

# Literacy for Littles:

Incorporating Language-Rich Shared  
Reading Routines  
into  
Early Intervention Sessions

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# Disclosures

- ▶ Kelli receives a salary from the Woolley Institute for Spoken-Language Education.
- ▶ Kameron receives a salary from the Woolly Institute for Spoken-Language Education.

The background features a complex, abstract design of overlapping triangles and polygons in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are layered, creating a sense of depth and movement. The overall aesthetic is modern and professional.

Let's take a few moments to share why  
you decided to attend this session.


This will help us make sure that we meet your expectations during our instructional session.

# Learner Outcomes

- Participants will summarize benefits of shared reading experiences in the development of language and emergent literacy skills in very young children.
- Participants will identify the social-emotional, language, and emergent literacy outcomes for children in the first few years of life and methods that promote the development of these skills during shared reading with caregivers.
- Participants will develop strategies to encourage caregivers to incorporate language-rich reading experiences into their daily routines using LSL and dialogic reading frameworks.

# Routines-Based Model

Young children learn throughout the day rather than in individual weekly sessions



Routines-based visits build caregiver capacity to meet a child's needs, as defined by the caregiver

# RBM Key Components

- Intervention occurs between sessions
- Support provided to natural caregivers
  - Emotional
  - Material
  - Informational
- Focus of service is functional skills to help the child participate meaningfully and successfully in the family's typical times of day (routines)
  - Outcomes discussed in the context of routines rather than behaviors
  - Developmental domains are independence, engagement, social relationships

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What is engagement?

# RBM- Engagement Theory

- ▶ Three foundations of learning are
  - ▶ Engagement: the amount of time a child spends interacting with adults, peers, or materials in a developmentally and contextually appropriate manner at different levels of competence
    - ▶ Child's interest and abilities
    - ▶ Demands of the routine
    - ▶ Goodness of fit
  - ▶ Independence
  - ▶ Social relationships





# RBM and Shared Reading

Shared reading can occur throughout a variety of routines

Bedtime

Playtime

Family  
time

Mealtime



Shared reading provides a meaningful routine for supporting engagement, independence, and social relationships

# Video: Margaret

Chronological Age: 1 year 3 months

Listening age: 6 months with bilateral cochlear implants

What evidence do you see of engagement, independence and social relationships?

“Children learn to read on the laps of their parents.”

- Emilie Buchwald, author



# What does shared reading look like?

Shared Reading with young children:

- Should be engaging
- Should be interactive
- Includes labeling, modeling, talking back and forth
- Is an opportunity for pausing and waiting expectantly for child to respond
- May include movement as children “come and go” during the activity
- Can happen ANY time of day

# Benefits of Reading Aloud

The one prekindergarten skill that matters above all others, because it is the prime predictor of school success or failure, is the child's vocabulary upon entering school. (Jim Trelease)

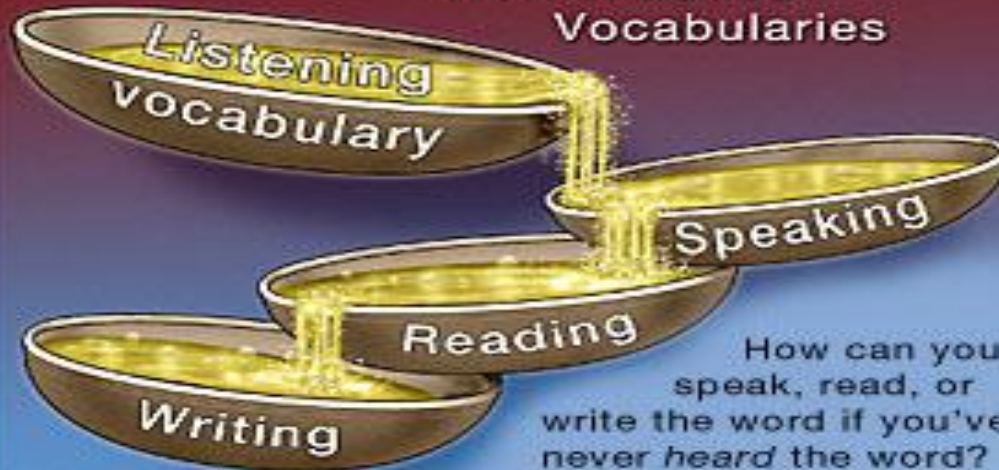
## Vocabulary

- Children's Literature includes more "rare" words - beyond the common words we use over and over. This is seen in classic literature or a really good book. No "twaddle!"
- A good children's book is three times richer in vocabulary than conversation. (Jim Trelease)
- Use words that are known to teach new, or unknown, words
  - BIG → huge, gigantic, enormous, massive
  - Seize the opportunity that a good book provides



# READING ALOUD


How It Builds  
Vocabularies






How can you  
speak, read, or  
write the word if you've  
never *heard* the word?

