

Bringing Literacy to the Table: Using Books in the Therapy

March 13, 2008

2:00 PM-3:15 PM EST

Moderators: Donna Sorkin, Cochlear Americas

Presenter: Ashley Garber

Remote CART Provided By:

20/20 Captioning

www.2020captioning.com

Toll Free: 866-554-2099

This text is being provided in a rough draft format. Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings.

>> Ashley: I want to welcome everyone again. We're just a few minutes from starting today. I'm Ashley Garber and we will begin in a few minutes after you have had a chance to download your handout by going to Garber handout in the share file box. You double click and you'll receive instructions on how to download your handout. If you would like you can then print

that to use during the presentation today. You may want to go ahead and take the opportunity to download the feedback form that needs to be accessed prior to the end of the program today and then once you're finished you can print it and e-mail it to us but that gives you access to attendance for participation today. We'll start in just about two minutes.

>> Donna: Good afternoon, this is Donna Sorkin welcoming you to our HOPE Online session today. We'll be starting in a minute or two. I wanted to remind everyone that we will be offering CEUs today from both ASHA and the American Academy of Audiology many as always, you may download the handout for today by going to the file share area of the screen that is on the left side towards the top and, also, there you will find the feedback form and we ask that you also download that to your computer right now so that you have it and return it. That is what generates a certificate of participation for the course. Ashley is a certified auditory-verbal therapist, so you also may receive credits towards your WSL (sp) certification for this course.

So we will start very soon and I'll be back with you in about a minute.

>> Ashley: I believe we're right on starting time now. So I will welcome you once again to Bringing Literacy to the Table using books and therapy. This is Ashley Garber. I believe we'll welcome Donna back right now to tell you a little bit about Cochlear Americas.

>> Donna: Thank you, Ashley, and welcome everyone. We have a nice group with us today on this important topic. We've had lots of interest in the whole issue of literacy and reading for children with cochlear implants so this is a continuation of that interest from individuals from across the country.

I'm delighted to introduce our regular presenter today, Ashley Garber, who is a speech pathologist and Certified Auditory Verbal Therapist. She is a private practitioner specializing in auditory-verbal therapy and she has over 12 years of experience with children with hearing loss and adults with cochlear implant in a wide variety of settings.

This is Donna Sorkin from Cochlear Americas and I'm going to turn the floor over to Ashley at this time for our regular session. Thanks so much for being with us, everyone.

>> Ashley: Thank you, Donna. We'll welcome you back towards the end of our program with some information on upcoming events and special uses that Cochlear is offering. Our agenda is as follows, we begin with some precursor to say literacy then we'll jump in talking about first preschoolers and how we can use books and other literacy tools for modeling strategies for parents, how we can integrate auditory activities into book activities. And then some things that we can use instead of books and then we'll follow a similar format for older children talking about reading, tracking, comprehensive activities and some things we can use instead of books for that group. At the end if you have any questions please do be prepared to type in our chat any comments or suggestions that you have, suggestions that you have from your own therapy or school practice. We would certainly welcome those and hope to have a chance to discuss them towards the end of our program.

We'll start briefly with some precursors to literacy. This is information that Mary Ellen Evans and I presented earlier. I guess this was not a session it was archived through Cochlear Americas and that address will come to you later

in the program but you can take a look at that session if you have more interest in that younger age group.

We did want to just sort of highlight a little bit of information about reading, building language skills, language and intern building readings. It involves world knowledge and understanding of time and how the sequence of events, understanding causal relationships, cause and effect, involves that ability to recall inferences and what may happen next. For children it involves taking another's point of view and really learning to see the world through someone else's eyes and of course vocabulary. These are all language skills. But hopefully immediately in this -- through this list you've connected that through reading we are assisting children in building those language skills and, then, in turn as language grows, these skills are going to perpetuate further to then promote reading comprehension while children are reading themselves.

As we read to children, we help them grow their language ability. Their knowledge of the world, their empathy skills and vocabulary and those

skills will, in turn, build into skills for their own -- build into their skills for their own use.

Let's talk about preschoolers and that group, this is something that we can begin with children in the early intervention years, the birth to 3 population we can start in on using stories and this is a time when we really can model for parents how to share books themselves. Book sharing is one activity that we'll talk about as well as strategies for reading aloud to children.

We'll then follow with play, talk about how to reinforce concepts through using play activities and integrating auditory activities right into the text of the book.

As I mentioned before, we'll talk further about some materials that we can use instead of story books, things like word list books, Experience Books and blank books.

Let's begin with modeling for parents, and I think many parents come with some preconceived notions about reading. As a newish parent, I have a one-year-old. I have the question of or

hear the question when did you start reading with your baby? People see me with books and reading to him and they ask me, when did you start? To me there was never a question. We started right away. But many parent are uncomfortable reading with very small children and don't know that it is an activity that they can or should do with an infant that is not able to hold the book themselves or turn the pages or to know how to read. I think many believe that reading with their child is important only if it is coming towards the time when the child will begin to be reading themselves. So that's one thing that through our modeling with parents through the opportunity that we have with parents together in a therapy session, early intervention, a home visit, that we can model for them, it is something to pick up right away.

