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KEY POINT #1 : Authors must be cognizant of literacy goals when developing children's literature for intervention (and beyond).

Literature-based intervention has been recommended as a best practice to support language and literacy goals for children with language delays for over 25 years (Justice & Kaderavek, 2002; Kaderavek & Justice 2002; McKeown & Beck, 2006; Towson & Gallagher, 2016). For school-aged children, these goals include such things as phonological awareness, story grammar, text comprehension, and the pragmatic aspects of reading (e.g. Report of the National Literacy Panel, 2000) and attention to classroom language (e.g. State Standards). Being cognizant of these goals, skills, and standards, as established by this robust research base, is key to the development of children's literature to support positive outcomes related to both oral and written language.

KEY POINT #3: Authors must 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. Researchers have begun focusing on how to choose and use books more systematically to support specific language (Schwarz et al., 2015) and literacy (Treiman, Rosales, & Kessler, 2016) goals. Other researchers are focusing on the benefits of using different genres to promote specific skills (Breit-Smith, Olszewski, Swoboda, Guo, & Prendeville, 2017; Knudsen-Lindauer, 1988). Lennox (2013) concludes that different book genres teach children about different book structures and specific elements within a story structure can impact on specific skill development. Findings from body of research can inform SLP authors regarding characteristics, and qualities of children's stories that have the most potential to lead to positive outcomes in language learning and literacy skill development. child behaviors and adult behaviors.

KEY POINT #3: : To increase opportunities to use language in the natural context of reading, authors must consider how to build opportunities for active participation into reading interactions. . The transactional model of language development (Yoder & Warren, 1993) suggests that the learning process involves ongoing reciprocal interactions between Robertson (2016) and Lennox (2013) found that children who are engaged as active participants in the reading interaction are more likely to demonstrate an increase in their oral language and literacy skills than children who are passive partners in adult/child read-aloud episodes. Even non-readers can become actively involved in reading when books are structured to include opportunities to move from a passive participant in the reading interaction (listening only) to an active role (chiming in, speculating, predicting, repeating, role playing, etc). School-aged children who are readers can similarly benefit from more systematic opportunities to participate in dialogic reading (e.g. Towson et al. 2016) to facilitate skill development across a wide spectrum of language and literacy targets.

KEY POINT #4: SLPs who work with school-aged children must be cognizant of the skills needed for academic success. Conscious selection of targets that support core communication standards, both within the text and through development of extension materials, is an important key to facilitating success in the classroom and beyond.

Book Assessment Worksheet

Skill	Notes
Print and Phonological Awareness	
Print Awareness	
Phonological Awareness (rhyming, syllabification.)	
Phonemic Awareness (iso- lation, identity, blending, segmentation, substitution, addition, subtraction)	
Interactive Reading Strategies	
Echo Reading	
Paired Reading	
Friendly Questions	
Prediction	
Wordless	
Reader's Theatre	
Other	
Speech and Phonology Targets	
Articulation/Speech Sounds	
Phonological Processes	
Other	

Skill	Notes
Language Targets	
Vocabulary/Synonyms/ Antonyms	
Semantic Categories	
Syntactic Structures	
Pragmatics	
Reading Fluency	
Reading Comprehension	
Non-Literal Language	
Narrative/Sequencing	
Core Standards Addressed	
Critical Qualities	
Engaging Illustrations match targets	
Character Diversity	
Extension Activities (or po- tentail for same)	
Social/Emotional	
Sign/Gestures/Animal Sounds	
Singing/Movement	
OTHER	

CCSS Vocabulary Standards

Understand and Use a Variety of Words from Different Semantic Categories.

- Nouns
- Verbs
- Adjectives
- Adverbs
- Prepositions
- Conjunctions

Grade-Level Vocabulary and Content

- Unknown Words
- Multiple Meaning Words
- Using Context as a Clue to Meaning
- Represent Words Using Visual Displays

Word Relationships

- Categorization
- Shades of Meaning
- Synonyms, Antonyms
- Real-Life Connections Between Words and Use
- Literal/Non-Literal Language
- Figurative Language
- Homographs/Homophones

Morphological Skills

- Affixes/Roots
- Greek/Latin Influences
- Compound Words

TITLE	AUTHOR
Capering Cows, Shivering Sheep, My Cow Can Bow	Shari Robertson
Rudy and the Butterflies (Rudy's New Job)	Perry Flynn
Run, Turkey, Run	Peggy Agee
Word Menders (Gy by Goat, Pants on Ants, etc) Peanut Sat on a Railroad Track	Liz Kristen
I Can Say That, Peaceful and You Know It	Suzy Lederer
Spotless Spot, Cat Queen	Alexandra Bowser
Bernice is Hungry	Rachel Adomshick

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 !!!

Ignite Your Inner Author: Writing Children's Books for Therapy and Beyond

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




ASHA, 2023

1

Overarching Theme



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.



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We love using books in therapy because they are:

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

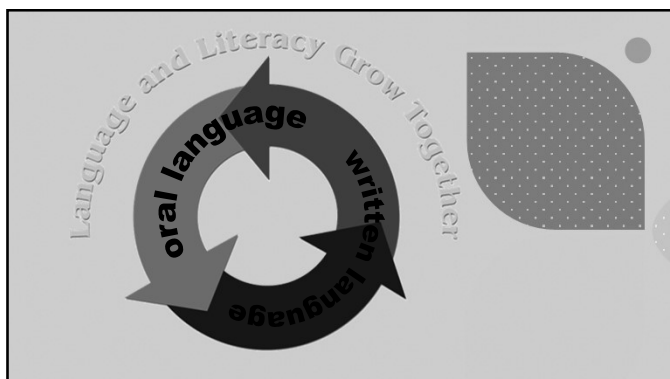



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Books naturally help develop both oral and written language and (when used correctly) facilitate a love of reading.




