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**HOPE**  
Habitat Outreach for Professionals in Education

**Bringing Literacy to the Table: Using Books in Therapy**  
HOPE Specialist: Ashley S. Garber MS CCC-SLP, Cert AVT

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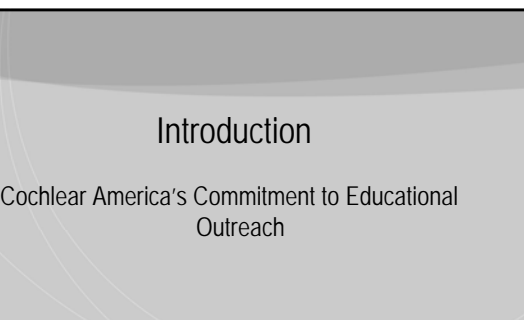
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## Introduction

Cochlear America's Commitment to Educational Outreach



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## Our Presenter

Ashley S. Garber, MS CCC-SLP, Cert AVT

- Private practitioner specializing in auditory verbal therapy and aural habilitation services
- Over 12 years of experience with children and adults with hearing-impairment and cochlear implants in a variety of settings



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## Agenda

- Precursors to Literacy
- Preschoolers
  - Modeling Strategies for Parents
  - Integrated Auditory Activities
  - Instead of Books
- Older Children
  - Reading Tracking
  - Comprehension and Retelling
  - Instead of Books
- Summary and Discussion

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## Precursors to Literacy

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## Books Build Language, Language Builds Reading Skill

- Language Comprehension involves
  - World knowledge
  - Understanding of time, sequence of events
  - Understanding causal relationships
  - Ability to make inferences, predictions
  - Taking another's point of view
  - Vocabulary
- From a very young age, picture books are an aid to building these skills; as language grows these skills perpetuate to promote reading comprehension

For more on this, see archived session *Literacy for Littles*



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## Preschoolers



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## How Can We Use Books?

- Model for Parents
  - "Book Sharing" for sharing sake
  - Strategies for Read-Alouds
- Follow with play to reinforce concepts
  - Integrate auditory activities with text of book
- What can we use instead of stories?
  - Wordless books
  - Blank books
  - Experience books



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## Model for Parents

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## Preconceived Notions

- “When did you start reading with your baby?”
  - Often, parents are uncomfortable reading with very small children
  - Many believe that reading with their child is important only as it becomes time for their child to learn to read
- “If you’re not going to listen, I’m not going to read”
  - The overarching assumption is that reading must be done word for word and in a fairly structured way
  - It is presumed that a child must already understand all of the language that is available in a book before it is shared

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## Begin with Book Sharing

- Use the first time a child is introduced to a particular book to “share” it at his pace
- Model these strategies for parents:
  - Read the title of the book and guess what the book might be about based on the title and the cover
  - Let the child control the pace of the activity; don’t worry about “reading” the text or even looking at every page
  - Describe pictures and interesting details; avoid testing questions
  - Make comments to encourage discussion, (e.g. “The bear is playing with his toes”)
  - Use an animated voice to engage the child
  - Make connections between the new book and the child’s experiences or other books that have been read

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## Facilitating Read Aloud Behaviors

- As with book sharing, using an animated voice will help to maintain the child's interest
- Emphasize through example that it is okay to stray from text to comment on pictures and entertain discussion or questions from the child
- Help parents to determine the best times of their child's day to read with their child
- Discuss the different types of story books parents might encounter and help parents choose appropriate books

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## Emphasize the Benefits

- Through the use of stories and reading in therapy, one can facilitate a parent's understanding of the benefits of reading:
  - Introducing the mechanics of reading
  - Building vocabulary and world knowledge
  - Exposing children to richer language patterns
  - Developing familiarity of story structure
  - Emphasizing that reading is pleasurable
- Encourage parents to engage in discussion within read-aloud activities to jump-start reading comprehension skills and to promote thinking skills such as predicting, retelling and drawing conclusions

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## Choose Wisely: Kinds of Story Books

- Predictable Books – these contain repetitive words and sentence patterns such that children can “read along” as they begin to expect their appearance
- Learning to Read Books – these are phonics based or sight word based within the context of a narrative and picture story
- Read-Aloud Stories – these books often use complex language patterns and vocabulary paired with pictures to create captivating stories suitable for listening to

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## Predictable Books



- *Joseph Had a Little Overcoat* by Simms Taback
- "Joseph had a little overcoat. It was old and worn." "So he made a jacket out of it and went to the fair"
- "Joseph had a little jacket. It got old and worn." "So he made a vest out of it and danced at his nephew's wedding"
- Look also for: *I Miss You Every Day*

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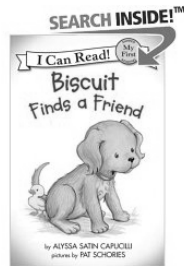
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## Learning to Read Books

- *Biscuit Finds a Friend* by Alyssa Satin Capucilli
- "Here little duck, Here is your pond, Here is your mother and father. Quack!"
- Look also for *Biscuit*, *Biscuit Goes to School* and others




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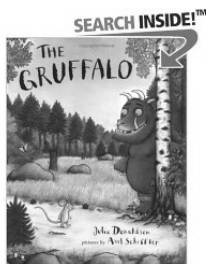
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## Read-Aloud Books



- *The Gruffalo* by Julia Donaldson and Alex Scheffler
- "But who is the creature with terrible claws and terrible teeth in his terrible jaws? He has knobbly knees and turned-out toes, and a poisonous wart on the end of his nose"
- Look also for *Room on the Broom*

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## Follow with Play

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 Hear now. And again.

