

SHARED READING: It's All About the Interaction!

January 14, 2016

Dr. Caroline Ramsey Musselwhite



angelman
syndrome
foundation

COMMUNICATION TRAINING SERIES

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

<i>Targets</i>	
<i>Teaching/ Tasks</i>	★ AAC & Shared Reading strategies
<i>Tools</i>	Great books ★ Robust AAC sets
<i>Testing</i>	
<i>Team</i>	

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)

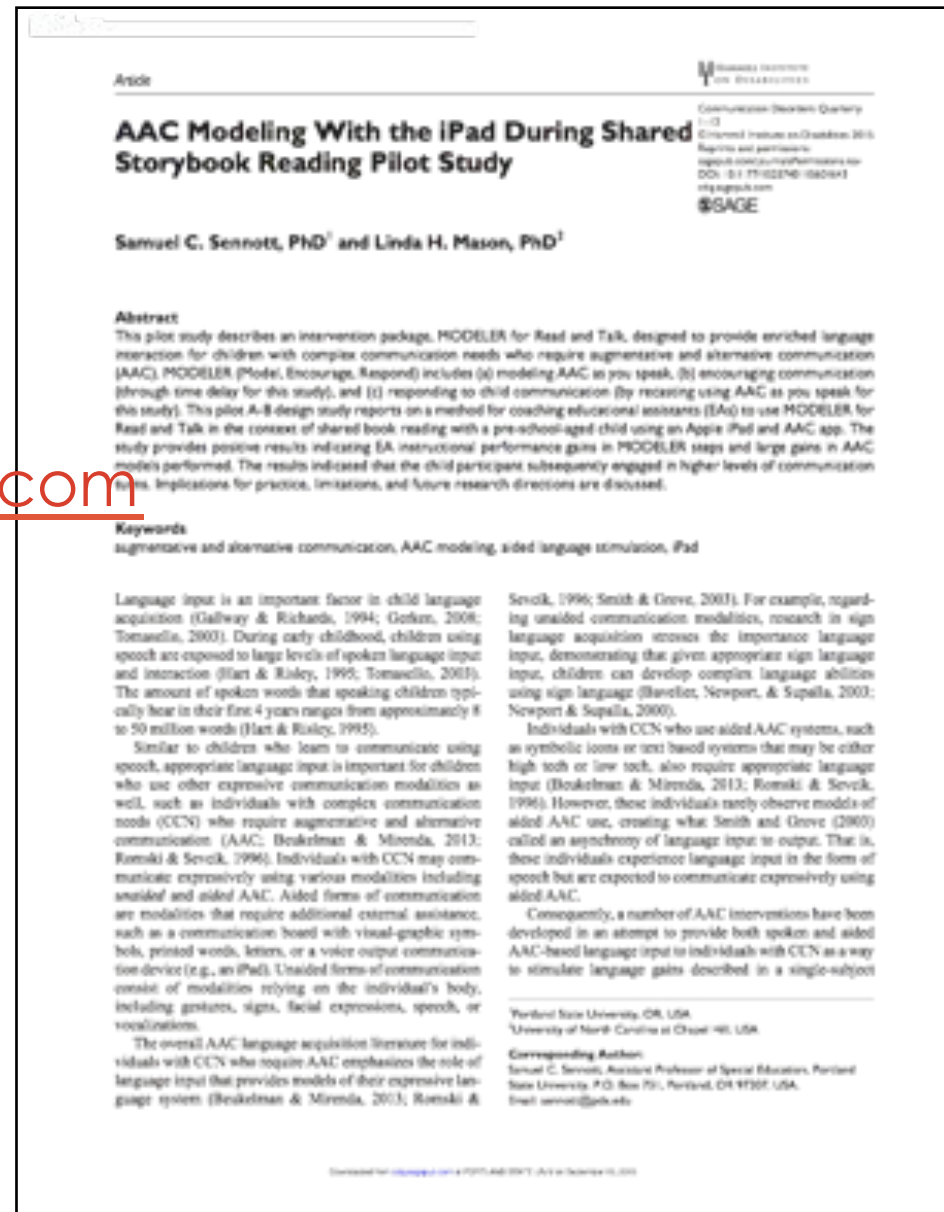
Month by Month Reading, Writing & Phonics for Kindergarten, p. 10

new publication on shared reading

MODELER

download at

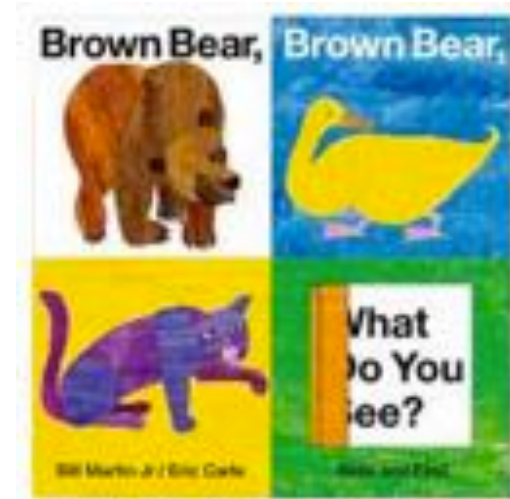
www.universaldesignlab.com



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

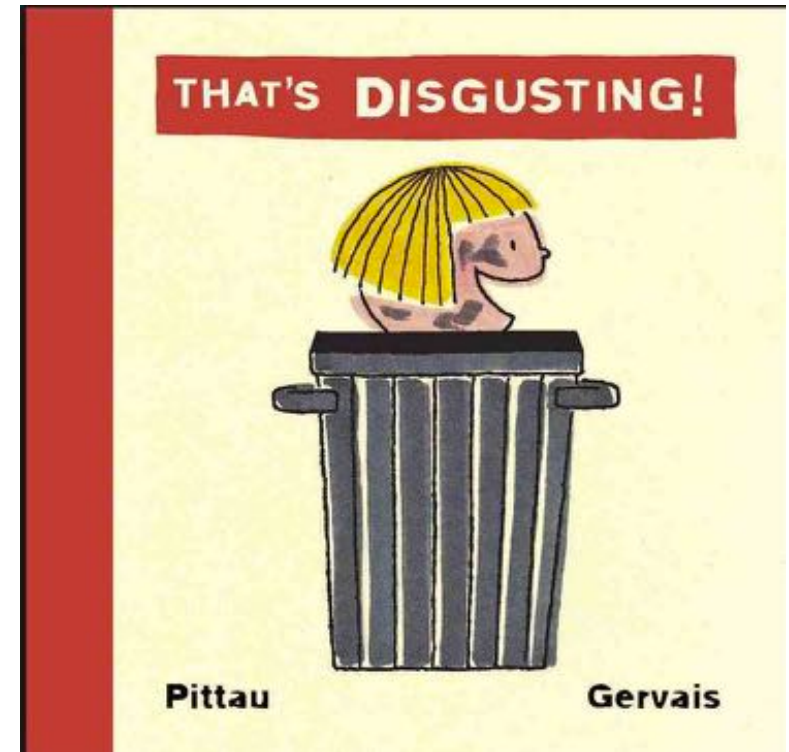


<http://www.sharedreadingproject.com/book-finder/>

Sample Predictable Book for Older Students

★ That's Disgusting!

- Predictable
- Repeated line
- Includes some core words
- THAT EAT DRINK IN











Sample Predictable Book for Older Students

★ C/Caution Books from Tarheel Reader

Tar Heel Reader

Enter text to search All Topics Reviewed only

Rated C/Caution English

Wheeling Reed A. Booke ★★★★  37	Homophone Fun Reed A. Booke ★★★★  17	Cotton Candy Limerick Reed A. Booke ★★★★  6	Lady from Spain Limerick Reed A. Booke ★★★★  8
The big pig Jane Farrell ★★★★  10	No Crepe Reed A. Booke ★★★★  13	Duck! Duck! Duck! tooshytossy ★★★★  18	September 11th Ms. Graham ★★★★  12

Where to Find Books?

Language Lab Library!





- Pick a stage / Pick a book!

Search for Materials 🔍

AAC Language Lab Home - Teaching Resources

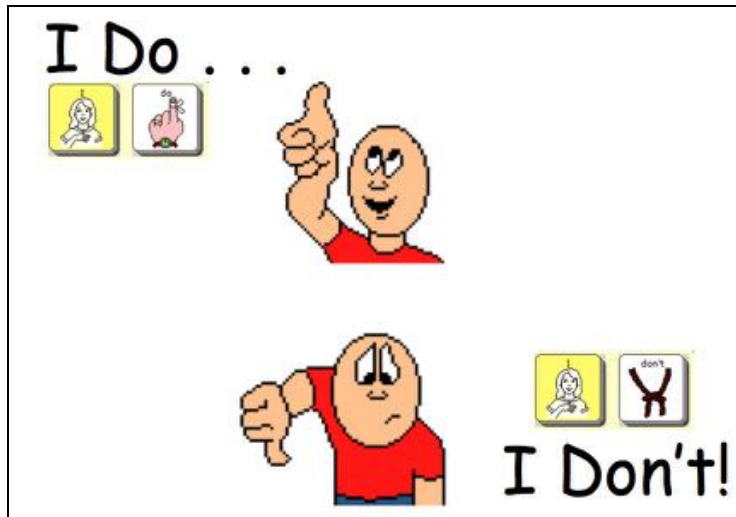
Current Products (ECO2, Vantage Lite, Vanguard Plus) - Stage 1

