Picture This!
Making Words Come To Life with Visual Cues
Ladell Kraft, MCD, CCC-SLP
Katie Crosby, MS, CCC-SLP

Addressing Language and Literacy in Preschoolers with Disabilities
Why is storytime important?

Katie Crosby, MS, CCC-SLP

*Children learn about the social value of reading, physical attributes of a book, and basic handling skills during joint reading

*Joint reading increases and supports vocabulary acquisition, print awareness, letter knowledge, narrative skills, and phonological awareness

*Opportunity for communication

*Change in perspective

*Learning to make life-application

*Personal and social development: joint attention, sharing ideas, self-regulation, self-confidence, attention to task, and following directions

*A chance to address all types of goals

*Sets the stage for storytime extension
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Story time Participation: Literacy, Listening, and Concept Development
Birth-12 Months
Katie Crosby, MS, CCC-SLP

- Likes to chew/pat books
- Can focus on large and bright pictures
- Discriminates between speech sounds vs. non-speech sounds
- Quiets/excites in response to novel sounds
- Reacts to changes in tone of voice
- Recognizes words for common items
- Listens with increased interest to new words
1-2 years

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- Recognizes some books by cover
- Listens to simple stories, songs and rhymes
- Listens to turn pages
- Attends to book/toy for 2 minutes
- Points to and labels pictures independently
- Pretends to read books
- Follows one-step directives with cues
- Follows directions to find familiar objects
- Uses simple directional terms (up and down)
- Uses 2 or prepositions (on, in, under)
2-3 years

- Increase in attention for stories and books
- Holds book correctly
- Can show difference in writing vs. drawing
- Shows understanding of several verbs by selecting corresponding pictures
- Understands number concepts of one and two
- Understands size difference (big and little)
- Begins to understand time concepts of soon, later, and wait
- Selects 3 that are the same and not the same from set of four
- Begins to use adjectives for color and size
3-4 years

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- Begins to attend to specific print (first letter of name)
- Talks about characters in a book
- Likes to “read” story to self and others
- Protests when adult changes the story
- Understands simple wh-questions
- Understands most simple questions pertaining to activity and environment
- Improves listening skills and begins to learn from listening
- Follows quantity (empty, a lot) and equality (same, both) directions
- Identifies colors
- Matches one-to-one
- Points to object that is different from others
4-5 years

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- Understands story sequence
- Understands the function and purpose of print
- Attends to short story and answers simple questions about it
- Understands comparative and superlative adjectives (big, bigger, biggest)
- Understands time concepts of yesterday, today, tomorrow, first, then, and next
- Identifies positional concepts of first, middle and last
Book Selection
Book Selection: First Year

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* Pictures should be single, simple, and brightly colored

* Texture: thickness and material (Safe and easy to clean)

* Daily routines and typical encounters

* Familiar objects

* Plastic photo albums
  - Pictures of: family members and friends, familiar places, toys, and activities
I-2 Years
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* Sturdy books that the child can easily tote
* Few words per page
* Books about saying "hello" and "goodbye"
* Touch and feel books
* Introduction of simple rhymes and predictable text
* Books about animals
* Photos of children doing familiar things
* Goodnight books for bed time
2-3 Years
Katie Crosby, MS, CCC-SLP

*Simple Stories
*Rhyming books that are easy to memorize
*Bed time books
*Books about counting, letters, shapes, and sizes
*Interactive books: pop-up, pull-tab, touch-and-feel
*Books with humorous pictures and words or sounds
Book Selection for Older Preschoolers
Ladell Kraft, MCD, CCC-SLP

Choose a story with a predictable story line, that has a definite beginning, middle, and ending

Choose a book that has humorous situations that are understandable to the child

Older preschoolers might enjoy a simple first picture dictionary, or an age-appropriate reference-type book

Avoid paper pages until the child is ready to handle more carefully; older preschoolers can independently handle pop-up type books, lift flaps, and books that have toys that accompany the story

Select books with large print, few words, beautiful illustrations that parallel the words, or narrative

