need basis and only [according to the interview] when not too disruptive. At times in the case of missed words done non-verbally by pointing at omitted words. Otherwise other procedural questions are introduced in the beginning of each session and after books are completed to determine what the next sequence of events will be i.e. who will read?, what book will be chosen?, etc.

Outcome: Has the desired effect of re-directing the child to the task at hand. This either takes the form of reading the necessary information or selecting a book and deciding on if the book will be read to them or if they will read it themselves. In all cases the exchange of information takes on a "matter of fact" quality

Corrections for mispronounced words or provision of words if unable to decode [**Sometimes given sometimes overlooked reader tried to find a balance and was conscious of holding back at times so as not to disrupt the flow of the story. Intent was to provide the correct pronunciation of the word so that the child would be able to detect subtle differences between what she was reading and how the word was pronounced**]

Examples:

Corrects cressed to caressed, proceed to proceeded, the Dr Desotos to the Desotos

Example:

Provides words: hoisted, tossed, application, preparation

Intervening Conditions: Not sure on the disruptive effect that provision of words or correction of words will have at times, particularly when the child is reading. Biographical information: as above.

Action/Interaction Strategies: When child is reading is judged on an as need basis and only [according to the interview] when not too disruptive. At times although it did not appear to interfere with the reader [Ch1] it seems to be done a great deal during both fiction and non-fiction reading. During the taped session for Ch1 there were 32 examples of corrections to miscues or mispronunciations and words were provided that the child was unable to decode 7 times. This may

be a function of the challenges of the reading material as well as the risks that the reader was willing to take. According to interview comments sometimes Ch1 seemed off as if tired and at other times was more fully focused and fewer corrections were needed. The tone of voice was “matter of fact” although if the child was just learning I had noted in my journal that she may have felt overcorrected.

Outcome: The reading fluidity level was maintained with the provision of words or corrections to pronunciation. If corrections were given then the child would automatically repeat the change after the adult by imitating him.

Scaffolding Memory [done to make connections to previous reading session and to establish a “history” with the child.

Example:

O.k. so what do we have a picture of on the front, do you remember from last time?

Intervening Conditions: Biographical information: as above.

Action/Interaction Strategies: Only done on one occasion during video session. From notes connections were made when incidents came up and when the child didn’t comment. In the case of Ch1 she often scaffolded own memory and little was needed from VR1. The occurrence of this type of scaffolding was relatively infrequent, at most once per session from VR1

Outcome: Little in the way of feedback or comments back occurred from Ch2 when memory was scaffolded, although it is difficult to say what other connections were made.

Feedback Methods [verbal]

Example:

Boy you are an excellent reader, there wasn’t one word that you didn’t know

Intervening Conditions: Biographical information: as above.

Action/Interaction Strategies: This was stated explicitly on one or two occasions. There was not ongoing positive or negative feedback. Feedback was not given to Ch2 for choice of books or other attributes.

Outcome: Difficult to judge the impact. Ch1 who received this compliment at the onset never hesitated to read despite many corrections as noted above. She in fact probably read more to VR1 than he to her as he noted in the interview.

Causal Condition: [Connections with Child]

Getting to know the child

Phenomenon [Interaction]

Context [Properties]

Questions about them, their interests, experiences and noticing things about them, what they are wearing or doing. [With reader and non-reader, boy and girl]

Example:

you getting ready for your holiday?

Isn’t it a bit hot for rubber boots?

Is that shirt from Greece?

Intervening Conditions: Does not know the children or any of their background.. Biographical information: Male, adult reader, two children, lives in family housing.

Action/Interaction Strategies: Of the 20 questions asked during the video taped session 9 were personal and 6 of those 9 were directed at Ch1. Made early connections through these questions with Ch1 regarding her best friend R who used to live beside them in family housing. Ch1 is outgoing and talks freely even though she was just getting to know VR1. She also talked extensively about her holidays and answered all VR1s questions with full detailed sentences. Ch2 on the other hand was quiet and limited in his discourse [in this situation] he would answer any questions but less information was forthcoming. Created opportunities for VR1 to also share information about self where appropriate, about for example having been in the same area as her family was travelling on holidays or how he knows Ch1s friend.

Outcome: Was able to determine very detailed information about Ch1s family holidays and friends, less was forthcoming about Ch2s interests or experiences

Questions for personal connections following from the text.

Example:

Have you ever played ping pong?

Have you ever seen these before?

Intervening Conditions: Limited opportunity to know what the child knows. Ch 2 is quieter.

Biographical information: as above

Action/Interaction Strategies: During the video session only done once with Ch1. From my notes, sometimes used as a launch to own descriptions of personal experiences. For example, "Have you ever seen these before?" Is used almost as a rhetorical questions, when the child answers "no" then VR1 proceeds with the following: "Yah when I was a kid we would sometimes catch them in a bucket and watch them grow into frogs" Or "Have you ever eaten bagels?" Ch2 answers "no", "There're good". Or, "Do you do that when you make cupcakes at home?" Ch2 no comment recorded, VR1 goes on "I usually make the birthday cakes at home", Ch2 "Just you?", "Well the cakes I usually make are for my kids birthdays and I don't want them to see it so I Make it when they're asleep or away from home." More seems to be done with Ch2

Outcome: Some conversation is generated as in above examples, and sense of who VR1 is shared with the child. Limited feedback from the child. In the case of Ch1 comments are usually initiated or reciprocated and more dialogue or mutual sharing occurs.

Scaffolding memory [on an interpersonal level]

Intervening Conditions: Limited opportunity to know what the child remembers. Biographical information: as above

Action/Interaction Strategies: Done primarily to carry one session over to another particularly with Ch1. Opening comments or questions for example, if she is getting ready for her holidays, thus scaffolding memory of earlier conversation. Also a reminder to me and the child that they had already met when I re-introduced them on the second reading session.

Outcome: Hard to gauge in all situations but it was useful as a opening for further discussion when used with Ch1 re:holidays

Shared understanding of popular books or popular culture [discussion on Franklin series and having gotten these books out of the library before [expressed by VR1]]

Intervening Conditions: Shared information about his children's interests. Wider opportunity based on having children of a similar age. Biographical information: as above

Action/Interaction Strategies: Some comments on other books in a series or knowing that there are serial ones. Example, Cloudy with a chance of Meatballs, Franklin series

Outcome: Some discussion and shared understanding

Shared laughter at books

Intervening Conditions: Ch1 expressed her appreciation [though laughter] with this type of book more often. Biographical information: as above

Action/Interaction Strategies: Direct connection between this behaviour and the type of book.

Outcome: Shared enjoyment comments from VR1 about enjoying the book. Many comments on the part of Ch1 were generated from the "outrageous nature" of some of the books or events.

Perceived connections to the children [**Felt better connected to Ch1 in terms of personal experiences and information that was shared. Felt it was difficult to interpret Ch2's interests and behaviour. Could anticipate Ch1s book interests in humour and odd situations and that Ch2 was more interested in the science books**]

Intervening Conditions: Limited period of interaction, once per week over five sessions. Ch1 was a fluent reader and outgoing, Ch2 was quiet and a non-reader. Biographical information: as above

Action/Interaction Strategies: Asked during interview

Outcome: Better understanding of who Ch1 was, her interests and experiences

Descriptions of children [**Asked during interview questions. Described Ch1 as precocious, gregarious, really open, friendly, mature for her age, excellent reader, likes to laugh, seems like she has probably spent a lot of time with adults. Ch2 described as very quiet perhaps introverted, interested enough to want to come back, keeps his emotions inside a bit more, hard to read whether he is enjoying it or not, even the funny stories. When asked if he liked the stories he would say "yah" in a non-committal way. Thought Ch1 loved her reading experience, though Ch2 liked it**]

Intervening Conditions: Limited opportunity to know Ch2 given a quiet demure and limited feedback. In contrast Ch1 is very outgoing and was open and transparent about herself, friends and family. Ch1 was a fluent reader and Ch2 was a non-reader. Biographical information: as above

Action/Interaction Strategies:

Outcome:

Causal Condition: [locus of control]

The Volunteer readers sense of control within the experience

Phenomenon [balance of power]

Context [Properties]

Information about the study [taken from interview questions]

Intervening Conditions: From the university community many opportunities to talk among fellow students about research in general, higher degree of familiarity than someone outside the community. Biographical information: as above

Action/Interaction Strategies: Felt the limited amount of information was good, almost appropriate so that the volunteer readers could do what they felt comfortable doing. Reported that personally he likes to set his own goals and have his own plan rather than be told what is to be done. Would not have had an interest in participating if it was too structured. In interview commented that if this reading program was not being studied it would have been useful to have a shared understanding of the purpose of the program and to know if the reading was done for entertainment or if it was to develop the children's reading skills.

