

FACILITATING SPEECH AND LANGUAGE DEVELOPMENT THROUGH READING ALOUD AND MORE

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Mother of three
children ages 5, 3 and
1

Listeners Choice
Award Mrs. Utah

Overview

- WHY facilitate speech and language development?
 - Literacy/Academic
 - Social/Behavioral

Overview Continued

- HOW you can facilitate speech and language development
 - ▣ Reading Aloud
 - Things to do, what to read
 - ▣ Making the most of doing things you already do
 - ▣ Common errors and easy solution

Overview continued

- When you should get concerned
 - Milestones and red flags
 - When to refer to a specialist
 - Available resources
- Question and Answers

Why?

- Obvious implications from a parent
 - “Tell me what you want!”
 - “I want you to understand what I’m ASKING you to do.”
 - Teachers have similar relationships with students



Why?

- Speech and language skills are essential to academic success and learning. Language is the basis of communication. Reading, writing, gesturing, listening, and speaking are ***all forms of language***. Learning takes place **through** the process of communication. The ability to communicate with peers and adults in the educational setting is essential for a student to succeed in school.

"FAQ: Speech and Language Disorders in the School Setting." *American Speech-Language-Hearing Association | ASHA*. Web. 07 Sept. 2011. <<http://www.asha.org/public/speech/development/schoolsFAQ.htm>>.

Why?

- Children with communication disorders **frequently** do not perform at grade level. They may struggle with reading, have difficulty understanding and expressing language, misunderstand social cues, avoid attending school, show poor judgment, and have difficulty with tests. Difficulty in learning to listen, speak, read, or write can result from **problems in language development.**

FAQ: Speech and Language Disorders in the School Setting." *American Speech-Language-Hearing Association / ASHA*. Web. 07 Sept. 2011. <<http://www.asha.org/public/speech/development/schoolsFAQ.htm>>.

Why?

- Student's prior knowledge about a topic promotes comprehension and learning. Strong, Carol J., and Kelly Hoggan North. *The Magic of Stories: Literature-based Language Intervention*. Eau Claire, WI: Thinking Publications, 1996. 15. Print.
 - ▣ What the children have already been exposed to in their world of communication will pool over into what they are *ready* to learn in school.
- Behavioral
 - ▣ Less outbursts
 - ▣ Can talk about feelings and circumstances

Why?

□ Social Implications

- Communication skills to carry on a conversation with a peer
- Part of the umbrella of language is understanding social cues, and nonverbal communication
- Less outbursts often = better interactions with peers

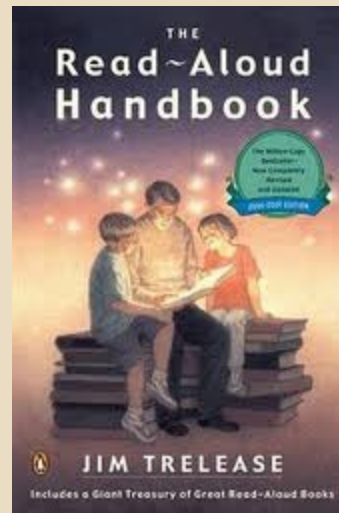


How? / Why?

- **READING ALOUD!!!**
 - Interrelated = Reading and Language Development
 - Pace of language development is determined by the amount and richness of the language he hears.

How?/Why?

- Important facts/Studies
 - “Read Aloud Handbook” by Jim Trelease



Reading Aloud

Implications of Reading

- ““Education beyond all other devices of human origin, is the great equalizer of the conditions of man. It does better than disarm the poor of their hostility towards the rich: it prevents being poor.”
 - ▣ The more you read the more you know ¹⁵
 - ▣ The more you know, the smarter you grow ¹⁶
 - ▣ The smarter you are, the longer you stay in school and the more diplomas you earn. ¹⁷

Reading Aloud

Implications of Reading

- ❑ The more diplomas you have, the more days you are employed. ¹⁸
- ❑ The more diplomas you have, the more your children will achieve in school. ¹⁹

Therefore the converse is also true:

- ❑ The less you read the less you know
- ❑ The less you know the sooner you drop out of school
- ❑ The sooner you drop out, the sooner and longer you will be unemployed
- ❑ The sooner you drop out the greater your chances of going to jail. Trelease, Jim, and Jim Trelease. *The Read-aloud Handbook*. New York: Penguin, 1995. xxv. Print.

