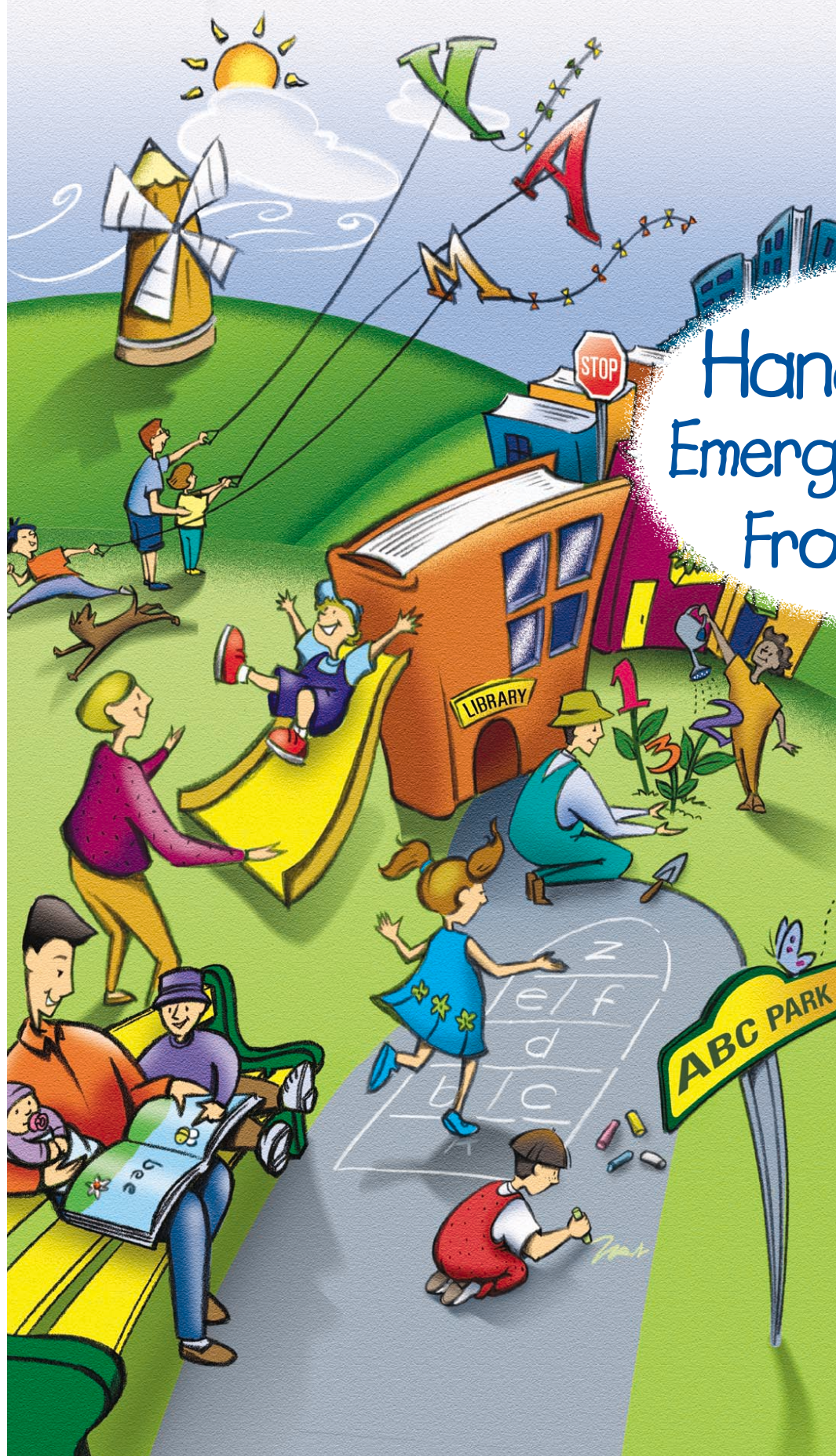


Hand
in Hand

From
A to Z!



Hand in Hand: Emergent Literacy From A to Z



COMMISSION SCOLAIRE
MARIE-VICTORIN

Québec 

**HAND IN HAND:
EMERGENT LITERACY FROM A TO Z**



The original French version of the Hand in Hand From A to Z! project, entitled *De A à Z on s'aide!*, received the "Prix d'excellence 2000" for outstanding achievement from the Fédération des commissions scolaires du Québec.

March 2004

HAND IN HAND: EMERGENT LITERACY FROM A TO Z

Design, research, writing and coordination

Hélène Tremblay, M.Sc., project management; François Blain, M.Sc., project management
Service de l'éducation des adultes, Commission scolaire Marie-Victorin

Project team

Catherine Dostaler, Annelies Van Laer, Jocelyne Hébert, Christiane Arbic, leaders
Programme Passe Partout, École Lionel-Groulx
Johanne Décarie, facilitator; Denis Campbell, community worker
CLSC, Longueuil-Est
Jacinthe Leblanc, Ph.D., Dany Coisman-Kelly, Jacqueline Pelletier, educational consultants
Commission scolaire Marie-Victorin
Sandra Chastenay, facilitator, École de la vie, Longueuil
Marie Cyr, director
Maison de quartier, Désormeaux
Thérèse De Clerck, principal; Rachel Leclerc, vice-principal; Jean-Yves Després, vice-principal
École Lionel-Groulx
Chantal Descoteaux, Martine Cabana, Denis Baraby, Serge Gauthier, social workers
Centres jeunesse Montérégie
Ginette Lamarre, Ph.D.
Direction de la santé publique de la Montérégie
Sylvie Labelle, development officer; Sylvie Beaudoin, librarian
Direction du loisir, de la culture et de la vie communautaire, Longueuil
Carole Lavallé, parent
Monique Brochu, Nathalie Galarneau, Jacinthe Caya, teachers; Raymond Guay, director
Centre communautaire le Trait d'union
Françoise Couroux, leader
Initiatives 1, 2, 3 GO!, Longueuil-Ouest
Nathalie Cusson, Catherine Bluteau, leaders; Constance Carmichael, coordinator
Carrefour Mousseau
Gabrielle Bégin, leader
L'Entraide Chez-nous
Project evaluation support: Maryse Guay, M.D.
Direction de la santé publique de la Montérégie

The project was subsidized by the Ministère de l'Éducation, under the Joint Federal-Provincial Literacy Training Initiatives (JFPLTI) program, and by the Direction de la santé publique de la Montérégie.

English version

Direction de la production en langue anglaise
Services à la communauté anglophone
Ministère de l'Éducation

Consultant on the English version

Patti L. Moore, Consultant for the Direction de la formation générale des adultes, MEQ

Formatting and layout

Transcontinental Québec

Special contribution, publication

OSE design, graphic design
Carmen Allison, PGP-Ressources
Direction de la formation générale des adultes

Production

Services des publications, Direction des communications, Ministère de l'Éducation

The contents of this document may be used or reproduced provided that the source is cited.

ACKNOWLEDGMENTS

We would like to thank the people who believed and participated in the project, including members of various boards and departments, for their steadfast commitment over the course of five years. We would especially like to thank Pierre Giguère and Guy Fortier, directors of the Service de l'éducation des adultes at the Commission scolaire Marie-Victorin, and Lino Mastriani, at the Direction de la formation générale des adultes, for their support. We are also grateful to Andrée Racine, at the Direction de la formation générale des adultes, for her help with the distribution of the Hand in Hand From A to Z! emergent literacy materials.

To obtain a set of documents and posters, please contact the Commission scolaire Marie-Victorin, Service de l'imprimerie:

- to obtain information: Richard Viens, (450) 670-0730, extension 403
- to place an order by fax: Richard Viens, (450) 670-0250
- to place an order by e-mail: richard_viens@csmv.qc.ca

The documents and posters are free, but there is a charge for postage. Additional copies of *From Cradle to Classroom* may also be ordered, but photocopying costs and postage are not covered.

FOREWORD

In 1995, the Commission scolaire Marie-Victorin, in partnership with various organizations, set up a joint action-research project on the prevention of illiteracy in a working-class area of Longueuil. Subsidized by the Ministère de l'Éducation, under the Joint Federal-Provincial Literacy Training Initiatives (JFPLTI) program, and by the Direction de la santé publique de la Montérégie, the project is intended for families with children up to 4 years of age. Its goal is to support working-class families in their efforts to foster the overall development of their children and their emergent literacy skills. The project involves five areas of research: *emergent reading and writing, early family intervention, the ecological approach, primary prevention, and partnership.*

Since the beginning of the project, the team of partners has developed and experimented with various tools and approaches to help families and their children through preventive and long-term action in the area of emergent literacy. The Hand in Hand From A to Z! emergent literacy materials, which include eight documents and five posters, represent the culmination of all the work that went into this project.

Documents

- *Hand in Hand: Emergent Literacy From A to Z*
- *Checklist for Parents*
- *From Cradle to Classroom*
- *Sharing Pictures and Words*
- *Play Workshops*
- *First Steps in Reading and Writing*
- *Emergent Literacy Training*
- *Communication Plan for Emergent Literacy*

Target Population

Staff of organizations offering services to children from birth to 4 years of age and their families
Newborns and their families
Children from birth to 4 years of age and their families
Children from 12 to 24 months of age and their families
Children from 2 to 3 years of age and their families
Children 3 years of age and their families
Staff of organizations offering services to children from birth to 4 years of age and their families
Staff of organizations offering services to children from birth to 4 years of age and their families

Hand in Hand: Emergent Literacy From A to Z outlines the overall conceptual framework of the project, the partnership process, and the development of the various activities. It also provides an overview of the nine activities that make up the Hand in Hand From A to Z! portfolio of projects.

TABLE OF CONTENTS

INTRODUCTION	1
1 BACKGROUND	3
Young adults with poor reading and writing skills in adult education	3
Illiteracy: A constant reality in certain milieux	3
Parents who are undereducated or who have poor reading and writing skills need support.....	4
The perceptions of parents and workers who deal with families:	
What should be done?	5
New concepts of literacy	5
2 CONCEPTUAL FRAMEWORK	7
The ecological model	7
Emergent literacy and the relationship to written language	9
Partnership	12
Primary prevention	13
Early family intervention	15
Links between the ecological model, the conceptual framework and the activities.....	18
3 SUMMARY OF THE Hand In Hand From A To Z! PROJECT	21
The concept.....	21
General principles	21
Objectives.....	22
Target populations.....	22
Challenges of the project	23
A multisectorial approach.....	23
Conditions for success	23

TABLE OF CONTENTS *(Continued)*

4	PORTFOLIO OF PROJECTS.....	24
	Off to a Good Start	24
	Welcoming the Newborn Child	26
	Mediated Reading	29
	Sharing Pictures and Words	31
	Play Workshops	33
	First Steps in Reading and Writing	36
	Mediated Reading for Families in a Family Intervention Program	39
	Celebration of Books and Reading in Longueuil	41
	Awareness-Raising Activities.....	46
	Overview of project activities.....	48
	Partners' involvement.....	51
	The process.....	52
5	INITIAL RESULTS	57
	Achievements.....	57
	The consultation process.....	57
	The use of funds.....	58
	Promoting the project.....	59
	Statistics on the Hand in Hand From A to Z! project (1996-2000)	61
6	BIBLIOGRAPHY	62

INTRODUCTION

This guide summarizes the work carried out over a five-year-period by the team that developed the Hand in Hand From A to Z! project and outlines the approaches adopted for its implementation. The design team, made up of representatives from 12 partner organizations, took up a two-fold challenge: to address a shared set of problems and to promote joint action and initiatives in the area of emergent literacy.