Outcome: Created a relaxed sense particularly came through in the interview where I felt that he was very comfortable with the idea of being part of the study and was not overly concerned about finding out more.

Logistics

Intervening Conditions: Older son attended a nearby elementary school and younger son attended the daycare where the study took place. Family also lived close by in family housing. Biographical information: as above

Action/Interaction Strategies: Felt the location, time of day and the amount of time was all fine. Felt the program could have gone on a little longer in terms of developing a relationship with the children.

Outcome: Willing participation, noted convenience of being able to participate.

The choice of books

Intervening Conditions: Older child will have read some of the books that were selected for the study, therefore, some degree of familiarity with them and other children's authors. Biographical information: as above

Action/Interaction Strategies: Commented that he would have liked to choose own books, and felt that in some ways the science books were too complex for the children especially in terms of the facts re: distances and perspective. Personally enjoyed the well written funny type of books [note similar interest to Ch1]

Outcome:

Reading or listening.

Intervening Conditions: Reads with own children daily. Biographical information: as above

Action/Interaction Strategies: [Taken from interview] Responded by saying in some ways do like reading and found mind drifting less when reading as compared to listening. Rather be active than passive.

Outcome: May have effected his reading voice and involvement in the story. Allowed for more comments during times when he was reading.

Expectations.

Intervening Conditions: Limited opportunity to know what the child knows. No extraneous information given to volunteers. Biographical information: as above

Action/Interaction Strategies: Expectation expressed [in interview] that the children would read to him [although he enjoyed reading and was more focused, as above].

Outcome: Expressed a desire to know [not necessarily be given] ways to encourage Ch2 to read without putting him off.

Goals

Intervening Conditions: Limited opportunity to know what the child knows. Biographical information: as above

Action/Interaction Strategies: Goal that would hope they would read to VR1

Outcome: Felt very pleased with the amount of reading that Ch1 did, that she would read at least one or two per session. With Ch2 hoped that he would do more reading.

Children's behaviour

Intervening Conditions: Used to children at that age. Biographical information: as above
 Action/Interaction Strategies: [From interview] Thought the children's attention was really good although felt that Ch2's wavered at times. Couldn't judge if he was bored or just listening and staring at the pictures.

Outcome: No real re-direction utilized or required.

Axial Coding

Making connections between categories. Use of a coding paradigm involving **conditions, context, action/interactional strategies, consequences.**

Causal conditions: events, incidents, happenings that lead to the occurrence or development of a phenomenon

Phenomenon: The central idea, event, happening, incident about which a set of actions or interactions are directed at managing, handling, or to which the set of actions is related

Context: The specific set of properties that pertain to a phenomenon, that is the location of events or incidents pertaining to a phenomenon along a dimensional range. Context represents the particular set of conditions within which the action/interactional strategies are taken

Intervening conditions: The structural conditions bearing on action/interactional strategies that pertain to a phenomenon. They facilitate or constrain the strategies taken within a specific context [Structural Conditions bearing on action/interaction strategies]: Type of book non-fiction, fiction, humour, pictures, child reader, non-reader, active extraverted, quiet introverted

Action/interaction: Strategies devised to manage, handle, carry out, respond to a phenomenon under a specific set of perceived conditions

Consequences: Outcomes or results of action and interaction

Paradigm Model: linking subcategories to a category

VR2

Causal Condition [Reading task]

Choosing book, choice of reading or listening, if reading then attention, tracking, decoding, comprehension of story, if listening then attention, comprehension

Phenomenon [Scaffolding]:

Context [Properties]:

Specific Dimensions of Strategies

Different Voices for expression used when reading [done while reading more apparent with non-fiction]

Intervening Conditions: Little known audience, and my presence in the room. Biographical information: Female, adult reader, one daughter younger in centre 3, and pregnant. Is a faculty member at UVic. Read with confidence but not overly animated physically.

Action/Interaction Strategies: Used voice to create interest and help with the pace and timing of the delivery of the story. Done continuously when reading non-fiction to distinguish between characters or to denote interaction. Not noted as a strategy that she was aware of, considered part of her delivery as a reader.

Outcome: Hard to gauge

Gestures animation [not present]

Comments [huge discrepancy between the number of comments aimed at Ch3 and those at Ch4b. During video 75 to 12 in favour of Ch2. Seven comments were procedural relating to selection of book, two comments were opinions on the quality of the story and something about the story, others embedded in general comments were used to orient the reader to the content]

Examples of General Comments to orient the reader to the content of the text:

He's sleeping here too.

Mouse loves that nut cake.

Oh a chameleon, those are the kind that change colours if they go on a brown rock.

Examples of Procedural Comments:

Shall I read this one to you?

We've got time for lots of books today?

Examples of Opinions:

Very bumpy, I think [in reference to Ch3s comments about the moon]

Yah, that's a good one

Intervening Conditions: Biographical background: as above. It would seem that the non-fiction science books acted as a catalyst for comments from VR2. With Ch3 very little of the actual story was read, in a way the book acted as a prop and the pictures and captions provided the content rather than any of the text.

Action/Interaction Strategies: Comments helped guide the flow of choices and reading tasks in logistical terms labelled "procedural comments". General comments and opinions were used primarily when reading or talking and reading labels as with Ch3. General comments that acted as ways to orient the child to the text, far outweighed opinions and procedural comments [please see N.B.]. During video transcription with Ch3, 28 general comments were made with respect to the non-fiction text and 3 comments with a non-fiction book. With Ch3 there was also 1 comment that would be considered a personal connection, 1 opinion and 4 procedural comments.

N.B. It was often difficult to gauge which comments part of the actual "reading" or "pseudo-reading" between VR2 and Ch3. With Ch4b the genre of preference was non-fiction and actual reading occurred throughout. Proportionally the number of comments that were used to orient the reader to the text remained similar. One opinion and one procedural comment were noted during the video taping. Outcome: Response from Ch4b were marginal [one comment noted during the video] This is in sharp contrast to Ch3 who has more comments during the video recording than VR2. Ch3s comments were primarily opinions or "pseudo-factual" statements to discuss scientific information, theories etc.

Definition of words [In answer to child's question or unsolicited when either reading or listening. Ch3 asked 10 definitional or content type questions. Ch4b asked one]

Example:

A peppered moth [in answer to what's that]

At the dentist, they put it on usually because the dentist has to put things here [points to front of chest] and it gets a little bit wet and sometimes your mouth dribbles a bit so its kind of like a bib so you don't spill on yourself. It's just to protect your clothes really.

Intervening Conditions: The non-fiction book lent itself more to questions from Ch3 regarding what the animals etc were. In addition the content areas covered in the non-fiction literature were of interest to Ch3. Biographical information: as above.

Action/Interaction Strategies: In all cases during the video session, the questions were asked by the children and not raised rhetorically by VR2.

Outcome: Was not inclined to ask the child definitional questions as such but questions more related to the content of what the animals were doing or the plot of the story. When the child asked the question a definitional answer was given. This was reflected in VR2s answer about the role of questions, she didn't mention definitions as such as something that she was probing for but rather getting a sense of what the child's opinion or understanding was of the content in general.

Questions for prediction to get the child to think about what was going to happen **[Primarily with fiction]**

Examples:

Will the mouse get caught do you think?

Intervening Conditions: May not always be familiar with the book. Biographical information: as above

Action/Interaction Strategies: Done once during video sessions with fiction book and with Ch3.

Outcome: The child answered "No he won't. He won't get trapped".

Questions for comprehension of words, or meaning within story **[Either with reader or non-reader, fiction or non-fiction]**

Example:

What could that be?

Do you know this one?

Now what is the difference between these two?

[Purpose as explained by VR2 to determine the children's take on the story and to make things more interactive and to draw the children into the story]

Intervening Conditions: Limited opportunity to know what the child knows. Biographical information: as above.

Action/Interaction Strategies: Of the questions asked by VR1 this type was most often observed accounting for 27 of 47 questions [over half]

Outcome: The questions were answered directly by the children. For example, when Ch3 was asked "And what's this?" Ch3 says he doesn't know and VR2 answers, "It's a sea lion". On another occasion, when asked "Now what is the difference between these two?" Ch3 answered, this guy has a short tail [pointing at picture] and this guy has a long tail.

Actions to clarify information, point out missed words **[relates to procedural questions and shared understanding]**

Example:

Can you reach that one?