The other phrase and this is one that Mary Ellen laughs about that her husband used to say as he was reading with their children, if you're not going to listen, I'm not going to read. When kids interrupt and ask questions and point to different pictures that are not on the agenda of the page, some parents get frustrated and the assumption is reading is something that is done

in a word-for-word manner and a very structured activity. Everyone needs to sit quietly and pay attention at all times to the language on the page right in front of them.

Sometimes it is presumed that a child must already understand all of the language that is available in a book before it is shared. A storybook with big words, with complicated vocabulary, it is not appropriate to read to a small child. And, of course, you know, there are guidelines for picking good books for kids of different ages, but we don't have to limit ourselves to this specific vocabulary that a child knows at a given time because, of course, by exposing them to vocabulary we're assisting them in learning new words and new concepts.

The place we want to start is with what we call book sharing versus reading aloud for the very young child. The first time that we introduce a child to a particular book we can just share it with the child. I often find that the first time I pull pull out a new book with a young child they want to eat it up and grab the book and look at it on their own terms and turn the pages and take a look at everything before they're willing

to sit with any level of attention to my reading or Mom and Dad's reading or even a sharing activity.

So you may consider that, and you let the child flip through and have a look before you start to draft the activity to any degree.

But definitely before we necessarily begin reading aloud we can consider sharing the book with the child so that we're modeling some of these strategies for parents. Where we might read the title of the book and then based on the pictures that are on the cover guess what the book might be about. We can let the child control the pace and we don't have to worry about reading the text or even looking at every page. And, again, with a one-year-old, my way is -- my little boy is not interested in every page. He has favorites and he may flip quickly until we get there but we can share for 10 minutes on one page if he is interested in what he sees there. He gets to control the pace of that activity.

And then from there we go to describing pictures, talking about interesting details, pointing out different objects, talking about what objects we

might have that are similar in our house. But try to avoid testing questions to sort of see what he knows, what's there, what's that, do you know, that sort of thing. Because again we're trying to -- we really are just sharing the book, letting the child become interested and using vocabulary and language to sort of interest the child at that point.

Think about making comments to encourage discussion. So, for example, oh, look, the bear is playing with his toes, for a child that has language, is talking, we can perhaps get some comment on that related to, you know, oh, his shoes are off or whatever it is, anything that the child takes from that comment and be able to go in their own direction.

Of course using an animated voice will engage the child. This is something that often parents may need a little bit of prodding with, particularly with their deaf children that they're unsure about the language development and how to -- you know, that talking is okay and the child hears them and using animated voice is a real leap sometimes and that is something as therapists we can model for parents how to naturally talk and

comment in an animated and engaging way.

We want to make connections between the new book and the child's experiences or other books that have been read.

Once we've shared a book it may be that right away after flipping through the pages the child is then sort of primed to the point for them to be willing and ready to hear the book read word-for-word, depending on the age obviously and the interest in the book. Maybe it is something that, you know, with a little bit of time, just as they get older, they're ready for reading aloud. Again when we're thinking about modeling for parents, here is some of the read-aloud procedures we want to facilitate with parents and, again, using an animated voice to maintain the child's interest. We can emphasize through example, but it is okay to stray from the text, to comment on pictures and entertain discussion or questions from the child. Again, if you're not going to listen, I'm not going to read, that attitude, for a child, doesn't have a lot of place because the child is listening and is just -- just because they're talking about or straying from the text doesn't mean they're not listening

and they're not taking in something. We want to model that through example for parents.

Let's think about helping parents to determine the best time of the day to read with their child. I guess that can mean a couple of things: One, what is the best time of the day to have a child that is fresh and ready to play and to listen and to learn auditorily. But it can also mean which is the best time of day for reading versus book sharing? And this is something with my little guy that I've noticed that if he's in my lap with a book, we're in charge of which book we're picking up, that sort of thing. But when he's in his high chair and he's eating his lunch, he's very willing to let me read a longer book with more text and to flip through the pages and to go in a word-for-word order and listen to a book that way because he's more contained area and he's happy to let me sort of be in control at that time. So this is the type of thing you can discuss with the family, help them to figure out if that is the model for their child or if there is a different one that works better.

Also, we can play a real role in helping parents to choose different types of story books that may

be the most appropriate for their child based on auditory goals, language goals, interest levels, reading levels, the parents' reading level may fall into that as well. We can, you know, help be a bit of a librarian for parents and steer them in the right direction.

We want to emphasize the benefits of reading with the parents that we work with. Helping them to know that with these stories and reading and therapy that a child is really going to reap benefits such as just knowing the mechanics of reading, building vocabulary, building world knowledge, you learn all of these things. Just the pleasurable aspect of reading as well.

