

The Impact of Joint Reading Intervention on Language Development: A Systematic Review

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BACKGROUND & STUDY AIMS

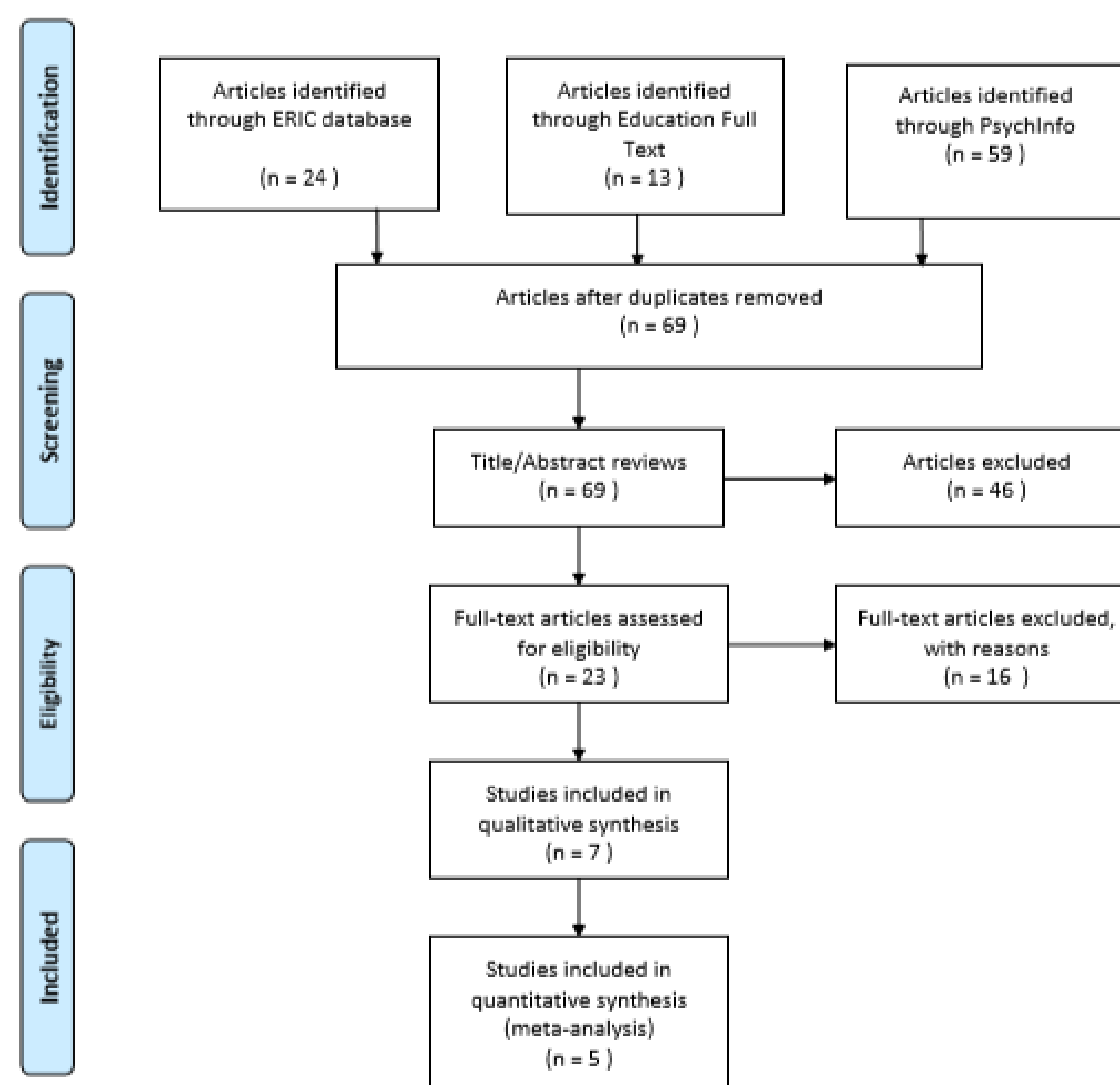
The development of early language skills are critical in providing a strong foundation for a child's reading, writing, and social skills. Many of these language skills are developed through exposure from everyday experiences, even through the simplest of interactions, including reading. Book reading has been found to enhance various domains of language, including vocabulary development, increased mean length of utterance, and enriched phonological awareness.