Should you get another one? [reference to reading another book]

This one or the top one? [reference to reading a book]

Intervening Conditions: Few guidelines given. In the case of both Ch4b and to some extent Ch3 the task of getting new books became automatic and the child would do this without much prompting. Also for the most part in both cases the children were listening rather than reading which diminished the number of comment or actions that were used to clarify information or to point out missing words. Biographical information: as above.

Action/Interaction Strategies: Of the 47 questions asked during the video 11 were procedural mainly introduced in the beginning of each session and after books are completed to determine what the next sequence of events will be i.e. shall we have another book?

Outcome: Had a relaxed tone and quality, giving the impression that the decision was in the hands of the child.

Corrections for mispronounced words or provision of words if unable to decode **[Given only if the child requested]**

Examples:

Ch3, "I forgot this one"

VR2 "They are baby salamanders"

Ch3, "I don't know this one"

VR2, "It's a baby heron"

Intervening Conditions: Ch4b was younger and a non-reader. Ch4b was a very early reader who had some of the pattern books memorized but was still exploring books very superficially.

Action/Interaction Strategies: When child 4b was reading and asked for help as shown in the above examples, then VR2 gave the information needed [according to the interview] stated that she didn't feel the need to be "teacher" or correct him even though they were educational books. This was in reference primarily to his theory or "take" on the books and not necessarily to his decoding practice. However, in practice this also spilled over to her non-intrusive approach to what he read.

Outcome: Difficult to determine although it likely contributed to a very open rapport particularly with Ch3 who did attempt to "read" some of the simple books to her. This may not have occurred within a climate that was perceived by the child as being too rigorous, although this is conjecture. Scaffolding Memory **[done to make connections to previous reading session and to establish a "history" with the child.**

Example:

Did we read this before. Do you remember?

Intervening Conditions: Biographical information: as above.

Action/Interaction Strategies: Only done twice during video session. Was not done too overtly but more with Ch3b who would often choose the same book again and again.

Outcome: Little in the way of feedback or comments back occurred from Ch3b when memory was scaffolded, although it is difficult to say what other connections were made.

Feedback Methods **[verbal]**

Example:

You know that one really well don't you

[after Ch3 says he will read] Oh I'd love that, that would be great

[after Ch3 predicted the mystery in the story] Great. Figured it out again, right

Intervening Conditions: Biographical information: as above.

Action/Interaction Strategies: This was stated explicitly on one or two occasions, for Ch3 around his reading the story or his knowing factual information. For Ch4b around her predications of the story.

Outcome: Difficult to judge the impact. Ch3 who received positive feedback on reading did read once or twice, [not wildly enthusiastic in this way] it is impossible if VR2s comments encouraged him to read more or less or the same amount. As for the feedback that Ch4b received regarding her predictions, she did follow a pattern of selecting the same book and making the same predictions on at least 3 occasions.

Causal Condition: [Connections with Child]

Getting to know the child

Phenomenon [Interaction]

Context [Properties]

Questions about them, their interests, experiences and noticing things about them, what they are wearing or doing. **[With reader and non-reader, boy and girl]**

Example:

Your dress is very long

You haven't no, neither have I [reference to riding in a space craft]

Intervening Conditions: Ch3 tended to do this more with VR2 than she did with him. He ask her questions such as "Have you seen Tarzan yet?" He would also volunteer information to her, for example by telling her about his grandmother's house in Vernon and giving her advise about snakes etc. Biographical information: As above.

Action/Interaction Strategies: Done once with Ch3 during video. Done only once during the video session with Ch4b. Connections were made with Ch3 but he would take the lead in this area and VR2 was more likely to follow. VR2 mentioned [during the interview] that she felt some reticence to take the lead or prop too much with Ch4b by making statements about knowing her brother [in her daughter's centre] or making other personal connections]. In part this was an oversight in the initial orientation where VR2 got the impression that she shouldn't be too intrusive. As a result some of the interaction may have been stilted. There was less of a tendency for VR2 to share too much about herself however, on one occasion in the video taping, she did follow up on a comment that Ch3 had made about never going to the moon by saying "you haven't, no neither have I, I think it's a little too far for me, I get tired just sitting on an airplane for a couple of hours you'd have to sit in an space ship for a while". Overall, however, not too many personal vignettes.

Outcome: Given Ch3s openness was able to get to know him quite well or at least get a good sense of his interests and family life. For Ch4b no real personal connections were made about her likes dislikes.

Questions for personal connections following from the text.

Example:

Ever ride one of those? [reference to stroller in picture]

Intervening Conditions: Limited opportunity to know what the child knows. Ch4b is quieter.

Biographical information: as above

Action/Interaction Strategies: During the video session only done once with Ch3. The personal connections were more related to information that was known by the child. For example, in the feedback given to the child, comments that were personal in nature referred to Ch3s ability to know books really well etc.

Outcome: No real conversation is generated in above example.

Scaffolding memory [on an interpersonal level] **Not in evidence**

Intervening Conditions:

Action/Interaction Strategies:

Outcome:

Shared understanding of popular books or popular culture [VR2 asks Ch3 if he has seen the movie Jungle Book. Ch3 asks VR2 if she has seen Tarzan yet]

Intervening Conditions: Wider opportunity based on having a child. Biographical information: as above

Action/Interaction Strategies: Comments restricted to movies as opposed to books or series of books. In the case of both children none of the books were selected often if at all which were in series form

Outcome: Some discussion and shared understanding
Shared laughter at books

Intervening Conditions: Ch3 often picked non-fiction books, and Ch4b often picked books that were in our basal reading series with a mixture of authors and characters. Biographical information: as above

Action/Interaction Strategies: VR2 laughs at Ch3 telling story while looking at the pictures. VR2 and Ch4b shared laughter over Goldilocks sitting on the medium chair. Other colloquial expressions used by VR2 were “wow cool” when asks what’s a frabbit? By Ch4b answered maybe a Rabbit, a frabbit. Made own gender adaptations to be more gender neutral when reading. Perceived connections to the children [**Felt better connected to Ch3 in terms of personal experiences and information that was shared. Felt it was difficult to interpret Ch4b’s interests and behaviour. Could anticipate Ch3s book interests in the science books. Felt that Ch3 preferred science/nature books and that Ch4b preferred books that were familiar to her such as fairy tales/narrative style.**]

Intervening Conditions: Limited period of interaction, once per week over five sessions. Ch3 was outgoing, Ch4b was quiet and a non-reader. Biographical information: as above

Action/Interaction Strategies: [noted this as an opinion in the interview]

Outcome: The qualities that VR2 described in Ch3 allowed a significant dialogue to take place between the two of them and for VR2 to get to know him more deeply. In the case of VR2 and Ch4b less interaction took place. Enjoyed the same type of nature books that Ch3 did. Accepted offer to participate in the study because of a curiosity about children at that age. [in part and also to help me].

Descriptions of children [**Asked during interview questions. Ch3 described as curious, outgoing, imaginative, confident, interesting, intriguing, very likable, personable. Ch4b described as shy, reserved, quiet, feminine. When asked to describe what she meant by feminine, VR2 elaborated by saying that she found her to be feminine in her clothing mainly in her outward appearance and presentation and qualities in a quiet way**]

Intervening Conditions: Limited opportunity to know Ch4b given a quiet demure and limited feedback. In contrast Ch3 is very outgoing and seemed completely at ease verbally right from the first meeting. Ch3 was an emergent reader who would memorize text as a way of reading and Ch4b was a non-reader. Biographical information: as above

Action/Interaction Strategies: Above description given during the interview. It was however, very apparent that those descriptions especially of Ch3 would be given. In the interview described it as being harder to gauge Ch4b than Ch3. Felt that Ch3 was comfortable with her. Wasn’t sure if Ch4b felt that secure.

Outcome: As in question 6 above.

Causal Condition: [locus of control]

The Volunteer readers sense of control within the experience

Phenomenon [balance of power]

Context [Properties]

Information about the study [**taken from interview questions**]

Intervening Conditions: From the university community many opportunities to talk among fellow students about research in general, higher degree of familiarity than someone outside the community. Biographical information: as above. This was a volunteer that I feel I did not do a good job of orienting. She needed license to be herself. Instead she got caught up in a literal interpretation of the phrase “would you like me to read to you or would you like to read to me” and didn’t feel she could “stray” from the reading focus. The other difference was that Ch4b filled in after the original Ch4 left. She was selected from Centre 2 and was the youngest child in the study. Because of this the notion of her reading was completely ineffective and her interest in

books was qualitatively different than the other children in the study who were beyond wanting to be read predictable stories. This presented VR2 a different scenario than with Ch3.