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## Integrate Auditory Objectives

- Read each page giving the auditory input *before* showing the pictures
- Leave out information to probe for auditory closure or pause before a repetitive phrase
- Collect or create manipulatives that match story characters to act out stories
  - [www.childcraft.com](http://www.childcraft.com)

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## *Brown Bear, Brown Bear*

- Auditory Goal: Identifying a key word embedded in a phrase or Identifying 2 key words or....
- Preparation: Make color copies of animals in *Brown Bear Brown Bear* or find matching toys. Hide these around the room, on ceiling, under table etc prior to session
- Activity: Read story, page at a time without showing the pictures. Then get out binoculars or large glasses to look around the room to see if you and the child can find the animal described "Do you see the blue cat?"

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 Hear now. And again.

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## Guessing Game

- Auditory/Language Objective: Identification an object by a series of descriptors
- Materials/Preparation: *Where is Baby's Mommy?* by Karen Katz, color copies of objects on cardstock
- Activity: Read book together with child, don't let him peek when you see what is behind each flap, describe what is behind the flap and let him choose from a set
- Can easily be expanded to open set without the use of the pictured objects



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## Instead of Stories

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## Wordless Books

- With only pictures as our guide, we can avoid the "every word on every page" temptation
- Because there is no text, these books can be modified for virtually every age group
- Detailed pictures allow for in-depth discussion
- These are particularly useful for parents with poor reading skills themselves or with limited English skills as the books can be "read" in any language

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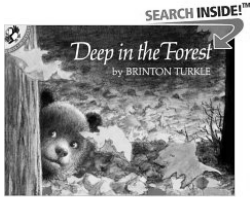
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## Favorite Wordless Books



- *Deep in the Forest* by Brinton Turkle
- A "retelling" of the Goldilocks story
- This author has other storybooks with text

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## More Favorites

- *Spring, Summer, Fall and Winter* - 4 books by Gerda Muller
- *Goodnight Gorilla* by Peggy Rathmann
- *Good Dog Carl* by Alexandra Day
- *Who, What, When and Where* - 4 books by Leo Lionni
- *Pancakes for Breakfast* and *The Hunter and The Animals* by Tomie DePaola
- *A Boy, a Dog and a Frog* and others by Mercer Mayer

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## Blank Books

- Use a blank book to tell a limitless number of stories while still emphasizing the mechanics of reading (turning pages, "marking" text with your finger, etc.)
- With a blank book, visually oriented children are challenged to retell a story from auditory memory rather than picture cues
- With sticky tack and photos or paper objects, you can use this one book to create a number of materials

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## Experience Books

- A fantastic tool in that the subject of the book is always of interest to the child
- A therapist could make his or her own book depicting events in life that may not be familiar to the child but do star a familiar character
- The text used can be modified dependent on the age and stage of the child

For more on this, see *Using Experience Books to Promote Early Literacy*

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## For Babies: Look Books

- Help parents to create simple "Look Books" that include pictures of
  - Familiar objects
  - Family members near and far
  - Their baby doing different things
- Each session, spend a few minutes looking at new pictures and talking about what you see with baby and then have parents do the same
- Take opportunities to talk about vocabulary development, language expansion, and following the child's lead based on how the parent interacts with the book

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## Who's on the Phone?



- Have parents take pictures of far away friends and relatives holding a phone to their ear
- Gather these into a book that can be kept by the phone so that baby can put faces with the voices he hears on the line

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## Natural Literacy Artifacts

- Don't forget to bring attention to those occurrences of text that are a part of our everyday lives
  - Labels on toys
  - Directions to games
  - Calendar items
- Make props for pretend play
  - Signs
  - Menus
  - Grocery lists
- Write out a daily schedule



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## Older Children



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## "The Book is the Thing"

- Consider using a book or story as the central focus of every therapy activity
  - Utilize character names or locations from the book for identification activities or other listening games
  - Create vocabulary exercises with words from the book or that parallel the theme
  - Have the child monitor his speech productions when he becomes the reader
  - Engage in reading tracking activities when targeting pattern perception or discrimination skills



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## Reading Tracking or "Side by Side Listening"

- Modified from the original "Continuous Discourse Tracking" procedure described by DeFilipo and Scott (1978)
- To practice patterning and segmental information, a student listens as a speaker reads and tracks each word on his own copy of the text. The speaker pauses on occasion to determine if the listener is on the correct word
- Have listener pre-read the passage and identify any unknown words, idiosyncratic spellings (e.g. acronyms, email addresses) or multisyllable words that are likely to be a challenge
- Begin with a slow rate and highly inflected voice and increase rate and normalize inflection as the listener improves