And then we can also really encourage parents to engage in discussion within those read-aloud activities, and the reading comprehension skills which will, in turn, promote thinking skills and treating and drawing conclusions.

Here are some of the types of books that are out there as we're helping parents to choose. First we have predictable books, those that contain repetitive words and sentence patterns that children can begin to, quote, read along with, as

they start to expect the appearance of certain words and phrases. It helps children to anticipate what is going to happen. With our children that are early language learners, often these will be among the first phrases the of the favorite books or favorite songs sometimes which -- many of which have been incorporated into book form. Those catch phrases are favorites because the child can anticipate when they're going to happen. It is a predictable pattern.

There are, of course, the learning to read books that are phonics based or sight word based within the context of a narrative and picture story. And then we have those that are more appropriate for read-aloud that often have complex language and slightly more advanced vocabulary paired with pictures. They have captivating stories that are really interesting to listen to and perhaps expose a child to new concepts and new more world knowledge through those read-aloud type of books. So I have put together some examples for you trying to choose some books that are not sort of our mainstream, you know, classic therapy books, picking some hopefully at least one of these books that I highlight for you today will be a new one you can look into and become a favorite

of yours.

This is Joseph Had A Little Overcoat by Simms Taback. Some examples of the language, just so you can see the predictable pattern, Joseph Had A Little Overcoat. It was old and worn. He made a jacket out of it and went to the fair. Joseph had a little overcoat. It got -- a little jacket. It got old and worn. So he made a vest out of it and danced at his nephew's wedding. So that phrase, as Joseph cuts down the overcoat into smaller and smaller pieces of clothing and recycles, which is a great concept to start introducing in this day and age at a young age, as Joseph makes smaller and smaller articles of clothing, the language continues on. It got old and worn. He made something else. That got old and worn, he made something else. Very predictable.

The same author and illustrator also has another predictable book called, I miss you everyday. That is another one to look for to expand your library.

Biscuit is very popular learn to read books and the official series I think is called I can read

and there are of course levels and the I can read series. This would be the Level 1 type story appropriate for the youngest children this. One, biscuit finds a friend is by Alyssa Satin Capucilli. And here little duck, here is your pond, here is your Mother and Father. Quack! A little repetitive language and the site words repeat over and over again. You can of course there is -- you can look for a biscuit. There is a whole series of the biscuit books. Biscuit goes to school. Biscuit gets into all kinds of adventures. Those would be a nice place to start if you're steering your parent towards a learn to read type of book for perhaps a slightly older child.

And then there are those read-aloud books with more let's say fanciful language and higher level of vocabulary that are really just for listening to and of course children will get into it and be able to retell the stories later on, we hope. But here is an example called "The Gruffalo." This is by Julia Donaldson and Alex Scheffler. This is an example or an excerpt from the story. But who is the creature with terrible claws and terrible teeth in his terrible jaws? He has knobbly knees and turned-out toes and a poisonous

wart on the end of his nose. The language structures that is used and vocabulary that is used, they're slightly a higher level, which we want to be exposing our children to a level above where they're speaking so that we're pulling them forward with their language. Julia Donaldson has written "Room on the Broom." That is another read-aloud story and I would encourage you to take a look at her work.

Let's turn our attention now to once we've kind have been modeling for parents some of the strategies for reading aloud, some of the strategies for book sharing then we can follow that -- those book activities with play activities to integrate in some of the auditory objectives that we're working towards in our sessions. Some of the different ways that you can do this would be to read each page, giving auditory input before showing the pictures. So, in other words, perhaps each page or maybe just from time to time during the read-aloud when you're reading aloud to a child withhold the picture for a minute and get some interest in your voice and present auditory information and then show the picture to the child so that they're granting that auditory information first

before seeing the picture. Because, of course, if you show the picture first, their attention is immediately -- their eyes are everywhere looking at all the interesting things in the picture without necessary focusing on the text.

You can leave out information to probe for auditory closure skills or pause before repetitive phrase to see if the child can pick up where you have left off or finish your sentence. That would be after a book has been read a couple of times to see if they have picked up on some of the repetitive language if you have chosen a book like that.

Another favorite thing to do is to collect and create manipulatives that match the story characters or match items within the story, objects. So that you can act out a story as you play.

Some of us are artistically inclined and like to color and cut and do those sorts of things to make stick puppets or figures of that nature. If you're not that person, check out www.childcraft.com and they have some of the most popular read-aloud books are in their series

where they have made little stuffed characters for all of the story, the old woman who swallowed a fly. There is an old woman in every cat, dog, fly, spider that is wiggling inside her and it is made up in a little puppet or stuffed character. So if you're in a classroom or perhaps you have some sort of a classroom budget that is a great place to go and spend some of those funds.

Here is an activity that I like to do and it is using one of the tried and true favorites.

"Brown Bear Brown Bear." Just as an example how you can integrate auditory goals into a reading activity and the goal or one goal that I might use for this book work identifying a keyword embedded into a phrase. So that would be just using the text of the story. "Brown Bear Brown Bear" what did you see? I see a blank looking at me. Red bird, red bird, red cat, pepper cat. I can't remember all the corresponding colors and animals right now. That would be one keyword or two key words embedded in a phrase.