Devices	
ECO2, Vantage Lite, Vanguard Plus	
Stage 1	
Stage 2	
Stage 3	
Stage 4	
Stage 5	
Stage 6	
Any Stage	
Springboard Lite	
Stage 1	
Stage 2	

	Unity 84 Sequenced Teaching Resources for Stage 1 Devices: Vantage Lite, Vanguard Plus, ECO2 and ECO14 1.05 and Higher Required Software: PowerPoint
	Unity 84 1-Hit What We Do Devices: Vantage Lite, Vanguard Plus, ECO2 and ECO14 1.05 and Higher Required Software: PowerPoint
	Unity 84 1-Hit Books Set 1 Younger Devices: Vantage Lite, Vanguard Plus, ECO2 and ECO14 1.05 and Higher Required Software: PowerPoint
	Unity 84 1-Hit Books Set 1 Older Devices: Vantage Lite, Vanguard Plus, ECO2 and ECO14 1.05 and Higher Required Software: PowerPoint

<http://www.aaclanguagelab.com/library/current/1>

Sample Books



Stage 2

- 2 word sentences
- Simple negation



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

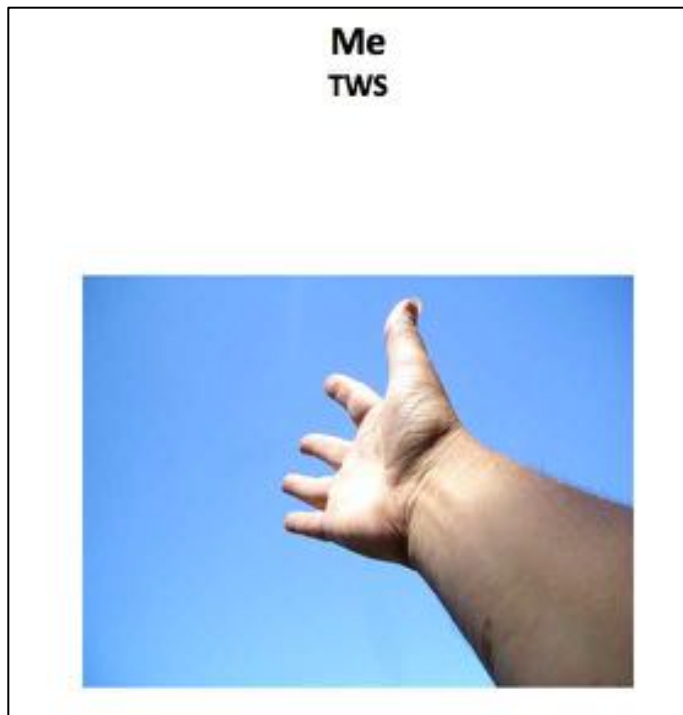


Share Your Favorite Books for Older Students

- ★ **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....



Keep?

Or . . .

Change!

Who likes ice cream.....Me!



Keep it?

Or . . .

Change it!

Who likes playdoh?Me!



Keep it?

Or . . .

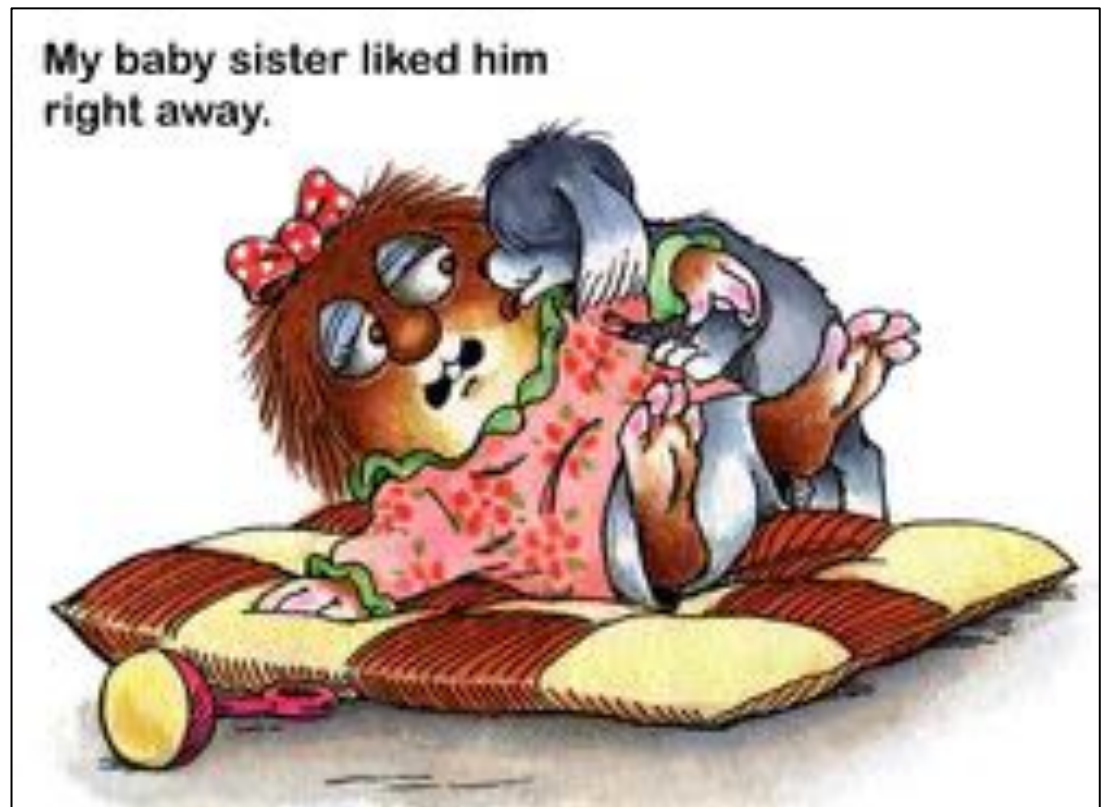
Change it!