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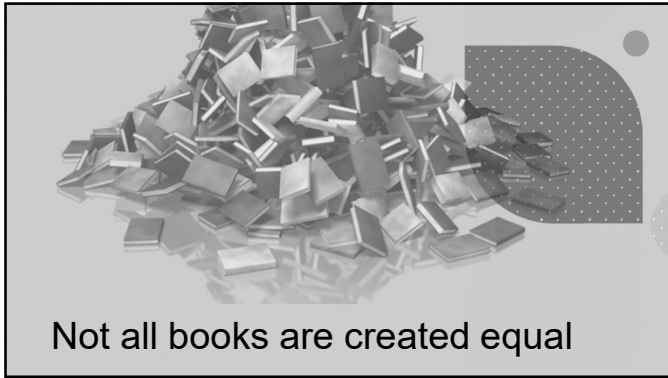
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Given our comprehensive knowledge of language and literacy development...

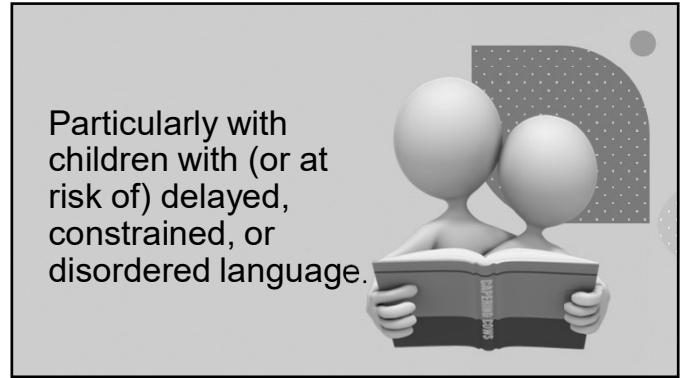
who better than speech/language pathologists to author awesome children's books?



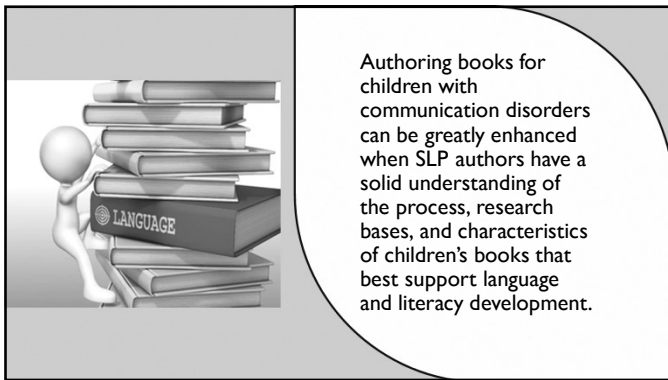
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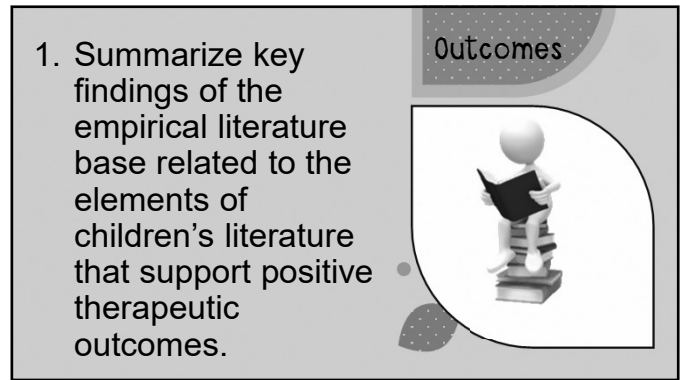
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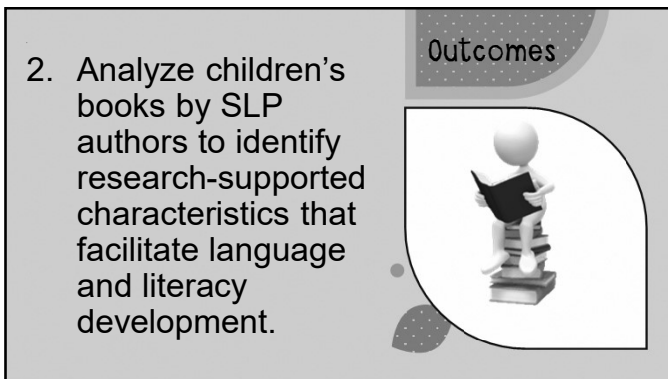
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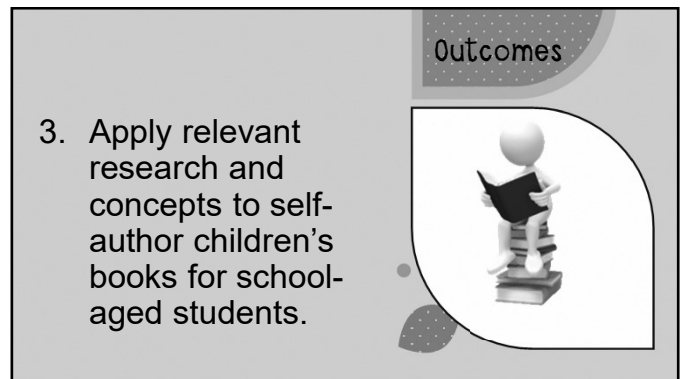
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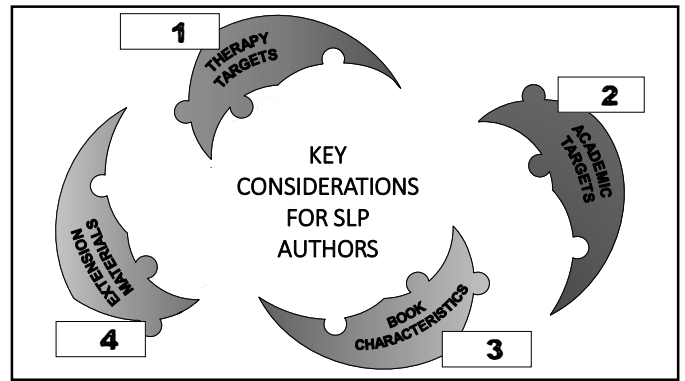
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ART BASED IN SCIENCE

Key considerations for writing high-quality children's literature to facilitate speech, language, literacy, and academic success.



