TITLE:

Home Literacy Environment of Children of Different Lingual-Cognitive Profiles

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ABSTRACT:

The thesis deals with the home literacy environment of 87 Slovak speaking children (41 with typical language development, 31 SLI children and 15 children at family risk of dyslexia) at the age of 5 to 7 years and their parents. Their home environment was monitored by means of questionnaires while their abilities were studied via a test battery. The aim of the study was to describe the home literacy environment of the two groups of children at risk of dyslexia as indicated by their linguistic-cognitive profiles. The data show that both at risk groups of children live in a poorer literacy environment and that their parents perform less direct literacy activities then those in the control group. The caregivers' daily hassles in families with dyslexia were affected by their own ADHD. The richness of the literacy environment of both clinical groups correlates with children´s phonological awareness and in families with dyslexia with children's reading and writing performance. At the end of the first grade, poor readers of all three groups lag behind in language, phonology and literacy skills. They show emotional and social problems. Their home literacy environment is poorer and their mothers have a lower educational and employment status. The study shows the

important role the home literacy environment plays in the development of reading and writing skills in children at risk of dyslexia.

KEY WORDS:

Home literacy environment, early literacy, dyslexia, SLI