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NATIONAL CENTER FOR HEARING ASSESMENT AND MANAGEMENT
HOW TO MAKE READING TIME A MEANINGFUL MOMENT WITH YOUR CHILD
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>> Good day, everyone. Welcome to today's hear to learn webinar brought to you by the National Center for Hearing assessment and management NCHAM at Utah State University. Today's presentation is entitled how to make reading time a meaningful moment with your child through listening and spoken language strategies. Who is going to be presenting is -- will be presented by Kaytie Cook-Ward who is currently a deaf educator here at Utah State University. At the conclusion of the presentation, I will be opening a text field for you to submit any questions or comments that you might have for our presenter. Now I would like to welcome Kaytie to today's webinar. Good morning, Kaytie. Welcome.

>> Thank you.

Reading should be fun and that's my firm passion that this should be an exciting time with you and your child. This webinar is designed to give ideas for implementing strategies and we -- and without going into great detail on the definitions what they are. If you make an in-depth look of what the strategies are and how they are commonly used and the better definition, see our previous webinar done by Claire after going over ideas for implementing strategies we will briefly talk about selecting books and then have a few minutes left for questions at the end.

So let's get started. Not always the same are the things. But my goal is to show you how easy it is to make reading fun and more of a dessert than a vegetable. Traditional motivation was just looking at a few of the things reading does for a child. Reading with your child will increase their exposure to and use of new vocabulary. Increased imagination for play, increase a child's theory of mind and when done consistently at home has been shown to increase in -- increase fluency for reading and is associated with higher academic achievements in school for your child. It's incredible what reading can do. And I would like to think of it as brain food that gets more and more power. We will adapt those strategies depending what your child is. Let's dive in. Again, we will be focusing on strategy implementation and not definition. So if you need a refresher on those, please watch that previous webinar and it will help add in context. Radio self talk. This is an easy strategy to start doing immediately during your reading routine and consider yourself a radio host with the primary audience being your child. Narrate your excitement about reading. What story elements you want to discover or preview the books your child likes to read. An example of what this could sound like is, it's time to read, I'm so excited to open up our books. Let's walk upstairs and find one we like. Maybe we can read about dragons or monsters. What do you think would be fun? We are walking up the stairs. We are getting closer and closer to the books. Let's reach into our bookshelf and see what we can pull out. Opening and shutting the book and flipping it around or possibly putting it in their mouth. That happens. But you can say, open. You open the book. Shut. Shut the book. Open. You open the book. I see a dog. Woof, woof.

It can feel unnatural at first but the more you practice it, the more comfortable you will feel. Because reading opportunities are literally everywhere, you can use the same strategy grocery shopping, drive together library to select books and even to help model why reading matters. For an older child you might model, we are going to the grocery store to look for vanilla ice cream. This door says entry so we know we go through here. Look up high. I see signs with where the groceries belong. Let's look up at the sign and see which one says ice cream. I see it. Let's walk this way and find our vanilla ice cream. Reading the signs help us find what we need faster.

You can use the same idea as you drive and looking for road signs and you look through the pantry in the morning and are

reading the cereal titles you want to eat. And so many other places. Although the remainder of our presentation will focus on how to use these strategies during your book time or reading routine with your child. Remember that these strategies can be used anywhere and any time where you are seeing words and you can make that reading fun and meaningful.

Auditory first. I love this strategy to build up excitement for what is to come. It's also a great way to talk about vocabulary words before you re-enforce them with a visual picture. This strategy also helps your child focus on listening without a distracter which can aid in the auditory skill development. To start, first hold the book close to you or preview the page and then close the book so your child can't see it. And I know you can't see me but I acted that out and now I'm laughing at myself because I realized you can't see me. But if you have that book slightly hidden and they can't see the picture, describe what they will see soon. This could sound like, ooh, on this next page I see someone very, very sneaky. This someone has bright red hair and red freckles. They have a green shirt on and bright white shoes. Who do you think it could be? Uh-oh. She sneaking towards the cookie jar. The cookie jar is full of gooey chocolate chip cookies. I wonder if she will get caught trying to sneak an gooey cookie. I hope you seeing a mischievous girl sneaking toward the cookie jar and ready to eat. And you can adjust your vocabulary and questions as appropriate for your child's age. For example, you could adapt it to a simple I see a cookie jar. Mm, a cookie. And then turn the page. Remember your voice is your greatest tool in this situation so don't be afraid to use those silly voices or acoustic highlighting which we will talk more in detail about later.

