





and child verb

to 50 months of age. Reading frequency at pre-training was reported to be at least once every other day for the families. Following initial videotape viewing, caregivers completed a Usage Rating Profile for Interventions (URP-I). This self-report served as a rating scale to assess acceptability, understanding, feasibility and integrity aspects of the program. At 6-month follow-up, re-evaluation of the URP-I indicated overall maintenance of acceptability and feasibility.

Researchers assessed caregivers use of DR strategies at baseline, intervention, and at 6-month follow-up. Analysis of data was calculated by standardized differences between means, which yielded a very large effect size (ES) of 3.94 across dyads; a twofold increase. However, investigation into the ES of each of the strategies used demonstrated great variability, between .56-5.54. Certain strategies, such as Wh-questions, evaluation and distancing were used very frequently, compared to others that showed relatively no increase in use, such as recall, repeat and expansion prompts. This finding was similar to Blom-Hoffman



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