

1. This document was created to support maximum accessibility for all learners. If you would like to print a hard copy of this document, please follow the general instructions below to print multiple slides on a single page or in black and white.
2. If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.
3. This handout is for reference only. Non-essential images have been removed for your convenience. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.
4. Copyright: Images used in this course are used in compliance with copyright laws and where required, permission has been secured to use the images in this course. All use of these images outside of this course may be in violation of copyright laws and is strictly prohibited.

How to print Handouts

- On a PC
 - Open PDF
 - Click Print
 - Choose # of pages per sheet from dropdown menu
 - Choose Black and White from “Color” dropdown
- On a Mac
 - Open PDF in Preview
 - Click File
 - Click Print
 - Click dropdown menu on the right “preview”
 - Click layout
- Choose # of pages per sheet from dropdown menu
- Checkmark Black & White if wanted.
- If more details needed please visit our FAQ page: <https://www.speechpathology.com/help>

No part of the materials available through the continued.com site may be copied, photocopied, reproduced, translated or reduced to any electronic medium or machine-readable form, in whole or in part, without prior written consent of continued.com, LLC. Any other reproduction in any form without such written permission is prohibited. All materials contained on this site are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of continued.com, LLC. Users must not access or use for any commercial purposes any part of the site or any services or materials available through the site.

Technical issues with the Recording?

- Clear browser cache using [these instructions](#)
- Switch to another browser
- Use a hardwired Internet connection
- Restart your computer/device

Still having issues?

- Call 800-242-5183 (M-F, 8 AM-8 PM ET)
- Email customerservice@SpeechPathology.com



Once Upon a Time: Reimagining Shared Book Reading Online

Susan Hendler Lederer, PhD, CCC-SLP

Moderated by:

Amy Natho, MS, CCC-SLP, CEU Administrator, SpeechPathology.com

Need assistance or technical support?

- Call 800-242-5183
- Email customerservice@SpeechPathology.com
- Use the Q&A pod



How to earn CEUs

- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of **80%** or higher
 - Within **7 days** for live webinar; within **30 days** of registration for recorded/text/podcast formats
- Two opportunities to pass the exam



Once Upon a Time: Reimagining Shared Book Reading Online

Susan Hendler Lederer, PhD, CCC

Adelphi University

Speechpathology.com 9/8/20



Susan Lederer

Susan Hendler Lederer, PhD, CCC, is a Professor in the Department of Communication Sciences & Disorders at Adelphi University. She is a NYS licensed and nationally certified Speech-Language Pathologist with almost 40 years of clinical experience in the areas of early language and literacy. Together with colleagues and students, Dr. Lederer develops research-based intervention programs for young children with and without language delays. Descriptions and efficacy have been published in peer-reviewed journals and presented nationally. She is the author of award-winning children's books, *I Can Say That*, *I Can Do That*, *I Can Play That*, and *Hey, Hey, Let's All Say* and the music CD, *StoryBook Yoga*.



- Presenter Disclosure: Financial: Presenter has received an honorarium for presenting this course. Non-financial: Presenter has no relevant non-financial relationships to disclose.
- Content Disclosure: This learning event does not focus exclusively on any specific product or service.
- Sponsor Disclosure: This course is presented by SpeechPathology.com.



Learning Outcomes

As a result of this course, participants will be able to:

- Describe how to select books for virtual shared book reading that will gain & sustain visual and auditory attention.
- Describe how to select books for virtual shared book reading that will engage children physically and verbally.
- Describe how to engage caregivers in supporting shared book reading.



Agenda

- The new reality
- Choosing books
- Visual & auditory attention
- Engagement
- Reading/adapting books
- Working with families
- Resources



“Once upon a time...” there was a pandemic...

- The Covid-19 pandemic of 2020 has challenged us to reimagine therapy in the virtual environment. We must reconsider our goals, therapy strategies, activities, and family involvement. Each day, we wonder which children will arrive in our online therapy room and how they will show up. We find parents who want their children to perform, siblings who want attention, and children who don't understand where you are in time and space. And everyone has different technology skills and issues.



So what do we do?

- Assess the virtual environment daily
- Adjust our expectations
- Embrace families
- Meet people where they are
- Take Pepto for when the kids jiggle the phone
- And be kind to ourselves!



Adjusting expectations for the online environment

- IT'S OK TO BE DIFFERENT (TODD PARR)
- IT'S OK to...
 - prioritize attention and engagement over specific language goals
 - coach families (what are we working on and how) vs. directly serving the kids
 - have fewer goals, ONE GOAL OF THE DAY
 - review learned skills in new (online) environments
 - allow kids to listen and not join in (to expose vs. elicit)



Why Shared Book Reading?