The mandate of the team was to provide a better understanding of ways to prevent illiteracy, to develop a preventive approach in the field of emergent literacy, to experiment with tools specific to this field, and to ensure that all these elements would be applicable to different communities in Québec.

The Hand in Hand From A to Z! project has three main objectives: to develop print awareness among neighbourhood children from birth to 4 years of age; to equip parents to act as educators to their children, reading them their first books and guiding them as they learn about written language; and to mobilize families, schools, organizations and the community to collectively implement this project through activities that encourage written-language acquisition and lay the foundations for literacy.

To attain these objectives, the team developed 10 different activities (nine designed for families and one intended to train facilitators), geared to specific target groups:

Under the responsibility of the neo-natal units of the Pierre-Boucher and Charles-Lemoyne hospitals, Off to a Good Start is an activity aimed at making parents aware of their newborn's abilities and encouraging them to participate in the project.

Welcoming the Newborn Child is an activity aimed at encouraging parent-child communication. It introduces new parents to interaction models and activities involving the participation of parents and children.

Mediated Reading, which is an activity that takes place during vaccination clinics, provides parents and children with stimulating reading experiences while exposing them to children's literature.

INTRODUCTION *(Continued)*

The Sharing Pictures and Words activity is intended for parents of children 12 to 24 months of age and is aimed at developing their ability to *foster their children's emergent reading and writing skills* and to *interact with their children on a one-on-one basis*.

The Play Workshops project develops and reinforces the parenting skills needed to stimulate children from 2 to 3 years of age and develop their emergent literacy skills.

First Steps in Reading and Writing is a tool used by organizations and families to determine the level of awareness of written language among 3-year-olds. It offers parents activities adapted to the specific needs of the child and allows for follow-up.

Mediated Reading for Families in a Family Intervention Program is an activity that introduces families to children's books. In this case, social workers read stories to the entire family at the end of family intervention visits.

The Celebration of Books and Reading in Longueuil project is aimed at exposing parents and children to children's literature and making such literature available to parents. It also provides parents and children with mediated reading experiences, creates a forum in which facilitators and parents can exchange information regarding emergent literacy, books and reading, and makes parents aware of the various organizations that work with families and have a special interest in books and reading.

The Awareness-Raising Activities project is designed to sensitize families and organizations to the importance of reading and writing for young children and to encourage families and organizations to make greater use of books.

Over the five-year span of the project, 823 people benefited from the more than 1 820 interventions aimed at specific individuals, and nearly 4 850 people participated in group activities.

The *Hand in Hand: Emergent Literacy From A to Z* document traces the evolution of the project, outlining the issues involved, the development of the conceptual framework, approach and initiatives, and the implementation phase. It presents the range of activities that make up the portfolio of projects and assesses the results achieved to date.

1 BACKGROUND

In 1995, the Commission scolaire Jacques-Cartier, which later became the Commission scolaire Marie-Victorin, began to study the prevention of illiteracy. This study was based on profiles of the people who use adult education services, the characteristics of the community, the needs perceived and expressed by parents with poor reading and writing skills, and new developments in the study of literacy.

Young adults with poor reading and writing skills in adult education

In 1994, the fact that so many young adults were enrolled in literacy programs offered by adult education centres in the Commission scolaire Jacques-Cartier raised questions about their educational background, the approaches that should be used to teach these young people how to read and write, and the measures that should be taken to prevent these situations from recurring. By way of illustration, 16-to-29-year-olds enrolled in literacy programs made up 35.5% of the total number of people enrolled in this type of program in Québec in 1995-1996. Furthermore, 84.3% of these 16-to-29-year-olds had experienced an academic setback in elementary school.¹ Many of these people have parents or siblings who have poor reading and writing skills or who are undereducated. These young people will one day be parents themselves.

Illiteracy: A constant reality in certain milieux

Research and experience in the field of literacy education show that illiteracy can be a pervasive and recurring reality in certain milieux. Specialists have often pointed out that illiteracy persists among those facing difficult living conditions (poverty, unemployment, single parenthood, undereducation). This problem is especially apparent in families where one or both parents have poor reading and writing skills or are undereducated, have very little practical experience in writing and are from socioeconomically disadvantaged backgrounds.

Disadvantaged neighbourhoods have a significant number of low-income and single-parent families, higher than average unemployment rates, and low graduation rates. Low education levels and poverty are prevalent in these neighbourhoods. In fact, many parents are undereducated and live below the poverty line. Many schools are located in these communities.

1. Ministère de la Culture et des Communications, *Le temps de lire, un art de vivre : politique de la lecture et du livre*, p. 4.

1 BACKGROUND (Continued)

Parents who are undereducated or who have poor reading and writing skills need support

An exploratory study² conducted in 1994 with parents in Longueuil who have poor reading and writing skills and with the individuals who interact with them revealed that most of these parents live in difficult conditions and experience a number of problems that are both the cause and the result of their situation.

Many parents have difficulty communicating with each other and in their environment because of their poor reading and writing skills. Their family structure is precarious, they move often, they find it difficult to accurately assess their problems and they underestimate the impact of these factors on themselves and their environment. Although their difficulties at school and in their work life may have shaken their self-esteem, they have a sense of dignity and need respect.

As for their parental role, many parents say that they have difficulty relating to their children and feel helpless to improve the situation by themselves. They are able to recognize their children's behaviour problems, but they say that they do not notice their children's developmental delays or learning difficulties. These parents feel poorly equipped to deal with this situation. However, after parents enroll in a literacy program, they feel closer to their children and more capable of supporting them in their studies and helping them with their homework.

As for attitudes and behaviour regarding education, parents want their children to succeed and believe that their children's success depends on education. Moreover, parents view their children's school positively and are favourably disposed toward it.

Many parents had parents who had difficulty with written language; some have themselves experienced difficulty with written language; others have children who experience the same difficulties at school. When they were at school, most of these parents felt a sense of failure or exclusion. This makes them feel ill at ease in dealing with their children's school. Often left to contend with their children's learning difficulties on their own, they view the school as a threat.

2. F. Blain et al. *Recherche exploratoire menée auprès des parents analphabètes.*

1 BACKGROUND (Continued)

The perceptions of parents and workers who deal with families:

What should be done?

With respect to the nature of the initiatives to support families, parents consider that the focus should be on economic, health and self-esteem problems. They favour a process that will ensure the participation of the children and both parents. They seek simple solutions adapted to their capabilities, situation and resources.

According to members of organizations concerned with this issue, initiatives must be designed for the entire family, since projects involving parents and their children are more effective. Intervention must be based on the parents' capabilities and interests, and it must be flexible and allow for trial and error. The individuals interviewed favour interventions that are progressive, enjoyable and gratifying, and that take place both before children begin school and at a time when their parents are receptive and willing to change their behaviour. Moreover, initiatives must also be designed with the support of networks that can take concrete action for the benefit of parents. These initiatives must also be carried out with the collaboration of all stakeholders.

New concepts of literacy

In 1995, research presented literacy as a process that takes place throughout one's life. It starts in the family, is developed at school through formal instruction in reading and writing, and continues into adulthood, well after school is completed, through the use of written language for personal, social and work-related reasons.

Various fields of research in France and the United States, specifically in the areas of emergent writing, writing acquisition, early stimulation and family education, have underlined the essential role of the family and the community in learning processes and literacy development.³

3. Hélène Tremblay, *Preventing Illiteracy: Research, Reflections and Proposals for Action*, 1998.

1 BACKGROUND (Continued)

American research⁴ has shown that children are naturally interested in written language at a very early age, long before they learn how to read and write at school. Children's initial experience with written language takes place mainly within the family and the community, where they develop a relationship to writing that influences their early learning and shapes their reading and writing practices. However, children do not all have the same experiences with written language. In fact, "6-year-old children who experience reading difficulties in elementary school had less cultural and social experience of writing than other children; they had fewer opportunities than other children to observe reading-writing models and to exercise their intelligence and reflect on the purposes of written language and how it works."⁵ Thus, the knowledge children have about written language (its usefulness, its purposes, etc.) before they begin school makes it easier for them to learn to read and write.

Those who conducted this research have shed light on the conditions and factors that foster the development of reading and writing and on the required support measures. Furthermore, their research confirms the influential role of other key players, including the family, in oral- and written-language acquisition and supports organizations in their desire to help families, especially those whose members have poor reading skills and limited reading practice. Moreover, these authors encourage organizations to take a closer look at how written language is viewed and used by the communities most affected by illiteracy and to adopt preventive approaches that foster the development of emergent literacy practices in families with young children.

Various studies have led literacy workers to acknowledge that illiteracy cannot be explained merely in terms of its academic dimension, nor can it be effectively addressed through academic means alone. Illiteracy is now recognized as a complex and multifaceted phenomenon that involves individual, cultural, social, family, economic and educational factors. Literacy initiatives must therefore be based on ecological and partnership approaches that take into account these factors and encourage the participation of all the key players in these areas (i.e. parents, families, organizations, communities and governments).

4. Research has been conducted by Marie Clay, Elisabeth Sulzby and Yetta Goodman, among others.

5. G. Chauveau and E. Rogovas-Chauveau, *Les chemins de l'écrit*, p. 15.

2 CONCEPTUAL FRAMEWORK

To carry out its work, the team responsible for the Hand in Hand From A to Z! project drew on its thorough knowledge of the target community, the partners' extensive experience with families and children from birth to 4 years of age, and recognized practices and solid theoretical foundations that maximized the chances of success. The literature on the subject was consulted in detail to determine the relevant dimensions for the project and to specify the conceptual framework on which all the activities would be based. These dimensions, which include the ecological model, emergent literacy and the relationship to written language, partnership, primary prevention, and early family intervention, are outlined at the beginning of each of the subdivisions of this section. They represent the conceptual framework within which the project leaders worked from the beginning of the project.

