

**QEF Final Project Report of  
Enhancing Parent-Child Communication through Dialogic Reading  
(Project number: 2012/0086)**

**Part One: Attainment of Objectives**

The project is regarded successful as it successfully met the goal and objectives that are stated in our project proposal. The main goal of this project is to identify improvement made in the parent-child relationship through dialogic reading (DR) strategies. To attain this goal, three objectives were identified:

**Table 1: Attainment of Objectives**

<b>Objective 1</b>	
To bridge the research gap in Western and local DR literature by studying the parent-child relationship before and after training and practice of the DR techniques	
Activities related to the objective	Development and publication of research papers related to DR.
Extent of attainment of the objective	100%
Evidence or indicators of having achieved the objective	<p>We found sufficient evidence that DR strategies can potentially improve the parent-child relationship whilst improving the language and communication proficiencies of students in the Hong Kong context. We are convinced that we have significantly advanced the DR literature because we explored the relational/affective component of DR – a component that has never been explored in the past.</p> <p>In addition to the experiment we did which resulted to two publishable papers (see attached report), our team has also successfully clarified the psychometric integrity of the two measurement tools – Parent-Child Relationship Inventory and Parental Stress Index (Short Form) – adapted in this project.</p>
Reasons for not being able to achieve the objective, if applicable	N.A.
<b>Objective statement 2</b>	
To verify if dialogic reading can help enhance parent-child relationship.	
Activities related to the objective	We conducted pretest-posttest experiment to verify if DR (intervention) can potentially improve parent-child relationships.
Extent of attainment of the objective	100%
Evidence or indicators of having achieved the objective	Specifically, to clarify if dialogic reading can help in enhancing the parent-child relationship, we used a stringent pretest-posttest experimental research design where our results suggest impressive improvement in the parent-child relationship. This claim is supported by significantly higher posttest scores on the following indicators: satisfaction with parenting, communication, autonomy

	and social desirability.
Reasons for not being able to achieve the objective, if applicable	N.A.
<b>Objective statement 3</b> To promote dialogic reading skills	
Activities related to the objective	Promoting DR to parents was accomplished through the three 2-hour (60 hours in total) parent-training workshops. The training provided to parents with interesting activities conglomerates to the attainment of the program objectives. Our team has introduced DR as an effective communication tool; we were able to provide parents with ideas which will enable them to establish good relationship with their children. We specifically highlighted the role of parents in the eventual social and personal development of their children.
Extent of attainment of the objective	<b>179%</b> We received <u>157 more parents</u> than planned in the proposal. Originally, it was expected that a maximum number of parents was 200. But because many parents showed interest in joining our project, we accepted 357 parents in our project.
Evidence or indicators of having achieved the objective	From the feedback, we strongly believe that the project is a welcome innovation for Hong Kong parents in improving their relationship with their children alongside improving language prowess. The resources were used effectively and the number of participants increased from 200 to 357 parents in the study. In spite of this, <u>additional individual consultation time</u> was suggested by parents which we also fulfilled. As observed by the workshop trainer and the frontline project staff, few participants had some initial concerns and would like to learn more about the practical use of the DR for the improvement of parent-child relationship. Hence, <u>we suggested for additional individual consultation time for similar projects in the future. To efficiently teach the parents to practice the DR, further training of school teachers is suggested, as they can serve as good trainers for parents and children in improving communication via DR strategies.</u>
Reasons for not being able to achieve the objective, if applicable	N.A.

In conclusion, this project as a whole is both practically and theoretically useful. It has been considered as a welcome addition to a host reading strategies in Hong Kong Primary Schools.

### **Part Two: Cost-effectiveness**

According to the classification of budget items in Schedule II of the Agreement, the project is very cost-effective. The evaluation is based on the utilization of available resources, unit cost per

beneficiary, sustainability of the learning programme and the materials developed (e.g., equipment, human resources of applicant school/participating school(s) venue, stationary, audio-video support of participating school and our unit. Besides, we also utilized recycled materials, e.g., toilet paper rolls, foam-made lunch boxes, paper boxes, and recycled papers. All these environmental-friendly strategies helped save our project resources.

In the proposal, we estimated that the unit cost for each beneficiary was HK\$1,270 (\$241,400 for 200 participants). The actual unit cost is now 50% lower (each beneficiary at \$686) because the number of beneficiaries was 342.

