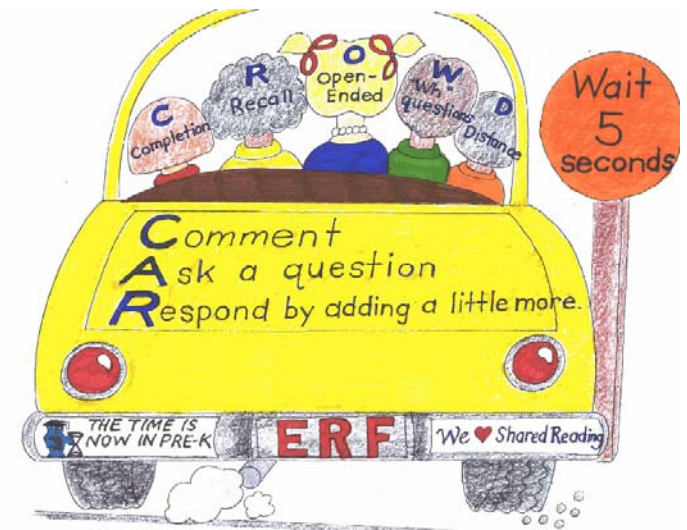


# Get on the Road to Inclusion: Put the CROWD in the CAR



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# National Early Literacy Panel (NELP)

Synthesis via meta-analysis of:

all high-quality scientific research that identified preschool and kindergarten skills that predict later reading

This guide and other early literacy products can be found at NCFL's Website, [www.famlit.org/educators](http://www.famlit.org/educators).

# NELP Findings

Found Three Highly-Significant Predictors:

- Oral Language
- Alphabetic Code/Phonological Awareness
- Print Knowledge/Concepts

# The Oral and Written Language Connection

## Phonology

Important for decoding words

## Morphology

Important for decoding big words, deriving meaning from words, and to indicate grammatical markers

## Semantics

Vocabulary

## Syntax

Important for understanding and expressing language at the sentence level and beyond.

## Pragmatics

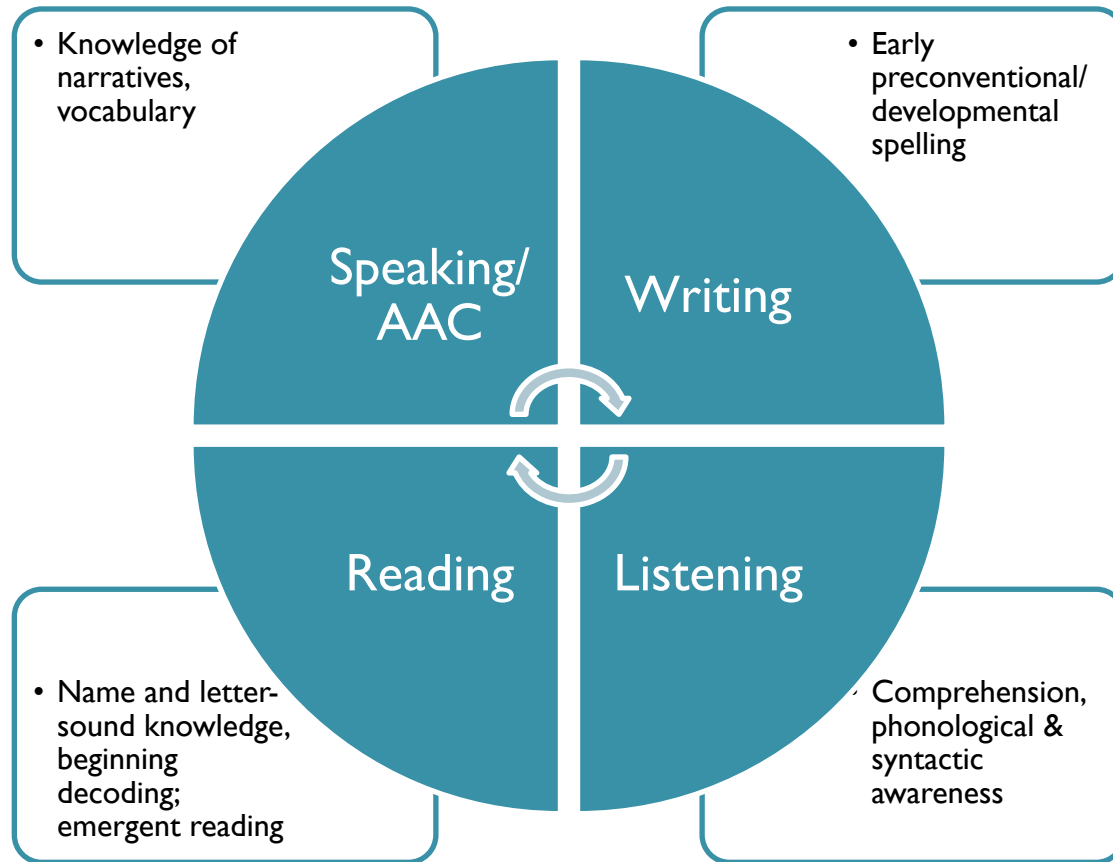
Higher order language skills that are necessary at the discourse level.