Reading Aloud

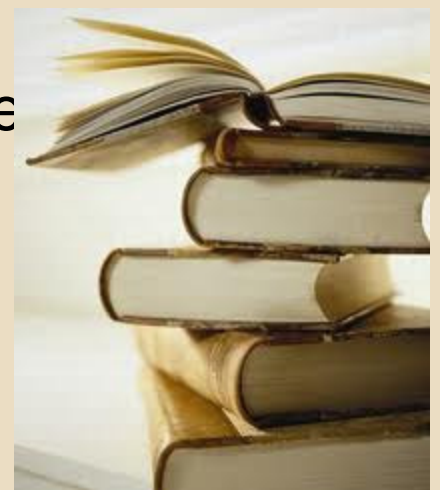
Implications of Reading

- Poverty and illiteracy are related – they are the parents of desperation and imprisonment.
- So common sense should tell us that reading is the ultimate weapon – destroying ignorance, poverty, and despair...A nation that doesn't read much doesn't know much. And a nation that doesn't know much is more likely to make poor choices in the home, the marketplace, the jury box, and the voting booth. And those decisions ultimately affect the entire nation – the literate and the illiterate. The challenge therefore is to convince future generations of children that carrying books is more rewarding than carrying guns.” Trelease, Jim, and Jim Trelease. *The Read-aloud Handbook*. New York: Penguin, 1995. xxiv-xxvi. Print.

Reading Aloud

Implications of Reading

- Significant studies
 - ▣ Commission on Reading
 - Organized by National Academy of Education and the National Institute of Education
 - Funded under the U.S. Department of Education.
 - Reviewed 10,000 research projects that had been done regarding reading.
 - Generated “Becoming a Nation of Readers”



Reading Aloud

Implications of Reading

- ““The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.”
- The Commission found conclusive evidence to support the use of reading aloud on only in the home but also in the classroom: “It is a practice that should continue throughout the grades. 3””
Trelease, Jim, and Jim Trelease. *The Read-aloud Handbook*. New York: Penguin, 1995. 2-3.Print.

Reading Aloud

Implications of Reading



- International Study
 - Involved 32 countries
 - Assessed 210,000 children ages 9-14 years
 - Four top nations: Finland, U.S., Sweden and France.
 - Two factors that produced higher achievements around the world:
 - The frequency of teachers reading aloud to students.
 - The frequency of sustained silent reading (SSR).
Children who had daily SSR periods scored much higher than those who experienced SSR once a week.
- Trelease, Jim, and Jim Trelease. *The Read-aloud Handbook*. New York: Penguin, 1995. 10-11. Print.

Reading Aloud

Implications of Reading

- Studies are impressive but remember reading is an acquired skill.
- Recent study conducted in 2005 suggested that reading to a child **ALONE** doesn't teach the child to read, but it **WILL** foster a love for reading, and is still linked to an increased reading ability, particularly when parents point out text to their young children.

Evans, M.A., and J. Saint-Aubin. 2005. What children are looking at during shared storybook reading: evidence from eye movement monitoring. *Psychological Science* 16(11): 913-920.

Reading Aloud

- Reading aloud works!
- Reading aloud, for the most part, CAN be completely free.
- In the studies previously mentioned, the amount of time recommended was 15 minutes a day.



WHEN do I start?

- University of North Carolina psychologist Anthony Decasper explored the effects of reading to children in utero.
- Remember the brain's development:
 - ▣ 75% of brain mass forms by age two
 - ▣ The plasticity, or adaptability of a baby's brain is roughly 90% complete by age 5.

What to do DURING reading

- Remember attention spans are BUILT – and not overnight.
 - ▣ Keep initial readings short enough to fit their attention spans and gradually lengthen both.
 - ▣ Recommendations for specific age groups to come.