**Who wants a
tickle? Me!**

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**

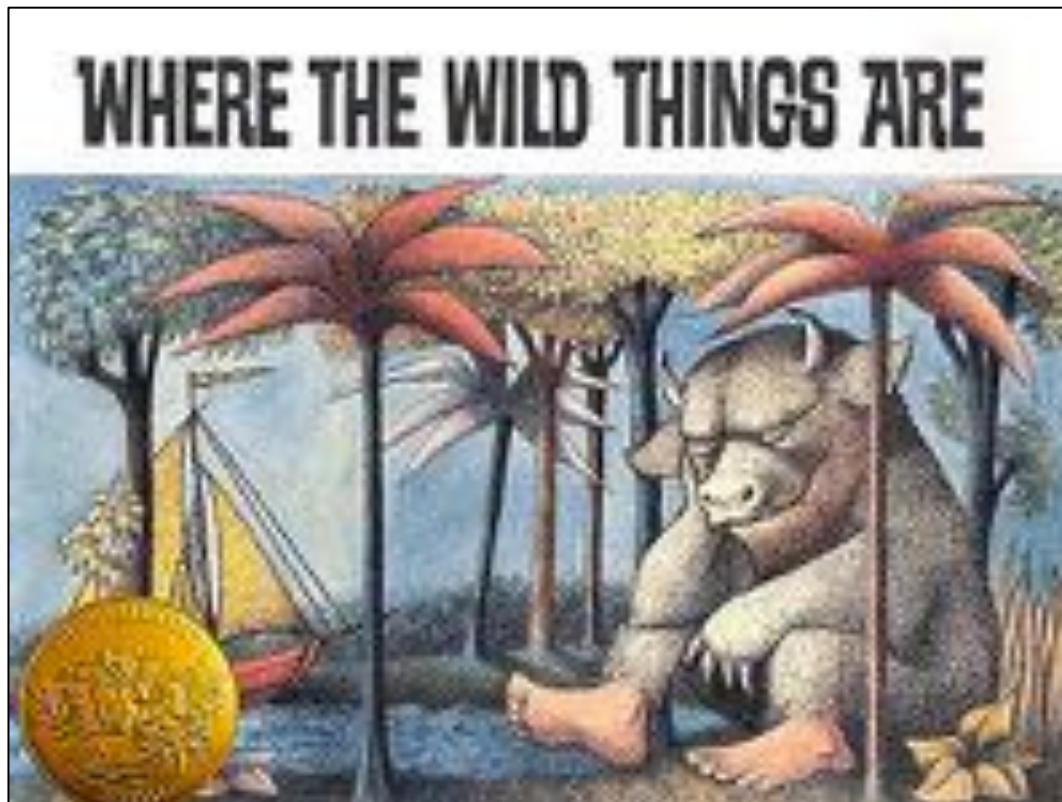


(Shared Reading: Self Directed Learning Module)