# NIEER.ORG

“Oral language is:

the foundation for literacy development,  
a strong predictor of later reading  
achievement because of its relationship  
to reading comprehension” (Strickland &  
Riley-Ayers, 2006)

# Oral and Written Language Development



All 4 modes of communicating develop together and help one another to develop throughout a lifetime.

# National Findings

## Thrilling Three (B-K)

- Oral Language
- Alphabetic Code
- Print Knowledge/ Concepts

National Center for Family Literacy. (2005). *National early literacy panel: Synthesizing the scientific research on development of early literacy in young children*. Available at <http://www.famlit.org/educators>

## Fab Five (K-3)

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

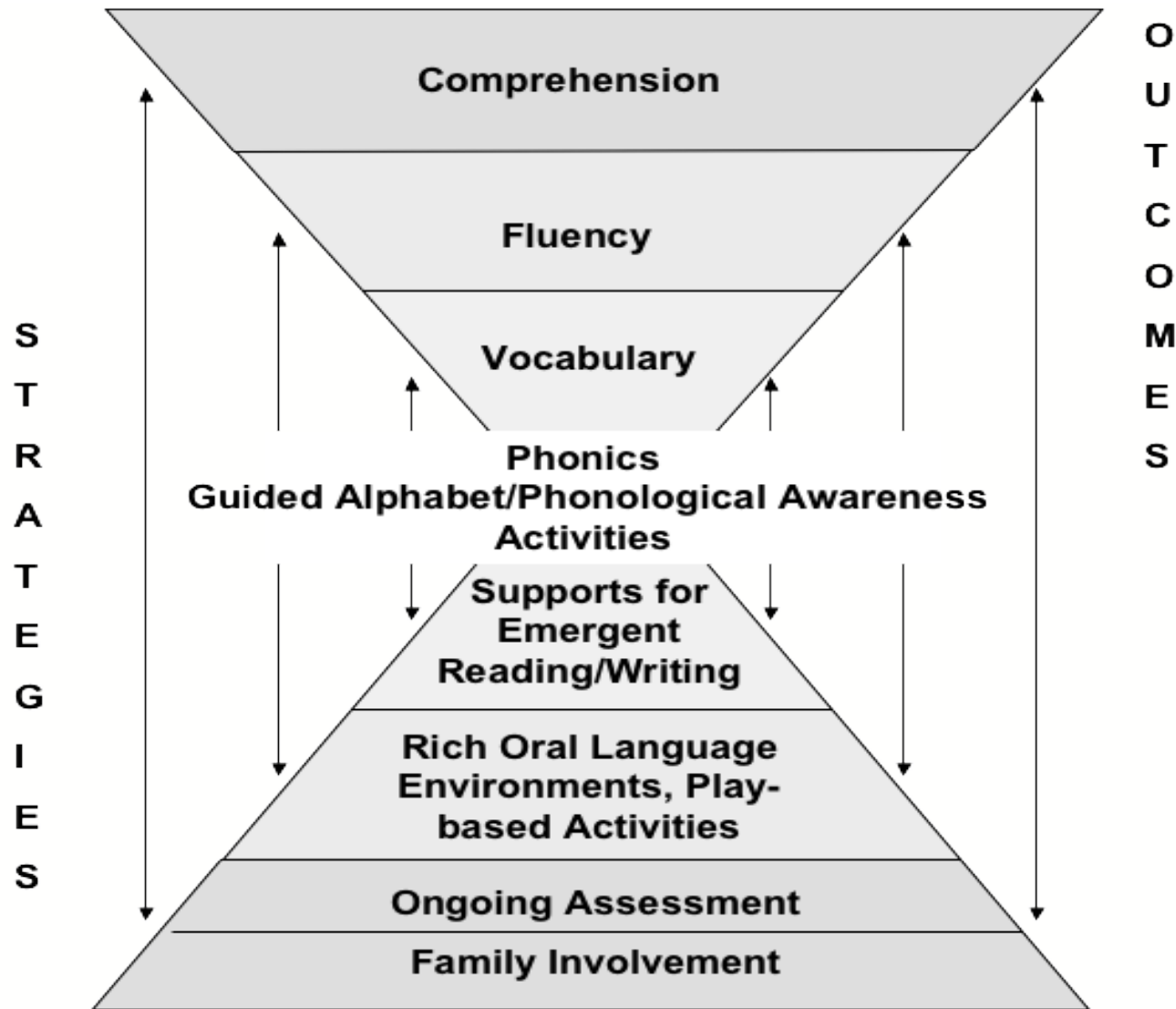
National Institute of Child Health and Human Development (NICHD). (2000). *Report of the National Reading Panel. Teaching children to read: An evidenced-based assessment of the scientific research literature on reading and its implications for reading instructions. Reports of the subgroups*. Washington, DC: Author.

# 5 Interventions

NELP identified 5 categories of interventions that we can use to promote early language and literacy development:

- Code-related interventions
- Shared reading interventions
- Language enhancement interventions
- Parent and home programs for improving children's literacy
- Preschool and kindergarten programs

# The “Hourglass Model”



Strategies for infants, toddlers and preschoolers build the foundation for later oral and written language development.

