

Strategies of Language Facilitation with Picture Books For Parents and Professionals

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Overview

- This material provides suggestions on how parents and professionals can facilitate language development via use of picture books. It discusses specific implementation strategies as well as lists select Pre-K books and authors
- This **sample** is part of a **full product** entitled: [Creating A Learning Rich Environment for Language Delayed Preschoolers: Tutorial for Parents and Professionals](#), which can be found [HERE](#).
- Target Audience
 - Parents/ Caregivers
 - Speech Language Pathologists including Clinical Fellows (CFY's) as well as Graduate Speech Pathology Students
 - School Based Professionals
 - Explain and distribute this material to caregivers

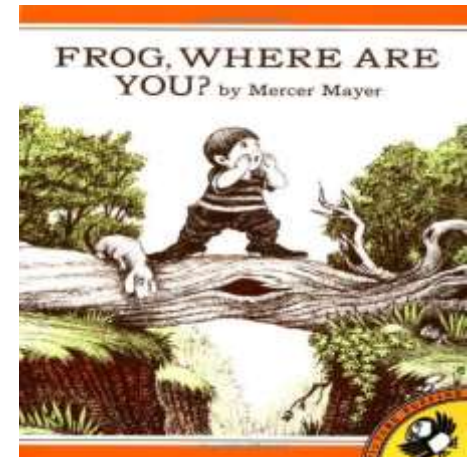
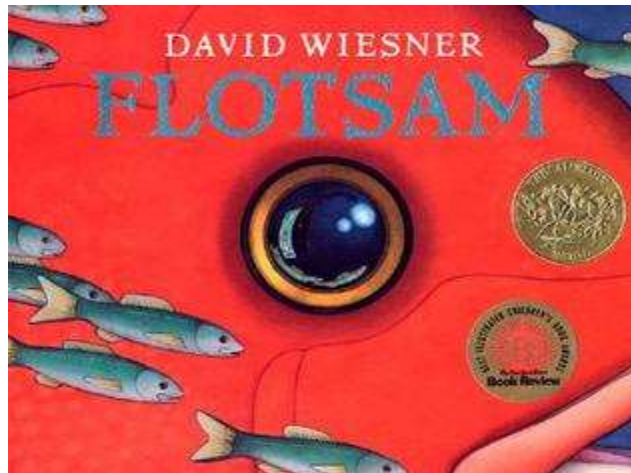
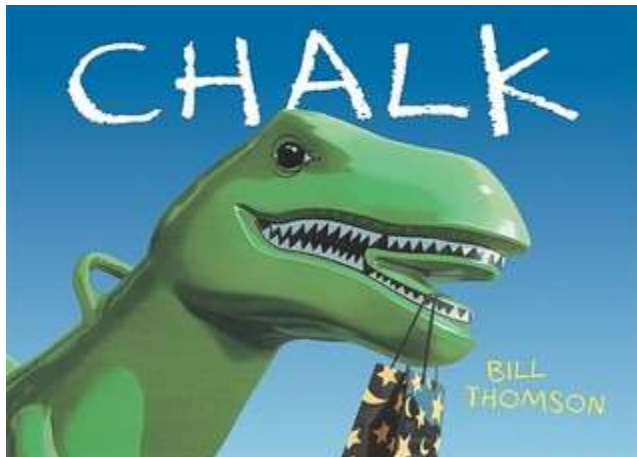
The Benefits of Book Reading and Retelling

- Shirley Brice Heath “What no bed time story means”
 - Explored patterns of book reading to preschoolers
- Bedtime stories are a crucial part of a child’s early education and the way they are read to children can determine their success in school
- During book selection take into consideration
 - Clear engaging illustrations
 - Amount of words per page
- Books for preschoolers must contain “learnability”
- Repetition
- Rich in Vocabulary
- Teach basic concepts (e.g. up/down, big/small, good/bad etc)
- Contain rhyming
- To develop the child’s comprehension and vocabulary as well as to prepare them for independent book reading and retelling in the future



Working with Wordless Picture Books (WLPBs)

- Read/create a script based on the book
 - Depending on which WLPBs you use you can actually find select scripts online instead of creating your own
 - Find the scripts for the Mercer Meyer “Frog Series” [HERE](#) in **English** and **Spanish** (courtesy of [SALT SOFTWARE](#))
- Ask the children to retell the story