What to do DURING reading LABELING

- The average preschooler spends about 5 seconds focusing on words when a parent reads to them. The rest of the time is typically spent looking at the pictures. Evans, M.A., and J. Saint-Aubin. 2005. What children are looking at during shared storybook reading: evidence from eye movement monitoring. *Psychological Science* 16(11): 913-920.
- Because children focus much on the illustrations, use that to your advantage.
 - Point out the objects in the illustrations, while reading. Describe the actions, highlight facial expressions of the characters.

What to do DURING reading LABELING

- If the child labels an object, describe it further (Expansion)
 - ▣ Child: A BEE!
 - ▣ Parent: A yellow bee! (or) A little bee! (or)???LOTS of possibilities
- Use adjectives and contrast with opposites
 - ▣ Child: A BEE!
 - ▣ Parent: A little bee!And look a BIG bear.

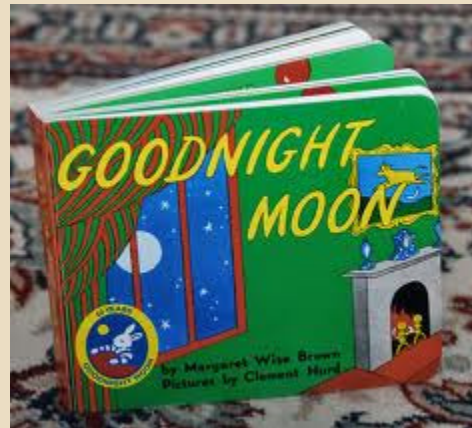


What to do DURING reading LABELING

- Once they understand specific words use a variety of synonyms
 - ▣ Child: A BEE!
 - ▣ Parent: A teeny, tiny bee! (vs small)
- Highlight prepositions
 - ▣ Child: A BEE!
 - ▣ Parent: The bee is UNDER the tree.
 - You can further demonstrate prepositions by USING your book (the book is UNDER YOU!)

What to do DURING reading LABELING

- Using 'Tag' phrases to increase length of utterance
 - ▣ Best for younger children
 - ▣ Typically greeting phrases (Goodbye, Hello)



What to do DURING reading PREDICTING

- Predict what the story is about
 - Look at the title cover
 - Let them peek at pages
- As you are reading, ask them frequently what they think will happen next
 - ...and Sally left Walter walked all the way home.’
(Parent) What do you think Sally will do next?
Who will she see? What is Walter going to do?
Etc.

What to do DURING reading PREDICTING

- When repeating a story, these questions help promote comprehension and recall
- Predicting questions also referred to as 'directed reading/thinking activities also strengthen comprehension monitoring in that children learn to detect and respond to comprehension breakdowns.

Strong, Carol J., and Kelly Hoggan North. *The Magic of Stories: Literature-based Language Intervention*. Eau Claire, WI: Thinking Publications, 1996. 22. Print.

What to do DURING reading QUESTIONS

- Use questions to probe understanding of difficult language.
- Use questions to review key points in the story
- Use questions for justifications/feelings
 - ▣ How would YOU feel if you had to go to the Dr. like Johnny?
- Use questions to prompt summarization

What to do DURING reading QUESTIONS

- ALLOW questions from the children, but know how and which ones to answer
 - ▣ Questions directly related to the story – take time to answer and help them understand
 - ▣ Other questions can usually be handled by “Good question! Let’s come back to that later”
 - Be sure to follow through

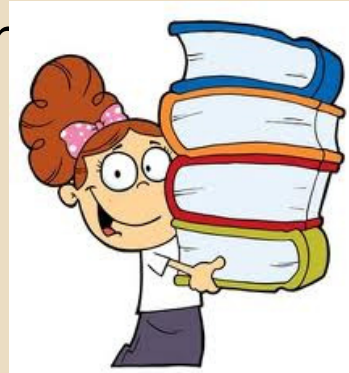


What to do DURING reading REPETITION

- Most difficult for PARENTS
- Important for learning and understanding language components by hearing it over and over again.
 - ▣ Preschoolers often ask as many questions (and sometimes the SAME questions) after a dozen readings of the same book because they're learning language in increments – not all at once. Each reading often brings an inch or two of new meaning to the story. Trelease, Jim, and Jim Trelease. *The Read-aloud Handbook*. New York: Penguin, 1995. 69.Print.

