

## **Abstract**

The current study explored whether an intervention program on shared book reading for mothers from a low SES will promote mothers' mediation and children's understanding of a story's cognitive and socio-emotional aspects. The program was implemented using a hybrid approach, which included face-to-face training as well as distance training via presentations and videos. We hypothesized that: (1) mothers from the intervention group will demonstrate a significant improvement in the number of discourse units during mediation compared to mothers from the control group; (2) mothers from the intervention group will show a greater improvement in how they relate to socio-emotional aspects (behavior regulation, encouragement, and excitement), and cognitive aspects (initiation, focus, and elaboration) compared to mothers from the control group; (3) children from the intervention group will show a better understanding of the story's cognitive and socio-emotional aspects following the Intervention compared to the control group; and, (4) the improvement in maternal mediation will be associated with children's story understanding, and this association will be stronger in the intervention group compared to the control group.

Participants in the study were 49 mothers from a low SES and their 3- to 5-year-old children. They were randomly assigned to intervention or control groups. Prior to the intervention, all the mothers and children were videorecorded during a shared book reading activity. After this, they received the book to read at home. Mothers completed a background information questionnaire that was sent digitally. During the intervention stage, only the intervention group received training for book reading, which took place over three weeks. In the first week, the researcher met face-to-face with each mother, and presented the importance of shared reading for promoting children's language, understanding of the story plot, and understanding of socio-emotional aspects. In the next two weeks, mothers received a presentation and animated video via WhatsApp, which demonstrated and supported the training that was presented. The control group received a reminder via WhatsApp once each week for three weeks, which recommended that they read the book they received to their child three times per week. Following the intervention phase, mothers and children were recorded reading the same book that they read prior to the intervention, and the children were assessed in their understanding of the story, with a focus on cognitive and socio-emotional aspects.

Results showed that mothers in the intervention group demonstrated a large improvement in the number of discourse units that took place during the shared reading, and

in relation to cognitive and socio-emotional aspects compared to mothers in the control group. Additionally, children of mothers in the intervention group demonstrated a better understanding of the story's cognitive and socio-emotional aspects following the intervention compared to children of mothers in the control group. Regression analyses demonstrated that the level of improvement in maternal mediation did not contribute to children's story understanding. Family SES and participation in the intervention group contributed to an improvement in children's understanding of the story's cognitive and socio-emotional aspects. The discussion delves into the study's results and limitations, and presents potential future research and educational implications.