



ECCESS 2026

*Waarden-gedreven samenwerking als motor van
systeemverandering in Kinderopvang, zorg en onderwijs*

Valuing Variation

Catherine Snow

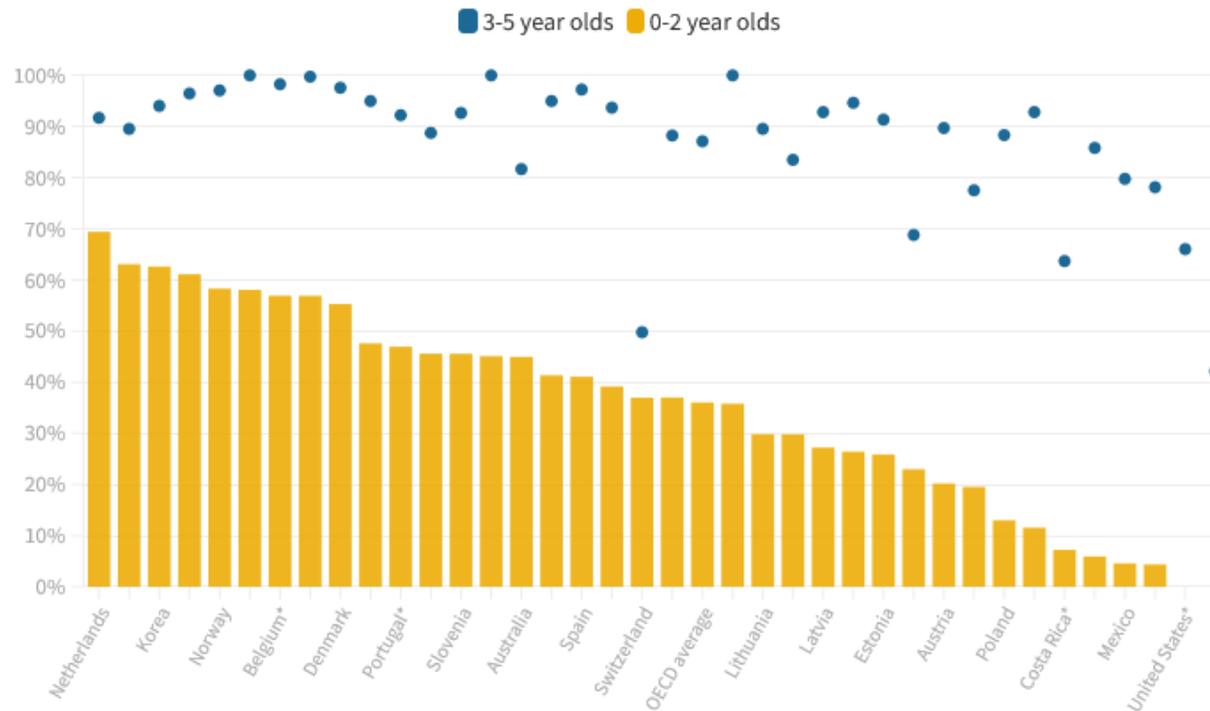
Harvard Graduate School of Education

Goal for this talk

- Help us think productively about serving all the children in our increasingly diverse classrooms
- Highlight how Paul Leseman's many research accomplishments have contributed to this thinking
- Offer a brief historical overview of thinking about variation in early development
- Review findings about early childhood contributors to home literacy and thus to later school success

Figure 1: Enrolment in ECEC services differs widely for the youngest

Percent of children aged between 0 and 2 enrolled in ECEC services and percent of children aged between 3 and 5 enrolled in pre-primary education and primary schools, 2020 or latest available



Source: [OECD Family Database Indicator PF3.2](#). • Note: The OECD average includes all OECD member countries with data available for both age groups. Data for 0-2-year-olds generally include children enrolled in early childhood education services (ISCED 2011 level 0) and other registered ECEC services (outside the scope of ISCED 0, because they are not in adherence with all ISCED-2011 criteria). Data for 3-5-year-olds include early childhood education services (ISCED 2011 level 0) and other registered ECEC services, as well as primary education (ISCED 2011 level 1). For 0-2-year-olds, data for Costa Rica, Iceland, and the United Kingdom refer to 2018 and for Japan to 2019. No data on 0-2-year-olds is available for the United States. For 3-5-year-olds, data for Belgium, Greece, and Portugal refer to 2019 and for the United States to 2018. More details are available in the OECD Family Database.



<https://oecdstatistics.blog/2023/03/22/early-childhood-education-and-care-ecec-a-vital-component-of-the-family-policy-framework-in-oecd-countries/>

The very brief history

- Language development is universal, fast, efficient, and successful in any environment
- Social class and cultural differences in trajectories
- Recognition of inequities in opportunities to learn at home
- Thus a focus on opportunities to learn in preschool

Implications

- Think about what is going on in children's homes
- Promote optimization of time spent in ECEC

Teachers' self-efficacy and intercultural classroom practices in diverse classroom contexts: A cross-national comparison

Bodine R. Romijn, Pauline L. Slot, Paul. P.M. Leseman, Valentina Pagani ,
International Journal of Intercultural Relations, 2019

N = 269 teachers working in ECEC and primary school in England, Italy, The Netherlands or Poland

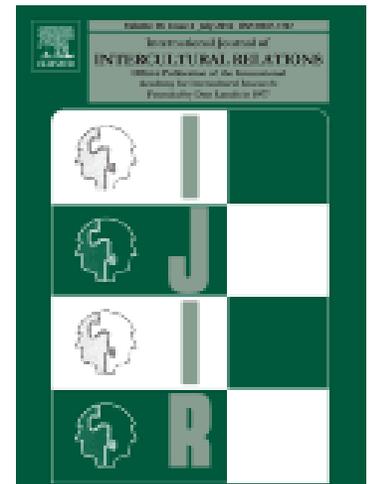


Table 4

Levels of diversity of the classroom context per country.

| | Cultural | | Linguistic | | Low-income | | Combined diversity | |
|-----------------|----------|-----------|------------|-----------|------------|-----------|--------------------|-----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> |
| England | 3.55 | 1.00 | 3.37 | 0.98 | 2.97 | 0.77 | 3.30 | 0.77 |
| Italy | 3.44 | 1.37 | 3.32 | 1.30 | 3.05 | 1.18 | 3.27 | 1.15 |
| The Netherlands | 4.07 | 1.37 | 3.63 | 1.42 | 3.26 | 1.36 | 3.65 | 1.30 |
| Poland | 1.17 | 0.38 | 1.17 | 0.38 | 2.22 | 0.63 | 1.52 | 0.35 |

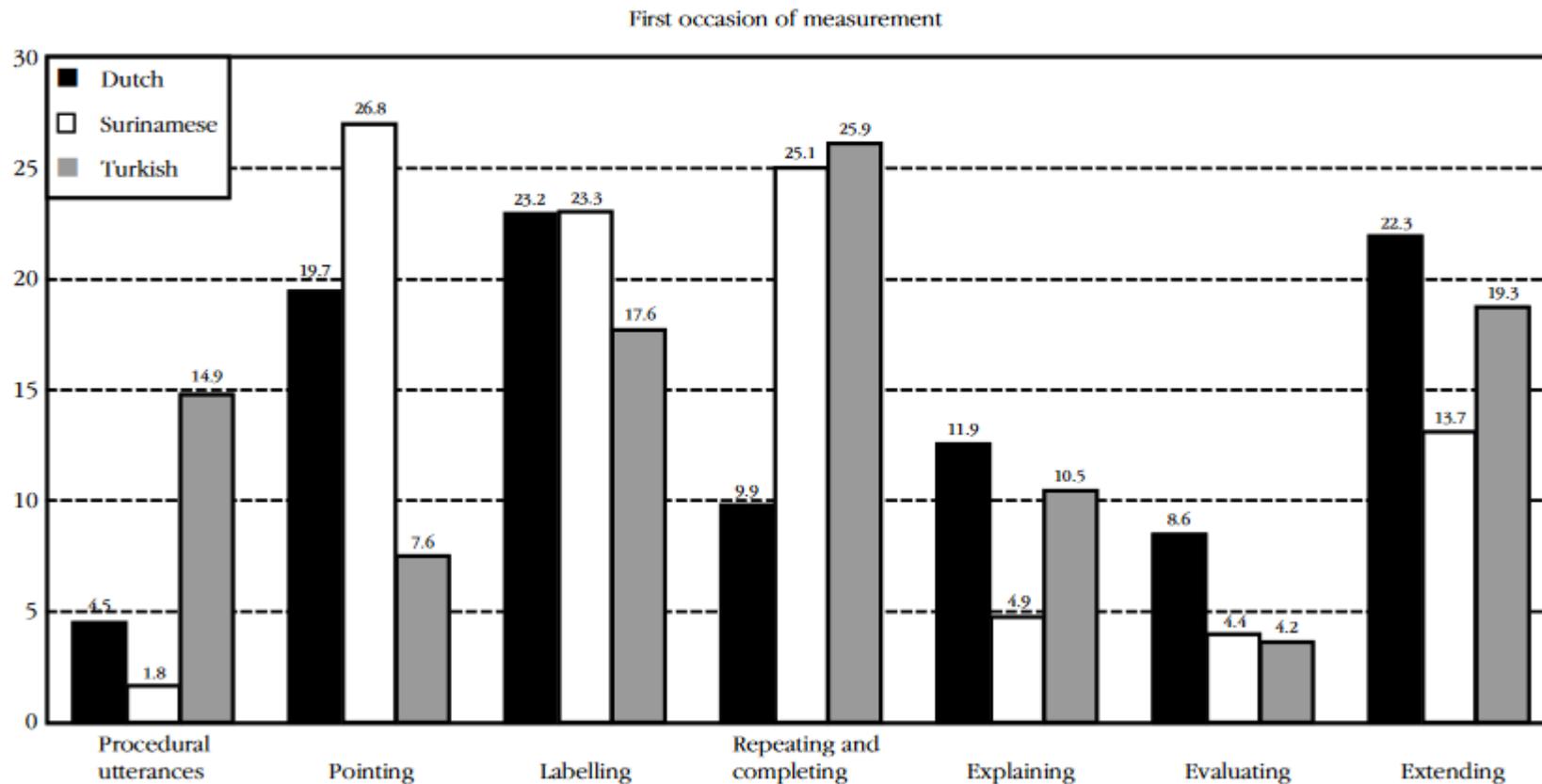
Table 6**Descriptive statistics and latent means scores of practices per country.**

