

We're Going on a Book Hunt: Choosing, Using, and Creating Children's Books for Intervention

Shari Robertson, Ph.D., CCC-SLP
Board Certified Specialist-Child Language



SHAY Convention, 2023

1

Literature-based intervention has been recommended as a best practice to support language and literacy goals for young children with language delays for over 25 years.



2

We love using books in therapy because they are:

- Low cost or no cost
- Readily available
- Portable
- FUN!!!



3

Parent:

"What can I do to help support my child's language and literacy development?"



4

You:

READ WITH THEM!!!



5

We are GREAT at the "why" part of this answer

In a nutshell, research tells us:

Early experiences with language and literacy provide children with the foundation they need to become good readers when they reach school (and beyond).



6

BUT WHAT ABOUT:

What to Read with Children

How to Read with Children



7

Outcomes

1. (What) Evaluate and choose books, using an evidence-supported tool, to facilitate therapy goals.
2. (How) Use, and teach others to use, interactive reading strategies to facilitate language and literacy development.
3. (FANTASTIC) Apply concepts to create/self-author children's books for preschoolers



8

CHOOSING CHILDREN'S BOOKS

"What" to Read



9



Books naturally help develop both oral and written language and (when used correctly) facilitate a love of reading.

10

BUT...

11



Not all books are created equal

12

Particularly for children who are at risk for delayed, constrained, or disordered language development.



13

Choosing books for children with communication disorders or delays is enhanced by an understanding of the research and characteristics of children's books that best support emergent and early literacy...



14

And systematically applying what we know to selecting the BEST books for intervention

15

KEY THEME (#1)

Be cognizant of emergent literacy goals when developing children's literature for intervention (and beyond).



16

KEY THEME (#2)

Seek to increase opportunities to use language in the natural context of joint reading



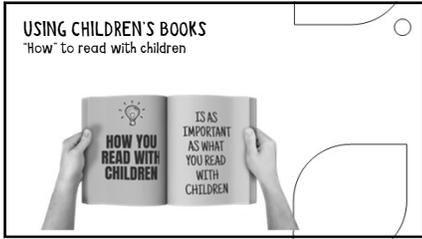
17

KEY THEME (#3)

Consider the impact of specific elements, characteristics, and genres of children's books on early language and literacy development in general and in relation to specific skills and targeted outcomes.



18



19

Interactive Reading Strategies

- Interactive reading strategies encourage children to be active participants in the reading interaction, paralleling how children learn language in the dyad.
- Can be implemented long before children can decode. (And after!)
- Are built on a robust literature base.
- Can be implemented in small groups and large groups and taught to parents/educators.

LANGUAGE AND LITERACY DEVELOP IN THE DYAD!

20

Interactive Reading Strategies

- **Echo Reading**
- **Paired Reading**
- **Questioning Strategies**
- **Predicting**
- **Wordless Books**
- **Reader's Theatre**

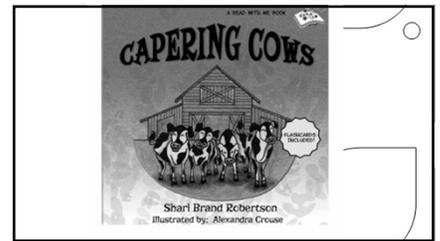
21

ECHO READING

22

- Not a natural strategy, but very effective.
- Adult reads a short amount of text and cues the child to "Copy me!" or "Say what I say!"
- Helps children understand that what we say matches the words on the page.
- Builds confidence and encourages interactions.
- Best for books with short phrases, bright pictures, and engaging story lines.

23



24

Important!

- Children should not be "forced" to participate in echo reading (or any other interactive reading strategy).
- Simply invite, pause, and move on.
- Errors are not an issue.
- Goal is participation, not perfection!

25

Book Management Worksheet: CAPERING COWS	
Book	Notes
Book Number	
Book Title	
Author	
Illustrator	
Number of Pages	
Reading Level	
Reading Strategy	
Reading Date	
Reading Location	
Reading Time	
Reading Status	
Reading Notes	
Reading Date	

26

Make your own cow pairs!

27

LET'S DESCRIBE COWS!