**Table 2: Budget Checklist**

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$178,920	\$178,920	0%
Service Cost	\$23,400	\$23,400	0%
Equipment	\$28,000	\$28,000	0%
General Expense	\$6,080	\$6,080	0%
Audit fee	\$5,000	\$5,000	0%
Total project budget	\$241,400	\$241,400	0%

### **Part Three: Deliverables and Modes of Dissemination**

There are four proposed deliverables of this project: publication, reports to participating organizations, media coverage, and a prototype of dialogic reading strategy.

**Table 3: Dissemination Value of Project Deliverables**

<b>Item 1</b>	
<b>Research paper 1</b>	
Item description (e.g. type, title, Quantity, etc.)	Research paper: "Enhancing Parent-Child Relationship through Dialogic Reading"
Evaluation of the quality and dissemination value of the item	The results of this study are worthwhile to be disseminated through oral presentations and publications to peer-referred journals. This is because in this paper we were able to argue that DR can potentially improve relational aspect in addition to the original conceptualization that the benefits of DR are limited to language and vocabulary development. To our knowledge, our study is the first to explore the affective dimension (i.e., relational) of DR.
Dissemination activities conducted (e.g. mode, date, etc.) and responses	Two research papers have been submitted to <a href="#">Journal of Child Psychology and Psychiatry</a> and <a href="#">Journal of Child Psychology and Psychiatry</a> - high impact journals. Paper submitted to <a href="#">Journal of Child Psychology and Psychiatry</a> is currently being reviewed while the second one is already published by <a href="#">Journal of Child Psychology and Psychiatry</a> (see paper attached and this link: <a href="#">http://www.wiley.com/doi/10.1111/jcpp.12111</a> )
Is it worthwhile and feasible	Yes. We suggest uploading the paper onto QEF's share sources

for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.	webpage.
<b>Item 2</b>	
<b>Research paper 2 [Additional]</b>	
Item description (e.g, type, title. Quantity, etc.)	The research paper : "Translation and Validation of the Chinese Version of Parent-Child Relationship Inventory"
Evaluation of the quality and dissemination value of the item	Translation and validation of instruments are critical issues in Psychometrics. We are convinced that our paper can help researchers and psychologists in the selection of psychometrically valid measures in the Chinese context. Because of this, we deemed it worthwhile to share the results of this study through publication in an international referred journal.
Dissemination activities conducted (e.g. mode, date, etc.) and responses	The paper has published by
Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.	Yes. We suggest uploading the paper onto QEF's share sources webpage.
<b>Item 3</b>	
<b>Report of the project to the participating schools</b>	
Item description (e.g, type, title. Quantity, etc.)	A summary of the research paper on Enhancing Parent-Child Relationship through Dialogic Reading <u>was given to the participating schools.</u>
Evaluation of the quality and dissemination value of the item	Disseminating the results to parents and teachers is a first step for them to understand the importance of DR in improving parent-child relationships. Our findings illuminate the potential efficacy of DR in inducing relational improvement. Hence, we believe that parents and teachers need to understand the interesting findings of the study.
Dissemination activities conducted (e.g. mode, date, etc.) and responses	Report has been sent to all participating schools via email/post.
Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.	Yes. We suggest uploading the paper onto QEF's share sources webpage.
<b>Item 4</b>	
<b>Prototype of Dialogic Reading</b>	
Item description (e.g, type, title. Quantity,	A handy printed guide for practicing dialogic reading with children for all participants. 400 pieces have been distributed to participants at



