

ABSTRACT OF THE DISSERTATION

THE EFFECTS OF EMERGENT LITERACY:  
A TWENTY-EIGHT DAY INFANT READING STUDY

by

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American parents and policymakers are failing to acknowledge the significant links between early childhood literacy and academic success. This experimental study investigated the effects of daily reading with 150 infants between the ages of 14 to 28 months throughout a 28-day period.

Participants from all economic, demographic, and ethnic backgrounds were invited to participate. The infants resided throughout the United States, United Kingdom, Singapore, Malaysia, Finland, and Canada. The purpose of this study was to compare the attention span and engagement behaviors of infants read to daily with infants who were not read to daily. Demographics and socioeconomic status were analyzed to determine if there was a correlation in each group. Instrumentation for this study included the data gathering questionnaire, required books and reading calendar, and the attention and

engagement scoring rubric. For the qualitative data, the researcher used a summative content analysis. To measure quantitative data, a 3-factor mixed-design analysis of variance (ANOVA) was used to determine if there was difference between infants read to daily and infants read to periodically. The findings determined reading daily to infants does improve attention span and engagement in infants between 14 and 28 months of age, despite socioeconomic status. Recommendations are to provide opportunities to educate parents about the importance of early childhood literacy exposure. These findings provide the research necessary for policymakers to explore prospects in the development of early intervention initiatives and could provide children facing adversity more opportunities for future academic success.