What to do DURING reading REPETITION

- Build a child's self esteem
 - Better able to predict what will happen next until he/she can become an EXPERT
 - Children find comfort in predictability, familiarity – i.e. routines
 - Some feel they can 'read' the book
 - Retelling-Story retelling provides students with practice at organizing the story into a coherent whole and presenting it in an appropriate manner



Types of books for each age

- < 1 year of age
 - ▣ Repetition – in utero study
 - ▣ Rhyme – Human ears – including babies – gravitate to rhyming words in the same way eyes are attracted to patterns. The Rhymes appear more ‘organized’ for learning.
 - ▣ Books that stimulate sight and hearing – colorful pictures and exciting sounds

Types of books for each age

- 6 months – use teething toy or other distraction in their hands
- 8 months – wants to be involved
 - ▣ Allow them to help turn pages
 - ▣ Lift flaps
 - ▣ Touch and feel books
- 12 months – can start to point to some objects, can help make animal noises
- After they learn to walk – reading times should be chosen so as not to frustrate their immediate interests

Types of books for each age

- 12 mo-2 years
 - ▣ 'Labeling' Books: stripped of confusing background images, and often grouped by subject matter.
- 12 mo +
 - ▣ Simplifying the book
 - Try to build up to the story
 - Try NOT to simplify language – remember QUALITY

Types of books for each age

□ Toddler years

- *Beginning with Books* – by librarian Nancy DeSalvo lists 9 common reasons why a child becomes attached to a book
 - Reassurance (Family security – *Whose Mouse Are You?*)
 - Identification (Toddler behavior – *Sam's Teddy Bear*)
 - Humor (*Curious George*)
 - Predictability or repetition (*Brown Bear, Brown Bear*)
 - Artistic Distinction (*A Snowy Day*)
 - Rhythm (*Madeline*)

Types of books for each age

- Happy association (*Blueberries for Sal*)
- Gimmick (Lift and flap books)
- Special interest (Thomas the train, cars etc.)
- 2-5 years
 - Wordless and Predictable books
 - Children can join in on the reading in predictable books
 - Ability to 'create' story with the child.
 - Can create a story that is at the child's level
- ALL LEVELS
 - When choosing books look for interest level and attention span and the world is the limit!

Resources for Book Lists

- *The Read Aloud Handbook* - Jim Trelease
- *The Magic of Stories* – Carol Strong, Kelly North
- Favorite web sites
 - <http://www.parents.com/fun/book-gallery/>
 - <http://www.oprah.com/packages/kid-reading-list.html>
 - Find websites that cater to YOUR tastes
- Other resources
 - Librarian!!!
 - Reading teacher at your local elementary school

Making the Most of Time

- Car rides
 - Books on CD
 - Talk about your day
 - Sing CHILDREN'S songs
 - Describe things you see
 - Car games
 - I Spy
 - 'I'm thinking of'



Making the Most of Time

- Cooking/Bath times

- Talk about what the baby is seeing, hearing, tasting, touching, smelling

- Point out objects and actions

- Refer to 'labeling' portion of reading aloud

- Play time

- Parallel talk

- You can do this while you are busy doing other things

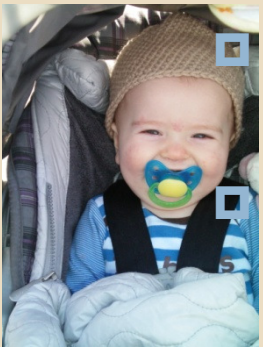


Making the Most of Time

- Toys
 - Telephones
 - Microphones
 - Anything that 'echo's'
 - Remember the children making noises, is good practice for speech development
 - Toys that promote pretend play, and encourage narration, or communication
 - Play kitchen
 - Dress ups

Watch out for...

