

Shared Reading: It's All About the INTERACTION!

Shared Reading for Students with Complex Communication, Intellectual & Physical Challenges: It's About the **INTERACTION!**

Dr. Gretchen Hanser
Dr. Caroline Musselwhite
www.aacintervention.com

Shared & Guided Reading: What's the difference?

- **Shared Reading**
 - Sharing the process of how books work
 - Building language & background knowledge
 - Supporting concepts about print
 - **Lots of discussion on every page**
- **Guided Reading**
 - Still focusing on language & background knowledge
 - Guiding students' comprehension of the whole text
 - Teaching strategies to comprehend text
 - **Almost no discussion during book reading**

Hanser 2010

Shared Reading Goals

- Developing a love of reading
- Sharing reading as a social activity
- Talking / asking Qs about books
- Learning how books work

Did you know ...

- good teachers read from at least 12 books a **DAY?**
- children from literate homes have heard their favorite stories 200-400 times??
- reading aloud to children during day care, preschool, or school can impact their reading ability!

Shared Reading: It's All About the INTERACTION!

It's All About the *Interaction*

- Give student a way to interact/communicate throughout the book
- Models using student's AAC system
- Adult Responsiveness
 - Follow the child's interests
 - Attribute meaning to all student attempts - accidental or intentional
 - Communication symbols
- Be Animated!
- PAUSE, PAUSE, PAUSE
- Select Great Books
- Involve the Student with Manipulating the Book

What Do Students Learn During Shared Reading? (Clay, 1993)

- Builds language
- Builds critical background knowledge
- How & why we use books
- Concepts about print
- How meaning is made from print
- Reading is worthwhile & enjoyable
- Student gradually takes on more responsibility in reading over time

Concepts About Print (Clay, 1993)

- Book orientation
- Print carries meaning-it is what we read
- Turning pages
- Read from left to right
- Start at top and move to bottom
- Words are separate units made up of letters
- Idea of first and last letter
- Different punctuation carries different meaning

Research Tidbits

- Story Reading Interactions Between Preschoolers Who use AAC and Their Mothers, (Light & Kelford Smith, 1994)
 - Students did not have access to communication system- moms tended to dominate the conversation.
- Storybook-Based Communication Intervention for Girls with Rett Syndrome and Their Mothers (Koppenhaver, Erickson, Harris, McLellan, Skotko & Newton, 2001)
 - Increase in communication attempts when given AAC tools and parent training

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Fostering Communication During Shared Reading



To view video, go to the Center for Literacy & Disability Studies.
www.med.unc.edu/ahs/clds
Follow the links for the case study of Matthew

OUR JOB During Shared Reading...

- Encourages communications
- MODEL, MODEL, MODEL
- Follows student's interests
- Attributes meaning to all attempts
- Makes connections between book & students experiences
- Does "think outlouds"
- Models concepts about print (Clay, 1993)
- NO PRESSURE---NO BIG TESTING

Why Attribute Meaning?

- 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

**IDENTIFY VOCABULARY ON
STUDENT'S AAC DEVICES!**

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The student's success with the device and their ability to generalize is dependent upon the content of the messages and how they are taught.

How could you use this during a reading activity?



What would you change?

Core vs. Fringe Vocabulary

- Core:
 - Words that make up over 85% of conversations
 - Made up by 250-350 words
 - High frequency words that occur across multiple environments
- Fringe:
 - Important, but less frequently used
 - Activity specific words

From Dynamic Learning Maps

<http://dlmpd.com/clds/dlm-professional-development/>

I	like	not	want
help	it	more	different
who	she	you	he
where	up	on	in
me	make	get	look
what	need	are	is
some	put	all	this
don't	that	go	do
when	finished	can	here

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Download from the Center for Literacy & Disability Studies

- Core vocabulary overview
- Core lists
- Core boards
- www.med.unc.edu/ahs/clds/resources/core-vocabulary

From Dynamic Learning Maps Webinar: Symbols

<http://dlmpd.com/clds/dlm-professional-development/>



From DLM Webinar: Symbols

<http://dlmpd.com/clds/dlm-professional-development/>



Selecting Messages for AAC Systems

- Strive for five!
- For students who have personal devices
 - Use core!
 - Great messages to start with: questions, feelings, comments, people, places
- For students who don't have personal devices or devices with "limited real estate"
 - Be VERY CHOOSY
 - Target core that they can sequence
 - Choose messages that they can learn to generalize
 - Examples: "I know" or "I want to help" or "me!"