HAIR	FEEL	NOSE	HOOF	NOISES

28

Cowabunga Categories



THINGS THEY ARE	THINGS THEY ARE

Cowabunga Categories



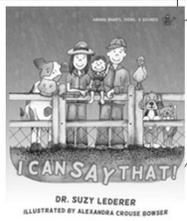
THINGS THEY ARE	THINGS THEY ARE

29

How many **COLORS** (USED) can you name?

How many **INSTUMENTS** can you name?

30



I CAN SAY THAT!
DR. SUZY LEDERER
ILLUSTRATED BY ALEXANDRA CROOKE BOWSER

31

More Books for Echo Reading



See handouts for longer list

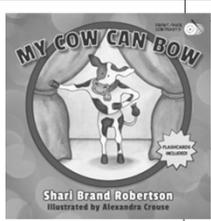
32

PAIRED READING

33

- This strategy is used naturally by most adults.
- Best for books that have strong rhythm & rhyme or a repetitive phrase.
- Use pausing, stress, and intonation to cue child when it is his or her turn.
- Be sure to read the book at least five times before asking child to pair read.

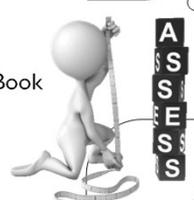
34



MY COW CAN BOW
Shari Brand Robertson
Illustrated by Alexandra Crooke

35

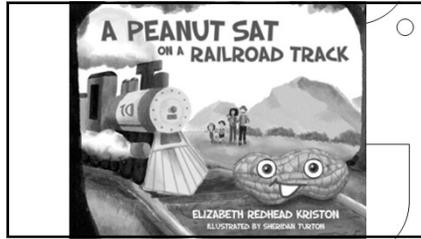
Let's Evaluate this Book



36

- Books can provide both auditory and visual prediction.
- Be sure to preview books before reading them to children (so you don't miss prediction cues).
- Accept all answers.

46



47

PEANUT BUTTER

Ingredients:

- 2 C. unsalted peanuts (can be roasted for richer flavor)
- Optional: honey/sugar, kosher salt, peanut oil, chopped peanuts

To Prepare:

CRUNCH! the peanuts in a food processor by running it for 4-5 minutes or until a creamy consistency is achieved.

- You may need to add small amounts of oil if nuts are too dry.
- Mix in honey/sugar and a bit of salt if you desire.
- Chopped nuts can be stored in for crunchy peanut butter.
- Refrigerate. (Unless you eat it all right away!)

48

BANANA SPLIT

Ingredients:

- 1 ripe banana
- 1 scoop each of vanilla, strawberry and chocolate ice cream (may be replaced with 3 scoops Neopolitan ice cream)
- Fruit: your choice of strawberries, crushed pineapple, blackberries, raspberries, blueberries, and/or mandarin oranges
- Chocolate sauce, butterscotch sauce (your choice)
- Chopped peanuts
- Whipped cream and cherries

To Prepare:

SLICE banana lengthwise.

- Place one half on each side of an oblong bowl.
- Add the three scoops of ice cream in between the sliced bananas.
- Top each scoop with the toppings any way you would like.
- Add whipped cream and a cherry on top!

49

Book Research Worksheet: PEANUT SAT	Book Research Worksheet: PEANUT SAT
Author: Elizabeth Redhead Kriston	Illustrator: Sheridan Furton
Genre: Fiction	Setting: A railroad track in a rural area
Plot: A peanut character sits on a railroad track.	Characters: A peanut character, a train, and a person.
Theme: The importance of safety.	Message: Always look both ways before crossing the tracks.

50

More books for Prediction!

See handouts for longer list

51

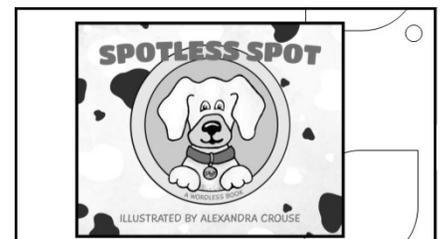
Wordless Books

52

Wordless Books

- Provide for numerous opportunities to use questioning and predicting strategies.
- Build critical thinking and language skills by encouraging children to develop storylines on their own.