<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**



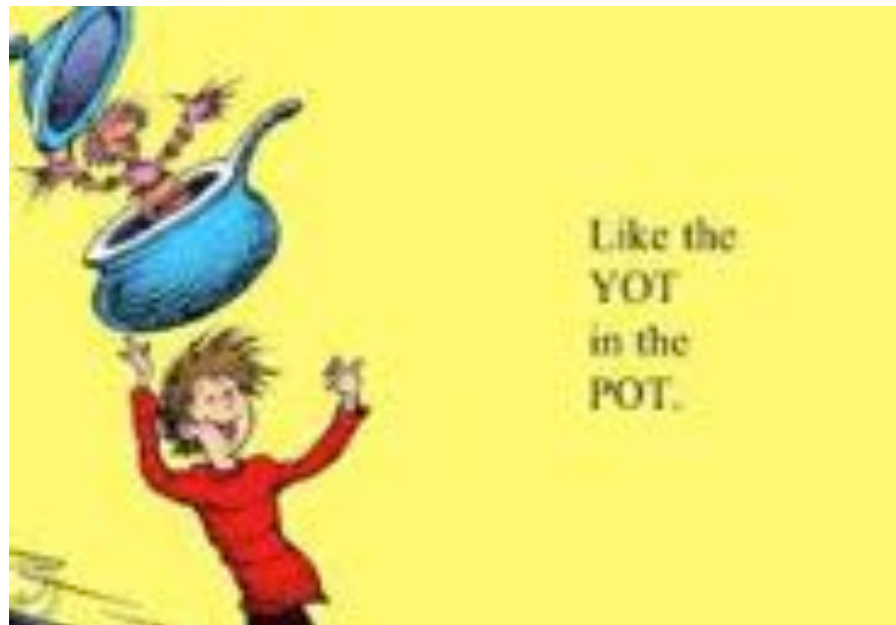
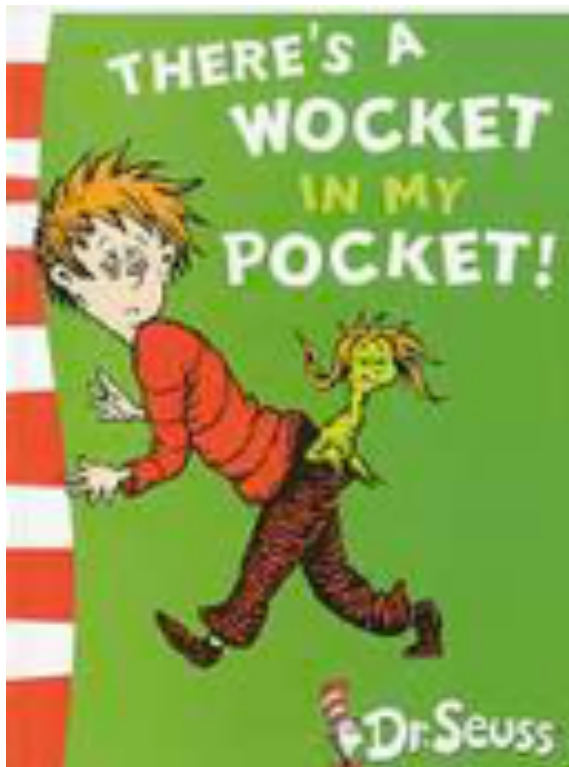
The dog jumps over the fence.



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?”

MODELER for Reading and Talking

Model

Model using AAC

**Sennott
Meta-analysis**

Encourage

Encourage by providing wait time (5 Seconds)

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

Respond

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

**Recasting
(Nelson et al.)**

Reading

Talking

comment

question

**Dialogic
Reading**

AAC

Reading

Writing

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

Breaking the code: letter names and sounds, phonics, sight words

Developmental spelling, writing without standards, writing with AAC to show what we know

Emphasize manipulating the words in language: onset/syllables, rhyme, alliteration

Shared writing: predictable sentence frames, poetry

Shared reading: predictable, personalized, and familiar books: words, retell, pictures

Model many ways to write: AAC, keyboards, pencils

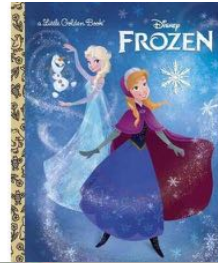
Erin Sheldon M. Ed

MODELER

Reading and Talking



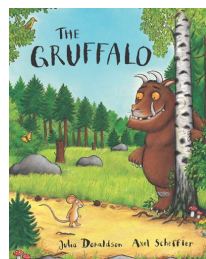
Slide from Dr. Sam Sennott <http://www.sharedreading.com>



Shared Reading Project Frozen 60

Frozen	Elsa	Anna	who	I	is	like	not	Colors	on
Olaf	Kristoff	Sven	what	you	go	think	more	all done	in
Hans	Trolls	make	where	it	feel	do	good	bad	out
glove	snow	froze	when	that	see	want	happy	sad	off
summer	cold	love	why	they	help	said	funny	scary	here
let's bring back	let it go	Keyboard	how	word	read	turn	silly	uh oh	More

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



Shared Reading Project

The Gruffalo

The Gruffalo	Gruffalo	mouse	who	I	is	like	not	Colors	on
Fox	Owl	Snake	what	you	go	think	more	all done	in
wood	tongue	back	where	it	feel	do	good	bad	out
toes	claws	tusks	when	that	see	want	happy	sad	off
knees	nose	terrible	why	they	help	said	funny	scary	here
big	little	Keyboard	how	word	read	turn	silly	uh oh	More

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

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)