So this is probably what I feel is the most well named strategy. You're going to bombard a word or phrase as much as humanly possible. -- think of common phrases or words you want your child to really understand. For example if you are a family that loves to go camping, select a picture book about camping. And bombard away. Let's say you want to bombard the word tent and the purpose of a tent. As you read through the camping book, purposely say tent and describe a tent as much as humanly possible. This could sound like this. They are ready to go camping because they packed their tent. It's a red tent. They will sleep in their red tent tonight. The tent will keep them safe from the rain or maybe even animals. Tents are great. A

tent will be like the house when they are outside. Can you show me the tent? You got it! There is the tent. I hope you all have thoroughly envisioned tent in your mind multiple times and it's embedded into your brain.

What I love about reading is they provide an awesome way to talk about vocabulary and experiences that don't happen every day but are important to you and your family and you want them to be exposed to. If a lot of the stories you tell at the dinner table revolve around camping, this is a great way to make sure your child with hearing loss has extra practice with the vocabulary and can be more involved in the conversations later. You can do that with nouns, too. Like tent, but also with descriptive words with younger children like big, small, pointy, shiny or with feelings like sad, angry and upset. Any word or phrase you want your child to have more exposure to, reading grace way to do it in a fun way. Being able to hear words over and over again and in a meaningful context makes them easier to learn. We know our kids with hearing loss need this extra exposure for vocabulary words to cement in. With that hearing loss, incidental learning is harder. And that language development just needs more attention, but reading can actually make that a way more fun experience.

Sabotage this one comes with the warning label and I couldn't find a good picture for it so I feel the blank in sabotage itself, what am I going to talk about? But before we jump in, I want to make sure that I have given an appropriate warning. This is a strategy we typically reserve for older children or children with a firm understanding of being tricked. It can actually confuse your very trusting child as opposed to prompting language. As a general rule, I try to avoid the strategy with children under three. But you know your child and what they understand. So just adjust for what's best for you. If you have any questions about that, you can address it at the end of the presentation. Sabotage is a fun way to check for understanding or to provide a chance for your child to correct you. You can do this while reading, by purposely describing something wrong or saying something silly and then wait. Look at your child and give them the opportunity to process your silly sentence. And see if they correct you. If they don't, you can prompt, did that sound right? Or repeat it. For example, if you are looking at a picture and the character is about to eat some spaghetti, you can say, oh, I see he is ready to eat his shoe. Those shoes sure look tasty. I like to put sauce on my shoes.

Then pause. Wait. And look at your child.

If your child seems okay with the shoe eating, ask, are those shoes on his plate? Do you eat shoes? Hopefully you are met with a hearty, no! This playful strategy allows you to check for your child's understanding of common concepts and be the teacher as they help you understand what should be happening. I -- should be happening. I love using these books in kindergarten and they love to correct me and teach in a silly way.

For this one, auditory closure I think a door really helps us memorize what this strategy is meant for. So as you are walking throughout your day or working with parents, any time you see a door, I want you to think auditory closure. It's a great visual of how to use this strategy. Auditory closure is a strategy where you start a common phrase and then pause before finishing it. Paired with waiting, let your child finish the phrase or close it like an open door. We commonly use this with nursery rhymes and simple songs. But it's also great to make reading fun. And if you have a book with the repetitive phrase like the children's book *no, David*, by David Shannon, you have a great book for auditory closure. In the book *no David*, a child is always in trouble and keeps being told no on every page. To use this strategy while reading, help your child see the pattern by highlighting the phrase the first few times in the book with your voice. Then after a few times, simply start the phrase with the first part. No -- and wait for your child to finish it. I always pair this with an expectant look that lets the child know I'm waiting for their answer. I call it my mom look. As the book goes on you can expand the part of the phrase they are responsible for. This helps your child not only recognize patterns in language and conversational turn taking, but also when it's their turn to participate.

Another book I love to use this with is called *ain't going to paint no more*. I rephrase it to say *I'm not going to paint so* I model correct grammar but has a similar set up as *no, David*. On every page the child has painted a new part of his body that rhymes and then ends in the phrase, *I'm not going to paint any more and, any more I'm not going to paint any more*. Once they are familiar with the pace of the book, I pause and let them either fill in the rhyming word or finish the phrase with, *I'm not going to paint*. This also helps your child or student stay interested in the book because they are actively helping you

read.