| | <i>N</i> | <i>M</i> | <i>SD</i> |
|-----------------|----------|----------|-----------|
| England | 78 | 4.11 | 0.62 |
| Italy | 94 | 3.65 | 0.82 |
| The Netherlands | 43 | 3.55 | 0.70 |
| Poland | 54 | 3.31 | 0.74 |

Implications

- Think about what is going on in children's homes
- Promote optimization of time spent in ECEC
- Build attention to diversity into EC educator preparation and practice guidelines

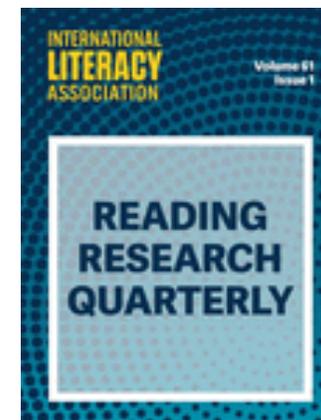
Figure 1 Patterns of joint reading in three subsamples (first and third occasion of measurement); percentages of utterances by the mother



Home literacy: Opportunity, instruction, cooperation and social-emotional quality predicting early reading achievement

PPM Leseman, PF De Jong

Reading research quarterly (1998) 33 (3), 294-318



Third occasion of measurement

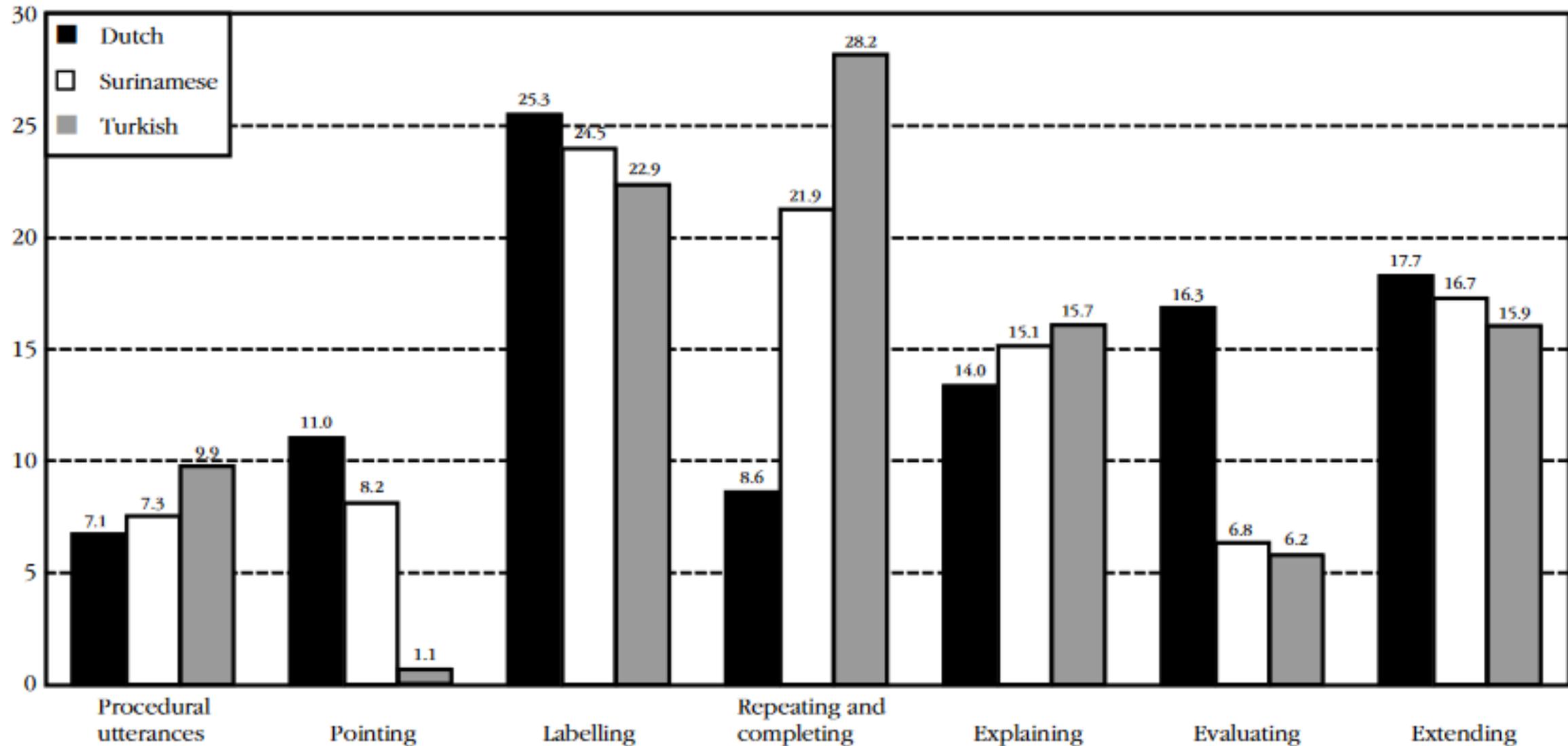
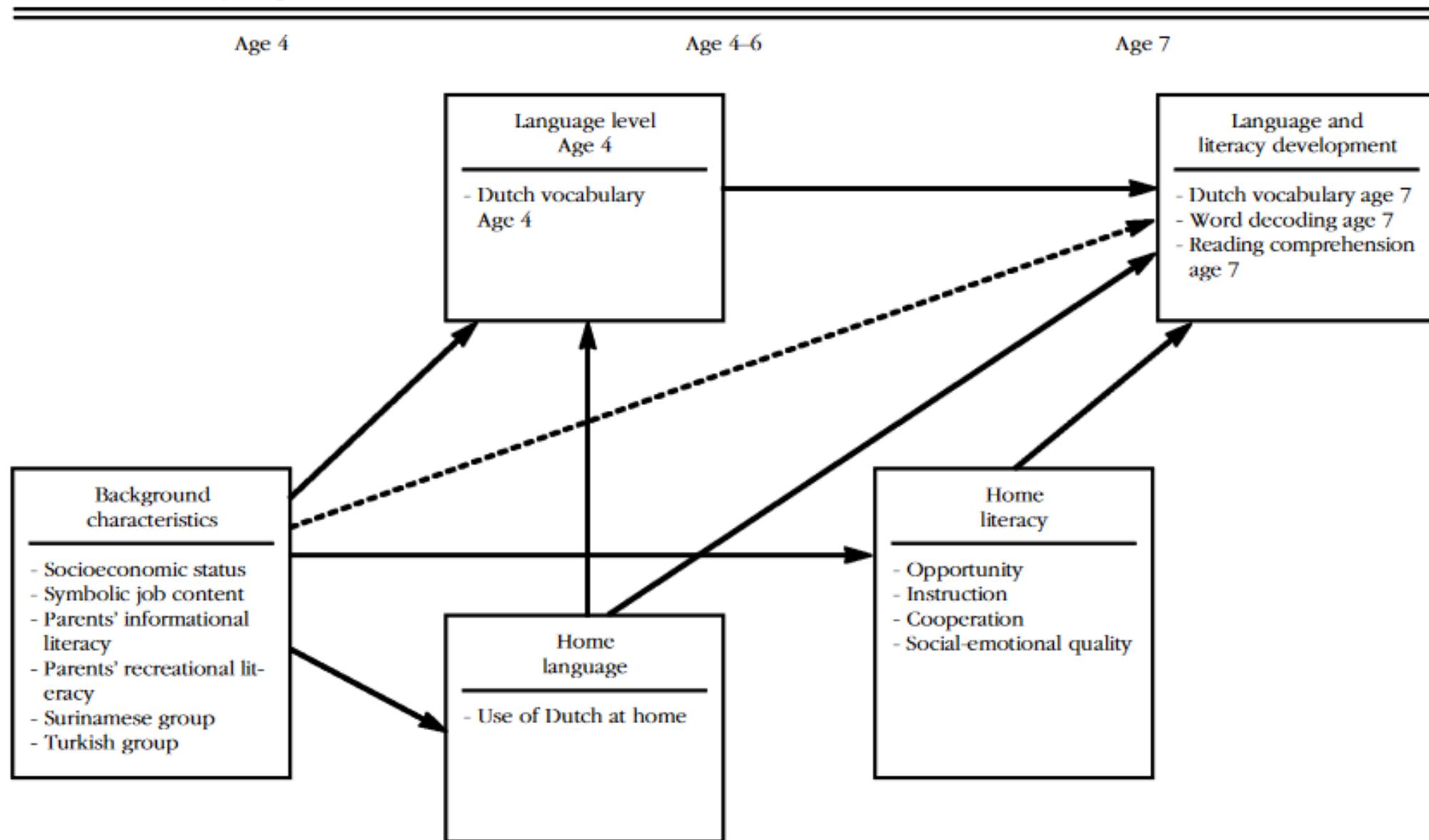
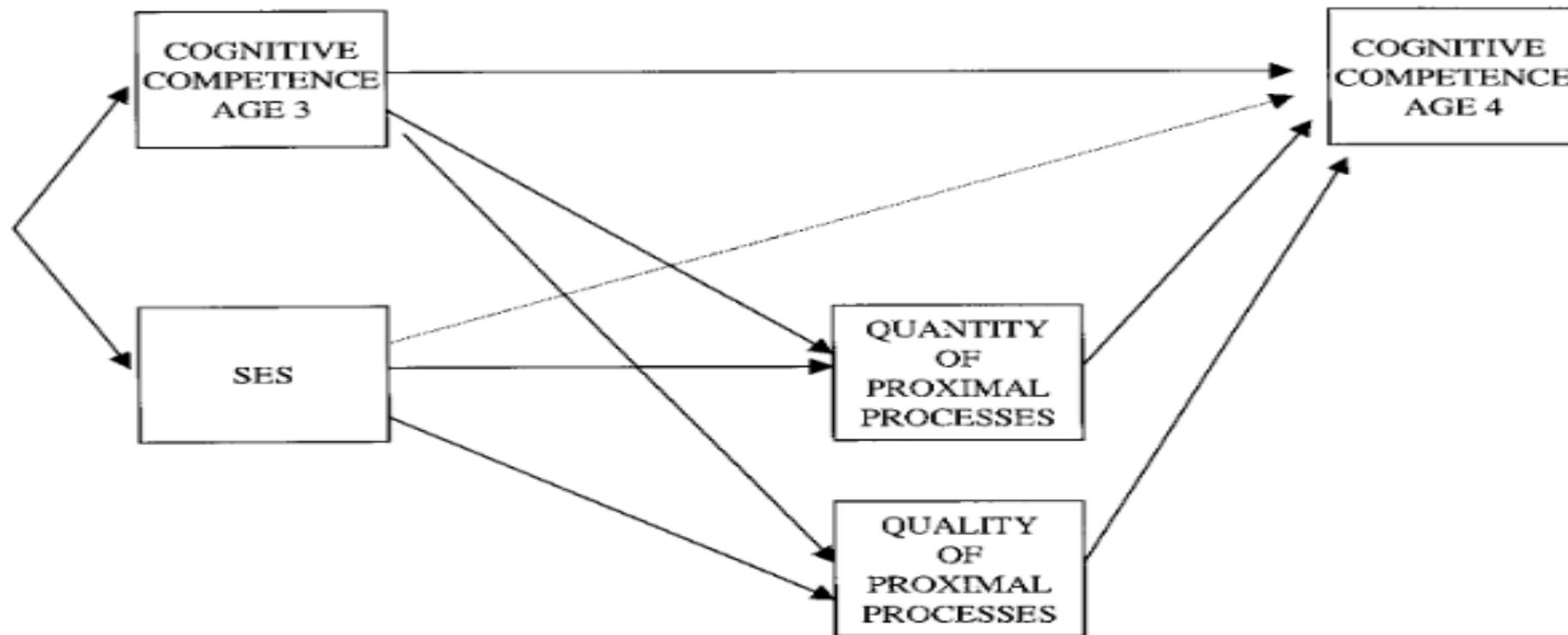