And in this example what I've done is I made color copies of the different pages in the book and cut those out. And then I use sticky tack and put them all over my therapy room. Hide them

under the table, on the ceiling, on different walls. And then as we're reading the story I'll go a page at a time without showing the pictures. I have a pair of little child binoculars and some kids don't like that or don't really look through those and I have some really large crazy glasses that the child puts on and looks around the room to see if he could find the animal and the story that I've mentioned.

And then he gets to get up and go to the item that I have hidden around the room and, so, do you see the blue cat? Maybe you're focusing just on cat. Maybe you really want or maybe you have colored different animals and you're looking at two items there as key words. So lots of ways you can modify it. But the hook there, what font to put on glasses and that is a great way to incorporate the text with an auditory activity.

Another example, something you might do, this one I've given the example of the book, "Where is Baby's Mommy?" it is a Karen Katz book. She has lots of books that are really interesting and I think they are to very young children and our objective might be to identify an object by a series of descriptors so we're using the where is

babies Mommy book and perhaps we've made colored copies of the different objects in this book. Mommy is hiding and, so, on the first page it says, is Mommy hiding in the closet? You open the closet and it is not Mommy but a wagon or a ball or a different object. So you've perhaps made copies of those objects and you have those, read the book together with the child and don't let him peek upon see what is behind the flap. When you describe what is behind the flap, let him choose from the set of objects that you have pictures that you have.

So, you know, a pretty standard identification type of activity but you're describing rather than naming and you're using the lift the flap. You can then tuck the picture in behind the flap, close it up as you go along. Of course you can expand that to an open set auditory goal without using those pictured objects, just what do you think is here? Maybe you hide other objects behind the closet door and then you describe what it is so that the child is familiar with the book. He cannot guess based on its memory.

Instead of stories, what other literature, text, artifacts can we use in our sessions instead of

just story books. One of the things I would like to encourage you to take a look at is wordless books. If we have only pictures as our guide we can avoid the temptation to read every word on every page. There are many, many nice books out there that have beautiful illustrations but no text. And this is an opportunity for us to modify a book for virtually any age group and again we can go in any direction that we want to go with the story that we tell each time we've got endless variations each time we open the book.

Because there is no text, the pictures are very detailed. We can do lots of in-depth discussion if we just want to do a sharing activity.

I really find that these are also very useful for parents that either have poor reading skills themselves or perhaps they have limited English skills. That is -- I know that is a topic that is heavy on a lot of people's minds. We have more and more family that we work with that do not speak English or speak limited English. This is a great tool because the books can be read in any language. So whereas you may be in your therapy session, maybe you have to do your

therapy in English or you do your therapy with the translator, but you can feel very comfortable using their own language to use those techniques at home.

Here is a favorite of mine called "Deep in the Forest" by Brinton Turkle. A retelling of the Goldilocks story and I put "retelling" in quotes because there are no words. Through pictures the story develops with a few twists and different things that you can discuss each time you look at it. This author has other story books but most of them have text and I have not listed any other titles for wordless books but look for "Deep in the Forest." I have a list of others for you to consider.

The first group, spring, summer, fall and winter, these are big favorites of mine, my little boy is 14 months old. He will look and look and look at these books. They have a slightly less of a story structure but there's endless discussion and vocabulary that you can do. You could make a story to go along with the pictures.

Where some of the others, "Goodnight Gorilla," "Good Dog Carl," that is an old favorite.

"Pancakes for Breakfast" and any of the Tomie DePaola has numerous and a boy and a dog and a frog though up frequently in his wordless books. They're structured in storytelling. But you can, of course, retell it with lots of different details each time.

Who, what, when and where are a little bit more like the first group and slightly less story structure but lots to talk about.

So do take a look for any of those because they're -- they offer you endless varieties of things to do.

A blank book is, I think, very similar. You can use it in a limitless number of ways. You can make your own stories while still emphasizing the mechanics of reading. You're going to turn the pages, mark the text with your finger, et cetera. The only difference is that there is nothing to follow along with and there are no pictures. So perhaps you would use this in a short activity where you're looking for a child to be able to remember details from a story or repeat the story.

With a blank book those visually oriented children are challenged to do that retelling from auditory memory rather than with picture cues which we know our kids fall back on extensively. This is a real way to challenge them. You tell them a story with nothing and see if they can tell it back to you flipping through the book.

Of ourself, if you want to add a little something to that use some sticky tack and photos or paper objects or whatever and you can use this one book if you're somebody with limited space in your trunk. If you're traveling to different locations, this one book you can use for a number of different stories, age groups with a few additions of different material. That is something to think about as well.