Identifying Warning Signs of Poor Story Telling

- Is the child's story order appropriate or jumbled up?
- Is the child using relevant story details or providing the bare minimum before turning the page?
- How's the child's grammar? Are there errors, telegraphic speech (short phrases missing connectors instead of full sentences) or overuse of run-on sentences?
- Is the child using any temporal/time markers (first, then, after that) and conjunctions (and, so, but, etc.)?
- Is the child's vocabulary adequate or immature for his/her age?
- Is there an excessive number of word-finding difficulties which interfere with story telling and its comprehension?
- Is the child's story coherent and cohesive (makes sense)?
- Is the child utilizing any perspective taking vocabulary and inferring the characters, feeling, ideas, beliefs, and thoughts? (see slide 11)

Narrative Milestones from Preschool - First Grade

- Children 3-4 years of age can retell stories which contains 3 story grammar components (e.g., Initiating event, Attempt or Action, Consequences), minimally interpret/predict events during story telling, use some pronouns along with references to the characters names as well as discuss the character's facial expressions, body postures & feelings (utilize early perspective taking) (Hedberg & Westby, 1993)
- By 7 years of age, children can retell a story utilizing 5+ story grammar elements along with a clear ending, which indicates a resolution of the story's problem. Their stories should have a well developed plot, characters and a clear sequence of events, as well as keep consistent perspective, which focuses around an incident in a story (Hedberg & Westby, 1993)

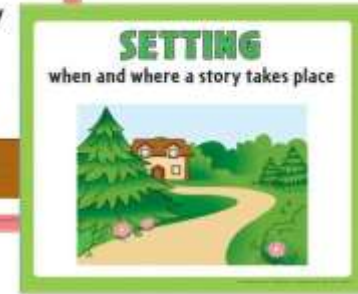
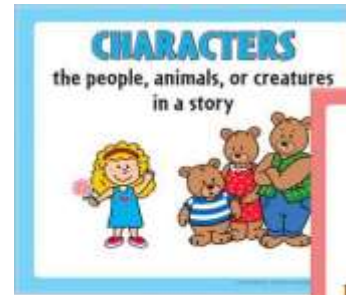
Remediation via Use of Specific Story Prompts

- What is happening in this picture?
 - Why do you think?
- What are the characters doing?
- Who / what else do you see?
- Does it look like anything is missing from this picture?
- Let's make up a sentence with _____ (this word)
- Let's tell the story. You start:
 - Once upon a time
- You can say _____ or you can say _____ (teaching synonyms)
- What would be the opposite of _____? (teaching antonyms)
- Do you know that _____ (this word) has 2 meanings
 - 1st meaning
 - 2nd meaning



Focus on Story Characters and Setting

- Who is in this story?
- What do they do?
- How do they go together?
- How do you think s/he feels?
 - Why?
 - How do you know?
- What do you think s/he thinking?
 - Why?
- If it's a wordless picture book
 - What do you think s/he saying?
- Where is the story happening?
 - Is this inside or outside?
 - How do you know?
- Did the characters visit different places in the story?
 - Which ones?
 - How many?



Story Sequencing

- What happens at the beginning of the story?
 - How do we start a story?
- What happened second?
- What happened next?
- What happened after that?
- What happened last?
- What do we say at the end of a story?
- Was there trouble/problem in the story?
 - What happened?
 - Who fixed it?
 - How did s/he fix it?
- Was there adventure in the story?
 - If yes how did it start and end?