The ecological model

Throughout the implementation of the project, the focus was on:

- emergent literacy among children up to 4 years of age, as well as family practices associated with reading and writing (ontosystem and microsystem)
- emergent literacy interventions carried out by organizations and institutions (mesosystem and exosystem)
- the values and beliefs of members of the neighbourhood and of the wider community of Longueuil regarding reading, writing and books, as well as government policies and education department initiatives related to emergent literacy (macrosystem)
- ongoing, diversified, complementary activities that are part of a sustained collaborative effort
- families with children up to 4 years of age (i.e. the main target)

Theoretical Aspects

Emergent literacy in disadvantaged milieux cannot be considered solely in terms of cause and effect, since it is impossible to isolate specific factors in order to act on them alone. So many factors come into play that the identification of problems and appropriate responses cannot be based on a few determinants. To fully understand the dynamic of these milieux and analyze practices associated with emergent literacy, one must be familiar with the actors involved. One

2 CONCEPTUAL FRAMEWORK (Continued)

must also look at the interrelations or processes that exist between these actors and their environment and that influence the development of emergent reading and writing skills. The ecological model⁶ can be used to perform this type of analysis and plan intervention efforts in both a global and specific manner.

In his first book, Bronfenbrenner described the five systems that play a role in a child's education. These systems, namely the classroom, school, family, neighbourhood and community, constantly interact and usually pursue a common goal regarding "caregiving to a child."⁷ A few years later, this author modelled his ecological approach in terms of four major systems: the microsystem (mother-child and father-child relationships), which refers to relationships that develop between two individuals in a given context and at a given time (personal, family); the mesosystem, which includes the environments (communities) and the relationships that develop within them and that influence the individual (daycare, school, workplace, etc.); the exosystem (political and cultural institutions), which are communities that influence the individual even though he or she does not participate in them; and the macrosystem (cultural matrix), which represents the uniformity and cohesiveness of the other three systems as well as the values and cultural characteristics of the environment. According to Bronfenbrenner, these four metasystems are constantly interacting and influence an individual in a given milieu to varying degrees.

Classification of environmental systems

Structures	Definition
Microsystem	Specific place where individuals and objects are connected by a complex network of relationships for a given period (immediate living environment of the individual: family)
Mesosystem	All of the living environments (microsystems) specific to an individual (daycare, workplace, etc.)
Exosystem	All of the community products and services available to the individual (CLSC, community organizations, etc.)
Macrosystem	Cultural matrix of the society in which an individual lives (government policies, community values, ideologies, beliefs, etc.)

6. The ecological model used in this project is based on the model developed by Urie Bronfenbrenner.

7. U. Bronfenbrenner, *Two worlds of childhood: U.S. and U.S.S.R.*, 1973.

2 CONCEPTUAL FRAMEWORK (Continued)

According to this approach, “the ecological environment is conceived topologically as a nested arrangement of concentric structures, each contained within the next...”⁸ These four concentric structures have been defined and are considered to be large interdependent systems.

Two propositions put forward by Bronfenbrenner specify certain parameters that one must take into consideration when adopting an ecological approach. These propositions serve as benchmarks to assess the effectiveness of interventions and the variability of their effects.

Proposition 1: “In order to develop—intellectually, emotionally, socially, and morally—a human being, whether child or adult, requires the same thing: active participation in progressively more complex, reciprocal interaction with persons, objects, and symbols in the individual’s immediate environment. To be effective, the interaction must occur on a fairly regular basis over extended periods of **time**. Such enduring forms of interaction in the immediate environment are referred to as **proximal processes**. Proximal processes are posited as the primary engines of development.”⁹

Proposition 2: “Proximal processes cannot structure, steer or sustain themselves. Their form, power, content, and direction vary systematically as a joint function of the characteristics of the **developing person** and of the **environment**—both immediate and more remote—in which the processes are taking place; the **time** through the life course and the historical period during which the person has lived; and the nature of the **developmental outcome** under consideration.”¹⁰

Emergent literacy and the relationship to written language

Throughout the implementation of the Hand in Hand From A to Z! project, its developers adhered to the following emergent literacy principles:

- Learning to read and write begins very early in life.
- The frequent use of a variety of reading and writing practices within the family fosters emergent literacy development in young children.

8. See the “Process-Person-Context-Time” model in U. Bronfenbrenner and P. A. Morris, *Theory*, ed. R. M. Lerner, vol. 1 of *Handbook of Child Psychology*, 5th ed. (New York: Wiley, 1998), pp. 993-1028.

9. Ibid.

10. Ibid.

2 CONCEPTUAL FRAMEWORK (Continued)

- Children first develop their relationship to written language in the family when they come into contact with individuals who read and write.
- Children's relationship to written language is built through the use of reading and writing in real and purposeful situations that make sense to them.
- The elements of the environment that foster emergent literacy are:
 - the model
 - interaction
 - exploration
- Children adopt reader-writer behaviour long before the formal acquisition of a linguistic code.

Theoretical aspects

According to Jocelyne Giasson, emergent literacy refers to the acquisition of reading and writing abilities (knowledge, skills and attitudes) that children develop, without formal instruction, before they begin to read in the conventional way.¹¹ This definition presupposes that well before children master conventional coding and decoding techniques, they acquire an awareness of writing,¹² begin to construct and acquire written language in the family, adopt reader-writer behaviour,¹³ formulate hypotheses about written language,¹⁴ and realize that this form of language is useful and is a natural part of their environment.¹⁵

For example,¹⁶ before they know how to read, children are familiar with and can recognize certain logos, they know the difference between oral language and written language, they know that you read from left to right, they can understand an illustration, they know how to use a book and they know the different purposes of written language (to entertain, to inform, to remember, to identify objects, etc.). By observing adults carry out simple daily activities that involve written language (making a grocery list, writing letters, reading books and newspapers, using a cookbook, reading a story aloud, etc.), children naturally and gradually enter into the world of writing.

11. J. Giasson, *La lecture, de la théorie à la pratique*, p. 114.

12. I. G. Mattingly, *Language by Ear and by Eye*, 1972.

13. J.-M. Besse, *L'écrit, l'école et l'illettrisme*, 1995.

14. Ibid.

15. B. Lahire, *Tableaux de famille*, 1995.

16. H. Tremblay, *Preventing Illiteracy*, p. 14.

2 CONCEPTUAL FRAMEWORK (Continued)

Living in an environment with diversified written-language practices helps children find answers to all the questions they have about written language. In her research on reading, Giasson presented a simple emergent literacy process for young children. According to Giasson, children need contact with cultural models in order to develop an understanding of reading and writing by *observing* adults reading or writing and explaining what they are doing. Children also learn by *interacting* with adults or older brothers or sisters in written-language activities. Activities and games that involve reading and writing in an authentic way (e.g. adults reading stories out loud) are simple and effective ways for children to develop emergent literacy skills.¹⁷ Children also need to *explore*, discover and experiment on their own, to put their knowledge into practice, and to be supported in their efforts. This process enables children to develop their own “theories” about writing, to find answers to their questions and, most importantly, to construct their relationship to written language. The value placed on written-language practices and the meaning that children assign to written language as a result of their initial experiences will later influence the way in which they approach reading and writing at school.¹⁸

Emergent literacy is a *holistic* process that draws on a set of cognitive and affective skills, a *meaning construction* process for children and a *communication* process. It is also a process that involves a cognitivist approach, which encourages cognitive conflicts, and an interactive approach, which claims that children construct their relationship to written language when they are exposed to models that use writing in a contextual and purposeful way.

According to Besse, the relationship to written language is first and foremost a life-long personal one that is developed using the written-language-acquisition process. This relationship to writing begins at a very early age, changes at school, and continues to develop in adulthood through work-related, personal, cultural and relational activities.¹⁹

17. By “authentic,” we are referring to realistic activities that are meaningful to the child. Each and every opportunity to expose children to written language on a daily basis is beneficial.

18. H. Tremblay, *Preventing Illiteracy*.

19. J.-M. Besse, *L'écrit, l'école et l'illettrisme*, p. 96.

2 CONCEPTUAL FRAMEWORK *(Continued)*

Written-language acquisition takes place according to the constructivist model, since such learning involves the transformation of thought through new experiences associated with written language, the assimilation of these new experiences, the reconfiguration of mental representations and a change in conceptualizations of reading and writing. In addition to the cognitive dimension, the relationship to written language also involves the affective, relational and social dimensions of the individual. From an affective point of view, emergent literacy is characterized by the child's new sense of autonomy, which results from the separation of the child and the mother, and by the development of identity. From the cognitive perspective, emergent literacy is characterized by the independent work that reading and writing require, the need to focus on something other than oneself, and the child's conceptualization of written language.

Besse emphasizes the distance and difficulties involved in transmitting a reading and writing culture from schools to families from disadvantaged backgrounds and the increasing expectations of society with regard to reading and writing skills. According to the author, these two factors are "entrance barriers" for individuals who do not master written language, which in turn contributes to their social exclusion.

Partnership

To foster long-term development, the Hand in Hand From A to Z! project leaders focused on:

- integrating a concern for emergent literacy into the regular practices of partner organizations
- building teams made up of various organizations to develop tools and carry out activities
- ensuring that the partners remain firmly committed to the project until its completion (estimated period of five years)
- respecting the conditions for effective partnership, as outlined below
- combining theory and practice
- developing as thorough an understanding of the community as possible
- ensuring that there is a collective will to take action
- ensuring a rigorous process
- sharing decision-making power

2 CONCEPTUAL FRAMEWORK *(Continued)*

Theoretical aspects

Local long-term development projects stem from the realization that a situation no longer reflects the aspirations or needs of the community. To implement this type of project, it is necessary to change attitudes by establishing collaborative relationships, to increase the capacity of individuals and organizations to take action, and to create the appropriate conditions for successful development initiatives.

The concepts of “consultation” and “partnership” are distinct but interrelated, the former playing a key role in the latter. People consult one another when preparing for joint action, while partnership involves agreeing to work together and reflect on the ways and means of carrying out a project, which implies consultation. If consultation is to serve a purpose, however, it must lead to joint action involving various stakeholders who participate according to an agreement they have established among themselves through consultation.²⁰

In order for a partnership to be effective and to provide the necessary resources, certain conditions must be met. Vachon lists six principles that every working partnership must follow: share decision-making power; develop voluntary, egalitarian and multilateral relationships; demonstrate solidarity in action; take joint responsibility for actions; be genuinely willing to discuss issues; and persevere. In addition, the partners need to have an excellent theoretical and practical knowledge of the project, and the partner organizations must be firmly committed to implementing the plans.