Figure 2 A causal model of the relationships between background characteristics, home literacy, home language, and literacy acquisition in school



Implications

- Think about what is going on in children's homes
- Promote optimization of time spent in ECEC
- Build attention to diversity into EC educator preparation and practice guidelines
- Track implications for children's development



Effects of quantity and quality of home proximal processes on Dutch, Surinamese–Dutch and Turkish–Dutch pre-schoolers’ cognitive development

PPM Leseman, DC Van den Boom
Infant and Child Development, 1999



Table 1. Cognitive competence at ages 3 and 4, SES, quantitative and qualitative proximal process characteristics in four groups; means, S.D. and explained variance η^2

| Child, parent, proximal process characteristics | Range | Dutch middle-class families | Dutch lower-class families | Surinamese immigrant families | Turkish immigrant families | η^2 |
|---|----------|-----------------------------|----------------------------|-------------------------------|----------------------------|----------|
| Child's cognitive competence at age 3 | 0–100 | 57.1 (17.9) | 42.0 (14.2) | 42.4 (14.9) | 37.9 (13.3) | 0.23*** |
| Child's cognitive competence at age 4 | 0–100 | 80.3 (10.5) | 65.3 (12.2) | 64.5 (11.9) | 60.4 (9.0) | 0.36*** |
| SES | <i>z</i> | 1.62 (0.66) | −0.17 (0.86) | 0.38 (1.01) | −1.00 (1.39) | 0.52*** |
| Frequency of communicative interactions | 1–7 | 5.26 (0.63) | 4.87 (0.87) | 4.60 (0.70) | 4.47 (1.0) | 0.14*** |
| Frequency of literacy related interactions | 1–7 | 4.09 (0.68) | 3.67 (0.90) | 3.53 (0.72) | 2.51 (0.90) | 0.35*** |
| Frequency of problem solving interactions | 1–7 | 4.61 (0.76) | 4.31 (0.81) | 4.00 (0.78) | 3.37 (1.2) | 0.22*** |
| Index of quantity proximal processes | <i>z</i> | 1.03 (1.30) | 0.13 (1.74) | −0.32 (1.38) | −1.54 (1.94) | 0.27*** |
| Instruction quality of book reading | 1–10 | 3.22 (0.38) | 3.11 (0.36) | 2.93 (0.43) | 2.42 (0.25) | 0.40*** |
| Instruction quality of problem solving | 1–10 | 3.87 (0.37) | 3.49 (0.32) | 3.52 (0.33) | 3.38 (0.30) | 0.26*** |
| Social-emotional quality book reading | 1–7 | 6.18 (0.60) | 5.83 (0.27) | 5.53 (0.56) | 5.41 (0.94) | 0.14*** |
| Social-emotional quality of problem solving | 1–7 | 5.69 (0.54) | 5.45 (0.61) | 4.96 (0.70) | 4.42 (1.23) | 0.29*** |
| Index of quality proximal processes | <i>z</i> | 1.85 (1.73) | 0.33 (1.52) | −0.67 (2.02) | −2.62 (2.50) | 0.43*** |

z is the mean of the variables of which the index is composed after *z*-transformation of each variable. *n* (whole sample) = 130; *n* (Dutch middle-class families) = 44; *n* (Dutch lower-class families) = 31; *n* (Surinamese families) = 27; *n* (Turkish families) = 28.

* $p < 0.10$; ** $p < 0.05$; *** $p < 0.01$.

