

Propositions accompanying the dissertation:

## **EFFECTS OF FAMILY LITERACY PROGRAMS**

### **The role of implementation quality**

1. In family literacy programs, opening the black box of implementation quality can be like opening Pandora's Box (this dissertation).
2. Implementation quality of family literacy programs is promoted by attention to the 'fit' between the host-setting (schools and teachers for example), the program, and participating parents (this dissertation).
3. 'Prompting boards' are promising activities for early literacy interventions because they stimulate highly abstract parent-child discussions (this dissertation).
4. Stimulating higher level parent-child interactions during prompting board activities is more beneficial for children's literacy development than stimulating such interactions during shared reading (this dissertation).
5. A highly diverse target group of parents makes it impossible for a single trainer to provide adequate, differentiated support during delivery of a family literacy program (this dissertation).
6. Research should focus on the role of families' home languages in family literacy programs and how these can be used to improve implementation quality and program effects.
7. Improving the fit between a program and target group requires involving members of the target group in program development.
8. To improve efficiency in scientific research, scholars from various fields could share samples for intervention studies by making the control-group the experimental group of another study and vice versa.
9. "What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child." (George Bernard Shaw)
10. "The teacher who is indeed wise does not bid you to enter the house of wisdom but rather leads you to the threshold of your mind." (Kahlil Gibran)
11. The frequency of reading to a three months old baby is highly predictive of the quality of interaction when reading to a nine-month-old.