Primary prevention

The Hand in Hand From A to Z! project uses a primary prevention approach involving:

- activities intended for all families in a working-class neighbourhood who have children up to 4 years of age, without any other restrictions
- heterogeneous groups (children or parents) during activities
- a resiliency-based approach focused on protection factors associated with emergent literacy development

20. B. Vachon, *Le développement local : théorie et pratique*, 1993.

2 CONCEPTUAL FRAMEWORK (Continued)

Theoretical aspects

Over the years, three main models have influenced preventive intervention. In chronological order, they are: the biomedical model, the community health model, and the ecological model. Although all three models take a preventive approach, they differ in significant ways, notably with regard to the causal relationship established by each model, the target population and the expected results.

The biomedical model makes a specific and unequivocal causal link between a causative agent and an adverse effect. According to this model, intervention focuses on the causative agent. Examples of this model include preventive vaccination, the distribution of milk at school and early detection. According to the community health model, the causal relationship is linked with a set of risks. The greater the number of risks associated with an undesirable situation, the greater the chance of maladjustments. Various risk factors may contribute to the emergence of an undesirable situation. According to this model, intervention should address both the risk factors (interception) and protection factors (reinforcement). Early intervention and parenting programs reflect this model. Lastly, the causal link in the ecological model is based on interactions between various systems, the causative agent or protection factor and the environment. This model, however, relativizes the effect of a risk depending on individuals and systems (contingent approach: the same risk does not necessarily have the same effect on individuals and systems). The Hand in Hand From A to Z! project is based on this model.

The preventive approach can be fully understood if viewed from the developmental and ecological perspective underlying the emergent literacy process. Preventive intervention is based on the understanding of individual and environmental factors associated with increased risks or the emergence of situations likely to foster development (protection factors).²¹ While risk factors should not be overlooked, there should be a major focus on increasing the capacity of individuals to overcome crises (resiliency-based approach).²² Viewed from this perspective, primary prevention is aimed at preventing dysfunctions well before undesirable situations arise. It also fosters higher levels of well-being within a population, which underscores another aspect of primary prevention: the aggregate notion. If secondary prevention (preventing the

21. C. Chamberland, "Écologie et prévention : pertinence pour la santé communautaire," in *Le modèle écologique dans l'étude du développement de l'enfant*, 1996.

22. S. Goldston, "Defining Primary Prevention: Primary Prevention of Psychopathology," in *The Issues*, vol. 1, 1977.

2 CONCEPTUAL FRAMEWORK (Continued)

situation from becoming worse) requires detection, identification of a causative agent, a host and intervention to stop certain problems from worsening or spreading, then primary prevention is inextricably linked with a community (individual) and systemic focus (system).

The literature discusses a prevention typology, which is in fact defined in terms of levels. Each level is defined in relation to an observed state. Primary prevention deals with maladjustment factors before difficulties appear, secondary prevention is aimed at stopping certain problems from worsening, spreading or recurring and often involves additional curative measures, and tertiary prevention focuses on the future risks involved after rehabilitation.²³ According to this typology, only primary prevention is carried out before an undesirable situation arises, though it does not necessarily target a risk factor.

According to Bronfenbrenner, the existence of positive, meaningful models for children is the basis for a primary preventive approach. For the models to be effective, they must be prevalent in the overall environment of children. This environment contains five sociological systems that influence the behaviour of children and foster their development: the classroom, school, family, neighbourhood and community. This implies that preventive (primary) intervention involves initiatives intended for groups of individuals (parents, children 12 to 24 months of age, etc.), communities (neighbourhood, town, etc.) and systems (family, organizations, etc.).

Early family intervention

The Hand in Hand From A to Z! project was developed on the basis of the following principles having to do with early family intervention:

- The family is the primary place for the education and socialization of children.
- Parents are the primary educators of their children.
- Parents' teaching skills should be recognized.
- Intervention should begin as early as possible.
- The conditions for the success of an early family intervention program should be respected.

23. B. Terrisse et al., *Le projet d'intervention précoce*, p. 88.

2 CONCEPTUAL FRAMEWORK (Continued)

Theoretical aspects

For more than 20 years, various researchers have studied family dynamics. They have tried to understand the role of the family in the education of children, particularly in the development of young children. Current research on the family recognizes that the family is the primary place for the education and socialization of children and that parents are the initial and principal architects of that process. This research also confirms that in order to ensure children's long-term academic success, it is necessary to change the environment and to work with the family and parents.

The home learning environment, however, differs from one family to another, depending on a range of factors (protection and risk factors) that influence and shape family educational practices. The report, *Un Québec fou de ses enfants*, points out a connection between the disadvantaged situation of children and their future parenting skills. "Children who experience various forms of marginalization show the effects for a long time. This calls into question their capacity to become a parent."²⁴ The National Longitudinal Survey of Children and Youth (NLSCY)²⁵ confirms this claim, reporting that "a child exposed to four or more risk factors may have considerably reduced capacities and level of skills over time." The NLSCY also specifies that children who succeed at school are often the ones who come to school ready to learn.

Various studies show that certain variables act as protection factors that can have a positive influence on the educational practices of families and increase resistance in children's ability to overcome difficult environmental conditions. Examples of such variables include positive parental attitudes and practices, the social support network, written-language skills and academic success.

24. Ministère de la Santé et des Services sociaux, *Un Québec fou de ses enfants*, p. 54. [Translation]

25. Human Resources Development Canada and Statistics Canada, *Growing Up in Canada: National Longitudinal Survey of Children and Youth*, p. 124.

2 CONCEPTUAL FRAMEWORK (Continued)

In order to prevent the emergence of social and academic maladjustments and to strengthen the capacity of children and families to cope with stress factors caused by the environment, family intervention programs must comply with certain conditions. With this goal in mind, we will summarize the analysis of various early educational and family intervention programs in order to identify the main conditions for the success of an early educational intervention program.²⁶ These conditions include: well-defined outcomes (specific conceptual model, precise objectives), intervention as early as possible, ecological intervention (parents, children and environment), structured, frequent interventions spread over a long period, the active participation of parents, the strengthening of the parental support network, the presence of heterogeneous groups (origin, level of education, socioeconomic situation, etc.), and the planning of standard activities (that take into account the characteristics of communities).

26. Groupe de recherche en intervention précoce, *L'intervention précoce auprès de l'enfant à risque, de l'enfant ayant une déficience et de la famille : revue de littérature*, 1991.

LINKS BETWEEN THE ECOLOGICAL MODEL, THE CONCEPTUAL FRAMEWORK AND THE ACTIVITIES

Conceptual framework/ environment	Microsystem	Mesosystem	Exosystem	Macrosystem
Emergent literacy and the relationship to written language	- The child, the parents and the family practices associated with emergent literacy - Families with children from birth to 4 years of age (the main target) - Learning to read and write begins very early in life - The frequent use of a variety of reading and writing practices within the family fosters emergent literacy development in young children - Children first develop their relationship to written language in the family when they come into contact with individuals who read and write Portfolio of projects: - Off to a Good Start - Welcoming the Newborn Child - Sharing Pictures and Words - Play Workshops - Mediated Reading-Vaccination	- Emergent literacy interventions carried out by organizations and institutions that often take action which affects components of the microsystem - The Celebration of Books and Reading project - Training of facilitators - Awareness-Raising Activities	- Emergent literacy interventions carried out by organizations and institutions - The Celebration of Books and Reading project - Training of facilitators - Awareness-Raising Activities	- The values and beliefs of members of the neighbourhood and of the wider community of Longueuil regarding reading, writing and books, and Québec society's values and beliefs in this regard - The Celebration of Books and Reading project - Making emergent literacy a part of the government's policy on books and reading - The influence of the government's policy on the organization of the reading and writing assistance program in working-class communities - Participation in conferences and workshops on preventing illiteracy or on emergent literacy - Awareness-Raising Activities

Conceptual framework/ environment	Microsystem	Mesosystem	Exosystem	Macrosystem
	- First Steps in Reading and Writing - Mediated Reading-Youth Centres			
Partnership		• Teams made up of various organizations to develop tools and carry out activities • Partners firmly committed to the project until its completion (estimated period of five years)	• Teams made up of various organizations to develop tools and carry out activities • Partners firmly committed to the project until its completion (estimated period of five years)	• Collaboration with the Ministère de la Culture et des Communications and the Ministère de l'Éducation to make emergent literacy a part of the government's policy on books and reading
Primary prevention	• Activities intended for all families in a working class neighbourhood who have children from birth to 4 years of age, without any other restrictions • Heterogeneity of groups of parents and children who participate in activities • A resiliency-based approach focused on protection factors associated with emergent literacy practices within families	• Integration of reading and writing activities into the regular practices of partner organizations	• Integration of a concern for literacy into the regular practices of partner organizations	

Conceptual framework/ environment	Microsystem	Mesosystem	Exosystem	Macrosystem
Early family intervention	• The family as the primary place for the education and socialization of children • Parents as the primary educators of their children • Recognition of parents' teaching skills • The need for invention as early as possible	• Integration of a concern for emergent literacy into the regular practices of organizations	• Integration of a concern for emergent literacy into the regular practices of organizations	

3 SUMMARY OF THE Hand In Hand From A To Z! PROJECT

This section summarizes the general principles that guided the project leaders during the development and implementation of activities and that helped them stay on course, achieve objectives, reach the target population and meet the challenges involved at the beginning of the project. Chapter 4 contains a chart showing the involvement of the various partners and of all those who contributed to the project.

The conditions for success, which are listed at the end of this section, were determined after the project was implemented and are essential for the success of a partnership project.

The concept

The Hand in Hand From A to Z! project is a joint community initiative whose goal is to work with children from birth to 4 years of age at each stage of their development in order to foster their general abilities as well as their emerging reading and writing skills.

In this project, the child is the focus of all intervention. Parents, as the primary educators of their children, are partners and can also benefit from the project when they need support in exercising their role as parents and educators. Children, family, friends, the community and organizations all work together to find a solution.

General principles

- Literacy is a process that begins very early in a child's life.
- Preventing illiteracy and developing emergent reading and writing skills are the responsibility of those who work with families and their children.
- Parents are the primary educators of their children.
- Elements of the environment (model, interaction, exploration) are essential factors.

3 SUMMARY OF THE HAND IN HAND FROM A TO Z! PROJECT (Continued)

- Initiatives undertaken in the community should:
 - be concerted (involving partners from various networks)
 - be complementary (in terms of the initiatives themselves and partners' actions)
 - be ongoing (from birth to 4 years of age)
 - call for a sustained, collaborative effort (based on the key success factors)
- It is necessary to take action at the turning points in family life.
- It is important to identify and develop positive family practices and good parenting skills.
- It is necessary to work directly with parents and children.
- A concern for emergent literacy should be integrated into the practices of organizations (missions, activities, services, action plans).

