

## **The Impact of a Dialogic Reading Intervention on Low Income Preschool Children's Knowledge of Emotional Vocabulary and Emotion Causes**

Not all young children come to kindergarten equally prepared to succeed; children from low socioeconomic backgrounds and children with poor social emotional skills are at particular risk for less than optimal developmental outcomes. This project addresses this problem by evaluating the impact of a social emotional intervention on high risk preschool children's knowledge of emotion vocabulary and causes, important components of social-emotional competence.

**The Intervention:** The proposed project evaluates the impact of an innovative, interactive reading intervention on low income preschool children's emotion-related knowledge, and assesses the importance of different components of the intervention. The proposed project, which uses high quality illustrated trade books, is designed to be used classroom-wide with whole groups of children. Our long-term goal is to develop a full program of scripted dialogic reading which can be used with ease by preschool teachers to support preschoolers' growth in additional language-based areas of social-emotional competence, including social problem-solving, expressing needs and desires, joining play, and speaking assertively.

### **Research Questions to Be Addressed:**

1. Do children who experience the EVDR (Emotion Vocabulary/Dialogic Reading) Intervention show greater growth in their emotion vocabulary and identification compared to children who experience a book-reading only intervention and children who experience no intervention?
2. Do children who experience the EVDR Intervention show greater growth in their ability to identify emotions likely to be present in various situational contexts (knowledge of emotion causes) compared to children who experience a book-reading only intervention and children who experience no intervention?
3. Are effects of the EVDR Intervention moderated by children's initial emotion vocabulary score, initial knowledge of emotion causes, general receptive language score, age, gender, and status as a dual language learner?
4. How do preschool teachers and children respond to the EVDR Intervention?
5. During the EVDR Intervention, what are the processes that engage children in attending to and actively participating in the intervention?
6. What are teachers' perspectives of the practicality, acceptability and benefits of the Intervention?