Pierce, P. (2005)

# What is shared reading?

“The interaction that occurs when a child and adult look at or read a book together.”

- Ezell & Justice, 2005



# Why is shared reading important?



- Shared reading accounts for at least 10% of the variance in children's primary grade reading and language achievement and it's something we **CAN DO!**
  - (Senechal, LeFebre, Thomas, & Daley, 1998)

# What's GOOD shared reading?

- One of the best measures of quality of shared reading is the “adult’s responsiveness to children’s concerns and interests”
- High level’s of responsiveness are characterized by adult behaviors that are:
  - Child oriented, interaction-promoting, and language modeling
    - Ezzell & Justice, 2005

# Making Shared Reading Effective

- Physical Arrangement
- Social Involvement
- Materials Selected
- Reading Style
- Conversation



[Tarheelreader.org](http://Tarheelreader.org)

# Engaging Children in Shared Reading

- Let child choose
  - 0-3 children let you know if they want to look at a particular book
  - Let older children select the book they want
  - Have multiple books that appeal to children's sensory and topical interests
- Let child turn the pages if they wish
  - If they turn 3-4 pages at a time, just talk about the pages that you see
  - Let child decide when they are finished and move on
  - Have "Next Page Please" and "Finished" symbols available
- Talk about what child says, points to, or does
  - As children get older ask harder questions
    - What do you see?
    - What do you think will happen?