Expansion. This is another strategy you can use to make reading time meaningful. Sometimes your child responds in partial phrases or single words and this happens whether they are teenagers, junior high kids or elementary school. I think you always get that uh-huh. Yeah. Sure. But this gives you a perfect opportunity to expand that or blow it up like a balloon. It could sound like this while reading. You ask your child what they see on the page and they say, doggy. You can see expand that sentence by saying I see a brown doggy with fluffy brown hair. Woof, woof! There is the doggy. And another example could sound like this. Your child is holding their book and turning the page. They keep pointing to the same picture over and over and making the sound, ah, ah, ah, you point to it and say duck, duck, duck. It's a duck. I love this strategy because it validates what your child is saying which motivates them to talk more and then also gives them rich words and more vocabulary.

Acoustic highlighting. We hinted at this strategy earlier in our presentation. It's a strategy that is often used with other strategies to make them more powerful and meaningful. For example, you usually pair acoustic highlighting with expansion, auditory closure and auditory bombardment so your child knows what the target word or phrase is. How does this powerful strategy sound? Think of your voice as a highlighter when you read. Changing and emphasizing important words or phrases as you read to make them stand out. You can highlight by making your voice louder, quieter, whispering, or simply changing your tone. I will model the words big. Dark, forest. We will start with being louder. The kids when searching in the big, dark, forest. More quiet, the kids went searching in the big, dark forest. You can also do simply change your tone in the big, dark, forest. Those are all kinds of sounds. But what you want to think of is that it doesn't necessarily have to be louder. It can be quieter. Any time you change your vocal pattern it's a cue for your child to tune in and listen a little more. So I love this strategy for that.

Wait time. I also want you to think of the strategy any time you see a clock or your watch or the time on your phone because wait time is so important. We talked a little bit about it earlier because you can't talk about any strategy without including wait time. And this strategy is again a partner in the

strategy crime world. Children with hearing loss need more time to process sound and language to make it meaningful. Knowing this we consciously allow more time for a child to think before we expect a response. After you ask a question, take a conversational turn or use the strategy to prompt language, wait, I use my finger and tap my leg ten times before I say something. I typically hearing child needs three to four seconds where a child with hearing loss needs ten. Don't be afraid of the silence. Know that you are giving your child time to process and that's important. So how does this sound? It doesn't sound like anything. And that's okay. We will model it with an example. And I want you to count to ten with me during the silence.

So let's pretend I'm reading with my child and ask, what do you see.

It feels long, doesn't it? But this is recommended time that a child with hearing loss may need to process. I found my students know and can say a lot more if I give them time to process my direction and question. This is especially true in kindergarten. I find myself when I work with niece or nephew or my students in the classroom if I give a direction I get kind of impatient and before I have given them time to process it, I find I'm doing it myself or I answer it for them and that takes away that opportunity for them to show what they know or say what they can. So definitely the wait time every time you see a clock. I want it to be burned into the brain that's an appropriate thing to do.

A lot of the earlier strategies have been helping our child think about and understanding language or the receptive part. This strategy is specifically designed to help give your child opportunities to talk or express their language. My favorite phrase to do this is simple. Tell me. It's an invitation with a clear direction. For example, you're reading your story and let your child see the picture first with the direction, tell me what you see. Paired with wait time you are giving a child the opportunity to practice saying what they have been hearing. Another way to do this is the simple WH question like, what do you see? How do they look? What's happening? Remember, this most effective when paired with wait time so the child can process the question or direction and answer. How does this sound? This today we were reading a book about dinosaurs. Really focusing on descriptors for each dinosaur. I want the children to focus on how the dinosaurs were the same or

different. What connections they could make about themselves as well? Sometimes it's critical thinking needs guided questions and it could sound like this. I see a lot of different dinosaurs with lots of different colors and shapes. Tell me what you see.

You may want to model an answer before you ask a question like this. I see a bright purple dinosaur with yellow stripes and razor sharp teeth. Tell me what you see. Again, use that wait time and let them look, see and then describe. With all of these strategies you might find yourself not ever finishing a book, but exploring only a few pages at a time. That's okay. The important thing is that the time is spent listening and talking together.