And then there is, of course, Experience Books. I will direct you to another online session archived session called Using Experience Books to Promote Early Literacy. That is with Marguerite and I'm going to murder her last name -- Vasconcellos, I believe is her last name. Archived session talking specifically become Experience Books just to remind you these are books that maybe a parent makes for the child

based on things that the child has done. And for that reason it's a great tool because the subject of the book is always of interest to the child. It is all about him. So the child will go to it often.

Of course, as a therapist you could make your own book that depict the events in your life that may not be familiar to the child but again a star familiar character, their favorite therapist doing different things, taking an airplane, riding a horse, going to a different place. So that is something to consider as well.

Again the text can be modified depending on the age and the stage of the child. So for a very young child you might label pictures or put short phrases, very typical phrases. For an older child you may use longer sentences and higher level of vocabulary, but you can modify this.

You can start with those types of books for babies using what you might call a look book. You can help parents make some look books that include pictures of familiar objects, things around the house or things that they use everyday. Family members with our spread-out

relatives, perhaps you want to have or include pictures of cousins and aunts and uncles and grandparents that they don't see all the time but you want to help them learn names, that sort of thing, as well as the baby doing lots of different things, having different experiences.

Each session you can spend a few minutes looking at the new pictures, talking about what you see with the baby and then modeling having parents do the same. It is again a modeling activity showing parents how they can use a tool like this for language expansion, auditory expansion.

Take some opportunities to talk about vocabulary development and language expansion and following the child's lead. Again, you can do it with a book like this helping parents to figure out how to interact with a child with the book.

Now, in a shameless Mommy pride moment this is my son before his hair cut right before his first birthday and I use this picture to tell you about a book that we have that I think is a great experience look book for our children with cochlear implants as well, who is on the phone? You know people are talking on the phone so I've

got some pictures of my Mom, his grandparents, his cousins and, so, when they call and they sing happy birthday on the phone or say hello to him that we can talk about who that is and put a name to a face or a name to a voice that he hears on the phone. That's a nice one for our young cochlear implant users who will be able to use the phone and can start with those sorts of activities very early listening to the receiver and then talking about who is there.

Let's also talk quickly about some other natural literacy artifacts, other things that you can use besides books. There are lots and lots of times that text occur in our lives, our everyday lives that we can use for similar therapy activities but, also, pointing out to parents the occurrence of these things, that this is also important text as well. Things like labels on toys or directions to games, calendar items, prop that you might make for a pretend activity. You can make a sign for your ice cream shop or restaurant or grocery lists for the games that you play in your therapy sessions to again point out how text help us in our daily lives. That is something that we just want to model for children from the beginning that, you know, we read a lot of we

read all kinds of things throughout the day. We can write out a daily schedule as well. That would be a good way to use text within our sessions.

Let's talk a little bit now about older children. We've spent a lot of attention on our younger kids. As children get older and are learning to read themselves, our use of text can change a bit.

At to point one thing that you can consider is attitude is a main thing for your storybook and for every therapy activity, again, it looks different for each different age of child or the auditory experience of the child you're looking at. You can utilize character names or locations from a book or a story that you're reading or identification activities or for other listening games. So if you have a child that perhaps has a signing background and has good language and is reading well, you -- but has lower auditory skills and late implanted, you can pull out character names and use that for identification. You can do that in a straightforward manner having them identify the name of the character that they hear or you can use that to continue

with another language objective. Maybe you're talking about emotions. Maybe that is a vocabulary word or words that you're working on. So you might have things or tasks and you have different characters pictured on the table and you ask them, you know, who is the silliest or who is always angry and, so, they're listening for different auditory information but then they're looking for the character from the book. So you can use the variety of ways working on lower or higher level identification activities.

Create vocabulary exercises from words in the book or words that parallel the theme in the books. You're talking about space. Perhaps the book is about space. The words themselves may not come from the book but they may be other topics or other words, vocabulary items about space.

You can, of course, have the child read-aloud to you and monitor his speech productions in that regard. You might engage in reading tracking activities if you're targeting pattern perception or discrimination skills. You're doing some side-by-side reading. You read a lot in the child tracks.

That is sort of our next topic here, reading tracking and originally described by DeFilipo and Scott and it was a way of focusing on speech reading skills while listening and tracking word-for-word how much a reader could follow along while you're reading.

In a modified side-by-side listening you would be practice patterning and segmental with the listener not reading lips but reading along at the same time and tracking perhaps with a finger word-for-word.

The speaker would pause on occasion to determine if the listener is on the correct word or the right place, first starting with pausing at typical pause spots at the end of a sentence or at the end of a paragraph but as this child gets better you can pause in the middle of a sentence just to make sure that they're not -- that they're hearing and tracking as you read.

You would want the listener to preread the passage, identify any unknown words or idiosyncratic spellings and these days with e-mail addresses or acronyms, making sure that a

child knows that an e-mail address, for example, doesn't sound like just one word. It sounds like three or four. At in the middle, for example. Multisyllable words and these are all likely to be a challenge for a listener so helping them to track along with reading that way.