Table 2. Pearson correlations of SES, quantity and quality of proximal processes, and cognitive competence at age 3 and 4 for the whole sample and separately for each of the four subsamples

| Child, parent, proximal process characteristics | Sample | Cognitive competence at age 4 | SES | Quantity proximal processes | Quality proximal processes |
|---|--------------|-------------------------------|---------------------|-----------------------------|----------------------------|
| Cognitive competence at age 3 | Full | 0.81 ^{***} | 0.52 ^{***} | 0.36 ^{***} | 0.52 ^{***} |
| | Dutch middle | 0.80 ^{***} | 0.25 ^{**} | 0.10 | 0.33 ^{**} |
| | Dutch Lower | 0.86 ^{***} | 0.44 ^{**} | 0.25 | 0.46 ^{***} |
| | Surinamese | 0.73 ^{***} | 0.11 | 0.09 | 0.24 |
| | Turkish | 0.71 ^{***} | 0.27 [*] | 0.40 ^{**} | 0.48 ^{**} |
| Cognitive competence at age 4 | Full | 1.00 | 0.61 ^{***} | 0.34 ^{***} | 0.62 ^{***} |
| | Dutch middle | | 0.18 | -0.02 | 0.14 |
| | Dutch lower | | 0.40 ^{**} | 0.07 | 0.49 ^{***} |
| | Surinamese | | 0.33 [*] | 0.11 | 0.58 ^{***} |
| | Turkish | | 0.49 ^{***} | 0.57 ^{***} | 0.62 ^{***} |
| SES | Full | | 1.00 | 0.53 ^{***} | 0.71 ^{***} |
| | Dutch middle | | | 0.04 | 0.21 |
| | Dutch lower | | | 0.02 | 0.36 ^{**} |
| | Surinamese | | | 0.48 ^{***} | 0.62 ^{***} |
| | Turkish | | | 0.61 ^{***} | 0.70 ^{***} |
| Quantity of proximal processes | Full | | | 1.00 | 0.57 ^{***} |
| | Dutch middle | | | | 0.11 |
| | Dutch lower | | | | 0.21 |
| | Surinamese | | | | 0.35 ^{**} |
| | Turkish | | | | 0.61 ^{***} |

* $p < 0.10$; ** $p < 0.05$; *** $p < 0.01$.

In the most advantaged group of families, the variance in the proximal process measures was not systematically related to variance in cognitive outcomes if controlled for previous cognitive level and SES differences.

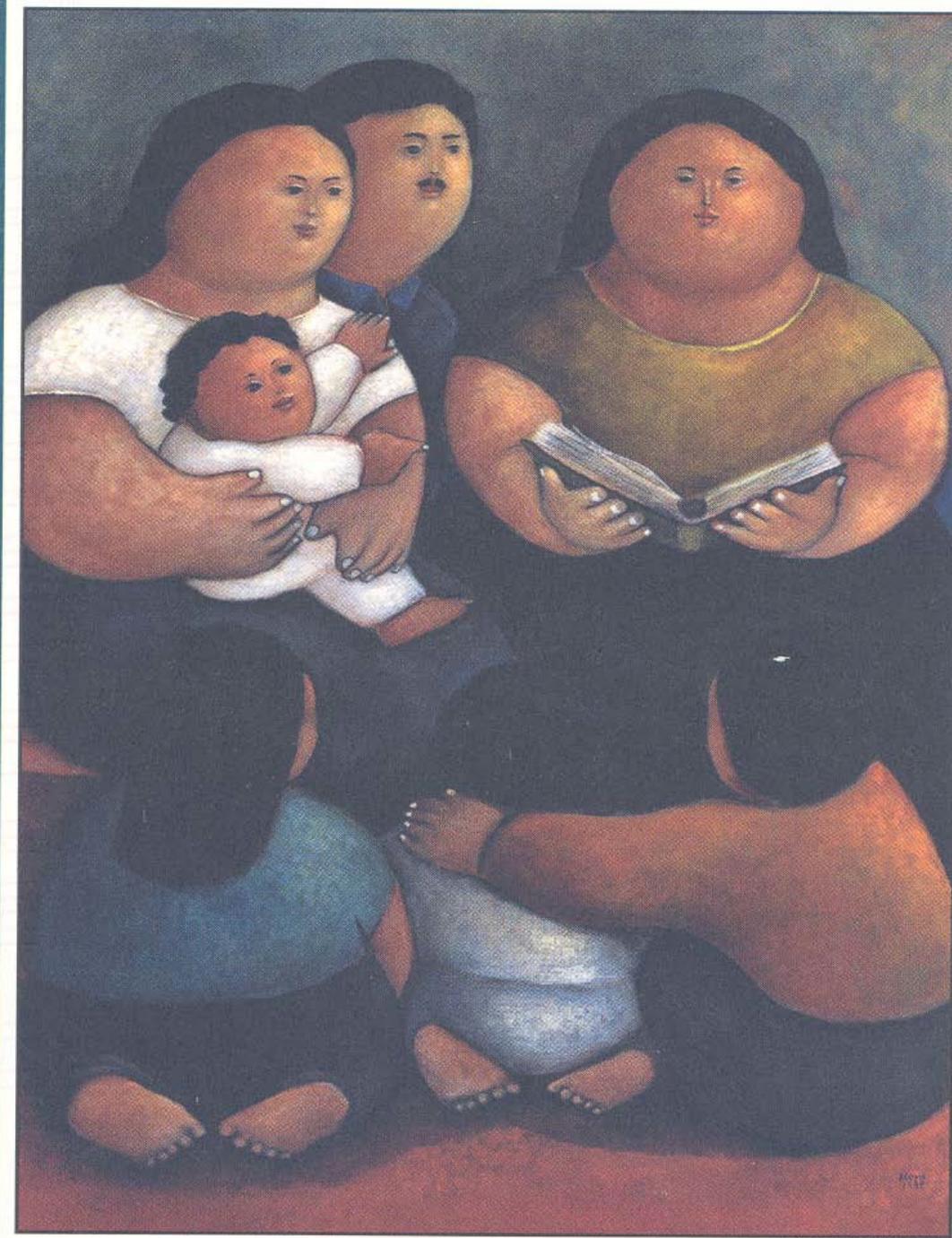
In the Dutch lower-class families and Surinamese families, only the variance in the quality of proximal processes had an effect. In the Surinamese group, this effect was quite substantial.

In the Turkish families, both quantitative and qualitative aspects of proximal processes affected children's development
...differences in cognitive development between young Dutch middle-class, Dutch lower-class, Surinamese and Turkish children are indeed partly determined by different child rearing practices.

Implications

- Think about what is going on at home
- Promote optimization of time spent in ECEC
- Build attention to diversity into EC educator preparation and practice guidelines
- Track implications for children's development
- Consider variation in naturally occurring home practices before introducing interventions

Reading with
children,
reading to
children



Reading with children: An international movement

- In the U.S.
 - Reach Out and Read (<https://reachoutandread.org/>)
 - Parent Child Plus (<https://www.parentchildplus.org/>)
 - The Pajama Program (<https://pajamaprogram.org/>),
 - First Book (<https://firstbook.org>)
- Bebés más Fuertes in Mexico (<https://www.childhood-first.com/our-model>)
- Pratham in India (<https://www.pratham.org/>)
- The African Library Project (<https://www.africanlibraryproject.org/>)
- EURead (<https://euread.com/about/>)
-

The most common strategy: Book giveaway programs

- Bookstart, UK, 1992-now. 2017-2018: 3.6 million bookbags distributed in England, > 980,000 in Scotland, many in Scandinavia
- Reach out and Read, US, 1989-now. To date, 6,200 sites serving 4.7 million children, > 7 million books/year.
- Imagination Library, US (also Canada, UK, Netherlands, Australia), 1995-now. 1.4 million children, > 122 million books distributed so far.
- iREAD Reading Start program



Do book giveaway programs work?

de Bondt, M., Willenberg, I. & Bus, A. (2020). Do Book Giveaway Programs Promote the Home Literacy Environment and Children's Literacy-Related Behavior and Skills? *Review of Educational Research*, 90, 349-375.

<https://doi.org/10.3102/0034654320922140>

Dimensions of program difference analyzed

- How many books and how often?
- Program staff credentials?
- Relationship of staff to parents?