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THERAPY TARGETS

SLP authors must be cognizant of oral and written language goals/therapy targets when developing children's literature for intervention (and beyond).

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ACADEMIC TARGETS

SLP authors must be cognizant of the skills necessary for academic success

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Core Communication Standards

Conscious selection of targets in the book that support core communication standards, is an important key to facilitating success in the classroom and beyond.



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Common Core State Standards & Communication Goals

- **Reading: Foundational Skills**
 - Phonological Awareness (FORM)
- **Speaking & Listening**
 - Comprehension & Collaboration (USE)
 - Presentation of Knowledge & Ideas
- **Language**
 - Conventions of Standard English (CONTENT)
 - Knowledge of Language (meta Skills)
 - Vocabulary Acquisition & Use



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National Reading Panel

1. Phonemic Awareness
2. Phonics
3. Reading Fluency
4. Vocabulary
5. Text Comprehension

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Morphological Skills

- Affixes/Roots
- Greek/Latin Influences
- Compound Words

Summary of Research Teaching Vocabulary

- Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.
- Active engagement improves learning.
- Effective direct vocabulary instruction does not rely on definitions.
- Teaching word parts enhances learning.
- Students must represent their knowledge of words in both linguistic and non-linguistic ways.
- Playing with words and gamification are effective ways to help students become more word conscious.
- Repeated exposure is essential

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Skill	Notes
Communication/Literacy/Core Standards Targets	
Print Awareness	
Phonological Awareness (rhyming, syllabification)	
Phonemic Awareness (isolation, identity, blending, segmentation, substitution, addition, subtraction)	
Vocabulary (Synonyms/Antonyms/Multiple Meaning/Categorization/Shades of Meaning)	
Semantic Categories (nouns, verbs, adjectives, etc.)	
Syntactic Structures/Complexity	
Morphology	
Pragmatics	
Reading Fluency	
Reading Comprehension	
Non-Literal Language	
Narrative/Sequencing	
Other Core Standards /Therapy Targets	

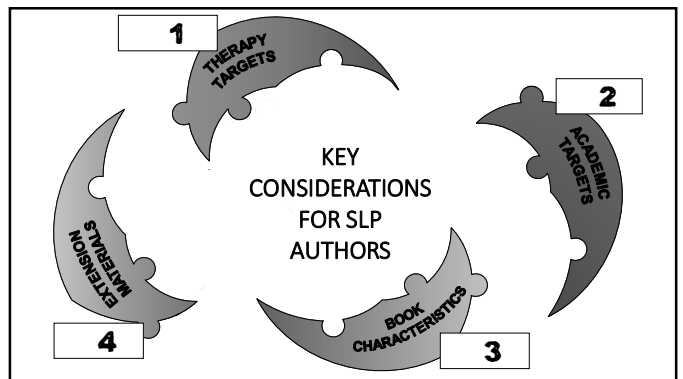
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Semantic Categories (nouns, verbs, adjectives, etc.)	
Syntactic Structures/Complexity	

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Morphology	
Pragmatics	
Reading Fluency	
Reading Comprehension	
Non-Literal Language	
Narrative/Sequencing	
Other Core Standards /Therapy Targets	

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SLP authors must consider the impact of the research-based elements, characteristics and genres of children's books that maximize the impact on targeted clinical and academic goals.

BOOK CHARACTERISTICS

3

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Book Assessment Worksheet

Skill	Notes
Interactive Reading	
Echo Reading	
Paired Reading	
Friendly Questions	
Prediction	
Wordless	
Reader's Theatre	

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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.

LANGUAGE AND LITERACY DEVELOP IN THE DYAD!

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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 rhymes 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)

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PRAISE FOR SHIVERING SHEEP:

- A heaping dose of laughter, rich vocabulary, and built-in opportunities for interactive reading. *Shivering Sheep* (and *Playful Pigs*) delivers!
- Robertson and Bowser are an unbeatable pair. The story and the pictures keep children engaged and giggling.
- Youngsters will love the surprise ending and delight in hunting for the clues to the big reveal.
- A great "last book of the night" that usually ends up being the last **THREE** books of the night at our house!

Read with Me! Strategies for Shivering Sheep
Echo Reading, Paired Reading, Questioning, Reader's Theatre

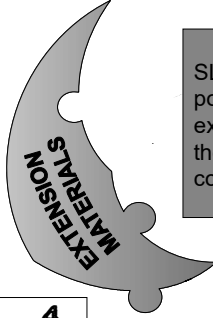
DYNAMIC RESOURCES

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Critical Qualities

Engaging illustrations match targets	
Character Diversity	
Extension Activities for potential for same)	
Singing/Rhythm	
Signs/Gestures	
Sound Effects: Animal Sounds	
Family/Parent: Friendly	

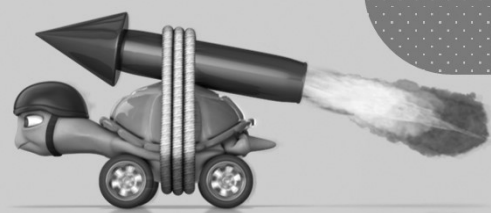
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SLP authors must consider the potential for developing extension materials for use in therapy based on the story content and targets.

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While simply reading a well-written book will help support language and literacy development, we can boost our impact by creating extension materials to target clinical goals and academic skills beyond what is provided in the story per se.



