

BACKGROUND

- Literacy promotion at well child visits is a pediatric care standard¹
- Reach Out and Read (ROR), the most common pediatric literacy promotion program, reaches ~25% of children under twice poverty and improves shared reading frequency and language outcomes²
- Latino parents are more likely to have heard advice to read with children but are less likely to do so,³ suggesting that there are opportunities to further strengthen literacy promotion for this group
- Few studies directly explore Latino parents' response to literacy promotion

OBJECTIVE

- To understand factors associated with the extent to which shared reading patterns change after exposure to ROR from the perspective of Latino parents



METHODS

- **Approach:** A qualitative study featuring in-depth semi-structured interviews
- **Participants and recruitment:** Based on parent-reports of shared reading frequency at baseline and follow up 6 months later, we purposively sampled Latino parents (n=18) who received ROR from the usual care arm of a randomized controlled trial that occurred at a Federally Qualified Health Center
- **Data collection:** Participants provided verbal consent before interviews. Two team members conducted interviews in either Spanish or English. Each interview was audio-recorded and transcribed verbatim in the language in which it was conducted
- **Analysis:** We analyzed each interview as it was completed using the approach recommended by McCracken.⁴ We allowed themes to emerge from data rather than impose an a priori framework. We sought disconfirming evidence within interviews and collected additional data to ensure no new themes were identified (saturation)
- **Ethics:** The Rutgers Biomedical Health Sciences IRB approved this study

RESULTS

- Eighteen parents were interviewed (89% Latino, 28% <8th grade education). Table 1 summarizes demographic characteristics
- We identified 4 major themes:
 - 1) The strength of parents' relationships with their children's pediatrician and the presence of the ROR book in their home make important contributions to ROR's impact on parent-child shared reading frequency
 - 2) Parents hear pediatricians' advice to read with their children but some interpret children's developmental milestones and behavior as cues that children are not ready or not interested in shared reading
 - 3) Despite receiving the ROR message, some parents had limited confidence in their ability to help their children learn literacy skills
 - 4) Parents hear advice from pediatricians to choose activities like shared reading over technology. They have concerns about the effects of technology on children's wellbeing and choice of activities

Major Themes and Representative Quotes

Relationship with pediatrician and the ROR book

"I feel good talking to his pediatrician because they show me how the kids need to develop."

"We have 3 other little kids in the home. ...The girl is 5 years old... she will open [the ROR] book and read to [the baby]."

"Once she starts to talk more, then I'll [read] more."

"When she just wants to play - play on the phone. I want to read the book, but she wants to play on the phone."

Children are not ready or not interested in shared reading

Limited confidence in helping children with literacy skills

"Sometimes, day by day, work gets in the way of reading. Another issue is that I don't know how to read English and the books are in English."

"Sometimes with some books I feel that I'm not useful because my problem is that I can't read English"

"She tells me to read books. Not to have him watch TV or give him the cell phone because that's bad."

"Technology? I haven't given that to her. I feel that it's going to damage her brain."

Advice about technology and concerns

Table 1. Demographic Characteristics of Study Population (N=18)

Child's gender, n (%)	
Male	11 (61.1%)
Female	7 (38.9%)
Child's age, m (range)	16.3 (12-24)
Parent's age, y (range)	30.6 (25-42)
Parent's Education, n (%)	
Less than 8 th grade	5 (27.8%)
9 th -12 th grade	6 (33.3%)
High School diploma or GED	6 (33.3%)
Bachelor's degree	1 (5.6%)
Parent's Racial Ethnic Group, n (%)	
Latino	16 (88.9%)
Non-Latino	2 (11.1%)
Language of Interview, n (%)	
English	3 (16.7%)
Spanish	15 (83.3%)

LIMITATIONS

- Given that our study occurred in one Federally Qualified Health Center with mostly Latino parents our findings may not transfer to all settings
- Responses may be subject to recall and/or social desirability bias

CONCLUSIONS

- Parents in our sample identified their relationship with their pediatrician and having the ROR book in their home as key aspects of ROR that contributed to increases in shared reading frequency
- Incorporating anticipatory guidance on developmental and behavioral expectations as well as parent skill building may further strengthen ROR.
- Additional work is needed to understand shared reading in the context of the changing trends in child media use

REFERENCES

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