Action/Interaction Strategies: Would have liked to know if it was alright to ask questions that were a little off topic, or to have some conversation that was off topic. If that was stated explicitly may have chatted more with Ch4b. When asked about strategies that were effective, VR2 commented that she felt that letting Ch3 control the pace of the book was very successful. In her words, "I don't think it would have worked to try and really read every word on the page. It's funny because I really didn't feel that I had a sense of reading books with Ch3. The science books I had the sense that we were conversing a little bit and making reference here and there to things in the book. And sometimes he would be like what does that say and what is that?.....I think I would have bored him silly and he would have just you know tuned out or I think he had enough like about him that he would have just shut the book and grabbed another one...and said I've heard enough of you. I really had more a sense that he was kind of leading it along except when we were and we didn't for that very often read the story narrative type. So in terms of success, that worked to keep us going and talking and moving through books.

Outcome: The tension and uncertainty that VR2 described in the interview was certainly present throughout the study. I felt throughout that I should have addressed it. My instinct was to re-orient her and to give her more information on being herself. I was worried that this wasn't the right thing to do because it would bias things and I felt from her that she had adopted a certain stance that I didn't want to tamper with [or seemed difficult to tamper with].

Logistics

Intervening Conditions: Daughter in care at Centre 3. Worked later in the day at the University
Biographical information: as above

Action/Interaction Strategies: Felt the location, and the amount of time all fine. The arrival time at 10 was a bit of a push, would normally arrive at 10:30 so sometimes things were a bit dicey, but not too bad. Felt the program length was fine. Later in the interview made a comment that she would have been happy if the reading program had gone on for fifty weeks.

Outcome: Willing participation

The choice of books

Intervening Conditions: Child younger and may not have come across some of the books that were being presented during the reading program. Biographical information: as above

Action/Interaction Strategies: Felt that most books were suitable, however during the course of the reading time had made comments to me about the portrayal of women [particularly step mothers] in the fairy tales. To accommodate this VR2 did some creative editing as she read these books and modified the stories. Personally enjoyed the science type of books [note similar interest to Ch3]

Outcome: Felt that she was able to modify and adjust to meet this situation in the case of gender stereotypes in the books.

Reading or listening.

Intervening Conditions: Reads with own child. However her daughter was currently in a pattern of wanting her mom and dad to tell the story but if they digress from the "script" that she is used to in any way then she gets upset. She also wants to act out the story and VR2s daughter and husband do this regularly. Also see under "instructions given" the fact that VR2 did not completely feel that she could be herself but was more apt to follow the child's lead. This would present a limitation in the accuracy of any observations taken. Biographical information: as above
Action/Interaction Strategies: [Taken from interview] Preference for being read to. Felt with Ch4b that the books were being read rapidly with little conversation. Would have preferred more chat time. Sometimes however, when Ch3 was talking about the facts of the books she wanted to read him the story or point out a "cool fact". Found that his flipping the pages at times interfered with her ability to do that.

Outcome: Did follow the child's lead more than may have otherwise and this created an awkwardness around asking the child questions and or intervening to slow the process of having the child flip the pages. However from this information, I can determine that VR2 would have interjected more than what was presented.

Expectations.

Intervening Conditions: Limited opportunity to know what the child knows. No extraneous information given to volunteers. Biographical information: as above

Action/Interaction Strategies: Expectation expressed [in interview] that the children would read to her. Expressed the feeling that she wasn't sure where that feeling of them wanting to read to her came from but was quite excited the one time that Ch3 did read to her.

Outcome: Hoped he would do it again after he read once. Wasn't sure if that was a reasonable thing to want, that he would read to her.

Goals

Intervening Conditions: Limited opportunity to know what the child knows and what one would expect for children of this age. Biographical information: as above

Action/Interaction Strategies: Had no goals per se. Wanted to be read to and was sometimes curious if Ch3 would mention things that they had shared from prior sessions [such as content that they had previously covered].

Outcome: Felt excited the time that Ch3 did read.

Children's behaviour

Intervening Conditions: Used to children younger i.e. her daughter's age. Biographical information: as above

Action/Interaction Strategies: [From interview] Not challenging but with both of them I wondered if their attention was there with me and Ch3 a couple of times "got ants in his pants" and I wonder are you getting so restless that you want to move on? With Ch4b she would just revert to silence and I didn't know if she really...I wasn't sure what was the right way to do it and I didn't want to leap to the conclusion that they didn't like the story, I just thought that they were fairly silent about it but I was uncomfortable to keep reading especially when there was just tonnes of text.

Outcome: No real re-direction utilized or required.

Axial Coding VR5

Making connections between categories. Use of a coding paradigm involving **conditions, context, action/interactional strategies, consequences.**

Causal conditions: events, incidents, happenings that lead to the occurrence or development of a phenomenon

Phenomenon: The central idea, event, happening, incident about which a set of actions or interactions are directed at managing, handling, or to which the set of actions is related

Context: The specific set of properties that pertain to a phenomenon, that is the location of events or incidents pertaining to a phenomenon along a dimensional range. Context represents the particular set of conditions within which the action/interactional strategies are taken

Intervening conditions: The structural conditions bearing on action/interactional strategies that pertain to a phenomenon. They facilitate or constrain the strategies taken within a specific context [Structural Conditions bearing on action/interaction strategies]: Type of book non-fiction, fiction, humour, pictures, child reader, non-reader, active extraverted, quiet introverted

Action/interaction: Strategies devised to manage, handle, carry out, respond to a phenomenon under a specific set of perceived conditions

Consequences: Outcomes or results of action and interaction

Paradigm Model: linking subcategories to a category

VR5

Causal Condition [Reading task]

Choosing book, choice of reading or listening, if reading then attention, tracking, decoding, comprehension of story, if listening then attention, comprehension

Phenomenon [Scaffolding]:

Context [Properties]: Specific Dimensions of Strategies

Different Voices for expression used when reading

Intervening Conditions: Biographical information: Male, lived in family housing, married, wife a student and daughter in Centre 2 (age 4)

Action/Interaction Strategies: Used expression for different voices when reading

Outcome: Hard to evaluate, he had a nice reading voice but no comments were made by the children and although they were both attentive, this was not unusual.

Gestures animation [this was not noted]

Intervening Conditions: Background as above

Action/Interaction Strategies:

Outcome:

Comments [comments were general in nature, procedural, opinions or personal as listed below and in section on interpersonal interactions]

Examples of General Comments to orient the reader to the content of the text:

Two foot wide chocolate chip cookie, that's pretty big

It's actually a map of Chewandswallow

He had to yell loud enough so everybody knows what he's doing

Examples of Procedural Comments:

This one is called Mrs Armitage on Wheels

How about Chewandswallow

Read them all! I think there is a few too many

Examples of Opinions:

That was a good story

That was a pretty good book

It looks fun

That's pretty funny

Intervening Conditions: VR5 familiar with many authors although perhaps for slightly younger children. Very relaxed in his reading and interactions and appeared friendly. High degree of reading strategies used [mainly phonetic] especially with Ch10 who was a good beginning reader. Fewer noted with Ch9 who was at the memorization stage

Action/Interaction Strategies: Quite a balance of types of comments, approximately 22 general comments, 17 procedural, 5 personal connections and 4 opinions

Outcomes: Very natural dialogue seemed to be occurring during the reading. In both cases the children were commenting as much or more than the reader although the interactions weren't as long.

Definition of words

Example:

Do you know what pierced is?

Do you know what a hedgehog is?

Do you know what spanners are?

You know what screwdrivers and hammers are though right?

Intervening Conditions: Some of the books lent themselves to this more than others, especially the English based books that had words that were uncommon. On the occasion of the taping this was a book that was read containing words like spanners, and bumpershoot. Biographical information: as above.

Action/Interaction Strategies: Definitions were provided both directly and in answer to children's questions such as "What is it? And What does that mean?"

Outcome: Children felt comfortable enough to ask questions about the content of the book

Questions for prediction to get the child to think about what was going to happen

Example:

Do you think she is going to do the same thing again that she did with her bike?

Intervening Conditions: Only one example found on video. The book that was being read when the example came up ended with a mysterious quality that begged the question. Biographical information: as above

Action/Interaction Strategies: Used when appropriate but was not used in Dr Desoto where a predictive technique could be used in the middle of the book. Instead activity focused mainly on phonetic strategies and less on prediction

Outcome: In the case of the above example the child answered “except different stuff”
 Questions for comprehension of words, or meaning within story

Example:

Watch it become a frog, because tadpoles turn into frogs don't they

Do you know what permeate means?