53



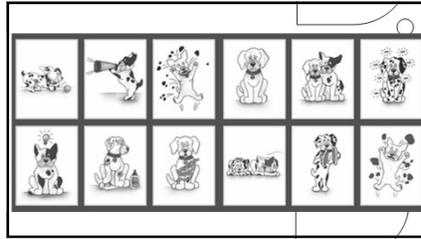
54

How to Use This Book

Read with Me books are designed to facilitate language and early literacy development through interactive reading. Specific goal encourages children to be active participants in reading while activating skills critical to reading success. Here's how you can help your child build key language and literacy skills and a life-long love of reading.

- **Start by LOOKING AT THE PICTURES** together and encouraging your child to talk about what is happening. If your child is interested, you can talk about the pictures and point to key features.
- Ask **FRIENDLY QUESTIONS** that do not have a single answer. Use words like "think" and "I wonder" to allow your child to answer without fear of being right or wrong. ("I wonder why Spot's head is bobbing better than usual? Why do you think Spot has one eye open?")
- Encourage your child to **PREDICT** what might happen next in the story.
- **ACCEPT ALL ANSWERS!** The goal is participation, not perfection.
- Help your child become an **author**. Use **STICKY NOTES**—one on each page—and write down the story as your child narrates it. Older children can be encouraged to write the words themselves! Your child can change stories or add details just by removing one sticky note and replacing it with another.
- Use the **STORY CARDS** to encourage your child to recall the story in his or her own words or create new stories with the characters. It's okay if he or she puts the cards in a different order. Let your child tell the story any way he or she wishes. Then, talk about their story together.
- **HAVE FUN READING TOGETHER!** This is the most important thing you can do to help your child become a good reader.

55



56

VERBS

57

Vocabulary of Emotions and/or Adjectives

58

Book Assessment Worksheet: SPOTLES SPOT

Category	Item	Score
Pre-reading Skills	Book Name	
	Age/Reading Level	
	Reading/Listening/Understanding	
	Comprehension/Retelling	
	Fluency/Expression	
Reading Comprehension	Character	
	Setting	
	Plot	
	Theme	
	Author's Purpose	
Language Skills	Vocabulary	
	Phonics	
	Spelling	
	Grammar	
	Writing	

59

READER'S THEATRE

60

- Encourages children to engage more than just their eyes and ears in reading.
- Can be as simple as choosing books that encourage movement to acting out the complete story line with commercial props (and anything in between)

61

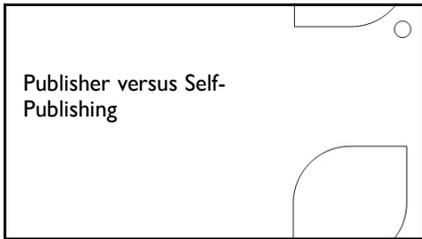


62

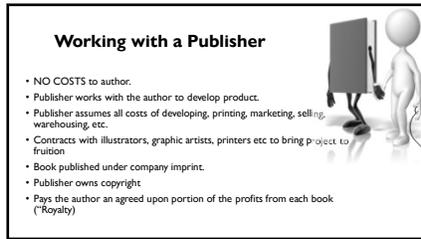
STICK PUPPETS

Cut out the puppets. Tape to craft sticks. Hide your turkey and send the cook looking for food!