Objectives

The Hand in Hand From A to Z! project team set out to develop a community intervention model and initiatives in consultation with the partners involved. The goals were:

- to develop print awareness among neighbourhood children from birth to 4 years of age
- to equip parents to play the role of educator with their children, reading them their first books and guiding them as they learn about written language
- to mobilize families, schools, organizations and the community to implement the project and to carry out written-language-acquisition and illiteracy-prevention activities

Depending on their mission, their activities and the populations they serve, the partners should ensure that their activities include initiatives that make it possible to achieve the objectives of the project.

Target populations

- Children from birth to 4 years of age
- Families with children from birth to 4 years of age
- Community organizations
- The community

3 SUMMARY OF THE HAND IN HAND FROM A TO Z! PROJECT (Continued)

Challenges of the project

- Taking advantage of current resources
- Integrating the systemic approach
- Working together to find other ways of using available resources
- Mobilizing neighbourhood resources in order to achieve a common goal
- Working together to design services and establish collaborative relationships in order to fulfill our respective missions and to integrate them into our activities
- Working together to determine and develop the components of the project
- Ensuring the coordination, continuity and diversity of the activities in the community
- Implementing the project with the limited resources of partner organizations

A multisectorial approach

Six sectors work together in order to integrate a concern for emergent literacy into their mission, action plans and activities, to incorporate new activities into their operations and to develop and implement new services (i.e. the education system, the municipality, the health and social services system, community organizations, cultural organizations and private businesses).

Conditions for success

- A firm commitment on the part of the organizations involved
- Administrative support from the organizations involved
- Participation of the partners at every stage of the project development process
- Selection of an experienced leader, who is recognized by all the partners, to establish links between them
- Clear understanding about the use of funding
- The use of funding, if available, to develop (rather than implement) activities
- Commitment of organizations to integrate initiatives into their mandate, action plans, programs and regular activities using the organization's available resources

4 PORTFOLIO OF PROJECTS

Off to a Good Start

Project summary

The Off to a Good Start project provides new parents with support from the day their baby is born. A nurse at the hospital meets with the new parents in order to make them aware of their newborn's abilities, to suggest models for interacting with their baby and to stress the importance of introducing him or her to the world of written language. The nurse also gives parents a copy of the *Checklist for Parents*, a straightforward document with pictures that outlines the newborn's abilities and suggests simple ways to communicate with him or her.

Objectives

- To teach parents what newborns are capable of
- To inform parents about parenting practices likely to have a positive effect on their child's motor, affective and language development
- To make parents aware of the emergent reading and writing activities offered in their area

Target population

Families with children from birth to 15 months of age

Description of the activities

Preparation

- Meeting with the members of the hospital's neo-natal unit to present the project and to invite them to participate in it
- Training nurses
- Preparing the required documents and determining the area that will be served (according to postal codes)

4 PORTFOLIO OF PROJECTS (Continued)

Implementation

- The neo-natal unit identifies families from the designated area when the mother is admitted to the hospital.
- The nurses from the neo-natal unit visit the parents twice during the post-partum period at the hospital. During the first visit, parents are given the *Checklist for Parents* and made familiar with its contents. During the second visit, nurses answer the parents' questions and enroll those who wish to participate in the project. The total combined length of these two visits ranges from 30 to 45 minutes.
- If parents decide to participate, the neo-natal unit forwards the personal information disclosure form to the project leaders.
- Two follow-up visits per year are organized with the neo-natal unit.

Partners

- Centre hospitalier Pierre-Boucher (1996)²⁷
- Centre hospitalier Charles-Lemoyne (1998)
- Commission scolaire Marie-Victorin (1995)
- Maison de quartier Désormeaux (1995)
- Initiatives 1, 2, 3 GO ! (1998)

Materials

- The *Checklist for Parents*,²⁸ which outlines some of the abilities of a newborn, based on Dr. Brazelton's scale
- A description of the Hand in Hand From A to Z! project and information for parents on emergent literacy
- A waiver form authorizing the disclosure of personal information

27. The year indicates when the partner first participated in the activity.

28. Adapted from *Aide-mémoire*, a checklist produced by the Centre de développement, Hôpital Sainte-Justine, Université de Montréal, and the Laboratoire d'étude du nourrisson, Université du Québec à Montréal.

Welcoming the Newborn Child

Project summary

The Welcoming the Newborn Child project is aimed at encouraging parent-child communication. It introduces parents to interaction models and activities involving parents and children. During the year, volunteers organize three visits with families on an individual basis or in groups. Parents are given the document *From Cradle to Classroom*, a book for babies and a gift. During each visit, the volunteer ensures follow-up with the parents and child, leads activities in which the parents and child participate (modelling) and informs the parents about the resources available in the neighbourhood.

Objectives

- To stimulate the parents' interest so that they participate in the activities and support the development of their child's emergent literacy
- To create a link between families and neighbourhood organizations that offer family services
- To familiarize parents with the document *From Cradle to Classroom* and to help parents use it

Target population

Families with children from birth to 15 months of age

4 PORTFOLIO OF PROJECTS (Continued)

Description of the activities

Preparation

- Implementing the Off to a Good Start activity and recruiting families with children from birth to 15 months of age
- Recruiting and training volunteers

Implementation

- The project leader phones a designated family two months after receiving the personal information disclosure form from the hospital. This initial contact is aimed at encouraging the family to participate in the project and at establishing a rapport between the volunteer and the family.
- Two visits take place between the second and twelfth month following birth. These visits focus on child development and activities that foster reading awareness in babies. During the first visit, parents are given the document *From Cradle to Classroom*, a book for babies, and a present. During the second visit, the volunteer discusses the activities and the parents' observations. During each visit, the parent and child participate in activities based on the document *From Cradle to Classroom*. These visits are on an individual basis or in groups, depending on the parents' preferences.
- A final visit, which takes place when the child is 12 to 15 months old, introduces parents to children's literature and to stimulating ways of using books and environmental print with young children.

Partners

- Commission scolaire Marie-Victorin (1996)
- Maison de quartier Désormeaux (1996)
- Initiatives 1, 2, 3, GO ! (1998)
- CLSC Longueuil-Est (1997)

4 PORTFOLIO OF PROJECTS *(Continued)*

Materials

- The document *From Cradle to Classroom*, which describes, in simple terms, the skills and needs of children at various ages (from birth to 4 years of age), suggests activities that parents can do with their children and offers advice for developing oral and written-language skills in children
- A registration form for the Hand in Hand From A to Z! project
- A book for babies and a gift for parents
- A list of neighbourhood organizations that offer support for parents

Mediated Reading

Project summary

Twice a month, at vaccination clinics, the Mediated Reading project provides activities that stimulate interest in books and reading. Children's books are made available to parents and children. The parents thus have the opportunity to observe their child's reactions to and interest in books and to become familiar with children's literature. Through this activity, children are introduced to books and storyreading at a very early age. A volunteer reads stories to the children and parents.

Objectives

- To give children and parents opportunities to experience reading and book-related activities in public places
- To stimulate children's and parents' interest in storyreading and books
- To introduce children to books and storyreading at an early age
- To make parents aware of their children's interest in books and storyreading

Target population

Families and children (from 2 months to 4 years of age, and their siblings) who come to the vaccination clinic

Description of the activities

Preparation

- Recruiting and training volunteers
- Establishing an agreement with the CLSC or other vaccination centres

4 PORTFOLIO OF PROJECTS *(Continued)*

- Making nurses aware of the project's value
- Preparing a box of books

Implementation

- Organizing an area for reading activities
- Reading stories to children and parents (individually or in small groups)
- Discussing books (and their child's reactions to books) with parents
- Encouraging parents to read books with their child
- Providing information on the project

Partners

- Commission scolaire Marie-Victorin (1997)
- Maison de quartier Désormeaux (1997)
- CLSC Longueuil-Est (1997)
- Bibliothèque de Montréal (1997)

Materials

- A box containing around 70 children's books
- A blanket, project poster, information on the project
- A form for writing down comments

Sharing Pictures and Words

Project summary

The Sharing Pictures and Words project is aimed at developing and reinforcing the parenting skills that promote emergent literacy in young children. Its main goal is to encourage parents *to interact with their children to foster their literacy development*. Groups of about 12 parents participate in the two-hour workshops, which are offered twice a week over 10 weeks. The last half hour of every workshop is devoted to parent-child activities. Parents are also given activities they can do at home with their child.

Objectives

- To develop and reinforce parenting practices that foster their child's literacy development
- To encourage interaction between the parents participating in the activity
- To encourage parents to do activities at home with their child

Target population

Parents and their 12-to-24-month-old children

Description of the activities

Preparation

- Selecting and training the activity leader
- Setting up a child-care area (for the first part of the workshop)

4 PORTFOLIO OF PROJECTS *(Continued)*

Implementation

- Recruiting parents
- Preparing the material required for each workshop
- Presenting workshops (20 in total)
- Distributing a questionnaire at the beginning and at the end of the workshops in order to determine the parents' understanding of and attitudes toward emergent literacy development in children
- Group interviews at the end of workshops to get parents' feedback on the workshops and how they benefited both the children and parents

Partners

- Direction de la santé publique
- La Virevolte
- Centres jeunesse Montérégie
- Services complémentaires de la Commission scolaire Marie-Victorin
- Commission scolaire Marie-Victorin (1997)
- Maison de quartier Désormeaux (1998)

Materials

The Sharing Pictures and Words program deals with various themes, such as child development, family activities involving written language, the purposes of written language, parents' relationship to written language, children's literature, and choosing children's books. A concern for emergent literacy is integrated into all the activities. The program includes 20 sessions for parents and 20 sessions for parents and children.

Play Workshops

Project summary

The Play Workshops project is designed to foster children's overall development and emergent literacy. It supports parents in their role as educators and guides to the world of written language and books, and encourages interaction between parents and children through play activities involving print. Groups of about 12 parents and children participate in the two-hour workshops, which are offered twice a week over 10 weeks. During the first hour, parents and children are in separate groups. During the second hour, parents and children get back together and participate in interactive activities. The workshops allow parents to acquire and consolidate the skills they need to foster their child's development and emergent reading and writing skills. The children have an opportunity to interact with adults in a family environment conducive to literacy development. These sessions give everyone a chance to experiment and try out personal strategies that encourage child development and emergent literacy.