Do you know what buffaloes are?

Yaks live way up on the mountains in Asia

Intervening Conditions: Biographical information: as above.

Action/Interaction Strategies: This was used often to orient the child to the meaning of the words within the text. Interspersed with other meta-strategies primarily phonetic strategies at the letter and word level.

Outcome: At times Ch10 who the technique was used with most seemed to be alternatively interested in it and resistant to it. It was hard to tell if she was dwelling on the strategies and recalling them as a way of connecting or if she was genuinely interested in learning. It was as though she was role-playing student at points. It should also be noted that Ch10 was very much herself and would have been like this in most “teaching” situations.

Actions to clarify roles [relates to **procedural questions and shared understanding**]

Example:

Where, right in the beginning?

O.K. are you going to read this time?

Who's turn this time?

Can you reach it?

Intervening Conditions: Apparent high comfort level with the question of who was going to read. Many of the questions asked regarded who would do the reading as in the above examples. Should be noted that with this reader it was difficult to determine which comments or questions were specifically meta strategies or which were general comments. There seemed to be a high level of focus on the use of strategies. Biographical information: as above.

Action/Interaction Strategies: Of the 48 comments 17 were procedural. Of the 33 questions 7 were procedural.

Outcome: There seemed to be a good level of focus on the part of VR5 especially in regard to selection and promoting decoding strategies

Corrections for mispronounced words or provision of words if unable to decode. Also use of cloze technique or other letter word identification strategies when reading or when child is reading

Examples:

Can you sound it out?

Those c's they look like l's

Corrects butter to better, [adding] It's an e instead of a u

Cats and.....[cloze technique] x11

What's that letter

[Provides word] That's [when child unable to sound out]

It says, “ma chine ry” [slowly pronouncing each syllable]

O.K. how do you spell it?

Intervening Conditions: From my notes there was a higher focus on decoding individual letters and words than with other readers. Ch9 was at the memorization stage, and Ch10 was at a stage of being able to decode and make use of the strategies presented by VR5. Background information: as above

Action/Interaction Strategies: Noted on many occasions comments related to strategies were heavily present throughout. As expected far fewer [less than half] for Ch9 than Ch10. With Ch10 strategies at the letter level and with Ch9 more at the word level using proportionally more cloze strategies.

Outcome: Felt like many opportunities were capitalized on with a teacher or tutor like tone to it. The children responded well. They did not appear threatened although Ch10 was pushing VR5 to read in a teasing way at points during the video, this was more reflective of her feeling at home with him though.

Scaffolding Memory [done to make connections to previous reading session and to establish a “history” with the child]

Example:

Do you know what this one is, this one is like one we read last week

Intervening Conditions: Familiar with family housing same as Ch10. Background as noted above

Action/Interaction Strategies: Done on one occasion during video session.

Outcome: Created a sense of shared understanding about what each other knew or remembered.

Feedback Methods [verbal]

Example:

Yah, it is your right

You remember that's good

You're right you know

Right

You know that one

Intervening Conditions: Ch9 was keen on sharing facts and giving information. VR5s feedback supported this. The feedback given to Ch10 was more related to her reading accomplishments.

Biographical information: as above.

Action/Interaction Strategies: The feedback in combination with the higher level of letter word strategy use made the sessions appear more like decoding sessions at time rather than "shared reading" where the readers and listeners would be there to enjoy the text.

Outcome: the feedback made the sessions seem positive. The affirmations were genuine.

Causal Condition: [Connections with Child]

Getting to know the child

Phenomenon [Interaction]

Context [Properties]

Questions about them, their interests, experiences and noticing things about them, what they are wearing or doing. [some examples taken from notes]

Example:

[from my notes] VR5 and Ch10 talked about the garage sale that Ch10s mom had and he talked about buying her old bike for his daughter

[Calgary conversation cited in scaffolding memory also an example]

Intervening conditions: Strong family housing connection. Background as noted above.

Action/Interaction: This was done on occasion. On another occasion VR5 commented about Ch10s sunscreen looking like paint and later in the interview mentioned that he felt embarrassed by having said this because he felt it made Ch10 feel self conscious.

Outcome: On one occasion it caused a slightly off hand comment by Ch10 where she asked "Who is Emma?" even though it would have been easy to make the connection that Emma was his daughter. Otherwise the children seemed interested in the information that he provided.

Questions for personal connections following from the text.

Example:

[about VR5s daughter] And my little girl likes the story that I made up about a tadpole so I'm going to read the one about the tadpole and see what it says. How's that?

[about VR5] Boy I really wouldn't want to work in that factory

You know what I don't like peanut butter

You like bacon?

Intervening Conditions: Biographical information: As above.

Action/Interaction Strategies: This was done as often or more than general personal connections. The text triggered opportunities for self expression.

Outcome: as above

Scaffolding memory [on an interpersonal level]

Example:

Did you, because you went away didn't you, you went to Calgary...

Intervening Conditions: background information: as above

Action/Interaction Strategies: Done in conversation about seeing yaks brought up by Ch10

Outcome: Ch10 was curious about how VR5 knew that she had gone to Calgary and a conversation about this ensued.

Shared understanding of popular books or popular culture

Example:**This is my favourite author**

Intervening Conditions: High familiarity given reading with daughter and frequent use of the library. Biographical information: as above

Action/Interaction Strategies: Mentioned favorite authors to children and books that he had taken out of the library for his daughter

Outcome: Seemed comfortable with the books presented. Mentioned inclusion of other author David McPhail

Shared laughter at books

Intervening Conditions: Books that were humorous were chosen. Biographical information: as above

Action/Interaction Strategies: Amusement at the stories

Outcome: There was a shared enjoyment in the situations and outrage that the books portrayed

Perceived connections to the children

Intervening Conditions: Biographical information: as above

Action/Interaction Strategies: When pressed after much consideration considered to have made a better connection to Ch10. This was explained in part because of her progress in reading and in part because he felt in general that he connected better with women than men.

Outcome: My sense as an observer was that Ch9 was very connected to VR5. He seemed to be checking him out at times and doing things like measuring his foot size against VR5s. Ch10 was more aloof

Descriptions of children. Described Ch9 as: Excited by the whole idea, and interested in what was going on. More outgoing, exciting and anxious to show off. Described Ch10 as initially more reserved and less confident in her abilities. Got the feeling that Ch9 enjoyed interacting with someone different whereas Ch10 was more interested in the reading part and would take more time choosing her books. Ch10 was able to read the titles of the books whereas Ch9 may have been just choosing based on the pictures. Felt that the children would have thought that he was friendly, commented that he has been told that he gets along well with children.

Intervening Conditions: Biographical information: as above

Action/Interaction Strategies: From my observations as noted in number 6 I felt that Ch9 had made a strong connection with him

Outcome:

Causal Condition: [locus of control]

The Volunteer readers sense of control within the experience

Phenomenon [balance of power]**Context** [Properties]

Information about the study [taken from interview questions]

Intervening Conditions: Background Information: as above

Action/Interaction Strategies: [from interview] It didn't really bother me not having a framework.

Without any formal training in reading instruction VR5 felt he had no expectations and from his understanding of how studies would work you were usually given enough information to do the task at hand. If anything would have liked to know the different reading levels of the children. If he had known that Ch10 was reading he might have spent more time to explain things to Ch10 and have her do a little more work with it initially.

Outcome: Seemed comfortable and at home with the books and didn't present as being too worried about how he was doing.

Logistics

Intervening Conditions: Lived in Family Housing

Action/Interaction Strategies: Felt the location, time of day, length of time and overall time commitment was fine. Described experience as enjoyable and interesting to work with kids on a one on one basis learning to read. Felt it was nice to interact with children who were at a different level.

Outcome: Was happy to help foster reading in children and presently having the time.

The choice of books

Intervening Conditions: Biographical information: as above

Action/Interaction Strategies: Felt overall the books were fine. Noticed that the children at times selected books they had read before but thought that was fine. Felt on one occasion one of the science books was a little long. Enjoyed the Stephen Kellogg books. Not a fan of MSB. Was hard to gauge the children's ability to attend.

Outcome: VR5 mentioned how overwhelmed he felt that Ch9 looked when he saw the full page of text and whale picture [could this be his projecting?]

Reading or listening.

Intervening Conditions: Used to reading with daughter and nieces. Biographical information: as above

Action/Interaction Strategies: [Taken from interview] Was happy with the balance of reading and listening

Outcome: On occasion seemed to turn the task back to them.

Expectations.

