

# Words that Count!

## Coaching Families Through Book Sharing

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*for Deaf and Hard of Hearing Children*



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# Establishing a Book Sharing Routine

**"They're just a baby, so we don't read to them yet."**

**"What can I do to work on language if they aren't talking yet?"**

- use family-directed questions to learn about their routines
- how do we build book reading into their daily lives?
- current approach to book reading...love it? hate it? indifferent? any knowledge on the benefits?
- do they need suggestions? resources?
- model book reading/sharing during sessions

## Who, When, Where?

- + Child (starting from birth!)
- + Parent/Guardian/Caregiver
- + Siblings (readers and non-readers)
- + Extended Family (variety in age, style and book choices)

- + Positioning (lap v. face)
- + Tummy Time
- + Close proximity (bubble)
- + On the floor, at the table...anywhere!

- + Bedtime (or alternative)
- + "Wait Times" (car, offices, diaper bag, potty)

# How (do we keep a toddler interested)?

+ Select books that are developmentally appropriate while modeling language that is *slightly above* the child's current language level (ZPD)

- Large photos of everyday objects, animals, etc. with bright colors
- Durability: *Indestructibles* series, cloth and board books
- Sensory and interactive components

+ Leave a few books accessible in child's play area or mixed into toy containers

Keeping them all up on a shelf or out of reach makes them harder to access

+ "Read" to pets and preferred toys

+ Select books about the child's preferred interests - allow child to choose books

+ Read a few favorite books again and again

+ "Cycle out" books every few weeks

+ Act out/recreate stories using corresponding toys found in the family's home

+ Create a sensory box to match the theme of a favorite or seasonal book



# Why (is book reading so important)?

## Early Literacy Skills



### Picture concepts:

righting a picture/books,  
finding a named object in  
a photo, book handling  
(turning pages one at a  
time, start vs. finish)



### Joint attention:

precursor for  
conversation (also  
bonding)



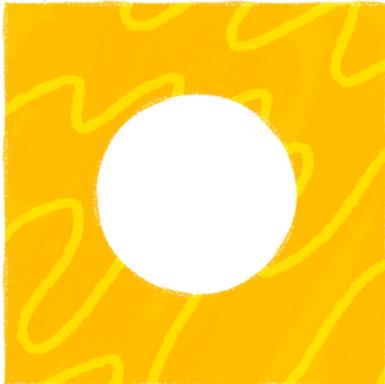
### Anticipating events:

repeated reads & books  
with repetitive phrases  
encourages child to join in!



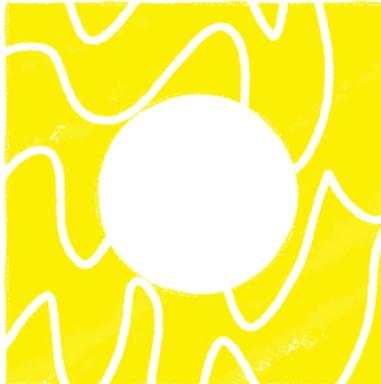
### Auditory Exposure:

link to parentese - reading  
exposes children to  
itches & frequencies  
that don't occur in  
typical conversation



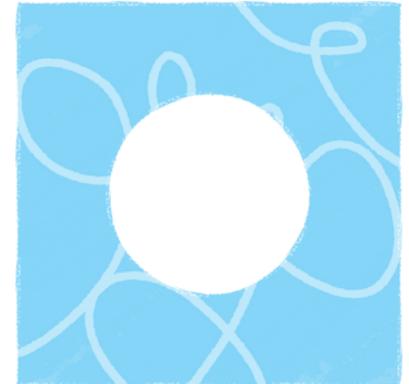
### Vocabulary Exposure:

novel words --  
in books (~31/1,000) vs.  
conversations (~9/1,000)



### Communication Purposes:

Modeling comments,  
questions, directions,  
negation, prediction,  
retelling stories



Executive Functioning:  
attention and memory



Sequencing:  
auditory memory



# Creating Experience Books

Toddlers love looking at pictures of themselves & people they know!

## Custom!

- + Target specific goals & strategies/unique vocabulary
- + Chronological order or one event in greater detail
- + Mementos from meaningful or unique experiences

## Fun!

- + Family members (long distance, screenshots of videos)
- + Create interactive components (flaps, Velcro, envelopes)

## Purposeful!

- + Preparing for new experiences
- + Getting to know new people (masks?)