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NEW! BECAUSE WE KNOW HOW BUSY YOU ARE! **NEW!**

The DR Online Learning Library

FREE Extension Activities for our Children's Books

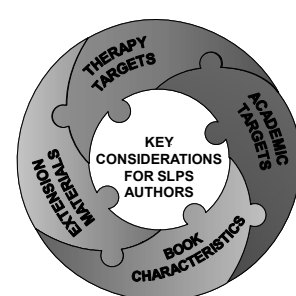
- ✓ Unlimited access to research-supported therapy materials
- ✓ Targets multiple communication and core standards
- ✓ Based on each book's story and contents
- ✓ New materials added continuously

DOWNLOAD AS MANY AS YOU LIKE
AS OFTEN AS YOU LIKE
NO SUBSCRIPTION NEEDED



www.dynamic-resources.org/learning-library


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**Entirely
Awesome,
Research-
Supported,
Fantastically
Functional,
Children's
Book!**


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**BOOKS
BY
SLPS!**




Peggy Agee


Verb tenses



Pronouns




Prepositions of Place



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A READ WITH ME BOOK

**RUN
TURKEY
RUN!**



PUPPET PATTERNS INCLUDED!

PEGGY C. AGEE
ILLUSTRATED BY SHELLEY DAVIS

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Let's Evaluate this Book

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- Prepositions of Place
- Narrative/Sequencing
- /r/ /t/

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- Reading Fluency
- Vocabulary
- Comprehension
- Print Awareness

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Interactive Reading Strategies	
Echo Reading	YES simple sentences
Paired Reading	YES - great for this Repetitive phrase
Friendly Questions	YES
Prediction	YES !! wonder where he will hide next? Will the cook catch him?
Wordless	NO
Reader's Theatre	Act out story with costume props or with stick puppets
Other	

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Critical Qualities	
Engaging Illustrations match targets	YUP!
Character Diversity	NA
Extension Activities for potential (or same)	Provided
Singing/Rhythm	Repetition encourages rhythm and fluency
Signatures	NA
Sound Effects, Animal Sounds	NA but could ask what sound a turkey makes!
Family/Parent friendly	Ideas Provided on last page of book

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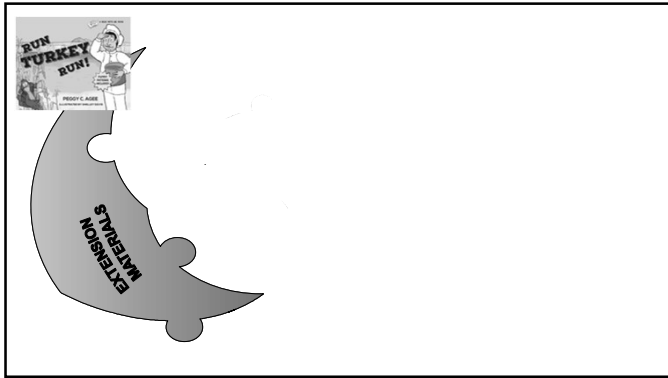
HOW TO USE THIS BOOK

Run, Turkey Run! is designed to encourage children to participate in the reading interaction while they are learning about prepositions and story structure. There are multiple built-in opportunities for children to take turns "reading" and acting out the story. The printed words for each preposition are integrated into the illustrations to show children the meaning of the word as you read and enjoy the story together.

Here's how you can help your child build key language and literacy skills and a life-long love of reading.

- Try ECHO READING: Adult reads a small amount of text and invites the child to echo it back. (Adult: Copy Me. It's time to cook the feast. Child: It's time to cook the feast. Adult: The cook looks for a turkey to put in his pot. Child: The cook looks for a turkey to put in his pot.)
- Invite your child to chime in on the repetitive phrases: Run, Turkey! Run, Turkey! Run! Run! Run!
- Use PAIRED READING: Adult reads the first part and child finishes the concluding part of the phrase. (Adult: The turkey hides... Child: ... behind the cornstalks.)
- Draw your child's attention to the pictures to help him or her learn new vocabulary and prepositions. (Adult: Look! The cook is searching for the turkey behind the cornstalks. OR: Look at all that good food. I think the cook and the turkey are going to have a feast!)
- Use FRIENDLY QUESTIONS and PREDICTION: Ask open-ended questions to encourage your child to think about the story. (Why do you think the turkey is running to the table?) Have him or her predict what might happen next. (Where do you do think the turkey is going to hide now?)
- ACT IT OUT: Use the puppet figures to act out the story. Have your child hide his or her turkey puppet in, under, behind, beside and on things in your home while the cook searches. The child can also be the turkey and hide him or herself, too. Make sure the cook goes looking!
- Use the flashcards to review the vocabulary and retell the story. Model how to narrate the story while you are pointing to the pictures of the turkey in different places around the farm.
- HAVE FUN READING TOGETHER! (This is the most important thing you can do to help your child become a good reader.)