Intervening Conditions: Limited opportunity to know what the child knows initially. No extraneous information given to volunteers. Biographical information: as above

Action/Interaction Strategies: After initially getting used to their reading level, expectation that they would read more to him. Preferred to read.

Outcome: As above

Goals

Intervening Conditions: Limited opportunity to know what the child knows and what one would expect for children of this age. Biographical information: as above

Action/Interaction Strategies: In the last three sessions, once he had established an understanding of the children's reading levels had the goal of getting them to read more. Also when he was reading had the goal of getting them to look at the words and to sound them out phonetically. He had the goal of getting the children to tell him what the words said when asked [in the case of Ch10] and in Ch9's case to reference the words more than the pictures and to predict using rhyming books.

Outcome: As an observer this helped to validate what I saw. This did seem to be the direction that VR5 took

Children's behaviour [from interview notes] His only comment was a reproach of himself for making a comment about painting herself when she was actually wearing coloured sunscreen. He felt badly that he may have embarrassed her. Otherwise had no difficulty with either of the children

Intervening Conditions: Biographical information: as above

Action/Interaction Strategies:

Outcome: No guidance used although he did re-redirect attention on a few occasions, when Ch10 had her fingers in her mouth and when she was removing her shoe.

Axial Coding VR 6

Making connections between categories. Use of a coding paradigm involving **conditions, context, action/interactional strategies, consequences.**

Causal conditions: events, incidents, happenings that lead to the occurrence or development of a phenomenon

Phenomenon: The central idea, event, happening, incident about which a set of actions or interactions are directed at managing, handling, or to which the set of actions is related

Context: The specific set of properties that pertain to a phenomenon, that is the location of events or incidents pertaining to a phenomenon along a dimensional range. Context represents the particular set of conditions within which the action/interactional strategies are taken

Intervening conditions: The structural conditions bearing on action/interactional strategies that pertain to a phenomenon. They facilitate or constrain the strategies taken within a specific context [Structural Conditions bearing on action/interaction strategies]: Type of book non-fiction, fiction, humour, pictures, child reader, non-reader, active extraverted, quiet introverted

Action/interaction: Strategies devised to manage, handle, carry out, respond to a phenomenon under a specific set of perceived conditions

Consequences: Outcomes or results of action and interaction

Paradigm Model: linking subcategories to a category

VR 6

Causal Condition [Reading task]

Choosing book, choice of reading or listening, if reading then attention, tracking, decoding, comprehension of story, if listening then attention, comprehension

Phenomenon [Scaffolding]:

Context [Properties]: Specific Dimensions of Strategies

Different Voices for expression used when reading

Intervening Conditions: Biographical information: VR6 is married and a graduate student. She has two daughters, one aged four and the other four months (at the time of the study). The family lives in family housing. She is an avid reader when she gets the time and a member of a book club. She has many fond memories of family reading and also reads to her children. She is a self confessed “control freak” and recounted difficulties in some aspects of letting the children choose their own books (would tend to choose for her own children)

Action/Interaction Strategies: Use of expression present. Very loud voice with tremendous volume. Used voices to distinguish characters in fiction and was aware when asked about strategies that she used. She stated that she used expression to try and “make it sound interesting with her voice”

Outcome: Children listened to her attentively, especially N but it would be hard to gauge if this was connected to the use of expression in reading or not.

Gestures animation

Intervening Conditions: During all of the reading sessions VR6 brought her baby with her. This was the only way that she could attend the sessions at the time. This arrangement seemed to work out very well, considering that the baby was very content and had an easy going disposition. The positioning of the baby, did however restrict some of VR6s movements. This was particularly the case during times that she would breast feed the baby and needed to adjust her positioning to suit this. Background as above

Action/Interaction Strategies: Some gestures and movement but as described under intervening conditions was restricted at times while multitasking with baby.

Outcome: Ch12 used some gestures in the video and was animated.

Comments [comments were general in nature, procedural, opinions or personal as listed below and in section on interpersonal interactions]

Examples of General Comments to orient the reader to the content of the text:

And those seeds are called acorns

Yeah, so that’s how it all works. The biggest distance looks like it’s between Earth and Neptune.

So there’s the space craft that went to Jupiter [reads date, 1995] so its already been there.

Examples of Procedural Comments:

See if there is ones that look like you’d like to read it.

O.k. The C book that’s the hardest of all

Examples of Opinions:

That Whatsit looks very sad.

Intervening Conditions: Background as noted above

Action/Interaction Strategies: Some general comments, strategies were very instructive especially in the topic area of astronomy. There were many more comments with Ch12 than with N [45 to 5 respectively] for comment and general strategies. Personal connections numbered 13, those that were procedural, 6 and 2 that were opinions.

Outcomes: Very interactive with Ch12. During the video transcript that centred on the topic of space, the topic was clearly of interest to both. There was an excitement over the information and a shared sense of wonder. From Ch12 there was a reciprocal nature to his comments. He contributed 56 comments while N only contributed 1.

Definition of words. VR6 asked definitional questions related to the content.

Example:

Do you know who Magellian the explorer was? Ch12. No. All the way around the world. Magellian was the first to go all the way around the world, so that's why they named it Magellian and it orbited around Venus 15 thousand times. Ch12 woow.

Rotate, means spin around and round.

Intervening Conditions: background as above.

Action/Interaction Strategies: Much of the content was discussed. During the above video examples, more definitions of words but concepts were also discussed or elaborated on.

Outcome: Very reciprocal dialogue not speaking down to the child.

Questions for prediction to get the child to think about what was going to happen

Example: Not in evidence

Intervening Conditions:

Action/Interaction Strategies:

Outcome:

Questions for comprehension of words, or meaning within story

Example:

Do you know which the smallest planet is?

What do you think those are?

Intervening Conditions: Biographical information: as above.

Action/Interaction Strategies: Many orientation questions used to make it interesting [taken from the interview]. You don't want to just read something. I mean I do this all the time, I mean I read at night and I read 4 pages and I have no memory of what the hell I just read and so I just kind of point out so they get something out of it.

Outcome: Several moments seemed very teacher directed [see locus of control] both children responded to questions. N was quieter and less interactions occurred. An IRE pattern was more apparent with Ch12 there was more mutuality of response.

Actions to clarify roles [relates to procedural questions and shared understanding]

Example:

Are you going to try another B one?

Do you want to read me another one?

An A book are they the easiest?

Intervening Conditions: N was a quiet non-reader and younger by a year than Ch12. Ch12 was a good beginning reader with many decoding and memory strategies in place.

Biographical information: as above.

Action/Interaction Strategies: Seemed to take an interest in the "ABC" coding system for levels of difficulty in the Scholastic books. Questions revolved around choice of books based on difficulty with less focus on the story.

Outcome: Shared interest with Ch12 regarding his reading ability and reading levels.

Corrections for mispronounced words or provision of words if unable to decode. Also use of cloze technique or other letter word identification strategies when reading or when child is reading. This was done in a direct "matter of fact" way strongly favouring the provision of a word and pointing out missing words if appropriate.

Examples:

[points out a missing page] look you missed that page

[points out a missing page] That page there x2 That page x2

[after Ch12 pronounces the B in climb] Corrects to climb, that b you don't say b in the word climb

[provides word] sound

[provides word] middle [after Ch12 has been sounding it out]

Intervening Conditions: see background and locus of control

Action/Interaction Strategies: Straight forward approach as in the above examples.

Outcome: Maintained the flow of the reading event with Ch12

Scaffolding Memory [done to make connections to previous reading session and to establish a "history" with the child]

Example:

A Lyle story our favorite.

Ch12 Yah.

Did you read it? It's a bit hard for now but later.

Intervening Conditions: Ch12 is the grandson of the director of the daycare. This is well known to parents and VR6 has made this connection known to Ch12. Background as noted above

Action/Interaction Strategies: From my notes during the session. On a few occasions VR6 made some personal connections with the children. At the times that she did this she developed an intimacy around the books at topic areas [see examples]

Outcome: In both situations the children responded. Sense of whether or not the connection had any impact on the children's comfort level or relationship with VR6 is difficult to gauge.

Feedback Methods

Example:

[to Ch12]Excellent reading

[in response to Ch12s comments] Holy Cow. You did great you didn't have any trouble with that at all, Only the word "middle" that was the only word.

That's a great job [to Ch12] congratulations

Intervening Conditions: background as above

Action/Interaction Strategies: Use of positive reinforcement through feedback was extensive especially with Ch12 who was reading. Affirmations were also used following comments made by Ch12. From my notes N was also congratulated on her choice of book.