Again with the slow rate obviously and the highly inflected voice and you increase the rate and the inflection in your voice. And that is one activity that you can do to work on patterning and discrimination with wraps an inexperienced listener but a good reader -- with perhaps an inexperienced listener but a good reader.

With your more experienced readers, it can be a similar type of reading tracking activity where if you read-aloud and I and the listener just listens and then perhaps answers questions, that would be a standard way to check their comprehension obviously. It is just to ask and answer. But you can find other ways to increase and monitor comprehension with your reading as well.

Perhaps you would act out story sequences or have

the listener act out a story sequence. Draw or create costumes for characters based on their permits. So that is a more abstract way of looking at comprehension of text if you've read a story about two children, what might each child wear based on what they did in the story or how they behaved in the story, what do you think they would look like? What do you think they would wear or do?

You can read book reviews online and then discuss who agrees or disagrees with the critic and why they would based on their own reading. So you're looking for reading comprehension of the story, the paragraph, the weather you're working on, different stories in a pull-out therapy session than what the child is working on in class; or maybe you're following up with something that the classroom teacher is doing, and these are activities that you could do to parallel and move alongside with the teacher.

Write your own ending to highlight prediction skills. That is another great activity to look at auditory comprehension and reading comprehension of a story.

In that vane, you guys remember these choose your own adventure stories? That dates me, I guess, but probably dates many of you out there as well. If you do remember the choose your own adventures, the cave of time was one of the popular one slaws and the idea here is that at each turn of the story the reader can choose a different path which would result in multiple different endings. There are many other titles in this genre and it seems to be that they're kind of turning towards sports and the newer ones are all about sports but there are some others with broader topics out there.

These give you some great opportunities to work on comprehension, character development and prediction skills and when you get to a point where you have to choose, do you want to go down the dark gloomy pathway or step out into the sunlight? Why are you making this choice? What do you think is going to happen in each case? And then the child proceeds on their adventure and you can discuss what -- how right or wrong they were about the choice that they made. That is a neat way for comprehension.

If we want to do some work on retelling, I think

we can really or may have to work to find that story read natural and fun. If you ask a child what was that about or tell me that story again and it is not always a favorite request. But maybe you can find another way to make it a little more fun and really natural like why -- think about why would the child need to retell the story? Obviously telling it to someone who didn't just read it with them or to them is more natural so think about ways that you might be able to do that.

You could stage an interview show or a talk show where the character in the book is the special guest and, so, they might have to tell their story, you know, what makes them interesting or why they're on that TV program.

You could playbook store where the clerk in the store has to describe a book to a customer in order to sell the book to them so they need to use their retelling skills to be able to tell that to their customer.

A play or a puppet show of course is -- might be something fun for a small group session. You could challenge a student to write a poem, a song

or a comic that tells a story in short form. And, again, this assumes all sorts of different levels of language so, you know, some of these will work for some children and not for others obviously. But for those children that -- that have a little more language that are still working on remembering a story and not -- some children just remember the details but don't have a sense of what really happened and whereas other children can tell you the main idea but don't remember the specifics of the story. So you're going to tailor your activity to their particular need.

Here is a simple activity where you're going to describe a story for the child in this case they're just telling you something that they did over the weekend or on vacation and you're going to write down what they say word-for-word and then as they read it back, they edit their own work. And of course as appropriate you can focus your attention on the beginning, middle and end using those features in a story for a story structure. That is a very simplistic activity, one that hits a lot of points.

Now, instead of books for the older group, lots

of things out there. Magazines, there are things -- it is a big popular thing these days to have the young reader companions to the adult magazines. I guess we create consumers younger and younger these day with things like teen people, Teen Vogue or Teen Glamour is out there. There is Sports Illustrated for Kids. There are other more kid magazines like Ranger Rick and other things, depending on the age of child you're working with sports Illustrated for Kids is a lower-reading level for a child, but the same sports and topics and articles that you find in the adult Sports Illustrated magazine.

Poetry, something not to forget. I think I mentioned in a previous section that Michelle Overstein has lots of fun jokes and it is fun to work with them on rhyming and different vocabulary that way. CD jackets we don't use those very much any more either but you could I guess with some of these pre-teens get on iTunes and talk about which music they want to download into their MP3 players which is just so cool that our deaf students with implants are having fun with their MP3 players, I think.

But we can talk about song titles and things but

also lyrics are in the CD jackets. You can find those online as well if you want to read some poetry that is recognizing music.

Computer games, websites, online articles, blogs are all available easy, quickly.

Advertisements are nice, short. If you have got a short therapy session, a limited time with your student, an advertisement is a great use of text to use that you can go in all sorts of directions and in terms of comprehension as you are reading and talking about those.

And then natural literacy artifacts for older kids, things to point out. I think the slide will be coming up. We'll talk specifically about some natural literacy artifacts for older kids.

