



Interactive Storybook Reading: Strategies That Work Across Settings

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Agenda

1. Introductions
2. What is Interactive Storybook Reading (ISR)?
3. What do we know about DHH Students and ISR?
4. Who does ISR work for?
5. How do I implement ISR with my students?

Introduction

Incidental word
learning

(Golinkoff, Hirsh-Pasek, Bailey, &
Wenger, 1992)

Acquiring and
retaining
vocabulary

(Storch & Whitehurst, 2002)

Later reading
achievement

(Storch & Whitehurst, 2002)



Storybook
Reading



Vocabulary
knowledge

Arnold, Lonigan, Whitehurst, & Epstein, 1994; Beck & McKeown, 2007; Hargrave & Sénéchal, 2006; Justice, 2002; Justice, Meier, & Walpole, 2005; Penno, Wilkinson, & Moore, 2002; Sénéchal, Thomas, & Monker, 1995; Robbins & Ehri, 1994

Storybook Reading Interventions for Vocabulary

Shared reading

- Reading a story aloud to students
- Making predictions
- Questioning for comprehension
- Allowing time for comments and reflections at the end

Repeated reading

- Using the same text over several days
- Builds confidence with the content of the text
- Provides repeated exposure

Interactive Storybook Reading

- Using the book to as a shared referent
- Focusing on pictures rather than plot or story elements
- Language intervention

Interactive Storybook Reading as Social Learning

Encouraging child participation.

Giving the child feedback.

Adapting the style continually to match child's linguistic growth

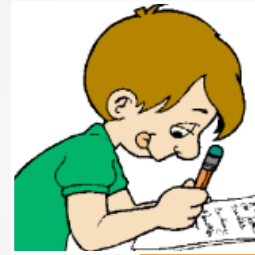
(Whitehurst et al., 1988)

Dynamic Intervention



2-3 year old

- Labeling
- Picture focused
- Repeating
- Helping

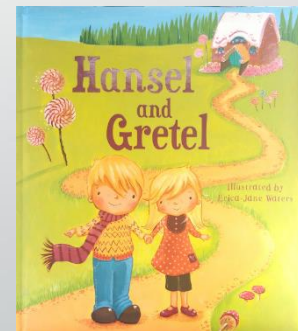


4-5 year old

- CROWD questions
- Story retelling
- Story focused
- More complex

CROWD Question Prompts

- **C**ompletion questions
 - The children are hugging each other. They are feeling _____.
- **R**ecall questions
 - How did Hansel feel at the beginning of the story?
- **O**pen-ended questions
 - What do you think they are worried about?
- **W**h- questions
 - What is the dad carrying?
- **D**istancing questions
 - Who is in your family?



PEER Sequence

	Adult	Child
<u>P</u> rompt	The children are hugging each other. They are feeling _____.	worried
<u>E</u> valuate	Yes!	
<u>E</u> xpand	The children are feeling worried.	
<u>R</u> epeat	How are the children feeling?	children feeling worried

Interactive Storybook Reading and DHH children

What does ISR improve?

- Picture labeling (Fung et al., 2005; Trussell & Easterbrooks, 2014; Trussell, Hasko-Dunagan, Kane, & Cascioli, 2017)
- Generating kid-friendly definitions (Trussell, Hasko, Kane, Brusehaber, & Amari, in press)