With our short time I hope you enjoyed going over a few ideas of listening and spoken language strategies. With the last few minutes before we open this up for questions, I want to review some tips for selecting books to read aloud. I also want to put out just a quick warning sign. When we see selecting books it will look differently for each child. If your child starting to read independently and isn't going to be reading with a parent, then you will want to pay a lot more attention to the vocabulary level, what type of words are being used. This is simply for fun language, reading at home with mom and dad, exploring different books. So the key to making reading fun in your reading routine at home is to find topics your child likes. It could be princesses, pirates, monsters, whatever you think is fun to read and whatever your child is showing interest in. Find books like that.

Also don't be afraid to use a book simply for its pictures and not for the word level. Some of the coolest books to read at home that can prompt the most language don't have words or have a ton of words but we don't look at and we just simply use the pictures and that's okay. A lot of our strategies focus more on the picture of the book as opposed to the words that are being said. And that's all right. Also if we have time I will tell you a story about why this is important. But read first through the book and look for good vocabulary. Don't be afraid to preview a book that you are about to check out or maybe buy from a store. Also work with your child's teacher for their suggestions. Teachers are also thrilled when a parent asks do you have books my child would like because I guarantee ow they do. I -- guarantee they do I always have a running list. Also we talked a little bit about this with radio talk but make

picking out a book an exciting thing. And utilize your local library. I know growing up it was a treat to go to the library. We would literally get a treat after going to the library so I always had a good book to treat ratio knowing that if I went to the library to get a book, I was going to get ice cream so I was never sad about it. Make picking it out a fun thing as you go to the library, talk about why you love reading. Talk about the books you are going to see and talk about the things you could explore. And model that excitement and I think the kids will really respond well to that.

>> Thank you for this wonderful presentation. Very useful. Very nice and good tips to apply with the kids that will work. So right now we can open this time to open it for questions. We do have around three to four minutes. If we run out of time for the questions, always remember that you can do it through our website contact ask to that section. We will show you there how to questions request materials. You can visit our website. So let me open up for questions and we will see what you guys have to ask to our presenter.

>> So we had a question that comes in that says low developmental age in older children. Do I have any -- yes there are a couple of books that I really love. There a-- there is a book and now blanking on the title. The book with no words or the book with no pictures. And what I love about that is that it has really bright colors. And really good descriptors. Michelle, go ahead and e-mail me and I will send you a list of ones that I really love using that. So please go ahead and use that. I'm going to jump down to our next question.

For Jean is asked if we have references for the comparison of wait time for typical hearing. Yes, so if you are going hear to learn and look through the listening and spoken language strategies posted there, under wait time it shows where that research came from. And if you can't find it, just send me an e-mail and I can send it to you as well.

Jessica, you asked how often should I read with my six month old. The recommendation based off of reading rocket is 15 minutes a day. And that doesn't mean 15 minutes at a time. That can be two minutes in the morning, three minutes in the afternoon. Four minutes when they are awake but try to have 15 minutes of combined book time with your child and six month old, that can really just be exploring the book. That can be just

picking it up and opening the pages, shutting it and anything like that and if you want more suggestions, send me an e-mail and I can actually connect you with our early intervention provider and she has great ideas at how you engage younger children with books.

Miranda asked a question. We have a million books and my daughter only wants to look at Daniel tagger's neighborhood. That is okay. Again, if you go through reading rockets which is the national website for reading they talk about it's okay to read the same book over and over again. If they are still pulling new things from it, then it's totally appropriate. I laugh at the suggestion you can put it up. You can if you want to add variety. But know that it's not doing any harm developmentally if they want to read the same book over and over again. That's totally okay. But if you want to switch it up, hiding it is pretty funny. I think that's a good idea.

>> That's perfect. Thank you, Kaytie. We are running out of time so as -- Kaytie. We are running out of time. You can contact us through our website for more questions or comments or even requesting materials. We would like to thank all who participated on-line today. And remind you that a video recording of today's presentation will be available on our website here [hear to learn.org](http://hear.to/learn.org). At the close of the section you will be invited to complete a very brief survey that will help us improve future webinars. We again want to thank you for your participation in today's webinar and hope to see you back for the next one. Have a great day. Thank you and welcome back in half an hour with a Spanish version. You can find the link for the Spanish webinar that is going to follow this presentation at another session. Thank you so much and have a wonderful day.