63



73



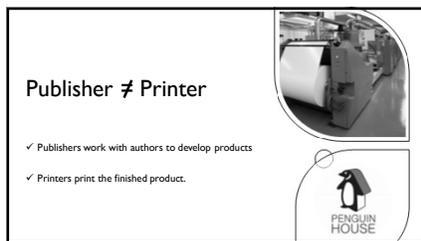
74



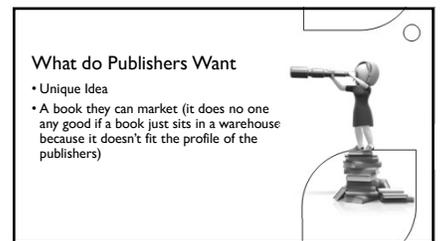
75



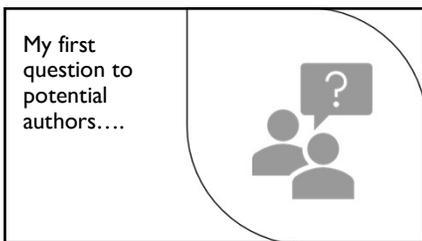
76



77



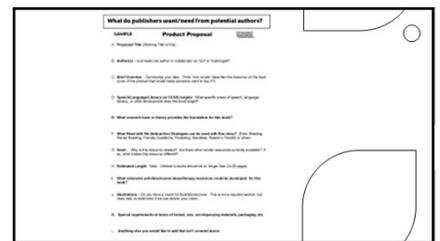
78



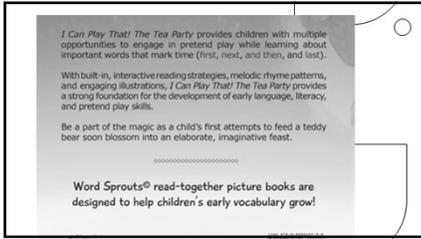
79



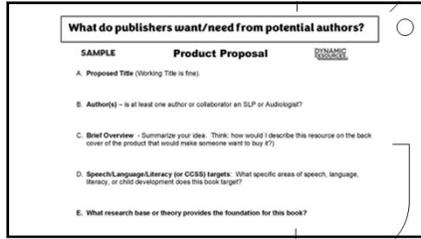
80



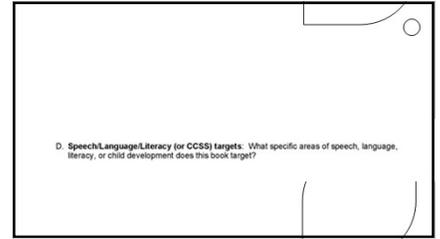
81



82



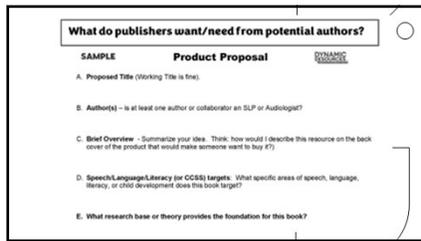
83



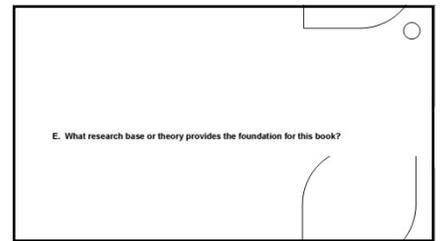
84



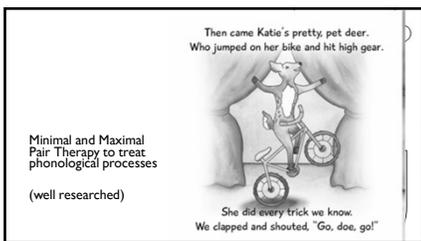
85



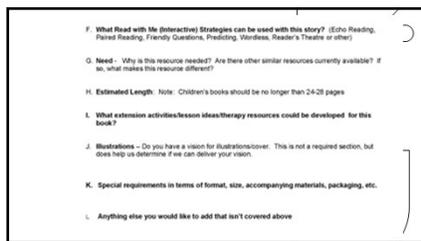
86



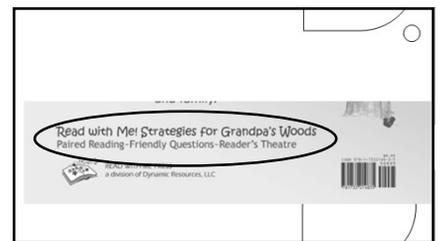
87



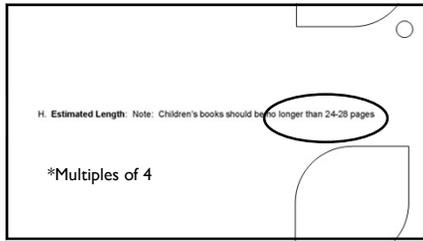
88



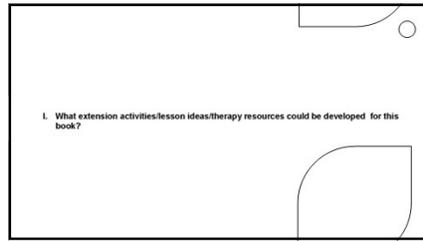
89



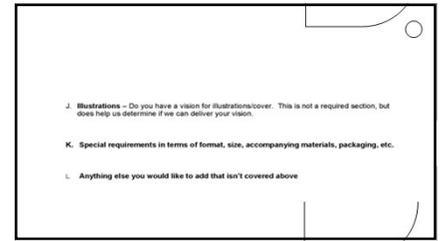
90



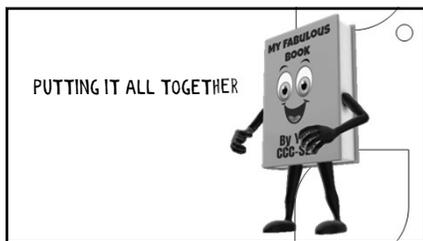
91



92



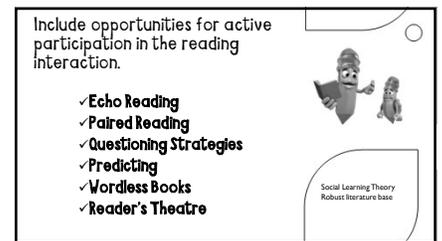
93



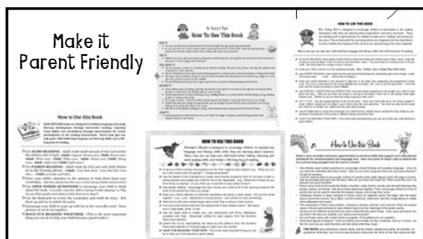
94



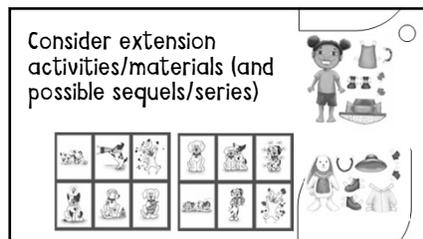
95



96



97



98



99

Book Assessment Worksheet

Skill	Notes
Emergent Literacy	
Print Awareness	
Phonological Awareness (rhyming, syllabification.)	
Phonemic Awareness (isolation, identity, blending, segmentation, substitution, addition, subtraction)	
Interactive Reading Strategies	
Echo Reading	
Paired Reading	
Friendly Questions	
Prediction	
Wordless	
Reader's Theatre	
Other	
Language Targets	
Vocabulary	
Word Categories	
Syntactic Structures	

Skill	Notes
Language Targets (cont)	
Reading Fluency	
Reading Comprehension	
Figurative Language	
Narrative/Sequencing	
Other Language Targets	
Speech and Phonology Targets	
Articulation/Speech Sounds	
Phonological Processes	
Critical Qualities	
Engaging Illustrations match targets	
Character Diversity	
Extension Activities (or potential for same)	
Singing/Rhythm	
Sign/Gestures	
Sound Effects, Animal Sounds	
Family/Parent Friendly	
Social/Emotion, Developmental, Other Targets	
As Noted	



How to Engage Children with Echo and Paired Reading