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## Auditory Comprehension

- With the more experienced listener, open set comprehension will be challenged through use of written material read aloud
- Outside of standard ask and answer activities, find other ways to increase and monitor comprehension
  - Act out story sequences
  - Draw or create costumes for characters based on their personalities
  - Read book reviews online and discuss who agrees or disagrees with the critic and why
  - Write your own ending to highlight prediction skills

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## Choose Your Own Adventure



- Remember these?
- *The Cave of Time* by Edward Packard
- At each turn of the story the reader can choose a different path, resulting in multiple endings
- Multiple other titles in this genre
- Opportunities for work on comprehension, character development and prediction skills abound

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## Retelling

- Find ways to make story retelling natural and fun
  - Stage an interview or talk show where a character is the “special guest”
  - Pretend play “Bookstore” where the clerk must describe a book to a customer in order to make a sale
  - Put on a play or puppet show in small group sessions
  - Challenge student to write a poem, song or comic that distills the story into short form

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## Activity: Scribe a Story

- Have child recall something fun they did over weekend, on vacation etc
- Write down everything they say, word for word
- Have them read it back and edit their work
- As appropriate, focus attention on
  - Beginning, middle, end
  - Use of pronouns instead of repetitive nouns
  - Descriptive details
  - Specific vocabulary

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## Instead of Books

- Magazines
  - Look for young reader companions to adult mags (Teen People, SI for Kids, etc.)
- Poetry
- CD jackets/lyrics
- Computer games, websites, online articles and blogs
- Advertisements
- Natural Literacy Artifacts

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## Wordless books for Older Kids

- These continue to be good tools even once children have reading skill
  - Without the focus on decoding, students can turn their attention to plot development, detail and prediction
- Some Favorites
  - *Flotsam*, *Tuesday* and *Sector 7* by David Wiesner
  - *Paddy's New Hat* and others by John Goodall

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## One Award Winner

- *The Red Book* by Barbara Lehman
- For K-6 grades
- "A reader gets lost, literally, in little book that has the power to move her to another place"
- Also look for *Museum Trip*, *Rainstorm*, and *Trainstop*



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## Graphic Novels

- These are today's comic strips and the latest trend for tweens and teenagers
- Often these are in Japanese anime style, but many classics (*Black Beauty*, *Huckleberry Finn* and the *Nancy Drew* series for example) can be found
- Like in comics, text is found as speech or thought bubbles and brief "scene setters"

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## Some Recommended



- *Diary of a Wimpy Kid* by Jeff Kinney
- A "novel in cartoons" for ages 9–12
- *Redwall: The Graphic Novel* by Brian Jacques
- Grade 4 and up




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## Natural Literacy Artifacts

- Calendars and Day Planners
- Communication Book
- Assignment/Homework Logs
- Instructions

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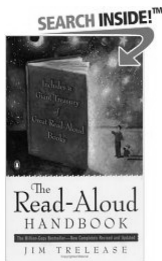
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## Must-Have Resource



- *The Read Aloud Handbook* by Jim Trelease
- Penguin Books
- Discussion of rationale and guidelines for reading aloud
- Includes a "treasury" of read-aloud books for children of various ages
- Also look for *Hey Listen to This!* and *Read All About It* for material to read to children and teens

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## Discussion

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## Upcoming Online Sessions

- Visit [www.cochlear.com/HOPE](http://www.cochlear.com/HOPE)
- Upcoming sessions:
  - Tuesday, April 8 3pm ET**  
*Here, There and Everywhere: Carry-Over for Auditory Goals*  
 Ashley S. Garber, MS CCC-SLP, Cert. AVT, HOPE Specialist
  - Tuesday, April 22, 2 pm ET**  
*Lessons from A First Grade Mainstream Classroom: A Teacher and a Parent Share Their Experiences*  
 Nikki Wollan, Parent of Jake (bilateral 6 year old) and Lisa Albert (Jake's teacher),  
 Douglas County Montessori School, Castle Rock CO

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## Two Live All Day Workshops on Auditory Habilitation Post Cochlear Implantation

- Facilitating Communication Competency in Children (Full Day)
- Lively Listening: Maximizing Adult Outcomes (2 hours in the evening before pediatric workshop)
- Louisville KY (April 17 and 18)
- Houston TX (May 14 and 15)
- Speakers: Teresa Caraway and Joanna Smith, Hearts for Hearing, Oklahoma City
- Watch the HOPE site for more information

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## HOPE Enews

- Topics of interest along with reminders about upcoming events and available resources
- To receive your newsletter, register at
  - <http://www.cochlearamericas.com/Community/1942.asp>


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## Contact Cochlear

- Cochlear's website
  - [www.cochlearamericas.com](http://www.cochlearamericas.com)
- For inquiries and comments regarding HOPE programming, please contact
  - [dsorkin@cochlear.com](mailto:dsorkin@cochlear.com)
- Please send your feedback form to
  - [hopefeedback@cochlear.com](mailto:hopefeedback@cochlear.com)


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## Discussion


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