# Other Benefits of Shared Reading Experiences between caregivers and young children

- The “Pleasure Connection”
- Bonding between parents and children
- Improves Joint attention - attention together - one of the pre-cursors to effective communication
- Establishes the routine that can continue to be opportunities for conversation and learning new vocabulary.

You can find magic   
wherever you look.

Sit back and relax,

  all you need is a  


**book.**

--Dr. Seuss





# Outcomes

What literacy outcomes can be expected in children from birth to 3 years?

## Emergent Literacy Skills observed in Children ages 0-12 months

Children will:

- Listen and become familiar with caregivers' voices
- look at pictures and parents as they read (Joint attention)
- shake, wave, crumple, tear pages, grab, suck on or chew pages
- Enjoy board books with texture, mirror, flaps, etc.
- Begin to help parent turn pages
- Participate in vocal play with a story, imitating some sounds or inflection
- Begin to understand the pictures represent objects and develop preferences for certain pictures or pages
- Look at the pictures as adult points



# Book Selection

How do I know what books to choose or recommend?

## Birth to 12 months

- Board books or Indestructibles
- Books with mirrors, flaps or texture
- Large, simple pictures
- Bath books
- Books with pictures of faces or babies



# Recommended Titles

Birth to 12 months

- Margaret Wise Brown - Good Night, Moon, Big Red Barn
- Karen Katz - Where is Baby's Belly Button?
- Sandra Boynton - Going to Bed Book, Moo Baa Lalala
- Usborne - "That's Not My..." series (That's Not My Car...Puppy, Princess, Bunny)
- All of Baby, Nose to Toes by Victoria Adler
- Touch & Feel series
- Where's Spot? By Eric Hill
- On the Night You Were Born by Nancy Tillman

What are your favorite titles for  
children birth to 12 months?

# Outcomes

What literacy outcomes can be expected in children from birth to 3 years?



## Emergent Literacy Skills observed in Children ages 12-24 months

Children will:

- Give books to request shared reading
- Attend for 2-10 minutes
- Turns to the front of story and turns book right – side up
- Pretends to read with babble or imitates reading with change in tone or stress to mimic caregiver
- Randomly flips pages or begins to pretend to read
- Enjoys books with repeated lines or chants, tries to imitate
- Points to pictures on a page and begins to identify actions in pictures
- Recognizes rhymes and begins to imitate
- Relates objects and actions in book with “real world”
- Asks caregiver to identify pictures

# Book Selection

How do I know what books to choose or recommend?

## 12 to 24 months

Sturdy books (Board books are still a good idea!)

Simple phrases

Simple rhymes

Predictable Texts & repeated lines

Stories about familiar routines

Animals, vehicles, child's interests



# Recommended Titles

12 months to 24 months

- Margaret Wise Brown – Good Night, Moon, Big Red Barn, Runaway Bunny
- All of Baby, Nose to Toes by Victoria Adler
- Pat the Bunny by Dorothy Kunhardt
- Dear Zoo by Rod Campbell
- Read Aloud Bible Stories by E. Lindvall
- Come Along, Daisy by Jane Simmons
- Where's Spot? And others from the Spot series by Eric Hill
- Continue with favorite authors like Karen Katz, Sandra Boynton
- I'm a Hungry Dinosaur / I'm a Dirty Dinosaur by Janeen Brian
- Baby Bundt series by Jamie Harper

What are *your* favorite titles for  
children 12 to 24 months?



