



**DEADLY HOME READING: ENABLING CHILDREN'S ORAL
LANGUAGE, LITERACY AND WELLBEING**

APPLICATION NUMBER: (2022-2621HI)

PRINCIPAL INVESTIGATOR: Professor Rhonda Craven

PARTICIPANT INFORMATION

Dear Parent/Guardian,

You are invited to participate in the research project described below.

What is the reason for this project?

Wonnarua Nation Aboriginal Corporation (WNAC) has partnered with the Institute for Positive Psychology and Education (IPPE), Australian Catholic University (ACU), to implement a shared home reading program called Deadly Home Reading, for Indigenous students and their parents/carers to enhance literacy and the well-being of children in the Wonnarua region.

As literacy directly affects children's self-concept, motivation, and emotions in school life and beyond, building early literacy skills promotes academic success and children's well-being (ACARA, 2017), which is fundamental to seizing life's opportunities and reaching full human potential. We strive to address these Indigenous community-identified needs to enable parents/carers to implement Deadly Home Reading to enable Wonnarua children to not just succeed in literacy and life but thrive and flourish.

Who can take part in the project?

We are inviting Indigenous school children in Kindergarten to Year 2 to take part.

What does our home reading program involve?

Parent and student home reading – up to 20-weeks

- **Group 1** parents attend some training sessions.
- Group 1 - Program Group:
- 3 x 20-minute session of shared reading activities with your child:
 - 10-minutes shared reading of a book; and
 - 10-minutes shared reading using online decodable readers.
- **Group 2** - Waitlist Control Group receive both recorded training and 20-week access to reading materials at the end of the program.

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Follow up (Group 1 & 2)

- Provide child's school grades in literacy (reading, English), other school subjects over a 1-year period of the intervention.
- Child takes part in data collection to assess impact of shared reading on literacy at 3 time points by answering survey questions verbally.
- Fortnightly 20-min online chat for parents/carers with a research team member to discuss progress and opportunity to raise questions.
- **Group 1 only:** invited to participate in 1 x 60-minute interview/focus group at the conclusion of the study.

The program will be delivered at home, outside of school hours with parent and child engaged in shared reading activities. We will track student performance by collecting school reports in areas of literacy, reading, comprehension and school attendance, short literacy exercises and answering survey questions verbally at three time points. This is to gauge your child's oral reading interest, reading self-concept, motivation, emotion, school engagement and belonging. This will be administered by the research team:

1. Before the program (T1), last school (or preschool) report at this time point.
2. In the middle of the program (T2), and
3. At the end of the program (T3).

Please note, information collected will remain strictly confidential and only for the purposes of data, it will not be regarded in any judgmental way.

We will measure the long-term effects of the Deadly Home Reading intervention with 100 Indigenous Kindergarten – Year 2 students. Each participant **randomly** assigned to one of two groups:

Group 1: Intervention Group

- Receive access to home reading resources and research program.

Group 2: A 'waitlist control' group

- Continue regular home reading with existing resources in the home in 2024.
- Dec 2024, receive both recorded training and access to reading materials.

What will I be asked to do and how much time will it take?

*If your child is assigned to **group 1** you and your child's involvement will include:*

Your child

- Complete 3 x weekly 20-minute shared reading activities at home with parent.
- Take part in 3 points of data collection answering survey questions verbally and participate in short literacy/reading exercises; (approx. 45 mins each) to assess impact of the program on reading, literacy self-concept child's reading awareness, enthusiasm towards literature and reading, self-esteem towards reading at week 0, in the middle and at conclusion of the week program;
- Participate in 1 x 60-minute informal interview/focus group at the conclusion of the study to discuss their experience of the shared reading practice. The interviews will be audio recorded, de-identified and stored securely.

Parent

- Attend parent training sessions at beginning of the program (either face-to face or online);
- Receive access to home reading resources and the online research program;
- Complete 3 x weekly 20-minute shared reading activities at home with child;
- Fortnightly 15-minute online chat with a research team member to discuss progress and opportunity to raise questions;
- Participate in providing data, which is providing child's latest full school reports at three scheduled time points throughout 2024: week 0, middle week and at conclusion of the program.
- Participate in 1 x 60-minute informal interview/focus group at the conclusion of the study to discuss their experience of the shared reading practice. The interviews will be audio recorded, de-identified and stored securely.
- Technical support will be provided to families during the program if required.

*If your child is assigned to **group 2** you and your child's involvement will include:*

Your child

- Continue regular home shared reading with existing resources in the home;
- Take part in 3 points of data collection of answering survey questions verbally, short literacy/reading exercises. Same as group 1. It will be approximately 45 mins each session. The purpose is to assess reading, literacy self-concept child's reading awareness, enthusiasm towards literature and reading, self-esteem towards reading at week 0, middle week and at conclusion of the program;
- Be given access to learning resources at the end of the program.

Parent

- Continue shared home reading practices you currently have with your child;
- Participate in providing data, which is providing child's latest full school reports at three scheduled time points throughout 2024: week 0, middle week and at conclusion of the program.
- A fortnightly 15-minute online chat with a research team member to raise any questions.
- Receive both recorded training and access to reading materials at the end of the program in Dec 2023 and
- Technical support will be provided to families if required.



What are the benefits of the research project?