etc.)	July 2014.
Evaluation of the quality and dissemination value of the item	The prototype of DR is worth disseminating to parents so that they can have ready reference which they can use in the future. The prototype specifically details the steps and some of the key issues of dialogic reading. This can also be useful guide for parents to promote DR to parents who have not joined DR training.
Dissemination activities conducted (e.g. mode, date, etc.) and responses	Prototype with picture books has been disseminated to the participating schools. It appears that both the free picture books and prototype are well-received by parents. The prototype was found to be easy to understand which can easily be placed conspicuously on the wall.
Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.	Yes. We suggest uploading the paper onto QEF's share sources webpage.
<b>Item 5</b>	
<b>Media Coverage</b>	
Item description (e.g. type, title. Quantity, etc.)	Press release of "Dialogic Reading- improvement of parents and children communication" (對話式閱讀-促進及提昇親子溝通 in July 2014).
Evaluation of the quality and dissemination value of the item	Media coverage is important because the scope of those who can listen to the report is seemingly boundless. This can be a good medium within which parents from other places in Hong Kong can be educated.
Dissemination activities conducted (e.g. mode, date, etc.) and responses	Press release to education-related media, both print and electronic during the workshop training period. The participated parents welcome it and also some non-participants also interested to come and interested in the topic of dialogic reading.
Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.	Not applicable.
<b>Item 6</b>	
<b>Public library picture book booklist for participants</b>	
Item description (e.g. type, title. Quantity, etc.)	A list of suggested pictures books for parents and schools for practicing dialogic reading and quality parent-children communication has been produced.
Evaluation of the quality and dissemination value of the item	The list of story books is important to parents and schools particularly when they are preparing to practice the Dialogic Reading. Specifically, it is prepared to parents who may find it difficult to select good quality and suitable books for their children from public library or bookstores.
Dissemination activities conducted (e.g. mode,	The storybooks and suggested lists have been sent by emails to all teachers of the participating primary schools. They made copies

date, etc.) and responses	(either by hardcopies or softcopies) to parents during the training workshop period. Parents were glad to have the booklist because those who did not practice storytelling to children will use it as quick references for book selection in the future. For those parents who have already frequently practiced DR strategies with children, the list also provides them with wider array of book selection which they can try-out in the future.
Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.	Yes. We suggest uploading the paper onto QEF's share sources webpage.

### Part Five: Activity List

The following tasks were completed as stated on Part E (Study Schedule) of the proposal –

Table 5.1 - Study schedule

<u>Month</u>	<u>Stage</u>	<u>Activity Completed</u>	<u>Output</u>	<u>Weight (%)</u>
Jun 2013	One: Preparation	(1) Recruitment of parents through primary schools or community centers – Invitations were sent to all primary schools in Hong Kong and community centers in New Territories West, through email. We have received good responses: <u>a total of 8 schools with more than 400 parents showing interests to our programme within 2 weeks.</u> This response was very encouraging to us. However, due to limitation of resources in our planned budget, we can only accommodate <b>6 schools</b> and <b>357 parents</b> at most as our project participants.	Decided the participated schools  Set up the Training schedule	25%
		(2) Finalized the measurement tools.	Survey questionnaires preparation, including translation of the two questionnaires	

			(Parent-Child Relationship Inventory (PCRI), and Parent Stress Index - Short Form (PSI/SF) from English to Chinese which is more suitable for Chinese speaking Hong Kong parents.	
		(3) Finalized the list of children's picture books with famous authors. (4) Arranged the purchase of children's picture books from publishers/bookstores.	Storybooks are ready for the workshops	
		(5) Finalized list of children's books as reference list for parents	Book list is ready	
Sep 2013 - Jan 2014	Two: Data collection	(1) Completed pre-training self-report of PCRI and PSI/SF to collect benchmark score of parent-child relationship. (2) Held training workshops for parents (details refer to Table 1.2)	60 hours of parent training workshops	25%
		(3) Parents practiced dialogic reading for 3 months duration and completed the Reading Record.		
		(4) Completed the self-report PCRI and PSI/SF after 3 months of practice by parents	Data collection from parents, after then inputting data from the completed questionnaires for further analysis purpose	
Jan – Apr 2014	Three: Data analysis	Analyzed data	Data are ready for Statistical Analysis	25%
Apr – Jul 2014	Four: Dissemination of research	Research paper writing	2 research papers submitted to professional	6.25%

	result		journals under reviews	
		Dissemination of project is organized, prototype and certificates to parents to participants.	Prototype and Project certificate of participation for all participants	18.75%

The project was designed with four stages of equal workload distribution (1. Preparation, 2. Data collection - Training Workshops for parents, 3. Data analysis and 4. Dissemination of study results). At the interim reporting period, the first 3 stages were completed successfully, and before the end of final reporting period, the remaining four dissemination tasks were completed. The project was 100% completed.