First let's look at wordless books for older kids. I think these continue to be a nice tool even once children have a reading skill because again without having to focus on the decoding, if the child is in that decoding stage, if that is not really a -- something that they have to worry about in looking at the wordless books they can turn their attention to plot development, detail,

predictions and they can use all of this if they're going with the decoding. That is a nice tool for an older child that is having some difficulty with those things.

Some of the favorites that are out there, David Weisner, you may know about Flotsam or Tuesday or sector 7 and those are some of his wordless books. And this one -- this guy has books that are a little older, John Goodall, Paddy's New Hat and there are others and there is one that is a little mouse and wordless books and animals do a few things but the activities in the language that go as long with them, the themes maybe are a little older so I've recommended them here.

Here is one award winner, Barbara Lehman, the red book, it is for kindergarten for sixth graders and I think that is a good age range there. The description here that I read or here it gets lost literally in a little book that has the power to move her to another place. Just so you know I didn't write that myself. That was Amazon's review of this book. It is a great little book but it is for older kids because as the child picks up one book, she sees a scene of a boy on a beach. Then the boy looks at a book and it's

basically the book that the girl has. The two interact and it is again for a slightly older child but without any text to bog them down if they're having trouble with decoding.

She also has museum trip, rainstorm and train stop all great wordless books for the older child.

Now, I have to admit the two -- I may be a little -- not something I'm completely popular with but it is the latest thing for teens and tweens, and it is today's comic strip and you find them in the Japanese anime style called conga (sp) and I don't know about that. But there are many classics, Black Beauty, Huckleberry Finn and Nancy Drew are some I found and depending on which direction you want to go and you may want to take a good look because some of the animated books the themes can get fairly mature but like in comics there is text around it is thought as a speech bubble or a thought bubble or a scene setter that tells us what is going to happen in the illustrations that follow.

So these, I think, you know again it is not something that I have a lot of experience with

but I do know that they're quite popular and often for the older child that is having any difficulty with reading, the hook is really the thing. Getting something that the child -- finding something that the child is interested in is half of the battle. If this is the trick you may want to take a look and see if you can find something that is appropriate for them and that they will enjoy. And again the text is in more manageable chunks so for the struggling reader that is good again that can be very intimidating and I know for my nephew that he can actually read fairly well but his confidence level is solo that he doesn't like to choose any chapter book. He's 9. He doesn't want to choose any chapter books. But something that has more things that are chunked a little more he's more comfortable and will jump right in the language is not necessarily simpler but it does appear more manageable. So give those a try. If it seems they might be the hook for the child you're working with.

Here is some recommended ones. Not by me. I don't really know either of these books. So I know that Diary of a Wimpy kid is quite popular for ages 9-12. Redwall, the graphic novel, I

think you can see from the cover of that one. What you want to be careful is that the scenes inside where it is 4 and up you want to make sure you have chosen something that is appropriate. Violence is included in this. I'm not sure you -- you may want to take a look at but Diary of a Wimpy Kid I can suggest to you is appropriate for a child 9-12. It is a novel in a cartoon. These are big sellers and are recommended.

Back to some I would point out to you for the older child calendars and day planners are something that depending on the age of the child they may actively be using and you can use for your therapy activities. Many of the older kids that are in mainstream classroom for example but then go out for certain time in a self-contained classroom has a communication book between professionals. That is something that you can utilize perhaps in your therapy session. And just emphasize again I'm writing in this book. Need to make sure that your teacher knows what you did today. Letting kids know how important text is to our everyday life is something that I want to point out. Assignment books, homework logs, instructions to the game you're going to play, the card game you're going to pick up for

therapy. These are all natural literacy artifacts that you can use for kids. I love to have children explain games to me so I can learn to play them and, you know, we do that first without the instructions but then we might pick them up and I'll read them. Tell be that means exactly. stack the cards or shuffle the deck. What does it mean? Those are great activities that you can launch from something like instructions to a game.

And this I believe is my close before we turn things back over to Donna Sorkin. We're running rather short. But this is a must-have resource. I'll let you know about it quickly. It is the red aloud handbook from Jim Trelease from Penguin Books. He has a great discussion of rationale and guidelines for reading aloud. It is a fantastic book for a baby shower or therapist to have. It has a treasury of read-aloud books for all ages.

He has a couple of books out there that provide actual material to use in your therapy session or sessions and Hey listen to this! Is for older children and read all bit is for teens and newspaper articles and things like that. It is

kind of a little treasury of appropriate measures for each different group that you can take a look at.

I will now ask you to go ahead and type in any questions that you may have for me. Or suggestions of materials that you have used, favorite books, anything like that. You can type those in your chat pod and then we will address those after Donna Sorkin has had a chance to share with you the upcoming events.

>> Donna: Thank you, Ashley, very quick notes about upcoming events. I've listened our two upcoming HOPE Online sessions both of which are or will be, excellent of course as always, someone has just asked the question about how to save these handouts to your computer. You want to click on the handout in the file share area of the computer and then just save it to your computer and you can -- you can print it or just keep it for later.