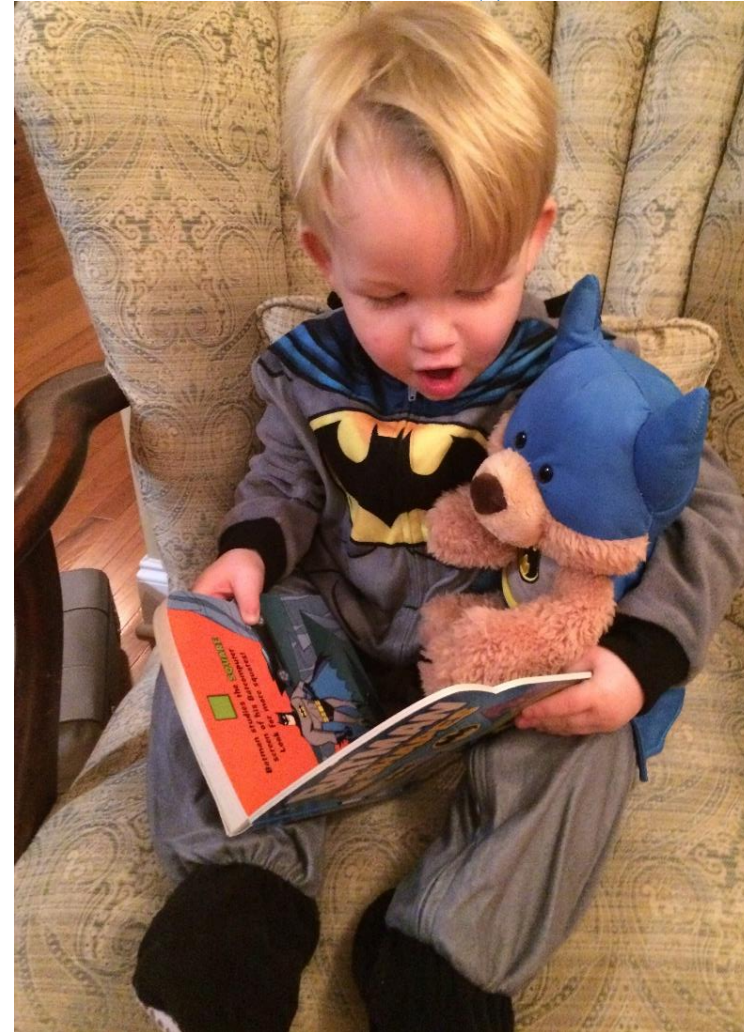
# Outcomes

What literacy outcomes can be expected in children from birth to 3 years?

## Emergent Literacy Skills observed in Children ages 24-36 months

Children will:

- Recognize certain books by the cover and request specific titles
- Pretend to read to adults or toys
- Turn pages independently, even in paper books and at appropriate times with familiar stories
- Recite lines from familiar stories
- Show awareness if adult leaves out part of a familiar story
- Shows an association across books – finding books with similar pictures or events
- Listens to an entire story (at least 10 minutes)
- Uses pictures to help with story retelling and recalls specific events from a familiar story
- Connects events in the book with “real world” and may describe their own related experiences.



# Book Selection

How do I know what books to choose or recommend?

## 24 to 36 months

Simple stories with simple plots

Rhyming books or books with chants that child can repeat

Books with repeated lines

Books with predictable text

Books with familiar routines

Favorite characters

Expect repeated readings of favorite stories. This is a good thing!



# Recommended Titles

24 to 36 months

- A Ball for Daisy by Chris Raschka
- Little Blue Truck by Alice Schertle
- Corduroy by Don Freeman\*
- The Napping House by Audrey Wood
- Are You My Mother? by P.D. Eastman
- Going on a Bear Hunt by M. Rosen and H. Oxenbury
- The Very Hungry Caterpillar by Eric Carle
- Little Red Caboose - Little Golden Books
- Llama, Llama Red Pajama by Anna Dewdney
- Pete the Cat I Love My White Shoes by Eric Litwin
- Pete the Cat and His Four Groovy Buttons by Eric Litwin
- Brown Bear, Brown Bear What Do You See? By Bill Martin Jr
- All Better by Henning Lohein
- Good Night, Little Bear by Richard Scary
- Bear's New Friend by Karma Wilson
- Mother Goose nursery rhymes
- Continue with favorite authors like Margaret Wise Brown, Eric Carle, Karma Wilson
- Start the Classics - The Three Bears, The Three Billy Goats Gruff, The Three Pigs, Gingerbread Boy

What are *your* favorite titles for  
young children 24 to 36 months?