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Minimize Creating Activity Specific Words and/or Pages

- How much will it be used AFTER the lesson or unit is over?
- Is it something that the student can use for other lessons?
- Is it something that can be used in other environments?
- Will still want to use some “fringe” to support retelling

Using Open Ended, Interaction Messages

- Core cuts down on “20 questions”
 - Context of the book will help support adult with response
- Consistent symbol set fosters motor/visual memory
- Use of positive & negative comments

Sounding Board App Free from AbleNet



Add sample board picture

Question Everything!



- Great way to support ‘text to world’
- Student asks Q and partner supplies answer
- Works well with many types of genre

Sounding Board



<http://aacgirls.blogspot.com/2013/10/question-everything.html>

Shared Reading: It's All About the INTERACTION!

Question Everything!

Booksy

<http://aacgirls.blogspot.com/2013/10/question-everything.html>

INTERACTIVE Displays!!

let me	turn the page	more
uh-oh	look	cool
what's that?	act it out	bad

AAC Intervention Tips/
Reading

Apps such as:

- Go Talk Now
- Sounding Board

Book Talk 9: Musselwhite 2005

Book Talk 16

let me	want	turn page	more
no	like	know	funny
uh-oh	why	act out	cool
what	who	that	bad

AAC Intervention
-Tips
-August, 2004

Comment!
(Focusing on Text to Self)

Words for Life

let's	thank you	oops	you're well	well	okay	yuk	fine	delicious
please	good bye	what's up?	word	thankfully	thank	thanks	thank	thank
to thank	thankful	more than	most than	of course	ha ha ha	ouch	stinky	all gone
surprise	ah	oh	awesome	excuse me	hello	surprise	ah	oh
yum	yikes	clear	awesome	excuse me	hello	surprise	ah	oh



- **Positive comments**
(awesome, cool, yay)
- **Negative comments**
(oops, yikes)
- **Neutral comments**
(okay; oh)

Shared Reading: It's All About the INTERACTION!

Group Reading

Not in This House
by
Caroline Musselwhite
and Maureen Baum


DORIS JOHNSTON
Chris Johnson Incorporated
Yuba, Illinois

Great for practicing **comments** on AAC device
-Positive: cool, epic, sweet!
-Negative: bummer, yikes, whoa

Meet Heckerty

Today I am the angriest witch
in the whole world!
Everything's gone wrong again!



I'm so annoyed, I tripped over Zanzibar's tail!

Screencast-O-Matic.com

Working With Limited Real Estate

(***Not all inclusive-there are many more!!)

- 
• Cheap Talk 4 & 8, Enabling Devices

- 
• Go Talk, Attainment

- 
• Tech Talk & Tech Speak, Amdi

- 
• Voice Pal 8K, Adaptation
- 
• Supertalker & Quicktalker, Ablenet


Tactual Symbols for Students who are Blind

(From the Center for Literacy & Disability Studies, UNC-Chapel Hill)



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Tactual Symbol Set

(By Hanser, 2004, Adapted from Texas School of the Blind, Maryland School for the Blind and Goosens and Crain)

<u>Function</u>	<u>Shape</u>	<u>Texture</u>	<u>Color</u>
Pronouns	Octagon	Laminate	Orange
Verbs	Triangle	Felt	Pink
Adjectives	Heart	Bumpy	Blue
Nouns	Square	Smooth	Yellow

MAKING THE MOST OF ONE BUTTON DEVICES: Use of Open Ended Comments, and Positive & Negative Comments

- Single message devices
 - BigMack, www.ablenetinc.com
 - Chipper, www.adaptivation.com



- Sequencing/listing devices
 - Step by Step, www.ablenetinc.com
 - Sequencer, www.adaptivation.com



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

MAKE IT ACCESSIBLE

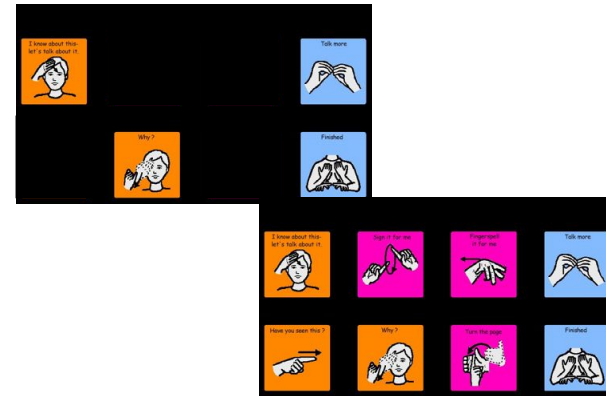
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Setting Up Reading Interaction Symbols for Easy Use & Modeling

- Choice Board
- PVC Eye Gaze Frame
- Take stock in duct tape!
- Iron-on on pillow case (From Pam Harris, supermom)



Supporting Access to AAC: Consider Hiding or Masking



Looking for Switch Access

- Find movements that are EASIEST for the student OR movements that they have the most POTENTIAL to learn
- Sit back and just observe student's natural resting positions
- Avoid "gravity assisted scanning"- try positioning switches in vertical planes.
- Make sure switch offers enough feedback.