- Choose books that have a simple story sequence, engaging pictures, and one main idea on a page.
- You may need to read a book 5 times or more (especially for paired reading) before your child feels confident enough to take his or her turn.
- Don't correct. The goal is participation, not perfection!

For Echo Reading

- Cue your child by saying "Copy me" or "Say what I say" to help him or her know what to do.
- Don't force your child to echo. If he or she is not able or not willing to join in, just go on to the next page.
- Echo reading fosters vocabulary development, reading fluency, and many other important skills.
- Accept all attempts!

For Paired Reading

- Choose books that are predictable and contain strong rhyming components and/or fun, repetitive phrases.
- Pause and use voice inflection and facial expressions to signal to the child that it is his or her time to "read."
- Vary the amount of material that the child "reads" according to his or her level. Some children may be ready to recite an entire page and some only a single word.
- If your child is not willing or able to join in, just read the phrase yourself and keep going. Don't force your child to participate.
- Pair reading gives children a chance to be an active member of the reading process. This fosters confidence and important early language and literacy skills.
- Accept all attempts!



Remember!
Make reading together
FUN! and STRESS-FREE!



How to Engage Children with Friendly Questions and Prediction

Asking Friendly Questions

- Avoid scary questions that have only one specific "right" answer.
- Ask questions that develop the child's ability to think beyond the facts.
- Use phrases and words such as:
 - ❖ *What do you think....?*
 - ❖ *How would you feel....?*
 - ❖ *I wonder who might be....?*
- Effective questioning techniques encourage critical thinking and more complex language.
- Accept all answers. Give praise for the child's attempts and responses.