Outcome: Ch12 was very comfortable reading with VR6. The affirmations appeared to be affective and contributed to a positive tone during shared reading time. There were a total of 12 comments directly related to Ch12s reading and six affirmations reinforcing Ch12s provision of accurate information.

Causal Condition: [Connections with Child]

Getting to know the child

Phenomenon [Interaction]

Context [Properties]

Questions about them, their interests, experiences and noticing things about them, what they are wearing or doing.

Example:

Have you ever been to a planetarium before? [to Ch12]

Do you like the show MSB [to N]

Intervening conditions: background information as above

Action/Interaction: There was a degree of familiarity with both children and the appearance of interest in their interests. This was done most in relationship to VR6s own interests i.e. shared interest in MSB (with her family), shared interest in astronomy with Ch12

Outcome: Questions generated responses from the children about their interests. Resulted in mutual discussion.

Questions for personal connections following from the text.

Example:

We have an acorn tree in our yard and boy does it let a lot of leaves down in the fall, a lot of raking.

I forgot about red giants, I haven't thought about space in a long time.

Intervening Conditions: Biographical information: As above.

Action/Interaction Strategies: VR6 let the children know her interests and some of those of her oldest daughter who enjoys MSB with her father.

Outcome: Children listened attentively.

Scaffolding memory [on an interpersonal level]

Example: see number 9

Intervening Conditions: background information: as above

Action/Interaction Strategies:

Outcome:

Shared understanding of popular books or popular culture

Example:

Ch12 comments that he has seen MSB lost in Space and that its very different from the book.

VR6 Oh is it?

[Ch12 replies] They had to travel all the way to Pluto and Arnold [inaudible] and then they had to go all the way back to earth

[VR6] That Arnold he's always getting in trouble

Intervening Conditions: background information as above

Action/Interaction Strategies: Automatic response natural to the children's knowledge of television series

Outcome: Comfortable interaction

Shared laughter at books

Intervening Conditions: background information as above

Action/Interaction Strategies: Shared laughter noted primarily with Ch12 over humorous books and comments that Ch12 made regarding something landing on his head

Outcome: Created a relaxed climate

Perceived connections to the children

Intervening Conditions: Biographical information: as above

Action/Interaction Strategies: [from the interview] Connection noted by VR6 with Ch12. This surprised VR6 because she felt that she had a stronger background with N prior to the reading session [already knew N].

Outcome: From my notes throughout there was a definite tendency toward higher levels of interaction with Ch12 than with N. Ns quiet reserved qualities and her lower skill level restricted the dynamic interactions between herself and VR6

Descriptions of children.

Intervening Conditions: Biographical information: as above

Action/Interaction Strategies: She had the feeling that both children liked her. Of their interest in reading VR6 felt that N preferred the easy reading and that Ch12's preference was for something that interested him. Felt that both children were slightly shy but N more so and that Ch12 warmed up much more. Descriptions of N, quiet, fairly shy, smiley, happy. Descriptions of Ch12 slightly shy, but more extraverted, and more of a desire for knowledge. Felt that N enjoyed choosing the books. Felt that Ch12 enjoyed practicing his reading.

Outcome: Accurate impressions of the children based on my observations. Both children demonstrated what would be typical reactions in the situations they were in.

Causal Condition: [locus of control]

The Volunteer readers sense of control within the experience

Phenomenon [balance of power]

Context [Properties]

Information about the study

Intervening Conditions: Background Information: as above

Action/Interaction Strategies: VR6 was o.k. with the information given about the study

Outcome: Comfortable in the role, would volunteer again if someone asked her and if she had the perception that she was helping out

Logistics

Intervening Conditions: background information as above. Located in family housing, young daughter at the centre, baby accompanied her.

Action/Interaction Strategies: Was able to coordinate bringing in her older daughter and volunteering for the reading program. The time of day suited her (10am). The length of time was also fine (no big deal).

Outcome: Participated throughout with no difficulty was often waiting outside the door for her reading time.

The choice of books

Intervening Conditions: Biographical information: as above

Action/Interaction Strategies: Had difficulty relinquishing control to the children in choosing books. At one point asks openly [to me when N was in the room] Do I ever get to choose the books? Enjoyed the science books and the ones that she was familiar with from home, Caps for Sale and Lyle Lyle Crocodile. The science books inspired VR6 to go to the library and do more stuff with her daughter like that. Described the hardest thing about the reading program as letting them chose the books themselves. That was the hardest thing for me being a good old control freak.

Outcome: Although confessed that it was hard for her to let the children choose the books themselves, there was no evidence that she prevented them in any way from doing this. She respected their choices throughout and followed through by reading or listening with the children. Reading or listening.

Intervening Conditions: Background information: as above

Action/Interaction Strategies: Commented from interview that she wished that Ch12 would let her read parts of the long books that he had chosen. Felt she enjoyed reading and listening equally. At first the amount of reading or listening seemed kind of slow but then it started going really fast and I couldn't believe the half and hour was over. Felt with MSB books that you could spend half an hour just reading little comments.

Outcome: At times asked if there was time left for other books near the end of the sessions.

Expectations.

Intervening Conditions:

Biographical information: as above

Action/Interaction Strategies: No expectations cited

Outcome: Appeared comfortable reading or listening

Goals

Intervening Conditions: Biographical information: as above

Action/Interaction Strategies: No goals cited

Outcome: Was matter of fact with strategies and appeared quite relaxed amid balancing baby and reading with children.

Children's behaviour

Intervening Conditions: Biographical information: as above

Action/Interaction Strategies: Felt there was no difficulty, commented that she thought I had given her "easy children"

Outcome: No guidance or re-direction needed or perceived

Appendix M

(Selective Coding Parent Volunteer Readers)

Data Analysis—Volunteer Reader 1

Locus of Control

Ch 1 read to vr1 more than he read to her [as noted also by VR1] (likely a function of her reading level which is very high). Child is in control of the book as she reads the whole time.

When asking the children if they would like to read or if they would like him to read to them he commented in the interview that he was hoping that they would read to him. Thought it would be good for them. Did prefer reading once asked to read because it kept a focus.

Goal of having the children read to him.

Felt it was good (almost appropriate) to limit the instruction and allow each of the participants to do what they felt was appropriate. Personally likes to set own goals and own plan rather than be told o.k. this is what we are doing and this is how it is done. Wouldn't have had an interest in doing the reading if it was too structured.

If this was a reading program that fell out of the realm of study it would have been nice to have a shared understanding of the purpose of reading whether it was for entertainment or if it was to develop the children's skills.

Picking own books and bringing them to the reading sessions

Ch 2's choice was to have VR1 read to him exclusively and he did except on one occasion when VR1 asked Ch2 if he could read and then asked him if he would like to read one to him [which he did]

Felt that some of the science books were too advanced that the children maybe couldn't understand some of the distance concepts. Would have liked the opportunity to bring own books in

Thought the reading program was a good idea. Felt the experience was helpful to put in perspective the reading levels of own kids and that it was nice to interact with other kids to get a different perspective

Children's behaviour

Found behaviour good, found Ch 2's attention wavered a little.

Connections to the children

Felt connected much better to Ch 1 felt that it was hard to interpret Ch2's interests and behaviour
Felt Ch1 really enjoyed books with humour in them and odd situations and that Ch2 did pick more of the science books but that it was harder to gauge his enjoyment of them or if he was understanding them. Felt Ch2 was kind of non-committal.

Descriptions of Ch1: precocious, really open, friendly, mature for her age, excellent reader, gregarious, likes to laugh, seems like she has probably spent a lot of time with adults

Ch2: described as: very quiet perhaps introverted, interested enough to want to come back, keeps his emotions inside a little bit more, hard to read whether he was enjoying it even the funny stories. When asked if he liked the story he would say "yah" in a non-committal way. Thought that Ch2 liked the reading program. Thought that Ch1 loved the reading experience. Felt that Ch1 liked him for sure [when asked what they thought of him] and was hard to read ch2 but that he kept coming back so that the impression was that he wasn't intimidated or afraid.

Stronger connection with Ch1 based on personal things that were mentioned that her friend R was visiting and that she was going camping. More of a rapport outside the reading but also noted that she was a very outgoing, gregarious kind of kid.

Enjoyed Lyle the crocodile...books where there was a sufficient humour or plot that had interesting play on words and were well written

Early reading reflections

Tracking with finger as a strategy taught

Recent experience reading with children

Reading to both "kids"

Sense of self as a reader

Avid, fanatical

Final favorite memories

H's excitement

Strategies aware of VR1

Different voices for expression

Strategies observed

Different voices for expression, comments on parts of the story to elaborate on meaning or define words, prediction techniques (stating that you think you know what is going to happen). Gave words that were miscued or hard to sound out (if reader needed them). Pointed out any missing words.