Shared book reading

- “the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children...especially so during the preschool years”
- National Commission on Reading; Anderson, Hiebert, Scott, & Wilkinson, 1985, p.23)
- Cross training language and literacy
- (Towson & Gallagher, 2016)



Choosing Books: Visual & Auditory Attention and Engagement



Choosing books

- We still can choose books...
 - Child's interest/experience
 - Classroom theme
 - Language level
 - Language goal
 - To introduce different genres (Lennox, 2013)



But for online consider...

- K-I-S-S
- Keep it short & simple
- SHORT: choose shorter books, edit pages, or just tell the story
- SIMPLE: books can be below child's language level; transfer old skills to new contexts
- Choose easy-to-follow plots or no plots



Choose books to get and keep visual attention

- Inviting cover (hOORAY FOR FISH)
- Bright colors (TODD PARR)
- More illustrations/less text
- Font size, shape, color (I CAN READ WITH MY EYES SHUT)
- I CAN SEE IN RED, I CAN SEE IN BLUE, I CAN SEE IN PICKLE COLOR TOO
- Speech bubbles (WE ARE IN A BOOK) and street/building signs or logos(READING MAKES YOU FEEL GOOD)
- Pictures help with prediction (BROWN BEAR)
- Pix/story contradict (DUCK RABBIT)



For example....



Choose books to get and keep auditory attention

- Characters talking to each other/voices and talk to the reader (WE ARE IN A BOOK)
- Repetitive refrains (SPILT MILK)
- Sing-song OR singalong (5 LITTLE DUCKS)
- Animal sounds/Sound effects (THE SEALS ON THE BUS)
- For kids with more limitations, book with one focus vs. many (think 5 DUCKS VS. POLAR BEAR)
- Easy to follow story (THE CARROT SEED)
- Silly! (THIS BOOK JUST ATE MY DOG); IS EVERYONE READY FOR FUN?)



For example... “It’s time to...”



And choose books in which...

- Kids can hear and see themselves
- Story is relatable
- LOLA series (McQuinn)
- THE DRUM (Wilson-Max)
- BRINGING THE OUTSIDE IN (Siddals)



Choose books that engage

MOTOR (interactive doing)

- Play along/pretend play
- Gross motor/dance/yoga
- Fine motor/facial motor
- Sign language

SPEECH

- Repetitive refrains
- Sing along/sing-song cadence
- Sound effects
- Question/Answer
- Caregivers or siblings as partners!



Adapt interactions for online

- BE CREATIVE
- Flap = knock knock
- Shake book = shake hands or body
- Tap book = tap screen or table
- Clap to turn pages
- DOWNLOADABLE PDFS
- Put books on PPT slides (scan or take photos) use SHARE feature
- NOTE: While most kids like to be actively engaged in SBR, respect kids who like to actively listen (and can learn that way)



Interactive books: Pretend play along

- MAISY GOES SHOPPING
- I CAN PLAY THAT



Interactive books: Play along

- OPEN THE BARN
DOOR
- WACKY
WEDNESDAY
- ON THE SPOT



Interactive books: Gross motor

- FROM HEAD TO TOE
- MY DADDY IS A
PRETZEL



Interactive books: Fine motor

- HAROLD AND HIS PURPLE CRAYON
- PRESS HERE
- THIS BOOK JUST ATE MY DOG
- DON'T PUSH THE BUTTON



Interactive Books: Facial Expressions

- CAN YOU MAKE A SCARY FACE



Interactive Books: Sign & Sing

- I CAN DO THAT
- HEY HEY



Interactive Books: Q&A/Repetitive Refrains

- HAVE YOU SEEN
MY CAT?
- ANIMAL KISSES
- IT LOOKED LIKE
SPILT MILK
- HELLO FISH



Interactive Books: Animal Sounds/Sound Effects

- I CAN SAY THAT
- SAY ZOOP
- WE'RE GOING ON A BEAR HUNT
- SEALS ON THE BUS



SAY ZOOP (Tullet)



Interactive Books: Wordless

- A BOY, A DOG, AND A FROG (MERCER MAYER)
- FLORA AND THE FLAMINGO (MOLLY IDLE)



What books have worked for you?