Considerations

- Script questions and choose vocabulary
- Use the same book for several days

Results

Lauren's LSL Class

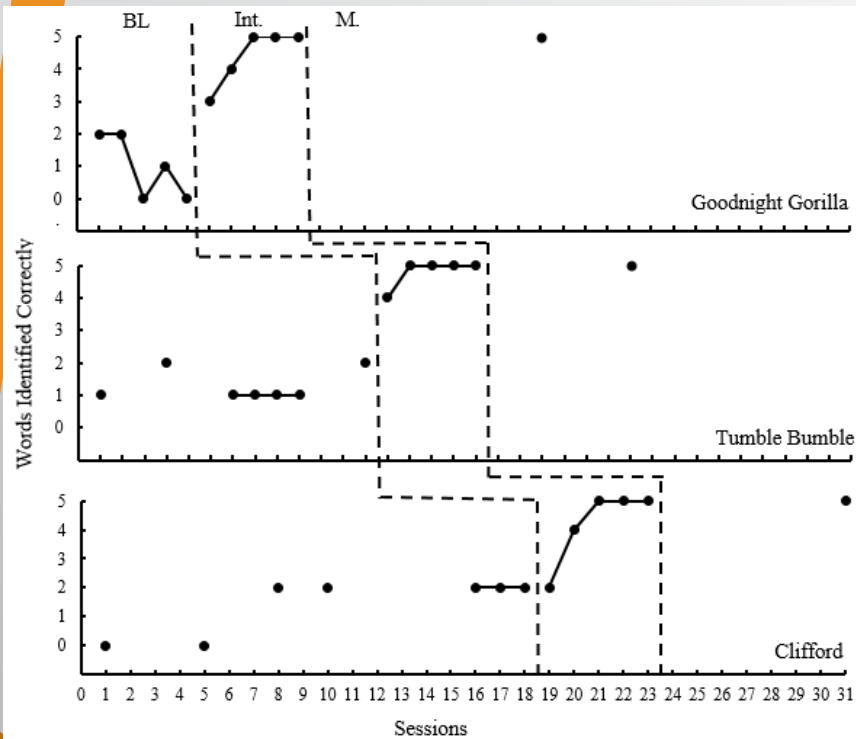


Figure 1. Zeb

Jada's TC Class

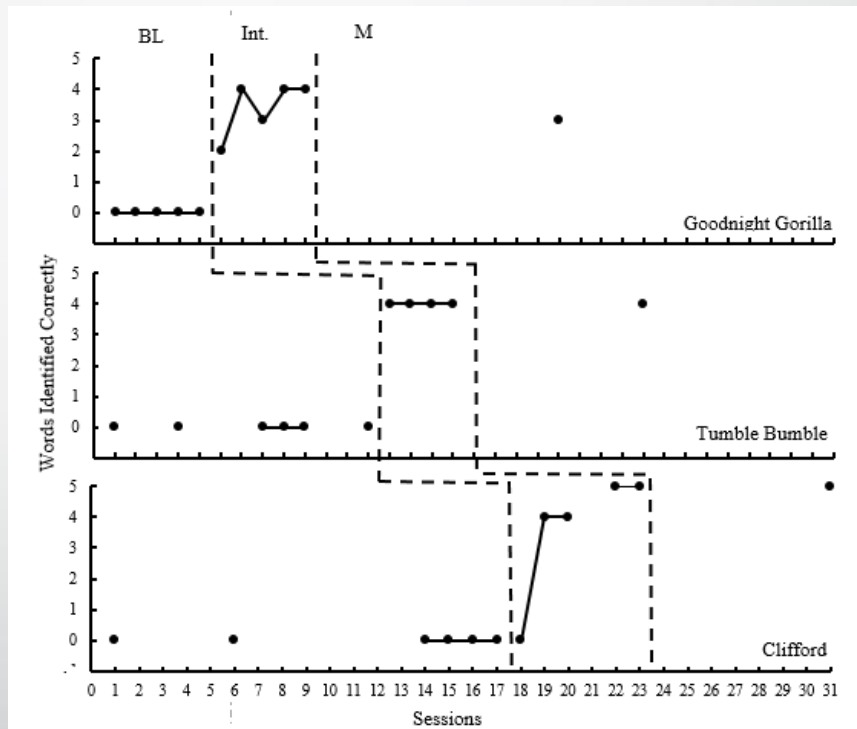


Figure 6. Lucas


Intervention Materials Example

Book with prompts



Picture Vocabulary
cards





Make and Take: Interactive Storybook Reading

What do I do first?

- Check your student's IEP goals.

- Vocabulary

- Labeling

- Defining

- Sentence Structure

- Inflectional Morphology

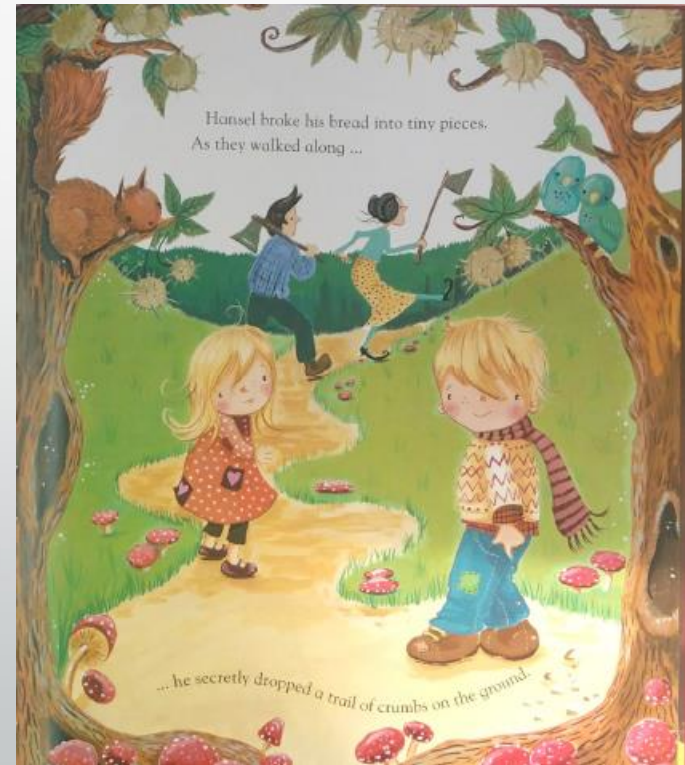
- Check your curriculum.