□ Pacifiers



■ CAN BE USED!! BUT...Allow time for children to babble, and learn to talk.

■ Studies

- [Effect of Prolonged Pacifier Use on Speech Articulation](#) 2010,
- [The Impact of Prolonged Pacifier Use on Speech Articulation: A Preliminary Investigation](#) 2008)

□ TV time

- Pediatricians recommend (American Academy of Pediatrics, 1999)
 - No TV for children less than 2 years old
 - 2 hours or less of TV for children 2 and older

Watch out for...

- Why we need to be cautious of TV viewing
 - ▣ Television breaks programs into 8 minute segments - fosters a short attention span
 - Average family changes channels once every three minutes 26 seconds (if they own a remote control) 5 minutes fifteen seconds (if they do not own a remote control) “Zapping of TV Ads Appears Pervasive,” *The Wall Street Journal*, April 25, 1988, p 29
 - ▣ For young children it is an antisocial experience
 - Deprives children of questioning tool
 - Has a negative effect on children’s vital knowledge after age ten, according to the Schramm study of 6,000 school children Trelease, Jim, and Jim Trelease. *The Read-aloud Handbook*. New York: Penguin, 1995. 173. Print.

Watch out for...

- ▣ Television stifles the imagination.
 - Images are given to them, rather than created
 - Little opportunity for prediction, or motivation for prediction
 - A study of 192 children from Los Angeles County showed children HEARING a story produced more imaginative responses than did those SEEING the **same story on film.** Patricia Greenfield and Jessica Beagles-roos, "Radio and Television: Their Cognitive Impact on Children of Different Socioeconomic and Ethnic Groups" *Journal of Communication*, Spring 1988, pg 71-91.

Watch out for...

- TV time CAN be beneficial
 - Interactive DVD's/Shows
 - Teach concepts (PBS)
 - Academic research shows that AFTER 10 hours a week school grades begin to dip. The culprit is not television itself but the OVERVIEWING of it.



Trelease, Jim, and Jim Trelease. *The Read-aloud Handbook*. New York: Penguin, 1995. 166. Print.

Watch out for...

- Not allowing opportunity
 - ▣ Allowing pre language skills, because they meet communication needs
 - ▣ Older siblings talking for their younger siblings

When should I get concerned?

- Developmental Milestones
 - Trusted Website www.asha.org



Developmental Milestones

- **Birth-3 Months HEARING AND UNDERSTANDING**
 - Startles to loud sounds
 - Quiets or smiles when spoken to
 - Seems to recognize your voice and quiets if crying
 - Increases or decreases sucking behavior in response to sound
- **Birth-3 Months TALKING**
 - Makes pleasure sounds (cooing, gooing)
 - Cries differently for different needs
 - Smiles when sees you

Developmental Milestones

- **4-6 Months HEARING AND UNDERSTANDING**
 - Moves eyes in direction of sounds
 - Responds to changes in tone of your voice
 - Notices toys that make sounds
 - Pays attention to music
- **4-6 Months TALKING**
 - Babbling sounds more speech-like with many different sounds, including *p*, *b* and *m*
 - Chuckles and laughs
 - Vocalizes excitement and displeasure
 - Makes gurgling sounds when left alone and when playing with you

Developmental Milestones

□ **7 Months-1 Year HEARING AND UNDERSTANDING**

- Enjoys games like peek-a-boo and pat-a-cake
- Turns and looks in direction of sounds
- Listens when spoken to
- Recognizes words for common items like "cup", "shoe", "book", or "juice"
- Begins to respond to requests (e.g. "Come here" or "Want more?")

□ **7 Months-1 Year TALKING**

- Babbling has both long and short groups of sounds such as "tata upup bibibibi"
- Uses speech or non-crying sounds to get and keep attention
- Uses gestures to communication (waving, holding arms to be picked up)
- Imitates different speech sounds
- Has one or two words (hi, dog, dada, mama) around first birthday, although sounds may not be clear

Developmental Milestones

□ **One-two Years HEARING AND UNDERSTANDING**

- Points to a few body parts when asked.
- Follows simple commands and understands simple questions ("Roll the ball," "Kiss the baby," "Where's your shoe?").
- Listens to simple stories, songs, and rhymes.
- Points to pictures in a book when named.

