

## ABSTRACT

### BEFORE-SCHOOL HOME LITERACY ENVIRONMENTS AND ACQUISITION OF LITERACY SKILLS REGARDING STUDENTS WHO ARE DEAF

In 2005, California Standardized Testing and Reporting (STAR) Program revealed test results for students statewide. Of the 1,877 students who were identified as deaf, only 7.7% scored at a proficient or advanced level, while 55% scored far below basic on the California Standards Test (CST) in English Language Arts in 2005. Using a survey research design, this study surveyed parents of 33 child participants who were deaf and who scored proficient or advanced on the CST in English Language Arts and observed patterns regarding before-school home literacy environmental factors. Researchers found that parents showed a tendency to provide their child with an environment rich in print, started frequent and routine shared storybook reading with their child at an early age, and allowed for many opportunities (i.e., daily routines, activities, and trips within and outside the community) where their child could gain experiences that build background knowledge.

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