SHARED READING: It’s All About the Interaction!

January 14, 2016
Dr. Caroline Ramsey Musselwhite
Webinar Outcomes

- Define and describe shared reading
- Summarize ideas for selecting the best books for shared reading
- Identify shared reading goals
- Share strategies for supporting receptive communication through shared reading
- Share strategies for supporting expressive communication through shared reading
Today’s Topic Location in the 5 STEPS

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What is Shared Reading?

“The interaction that occurs when a child and adult look at or read a book together.”

_Ezell & Justice, 2005_

Based on home reading activities
WHY Shared Reading?

- Supports language
- Helps build background knowledge
- Teaches children how books work
- Supports concepts about print
- Teaches how meaning is made from print
- Helps children take on more responsibility in reading across time

(Clay, 1993)
WHY Shared Reading?

- Reading is worthwhile
- Reading is FUN!

(Clay, 1993)
What Books Are Best?

- Very predictable book
  - Repetitive sentence patterns
  - Pictures to support sentence patterns
  - Not too much text
- Enjoyable & appealing to audience
  - Age-respectful
  - Good language match
- Able to ‘takes students someplace’ conceptually
  - You’ll read it several times!

Adapted from Hall & Cunningham (2003)
Month by Month Reading, Writing & Phonics for Kindergarten, p. 10
new publication on shared reading

MODELER

download at
www.universaldesignlab.com
Sample Predictable Book for Younger Students

- **Brown Bear Brown Bear**
  - Highly predictable
  - Powerful rhythm
  - Little bit of rhyming
  - Includes some core words
  - LOOK ME WHAT YOU

Sample Predictable Book for Older Students

- That’s Disgusting!
  - Predictable
  - Repeated line
  - Includes some core words
  - THAT EAT DRINK IN

Pittau Gervais
Sample Predictable Book for Older Students

* C/Caution Books from Tarheel Reader
Where to Find Books?

Language Lab Library!
- Pick a stage / Pick a book!

http://www.aaclanguagelab.com/library/current/1
Sample Books

Stage 2
- 2 word sentences
- Simple negation

I Do...
I Don't!

Lola the Lion

Stage 5
- Past tense verbs

www.aaclanguagelab.com
Where to Find Books?

Do It Yourself!!

For your students

• Pick a linguistic target
• Write the text
• Find the graphics
Share Your Favorite Books for Older Students

★ Great if they have some of these features:
  - Predictable
  - Engaging
  - Age-respectful
Remember: Favorite Books May Be PERSONAL Books!

- Ex: Me Book by TWS:
  - Save As
  - Change & personalize
Me, me, me....
Who likes ice cream.......Me!

Keep?

Or . . .

Change!
Who likes Play-Doh? ......Me!

Keep it?

Or . . .

Change it!
Who wants a tickle? ....... Me!

Keep it?

Or . . .

Change it!

Ending with a punch!
What Books Are Best?

For students with visual impairments or CVI, be sure the meaning is in the words not graphics.

(Shared Reading: Self Directed Learning Module)
http://dynamiclearningmaps.com/
Supporting Receptive Language

- Helps students grow **vocabulary**
- This is a key issue for students who are not speaking & not reading independently

“*They roared their terrible roars. They gnashed their terrible teeth.*”
Supporting Receptive Language

- Supports understanding of **core words**
- Very helpful for students who use AAC!
- Context + graphics + text provide support
Supporting Receptive Language

- Supports understanding of core words

The dog jumps over the fence.

The pig is in the middle of the road.
Supporting Receptive Language

- Supports phonological development (fun with sounds!)
- Helps to be explicit (point out the rhymes by sound and word)
Supporting Expressive Language

- Connect to child’s life
  - “They’re eating pizza – You LIKE that!”
  - “He’s going to the zoo. WE went there! YOU LOOKed at the jaguar so much!”

- Ideal time to model using the AAC system
- Plus, you can look ahead & ‘cheat’ a bit!
MODELER for Reading and Talking

Preliminary Study

“What is the impact of MODELER for Read and Talk on both communication partner performance and student communication turns during shared storybook reading?”

Slide from Dr. Sam Sennott  http://www.sharedreading.com
MODELER for Reading and Talking

**Model**
- Model using AAC

**Encourage**
- Encourage by providing wait time (5 Seconds)

**Respond**
- Respond by repeating part of what the child said and expand on it with AAC modeling

**Talking**
- comment
- question

**Reading**

**Dialogic Reading**

**Sennott Meta-analysis**

**Time Delay (Halle et al.)**

**Recasting (Nelson et al.)**
- **Alone: Mastery**
  - Give and take of conversation, provide time to generate messages

- **With: Prediction, Participation**
  - Expand utterances and model new functions or purposes

- **To/For: Awareness**
  - Model and reflect key words during interaction

- **Reading**
  - Emphasize manipulating the sounds in language: syllables, rimes, alliteration
  - Shared reading, predictable, personalized, and familiar books: words, rhyme, pictures

- **Writing**
  - Developmental spelling, writing without standards, writing with AAC to show what we know
  - Shared writing: predictable sentence frames, poetry
  - Model many ways to write: AAC, keyboards, pencils

**Erin Sheldon M. Ed**
MODELER

Reading and Talking

Slide from Dr. Sam Sennott  http://www.sharedreading.com
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Modeling During Shared Reading

- **Conversation**, not interrogation
- **Invite** the student to respond
- **Expectant pause**: count to 5! or 25!
- **Accept** all multi-modal responses
- **Reflect** the response with AAC
Attribute Meaning to All Multi-Modal Responses

- Ex: Child smiles, looks, touches, shakes head, laughs
- A natural response to children without disabilities
- Teaches student to be less random. Builds cognitive understandings over time.
- Sends message of competence and high expectations

Adapted from Slide from Dr. Gretchen Hanser
Sample Goals for Shared Reading
(Download from the Center for Literacy and Disability Studies website)

- During shared reading, student will use a communication system to make 4 or more requests or protests, with <insert level of prompt>, on 3 out of 5 days.