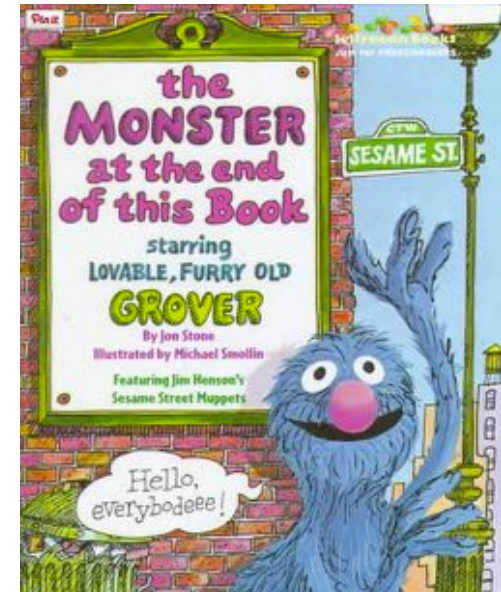
- ★ **During shared reading, student will use a communication system to make 4 or more requests or protests, with <insert level of prompt>, on 3 out of 5 days.**

- ★ 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

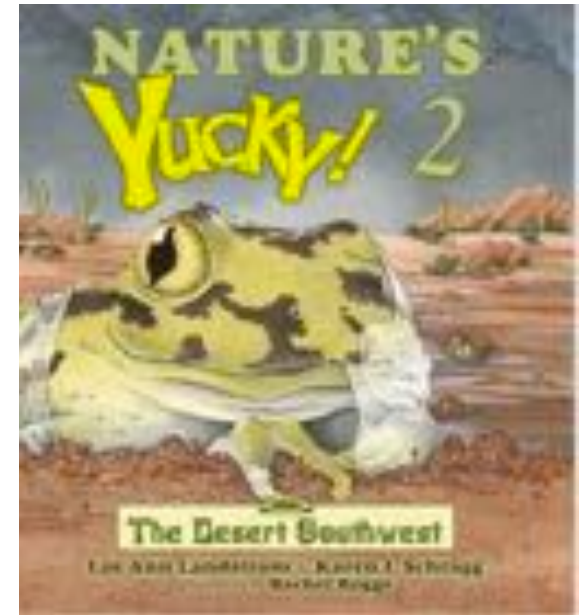
(Download from the Center for Literacy and Disability Studies website)

- ★ **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

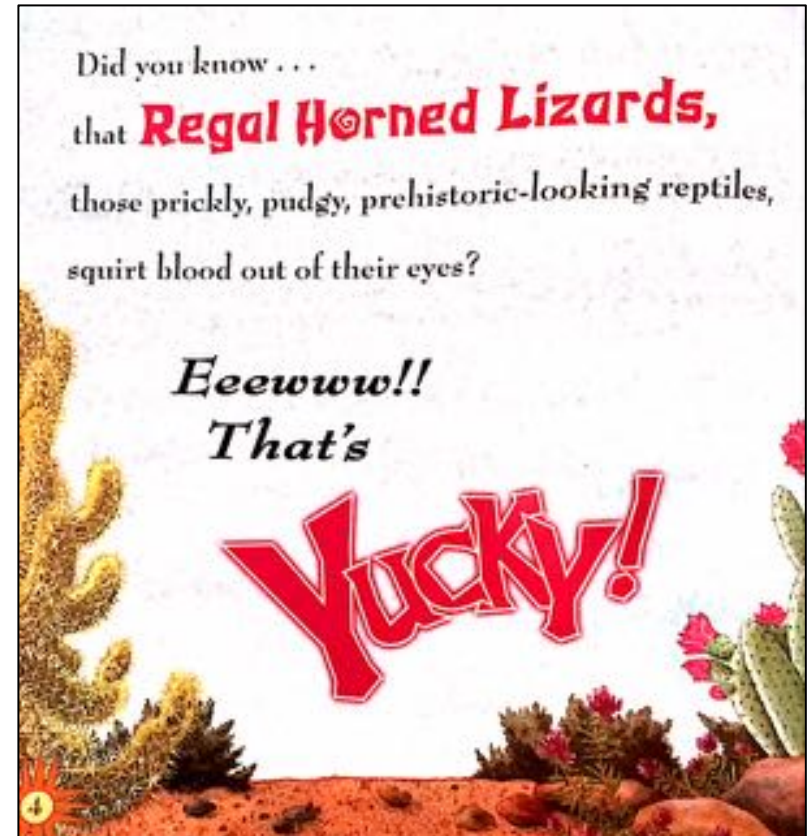
But Wait!!