# Resources for Providing Informational Support to Families

- ▶ Hearing First ([www.hearingfirst.org](http://www.hearingfirst.org))
- ▶ Integrated Scales of Development (Cochlear)
- ▶ Cottage Acquisition Scale for Listening Language and Speech (CASLLS) - Sunshine Cottage
- ▶ St Gabriel's Curriculum for the Development of Audition, Language, Speech and Cognition
- ▶ Rossetti Infant Toddler Language Scale - an assessment for children Birth to Three that includes criteria related to pre-literacy skills.
- ▶ Speech Sounds- *A Guide for Parents and Professionals* (Cochlear Americas)
- ▶ Speech Sounds: Vowels - *A Guide for Parents and Professionals in English and Spanish* (Cochlear Americas)

It's not the toys in the house that makes a difference in children's lives; it's the words in their heads.

- Jim Trelease, author *The Read Aloud Handbook*

# Strategies

How can shared reading be used to promote language development in young children?

- Use a sing-song voice - changing your pitch and the rhythm of your voice.
- Talk about the pictures and use natural gestures to point to familiar pictures or new ones
- Connect the book to real world (objects, actions, conversation)
- Have fun - If the caregiver is enjoying the activity, the child will likely enjoy it as well!
- Dialogic Reading

# Dialogic Reading

labeling objects and events

asking simple and complex wh-questions

imitating the toddler's responses

prompting the toddler to imitate models

offering praise

asking open-ended questions

offering language expansions

- **Interactive experience** in which the adult engages the child as a co-teller of the story (Lorio & Woods, 2020)
- Toddlers whose parents had been trained in **dialogic reading** demonstrated significantly **higher total language scores, expressive vocabulary scores, and MLUs** when compared with the control group; toddlers maintained a six-month **expressive language growth advantage** when compared with the toddlers whose parents did not receive training in dialogic reading (Whitehurst et al., 1988)
- Akemoglu et al. (2021) observed **expressive language benefits** in toddlers whose parents received coaching to implement a shared reading intervention via **teletherapy**



# Video: Elsie

Chronological Age: 2 years 6 months

Listening age: 2 years, bilateral hearing aids, progressive loss (normal sloping to severe)

- What dialogic reading strategy did you observe?
- What outcomes could you address within this experience?
- Do you see evidence of some of the shared reading benefits that we have discussed?
- Where do you see evidence of supporting engagement, independence and social relationships?

# PEER

- The acronym PEER can be shared through direct caregiver instruction and revisited across several intervention sessions to help internalize the dialogic reading sequence (Whitehurst, 2002)
  - **Prompt** the child to comment on the book
  - **Evaluate** the child's comment
  - **Expand** the child's response
  - **Repeat** the expanded model

# Video: Caroline

Chronological Age: 2 year 9 months

Listening age: unilateral hearing loss; Cleft lip/palate

- What dialogic reading strategy did you observe?
- What outcomes could you address within this experience?
- Do you see evidence of some of the shared reading benefits that we have discussed?
- Where do you see evidence of supporting engagement, independence and social relationships?

# CROWD

- As the caregiver becomes more comfortable with the general PEER sequence, the five types of prompts can be introduced by the interventionist, ideally at a rate of one prompt per session across five consecutive sessions, through **direct caregiver instruction**, **demonstration**, and **return demonstration with embedded coaching** (Whitehurst, 2002)
  - **Completion** prompts
  - **Recall** prompts
  - **Open-ended** prompts
  - **Wh-** prompts
  - **Distancing** prompts

# CROWD

<b>CROWD Prompts Dialogic Reading</b>	<b>LSL Aligned Strategies</b>
Completion Prompt	Auditory Closure
Recall Prompt	It's Your Turn
Open-ended Prompt	Serve and Return
Wh- Prompt	Open-Ended Questions
Distancing Prompt	It's All About Me

# Using shared reading to support families in meeting outcomes through early intervention sessions

Outcomes		Playtime	Family time	Outside time	Meals
1.	labeling objects and people	✓	✓	✓	
2.	make a variety of noises with toys	✓			
3.	using single words	✓	✓		✓
4.	identifying body parts	✓	✓		
5.	use age appropriate speech sounds	✓	✓		✓
6.	follow verbal directions	✓	✓	✓	
.	use 2-3 words together	✓	✓		✓

# Video: Margaret

Chronological Age: 1 year 3 months

Listening age: 6 months with bilateral cochlear implants

What outcomes are being addressed during this short, shared reading opportunity?

# Caregiver Coaching

How can I encourage parents to begin using shared reading in their daily routines?

- Confidence Boost - Parents need to feel GOOD about reading with their children.

