

Lannin, Carol, 2005, *A Reading Intervention Project in a School Designated as Disadvantaged. A Study of the Effects on Parents' Perception of their Role in their Children's Education and on Children's Reading Attainment*

ABSTRACT OF DISSERTATION

This dissertation set out to assess the impact of a reading intervention project on parents' perception of their role in their children's education and on children's reading attainment. It sought to measure the effects of the intervention on the concept of partnership with parents as an effective means of enhancing children's educational outcomes. The impetus for this study arises from the writer's interest in addressing educational disadvantage through structures for building partnership with parents.

The project is set in a primary school, designated as disadvantaged, in Cork city. The rationale for the Home/School/Community Liaison Scheme and its operation in the school is identified. A review of literature pertaining to educational disadvantage is presented. The impact of socioeconomic status on educational outcomes is considered. The concept of parental partnership and the effects of home environment on acquisition of literacy skills are analysed. An overview is provided of three studies of parental involvement in reading: the Haringey Reading Project and two projects undertaken in the same school in which the present study is situated.

A questionnaire was administered to parents of the children involved and six semi-structured interviews were conducted. Children's oral language attainment and reading gains were assessed by means of two standardised tests in each area. The findings of the survey and test results were presented and analysed. The author concluded from the findings of the survey that the intervention project had a positive impact on parents' perception of their role in their children's education and on children's reading attainment. Based on the findings of the study, some recommendations are made for educational practice and for further research.