- ★ **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.**

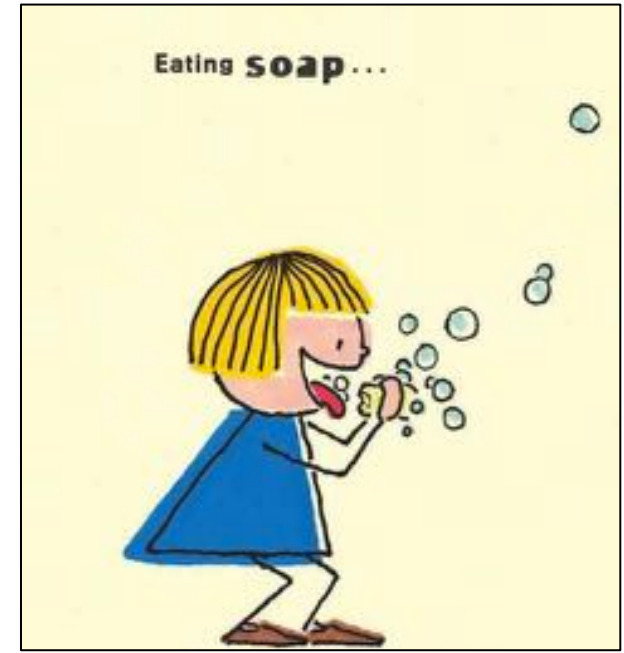
- ★ Sample core language for commenting:
 - ★ LIKE LIKE IT LIKE THAT I LIKE THAT
 - ★ NOT NOT LIKE NOT THAT
 - ★ NOT GOOD THAT NOT GOOD

- ★ 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'

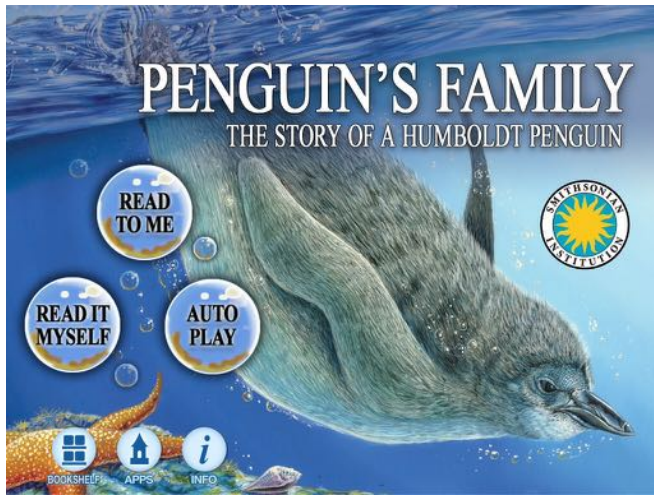


Om Books
Little Critter

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!)

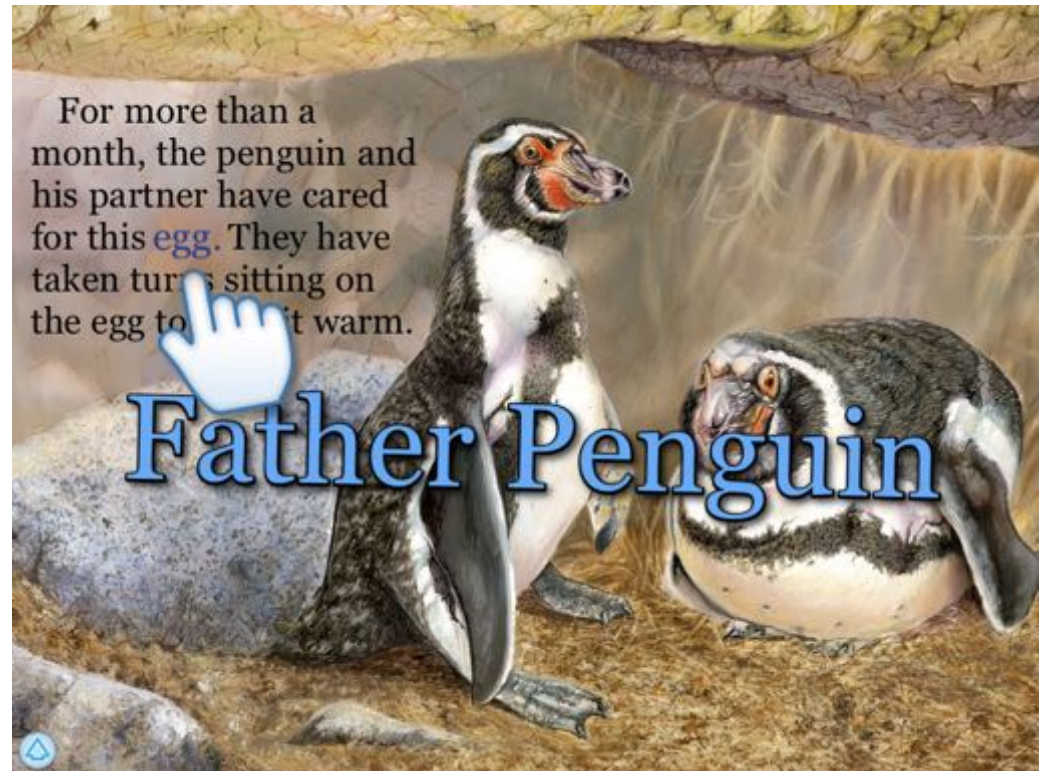


Let's Try It!