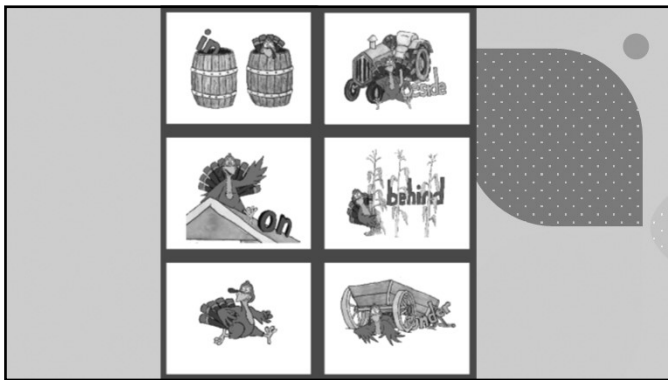
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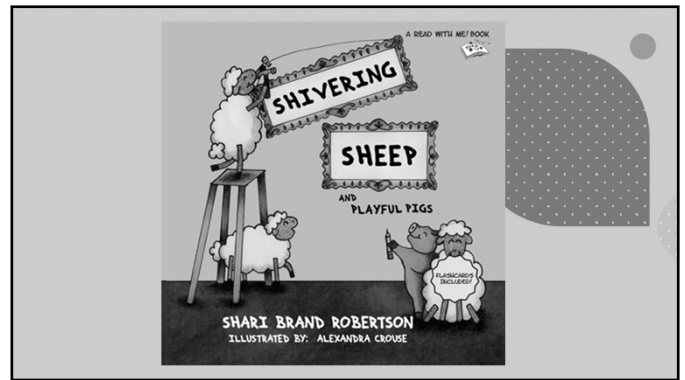
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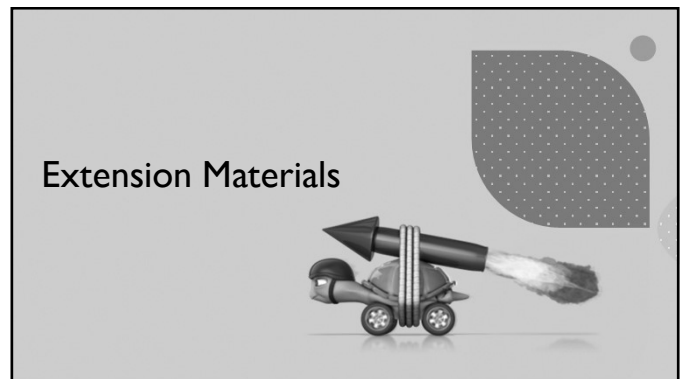
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Categorization

Let's have fun with **Shivering Sheep and Playful Pigs!**

Look carefully!
Choose the sheep in each row that doesn't belong.
Tell why you chose that one!

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Critical Thinking

Let's have fun with **Shivering Sheep and Playful Pigs!**

Look carefully!
Which sheep do you think might be pigs?
What do you see that gives you a clue?

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LET'S DESCRIBE SHEEP!

SIGHT	SMELL	TOUCH	SMELL	MOVEMENT

51

How many kinds of **SPORTS** can you name?

How many kinds of **CANDY** can you name?

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SHEEP SORT!

This flock of sheep go together because they all...
Are wearing clothes

This flock of sheep go together because they all...
Are not wearing clothes

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SHEEP SORT!

This flock of sheep go together because they all...
Have hats

This flock of sheep go together because they all...
Have no hats

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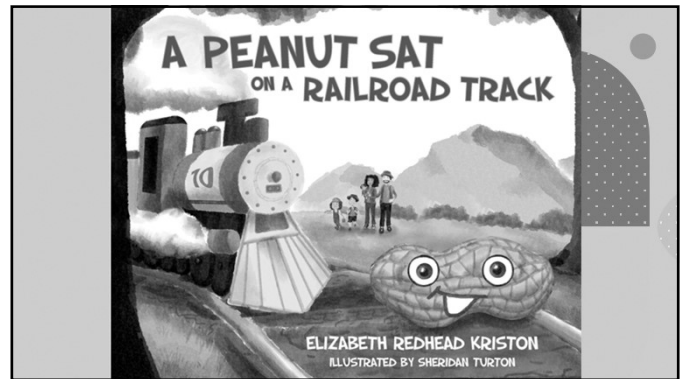
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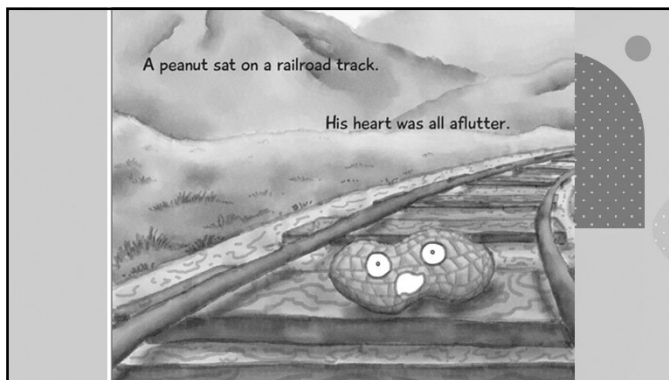
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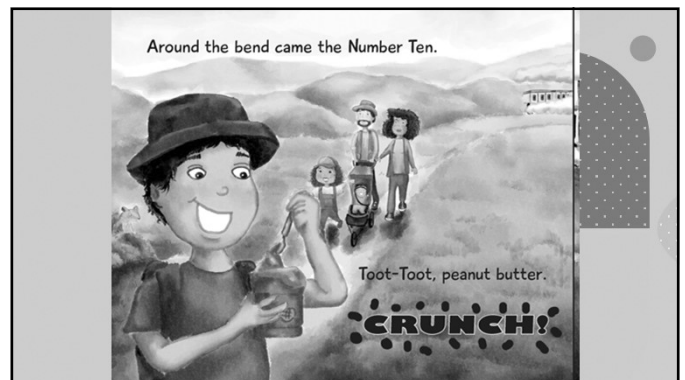
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PEANUT BUTTER

Ingredients:

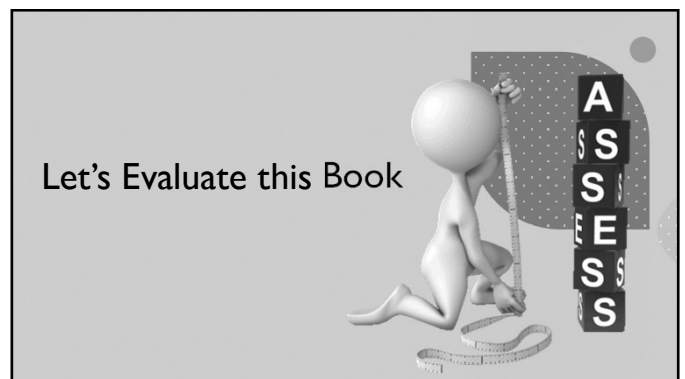
- 2 C. unsalted peanuts (can be roasted for richer flavor)
- Optional: honey/sugar, kosher salt, peanut oil, chopped peanuts

To Prepare:


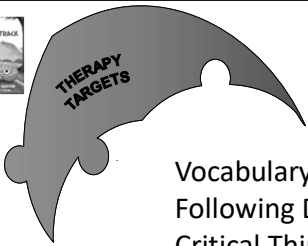
CRUNCH the peanuts in a food processor by running it for 4-5 minutes or until a creamy consistency is achieved.