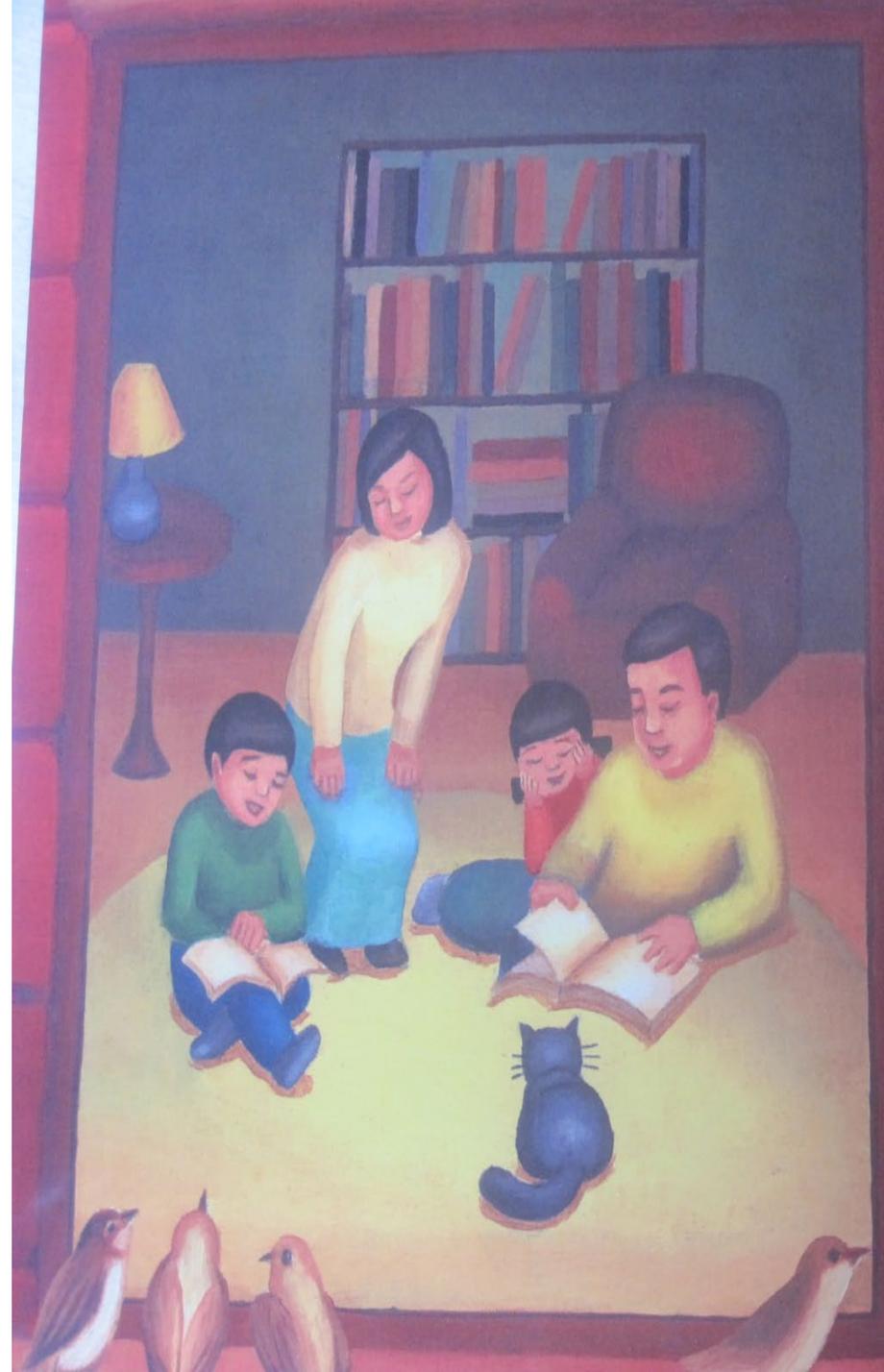


An overview

| | Bookstart | Reach out and Read | Imagination Library |
|--|---------------------------|--|-----------------------------|
| Frequency of book distribution | 1-2 occasions | At semiannual well-child visits, birth to age five | Monthly from birth-age five |
| Total number of books per child | 1-2 | 10 | 60 |
| Context for distribution | Variable, some in person | Medical visit during consultation with MDs, RNs | post |
| Level of guidance about value/nature of book reading | Available, not consistent | Part of the plan, including models of effective reading strategies | none |

Possible outcomes

- Frequency of home reading
- Literacy environment of the home
- School readiness scores/skills



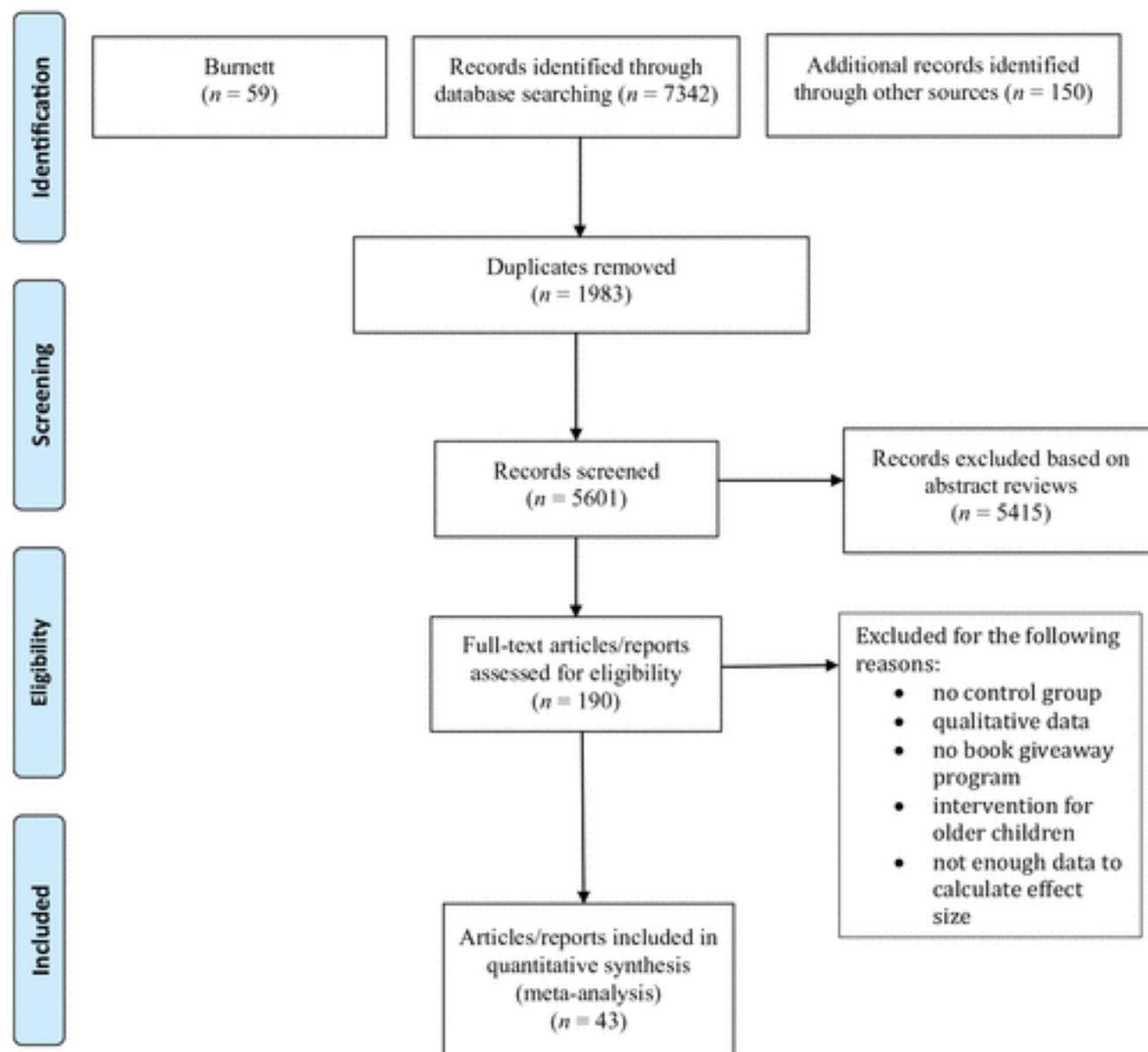


Figure 1. Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flow diagram of study selection.

TABLE 3*Home literacy environment outcome measures overall and per program*

| Characteristics | <i>k</i> | <i>d</i> | 95% CI | <i>Q</i> | <i>p</i> | <i>I</i> ² | Fail safe |
|-----------------------------------|----------|----------|---------------|----------|----------|-----------------------|-----------|
| Frequency of reading ^a | 22 | 0.36 | [0.27, 0.45] | 51.65 | <.001 | 59.34 | 809 |
| Number of books ^b | 8 | 0.16 | [-0.00, 0.32] | 22.37 | .002 | 68.70 | 13 |
| Parent interest | 13 | 0.30 | [0.20, 0.40] | 18.43 | .103 | 34.89 | 173 |
| Library use | 7 | 0.19 | [0.02, 0.37] | 16.82 | .010 | 64.32 | 19 |
| Overall ^c | 28 | 0.31 | [0.23, 0.38] | 58.13 | <.001 | 53.55 | 923 |
| Bookstart | 9 | 0.25 | [0.11, 0.40] | 18.99 | .015 | 57.86 | |
| IL | 4 | 0.50 | [0.32, 0.68] | 4.31 | .230 | 30.44 | |
| ROR | 15 | 0.28 | [0.18, 0.37] | 24.92 | .035 | 43.83 | |
| Low SES | 12 | 0.36 | [0.28, 0.44] | 23.80 | .014 | 53.79 | |
| Mixed SES | 16 | 0.24 | [0.15, 0.33] | 28.37 | .019 | 47.13 | |
| Nonrandom | 15 | 0.38 | [0.27, 0.48] | 22.82 | .063 | 38.65 | |
| Random | 13 | 0.22 | [0.12, 0.33] | 27.61 | .006 | 56.54 | |

Note. CI = confidence interval; IL = Imagination Library; ROR = Reach Out and Read; SES = socioeconomic status.

^aOutliers: Billings (2009) and Goldfeld et al. (2011). ^bOutlier: Bryant (2007). ^cOutliers: Billings (2009) and Goldfeld et al. (2011).

