Shared Reading: It’s All About the INTERACTION!

**Shared Reading for Students**
*with Complex Communication, Intellectual & Physical Challenges: It’s About the INTERACTION!*

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Dr. Caroline Musselwhite  
[www.aacintervention.com](http://www.aacintervention.com)

**Shared & Guided Reading:**
*What’s the difference?*

**Shared Reading**
- Sharing the process of how books work
- Building language & background knowledge
- Supporting concepts about print
-Lots of discussion on every page

**Guided Reading**
- Still focusing on language & background knowledge
- Guiding students’ comprehension of the whole text
- Teaching strategies to comprehend text
- Almost no discussion during book reading

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**Shared Reading Goals**

- Developing a love of reading
- Sharing reading as a social activity
- Talking / asking Qs about books
- Learning how books work

**Did you know . . .**

- good teachers read from at least 12 books a **DAY**?
- children from literate homes have heard their favorite stories 200-400 times??
- reading aloud to children during day care, preschool, or school can impact their reading ability!
**Shared Reading: It’s All About the INTERACTION!**

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**It’s All About the Interaction**
- Give student a way to interact/communicate throughout the book
- Models using student’s AAC system
- Adult Responsiveness
  - Follow the child’s interests
  - Attribute meaning to all student attempts - accidental or intentional
  - Communication symbols
- Be Animated!
- PAUSE, PAUSE, PAUSE
- Select Great Books
- Involve the Student with Manipulating the Book

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**What Do Students Learn During Shared Reading? (Clay, 1993)**
- Builds language
- Builds critical background knowledge
- How & why we use books
- Concepts about print
- How meaning is made from print
- Reading is worthwhile & enjoyable
- Student gradually takes on more responsibility in reading over time

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**Concepts About Print (Clay, 1993)**
- Book orientation
- Print carries meaning-it is what we read
- Turning pages
- Read from left to right
- Start at top and move to bottom
- Words are separate units made up of letters
- Idea of first and last letter
- Different punctuation carries different meaning

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**Research Tidbits**
- Story Reading Interactions Between Preschoolers Who use AAC and Their Mothers, (Light & Kelford Smith, 1994)
  - Students did not have access to communication system-moms tended to dominate the conversation.
- Storybook-Based Communication Intervention for Girls with Rett Syndrome and Their Mothers (Koppenhaver, Erickson, Harris, McLellan, Skotko & Newton, 2001)
  - Increase in communication attempts when given AAC tools and parent training
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Fostering Communication During Shared Reading

To view video, go to the Center for Literacy & Disability Studies.
www.med.unc.edu/ahs/clds
Follow the links for the case study of Matthew

OUR JOB During Shared Reading...

• Encourages communication
• MODEL, MODEL, MODEL
• Follows student’s interests
• Attributes meaning to all attempts
• Makes connections between book & students experiences
• Does “think out louds”
• Models concepts about print (Clay, 1993)
• NO PRESSURE---NO BIG TESTING

Why Attribute Meaning?

• A natural response to children without disabilities

• Teaches student to be less random. Builds cognitive understandings over time.

• Sends message of competence and high expectations

IDENTIFY VOCABULARY ON STUDENT’S AAC DEVICES!
The student’s success with the device and their ability to generalize is dependent upon the **content** of the messages and how they are **taught**.

**Core vs. Fringe Vocabulary**

- **Core:**
  - Words that make up over 85% of conversations
  - Made up by 250-350 words
  - High frequency words that occur across multiple environments

- **Fringe:**
  - Important, but less frequently used
  - Activity specific words

**From Dynamic Learning Maps**

http://dlmpd.com/clsd/dlm-professional-development/

<table>
<thead>
<tr>
<th>DLM™ First Forty Core Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>help</td>
</tr>
<tr>
<td>who</td>
</tr>
<tr>
<td>where</td>
</tr>
<tr>
<td>me</td>
</tr>
<tr>
<td>what</td>
</tr>
<tr>
<td>some</td>
</tr>
<tr>
<td>don’t</td>
</tr>
<tr>
<td>when</td>
</tr>
</tbody>
</table>
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Download from the Center for Literacy & Disability Studies

- Core vocabulary overview
- Core lists
- Core boards
- www.med.unc.edu/ahs/clds/resources/core-vocabulary

From Dynamic Learning Maps Webinar: Symbols
http://dlmpd.com/clds/dlm-professional-development/

Selecting Messages for AAC Systems

- Strive for five!
  - For students who have personal devices
    - Use core!
    - Great messages to start with: questions, feelings, comments, people, places
  - For students who don’t have personal devices or devices with “limited real estate”
    - Be VERY CHOOSY
    - Target core that they can sequence
    - Choose messages that they can learn to generalize
      - Examples: “I know” or “I want to help” or “me!”
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**Minimize Creating Activity Specific Words and/or Pages**
- How much will it be used AFTER the lesson or unit is over?
- Is it something that the student can use for other lessons?
- Is it something that can be used in other environments?
- Will still want to use some “fringe” to support retelling

**Using Open Ended, Interaction Messages**
- Core cuts down on “20 questions”
  - Context of the book will help support adult with response
- Consistent symbol set fosters motor/visual memory
- Use of positive & negative comments

**Sounding Board App**
**Free** from Ablenet

**Question Everything!**
- Great way to support ‘text to world’
- Student asks Q and partner supplies answer
- Works well with many types of genre

http://aacgirls.blogspot.com/2013/10/question-everything.html
Shared Reading: It's All About the INTERACTION!