- 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 stirred in for crunchy peanut butter.
- Refrigerate. (Unless you eat it all right away!)

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Therapy Targets

- Vocabulary
- Following Directions
- Critical Thinking
- Verbs


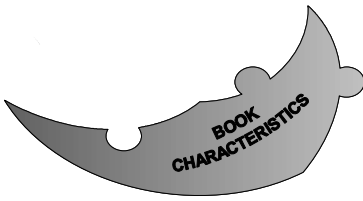
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Academic Targets

- Reading Fluency
- Connecting Vocabulary to “real world experiences”
- Descriptive Words
- Categorization
- Verbs


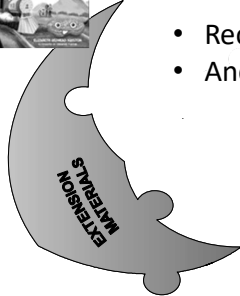
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Book Characteristics

- Paired Reading
- Friendly Questions
- Predicting
- Reader’s Theatre
- Engaging Illustrations
- Can be “sung”
- Sound Effects
- FUN!

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Extension Materials

- Recipe Cards
- And

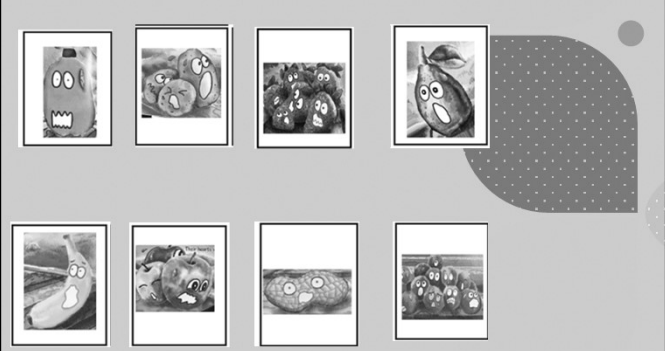
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Resource Cards



MASH! **SMUSH!**
PEEL! **CRUNCH!**
SLICE! **WHIZZ!**
BUBBLE! **MUNCH!**

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The Syllable Special

*Use with resource cards

Put your finger on the shortest train (1) and then touch a train for each syllable you hear in the food (or word) that you picked.

Pick a card and put it in this box.

THEN → FIRST

DYNAMIC RESOURCES

67

The Syllable Special

*Use with resource cards

Put your finger on the shortest train (1) and then touch a train for each syllable you hear in the food (or word) that you picked.

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DYNAMIC RESOURCES

68

The Syllable Special

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Pick a card and put it in this box.

THEN → FIRST

DYNAMIC RESOURCES

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Act it Out

mASH! SMUSH!

PEEL! CRUNCH!

SLICE! WHIZZ!

BUBBLE! MUNCH!

70

What group does it go in?

How is it different from other foods in that group?

When do we eat it?

How is it made? OR What can you make with it?

Where do you find it or keep it?

What does it look like? (size, shape, color, parts)

How does it smell or taste?

What does it sound like?

How does it feel?

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EXTENSION ACTIVITIES FOR A PEANUT SAT ON A RAILROAD TRACK

<p>Syllable Segmenter (Phonological Awareness)</p> <p>Identify the number of syllables in the foods in the story:</p> <p>peas avocado strawberries chocolate milk</p> <p>Other words for segmenting syllables:</p> <p>raincoat track number boulder apple sauce</p>	<p>apples bananas potatoes peanut</p> <p>grapes/raisins jig leap yummy hug</p>	<p>Categorization</p> <p>What does it look like? How does it taste or smell? What does it sound like? Where do you find or keep it? How is it made or what can you make with it? When do we eat it? What group does it go in?</p>
<p>Rhyme Time (Phonological Awareness)</p> <p>Listen to the story. When the reader pauses, tell them two rhyming words you heard on that page. (Answers: a/after/peanut butter a/its/banana) split b/oulder/roader t/otter/hotter m/ily/only/quan/omile bun/jam top/loop treat/reat</p>	<p>Act it out</p> <p>alice mean peel other</p> <p>whizz stump bubble munch bump</p>	<p>Some/Different</p> <p>Pick two foods from the book: How are they the same? How are they different?</p>
<p>Sound Segmenter (Phonological Awareness)</p> <p>Use various strategies to identify the sounds in each action word:</p> <p>slice mean peel munch</p> <p>whizz stump bubble bump</p> <p>INST: We love using paint strips (horizontally). Touch or move a token into a color valant on the strip for each sound.</p>	<p>Sound Segmenter</p> <p>alice mean peel munch</p> <p>whizz stump bubble bump</p>	<p>Social/Emotional Connections (TOM)</p> <p>Use the graphic organizer to talk about food in the book: What does it look like? How does it taste or smell? What does it sound like? Where do you find or keep it? How is it made or what can you make with it? When do we eat it? What group does it go in?</p> <p>Think of your favorite foods. Take turns describing it using the graphic organizer. Can your communication partner guess the food?</p> <p>Pick two foods from the book: How are they the same? How are they different?</p> <p>What does worry look like? Look at the faces sitting on the railroad tracks. Study their eyes and mouths. What clues do you see that tell you they are worried about the train?</p> <p>eyebrows - raised eyes - wide open, squeezed shut, tears mouth - open wide, clenched shut, teeth bared - shaking other - sweating</p> <p>Make your worried face and take a picture. What do you look like when you are worried?</p> <p><small>© Dynamic Resources, LLC www.dynamicresources.net</small></p>

