A Comparison of ROR, DPIL & Bookstart

Do Book Giveaway Programs Promote the Home Literacy Environment and Children’s Literacy-Related Behavior and Skills?
deBondt M, Willenberg IA & Bus AG
https://journals.sagepub.com/doi/10.3102/0034654320922140

What is the research?
An independent meta-analysis of the evidence supporting the impact of three “book giveaway” programs, ROR, DPIL and Bookstart, on home literacy environment and children’s literacy-related behavior and skills.

What does the study show?
• Giving books to young children is generally associated with higher levels of shared book reading and an improved literacy home environment, an effect increased by frequency of book delivery
• Personal contacts in a health care setting markedly increase the effects of book delivery on the home literacy environment and on children’s literacy-related behavior and skills.

Why is this important?
It provides further evidence demonstrating that the greatest impact on children’s literacy-related behavior and skills requires a 2-generational approach that both supports the parents’ skills and provides the book for the child
30 Years of Reach Out and Read

What is the paper about?
A celebration of ROR over the last 30 years with an emphasis on ROR in 2020. The document covers topics such as:
• The importance of parent/caregiver-child interactions when sharing books together
• The developmental guidance appropriate at each age
• Focusing on face to face engagement for infants 0-5 months old, and in the NICU
• Using coaching and modeling to guide parents

Why is this important?
ROR is described so beautifully in this paper – the framing of how ROR promotes foundational relationships is useful to share with our network and supporters.
“At its heart, ROR is about nurturing language-rich, mutually enjoyable parent-child interactions”
Our first LitNet Publication

Literacy Promotion Training and Implementation in Pediatric Continuity Clinics
Caldwell A, Erickson E, Shearman N, Sharif I, Garbe C, Tyrell H, Needlman R & Dunlap M
Academic Pediatrics, 2020, in press [https://www.academicpedsjnl.net/article/1876-2859(20)30172-8/pdf](https://www.academicpedsjnl.net/article/1876-2859(20)30172-8/pdf)

What is the research?
A survey of 473 faculty and 1216 residents to learn about literacy promotion training experiences and their association with literacy promotion behavior in the clinic

What does the study show?
- More faculty than residents completed the online training, while more residents learned in clinic from others.
- The training modality most often endorsed as “very/extremely influential” was learning in clinic from others.
- Online training and in-person training are both associated with high quality delivery of literacy promotion.
- Faculty engage in the full range of recommended literacy promotion behaviors, such as modeling, more than residents.

Why is this important?
- This is the culmination of ROR’s first collaborative research project learning from our network and encourages us to further develop the work of LitNet.
- The research provides valuable data as we promote ROR as a strong training platform to promote foundational relationships.