Objectives

- To stimulate emergent literacy in children 2 to 3 years of age
- To encourage interaction between parents and children using play activities
- To help parents develop parenting practices conducive to the development of emergent literacy skills
- To encourage relationships between parents

Target population

Parents and their 2-to-3-year-old children

4 PORTFOLIO OF PROJECTS *(Continued)*

Description of the activities

Preparation

- Choosing a partner to organize the activity (if necessary)
- Selecting and training the team of activity leaders
- Deciding on a location (two rooms)

Implementation

- Recruiting parents
- Preparing the material required for each workshop (parents, children, parent-child)
- Presenting workshops (20 in total)
- Distributing a questionnaire at the beginning and at the end of the workshops in order to determine the parents' knowledge, attitudes and practices with regard to literacy development in children
- Group interviews at the end of the program to get parents' feedback on the workshops and on the workshops' impact on them and their children

Partners

- Commission scolaire Marie-Victorin (1996)
- Maison de quartier Désormeaux (1997)
- Ville de Longueuil (1997)
- Adult education sector (1997)
- Initiatives 1, 2, 3 GO ! (1998)
- Centres jeunesse Montérégie (1997)
- Elementary schools (1998)

4 PORTFOLIO OF PROJECTS *(Continued)*

Materials

The Play Workshops program and the materials specified in each workshop are required for this project. The program focuses on themes related to child development and the concerns of parents. It addresses the role of parents in reading and writing awareness, child development, emergent literacy, children's literature, discipline, self-esteem, storyreading and the selection of children's books. The development of emergent reading and writing skills is integrated into all the activities and themes. The program includes 20 sessions for parents, 20 sessions for children and 20 sessions for parents and children.

First Steps in Reading and Writing

Project summary

The First Steps in Reading and Writing project offers a means of observing the level of awareness of written language of 3-year-olds, and sensitizes parents to this aspect of their children's development. Children engage in activities adapted to their needs and that help them develop literacy skills. Parents are present during the observation sessions and are given activities to do at home with their children. The First Steps in Reading and Writing materials can be used as part of the ongoing activities of organizations that work with children. The project document includes an activity scenario and an activity guide.

Objectives

- To determine 3-year-old children's level of awareness of written language
- To offer parents and facilitators suggestions for activities that promote literacy development and that are tailored to the specific needs of children, and to provide follow-up
- To refer parents to the appropriate services when their children need more individualized attention

Target population

This project is intended for families with children from 33 to 39 months of age. Experience has shown, however, that the tools also work with older children (up to 4 years of age), depending on the extent of their literacy skills.

4 PORTFOLIO OF PROJECTS *(Continued)*

Description of the activities

Preparation

- Designating an organization willing to integrate the First Steps in Reading and Writing project into its activities
- Selecting and training personnel
- Preparing the required materials

Implementation

- Recruiting parents with children from 33 to 39 months of age
- Going through the activity scenario with the child; the parents' presence is essential
- Distributing the observation checklist to parents, which is to be filled out following the presentation of the scenario
- Discussing with parents the areas they have observed that require intervention on their part
- Introducing parents to activities that help children overcome some of their weaknesses
- Doing telephone follow-up or, preferably, organizing a weekly visit with parents and presenting other activities, if the parents so desire
- Going through the same activity scenario again, 8 to 10 weeks later, with the parents present

Partners

- Commission scolaire Marie-Victorin (1996)
- Maison de quartier Désormeaux (1997)
- Centre communautaire le Trait d'union (1997)

4 PORTFOLIO OF PROJECTS *(Continued)*

Materials

The activity scenario, which is designed as a game, promotes interaction between the child and the observer, with the parent present, and allows information to be gathered on the child's level of awareness of reading and writing. This scenario includes numerous situations that focus on different areas of observation (e.g. using a book, awareness of colours, discrimination between words and pictures). The final component of the scenario involves having parents answer questions on observations they have made at home with respect to their child.

The observation checklist, which is integrated into the activity scenario, is used to record the parents' observations and the information gathered during the activity scenario. The observation checklist is also used to pinpoint areas of the child's literacy development that require attention.

The activity guide includes various activities that foster the development of literacy in children and that correspond with the different situations and areas outlined in the activity scenario.

Required materials: a puppet, objects of various sizes and colours, children's books, sheets of paper, a pencil, five crayons and familiar logos that the child is able to recognize (restaurants, soft drinks, cereal brands, etc.)

Mediated Reading for Families in a Family Intervention Program

Project summary

The project introduces families to children's books through storyreading with the entire family at the end of family intervention visits. The storyreading activity has no direct or indirect connection with the purpose of the intervention; its goal is simply to promote the enjoyment of books and reading.

Objectives

- To conduct mediated reading activities and to read stories in the context of family intervention visits
- To introduce the family to children's books and to the pleasure of having someone read a story
- To have an enjoyable family experience
- To encourage families to use children's books as a way to relax and have fun

Target population

Families who have a 3-to-5-year-old child and who are receiving family intervention support.

Description of the activities

Preparation

- Designing the project and determining the evaluation framework
- Presenting the project at youth centres or other organizations involved in family intervention support, and getting organizations to commit to the project
- Training facilitators in the areas of emergent literacy, children's literature, storyreading and the selection of children's books

4 PORTFOLIO OF PROJECTS *(Continued)*

Implementation

- Recruiting facilitators
- Identifying families who have at least one child from 3 to 5 years of age
- Putting together a box of children's books
- Getting families to sign up for the activities
- Regular follow-up visits with the facilitators involved in the activity

Partners

- The Hand in Hand From A to Z! team
- Centres jeunesse Montérégie
- Les Chanterelles

Materials

- Emergent literacy training
- Training in storyreading
- Box of children's books

Celebration of Books and Reading in Longueuil

Project summary

The Celebration of Books and Reading in Longueuil project is a family event designed mainly for children up to 8 years of age and their parents. It allows them to discover children's literature, to meet the authors and illustrators of children's books, to participate in reading activities and to obtain books. The parents can also obtain information on the resources offered with regard to books, reading and support for parents interested in their children's literacy development.

Objectives

- To organize an emergent literacy event in the community
- To promote children's literature and the authors of children's literature
- To make children's books accessible and available to children and parents
- To provide parents and children with reading experiences that stimulate their interest in books and reading
- To establish a place where facilitators and parents can talk about books and emergent literacy

Target population

- Families with children from birth to 8 years of age
- Preschool classes and Elementary Cycle One and Cycle Two classes
- The general public

4 PORTFOLIO OF PROJECTS *(Continued)*

Description of the activities

Preparation

- Designing the project
- Training the organizing committee
- Looking for sponsors
- Searching for a project venue (elementary schools or other facilities)
- Planning activities
- Recruiting authors and illustrators
- Determining the physical organization of the project venue

Implementation

A five-day celebration (the length may vary) involving different activities. The project venue is divided into various “corners” where specific activities are presented. Below are 10 activities that are offered during the Celebration of Books and Reading in Longueuil project.

- Visits With Authors and Illustrators

These visits are opportunities for children and their parents to meet authors and illustrators, who present their books, characters, and writing or drawing styles, and answer questions from participants. An educational activity offered in schools involves introducing Elementary Cycle One students to the works of the various authors and illustrators. Students must prepare in advance for their visit with authors and illustrators.

- Reading Corner

Comfortably furnished with small chairs, cushions and rugs and located in a relatively quiet area, the reading corner is filled with all kinds of children’s books so children and their parents can read at their leisure.

4 PORTFOLIO OF PROJECTS *(Continued)*

- Storyreading Activities

This is a place for fantasy and adventure. Storytellers read stories and children's tales to children and their parents.

- Book Mart

The book bazaar and the bookseller's corner (the *Âlire* book store in Longueuil) are located in the Book Mart. Participants can purchase new or used children's books.

- Making and Repairing Books

In the Making and Repairing Books section, visitors can observe and learn about the various stages of bookmaking (e.g. designing, illustrating, binding). At the same time, participants can visit book repair workshops, where they can repair a book or learn about the various ways to repair a book, to reinforce it or to protect it.

- Writer's Corner

Pencils and paper await children and their parents at the Writer's Corner, where children can write and illustrate their own books. This is an ideal place to let children give free rein to their imagination. With their parents, they can also display their artistic talent on the graffiti wall.

- Fun With Words

An individual or team game, the Fun With Words activity involves a giant crossword. It's up to children and parents to find the answers. These enjoyable puzzles are adapted to the various ages of the participants.

- Exhibition Area

The Exhibition Area allows visitors to discover the works produced especially for this event. Students are able to showcase their talent and obtain recognition for their work.

4 PORTFOLIO OF PROJECTS *(Continued)*

- Book Prize for Children's Literature

During the Celebration of Books and Reading in Longueuil, the Association des auteurs de la Montérégie awards its prize for children's literature in the preschooler category. This book prize, presented for the first time in 2000, is aimed at encouraging the production of literature for children 5 years of age and younger. During the first year of the competition, the jury received more than 115 entries.

- General Atmosphere

Although each activity is organized in a specific way, certain activities and the decor of the venue give the event a festive atmosphere. A make-up corner for children, a mascot, balloons, and a parade of characters from books are just some of the elements that add to the fun.

Partners

- The design and follow-up team:
 - The Hand in Hand From A to Z! team
- The organizing committee and main contributors:
 - Communication jeunesse
 - Éditions Héritage
 - Soulières éditeurs
 - Commission scolaire Marie-Victorin
 - Association des auteurs de la Montérégie
 - École Lionel-Groulx
 - Participating elementary schools
 - Initiatives 1, 2, 3 Go !
 - Ville de Longueuil
 - *À lire* book store
 - Conseil régional de la culture et des communications de la Montérégie
 - Syndicat de l'enseignement de Champlain

4 PORTFOLIO OF PROJECTS *(Continued)*

- Maison de quartier Désormeaux
- Publishers
- Cégep Édouard-Montpetit

The help of more than 75 volunteers is required to put on the event.

Materials

- Decor and layout of the gym (visual arts students at Cégep Édouard-Montpetit)
- Audio equipment
- Used books (bazaar)
- New books (bookseller's corner)
- Promotional posters

Awareness-Raising Activities

Project summary

The Awareness-Raising Activities project is aimed at promoting emergent literacy among families with children from birth to 4 years of age. It includes a communication plan especially designed for emergent literacy, as well as promotional material.

