

Critical Review: Evidence supporting the role of pa

Studies selected for inclusion in this critical review paper were required to examine the impact that parental training had in fostering emergent literacy skills in their pre-school aged children. No limits were set on the demographics of research participants or outcome measures.

Data Collection

Huebner and Meltzoff (2005) employed a randomized control study to investigate the impact of three instructional methods of parental training on changing parent-child reading styles as well as the overall impact this parental training had on the emergent literacy skills of their children. Recruitment of participants yielded 109 parent-child groups from the Jefferson County area. Selection criteria included the child's ability to speak using at least two-word combinations, English.

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development is needed in order to show whether this particular parent programming was successful at increasing emergent literacy development of preschool aged children.

zell et al. (2000) performed a pilot study to investigate the efficacy of a parent-child book-reading program on enhancing the literacy skills of preschool children with communication disorders. Four families were recruited through the University of Ohio's Speech and Hearing Clinic. Children's pre- and post-test emergent literacy skills were assessed through determining their print concepts and their expressive and receptive alphabet knowledge. An informal measure of the Children's Concepts about