**Question Everything!**

Booksy

http://aacgirls.blogspot.com/2013/10/question-everything.html

**INTERACTIVE Displays!!**

AAC Intervention Tips/Reading

Apps such as:
- Go Talk Now
- Sounding Board

**Book Talk 16**

AAC Intervention Tips
-August, 2004

**Comment!**
(Focusing on Text to Self)

Words for Life

- Positive comments (awesome, cool, yay)
- Negative comments (oops, yikes)
- Neutral comments (okay; oh)
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**Group Reading**

*Not in This House*
by Caroline Musselwhite and Maureen Baum

Great for practicing **comments** on AAC device
- **Positive:** cool, epic, sweet!
- **Negative:** bummer, yikes, whoa

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**Meet Heckerty**

Today I am the angriest witch in the whole world!
Everything's gone wrong again!

I'm so annoyed, I tripped over Zanzibar's tail!

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**Working With Limited Real Estate**

(*Not inclusive—there are many more!*)

- Cheap Talk 4 & 8, Enabling Devices
- **Go Talk,** Attainment
- Tech Talk & Tech Speak, Amdt
- **Voice Pal 8K,** Adaptivation
- Supertalker & Quicktalker, Ablenet

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**Tactual Symbols for Students who are Blind**

(From the Center for Literacy & Disability Studies, UNC-Chapel Hill)
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Tactual Symbol Set
(By Hanser, 2004, Adapted from Texas School of the Blind, Maryland School for the Blind and Goossens and Crain)

<table>
<thead>
<tr>
<th>Function</th>
<th>Shape</th>
<th>Texture</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronouns</td>
<td>Octagon</td>
<td>Laminate</td>
<td>Orange</td>
</tr>
<tr>
<td>Verbs</td>
<td>Triangle</td>
<td>Felt</td>
<td>Pink</td>
</tr>
<tr>
<td>Adjectives</td>
<td>Heart</td>
<td>Bumpy</td>
<td>Blue</td>
</tr>
<tr>
<td>Nouns</td>
<td>Square</td>
<td>Smooth</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

MAKING THE MOST OF ONE BUTTON DEVICES: Use of Open Ended Comments, and Positive & Negative Comments

• Single message devices
  – BigMack, www.ablenetinc.com
  – Chipper, www.adaptivation.com

• Sequencing/listing devices
  – Step by Step, www.ablenetinc.com
  – Sequencer, www.adaptivation.com

Sample Goals for Shared Reading
(Download from the Center for Literacy and Disability Studies website)

• During shared reading, student will use a communication system to make 4 or more requests or protests, with <insert level of prompt>, on 3 out of 5 days.

• During shared reading, student will use their communication system to ask a question with <insert level of prompt>, on 3 out of 5 days.

MAKE IT ACCESSIBLE
Shared Reading: It’s All About the INTERACTION!

Setting Up Reading Interaction Symbols for Easy Use & Modeling

- Choice Board
- PVC Eye Gaze Frame
- Take stock in duct tape!
- Iron-on on pillow case (From Pam Harris, supermom)

Looking for Switch Access

- Find movements that are EASIEST for the student OR movements that they have the most POTENTIAL to learn
- Sit back and just observe student’s natural resting positions
- Avoid “gravity assisted scanning”- try positioning switches in vertical planes.
- Make sure switch offers enough feedback.

Supporting Access to AAC: Consider Hiding or Masking

Access Tools: Switches!
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Switch Mounts: Make Switch Set Up Easy & Fast with Loc-Line Mounts
(Download Loc-Line Handout from CLDS website)

Mount ‘em & leave ‘em!

Loc-Line from
www.modularhose.com

HelpKidzLearn

• Subscription
• Games and stories to build motor access

INTERACTION STRATEGIES & SUPPORTS

Input
Spoken language development

Child Learning Aided Symbols

Spoken Language ? Aided Language

Output

Spoken Language

Gayle Porter, 2004
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Aided Language Stimulation (Goosens & Elder, 1992)

- Input, input, input of language using AAC devices or boards
- Adult communicates with symbols while providing spoken language
- No return student model is expected

Supporting Overly Enthusiastic Switch Users

- Consider the device/switch
  - Too much fun to click?  Stabilized down?
- Consider the interaction
  - Make the activity MORE fun than the switch
  - Interactive, MOTIVATING message on device
- Consider the student’s role in activity
- Strategies to teach device use
  - Responsiveness of the adults
  - Attribute meaning
  - Model, model, model

Assessing the Interaction During
Shared Reading: Adult-Child Interactive Reading Inventory

- Enhancing visual attention to text
- Promoting the interaction
- Using literacy strategies

Engineer It - No More Chasing!
No More Playing With The Switch!

Voice Pal 8 from Adaptivation
www.adaptivation.com

Pal Pads
~$35-40

Give student more than one thing to say
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<table>
<thead>
<tr>
<th>Adult Behavior</th>
<th>Observation</th>
<th>Child Behavior</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult engaged in a fun reading activity</td>
<td>1. Child engaged in a task</td>
<td>Child engaged in a task</td>
<td></td>
</tr>
<tr>
<td>Adult asked questions that were appropriate for child's level of understanding</td>
<td>2. Child asked questions</td>
<td>Child asked questions</td>
<td></td>
</tr>
<tr>
<td>Adult provided feedback on the child's reading</td>
<td>3. Child provided feedback</td>
<td>Child provided feedback</td>
<td></td>
</tr>
</tbody>
</table>

Fostering a Child Directed Interaction: Follow the CAR
Notan-Syverson, Maddox, and Cole (1999)

- Comment on what student is doing and wait 5 seconds
- Ask questions and wait 5 seconds
- Respond by adding more
- Follow student’s lead & build on their interests

Handout Available At:

http://aacgirls.blogspot.com