## Bonus Benefits!

- + Book Reading vs. Screen Time (back to Dr. Kuhl!)
- + Auditory environment (likely naturally quieter during this routine)
  - important for all children, especially children in EI and children with hearing loss, or sensory sensitivities
- + Lifelong appreciation for reading is fostered in the earliest years; dedicated family time

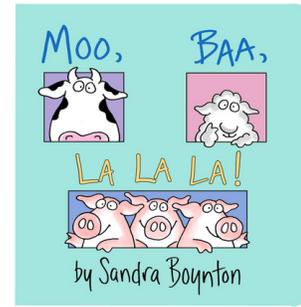


# Following the Child's Lead

- + Parent/caregiver labels what the child points to as the child turns the pages
- + Intended to be child directed
- + Parent uses "Teaching Language" and reduces questions
- + Fosters conversational turn-taking

## Try It!

- + Use wordless picture books
- + *First 100 Words Book* (by DK)
- + *Moo, Baa, La La La* by Sandra Boynton

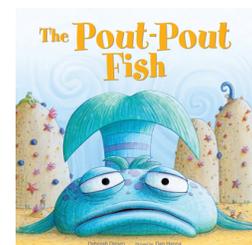


# Acoustic Highlighting

- + "Parentese" - elongated vowels, high pitch with varied intonation, slow rate
- + Parent/caregiver uses varied pitch/intonation and loudness to create "voices" for different characters in the book
  - Hearing Loss Connection: "Piques" the child's interest "auditorily"
- + Parent/caregiver uses his/her voice in specific ways while to "emphasize" target speech sounds or grammatical structures
- + "Whisper" Acoustic Highlighting: makes vowels "quieter" to help emphasize voiceless consonants; remember to repeat it again without the whisper

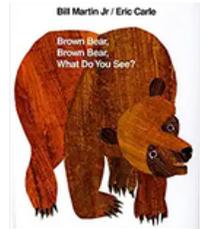
## Try It!

"...a Pout Pout Fffffish with a Pout Pout Fffface"



# Auditory Bombardment

- + Purposefully select books that provide **repetitive or frequent models** of:
  - Target category vocabulary
  - Grammatical structures
  - Speech sounds



## Try It!

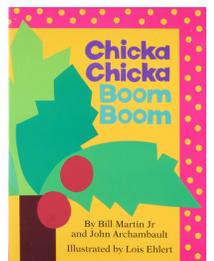
- + *Brown Bear* by Bill Martin Jr. for *adjective + noun two-word combinations* ("red bird," "yellow duck")
- + *The Pout Pout Fish* by Deborah Diesen -- *auditory bombardment for word-initial /f/*

# Auditory Closure & Wait Time

- + Adult purposefully pauses and waits to allow the child the opportunity to "fill in" the missing word(s)
  - Start with text that the child is very familiar with or is highly practiced
  - "Filling in" the last word in a line is easier than in the middle
  - "Wait Time" (of up to 10 seconds) is crucial to allow the child to process and subsequently "fill in" the missing word
- + **Hearing Loss Connection: Listening for "context clues"** (important for classroom later)

## Try This Strategy!

- + **Chicka Chicka Boom Boom** by Bill Martin Jr. and John Archambault  
Chicka, chicka, boom...." (adult pauses for up to 8-10 seconds to allow the child to process and subsequently "fill in" the word "boom")
- + **The Poky Little Puppy** by Janette Sebring Lowrey



# Auditory/Listening First

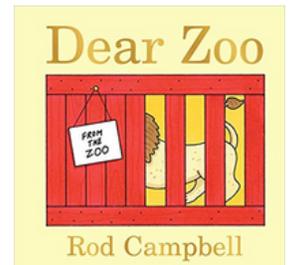
+ Parent/caregiver says the **name of the upcoming image**, and the "**Learning to Listen**" sound associated with that image (if applicable) **before** the child **turns the page or opens the flap** to reveal the image -- "Hear It, Then See It!"

## Sample Dialogue for Dear Zoo by Rod Campbell:

- + **Parent/Caregiver:** Knock knock knock! + knocking gesture
- + **Child:** \*Knocks on "box"\*
- + **Parent/Caregiver:** "Roarrrr! I hear a lion!" \*pick up corner of flap\*
- + **Child opens flap**

## Try It!

Dear Zoo by Rod Campbell; Brown Bear by Bill Martin Jr.