- 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!)**



MeeGenious

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.

Summarize!
Use core vocab



Results

EA performance
gains

AAC Models

Encourage Steps

Respond Steps

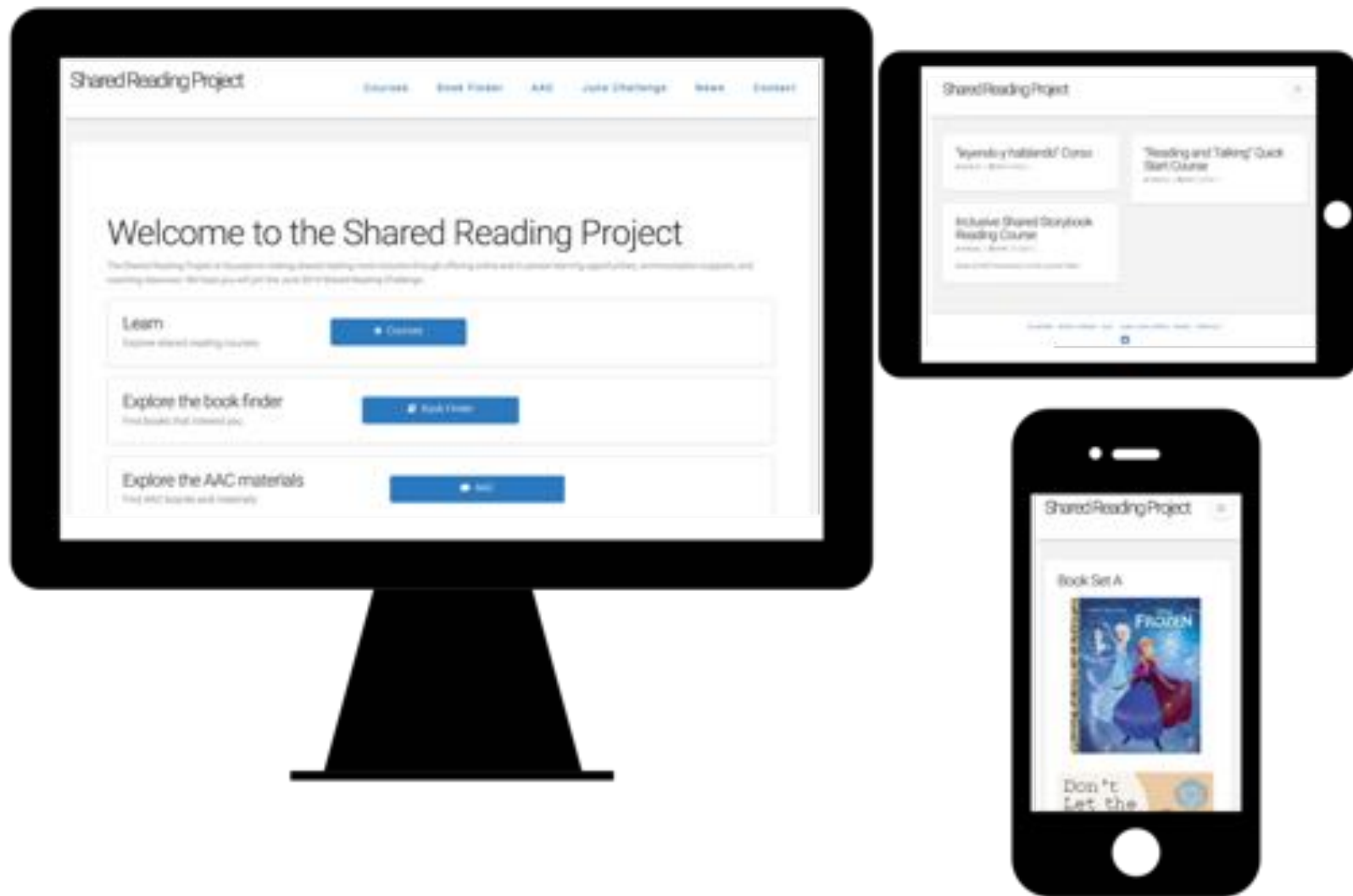
Child gains

Communication
turns

AAC

Speech

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

Tommy's Day at the Dog Park



By Shabby Ashby
MNS, CCC-SLP

Life is short and in the end, its
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

Pinterest Quotes

Caroline Musselwhite

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!

*The ASF Communication Training Series
is made available by
the Angelman Syndrome Foundation
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The Foster Family Charitable Foundation,
a family foundation established in Central
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