**SMALL GROUPS!**

# Materials

This “squishy” book can be easily modified by removing the label and replacing it with more sophisticated text.



BUGS

I see a lizard.



The bugs are hiding.



INSERT STRAW HERE ↓

CAPRI SUN  
ALL NATURAL™ JUICE DRINK

PACIFIC COOLER  
Flavored Juice Blend from Concentrate

NO ADDED SUGARS

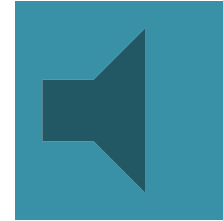
FRUIT



# Encouraging Shared Reading

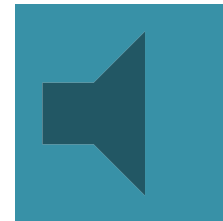
Follow the CAR:

- Comment and wait



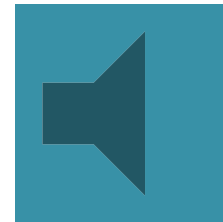
**C**omment

- Ask questions and wait



**A**sk

- Respond by adding more



**R**espond

# CAR with children with disabilities

- Luke
- Hanen Early Learning Program
  - [www.hanen.org](http://www.hanen.org)

# Dialogic Reading

- **C**ompletion
- **R**ecall
- **O**pen ended
- **W**ho, what, when, where
- **D**istancing
  - Not all at once, just when it makes sense!
    - Whitehurst, 1995

# Completion

Over in the meadow, in a hole in a tree, Lived a mother bluebird and her little birdies \_\_\_

Ask child to complete a word, phrase, repeated refrain\*

“Not by the hair of my chinny, chin, ----.”

## Why?

- Encourages child to listen to and use language
- \* Use picture communication symbols, voice output w/ word, repeated line and/or illustration for children with disabilities

# Recall

What happens after the wolf climbs onto the third little pig's roof?

Ask details about what happens in the story\*

Ask what the characters do\*

## Why?

- Builds a sense of story
- Helps children recall details
- \* Have action, feeling picture communication symbols available; Have child act out the character's actions; Discuss choices with child.

# Open-Ended Questions

“What’s going on in this picture?”

Ask the child to tell what is happening in the picture\*

## Why?

- Provides child opportunity to use language

\* Use action word picture symbols. Expand/discuss child’s choices

# “Wh” Questions

“What’s this called?”

“What does the pig use it for?”

“Who?” “When?” “Why?”

Point to something in a picture and ask the child to name the object or action\*

## Why?

- Builds vocabulary

\*Have props, symbols, actions available

# Distancing

“Have you ever made a cake? Who was it for?  
What did it look like?”