Participation in the project has the potential to enable Indigenous children to get the best start to life by empowering parents and carers to enable children's oral language and reading skills, and their reading self-concept and motivation, which are fundamental for children to get the most out of school and life. Both group 1 and group 2 will receive the benefit of the research designed reading resources and activities.

This research expects to see the following benefits in group 1 and group 2:

- Improved literacy achievements.
- Improved literacy self-belief motivation, school grades, school attendance, school belonging and engagement.
- Contribution to a project that can benefit other Aboriginal communities.
- Increased interactions and relationship building with other Aboriginal youth.

Are there any risks associated with participating in this project?

Suitable reading materials for children in kindergarten have been designed by an early intervention specialist, making the program engaging and enjoyable using research-based techniques to build positive emotions and motivation for learning. The program will commence once group 1 participating parents attend the training.

There is a low risk that students may become disengaged or frustrated during activities. We have prepared a plan to mitigate risk to students which is attached to the back of this letter to overcome the natural fluctuation of a child's willingness to focus or participate over time.

There is a low risk that during the study, parents may find themselves reflecting on the child's behaviours, parenting approach and/or home life which may cause distress. Regular fortnightly calls will be conducted by the research team with families to provide a safe and confidential space for parents/carers to discuss progress and challenges as they arise. Should participants feel distressed at any time while participating, advice can be sought from an appropriately qualified counsellor referred by the research team. All participants can withdraw from the study anytime without consequence.

Ms Hasret Mehmedali

Research Project Coordinator, ACU Telephone: +612 9465 9577 Email: hasret.mehmedali@acu.edu.au

Aboriginal Education Consultative Group Member Telephone: 02 9550 5666

Kids Helpline 1800 551 800 **Lifeline** 13 11 14

Will we be reimbursed for our time?

Group 1 & 2: Students will be reimbursed with a \$20 online gift voucher for participation at each of the 3 data collection points. A further \$20 will be offered to families should they participate in all requirements of the research i.e. 3 data collection points. Group 1 only: Students and parents will be required to take part in the interviews/focus groups at the conclusion of the project and will be given a \$50 gift voucher to reimburse them for their time and contribution to the focus group discussion.

Can I withdraw from the study?

Participation in this study is completely voluntary. You are not under any obligation to participate. If you agree to participate, you can withdraw from the study at any time without adverse consequences. Please note, should you withdraw your child's participation in the program, progress data already collected will not be able to be withdrawn. This is because data is entered using a randomly generated code for each participant and we will not be able to identify which responses belong to your child

Anonymity and storage of data

All data will be de-identified by a Research team member prior to analysis by a research data analyst, who will never know individual identities. Results will be reported in group form only. This means that any publication from this project will never report individual results or reveal identities. Electronic data will be stored in a secured drive with password-protected documents, and all other paper data will be kept in a locked filing cabinet, accessible only to the university researchers in this study. In accordance with ACU policy and the NSW Government State Records Authority, data will be stored securely for a minimum of 5 years.



Who will know the results of this data?

All results will be aggregated and never reported in individual form. Child and parent's will not be named in any publications. All identifying information will be removed from reports to protect the identities of participants. The results of the study will be reported back to your community by way of report. The group level results of the study may be disseminated in other academic and practitioner circles and in peer-reviewed literature. De-identified data may be provided to fellow researchers to conduct or compliment further research, following all appropriate privacy and ethical requirements. All research team members who will be handling de-identified data will be mandated to hold a NSW working with children check.

Who do I contact if I have questions about the project?

Ms Hasret Mehmedali, Research Project Coordinator would be happy to assist should you have any questions (hasret.mehmedali@acu.edu.au).

What if I have a complaint or any concerns?

The study has been reviewed by the Human Research Ethics Committee at Australian Catholic University review number: 2022-2621HI. If you have any complaints or concerns about the conduct of the project, you may write to the

Manager of the Human Research Ethics and Integrity Committee care of the Office of the Deputy Vice Chancellor (Research),
Manager, Ethics and Integrity
c/o Office of the Deputy Vice Chancellor (Research) Australian Catholic University
North Sydney Campus, PO Box 968
NORTH SYDNEY, NSW 2059 Ph: 02 9739 2519 Fax: 02 9739 2870 Email: resethics.manager@acu.edu.au

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

We want to participate! How do we sign up?

If you and your children are happy to participate, please complete the attached online consent form. Yours

Sincerely,

Professor Rhonda Craven on behalf of her Research Team

Director of the Institute for Positive Psychology and Education, Australian Catholic University

Professor Rhonda Craven Australian Catholic University
Professor Alexander Yeung Australian Catholic University
Professor Elizabeth McKinley University of Melbourne
Professor Ruth Wallace Charles Darwin University
Professor Karen Turner University of Queensland
Professor Reinhard Pekrun Australian Catholic University
Dr Kim Rowston Australian Catholic University
Mr. Laurie Perry Wonnarua Nation Aboriginal Corporation

Professor Janet Mooney Australian Catholic University
Associate Professor Jiesi Guo Australian Catholic University
Dr Jennifer Anne McMullan Australian Catholic University
Dr Georgia Durmush Australian Catholic University
Mr. James Wilson-Miller Wonnarua Nation Aboriginal Corporation
Dr Ingrid A. Willenberg Australian Education Research Organisation (AERO)
Dr Therese Barrington Australian Catholic University
Mr. Christopher Duncan Australian Catholic University

Please retain a copy of this information letter