**Table 5.2 - List of participated schools**

<u>Nature</u>	<u>Organization name</u>	<u>Workshop location</u>	<u>No. of participants</u>
School		Tin Shui Wai	22
School		Ma On Shan	49
School		Kowloon City	12
School		Kwai Chung	30
Parents-Teachers Association		CityU	224
School		ing Yi	20
Total number of participants:			<u>357</u>

**Table 5.3 - Feedback from participants**

In the post-intervention questionnaire, we had added a question asking parents' actual comments on using dialogic reading, below are the valuable feedbacks:

Q3.6 請分享你對「對話式閱讀」的意見。Please share your views on "Dialogic Reading".
用對話式閱讀的速度太慢, 與孩子對故事的好奇與追求呈相反效果. 有時小朋友會嫌對話阻礙了看故事的進度, 寧可不再對話或暫停對話. 故此, 整體感覺不太理想. (The speed of dialogic reading is too slow, which is an opposite of the child's speed. They are very curious and eager to know the story, so they are very speedy. Sometimes the child would pause and even stop a dialogue, as it blocks him from reading the book. So I feel not really like using this method.)
改善彼此相處的氣氛, 有助提高孩子對書本內容的興趣, 有助提高孩子對生字認識的興趣 (Improved communication atmosphere, helpful in increasing child's interest in content of the book, helpful in stimulating child's interest in learning vocabularies.)



由於我工作較忙碌, 因此較難定期與孩子實踐對話式閱讀, 但我十分認同此方式能有效提升親子間的溝通, 並讓我們對孩子有更深入的了解, 並從中拓展他們認知範疇

(Because I am rather busy at work, so it is quite hard for me to use dialogic reading regularly with my child. But I highly agree that this method can help enhancing communication between parents and children, and let us to have an in-depth understanding of the child, and, on the other hand, widen their knowledge base. )

我仍然維持一星期裡看多本中英文親子閱讀, 小女的成績是一般, 但仍希望堅持, 因為閱讀不但可增加識字量, 亦可訓練思維, 相信好一生受用

(I still keep reading many books, both Chinese and English, with my girl every week. My daughter's academic result is only fair, but I still hope to keep on, because through reading not only she can expand the vocabulary base, but can also trains her mind of thinking, which is useful for her whole life.)

增強親子關係的同時, 能令小朋友的表達能力提高

(Enhancing parent-child relationship, and at the same time, improving the child's expression ability.)

提醒我要與孩子一起閱讀方法, 這方法使孩子和我關係有進步密切起來. 孩子和我一家人也享受對話式閱讀的樂趣.

(Reminded me using this method to read with my child. This method improved relationship between me and my child, we become closer. The whole family enjoys the joy that brings from dialogic reading. )

回家試過後, 同意孩子對閱讀的反應比以前是較好, 較投入, 會發掘多一些問題. 可以作解釋. 大家話題是多一點.

(Tried at home. My child's response to reading improved, more involved. Will look for more topics to discuss. Can explain to the child, increase topics between us.)

對話式閱讀能增進親子的溝通讓父母打開孩子的心窗, 了解孩子內心世界. 但父母必須付出時間作故事前的預備, 如預先閱讀該圖書兩次, 準備問題及遊戲等. 上了小孩子因功課繁忙只能在假日才可進行這有趣的活動呢.

(Dialogic Reading can enhance parent-child communication, let parents open children's heart. understanding child's heart. But the parents must input time for preparation, like reading the picture books twice in advance, prepare questions and games, etc. So, dialogic reading could be done during weekends and holiday, especially during exam periods.)

Good programme. I can learn the reading technique reading with kids. Improved reading skill, e.g. How to raise questions to kids while reading.

這是一個很好的閱讀方式, 可從不同角度跟孩子閱讀和分享. 多謝介紹, 讓我們可以實踐. (This is a very good reading method, which could read and share with children from different angles. Thank you for introducing this to us, so that we can implement it.)

參加講座後, 加強了我講故事時的信心和技巧, 例如從故事中引發到彼此生活上的話題, 從而增加親子溝通. 現在女兒更加享受和我一起閱讀.

(The workshop has strengthened my confidence and skills in story-telling. For example, linking the

story to daily life topics of me and the child, which enhanced parent-child communication. My daughter now enjoy much more reading with me.)

I believe quite a number of parents thought the workshop focused on how to arouse children interests to read. And they later found out that the workshop indeed focuses on how to build up the relationship through reading together.

For children who like to read, the conversation may be done AFTER the reading. They do not like be disturbed during the reading.

The workshop, particular the last one (3rd one), has given me many ideas on how to use a book to create activities for children. Thanks very much for the workshop.

I'm very enjoying to read stories with my children. We always spent some time to read books everyday. And I think, this affect us to have good relationship during their childhoods. I do enjoy to have the program you prepared for us (the parents) and learnt something which are useful, however, sometimes i found it is quite difficult to use your method completely as it's really spending time. Anyway, thank you for your wondering sharing n teaching.