Relate something in story to child's life\*

## **Why?**

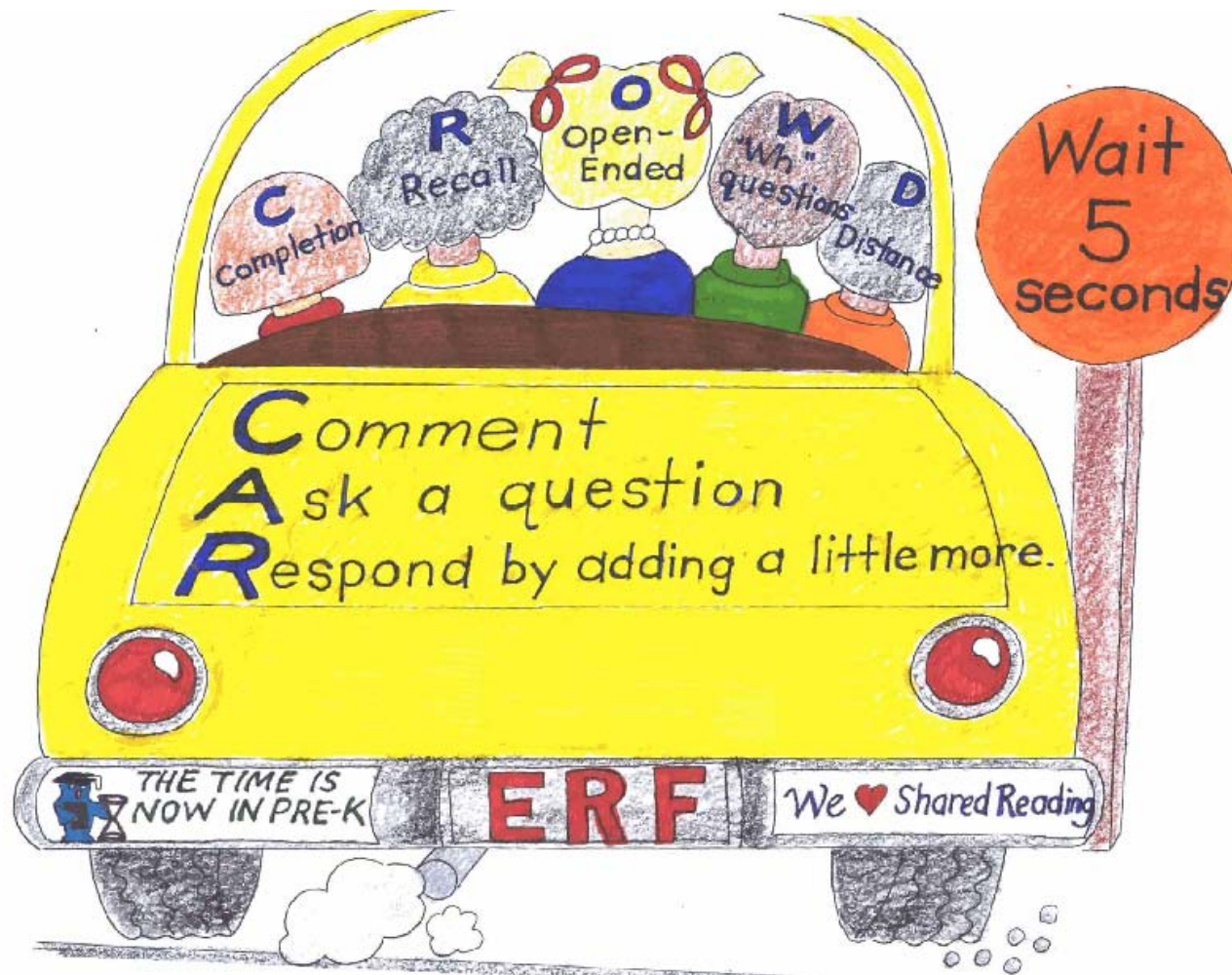
- Helps child make connections between books and life
- Provides child opportunity to use language

\*action, colors, shapes, feelings symbols

# “Teaching” During Shared Reading (especially for children with disabilities)

- Use core (high frequency) and fringe (specific) vocabulary and model use of vocabulary using AAC
- Model use of AAC while asking questions and making comments
- Model concepts of print
- Use repeated lines, props, puppets to encourage interaction
- Choose books with dialogue, “juicy” words, all kinds of interaction: “3-D Books”
- Put the “CROWD” in the “CAR”

# Put the CROWD in the CAR!

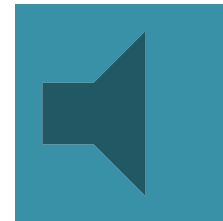


<http://www.med.unc.edu/ahs/clds>

Projects Early Reading First  
resources

Corinne Gandy Watson, 2008

# Shared Reading with Children with Disabilities



# Great Resources

- DeBruin-Parecki, A. (2007). *Let's read together: Improving literacy outcomes with the adult-child interactive reading inventory*. Baltimore: Brookes Publishing.
  - Adult-Child Interactive Reading Inventory
  - Sharing Books with Babies video, Child Development Media
  - Center for Early Literacy Learning (website)