

TRAINING AND MENTORING CHILDCARE PROVIDERS IN STORY SHARING:
EFFECTS ON VOCABULARY AND STORY RETELLING FOR FOUR-YEAR OLDS,
AND STORY SHARING BEHAVIORS OF CHILDCARE PROVIDERS by JODY L.
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ABSTRACT

Training and mentoring childcare providers in story sharing: Effects on vocabulary and story retelling for four-year olds, and story sharing behaviors of childcare providers. (Under the direction of Barbara Fox.) This research examined the effects of story sharing training and mentoring on receptive and expressive vocabulary, and story retelling of 121 four-year old participants. Also examined were the effects of a 6-week intervention on story sharing behaviors of 18 childcare providers. Under investigation was the Motherhead model of story sharing training and mentoring. This model includes on-the-job mentoring with modeling and feedback. Four dependent variables were examined (a) receptive vocabulary test scores of children, as measured by the Peabody Picture Vocabulary Test Revised (PPVTR, Dunn & Dunn, 1981), (b) expressive vocabulary test scores of children, as measured by the Expressive One-Word Picture Vocabulary Test (EOWPVT, Gardner, 1990), (c) story retelling scores of children, as measured by a retelling rubric, and (d) story reading behaviors of childcare providers, as measured by the Teacher Literacy Behavior Observational Checklist (TLBOC, Motherhead, Inc., 2003). The independent variable was the training and mentoring intervention for childcare provider participants. Data were analyzed to examine differences between training and mentoring (TM) and no training and no mentoring (NTM) groups, for each outcome measure.

Analysis of covariance (ANCOVA) showed that the TM group significantly outperformed the NTM on expressive vocabulary. Data submitted to a t-test showed a highly significant difference among gain scores for children in the TM and NTM groups on the retelling rubric. Analysis of variance (ANOVA) revealed a highly significant difference between the groups on the posttest measure for story reading behaviors of childcare providers. No significant difference was found between groups for receptive vocabulary. Implications for instruction and further research are discussed.

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