When reminded of these strategies comments as to which were most successful

Let Ch1 go as long as was possible without correcting her (conscious of holding back on corrections) so as not to interrupt her and judge which were worth correcting without disrupting the story too much. This judgement took place subjectively within the moment. Main corrections were for pronunciation wanted her to notice that the word was different than the one that she was saying.

Strategies that didn't work for VR1 saying the he wanted CH2 to read more but had no way of knowing how to achieve that without just forcing him to. Would have liked a technique for getting CH2 more involved without making him feel uncomfortable. Aware that you don't want the child to think that reading is a horrible chore and something to be avoided at all costs or an embarrassment or painful, you want them to feel comfortable.

Role of questions

To determine if the kids are getting the story or know what a particular word or play on words means. Questions also instructive to make a comment of statement to ensure that the children had understood the meaning of the plot or a significant aspect.

Meta cognitive Strategies VR1 (during the video)

provides word 'local'

corrects miscue "impressive" with "immense"

corrects "decide" ---"bac" to "bacon"

corrects "rambled" to "resembled"

provides word "tossed"

corrects "containers"

corrects pronunciation "in tow"

corrects pronunciation "live"

corrects "rambled" to "resembled"

corrects "remains" then apologizes and self corrects when glancing at the text to "remnants"

Clarification question "did you read this page?" [cross reference to questions VR1]

Corrects "cement"

Gets CH 1 to become aware of her mistake by repeating what she said as a question "Eel covers"

Corrects "freighter"

Corrects "reservoirs"

Corrects "quark" to "quirk"

Corrects "poverty"

Corrects "Desoto"

Provides word "hoisted"

Points to words that she has missed and says "you missed a little on the top"

Provides meaning of "bicuspid" defines it as a type of a tooth that you have in your mouth [no query from the child preceded this]

Corrects "despite"

Corrects "misery"

Corrects "exploratory"

Corrects "winch"

Corrects "gaze" to "guaze"

Corrects "modeled" to "molded"

Corrects pronunciation "wicked"

Corrects "The Dr Desotos" to "The Desotos"

I wonder what their plan is? [cross reference to questions VR1]
 Corrects "particle"
 Corrects "chortled"
 Corrects "lugging"
 Corrects "hooked" to "cooked"
 Points out missing page
 Corrects "cressed" to "caressed"
 Provides word "preparation"
 Provides word "recently"
 Provides word "application"
 Corrects "receive"
 Comments on the difficulty of the words on that page isn't there?
 Is that what you figured too? [comments on the ending]
 Corrects "declared"
 Provides words "secret formula"
 Corrects "proceed" to "proceeded"
 Corrects "permeate"
 Corrects "dentine"
 Corrects "dignity"
Meta cognitive Strategies CH1 (during the video)
 Self corrects sounding out the word 'local'
 After VR1 had pointed out "eel covers" CH1 self corrects to "veal cutlets"
 Flips ahead in the book [told by VR1 not to spoil the surprise of the story]
 I've heard this one before [reference to knowing the book previously]
 Anticipating what will happen "I think I know"
 Oh I know I think he hasn't brushed his teeth
 Attempts to check ending again [VR1 stops her and says "no cheating"]
Meta cognitive strategies CH2 (during video)
 [recognition of book] It's really funny
 [prediction] bath
Questions from VR1
 Hey, how are you doing?
 You getting ready for your holiday?
 Is this your last day?
 And your doing your whole two weeks at Alison Park?
 O.k. do you want to read or shall I read?
 Clarification question "did you read this page?" [cross reference to meta cognitive strategies]
 Do you know what a freighter is? [reference to text] and answers rhetorically "it's a big ship that carries cargo"
 Is your shirt from Greece? [between books while CH1 is choosing a second book]
 Did you go there?
 I wonder what their plan is? [cross reference to meta cognitive strategies]
 There are a lot of hard words on that page isn't there?
 Hey K how are you doing?
 Isn't it a bit hot for rubber boots today?
 You want to pick a book?
 O.k. so what do we have a picture of on the front do you remember from last time?
 Why is it a cheetah?
 You wouldn't think that would you?
 Following from the text: Have you ever played ping pong?
 Did you want to read one or do you want to pick another one for me to read?
Questions from CH1
 Should I read this?
 Ahh Look it what is this?
 Ahh this is when they start to feel worst right? (cross reference to comments on text) followed by an affirmation of meaning "in the plane" Ch1 responds "yah"

Hey where does it say "Pickles to Pittsburg" [looks back and reads title on front cover]
 Jokes "yes" VR1 answers not a joke
 What are veal cutlets?
 But I wonder why it is called "Pickles to Pittsburgh?"
 Do you think there is time for another one?

Questions from CH2

What about a King Cobra?
 Have you read it?

Derivations from Text VR1

Initial questions re: holidays
 Comments on his children and pets and family housing
 Derivations from Text Ch1

Comments on text VR1

Playing softball those are pretty big meatballs (reference to picture and text)
 Non-verbal points to missing page (subtle feedback)
 "Quite a place"
 "That would be pretty amazing to walk through a town like that"
 "hum that's big"
 He can't resist the temptation
 I would think so
 That's a good story
 Comments to challenge: That's a lot of grass and leaves, it's a wonder that there is any grass and leaves left in Africa.
 Comments to challenge: If an ant were as big as a person it would be able to do some incredible things.
 That's pretty amazing
 An ant can carry five other ants
 Comment on text: So I guess that's handy if you happen to be so tall
 Wow I thought dinosaurs were big
 They don't weigh very much (following on ping pong statement from text)
 Wow
 Wow
 Sure wouldn't want to see one of those when I was swimming
 That's big
 [points to picture] that would probably be about how big it really is
 That's a very big spider
 Wouldn't want to mess with those
 Wow
 Answer to pondering: Anaconda is much much bigger, cobra's a poisonous snake but they're not as big as these snakes.
 Even those are no where near as big as these, these are very big
 Yikes
 Good thing fleas aren't big
 That's a long time to live
 And that's it [pointing to the book jacket] this just has a thing about all the different animals we talked about
 Yah it's all the names [reads names]
 o.k. now put that one back and grab another one
 Do you want me to get it?
 This one?
 And they were home that was fast
 Got to get another one
 See what else there is up there
 I'll put that one back you can just leave it on the chair
 Oh there you go

Oh you read this one

[answer to K's question] yah I've taken this one out of the library myself for my kids

So Lyle got his wish after all. That's a good story

Comments on text CH1

Meta shares understanding "I know why it's hard to believe"

He [author] thinks of everything

Meta realizes that she missed a page

Points out picture "look at this"

I wonder when they are going to say "Pickles to Pittsburgh"

Looking at picture "weird"

Ahh this is when they start to feel worst right?

Looking at picture "weird"

See look at all VR1 follows with comment "its crazy"

See that's funny

See I remember this [reference to an earlier reading of a previous related book]

At end of book singing "Pickles to Pittsburg" VR1 comments on her singing by saying "the theme song"

Comments on picture "I revved the engine" VR1 corrects to "revved"

Comments on picture and compares mustache "he has a mustache by the time it was done "tall tale"

VR1 corrects to "tall tale"

See that's a map

Cool no anesthetic

Appendix N—Approval Human Research Ethics



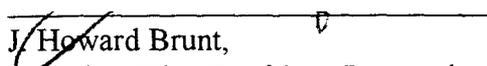
University of Victoria
Human Research Ethics Committee

CERTIFICATE OF APPROVAL

<u>Principal Investigators</u> Margaret Joan MacDonald Graduate Student	<u>Department/School</u> CMFD	<u>Supervisor</u> Dr. Margie Mayfield	
<u>Co-investigator(s):</u> N/A			
<u>Title: An Evaluation of Intergenerational Relationships Occurring within a Shared-Reading Program</u>			
<u>Project No.</u> 187-99	<u>Start Date</u> 14 Jun 99	<u>End Date</u> 30 Sep 99	<u>Approval Date</u> 10 Jun 99

Certification

This is to certify that the University of Victoria Ethics Review Committee on Research and Other Activities Involving Human Subjects has examined the research proposal and concludes that, in all respects, the proposed research meets appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Subjects.


 J. Howard Brunt,
 Associate Vice-President, Research

This Certificate of Approval is valid for the above term provided there is no change in the procedures. Extensions/minor amendments may be granted upon receipt of "Request for Continuing Review or Amendment of an Approved Project" form.

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