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Summary of Research Teaching Vocabulary

- ✘ Reading aloud/incorporating books into therapy is an effective and efficient way to build vocabulary.
- ✘ Active engagement improves learning. **PAIRED READING, PRESENTING, READER'S THEATRE**
- ✘ Effective direct vocabulary instruction does not rely on definitions.
- ✘ Teaching word parts enhances learning.
- ✘ Students must represent their knowledge of words in both linguistic and non-linguistic ways.
- ✘ Playing with words and gamification are effective ways to help students become more word conscious.
- ✘ Repeated exposure is essential

CCSS Vocabulary Standards

Understand and Use a Variety of Words from Different Semantic Categories.

- ➔ Nouns
- ➔ Verbs
- ➔ Adjectives
- ➔ Adverbs
- ➔ Prepositions
- ➔ Conjunctions

Grade-Level Vocabulary and Content

- ➔ Unknown Words
- ➔ Multiple Meaning Words
- ➔ Using Context as a Clue to Meaning
- ➔ Represent Words Using Visual Displays
- ➔ Comparatives, Superlatives

Word Relationships

- ➔ Categorization
- ➔ Shades of Meaning
- ➔ Synonyms, Antonyms
- ➔ Real-Life Connections Between Words and Use
- ➔ Literal/Non-Literal Language
- ➔ Figurative Language
- ➔ Homographs/Homophones

Morphological Skills

- ➔ Affixes/Roots
- ➔ Greek/Latin Influences
- ➔ Compound Words

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Books ONLY an SLP could write!

Phonological Processes

Word Menders Series

74

75

Phonological Processes Extension Activities

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- ✓ Minimal Pairs for FCD
- ✓ Phonemic Awareness
 - ✓ Addition and Subtraction
 - ✓ Isolation
 - ✓ Blending

I CAN SAY THAT!
Touch the picture at the top as you name it. Then pick another picture to touch and name it. Go back and touch the top picture and name it again. Choose a different picture to touch and name!

START HERE!

 seal	 seed
 chair	 boat

DYNAMIC RESOURCES

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- ✓ Minimal Pairs for FCD
- ✓ Phonemic Awareness
 - ✓ Addition and Subtraction
 - ✓ Isolation
 - ✓ Blending
- ✓ Vocabulary

MERRY GO ROUND
Touch the picture in the circle and name it. Then touch the picture with a star next to it and name it. Go back to the center and touch and name the picture. Keep moving around the circle until you are back to the beginning. (See try it faster!)

BEEP BEEP

DYNAMIC RESOURCES

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Language Extension Activities

79

DOUBLE UP!
CAN YOU FIND THE WORDS THAT SOUND THE SAME - EVEN WHEN THEY MEAN DIFFERENT THINGS?

How do you decide which meaning is right?
Can you make a sentence that uses BOTH words?

LET'S DESCRIBE A MONKEY!

DYNAMIC RESOURCES

SIGHT	SMELL	TOUCH	SOUND	MOVEMENT

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HOW MANY SYLLABLES?
Say the name of each animal. Tap a numbered circle with your finger starting with green!! for each syllable you hear in that word. Then write the number of syllables you heard for each animal and color their circle to match the number! (e.g. 1 = green 2 = blue, etc.)

1 2 3 4

monkey turtle rabbit monkey mouse mouse duck pig mouse mouse cat dog

DYNAMIC RESOURCES

TRANSPORTATION
HOW CAN YOU GET THERE?

Miss Elephant's friends travelled to her house in many different ways. Write, talk, or draw them!

Can you think of more kinds of transportation?
What is your favorite way to travel?

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Getting YOUR Story Into Print

82

Publisher versus Self-Publishing

83


Working with a Publisher

- NO COSTS to author.
- Publisher works with the author to develop product.
- Publisher assumes all costs of developing, printing, marketing, selling, warehousing, etc.
- Contracts with illustrators, graphic artists, printers etc to bring project to fruition
- Book published under company imprint.
- Publisher owns copyright
- Pays the author an agreed upon portion of the profits from each book ("Royalty")

84

Self Publishing

- Author pays for all costs of publishing, printing, marketing, etc.
- Author contracts with illustrators, etc.
- Typically printed "on-demand."
- Author has total control over content, illustrations, marketing, pricing, distribution, etc



85

Examples of Self Publishers

- Amazonproinc.com
- Kdpamazonbookmarketing.com (Kindle ebooks only)
- Outskirtspress.com
- Bookwritercoerner.com
- Lulu.com
- Penquinghostwriting.com



86

Publisher ≠ Printer

- ✓ Publishers work with authors to develop products
- ✓ Printers print the finished product.




87

What do Publishers Want

- Unique Idea
- A book they can market (it does no one any good if a book just sits in a warehouse because it doesn't fit the profile of the publishers)



88

My first question to potential authors....



89



90

What do publishers want/need from potential authors?

SAMPLE Product Proposal

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

B. **Author(s)** - Is it/are you an 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 the (Illustrated) Strategies can be used with this story?** (Echo Reading, Paired Reading, Friendly Questions, Reading, Writing, 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/color? 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

91

I Can Play That! The Tea Party provides children with multiple opportunities to engage in pretend play while learning about important words that mark time (first, next, and then, and last).