Helping Children Make Predictions

- Look for books that give the child an opportunity to make a prediction such as what might happen next, what might be hidden under a flap, or a set of clues to guess the answer to a riddle.
- Encourage children to create an alternate story line or to tell what might happen after the last page of the story.
- Do not demand that children's predictions be exact. Children enjoy making silly predictions.
- Remember that books can contain both visual and auditory clues.
- Don't force the child to participate.
- Accept all answers. Give lots of praise for attempts:
 - ❖ *That's a great idea!*
 - ❖ *What a good guess!*
 - ❖ *I wish I had thought of that!*



Remember!
Make reading together
FUN! and STRESS-FREE!

How to Engage Children with Wordless Books and Readers Theatre



Using Wordless Books

- Choose books that have a simple, sequential format. (Older children can benefit from books with more sophisticated themes.)
- Look through each book together, talking through the actions and how the characters might feel.
- Invite your child to tell you about at least one thing on each page.
- Allow your child to take the lead if he/she wishes.
- Ask friendly questions and encourage your child to make predictions.
- Try sticky notes to help your child become an "author." (This helps children discover that what they say can be written and read again).
- Accept all attempts.

Engaging in Reader's Theatre

- Use the child's natural interest in dramatic play to re-enact familiar literature.
- Choose books that have sequential events, a familiar story line, or activities that can easily be acted out.
- Gather simple props or provide paper and craft sticks for making puppets and other props for dramatization.
- Remember that reader's theatre can range from moving parts of the body, such as clapping or stomping, to full-scale dramatic productions with costumes and sets. (But most fall somewhere in between.)
- Be prepared to watch and listen to the child's production over and over.
- Enjoy without a critical eye to perfection.

Remember!
Make reading together
FUN! and **STRESS-FREE!**



RWM Book Characteristics

Here's What to Look for When Selecting Books to Use with Read With Me Strategies

STRATEGY	LOOK FOR:
Echo Reading	<ul style="list-style-type: none"> • only a few words on a page • vocabulary that is reinforced by the illustrations • bright, engaging pictures
Paired Reading	<ul style="list-style-type: none"> • predictable text • engaging storylines • strong rhythm and rhyme AND/OR • a phrase that repeats throughout the story
Friendly Questions	<ul style="list-style-type: none"> • details that invite friendly questions • storylines that encourage critical thinking
Predicting	<ul style="list-style-type: none"> • stories that provide opportunities to predict what might happen next • visual details that give clues to what might be on the next page
Wordless Books	<ul style="list-style-type: none"> • books in which the story is told through the pictures rather than through the words (some wordless books have a few words in them)
Reader's Theatre	<ul style="list-style-type: none"> • stories that encourage movement and action • stories that can be acted out or work well with props (such as puppets, simple costumes, or manipulatives)



Read with Me! Family Book List

ECHO READING

Bears in Pairs	Niki Yekai
Brown Bear, Brown Bear	Bill Martin, Jr
Capering Cows (also paired reading) ^{DR}	Shari Robertson
Dinosaur Roar!	Paul & Henrietta Langdon
Down By The Bay	Raffi
Goodnight, Moon	Margaret Wise Brown
I Went Walking	Sue Williams
In the Small, Small Pond	Denise Fleming
Quick as a Cricket	Audrey Wood
Where is the Green Sheep?	Mem Fox

PAIRED READING

But Not the Hippopotamus	Sandra Boynton
Each Peach, Pear, Plum	Janet Alhberg
I Love My White Shoes	Eric Litwin and James Dean
Jump, Frog, Jump! (also predicting)	Robert Kaplan
My Cow Can Bow ^{DR}	Shari Robertson
One Duck Stuck	Phyllis Root
Pants on Ants, Go By Goat, The Bark Park, Sail by a Tail ^{DR}	Elizabeth Redhead Kriston
Silly Sally	Audrey Wood
Time for Bed	Mem Fox

FRIENDLY QUESTIONS AND PREDICTING

Bark, George!	Jules Feiffer
Dear Zoo	Rod Campbell
A Peanut Sat on a Railroad Track	Elizabeth Redhead Kriston
Is Your Mama a Llama? (also Reader Theatre)	Deborah Guarino
Little Mouse, Red, Ripe Strawberry...Bear Look! Look! Look!	Don Wood
	Tana Hoban