By the annual review of the IEP, the student will expand expressive and receptive vocabulary by labeling pictures and describing the words using speech or sign language with 90% accuracy on 8 out of 10 trials.



Choose books

- Match your curriculum.
- Have clear pictures and few sentences
- Simple plot



Determine Targets

- Initially, choose more than you need.
 - Pre-test
- 5 targeted words and/or meanings
 - 3 nouns
 - 1 adjective
 - 1 verb
- Be able to target the word 4-5 times in the book.

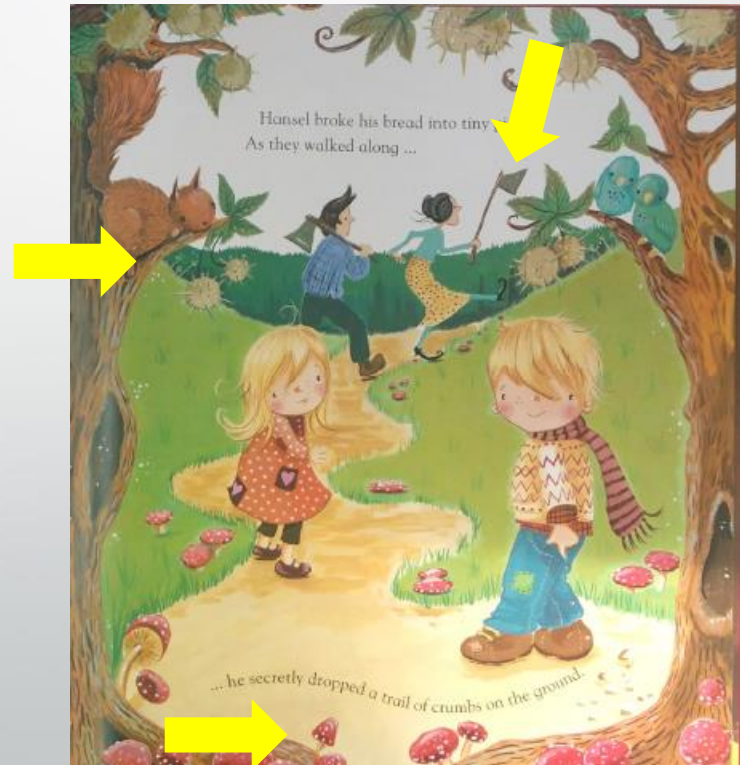


Table Groups



Tasks:

- Using the following word list: basket, friends, food, happy, pack, pick one word to draft your CROWD questions.
- Write your questions on your post-its.
- Stick them to each page.
- 10 minutes to work

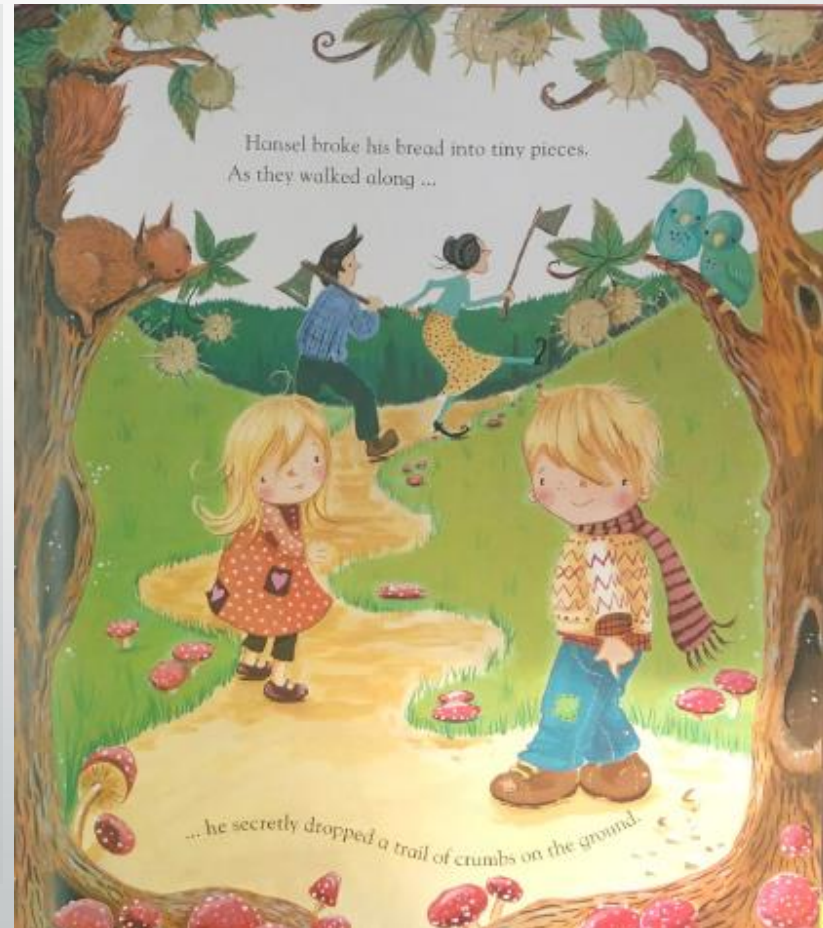
Plan the questions.