與孩子關係更密切。  
(Closer relationship with the child. )

繪本對年幼的孩子更合適。  
(Picture books are more suitable for young kids.)

It gives me better understanding of her ability and way of thinking and prompts me to think how to help her learn better.

The reading progame enhance our relationship

Useful

This is best practice for parents to spend time for discussion through the channel of reading story book together. Sometimes, they lack of patience to listen or think I am too long wired.

Enjoying and good time

對話式閱讀可以增進父母與子女的親情關係，以情景模式，深入主題，並能深入理解，達到理解效果。  
(Dialogic Reading can improved parent-child relationship. Through involving the child into scene of the story, could lead the child go in-depth the theme, so enhance his understanding.)

他會多聽我講故事，他自己只看圖片，不太喜歡文字。  
(He will now listen to me more when I am telling him the story. He used to look at the pictures on his own, and not like reading words.)

### **Part Six: Difficulties Encountered and Solutions Adopted**

To a greater extent, the project was completed with no missing items and over-budget. From the general results, we considered the project successful. However, during project implementation, we listened carefully to the parents' feedbacks on the concerns they encountered involving DR strategies we advocate in improving parent-child relationship which has both cognitive and affective benefits. We want to note that we had informal discussion about this with colleagues in our unit in City University of Hong Kong with the end of clarifying how to address some participants' concerns. We briefly enumerate these concerns and the discuss actions we did to lessen if not to totally eliminate these concerns.

Firstly, it is found that some parents did not have enough time to attend the continuous 3-day training workshops due to conflict in their own time schedules. We understand that parents have numerous tasks to perform hence this time concern was not unexpected. To attend to this, the trainer spent extra time and added some sessions, conducted telephone follow-up, to encourage participants to complete the reading activities we proposed.

Secondly, a number of parents found it difficult to the practice dialogic reading with children at home. We realized that this kind of case was related to their tight and busy schedule because parents have to spend on household duties. Because of this, parents expressed that their time was inadequate for advancing the preparation for each dialogic reading exercise planned for their children. On the other side, children were also had high pressure in handling homework, tests, examinations, and extra-curricular activities. This made them unable to invest enough time for dialogic reading even if many of them (including the parents) affirmed that Dialogic Reading method is a good way to improve parent-child communication both in terms improving relationships and cognitive development. It appears that parents and children were bounded by heavy workload required by schools. There was little room for them to have some enjoyment or relaxation which could have deepen or strengthen their relationship. With all these, it may be important to allot quality time for parent-child to bond together – a culture change we want to promote.

Thirdly, children are unique individuals and the difficulties they encountered are different. After each training workshop, parents were eager to solicit advice for individual private tutorials. As the numbers were quite huge, sometimes we need stay two hours longer than expected to attend to all parents' concerns about DR. Hence, we really suggest adding individual consultation hours for similar kind of projects in order to provide scaffold to the parents who are eager to improve their relationship with their children while improving the communication ability of their children.

In a nutshell, we considered all the concerns discussed above as normal course of events which can be remedied. While this training provided good results involving parents, we are optimistic that related training can also be extended to Hong Kong classroom teachers. While our project trainer was only available during the training period, she is certainly willing to provide assistance when needed by the parents and teachers as well. After the training, we realized that teachers, more that the trainer, are better middle persons to provide scaffold to parents on the dynamics of DR practices. The reason lies with the fact that teacher have constant contact with parents which allows them to know the parents better. Practically, parents can seek advice from teachers easily or have consultation time anytime in school. In fact, parents enjoyed the practice of DR at home with

children but admittedly, they need support to help them attend to the minor concerns on DR use. Parent-teacher partnership in improving parent-child relationship is important because of the frequency they have in dealing with children which enables them to understand their children more. It is recommended that a separate teacher-training project, perhaps as a follow-up new project in future, that can be provided to better help parents conduct DR procedures at home is a more organized and structured way.

#### List of Appendix

1. Deliverable 1 – Research paper 1
2. Deliverable 1 – Research paper 2
3. Booklist given to participants
4. PowerPoint slides of the training (1)
5. PowerPoint slides of the training (2)
6. Pre-training questionnaire
7. Post-training questionnaire
8. Dialogic Reading Parents Reading Record
9. Photos taken in the workshops
10. Prototype for teaching Dialogic Reading

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