Objectives

- To make families in the community aware of the importance of emergent literacy for young children
- To encourage and reinforce the desire to read in families with young children

Target population

- Families with children from birth to 4 years of age
- Community organizations

Description of the activities

Preparation

- Recruiting a communications resource person
- Organizing a campaign
- Designing or using promotional material
- Designing a logo (if necessary)
- Selecting the places to be targeted by this campaign

4 PORTFOLIO OF PROJECTS *(Continued)*

Implementation

- Launching the promotional campaign
- Distributing the promotional material

Partners

- Communication resource person (1997)
- The Hand in Hand From A to Z! team (1997)

Materials

- A project logo
- A communication plan
- Two slogans
- A set of five posters and bookmarks that show children from birth to 4 years of age participating in reading activities or learning about books

OVERVIEW OF PROJECT ACTIVITIES

Ongoing, diversified, complementary activities based on a sustained, collaborative effort and geared to families with young children					Partners	Target population
Birth	12 months	24 months	36 months	4 years		
Off to a Good Start 					Centre hospitalier Pierre-Boucher (1996) ²⁹ Centre hospitalier Charles-Lemoyne (1998) Commission scolaire Marie-Victorin (1995) Maison de quartier Désormeaux (1995) Initiatives 1, 2, 3, Go ! (1998)	Families with children from birth to 15 months of age
Welcoming the Newborn Child 					Commission scolaire Marie-Victorin (1996) Maison de quartier Désormeaux (1996) Initiatives 1, 2, 3 Go ! (1998) CLSC Longueuil-Est (1997)	Families with children from birth to 15 months of age
Mediated Reading 					Commission scolaire Marie-Victorin (1997) Maison de quartier Désormeaux (1997) CLSC Longueuil-Est (1997) Bibliothèque de Montréal (1997)	Families with children from 2 months to 4 years of age (and their siblings) who come to the vaccination clinic

29. The year indicates when the partner first participated in the activity.

Ongoing, diversified, complementary activities based on a sustained, collaborative effort and geared to families with young children

	Birth	12 months	24 months	36 months	4 years	Partners	Target population
Sharing Pictures and Words						Direction de la santé publique La Virevolte Centres jeunesse Montérégie Services complémentaires de la Commission scolaire Marie-Victorin Commission scolaire Marie-Victorin (1997) Maison de quartier Désormeaux (1998)	Families with children from 12 to 24 months of age
		→					
Play Workshops				→		Commission scolaire Marie-Victorin (1996) Maison de quartier Désormeaux (1997) Ville de Longueuil (1997) Adult education sector (1997) Initiatives 1, 2, 3 Go ! (1998) Centres jeunesse Montérégie (1997) Elementary schools (1998)	Families with children from 2 to 3 years of age
First Steps in Reading and Writing				→		Commission scolaire Marie-Victorin (1996) Maison de quartier Désormeaux (1997) Centre communautaire le Trait d'union (1997)	Families with children from 33 to 39 months of age
Mediated Reading for Families in a Family Intervention Program					→	The Hand in Hand From A to Z! project team Centres jeunesse Montérégie Les Chanterelles	Families with children from 3 to 5 years of age who are in a family intervention program

Ongoing, diversified, complementary activities based on a sustained, collaborative effort and geared to families with young children

	Birth	12 months	24 months	36 months	4 years		Partners	Target population
Celebration of Books and Reading in Longueuil						↑	The Hand in Hand From A to Z! project team Communication jeunesse Éditions Héritage Soulières éditeurs Commission Scolaire Marie-Victorin Association des auteurs de la Montérégie École Lionel-Groulx Participating elementary schools Initiatives 1, 2, 3 Go ! Ville de Longueuil Alire bookstore Conseil régional de la culture et des communications de la Montérégie Syndicat de l'enseignement de Champlain Maison de quartier Désormeaux Publishers Cégep Édouard-Montpetit	Families with children from birth to 8 years of age; preschool and Elementary Cycle One and Cycle Two classes; general public

Awareness-Raising Activities

						↑	Communications resource person (1997) The Hand in Hand From A to Z! project team (1997)	Families with children from birth to 4 years of age; community organizations
--	--	--	--	--	--	---	---	---

PARTNERS' INVOLVEMENT

Project: Hand in Hand From A to Z!										
Role		Activities								
A - approves	U - subsidizes	Off to a Good Start	Welcoming the Newborn Child	Pictures & Words	Play Workshops	Mediated Reading/ Vaccination	First Steps	Awareness-raising	Celebration of Books	Centres jeunesse
C - coordinates	P - participates									
E - executes	L - room(s) available									
S - supervises	D - designs									
I - informs	M - materials									
R - recruits										
Partner										
Project team		A,S,D	A,S,D	A,S,D	A,S,D	A,S,D C,E	A,S,C	A,S,D C,E	P,A,D	A,S,D
School board										
- Adult education				U,C,E	U,C,E		D	I		
- Elementary schools				L	L,U			I	P,I	
- Educational resources				D	D		D,E	I		
- Passe Partout				R	R			I	P,I	
Ville de Longueuil										
- Direction des loisirs, de la culture et de la vie communautaire								I	P,M,I	
- Library				M	M	M		I	P,M,I	
Health and social services										
- CLSC Longueuil-Est					R	I,P		I	I	
- CLSC Longueuil-Ouest			I		R			I	I	
- Centre hospitalier Pierre-Boucher		E						I		
- Centre hospitalier Charles-Lemoyne		E						I		
- Direction de la santé publique		S	S	D,S	D,S	S	S	S	S	
- Centres jeunesse Montérégie				R	R		R	I	P,I	C,E
Community organizations										
- Maison de quartier Désormeaux			I	L,E	L,E	L,E	R	I	P,I	
- Centre communautaire le Trait d'union				R	R		R	I	P,I	
- Initiatives 1, 2, 3 GO ! (Longueuil)		C	C,E					I	P,I	
- Carrefour Mousseau				R	R		R	I	P,I	
- La Virevolte				D	D			I	P,I	
Cultural organizations										
- Conseil montréalais de la culture									S,I	
Private enterprise										
- Soulières éditeur									C,E,S	
- Éditions Héritage									C,E,S	
- <i>Alire</i> bookstore								I	C,E	

THE PROCESS

The following table presents the main phases in the five-year project. It also shows the objectives pursued in each phase, the end result and the partners involved.

	What	Why	How (Outputs)	Who
Identification	Exploratory research 1994 (Fall)	- To determine the characteristics of the community and choose the locations where the project activities could take place - To identify the perceptions and attitudes of parents regarding education, school and their role - To identify the perceptions and attitudes of organizations and parents regarding the services that should be offered - To describe some of the things that need to be done to carry out the project	A research project	A team of students from the Université du Québec à Montréal
	Defining the project 1994 (December)	- To define the issues - To develop a <i>logical framework</i> for the project - To evaluate the options and to choose one	A memorandum defining the project	The project manager and the project developer
	Internal mobilization 1995 (January)	- To obtain a five-year commitment from the director general of the school board that initiated the project - To obtain the support of the sectors within the school board that are affected by the project (youth and adult sectors) - To determine the resource persons - To clarify individual roles	- A shared vision of the project (objectives, guidelines, challenges) and clarification of individual roles - A mandate to carry out the project	The project manager and the project developer

Design and Planning				
What	Why	How (Outputs)	Who	
External mobilization 1995	- To recruit external partners - To ensure that senior officials in each partner organization are willing to assign a resource person to the project for five years and make emergent literacy an integral part of their operations using existing resources	- A shared vision of the project (objectives, guidelines, challenges), its nature and conditions of the commitment - Delegation of a resource person by each organization	The project manager and project developer	
Organization of the team 1995 (May)	- To build the team responsible for the project - To introduce the representative of each organization to the team of project partners - To agree on a modus operandi: decision-making, allocation of the budget - To determine everyone's contribution and role	A functional, committed, multi-sectorial team	- The project manager - The project developer - The team responsible for the project	
Acquiring knowledge 1995	To become familiar with the emergent approach (the entire team working together to develop the content of the project and the methods to be used) based on current practice and knowledge	A team that believes in its ability to take action in this area, that values its members and the project's goal and that is able to cope with uncertainty	- The project manager - The project developer	
Conceptual framework and descriptive research 1995	- To evaluate research in the field and to acquire knowledge in order to design and implement activities - To draw a portrait of the neighbourhood (Who does what? For whom? With what goal in mind? With whom?)	- A conceptual framework related to child development and emergent literacy development - Ecological approach and partnership in early family intervention - A description of services offered in the region - Determining the appropriate developmental stages for activities	- A working subcommittee of four people - The team responsible for the project and community organizations	

What	Why	How (Outputs)	Who
Designing activities 1996	- To design activities - To determine objectives, the target populations, the activities to be organized - To select projects	A portfolio of 10 projects designed and selected by the partners according to the most appropriate developmental stages for activities	- The partners - Working subcommittees
Organizing and developing tools 1996-1999	- To design the necessary tools for each activity - To organize activities	- Designing tools and organizing projects: - Off to a Good Start: <i>Checklist for Parents</i> - Welcoming the Newborn Child: <i>From Cradle to Classroom</i> <i>First Steps in Reading and Writing</i> <i>Play Workshops</i> <i>Sharing Pictures and Words</i> - Training of facilitators - Mediated Reading during visits to the vaccination clinic - Awareness-raising campaign using posters - Celebration of Books and Reading in Longueuil - Mediated Reading organized by the Centres jeunesse Montérégie	- Working subcommittees consisting of partners responsible for developing tools - For some tools, such as <i>Play Workshops</i> and <i>Sharing Pictures and Words</i>, external resources were involved in the development process - The partners

	What	Why	How (Outputs)	Who
Implementation	Implementation 1996-1999	- To try out the activities in the partner organizations - To adapt the activities - To ensure that activities take place on a regular basis	10 projects implemented and adapted	The project manager, the project developer and the partners
Evaluation	Evaluation 1996-1999	- To profile the population served by the project (number of people, characteristics) - To observe parents' perceptions of training programs - To find out about parents' practices with respect to emergent literacy - To determine the effects of these training workshops on parents' practices	- Each activity has its own evaluation strategies - A registration form is used to gather socio-demographic information about the families participating in the project - Assigning a permanent code to each child makes it possible to do a longitudinal study - Results from the group interviews - Survey on family practices with respect to emergent literacy	- The direction de la santé publique de la Montérégie - The project team

	What	Why	How (Outputs)	Who
Follow-through	Making sure that emergent literacy activities become an integral part of organizations and the community according to their respective missions 1997-2000	- To ensure that emergent literacy practices are maintained within organizations - To ensure that the project activities are continued in the community	- Organizations have incorporated emergent literacy activities into their operations - Organizations ensure that the activities are implemented: - Off to a Good Start - Welcoming the Newborn Child - Mediated Reading during visits to the vaccination clinic - Celebration of Books and Reading - Mediated Reading organized by youth centres	The partners concerned
	Disseminating knowledge and tools 1997-2001	To impart knowledge about emergent literacy and emergent literacy tools	- Conferences (OMEP, NAMUR, AIRFREF, etc.) - Collaborative work on the Québec government's policy on reading and books, <i>Le temps de lire, un art de vivre</i> - The Hand in Hand From A to Z! emergent literacy materials	- The project manager - The project developer - The Ministère de l'Éducation - The Ministère de la Culture et des Communications

5 INITIAL RESULTS

This chapter outlines some of the observations made during the implementation of the Hand in Hand From A to Z! project as well as the initial quantitative and qualitative results. These results cover a four-year period, from January 1996 to January 2000. This chapter also describes project achievements, research on reference materials, the consultation process, the development of tools and materials, the use of funds and certain promotional activities.