- Sample core language for requesting:
  - Let ME (turn page? Activate button? Touch pics?)
  - WANT THAT       TURN IT
  - GO!            HELP ME

- Sample core language for protesting:
  - STOP      STOP IT      STOP THAT
  - NOT LIKE    NOT WANT      WANT DIFFERENT
Great Time to Try . . .

- **Invite** the student to respond
- **Expectant pause**: count to 5! or 25!
- **Accept** all multi-modal responses
- **Reflect** the response with AAC

You are reading ‘The Monster at the End of This Book’

At the end of a page, you say, “WHAT should we DO?”

<Expectant pause> Gesture to device <Invite>
<Expectant pause> <Student looks at page>

“You’re LOOKing at the corner! <Accept multi-modal>
I think you’re saying GO (or GET MORE, or TURN IT)
<Reflect>
Let’s Try It!

- **Invite** the student to respond

- **Expectant pause**: count to 5! or 25!
  - What are tips for making it ‘feel’ expectant??

- **Accept** all multi-modal responses
  - <Student laughs> How do you let them know you ‘heard’ that initiation?

- **Reflect** the response with AAC
  - How do you follow up on the laugh by showing what that might mean?

You are reading ‘That’s Disgusting’
Sample Goals for Shared Reading
(Download from the Center for Literacy and Disability Studies website)

During shared reading, student will use their communication system to ask a question with <insert level of prompt>, on 3 out of 5 days.

Sample questions:
- WHO  WHO THAT  WHO IS THAT  WHO IS HE/SHE
- WHERE  WHERE GO  WHERE did SHE GO
- WHAT IS THAT  WHAT IS IT
But Wait!!

- **Conversation, not interrogation**
  - LOOK! WHERE did he GO! Or WHAT did HE do? Let’s find out!
- **Accept all multi-modal responses**
  - Student looks at disgusting critter
  - Adult says ‘YOU are LOOKing at this’ <point>
- **Reflect the response with AAC**
  - Adult says: ‘Are you asking WHAT is that?’
Let’s Try It!!

- **Conversation**, not interrogation
  - Use a Q word in a conversational way _________________________
- **Accept all multi-modal responses**
  - Student looks at disgusting critter
  - Adult says _________________________
- **Reflect the response with AAC**
  - Adult says: ‘Are you asking: _________________________
Sample Goals for Shared Reading
(Adapted from the Center for Literacy and Disability Studies website)

- During shared reading, student will use a communication system to make 4 or more comments, with <insert level of prompt>, on 3 out of 5 days.

- Sample core language for commenting:
  - LIKE LIKE IT LIKE THAT I LIKE THAT
  - NOT NOT LIKE NOT THAT
  - NOT GOOD THAT NOT GOOD

- Sample chat messages / opinions for commenting:
  - GROSS YUCK DISGUSTING!
  - COOL AWESOME EPIC
Let’s Try It!

- **Model** THAT is NOT GOOD!
- **Invite** the student to respond

_________________________________________

- **Expectant pause**: count to 5! or 25!
- **Accept** all multi-modal responses
  - <Student makes face> How do you let them know you ‘heard’ that initiation?
  - ______________________________________

- **Reflect the response with AAC**
  - How do you follow up on the face by showing what that might mean?
  - ______________________________________

You are reading ‘That’s Disgusting’
Practice

- Start reading and pause for questions
- Evelyn can go to question page and ask a question that I have to try to answer (using her device!)
Let's Try It!

- Record on page
- Tap to see large captions

Modeling:
- Comment
- Request / protest
- Question
Advanced Activity:
Summarize, Using Core Language

🌟 Use 2 – 4 words to Summarize Text

🌟 KISS (Keep It Simple, Silly!)
Her name was Rapunzel and along with her beauty she had grown long, long hair. When the enchantress yelled out her name so loud, she would also call for her hair.

"Rapunzel! Rapunzel! Let down your hair, so I may climb to you way up there!"

Summarize!
Use core vocab
The prince in the woods heard the words the old woman yelled to the beauty. He watched as the princess threw down her braids and thought about how he could save her.
Results

EA performance gains
- AAC Models
- Encourage Steps
- Respond Steps

Child gains
- Communication turns
  - AAC
  - Speech

Slide from Dr. Sam Sennott  http://www.sharedreading.com
www.sharedreadingproject.com

Slide from Dr. Sam Sennott  http://www.sharedreading.com
Remember: Have FUN!

Ex: Tommy’s Day at the Dog Park by Patty Ashby
Life is short and in the end, it's not about who has the nicest, untouched, most perfect books...

but who has explored the most, enjoyed the most, and learned the most and advanced in emergent literacy.

Eddyto's Mum, Isobel
Possible Next Steps

- Pick a book and try it!
- Go to the Shared Reading Project
- Share the webinar link with your school!
- Share the webinar link with families!
- Read FB posts
- Upload books & VIDEOS to FB
- Plan to attend/view next week’s webinar!
Questions?
Thank You!

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