RESPONSIVE ADULT-CHILD INTERACTION DURING SHARED BOOK READING: SUPPORTING CHILDREN’S LANGUAGE AND LITERACY

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ACIA 2018, Washington, D.C.
March 8-10, 2018
DISCLOSURE

There are no relevant conflicts of interest related to this presentation.
FAMILY CENTERED INTERVENTION

Active involvement of caregivers,
Supports family goals and decisions,
Focus on strengths and next steps for family,
Positive interactions in natural environments,
Within *naturally occurring routines* and *activities*.
SHIFT IN EARLY INTERVENTION

Support, engage, and guide families to increase knowledge and confidence (self-efficacy) to support child development,

Within a language-rich, culturally responsive environment.
Professionals are to encourage caregivers to use;

“language to label and expand on children’s interest”

“respond to child communicative attempts during every day, naturally occurring, activities”
PARENTS

Rely on professionals – best practices and current research,

Information may influence interactions with their child – which may impact child language skills.
GUIDANCE FROM PROFESSIONALS

Partially in line with DEC recommended guidelines:

Essential role that parents play
Frequent communication
During every day activities
During conversations - point, repeat, label
ask simple questions, and talk more

(Decker & Vallotton, 2016)
GUIDANCE FROM PROFESSIONALS

Need for more **specific information**

Inconsistent
Limited
Vague

(Decker & Vallotton, 2016; Watson & Swanwick, 2008)
“My child has a special situation...So I feel like I would like specific things that I can do. You know, is there a certain way I should talk? Is there a certain way I should read with her? Is there a certain amount? Like there’s all sorts of little nit-picky questions. I think it would really help me and empower me...They’re telling me that I’m doing good, but they’re not telling me anything specific.”
PRE K COMMON CORE

Describe pictures in books using several details,
Match vocabulary to picture cues,
Respond to questions about main characters, setting,
and events in complete 5-8 word sentences.
CHILDREN’S LANGUAGE AND LITERACY

Vary considerably;

- Family factors (age at CI, device use, SES)
- Language skills (e.g., vocabulary)
- Frequency of shared book reading
- Quality of conversations with child
- Quality of EI and/or Pre-K experience
- Additional disabilities
- Second language

Lack of specific guidance from professionals
How can we better support caregivers as they guide their children’s language and early literacy development before their Pre K experience?
Children’s Pre-Literacy Skills

- Higher vocabulary – sophisticated words
- Phonological Awareness
- Phoneme-Grapheme Knowledge
- Print Awareness
- Print Motivation
- Narrative Skills (longer sentences)
PARENTS - SHARED BOOK READING

Read to child often (home literacy experiences)
Encourage close proximity to child
Take the child’s lead
Active participation (both caregiver and child)
Child centered with positive feedback and utilize
Open-ended questions and recasts
PARENTS - SHARED BOOK READING

General and Home Literacy Strategies

Sing and repeat rhymes
Use all kinds of printed material
Encourage early writing skills
Listen to stories (passive participation)
REPSONSIVE SHARED BOOK READING

Literacy Teaching Strategies

- Point to words on page
- Vary expression of voice
- Vocabulary teaching
- Open-ended questions (make predictions)
- Encourage child to ask questions about the story (active participation)
PARENTS’ VIEWS

- “Talk, talk, talk, talk,…” (EI professional)
- “Talk about everything and encourage child to describe pictures” (EI Professional)
- “Point, repeat, repeat some more, use intonation, ask simple questions, and label” (SLP)
- “Don’t stick with actual words in book, but describe pages in full sentences” (DHH teacher and SLP)
- “Ask simple questions about pictures, check for understanding, and elaborate” (SLP)
Encourage parents’ confidence and skills during shared book reading by:

- Modeling and coaching the specific literacy teaching strategies,
- Providing support and guidance,
- Optimal listening environments,
- Work collaboratively and adjust,
- Each family’s situation,
- Responding to parents’ needs.

RESPONSIVE SHARED BOOK READING
REFERENCES


Cruz, I., Quittner, AL., Marker, C., DesJardin, JL & CDaCI Investigative Team, 2013. Identification of effective strategies to promote language in deaf children with cochlear implants, Child Development, 84, 543-559.


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The following literacy teaching strategies that support preschool children with cochlear implants consist of the following:

- Point to words on the page
- Vary expression of voice
- Use open ended questions and recasts, encouraging interactive parent-child dialogue
- All of the above
How can professionals guide parents for responsive shared book reading?

- Provide more specific literacy teaching strategies rather than only reading the book
- Model shared book reading strategies
- Discuss ways to embed shared book reading interactions throughout the day
- All of the above