Interactive Storybook Reading: Strategies That Work Across Settings

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Agenda

1. Introductions
2. What is Interactive Storybook Reading (ISR)?
3. What do we know about DHH Students and ISR?
4. Who does ISR work for?
5. How do I implement ISR with my students?
Introduction

Incidental word learning
(Golinkoff, Hirsh-Pasek, Bailey, & Wenger, 1992)

Acquiring and retaining vocabulary
(Storch & Whitehurst, 2002)

Later reading achievement
(Storch & Whitehurst, 2002)
# Storybook Reading Interventions for Vocabulary

## Shared reading
- Reading a story aloud to students
- Making predictions
- Questioning for comprehension
- Allowing time for comments and reflections at the end

## Repeated reading
- Using the same text over several days
- Builds confidence with the content of the text
- Provides repeated exposure

## Interactive Storybook Reading
- Using the book to as a shared referent
- Focusing on pictures rather than plot or story elements
- Language intervention
Interactive Storybook Reading as Social Learning

- Encouraging child participation.
- Giving the child feedback.
- Adapting the style continually to match child’s linguistic growth

(Whitehurst et al., 1988)
Dynamic Intervention

2-3 year old
- Labeling
- Picture focused
- Repeating
- Helping

4-5 year old
- CROWD questions
- Story retelling
- Story focused
- More complex
CROWD Question Prompts

• **Completion questions**
  • The children are hugging each other. They are feeling __________.

• **Recall questions**
  • How did Hansel feel at the beginning of the story?

• **Open-ended questions**
  • What do you think they are worried about?

• **Wh- questions**
  • What is the dad carrying?

• **Distancing questions**
  • Who is in your family?

(Whitehurst, Epstein et al., 1994)
**PEER Sequence**

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Adult</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prompt</strong></td>
<td>The children are hugging each other. They are feeling ________.</td>
<td>worried</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>Yes!</td>
<td></td>
</tr>
<tr>
<td><strong>Expand</strong></td>
<td>The children are feeling worried.</td>
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</tr>
<tr>
<td><strong>Repeat</strong></td>
<td>How are the children feeling?</td>
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Interactive Storybook Reading and DHH children

What does ISR improve?

• Picture labeling (Fung et al., 2005; Trussell & Easterbrooks, 2014; Trussell, Hasko-Dunagan, Kane, & Cascioli, 2017)
• Generating kid-friendly definitions (Trussell, Hasko, Kane, Brusehaber, & Amari, in press)

Considerations

• Script questions and choose vocabulary
• Use the same book for several days
Results

Lauren’s LSL Class

Jada’s TC Class
Intervention Materials Example

Book with prompts

Picture Vocabulary cards
Make and Take: Interactive Storybook Reading
What do I do first?

- Check your student’s IEP goals.
  - Vocabulary
    - Labeling
    - Defining
  - Sentence Structure
  - Inflectional Morphology
- Check your curriculum.

By the annual review of the IEP, the student will expand expressive and receptive vocabulary by labeling pictures and describing the words using speech or sign language with 90% accuracy on 8 out of 10 trials.
Choose books

• Match your curriculum.
• Have clear pictures and few sentences
• Simple plot
Determine Targets

• Initially, choose more than you need.
  • Pre-test
• 5 targeted words and/or meanings
  • 3 nouns
  • 1 adjective
  • 1 verb
• Be able to target the word 4-5 times in the book.
Table Groups
Tasks:

- Using the following word list: basket, friends, food, happy, pack, pick one word to draft your CROWD questions.
- Write your questions on your post-its.
- Stick them to each page.
- 10 minutes to work
Plan the questions.

CROWD Question Prompts

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  • The children are hugging each other. They are feeling ________.

• Recall questions
  • How did Hansel feel at the beginning of the story?

• Open-ended questions
  • What do you think they are worried about?

• Wh- questions
  • What is the dad carrying?

• Distancing questions
  • Who is in your family?

(Whitehurst, Epstein et al., 1994)
Practice ....

• The PEER sequence is not natural.
• Teachers are most likely to forget the “R.”

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Task:

- Each group break into two or three.
  - Decide who will be the teacher first.
  - Allow 1 minute to prepare.
  - Implement 2-3 pages.
- Practice implementing a few pages with your groups.
- Try to give each person a chance to implement a few pages.
Questions?
Thanks for hanging in there!

BEING A TEACHER
ISEASY.
IT'S LIKE RIDING A BIKE.
Except the bike is on fire
You're on fire
Everything is on fire
Any questions about this presentation?

Please feel free to contact us:

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References


References Continued


• Robbins, C., & Ehri, L. C. (1994). Reading storybooks to kindergartners helps them learn new vocabulary words. *Journal of Educational Psychology, 86*(1), 54–64. doi:10.1037//0022-0663.86.1.54