(www.Readingrocks.org/article/choosing-childs-books)

"Choosing Books for 3 & 4 Year Olds" A Staff Training Aid, Environments, Inc.)
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Additional Tips on Book Selection for Older Preschoolers

Ladell Kraft, MCD, CCC-SLP

*As the child gets a bit older, fantasy becomes important

*Always let the child’s interests guide your selection of books... balance fun and learning

*As humor is developed, nonsense stories are a great selection

*Books should encourage the development of phonics, vocabulary, comprehension, rhyming, oral language, print knowledge, and sound awareness

*If the child shows interest in a certain author, illustrator, or series, go with titles from the same creators

*Find books that have rhyming words in the story, good rhythm, word repetition, and alliteration

*Choosing award-winners will help in the selection of high quality books

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I'm a shopping disgrace.

THIS IS THE LAST STRAW!

Every thing's running all over the place!
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Although some books facilitate interaction and language learning better than others, it's not WHAT you read, but HOW you read/share it with children that makes the difference.
"How to" Read the Book: Birth to 3

Repetition and Variation

*Prevents passive listening

*Learning requires repetition
  - Repetition improves comprehension (even adults learn through repetition)

*Children enjoy knowing what will happen next
  - The ability to make predictions boosts self-esteem and confidence

*Variation creates anticipation and surprise, which increases attention and engagement

Katie Crosby, MS, CCC-SLP
"How to" Read the Book
Katie Crosby, MS,CCC-SLP

*Expand on their ideas and comments
*Rephrase
*Ask open-ended questions
*It's ok to take their lead!
*Time delay
"How to" Read the Book

Katie Crosby, MS,CCC-SLP

*Keep it simple: attention to task will increase with age

*Give praise for good behavior

*Physical and social structure affect learning: well organized classrooms promote learning and social interaction
Story Extension
Katie Crosby, MS, CCC-SLP

*Kids learn best through experience

*Extension activities can tap into all learning styles (auditory, visual, tactile)

*Makes the story personal
Story Extension

* Makes things meaningful
  Meaningful = memorable

* Introduce topic/idea with the story

* Create the experience and personal connection through extensions of the story

* The story paints the picture, and the activities create the frame.
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"How to" Read the Book (older preschool)
Ladell Kraft, MCD, CCC-SLP

*REPETITION! Children love repetition
*Respond with interest
*Use different voices
*Look for similarities and differences
*Discuss emotions
*Solve problems
*Examine colors, shapes, numbers, and letters
Additional "How To" Tips
Ladell Kraft, MCD, CCC-SLP

*Examine how letters group to make words; words are read from left to right; sentences are read top to bottom of page

*Incorporate building "sound awareness"

(Book Reading Checklist for Educators: How am I building children’s early literacy skill? The Hanen Center, Hanen Early Language Program, 2015)
"How to" Read the Book
Ladell Kraft, MCD, CCC-SLP

*Look for written words in the environment outside the classroom

*Pause frequently...give time for responses

(American Academy of Pediatrics)
Additional "How to" Tips
Ladell Kraft, MCD, CCC-SLP

*Identify and talk about the characters, setting, problems, actions, solutions

*Find meaning beyond what is written on the page or seen in illustrations

*Introduce new words
Interactive Reading and Dialogic Reading

Ladell Kraft, MCD, CCC-SLP

*Using techniques from interactive and dialogic reading will assist in improving both language and literacy skills in preschoolers.

(www.readingrockets.org/article/preschool-language-and-literacy-practices)
Essential Practices for Developing Reading Readiness
Ladell Kraft, MCD, CCC-SLP

(www.alastore.ala.org "An Overview of Preschool Storytime")
TALKING
SINGING
READING
WRITING
PLAYING
Making Adaptations
Why do we need to make adaptations?

Adaptations are helpful for all children, as they foster emergent literacy skills.

We want all children to be active participants!