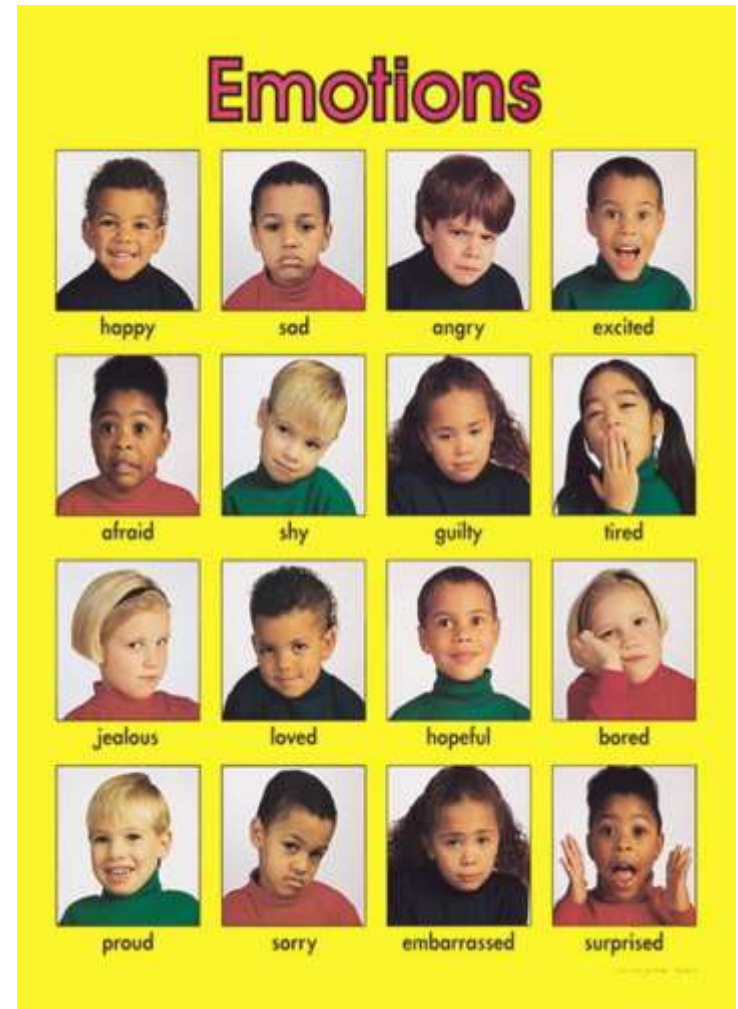


More Complex Book Interactions

- Compare and contrast story characters/items
 - (e.g. objects/people/animals)
- Make predictions and inferences about what going to happen in the story
- Ask the child to problem solve the situation for the character
 - What do you think he must do to...?
- Ask the child to state his/her likes and dislikes about the story or its characters
- Ask the child to tell the story back after reading it
 - With Pictures
 - Without Pictures

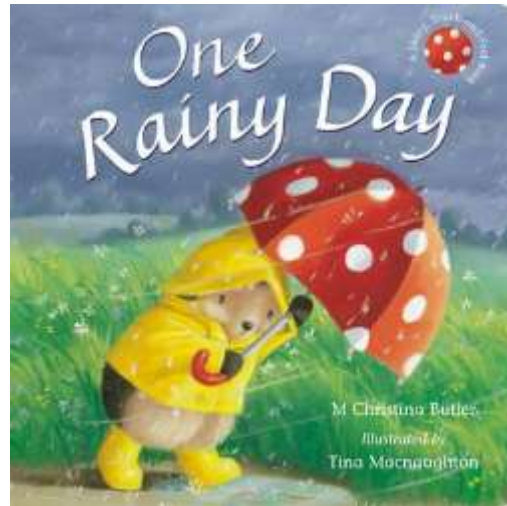
Teaching Vocabulary of Feelings And Emotions

- Words related to thinking
 - Know, think, remember, guess
- Words related to senses
 - See, Hear, Watch, Feel
- Words related to personal wants
 - Want, Need, Wish
- Words related to emotions and feelings
 - Happy, Mad, Sad
- Words related to emotional behaviors
 - Crying, Laughing, Frowning



Select favorite authors perfect for Pre-K

- Alyssa Capucilli
 - Biscuit series
- Karma Wilson
 - The Bear Series
- M. Christina Butler
 - The Hedgehog Series
- Lucille Colandro
 - There was an old lady who...series
- Jez Alborough (all books but particularly)
 - Bear Series, Duck Series, Cuddly Dudley
- Keiko Kasza (ALL Books!)
- Jan Brett (Most Books)
- Audrey Wood (all books but particularly)
 - Napping House, Quick as a Cricket, The Big Hungry Bear



Helpful Resource Bundles

- [The Checklists Bundle](#)
- [General Assessment and Treatment Start Up Bundle](#)
- [Multicultural Assessment Bundle](#)
- [Narrative Assessment and Treatment Bundle](#)
- [Introduction to Prevalent Disorders Bundle](#)
- [Social Pragmatic Assessment and Treatment Bundle](#)
- [Psychiatric Disorders Bundle](#)
- [Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle](#)

Helpful Resources

- [Assessment Checklist for Preschool Aged Children](#)
- [Assessment Checklist for School Aged Children](#)
- [Speech Language Assessment Checklist for Adolescents](#)
- [Differential Diagnosis of ADHD in Speech Language Pathology](#)
- [Creating Functional Therapy Plan](#)
- [Selecting Clinical Materials for Pediatric Therapy](#)
- [Social Pragmatic Deficits Checklist for Preschool Children](#)
- [Social Pragmatic Deficits Checklist for School Aged Children](#)
- [Auditory Processing Deficits Checklist for School Aged Children](#)

More Helpful Resources

- [The Role of Frontal Lobe in Speech and Language Functions](#)
- [Executive Function Impairments and At Risk Pediatric Populations](#)
- [Behavior Management Strategies for Speech Language Pathologists](#)
- [Narrative Assessment of Preschool and School Aged Children](#)
- [Treatment of Social Pragmatic Deficits in School Aged Children](#)
- [Fetal Alcohol Spectrum Disorder An Overview of Deficits](#)
- [Speech Language Assessment and Treatment of Children with Alcohol Related Disorders](#)

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