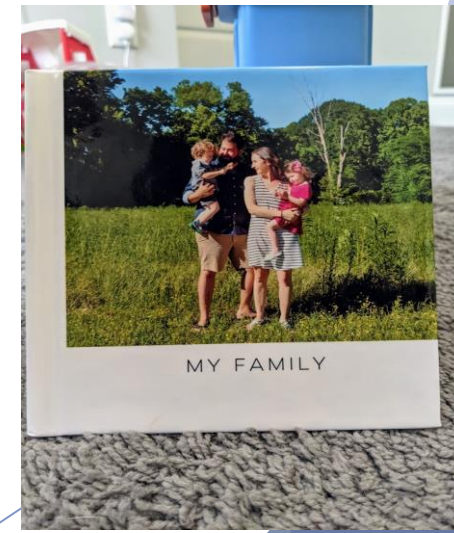
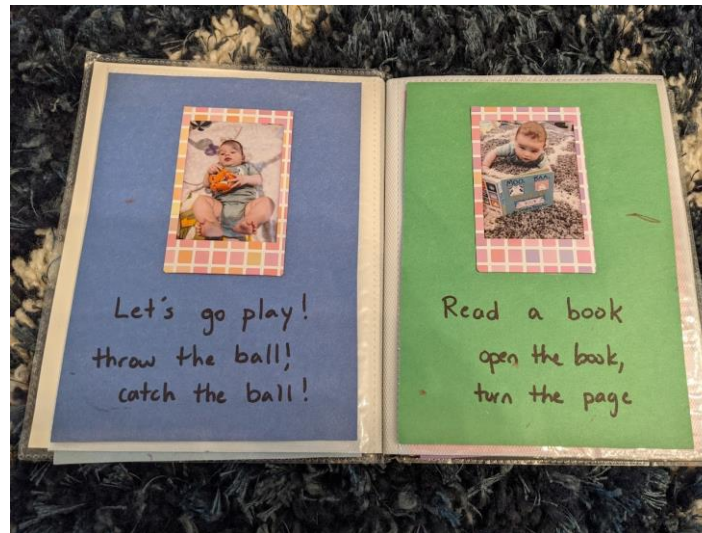
They may feel overwhelmed by all the details - How? How many? When? Which books?  
He doesn't pay attention to me. He runs away! He listens better when you're here.

- Oh the Places You'll READ - Having books available anywhere and everywhere will set them up for success
  - Home - living room/playroom, bedroom, kitchen table
  - Car - books will be available for doctor appointments, carpool line, trips
  - Diaper bag, backpacks, suitcases, etc.
- Review the daily routine to find times to add shared reading
  - Meals and snacks
  - Diaper changes
  - Before sleep routines (including naps)
  - In the car (carpool, road trips, grocery or other curbside pick up)
  - Doctor / therapy visits (anywhere with waiting rooms!)
  - Bathroom (bathtub books, potty training)



# Caregiver Coaching

- Start with a child's interest...dinosaurs, baseball, superheroes, animals...even shoes, snakes or hibernation.
- Consider using books prior to special events (vacations, trips to new locations, even a hospital or doctor visit).
- Keep trying - Remind parents not to be discouraged even if the child seems disinterested or is on the move. Once caregivers integrate read alouds into daily routines, your child will be the one reminding them!!
- Make your own books → about experiences, birthdays, rhyme, colors, foods, ANYTHING



# Coaching Strategies

## Test Drive it Together

- LSL coaching strategy (Caraway, 2020)
- Steps:
  - After a brief **description** of shared reading using dialogic strategies, the interventionist should tell the caregiver that she is going to **demonstrate** dialogic reading first and then the caregiver will be **invited to follow her lead**.
  - The interventionist then models dialogic reading with the toddler using a book *that the parent selects*.
  - After a few pages, the interventionist passes the activity to the parent for a **return demonstration, embedded coaching, and reflection**.
  - This strategy should be used across several sessions to build caregiver capacity, while incorporating the **PEER** and **CROWD** strategies.

# Caregiver Coaching

How can I encourage parents to include shared reading in daily routines?