Reading Books



Ready to Read

- Ready to look: glitter jar
- Ready to listen: chimes
- Settle: THESE ARE MY GLASSES (LAURIE BERKNER)
- Whole body listening with Elmo
- Breathe with breathing ball



How to Read

- Read live
 - Animate with stuffed animals or stick puppets or felt boards
 - Voices, facial expression, body language
 - Loud and slow (check volume settings)
 - VOOKs (subscription)
- OR OUTSOURCE!
 - Celebrity read alouds (storyline online; operation storytime)
 - Author read alouds (Todd Parr)
 - Youtube movies (I WANT MY HAT BACK)
 - <https://www.youtube.com/watch?v=7d8Kv1Om07U>
 - Or theatrical performances
 - <https://www.youtube.com/watch?v=NBJmp1c3XIQ&t=66s>
 - Or characters animated
 - https://www.youtube.com/watch?v=mQ_GdN3Xv-Y



How to Read (continued)

- OK to read the same book
- Could be asynchronous (recorded and viewed with parent)
- Oral storytelling/wordless books
- Kids bring props to the story for mad libs (ON THE SPOT) or discussion (BROWN BEAR...brown toy)(can only have access during story!)
- Echo/call & response
- Can use drag function to move objects
- Circle objects to focus on
- As always...Model movements; PAUSE to give child time to respond; point to words and pix



A Few Book Making Ideas

- Paste Boardmaker pix over keywords
- Make your own one page stories with mad lib fill-ins like ON THE SPOT or alliteration fill-ins or have 2 pictures to choose from to fill in.
- Have children author their own version of a book with new fill-ins
- ON MONDAY HE ATE THROUGH...
- (Kids choose; can bring foods to the reading)



What tips do you have?



Families & Resources



Families/Caregivers as Partners

- Parent education: HANEN CENTER PARENT TIPS
- <http://www.hanen.org/Helpful-Info/Parent-Tips.aspx>
- HANEN BOOK NOOK (ALSO ON YOUTUBE)
- <http://www.hanen.org/Helpful-Info/Book-Nook/Boomers-Big-Day.aspx>
- HAVING FUN WITH HANEN
- <http://www.hanen.org/Helpful-Info/Fun-Activities.aspx>
- Ask parents to send in ideas or links they find (e.g., puppet show for I WANT MY HAT BACK) or books their kids love
- WORDLESS BOOKS GOOD FOR PARENTS WHO MAY NOT READ/READ ENGLISH
- RESPECT ORAL STORYTELLING CULTURES
- Make goals overt at beginning and end to parents (GOAL OF THE DAY)
- Can read the same book at home



Helpful Links

- Read Aloud Online Resources
 - <https://www.kqed.org/mindshift/55694/how-online-book-read-alouds-can-help-students-literacy-and-connection-during-social-distancing>
- Virtual Storytime: 15 Tips For Making A Video
 - <https://www.slj.com/?detailStory=Virtual-Storytime-and-Circle-Time-15-Tips-For-Making-a-Dynamic-Video-coronavirus-COVID19-librarians-early-learning>
- More Tips
 - <http://www.ala.org/alsc/virtual-storytime-services-resource-guide>
- Ny Public Library
 - <https://www.nypl.org/education/kids/storytime>
- Publisher's Guidelines for Use of Their Books During Covid
 - <https://www.slj.com/?detailStory=publishers-adapt-policies-to-help-educators-coronavirus-covid19>



Selected References

- Dowdall, N., Melendez-Torres, G., Murray, L., Gardner, F., Hartford, L., & Cooper, P. (2019).
- Shared picture book reading interventions for child language development: A systematic review and meta-analysis. *Child Development*, 91(2), e383-e399.
<https://doi.org/10.1111/cdev.13225>.
- Noble, C., Sala, G., Peter, M., Lingwood, J., Rowland, C., Gobet, F., & Pine, J. (2019). The impact of shared book reading on children's language skills: A meta-analysis. *Educational Research Review*, 28.
<https://doi.org/10.1016/j.edurev.2019.100290>.



- Towson, J., & Gallagher, P. (2016). Shared interactive reading for young children with
- disabilities: A review of literature with implications for future research. Baskent University Journal of Education, 3(1), 72-85.
- Wasik, B., Hindman, A.H., & Snell, E.K. (2016). Book reading and vocabulary development: A
- systematic review. Early Childhood Research Quarterly, 37, 39-57. <https://doi.org/10.1016/j.ecresq.2016.04.003>.



- Schwarz, A.L., van Kleeck, A., Beaton, D., Horne, E., MacKenzie, H., & Abdi, H. (2015). A read-aloud storybook selection system for prereaders at the preschool language level: A pilot study. *Journal of Speech, Language, and Hearing Research*, 58(4), 1273-1291.
http://doi.org/10.1044/2015_JSLHR-L-15-0056
- Treiman, R., Rosales, N., & Kessler, B. (2016). Characteristics of print in books for preschool children. *Writing Systems Research*, 8(1), 120-132.
<http://doi.org/10.1080/17586801.2015.1074058>
- Lennox, S. (2013). Interactive read-alouds—An avenue for enhancing children's language for thinking and understanding: A review of recent research. *Early Childhood Education Journal*, 41(5). 10.1007/s10643-013-0578-5.



Not “THE END”...

Let's keep the conversation going...
lederer@adelphi.edu