□ **One-two Years TALKING**

- Says more words every month.
- Uses some one- or two- word questions ("Where kitty?" "Go bye-bye?" "What's that?").
- Puts two words together ("more cookie," "no juice," "mommy book").
- Uses many different consonant sounds at the beginning of words.

Developmental Milestones

- **Two to Three Years – HEARING AND UNDERSTANDING**
 - ▣ Understands differences in meaning ("go-stop," "in-on," "big-little," "up-down").
 - ▣ Follows two requests ("Get the book and put it on the table").
 - ▣ Listens to and enjoys hearing stories for longer periods of time

Developmental Milestones

- **Two to Three Years TALKING**
 - Has a word for almost everything.
 - Uses two- or three- words to talk about and ask for things.
 - Uses *k, g, f, t, d,* and *n* sounds.
 - Speech is understood by familiar listeners most of the time.
 - Often asks for or directs attention to objects by naming them.

Developmental Milestones

- **Three to Four Years HEARING AND UNDERSTANDING**
 - Hears you when you call from another room.
 - Hears television or radio at the same loudness level as other family members.
 - Answers simple "who?", "what?", "where?", and "why?" questions.

Developmental Milestones

□ **Three to Four Years TALKING**

- Talks about activities at school or at friends' homes.
- People outside of the family usually understand child's speech.
- Uses a lot of sentences that have 4 or more words.
- Usually talks easily without repeating syllables or words.

Developmental Milestones

- **Four to Five Years HEARING AND UNDERSTANDING**
 - ▣ Pays attention to a short story and answers simple questions about them.
 - ▣ Hears and understands most of what is said at home and in school.

Developmental Milestones

□ **Four to Five Years TALKING**

- Uses sentences that give lots of details ("The biggest peach is mine").
- Tells stories that stick to topic.
- Communicates easily with other children and adults.
- Says most sounds correctly except a few like *l, s, r, v, z, ch, sh, th*.
- Says rhyming words.
- Names some letters and numbers.
- Uses the same grammar as the rest of the family.

When to refer to a specialist

- Children typically do not master all items in a category until they reach the upper age in each age range. Just because your child has not accomplished one skill within an age range does not mean the child has a disorder. However, if you have answered no to the majority of items in an age range, seek the advice of an ASHA-certified speech-language pathologist

When to refer to a specialist

- Remember when you notice your child isn't doing some of the items listed – attempt facilitation techniques
 - ▣ Those we highlighted today
 - ▣ ASHA has provided other facilitation techniques that are organized per age
- Other trusted professionals
 - ▣ Educators
 - ▣ Physicians

Other Available Resources

□ Books

- *Beyond Baby Talk: from Sounds to Sentences : a Parent's Complete Guide to Language Development.* By Apel, Kenn, and Julie J. Masterson
 - More in depth ASHA sponsored book about speech and language development
- Talking on the Go. By Dorothy Dougherty and Diane Paul
 - Book written by SLP's on everyday activities to enhance speech and language development

Other Available Resources

- The Read Aloud Handbook. By Jim Trelease
 - ▣ Provides ample information on the benefits of reading aloud, and read aloud strategies
 - ▣ Provides a 'treasury of great read-alouds' and provides age recommendations
- The Magic of Stories. By Carol Strong and Kelly North
 - ▣ Provides a list of suggested books, organized per age, and includes specific activities to do with each book
 - ▣ Activities are geared toward stimulated children with language difficulties but obviously benefits any child

Other Available Resources

- Trusted websites
 - www.asha.org
 - <http://www.aap.org/>
 - www.healthychildren.org
- When in doubt, it is never HARMFUL to have your child seen by a specialist.
 - Birth to three, and three to five programs in public education
- Tawni.williams@gmail.com

QUESTIONS??



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