CROWD Question Prompts

- **C**ompletion questions
 - The children are hugging each other. They are feeling _____.
- **R**ecall questions
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(Whitehurst, Epstein et al., 1994)



Practice

- The PEER sequence is not natural.
- Teachers are most likely to forget the “R.”

	Adult	Child
<u>P</u> rompt	The children are hugging each other. They are feeling _____.	worried
<u>E</u> valuate	Yes!	
<u>E</u> xpand	The children are feeling worried.	
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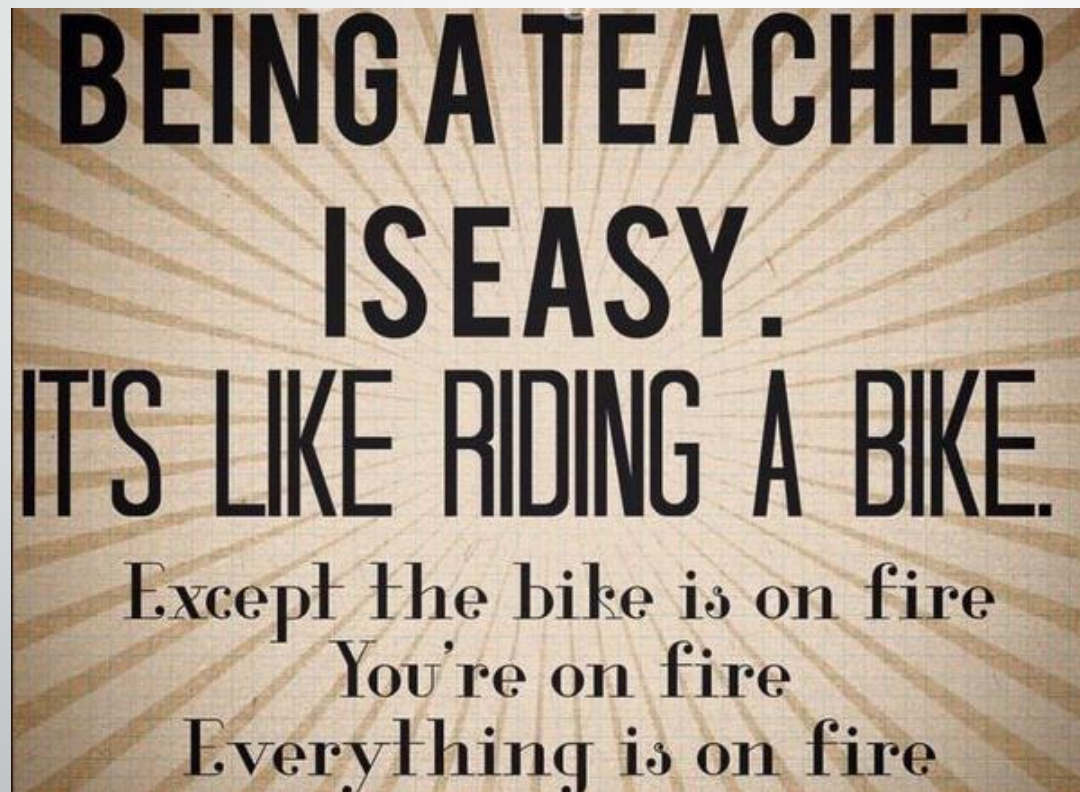
Task:

- Each group break into two or three.
 - Decide who will be the teacher first.
 - Allow 1 minute to prepare.
 - Implement 2-3 pages.
- Practice implementing a few pages with your groups.
- Try to give each person a chance to implement a few pages.

Questions?



Thanks for hanging in there!



Any questions about this presentation?

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