Access Tools: Switches!



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Switch Mounts: Make Switch Set Up Easy & Fast with Loc-Line Mounts

(Download Loc-Line Handout from CLDS website)

Mount 'em & leave 'em!

Loc-Line from
www.modularhose.com

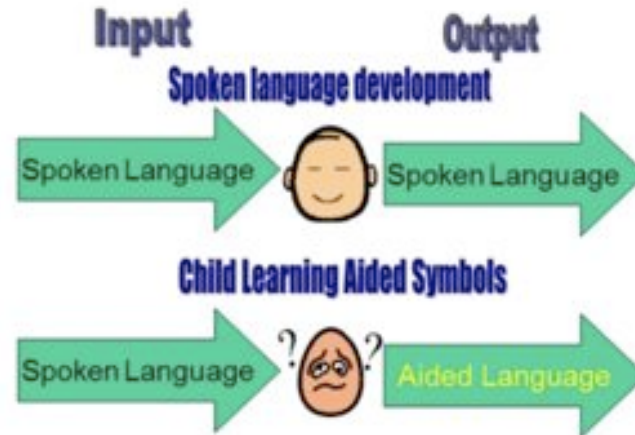


HelpKidzLearn

- Subscription
- Games and stories to build motor access



INTERACTION STRATEGIES & SUPPORTS



Gayle Porter, 2004

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Aided Language Stimulation (Goosens & Elder, 1992)

- Input, input, input of language using AAC devices or boards
- Adult communicates with symbols while providing spoken language
- No return student model is expected

Supporting Overly Enthusiastic Switch Users

- Consider the device/switch
 - Too much fun to click? Stabilized down?
- Consider the interaction
 - Make the activity MORE fun than the switch
 - Interactive, MOTIVATING message on device
- Consider the student's role in activity
- Strategies to teach device use
 - Responsiveness of the adults
 - Attribute meaning
 - Model, model, model

Engineer It - No More Chasing!
No More Playing With The Switch!



Pal Pads
~\$35-40




Voice Pal 8 from Adaptation
www.adaptation.com

**Give student more than
one thing to say**

Assessing the Interaction During Shared Reading: Adult-Child Interactive Reading Inventory

- From: DeBruin-Parecki, A. (2007). Let's Read Together, Brookes Publishing
- Enhancing visual attention to text
- Promoting the interaction
- Using literacy strategies

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 Adult-Child Interactive Reading Inventory			
ADULT BEHAVIOR	OBSERVATION	CHILD BEHAVIOR	OBSERVATION
I. Enhancing Attention to Text			
1. Adult attempts to promote and maintain physical proximity with the child.		1. Child seeks and maintains physical proximity.	
2. Adult sustains interest and attention through use of child-adjusted language, positive affect, and reinforcement.		2. Child pays attention and sustains interest.	
3. Adult gives the child an opportunity to hold the book and turn pages.		3. Child holds the book and turns the pages on his or her own or when asked.	
4. Adult shares the book with the child (displays sense of audience in book handling when reading).		4. Child initiates or responds to book sharing that takes his or her presence into account.	
II. Promoting Interactive Reading and Supporting Comprehension			
1. Adult poses and solicits questions about the book's content.		1. Child responds to questions about the book.	
2. Adult points to pictures and words to assist the child in identification and understanding.		2. Child responds to adult cues or identifies pictures and words on his or her own.	
3. Adult relates the book's content and the child's responses to personal experiences.		3. Child attempts to relate the book's content to personal experiences.	
4. Adult pauses to answer questions that the child poses.		4. Child poses questions about the story and related topics.	
III. Using Literacy Strategies			
1. Adult identifies visual cues related to story reading (e.g., pictures, repetitive words).		1. Child responds to the adult and/or identifies visual cues related to the story form or content.	
2. Adult solicits predictions.		2. Child is able to guess what will happen next based on picture cues.	
3. Adult asks the child to recall information from the story.		3. Child is able to recall information from the story.	
4. Adult elaborates on the child's ideas.		4. Child spontaneously offers ideas about the story.	

Look Read Together: Supporting Literacy Outcomes with the Adult-Child Interactive Reading Inventory (ACIRI) © 2007 Reading Publishing Co., Inc. All rights reserved.

Fostering a Child Directed Interaction: Follow the CAR

Notari-Syerson, Maddox, and Cole (1999)

- Comment on what student is doing and wait 5 seconds
- Ask questions and wait 5 seconds
- Respond by adding more
- Follow student's lead & build on their interests

Handout Available At:

<http://aacgirls.blogspot.com>