TABLE 4*Child literacy-related behavior and skills outcome measures overall and per program*

| Characteristics | <i>k</i> | <i>d</i> | 95%CI | <i>Q</i> | <i>p</i> | <i>I</i> ² | Fail safe |
|----------------------------------|----------|----------|--------------|----------|----------|-----------------------|-----------|
| Child interest ^a | 9 | 0.38 | [0.28, 0.48] | 7.18 | .517 | 0.00 | 117 |
| Vocabulary | 6 | 0.20 | [0.01, 0.38] | 12.68 | .027 | 60.56 | 10 |
| Literacy skills ^b | 10 | 0.27 | [0.15, 0.38] | 29.91 | .001 | 69.91 | 157 |
| School results | 4 | 0.26 | [0.15, 0.37] | 0.99 | .804 | 0.00 | 19 |
| Overall ^c | 23 | 0.29 | [0.23, 0.33] | 25.40 | .278 | 13.38 | 689 |
| Bookstart | 4 | 0.23 | [0.02, 0.44] | 4.417 | .220 | 32.081 | |
| IL | 11 | 0.25 | [0.18, 0.31] | 10.63 | .387 | 5.933 | |
| ROR | 8 | 0.42 | [0.31, 0.53] | 2.59 | .920 | 0.00 | |
| Journal article | 14 | 0.38 | [0.30, 0.45] | 6.67 | .918 | 00.00 | |
| Unpublished | 9 | 0.21 | [0.14, 0.28] | 9.27 | .320 | 13.66 | |
| No demonstration of book reading | 18 | 0.25 | [0.20, 0.31] | 16.051 | .520 | 0.00 | |
| Demonstration | 5 | 0.48 | [0.34, 0.63] | 0.53 | .970 | 0.00 | |
| No information session | 14 | 0.25 | [0.19, 0.32] | 14.82 | .319 | 12.28 | |
| Information session | 9 | 0.39 | [0.29, 0.50] | 5.021 | .755 | 0.00 | |
| No contact | 11 | 0.25 | [0.18, 0.31] | 10.63 | .387 | 5.933 | |
| One contact | 4 | 0.23 | [0.02, 0.44] | 4.417 | .220 | 32.081 | |
| Multiple contacts | 8 | 0.42 | [0.31, 0.53] | 2.589 | .920 | 00.00 | |

Note. CI = confidence interval; IL = Imagination Library; ROR = Reach Out and Read; SES = socioeconomic status.

^aOutlier: Wade and Moore (1996). ^bOutlier: Thompson et al. (2017). ^cOutliers: Goldfeld et al. (2011), Skibbe and Foster (2019), Thompson et al. (2017), and Wade and Moore (1996).



An interesting contrast

- Imagination
Library has the biggest impact on HLI
- Reach Out and Read has the biggest impact on child literacy skills/behaviors

The big takeaways for home literacy environment

- Significant effects on overall measure of home literacy environment for all three programs ($d = .31$)
- Largest for the Imagination Library
- Largest for low-SES samples
- Not explained by number of books in the home
- No effects of
 - who provided the parental contact ($p = .396$)
 - how frequently contacts occurred ($p = .617$)
 - whether parents saw a model of book reading ($p = .111$)
 - information sessions ($p = .494$)
 - information brochures ($p = .535$)
 - children's age in months at posttest ($p = .209$)

The big takeaways for children's literacy skills

- Significant overall effect on children's literacy skills/behaviors ($d = .22$)
- Even larger effects on interest in reading ($d = .38$)
- Reach out and Read had significantly larger effects than the other programs ($d = .45$)
- Accounted for by
 - Shared reading models
 - Information session
 - Multiple personal contacts
- No effects of
 - information brochures
 - children's age in months at posttest



Largest child
literacy effects



Largest Home Literacy
Environment effects

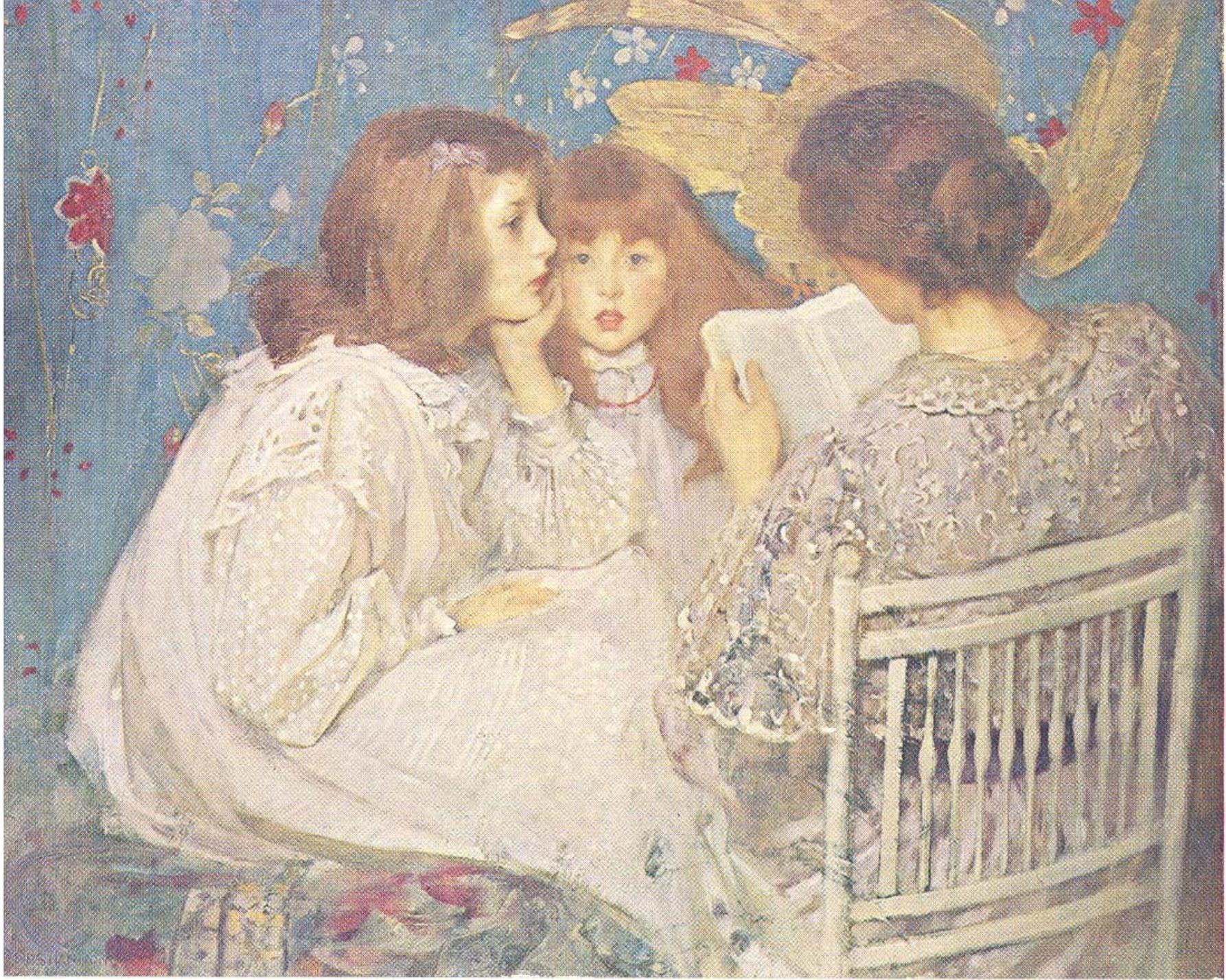


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| Level of guidance about value/nature of book reading | Available, not consistent | Part of the plan, including models of effective reading strategies | none |

Authors' explanation

- Nudge leading to 'snowball effect' from early initiation of book reading
- Leads to better language and literacy skills
- And greater interest in reading
- Thus encouraging parents to continue the practice

de Bondt, M., Willenberg, I. & Bus, A. (2020). Do Book Giveaway Programs Promote the Home Literacy Environment and Children's Literacy-Related Behavior and Skills? *Review of Educational Research*, 90, 349-375. <https://doi.org/10.3102/0034654320922140>



Google “why read books to children?”

- ‘Reading books aloud to children stimulates their imagination and expands their understanding of the world’ (Reading Rockets)
- ‘Books develop and nourish kids' imaginations, expanding their worlds. Picture books introduce young children to the world of art and literature’ (NCBLA.com)
- ‘Reading aloud to kids has clear cognitive benefits but it also strengthens *children's* social, emotional, and character development’ (PBS.org)

Is there evidence supporting
any of these expectations?

Cultural differences in EC book-reading styles

- In the US: for vocabulary and emergent literacy/school readiness
- In Japan: to promote empathy
- In Latin-American families: to promote attentiveness to and appreciation of narratives
- In Arabic-speaking families: to expose children to *fusha* (MSA) rather than to the vernacular
- In China: to promote attention to plot and to the ‘rhythms and rhymes of the language’?