We have two new live all day workshops coming up on auditory habilitation after cochlear implantation and I listed the dates in Louisville and Houston. We will have a one day workshop on each of those sites on facilitating communication

and competency in children and then for the first time we'll also be offering an adult outcomes workshop in the evening before. So there will be more information about that in the HOPE area of the website so take a quick look at that.

To remind everyone to please sign up for HOPE e-news which comes out periodically and has just usually nice information about some topical area, and the most recent one was on teenagers and working with older children. And again our contact information for Cochlear for programming questions or suggestions, let me know. Send your feedback form back to the HOPE feedback area in order to generate a certificate of participation.

So I'm going to then give this back to Ashley and hopefully you'll have a lot of questions for her. Thanks for being with us. This is Donna Sorkin from Cochlear Americas.

>> Ashley: Thank you, Donna. I do have a couple of questions and comments. The first I will address quickly from Jane. She asked if I will describe blank books a little bit more. I didn't talk a lot about it. All I'm talking about, if you go to a stationery store, you can buy books and write what you want in there. You can make

one stapling together several piecing of notebook paper or printer paper, just to make -- in a book form so you have several pages and the one that I use I actually have two different covers and I flip -- I have one color on one side and it is called a book about me and that is where I might add in photographs for my own little Experience Book type of an activity and the other side is called a really, really great story about dot, dot, and it is just blank pages and all I do is -- when I'm doing perhaps let's say an activity with a dollhouse or a pretend play set with a child, I might say, oh, I want to read you a story about the farm or about the little girls house and then I would read a story that maybe a three or four sentence story of a paragraph length story of something that happened in the -- in the dollhouse. And, so, I can use it in a couple of ways, and, you know, I read her quote-unquote, little quotation marks with my fingers as I speak. I have read her a story and then she can act out the story or he can act out the story with the dollhouse, the things that he heard in the story. And that is one way to use it. So again what you're doing is you're just emphasizing that books are, you know, a book is language recorded. A book is words put down.

And, so, you know, when we tell something, you know, we can tell it from a book and I can follow along with my finger as if it is there and of course it is fun to hand the book to the child and say now you read me one. And the child can usually look at you like what? What do you want me to do? But they get it. Because if -- if you have used stories in other ways and have been reading to the child they then are hopefully going to give you a story that is, you know, has a beginning, has a few things happening, some events, and possibly has a closing. Those are also what we're looking for. So that their language becomes a little bit more structured and, you know, around one topic, around a story, typical story structure. It is just a tool and it is basically blank pages. That is just one that you could use a book in that way.

Let's see, I had another comment I really wanted to read to you. Let's see, here it is, Annie has commented she noticed that I did not include story modeling. And this is something that Annie describes using with her own children when they attended therapy. And what she's talking about, I believe, is that -- the term you're using is applied to reading a story with a child in an

auditory only manner and then reading it sentence by sentence and having the child repeat it sentence by sentence or perhaps starting it phrase-by-phrase so that you start with having a memorized story but "Brown Bear Brown Bear" what do you see? Pause and let the child repeat all of that then continue. I see -- if the child is working in phrases it might be I see -- the child repeats I see, a brown bear, a brown bear looking at me. The idea is that you're encouraging or increasing what the child can listen to, retain and repeat as well as using those more complex sentences on their own. So that is story modeling and, you're right, I failed to include that today. Thank you for pointing that out for reminding me about that.

I had one suggestion of a favorite book, Becky says The House is a book by Monique Felix. That is a great book for children. Again it is The House by Monique Felix. Thank you, Becky.

And I believe, let's see, I'm sorry, it takes a minute just to read all the comments.

The next question is someone was asking for a book by Lynn Robertson and Carol Flexor. That

book is out of print as far as I know. It is not available -- we had Lynn Robertson speaking in Michigan and she didn't know where to speak it. I'm sorry to say I don't have any resource information for you for the book by Lynn Robertson and Carol Flexor. I think there is a new book in the works by Carol Flexor on literacy. You may keep a look out on that. That was from Marchella.

One more suggestion for a wordless book actually two, one is called zoom and the other is tooth fairy. These are wordless picture books that Allyse has recommended. Thank you for those great references on favorite books. I know that I can't get enough recommendations for books. I love hearing what other favorites people have because there are so many out there that sometimes weeding through the ones that are not good can be difficult. Allyse has one more suggestion, she suggested U tube as another great resource for teenagers. I agree. Less text but it is a nice resource. I should have given the caveat earlier anything online you want to vet first. With that we have run a little over so I will go ahead and end today. I'm very pleased that so many of you joined us today. Thank you

for your attention. Again, I'll remind you to download your feedback form by going to the file share pod and double clicking and following the instructions. There is a place on the form for any other ideas to share. We will then of course send you a certificate of attendance for today's program. So hopefully with all of that chatter I have allowed you enough time to download that form. Again, I appreciate your attendance. I look forward to seeing you online again soon. Have a wonderful afternoon. Thank you very much.

(Event has ended. Thank you.)