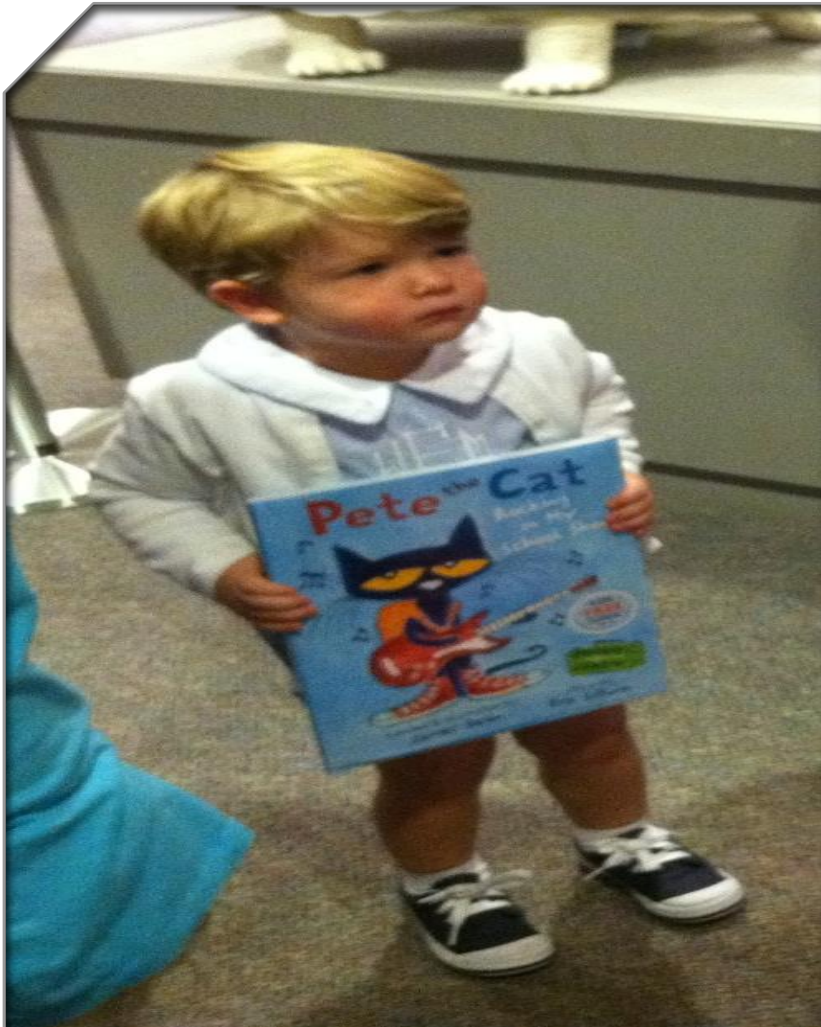
- Practice within your early intervention session!
- Tell parent you will model strategies during shared reading opportunity and then pass it over to the parent.
- Observe parent reading aloud with child and tell them what they are doing well!! Point out the positive!
- Give written handouts to share with other parents and caregivers.
- Encourage parents to set a goal – up to 10 books a day or 15-20 minutes as they begin reading longer stories.
- Try different times of day.
- Start small and help caregivers identify success, which can include sharing books...
  - Without reading words on the page
  - Without finishing the book
  - With babies on the move

# Challenges and Exceptions

What are some challenges or opportunities that you experience with your families during shared reading?

What about parents who are not interested in reading with their children?

# Book Selection



## Other Resources - See Handouts

- Zero to Three - Helping Your Child Become a Confident Reader and Writer from Birth
- Read Aloud Stages Birth to Three
- Reading Rockets - Tips for Parents of Babies
- Reading Rockets - Tips for Parents of Toddlers
- Diversebooks.org
- 1000 Black Girl Books Resource Guide - GrassROOTS Community Foundation
- Books About Hearing Loss for Kids and Adults - Listen With Lindsay

When in doubt - **JUST DO IT!**

Read. Read. Read.

Every child. Every day.

# Book Access

How can I help families with limited resources find books?

Dolly Parton Imagination Library

Local library (also check for story time)

Discount book stores or TJ Maxx, Home Goods, etc.

Kohls \$5 books and buddies

You tube read alouds – turn off the sound and read aloud

# Questions?

*Read with me*

*Talk with me*

*Sing with me*



# Resources

- [www.trelease-on-reading.org](http://www.trelease-on-reading.org)
- [www.dosaygive.com](http://www.dosaygive.com) (blog with list of classic books)
- [www.hearingfirst.org](http://www.hearingfirst.org) (website for Listening & Spoken Language but a great resource!!)
- [www.readingrockets.org](http://www.readingrockets.org) (Menu→Children's Books & Authors)
- [www.scholastic.com](http://www.scholastic.com)
- [www.kizclub.com](http://www.kizclub.com) (great book related pictures and activities)
- Google your favorite author – you may find a website!



# ASL Resources

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