Our thinking

- The centrality of narrative likely leads to:
 - Narrative comprehension skill
 - Expressive narrative skill
 - Perspective taking
 - Understanding emotion talk
 - Understanding cognitive terms
- The range of topics covered might lead to:
 - World knowledge
- The use of formal 'book language' could lead to:
 - Effects on grammar
 - As well as on vocabulary (widely demonstrated previously)



07/10/2011

Research Question

- Is there evidence for effects of interactive reading on key developmental outcomes (socio-emotional and narrative skills, grammar and world knowledge) other than vocabulary and emergent literacy?

Grøver, V., Snow, C., Evans, L. & Strømme, H. (in preparation).
Overlooked advantages of interactive book reading? A systematic review. To be submitted to *Review of Educational Research*.

Systematic literature review: Selection criteria

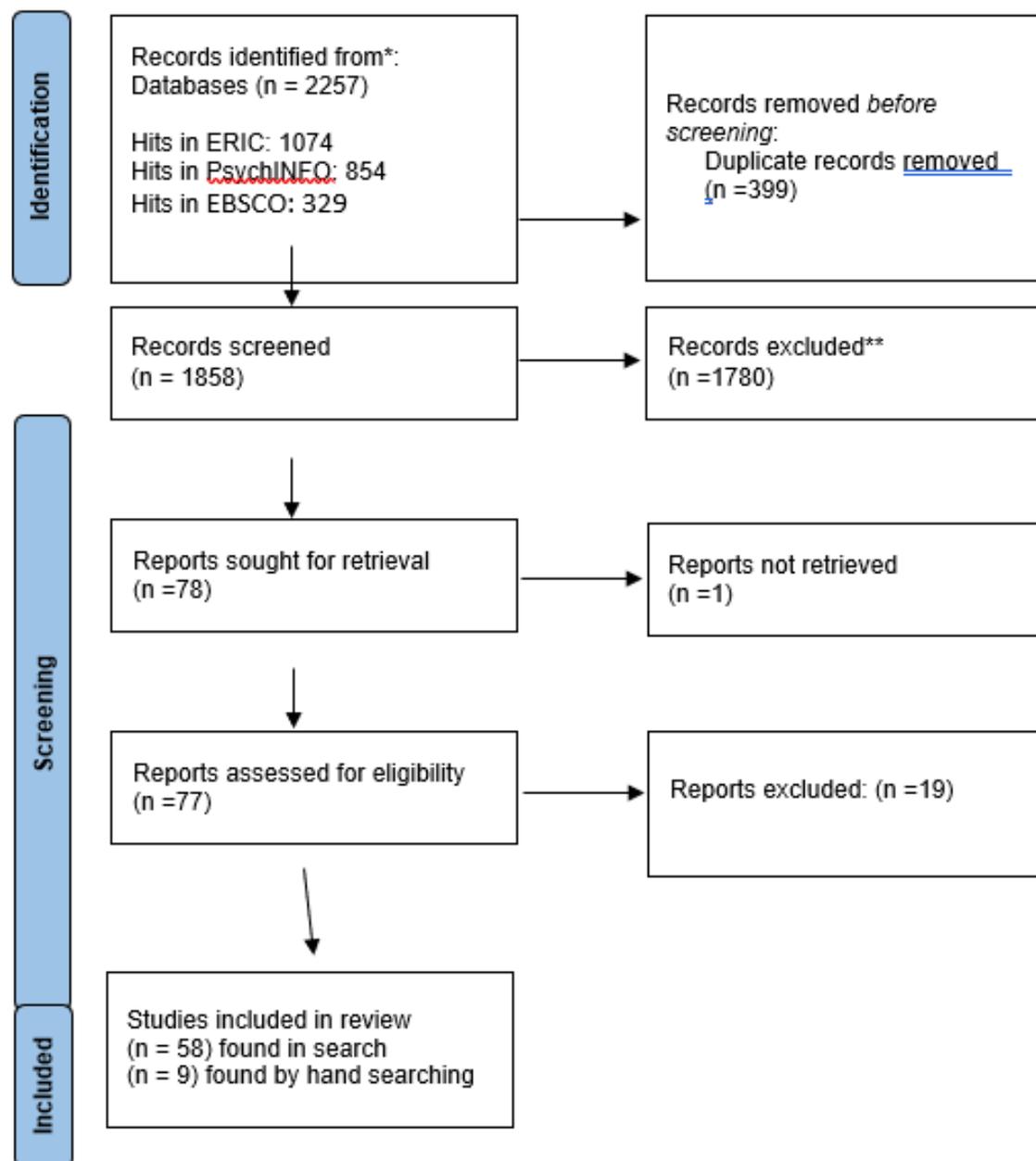
Inclusion

- Interactive reading
- Relevant outcomes (SEL, narrative, grammar, world knowledge)
- Child nonreaders birth through grade 2
- Descriptive, correlational, quasi experimental, experimental

Exclusion

- Scripted or noninteractive reading
- Outcomes assessed within the book-reading session
- Children with special needs
- Book-reading indistinguishable from other supports
- Reading on screen rather than printed books

Identification of studies via databases and registers (numbers apply to second search)



This is the iconic,
parent-
child book-reading
configuration, but who
actually participates in
book-reading according
to the research?



Who participated?

Adults

- Mothers
- Teachers
- Researchers
- Mostly low-income (34/57)
- In the US (about 50%)

Children

- Alone with an adult
- In small groups
- In classes
- Mostly aged 3-6

Where has
the
research
been
carried out?

| Country | Low SES | Middle or middle to upper SES | Mixed SES | SES not reported | Total number |
|-------------------|---------|-------------------------------|-----------|------------------|--------------|
| Argentina | 1 | | | | 1 |
| Belgium | 2 | | | | 2 |
| Brazil | | | | 1 | 1 |
| Canada | | 1 | 2 | | 3 |
| China (mainland) | | | 1 | | 1 |
| China (Hong Kong) | | | 1 | 2 | 3 |
| England | | | 1 | | 1 |
| Germany | | 1 | | | 1 |
| Israel | 3 | 3 | | | 6 |
| Italy | | 2 | | | 2 |
| Norway | | | 1 | | 1 |
| Slovenia | | | | 1 | 1 |
| South Africa | 1 | | | | 1 |
| Spain | | | 1 | | 1 |
| Taiwan | | 1 | | 1 | 2 |
| The Netherlands | | | 1 | 1 | 2 |
| Uganda | 1 | | | | 1 |
| USA | 25 | 4 | 3 | 4 | 36 |
| Venezuela | 1 | | | | 1 |
| Total number | 34 | 12 | 11 | 10 | 67 |

An emergent dimension of analysis

Nature of the interaction

- Maternal questions
- Invitations to children to participate

Content of the text

- Mostly narrative
- Some expository
- Some wordless or minimal text

| | <u>Correlat- ional</u> | <u>Experi- mental</u> | <u>Quasi- experi- mental</u> | Single- group design | Single-case multiple base-line design | Total |
|----------------------|----------------------------|---------------------------|--------------------------------------|----------------------------|--|-------|
| SEL skills | 9 | 9 | 2 | 3 | - | 23 |
| Narrative | 8 | 13 | 3 | 2 | - | 26 |
| Grammar | 1 | 2 | 3 | 1 | 1 | 8 |
| World knowledge | - | 1 | 2 | 1 | - | 4 |
| Multiple outcomes | 1 | 4 | 1 | - | - | 6 |
| Total | 19 | 29 | 11 | 7 | 1 | 67 |

What methods?
What outcomes?

What features predict child outcomes?