Research has been conducted to observe the effects of book reading on a child's language development, specifically focusing on the intervention of joint book reading. This reading technique has been found to elicit a more interactive experience for the parent-child dyad. The child is encouraged to engage in the text, answer questions, and initiate communication. This systematic review was conducted in order to uncover the impacts of joint reading on language development in young children.

Research question:

- What is the impact of joint reading intervention on language development in children age 6 and below with pre-existing language delays or disorders?

STUDY SELECTION



Articles were independently reviewed by two researchers

Inter-rater reliability:

- Title/abstract reviews – 88%
- Full text reviews – 96%
- Quality appraisals – 100%

SEARCH STRATEGY

Search Terms: terms included phrases such as “dialogic reading” OR “shared reading” OR “joint reading” AND “language delay” OR “language disorder.”
*Full list of search terms available upon request.

Inclusion Criteria: participants age 6 and below with a pre-existing language impairment; peer-reviewed studies written in English and conducted within the United States

Exclusion Criteria: participants with a diagnosis other than a language delay or impairment; bilingual or dual-language participants; joint reading intervention conducted by someone other than a teacher or caregiver

Author(s)

Quality Appraisal

Crowe et al, 2004

Good Quality

Dale et al, 1996

Good Quality

Justice et al, 2005

Good Quality

Kaderavek et al, 2014

Lesser Quality

McGinty et al, 2012

Good Quality

RESULTS

Area of Language Development	Studies Assessing This Area	Summary of Findings
Overall Engagement in Text	Kaderavek (2014), Dale (1996)	Children were significantly more engaged during joint reading when compared to play or typical reading
Mean Length of Utterance	Dale (1996), McGinty (2012)	Joint reading resulted in significant increase of MLU
Total Number of Utterances	Dale (1996), McGinty (2012), Crowe (2004)	Joint reading resulted in significant increase in number of utterances produced
Initiation of Language by Child	Crowe (2004), McGinty (2012)	Joint reading does not have a significant impact on initiation of language by the child
Phonological Awareness	Justice (2005)	Joint reading showed modest growth in phonological awareness, but results were not statistically significant
Vocabulary	Crowe (2004)	Joint reading showed statistically significant increase in different and new words used

DISCUSSION

- Joint reading resulted in more engagement from the children, regardless of who was providing the intervention (teacher or parent).
- While joint reading is shown to increase various domains of language, individual skills need to be specifically targeted during reading sessions for results to show a significant impact on development.
- Older children showed greater acquisition of skills from joint reading when compared to younger children.
- The majority of studies included in this review were conducted on small samples of children, whose scores at baseline and intervention were compared. Due to the nature of study design, effect size often could not be appropriately calculated.

FUTURE DIRECTIONS

- Further research should be conducted in order to examine the long-term effects of joint reading by following children over an extended period of time.
- Research should also be extended to determine the impact of joint reading when conducted in various settings and across multiple sessions. There are no known implications of joint reading conducted both at home and at school, by multiple parents or caregivers, etc.
- Many studies included in this review did not have a control group receiving an alternate intervention or no intervention at all. Further research is needed to determine the effect of joint reading when compared to alternate interventions.

DISCLOSURES & ACKNOWLEDGEMENTS

- The researchers completed this systematic review as a project for SPHS 701 Introduction to Research Methods, under the supervision of Dr. Jessica Steinbrenner and Thomas Page.
- The researchers have no financial or intellectual conflicts of interest to report.
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REFERENCES

References available upon request.