Achievements

The three objectives set at the beginning of the project were achieved through a variety of activities. Families with children from birth to 4 years of age were able to participate in various emergent literacy activities offered in different public places in the Lionel-Groulx district of Longueuil. The activities associated with the Hand in Hand From A to Z! project resulted from an effort to pool the expertise and resources of all the partners.

Through this project, the population in the targeted district could take part in emergent literacy activities designed for children from birth to 4 years of age and their parents. These activities were complementary, each one contributing to the pursuit of an overall goal, and intended to promote collaboration on the part of the organizations involved. They were ongoing (for use with children from birth to 4 years of age) and called for a sustained, collaborative effort based on the key factors for the success of the program.³⁰

The consultation process

One of the challenges of the Hand in Hand From A to Z! project was to unite the community and its resources behind a common cause: the prevention of illiteracy. At the beginning, a project team was formed, consisting of organizations in the targeted district that serve families and children. This team designed all the activities as well as the required tools and materials, and saw to it that the project and a concern for emergent literacy were incorporated into its own activities and those of the community.

30. See the section on partnership in Chapter 2.

5 INITIAL RESULTS *(Continued)*

Twelve partner organizations began the consultation process; two left the project and were replaced by three other organizations. Team membership fluctuated more than once. Retirement, reassignments and the abolition of positions are among the many factors that explain this turnover. Of the 15 signatories (individuals) at the beginning, six are still involved. All the vacant positions, however, have been filled by new people appointed by the sponsoring organization in question. The partners' steadfast commitment to the project has ensured the stability and continuity necessary for its development.

The initiatives of the core group (the team responsible for the project) were supported by various partners who made specific contributions to a given project activity. These organizations made it possible to broaden the consultation process associated with the Hand in Hand From A to Z! project by including, for example, the neo-natal units of two hospitals that serve Longueuil. In addition, for the activity entitled Celebration of Books and Book Reading in Longueuil, a committee of "experts" was formed and is currently responsible for the activity.

The use of funds

The project received funding from two sources: the Direction de la formation générale des adultes (DFGA) of the Ministère de l'Éducation (MEQ), under the Joint Federal-Provincial Literacy Training Initiatives (JFPLTI) program, and the Régie régionale de la Santé et des Services sociaux de la Montérégie, under The Policy on Health and Well-Being. The project team decided to use grants in a structured way to foster sustainable development. According to the rules for the use of funding that were adopted by the project team, grants were used exclusively for "coordination, training, project monitoring and promotional activities, for buying or designing tools and materials required for the project, and for related costs, such as document printing and formatting and travel expenses."³¹ No money was earmarked for intervention with families. The goal of this policy was to foster the integration and continuity of activities.

31. Excerpt from the policy on the use of financial resources based on the regional promotion/prevention priorities of the Régie régionale de la Montérégie. This internal policy of the Hand in Hand project was adopted on November 20, 1996, by the team responsible for the project. [Translation]

5 INITIAL RESULTS (Continued)

Promoting the project

In recent years, the Hand in Hand From A to Z! team has participated in meetings aimed at discussing and examining different aspects of the problem of illiteracy. The expertise gained from the project has been in demand and, as a result, presentations were made at the international seminar organized by the World Organization for Early Childhood Education (OMEP) (1996); the National Biennial Conference of the Canadian Association of Family Resource Programs (1998); the conference of the Fédération des unions de famille du Québec (1998); the conference of the Table des responsables de l'éducation des adultes du Québec (TREAQ), on two occasions (1996, 1998); the Journée pédagogique régionale de la Montérégie en alphabétisation (1998); the Direction de la santé publique (DSP) de la Montérégie (1999); the *Séminaire international de Namur* in Belgium, under the aegis of UNESCO (1999); and the international conference of the Association internationale de formation et de recherche en éducation familiale (AIFREF) (2001). In addition, members of the project team participated in two summer schools in France (Lyon, 1996, and Lille, 1998) dealing with the link between research and practice in the field of literacy and the most recent developments in the area of functional illiteracy.

The implementation of the project directly contributed to the development of the first chapter of the Québec government's policy on books and reading, *Le temps de lire, un art de vivre* (1998). In this context, project representatives participated in the *Sommet du livre et de la lecture*. The Hand in Hand From A to Z! project has also been cited for demonstrating the effectiveness of emergent literacy measures in working-class communities.³² In addition, the Ministère de l'Éducation and the Ministère de la Culture et des Communications du Québec delegated the Commission scolaire Marie-Victorin to send representatives to Paris to work with official French organizations in the areas of mediated reading and reading practices in working-class communities. The project and the various activities associated with it influenced the development of an interdepartmental program called the *Programme d'aide à l'éveil à la lecture et à l'écriture en milieux populaires*, which is a component of the Québec government's policy on books and reading.

32. Ministère de la Culture et des Communications. *Le temps de lire, un art de vivre : politique de la lecture et du livre*, p. 13.

5 INITIAL RESULTS *(Continued)*

The project also contributed to the development of illiteracy-prevention measures by the Direction de la formation générale des adultes of the Ministère de l'Éducation.

It should also be pointed out that during an international conference held under the auspices of UNESCO (June 1999, Namur, Belgium), the project represented all the initiatives taken by Québec school boards.

Finally, all the achievements associated with the project have been published by the Ministère de l'Éducation, and the related expertise was disseminated during a province-wide tour in the spring of 2001 organized by the Direction de la formation générale des adultes in collaboration with partners from various Québec government departments.

STATISTICS ON THE Hand in Hand From A to Z! PROJECT (1996-2000³³)

	Off to a Good Start	Welcoming the Newborn Child	Sharing Pictures and Words	Play Workshops	Mediated Reading at Vaccination Clinics	First Steps in Reading and Writing	Awareness-Raising Activities	Celebration of Books	Youth Centres
Adults	307	90	24	168	190	32		4752	12
Children		68	24	180	266	44		3600	15
Families	208	68	24	168		32		1152	8
Continuation (%) ³⁴	43%	100%	75%	70%					
Visits	552	170	60	840	19	152		120	24
Income of participating families									
\$0 à \$10 000		11%	17%	33%					
\$10 001 to \$20 000		22%	25%	26%					
\$20 001 to \$30 000		16%	33%	19%					
\$30 001+		51%	25%	22%					
Level of education of participating families									
Sec. V or less		41%	25%	66%					
Sec. V		21%	58%	16%					
CEGEP		10%	NIL	13%					
University		28%	17%	5%					
Frequency of family storyreading practices									
Daily		31%	58%	42%					
Once a week		31%	17%	26%					
Rarely		31%	17%	24%					
Never		17%	8%	8%					
Posters distributed							1285		
Posters distributed in schools and public places							120	14	

33. This time frame is mentioned for information purposes only, as the activities did not all start on the same date and did not all last the same length of time.

34. The percentage for "Continuation" indicates the number of individuals who completed the activity within the predetermined period.

6 BIBLIOGRAPHY

Besse, J.-M. *L'écrit, l'école et l'illettrisme*. Magnard, 1995.

Blain, F., et al. *Recherche exploratoire menée auprès des parents analphabètes*. Longueuil: Commission scolaire Jacques-Cartier, 1994.

Bronfenbrenner, U. *Two Worlds of Childhood: U.S. and U.S.S.R.* New York: Pocket Books, 1973.

_____. "Le modèle 'Processus-Personne-Contexte-Temps' dans la recherche en psychologie du développement : principes, applications et implications." In *Le modèle écologique dans l'étude du développement de l'enfant*. Edited by Réjean Tessier and George M. Tarabulsby. Sainte-Foy: Presse de l'Université du Québec: 1996.

Canada. Human Resources Development Canada and Statistics Canada. *Growing Up in Canada: National Longitudinal Survey of Children and Youth*. Ottawa: Government of Canada, 1996.

Chamberland, C. "Écologie et prévention : pertinence pour la santé communautaire." In *Le modèle écologique dans l'étude du développement de l'enfant*. Edited by Réjean Tessier and George M. Tarabulsby. Sainte-Foy: Presse de l'Université du Québec, 1996.

Chauveau, G., and E. Rogovas-Chauveau. *Les Chemins de l'écrit*. Magnard, 1994.

Giasson, J. *La lecture, de la théorie à la pratique*. Boucherville: Gaétan Morin, 1995.

Goldston, S. "Defining Primary Prevention: Primary Prevention of Psychopathology." Vol. 1, *The Issues*. G. Albee and J. Jeffee, eds. Hanover, New Hampshire: University Press of New England, 1977.

6 BIBLIOGRAPHY (Continued)

Groupe de Recherche en Intervention Précoce. *L'intervention précoce auprès de l'enfant à risque, de l'enfant ayant une déficience et de la famille : revue de littérature*. Vol. 3, Micro-analyse et synthèse : éléments de problématique. Université de Sherbrooke, 1991.

Lahire, B. *Tableaux de famille*. Édition Gallimard, Le Seuil, coll. Hautes études, 1995.

Mattingly, I. G. "Reading, the Linguistic Process, and Linguistic Awareness." In *Language by Ear and by Eye*. Edited by J. F. Kavanagh and I. G. Mattingly. Cambridge: M.I.T. Press, 1972.

Prêteur, Y., and B. Vial. "Rapports à l'écrit et à l'école de la famille et de l'enfant en 1^{re} année du cycle des apprentissages fondamentaux." In *L'illettrisme, de la prévention chez l'enfant aux stratégies de formation chez l'adulte*. Edited by C. Barré-De Miniac and B. Lété. Paris: De Boeck, 1997.

Québec. Ministère de la Culture et des Communications. *Le temps de lire, un art de vivre : politique de la lecture et du livre*. Gouvernement du Québec, 1998.

Terisse, B., G. Boutin, C. Pineault, and C. Polin. *Le projet d'intervention précoce : prévention des inadaptations scolaires et sociales, éducation compensatoire et stimulation précoce des enfants handicapés*, Fascicule 1 a. Montréal: Université du Québec à Montréal, 1983.

Tremblay, Hélène. *Preventing Illiteracy: Research, Reflections and Proposals for Action*. Québec: Direction de la formation générale des adultes, Ministère de l'Éducation du Québec, 1998.

Vachon, B. *Le développement local : théorie et pratique*. Boucherville: Gaétan Morin, 1993.