FRIENDLY QUESTIONS AND PREDICTING (CONT)

Mary Wore Her Red Dress	Merle Peek
Raincoats and Rainbows ^{DR}	Elizabeth Kriston
Rosie's Walk	Pat Hutchins
Shivering Sheep ^{DR}	Shari Robertson
Who is Driving?	Leo Timmers

WORDLESS BOOKS

A Boy, A Dog, and a Frog	Mercer Mayer
Changes, Changes	Pat Hutchins
Good Dog, Carl	Alexandra Day
Goodnight, Gorilla	Emily Arnold McCully
Hug	Jez Alborough
The Red Book (and others by this author)	Barbara Lehman
Spotless Spot ^{DR} Firefly Fox	Alexandra Crouse
Tuesday	David Weisner

READER'S THEATRE

Clap Your Hands	Pat Hutchings
Five Little Monkeys Jumping on the Bed	Eileen Christelow
From Head to Toe	Eric Carle
I Can Do That! ^{DR} , I Can Say That! ^{DR}	Suzie Lederer
I Love My White Shoes (Pete the Cat series)	Eric Litwin
The Napping House	Audrey Wood
Run, Turkey, Run! (also Paired Reading) ^{DR}	Peggy Agee
Shake My Sillyies Out	Raffi
The Seals on the Bus	Lenny Hort
We're Going on a Bear Hunt	Helen Oxbury
The Very Busy Spider & The Very Hungry Caterpillar	Eric Carle
The Wide Mouthed Frog	Kevin Faulkner
You're Just What I Need	Ruth Kraus

^{DR} AVAILABLE FROM DYNAMIC RESOURCES www.dynamic-resources.org

PRIMARY REFERENCE: Read with Me! Stress-Free Strategies for Building Early Language and Literacy. Available from Dynamic Resources

What do publishers want/need from potential authors?

SAMPLE

Product Proposal

**DYNAMIC
RESOURCES**
BRIDGING THE GAP FROM RESEARCH TO PRACTICE

- A. **Proposed Title** (Working Title is fine).

- B. **Author(s)** – is at least one author or collaborator an SLP or Audiologist?

- C. **Brief Overview** - Summarize your idea. Think: how would I describe this resource on the back cover of the product that would make someone want to buy it?)

- D. **Speech/Language/Literacy (or CCSS) targets:** What specific areas of speech, language, literacy, or child development does this book target?

- E. **What research base or theory provides the foundation for this book?**

- F. **What Read with Me (Interactive) Strategies can be used with this story?** (Echo Reading, Paired Reading, Friendly Questions, Predicting, Wordless, Reader's Theatre or other)

- G. **Need** - Why is this resource needed? Are there other similar resources currently available? If so, what makes this resource different?

- H. **Estimated Length:** Note: Children's books should be no longer than 24-28 pages

- I. **What extension activities/lesson ideas/therapy resources could be developed for this book?**

- J. **Illustrations** – Do you have a vision for illustrations/cover. This is not a required section, but does help us determine if we can deliver your vision.

- K. **Special requirements in terms of format, size, accompanying materials, packaging, etc.**

- L. **Anything else you would like to add that isn't covered above**

SLP AS AUTHORS: ACTION PLAN

Engage Imagination!

What skill/s do I want to target? (Why does this book need to be written)	
How do these targets/skills related to language/ literacy development?	
How will I incorporate opportunities for children to participate actively in reading?	
What kinds of extension activities could be developed?	
WRITE! (hint: Create a writing schedule)	
Self Publish? Seek out Illustrator, graphic artist, publishing options, marketing strategy	
Publish? Inquire, complete/provide product proposal	

SHARE !!!

TITLE	AUTHOR
Capering Cows, Shivering Sheep	Shari Robertson
Rudy and the Butterflies	Perry Flynn
Run, turkey, Run	Peggy Agee
A Peanut Sat on a Railroad Track,	Liz Kristen
I Can Say That	Suzy Lederer
Spotless Spot, Cat Queen	Alexandra Bowser
Now, You're Peaceful and You Know It	Suzy Lederer
Go By Goat	Liz Kristen