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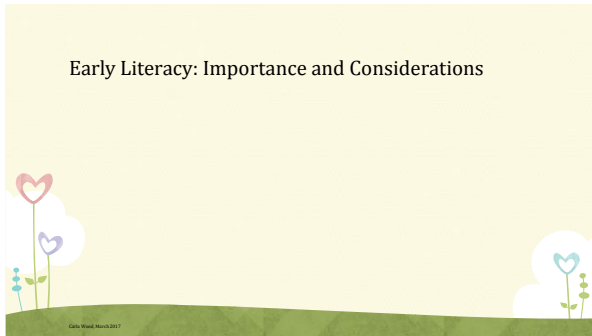
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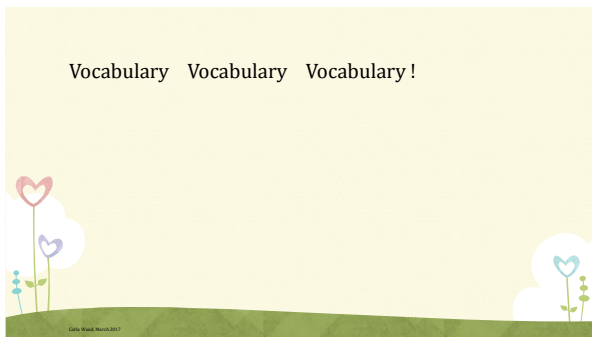
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### Rationale/Need

- Language and literacy is critical to lifelong success
- Exposure and access to words is key!
- Home literacy is linked to literacy outcomes
- Family involvement is essential

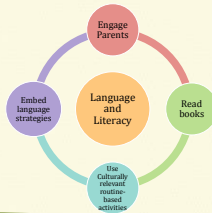
#### GOALS:

1. Increase Parent-Child Talk
2. Generate Meaningful Literacy Contexts
3. Encourage Print Exposure
4. Embed Language Learning into Regular Early Literacy Experiences

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### