



Research and Evaluation : How do Mother Goose Programs™ Meet Children’s Early Learning Needs?

Mother Goose Programs™ enhance the development, self-esteem, and success of children by building the skills and confidence of parents, librarians, child-care providers, and other educators. They give parents, librarians, and early childhood educators, picture books, training, and activity guides that transform the act of reading to children into a multidimensional and powerful learning experience.

WHAT THE RESEARCH SHOWS	SUMMARY OF THE RESEARCH	MGP MEETS THE NEED	MGP RESEARCH & EVALUATION
<p>Intentional, frequent and sustained conversation among adults and children is a powerful predictor of language development and reading success.</p> <p>Snow, Catherine, et al. Preventing Reading Difficulties in Young Children, National Academy Press, Washington, DC, 1998.</p>	<p>Children benefit from having conversations with adults in the home.</p>	<p>MGP for families encourage conversation.</p>	<p>In a summative evaluation of a MGP for families, researchers found that the program supported conversation in the home: of 376 parents or grandparents interviewed, 58% reported having “frequent” conversations about books, program activities, or both.</p> <p>Mother Goose Asks "Why?" Summative Evaluation, Learning Innovations at WestEd, Stoneham, MA 2001.</p>
<p>The amount of conversation children have with adults directly affects how well they develop thinking skills and build vocabulary.</p> <p>Snow, Catherine, et al. Preventing Reading Difficulties in Young Children, National Academy Press, Washington, DC, 1998.</p>	<p>Thinking skills and vocabulary depend on the quality and quantity of conversations with adults.</p>	<p>MGP for child care and community encourage problem solving and conversation.</p>	<p>”MGP professional development materials and training approaches emphasize children's increasing abilities to attend to and understand conversations, stories, songs, and poems. There are activities with simple and multiple step directions. Increasingly complex and varied vocabulary is introduced throughout the math and science activities.”</p> <p>Mother Goose Evaluation, III-18. RMC Research Corp., Denver, CO 2001.</p>
<p>Low-income children are exposed to significantly less vocabulary than high-income children.</p> <p>Hart, B. and Risley, T.R. Meaningful Differences in the Everyday Experiences of Young Children. Paul H. Brookes Publishing Co., Baltimore, 1995.</p>	<p>Children succeed when exposed to sophisticated vocabulary.</p>	<p>MGP for child care and community introduce increasingly complex and varied vocabulary.</p>	<p>”MGP professional development materials and training approaches emphasize children's increasing abilities to attend to and understand conversations, stories, songs, and poems. There are activities with simple and multiple step directions. Increasingly complex and varied vocabulary is introduced throughout the math and science activities.”</p> <p>Mother Goose Evaluation, III-18. RMC Research Corp., Denver, CO 2001</p>

<p>Parent and preschooler book reading is related to language growth, emergent literacy and reading achievement including knowledge about print, letters and the characteristics of written language.</p> <p>Burgess, JC. "The Effects of a Training Program for Parents of Preschoolers on the Children's School Readiness." Reading Improvement, 19(4):313-318 and Clay, 1979; Feitelson and Goldstein, 1986; Purcell-Gates, 1988.</p> <p>Book reading is as strong a predictor of reading achievement as is phonemic awareness.</p> <p>Bus, Adriana and Marinus van Ijzendoorn. "Joint Book Reading Makes for Success in Learning to Read." Review of Educational Research, Spring 1995, vol. 65, no. 1, pp. 1-21.</p> <p>Children acquire specific new vocabulary in the context of shared book reading.</p> <p>Whitehurst, Grover, et al. "A Picture Book Reading intervention in Day Care and home for Children from low-income Families." Developmental Psychology, September 1994, vol. 30, no. 5, pp. 679-89.</p> <p>It is important for children to have lots and lots of books read to them, to understand that text moves across a page from left to right and that pictures are connected to print.</p> <p>Morrow, Lesley Mandel et al. "Effects of a Story Reading Program on the Literacy Development of At-Risk Kindergarten Children." Journal of Reading Behavior, 22(3): 255-75, 1990.</p> <p>For low-income children at age four, the quality of group book reading experiences was found to be correlated with kindergarten language and literacy measures.</p> <p>Dickinson and Smith. "Long term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension." Reading Research Quarterly, 29(2):104-122, 1994.</p>	<p>Children, from birth on, benefit from having picture books read to them regularly.</p>	<p>MGP for child care and community and MGP for families encourage book reading.</p>	<p>"Childcare providers are given activities to help children develop increasing awareness of print and concepts of print, such as that reading in English moves from top to bottom and left to right, that speech can be written down, and that print conveys a message. Providers are encouraged to show children the relationship between spoken and written words by following print as it is read aloud, pointing to words, for example, as they are being read."</p> <p>Mother Goose Evaluation, III-18. RMC Research Corp., Denver, CO 2001.</p> <p>"In a summative evaluation of a MGP for families, researchers found that the program encouraged book reading: of 376 parents or grandparents interviewed, 97% reported having read several of the books to their children."</p> <p>Mother Goose Asks "Why?" Summative Evaluation, Learning Innovations at WestEd, Stoneham, MA 2001.</p>
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<p>Many studies have established that high-quality early care and education lay the foundation for children’s school success by enhancing cognitive and language development as well as social and emotional competence</p> <p>(U.S. Department of Education. Start Early, Finish Strong: How to Help Every Child Become a Reader, 1999).</p>	<p>Children are more successful when exposed to cognitively challenging experiences.</p>	<p>MGP for child care and community and MGP for families provide activities that encourage problem solving and cognitive and language development.</p>	<p>"In a summative evaluation of a MGP for families, researchers found that the program encourages program activities in the home: of 376 parents or grandparents interviewed, 92% reported having tried program activities with their children."</p> <p>Mother Goose Asks "Why?" Summative Evaluation, Learning Innovations at WestEd, Stoneham, MA 2001.</p> <p>Participants in the professional development courses apply what they learned in the training and used nearly three times as many math and science investigations in their daily work with children that they had before they attended the training.</p> <p>Mother Goose Evaluation, III-18. RMC Research Corp., Denver, CO 2001.</p> <p>Children whose providers implemented the curriculum with high frequency performed statistically significantly better than children of providers who did not implement with high frequency or than children of providers who did not participate in the training.</p> <p>Mother Goose Evaluation, III-18. RMC Research Corp., Denver, CO 2001.</p> <p>"Those who participated in the Mother Goose Cares about Social Studies training sessions also demonstrated statistically significant increases in their frequency of implementing social studies standards. Their confidence in introducing social studies, social emotional development, and literacy and language activities also dramatically increased over time."</p> <p>Mother Goose Programs Evaluation, III-75. RMC Research Corp., Denver, CO June 2003.</p>

<p>Contemporary research has shown that young children capable of learning scientific skills at a very young age.</p> <p>Oakes, Jeannie, et al. <i>Multiplying Inequalities: The Effects of Race, Social Class, and Tracking on Opportunities to Learn Mathematics and Science</i>. Rand Corporation 1990</p> <hr/> <p>Young children are sophisticated mathematical thinkers.</p> <p>Geary, David C.. "Reflections of Evolution and Culture in Children's Cognition: Implications for Mathematical Development and Instruction." <i>American Psychologist</i>; v50 n1 p24-27 Jan 1995.</p>	<p>Young children are capable of learning mathematic and science skills at a very young age.</p>	<p>MGP for child care and community and MGP for families encourage the development of mathematics and science skills through the use of activities.</p>	<p>Providers who participated in Mother Goose Cares About Math and Science introduced 3 times as many science activities than before the took the program.</p> <p>RMC Research Corp., Denver, CO 2002.</p> <hr/> <p>Mother Goose Asks "Why?" encourages science activities: of 376 parents or grandparents interviewed, 92% reported having tried science activities with their children.</p> <p>WestEd, Stoneham, MA 2001.</p> <hr/> <p>Children whose providers frequently implemented (twice a week or more) the Mother Goose Cares About Math and Science curriculum showed statistically significant differences from comparison groups on knowledge of science process and math skills.</p> <p>RMC Research Corp., Denver, CO 2002.</p>
<p>Direct instruction of emergent literacy skills and knowledge can be successfully incorporated into childcare settings.</p> <p>Whitehurst, Grover J. et al. "A Picture Book Reading Intervention in Day Care and Home for Children from Low-Income Families." <i>Developmental Psychology</i>; v30 n5 p679-89 September, 1994.</p> <hr/> <p>Young children learn most effectively when they are engaged in interaction rather than in merely receptive or passive activities.</p> <p>Wood, E. and Bennett, N. "Progression and continuity in childhood education: Tensions and contradictions." <i>International Journal of Early Years Education</i>, 7(1), 5-16, March 1999.</p>	<p>Children are more successful when exposed to stimulating and developmentally appropriate early childhood education settings that promote literacy.</p>	<p>MGP for child care and community provide children with activities that get them involved in listening to and discussing books.</p>	<p>"Children are encouraged through the MGP activities to represent stories and experiences through pictures, dictation, and play, and to experiment with a variety of writing implements such as pencils, crayons, and computers." <i>Mother Goose Evaluation</i>, III-18.</p> <p>RMC Research Corp., Denver, CO 2001.</p> <hr/> <p>"MGP fosters the interest and involvement of children in listening to and discussing a variety of picture, fiction and non-fiction books. There are multiple activities to help children develop a growing interest in reading-related activities based on stories, and promoting the engagement of pretend-reading with other children. Book handling activities, such as knowing to view one page at a time and in sequence from front to back, and understanding that a book has a title, author, and illustrator are consistently demonstrated and emphasized in the training. "</p> <p><i>Mother Goose Evaluation</i>, III-18. RMC Research Corp., Denver, CO 2001.</p>