With built-in, interactive reading strategies, melodic rhyme patterns, and engaging illustrations, *I Can Play That! The Tea Party* provides a strong foundation for the development of early language, literacy, and pretend play skills.

Be a part of the magic as a child's first attempts to feed a teddy bear soon blossom into an elaborate, imaginative feast.

Word Sprouts® read-together picture books are designed to help children's early vocabulary grow!

92

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

93

Up the track, mile after mile, what Maddy spied,
as the world passed by, made her laugh and smile.

Miles of Whimsy continues the popular Word Menders™ series with a focus on consonant clusters. Join Maddy as she discovers a world of whimsy and adventure. It's just outside her window on a special train ride up and down a majestic mountain. CLICK! CLACK!

READ WITH ME PRESS
a division of Dynamic Resources, LLC
READ WITH ME! STRATEGIES
PAIRED READING-FRIENDLY QUESTIONS-PREDICTING

94

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

95

Then came Katie's pretty, pet deer.
Who jumped on her bike and hit high gear.

Minimal and Maximal
Pair Therapy to treat
phonological processes
(well researched)

She did every trick we know.
We clapped and shouted, "Go, doe, go!"

96

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)

97

Read with Me! Strategies for Grandpa's Woods
Paired Reading-Friendly Questions-Reader's Theatre

READ WITH ME! SERIES
a division of Dynamic Resources, LLC

97-93
ISBN 978-1-7237428-2-1
9 78172374 282125

98

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

IMPORTANT

99

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

*Multiples of 4

100

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

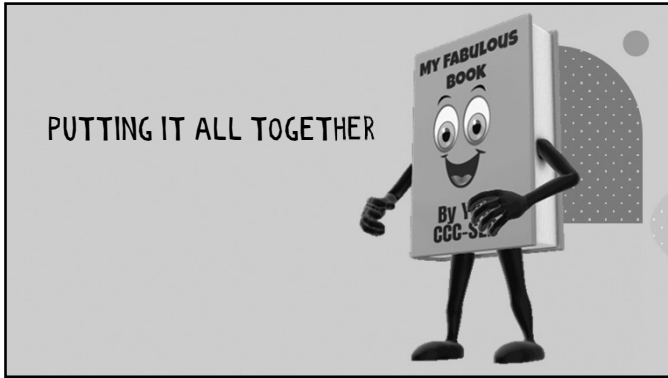
101

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

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PUTTING IT ALL TOGETHER

103



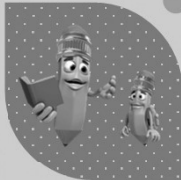
It's not just about a "fun" story.

Know the skills you want to target
(and the related research/theoretical base)

104

Include opportunities for active participation in the reading interaction.

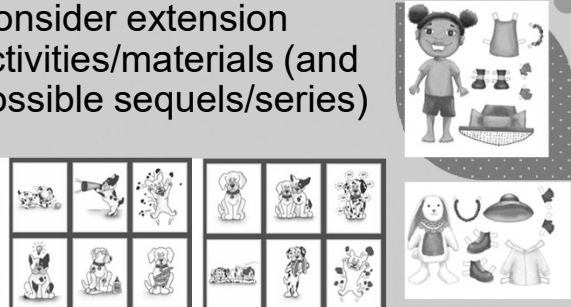
- ✓ Echo Reading
- ✓ Paired Reading
- ✓ Questioning Strategies
- ✓ Predicting
- ✓ Wordless Books
- ✓ Reader's Theatre



Social Learning Theory
Robust literature base

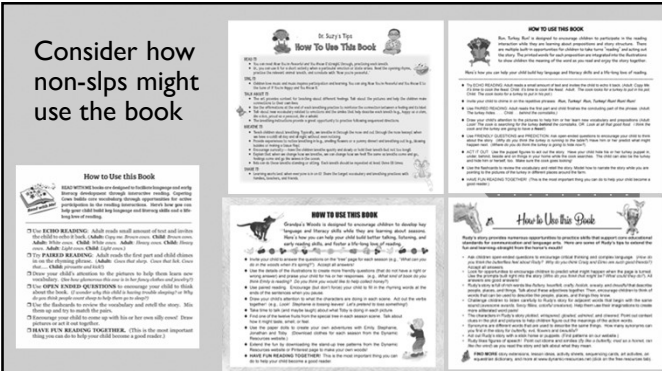
105

Consider extension activities/materials (and possible sequels/series)



106

Consider how non-slps might use the book



Dr. Suzy's Tip
How To Use This Book

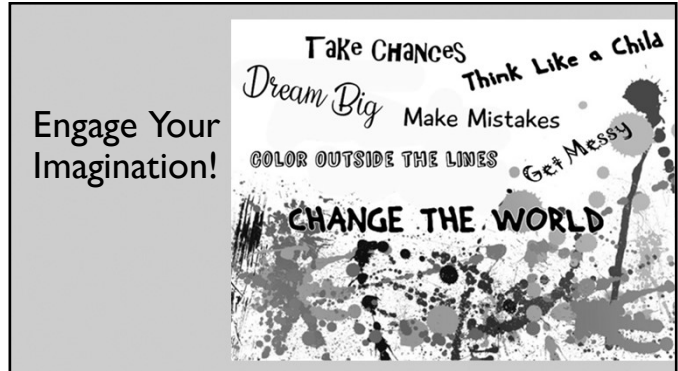
HOW TO USE THIS BOOK

HOW TO USE THIS BOOK

107

Engage Your Imagination!

Take Chances
Dream Big
Think Like a Child
Make Mistakes
Get Messy
CHANGE THE WORLD



108

Create Your Action Plan

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 !!!

Shari Robertson
ASHA 2022

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SLP AS AUTHORS: ACTION PLAN

Engage Imagination!

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How do these targets/skills related to language/literacy development?	
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110

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Shari Robertson
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