Interactive features

- Promoting participation
- Producing elaborations
- Asking questions

Content features

- Mental state terms
- Emotional terms
- Extratextual talk



Big takeaways from the review

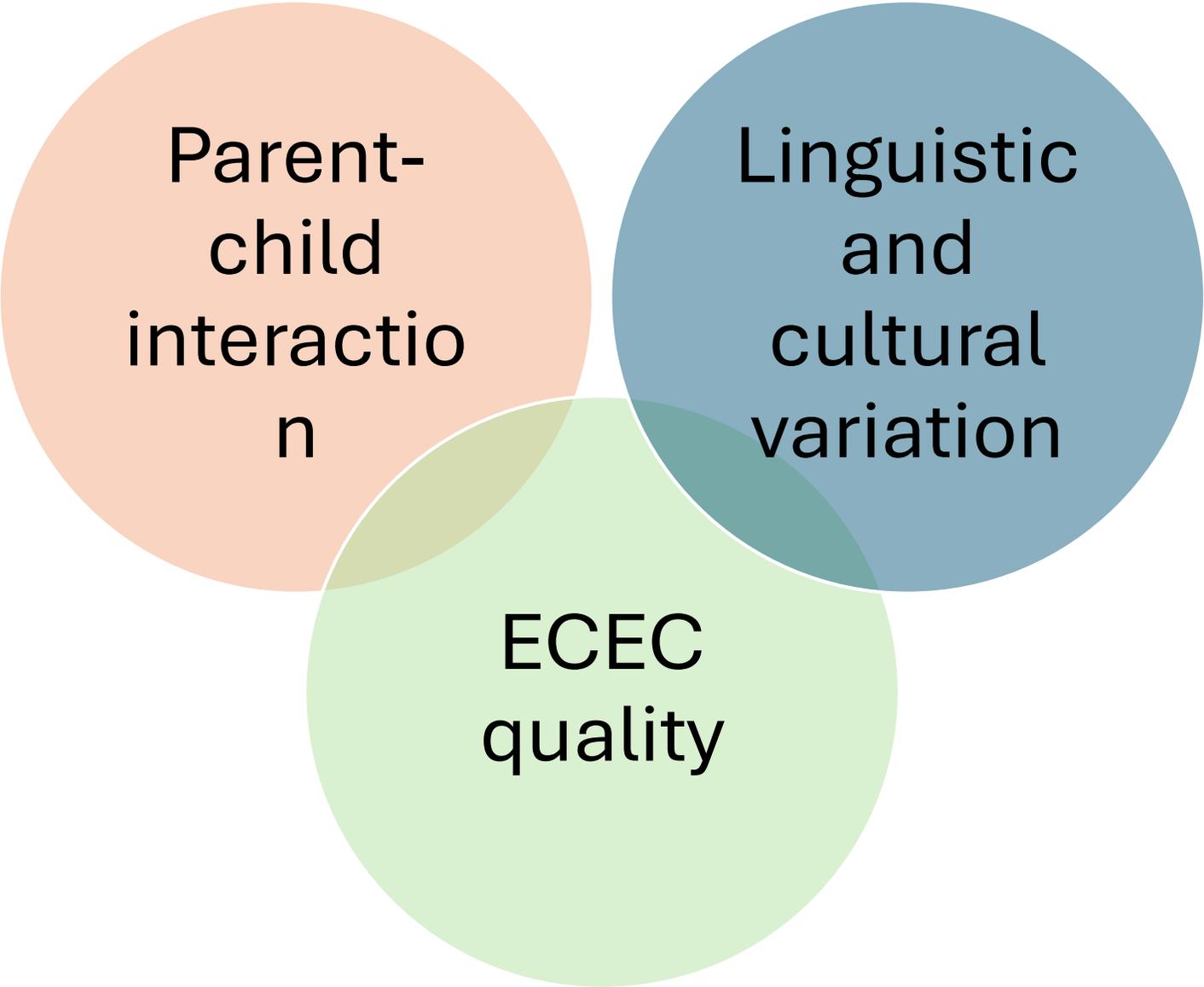
- Strongest support for impacts on SEL outcomes
 - Perspective-taking, identifying false beliefs, and recognizing emotions
 - Effects enhanced by content and interaction: emotion-related topics, discussing characters' emotions, identifying misunderstandings among characters, or relating to child's own emotions
- Inconsistent support for impacts on narrative skill
 - Interactive features supported narrative skill
 - Multiple, inconsistent assessments of narrative skill

Limitations

- Variability in operationalization of key constructs
 - SEL skills
 - Narrative skills
 - Nature of the book-reading interactions
- Inclusion of many poor-quality studies and many very brief interventions
- Exclusion of studies on children with special needs and of digital text reading
- No information about value of book-reading in conjunction with other practices

Implications for educators

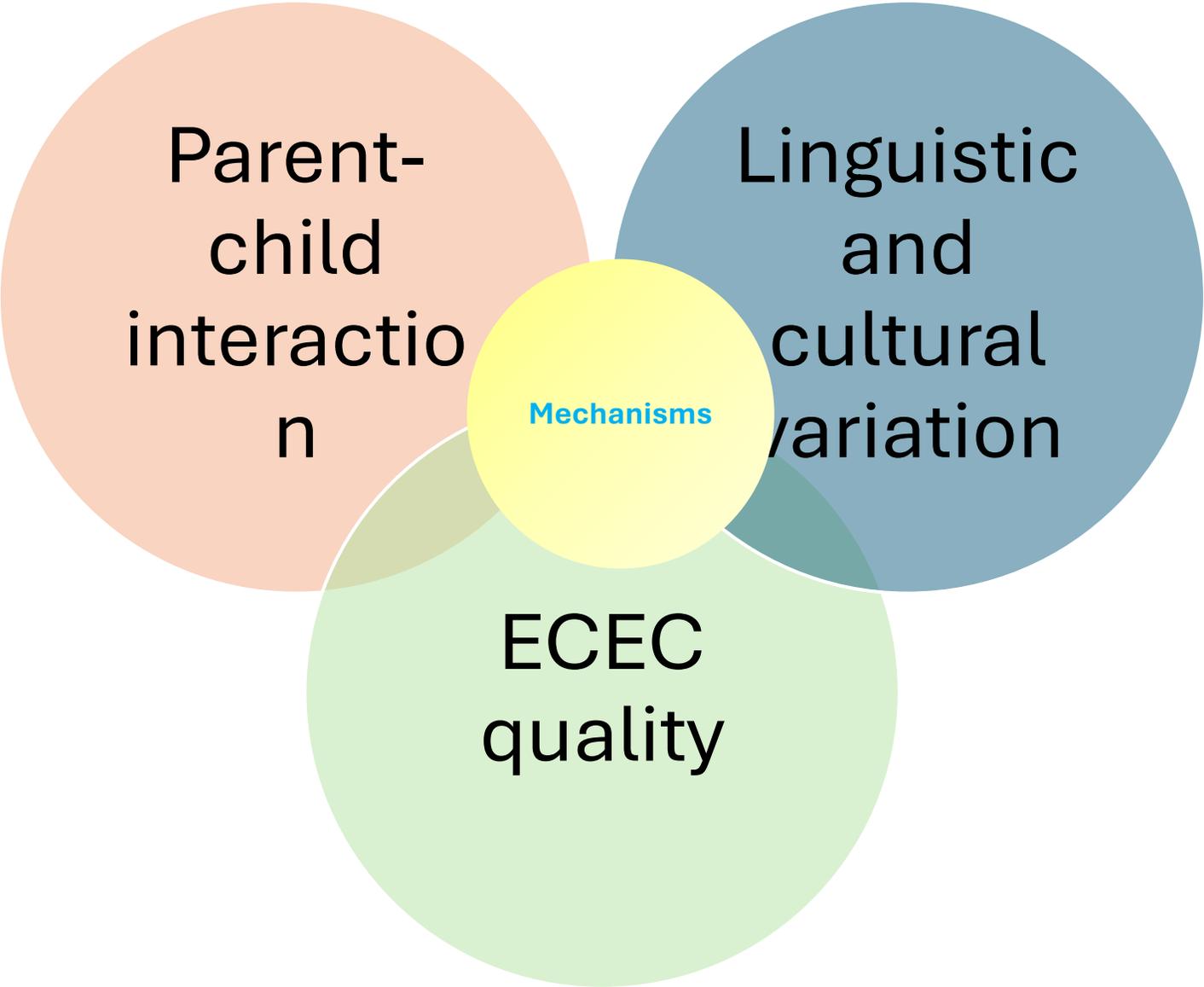
- Book giveaway programs work even without guidance to parents
- But they work better if guidance is available
- Parents should be encouraged to share books with their children at home – talking about them rather than teaching from them
- Parents and EC educators should pick some books that have rich SEL content
- How can we support parents and EC educators to elaborate on narrative texts?
- How can we evaluate the effects of linking narrative book-reading to other interaction contexts: reminiscing, story-acting, art depictions?
- What is the value of book-reading for building world knowledge



Parent-
child
interactio
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Linguistic
and
cultural
variation

ECEC
quality



Parent-
child
interactio
n

Linguistic
and
cultural
variation

Mechanisms

ECEC
quality

Illustration for *Cricket Magazine*

Pen and ink, watercolor, and gold on paper

Painted for *Cricket Magazine*, this image is similar in theme to a large mural *Sís* created in 2011 for the Champaign Public Library in Illinois.

He says, "Reading can be the best thing there is.... You can find yourself between the walls of the library and suddenly you float...like a butterfly.... In reading everything is possible. Long live books!"



Hartstikke bedankt!

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| | Sessie 1 | Sessie 2 |
|---|---|--|
| Jan van Scorel | A – Integrated systems: Transformatieve lokale governance | B – Een brug slaan tussen verschillen: diversiteit en inclusie |
| Maria Maior (eerste verdieping) | B – Belang van mondelinge taalontwikkeling en meertaligheid | A – Integrated systems: Curriculum en pedagogiek |
| Proeflokaal de Dom (eerste verdieping) | C – Continue professionalisering als sleutel tot succes | D – Exploratie bij baby's en peuters als motor van de ontwikkeling en fundament voor materiaalgericht spel |
| Immuniteit Kapittel (tweede verdieping) | D – Kwaliteit in de kinderopvang: een omgeving die uitdaagt, verbindt en ontwikkelt | C – Bevorderen van vroege zelfregulatie en executieve functies |