# Expansion/Extension

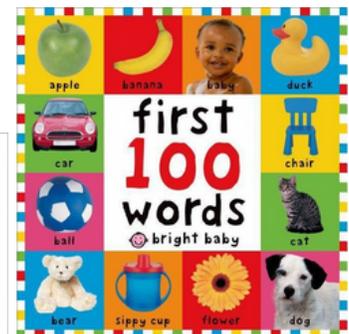
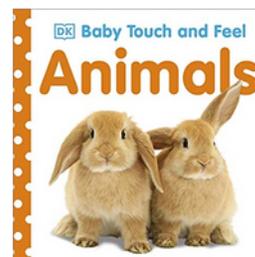
+ Expansion: Parent/caregiver adds a word or words to the child's production

Scaffolding to slightly above the child's language level

+ Extension: parent/caregiver "expands" the child's utterance adding additional information "beyond" the page

## Try It!

First 100 Words Book (Bright Baby)  
Baby Touch and Feel (DK).



# Theory of Mind

+ Use "thinking language" and label the emotions of different characters

+ Connect the content of the story/book to the child's own experiences

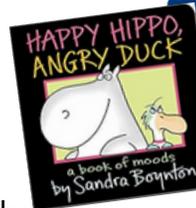
+ Explain the "because" of a situation (e.g., "The truck got stuck in the mud because it was raining so much!") as well as emotions (e.g., "The boy is sad because he dropped his ice cream cone.")

## Try It!

+ Llama Llama series by Anna Dewdney

+ Happy Hippo, Angry Duck: A Book of Moods by Sandra Boynton

Children with hearing loss may have more difficulty with Theory of Mind/Perspective Taking than their peers.



# Phonological Awareness

+ "The specific ability to focus on and manipulate individual sounds (phonemes) in spoken words"

<https://www.readingrockets.org/helping/target/phonologicalphonemic>

+ Phonological awareness is a crucial pre-literacy skill

+ Select books that contain rhyming lines and/or model frequent alliterations

+ Incorporate songs and fingerplays with rhymes and alliteration into session activities

## Resource:

<https://wileyla.wixsite.com/heartoread>  
(Lori Wiley, PhD, AuD - Audiologist)

# "Thinking Outside the Book"

## If a family...

### ...doesn't have books

- + Local library (use a session to attend with the family)
- + Create experience books using items found in the home:
- + Review family photos or photo albums if available
- + Homemade story book with child or parent as the "illustrator"

### ...speaks and reads in a home language other than English

- + Book sharing strategies work in any language!
- + Encourage the family to read in the language they are most comfortable with and most fluent in
- + Locate books and other resources in their home language, if possible
- + Books from home country (ordered by relatives or during travel)

## If a family...

### ...is unable to read in their home language

- + "Follow the Child's Lead" and talk about pictures
- + "Wordless" picture books
- + Oral Tradition - fables, nursery rhymes, family stories
  - Verbal retelling of family stories from parent/caregiver's life
  - Nursery rhymes: repetitive language and phonological awareness
- + Incorporate singing of childhood songs in the family's home language

# Resources



## + **Vooks Virtual Books:**

- <https://www.vooks.com/>

## + **Hear to Read:**

- <https://wileyla.wixsite.com/heartoread>

## + **Experience Books:**

- <https://www.hearingfirst.org/what-to-do/road-to-literacy/experience-books>

- <https://www.jtc.org/eyes-on-experience-books-using-homemade-books/>

## + **Books with Repetitive Lines:**

- [https://www.pre-kpages.com/books-with-repetitive-predictabletext/?fbclid=IwAR2mVn2928ocyycZamWWuASzKXudl2XVKzmFQE2WrHO68OG2TrX\\_9KGzlo](https://www.pre-kpages.com/books-with-repetitive-predictabletext/?fbclid=IwAR2mVn2928ocyycZamWWuASzKXudl2XVKzmFQE2WrHO68OG2TrX_9KGzlo)

- <https://www.hearingfirst.org/b/blog/posts/the-benefits-of-books-with-repeatable-lines>

## + **Touch and Feel Books:**

- <https://www.readbrightly.com/best-baby-touch-and-feel-books/>

## + **Wordless Picture Books:**

<https://www.readingrockets.org/booklists/our-favorite-wordless-picture-books>

## + **Read Aloud Handbook by Jim Trelease**

## + **"Trelease on Reading" Websites:**

- <https://www.trelease-on-reading.com/>

- <https://www.trelease-on-reading.com/brochures.html>