Katie Crosby, MS, CCC-SLP
Augmentative and Alternative Communication (AAC)

Katie Crosby, MS, CCC-SLP

"Using multiple systems is vastly more effective than a single system."
Storytime with AAC

Katie Crosby, MS,CCC-SLP

- Increases child engagement and participation
- Serves as a means of interaction and expression
- Boosts self esteem: children know that they have a voice and can be heard
- Supports emergent literacy
Incorporate all communicative functions (asking/answering questions, commenting, expressing feelings, etc).

Allow children to use and become familiar with the modes of communication used by their peers.

“People are the focus, technology is the tool.”

“Please listen, it’s my turn”: Instructional approaches, curricula and contexts for supporting communication and increasing access to inclusion, Chloe Myers, 2007

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**Vision**

Katie Crosby, M5,CCC-SLP

*Auditory and tactile vs. visual
*Lighting
*Positioning
*Simplify visual stimuli: reducing clutter

**Auditory**

*Amplification
*Reduction of noise
*Check for comprehension

**Motor**

*Position for group participation
*Accessing devices and aides

**Making adaptations requires enough adults to ensure support for children to participate
*Let paraprofessionals know what is expected of them

The Children's Center
For Communication and Development
The University of Western Australia
Vision
Katie Crosby, MS,CCC-SLP

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  * Lighting
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Katie Crosby, MS, CCC-SLP
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Adaptations-Use of Story Mat

Ladell Kraft, MCD, CCC-SLP
Adaptations = Participation

- Engineer environment
- Determine Instructional content
- Adapt Materials
- Provide opportunities
- Use specific instructional strategies
Engineer Environment
Ladell Kraft, MCD, CCC-SLP

*Furniture size and arrangement should allow accessibility for all students

*Communication systems should be available for all students throughout the day with minimal intervention from the teacher

*Organization is essential

*Flexibility is essential

*Re-arrangement, re-organization, re-thinking
Determine Instructional Content
Ladell Kraft, MCD, CCC-SLP

*Find motivating text for the AAC user
*Build language skills
*Expand phonological awareness
*Target letter: sound correspondence
*Early reading skills
*Early writing skills
Adaptations/Modifications for AAC for Users
Ladell Kraft, MCD, CCC-SLP

* Eliminate the need for spoken response
* Provide alternative response modes
* Provide necessary scaffolding supports
* Provide systematic data collection
* Use materials that have been adapted/modified to increase engagement
* Choose an appropriate reinforcement system

(Wiki Site: http://aacreadingfun.pbworks.com)
Provide Opportunities
Ladell Kraft, MCD, CCC-SLP

*To communicate with teachers, friends, classroom peers, parents

*To communicate throughout the day

*To use language not only for making choices, but also to make comments and add information to ongoing discussions, to ask questions, to solicit assistance, etc.

*To practice communication skills such as initiating a conversation, turn-taking, maintaining a topic, etc.
Use Specific Instructional Strategies

Ladell Kraft, MCD, CCC-SLP

* Model Task
  * Introduce the task using visual and verbal supports

* Guided Practice

* Independent Practice
  * Provide correction; if needed, model, prompt, and reevaluate

  * Use prompting hierarchy

(Positive AACtion Information Kit for AAC Teams, Rocky Bay, 2010)
(Wiki Site: http://aacreadingfun.pbworks.com)
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18 Months or 84 Years

"They typically developing child will have been exposed to oral language for approximately 4,380 waking hours by the time he begins speaking at about 18 months of age. If someone is using a different symbol set and only has the exposure to it with the speech pathologist two times a week, 20-30 minutes each, it will take the alternate symbol user 84 years to have the same experience with his symbols that they typically developing child has with the spoken word in 18 months."
Evaluating Literacy Activities

* Were materials, pictures, props, etc. accessible to all children?
* Were appropriate adaptations/modifications made so that all children could participate?
* Were visual supports utilized?
* Were different modes of communication used in telling the story?
* Were different modes of communication encouraged in student responses?
* Were the children engaged and excited?
* Were the opportunities during the day to "carry-over" or generalize concepts, vocabulary, etc. learned during storytime?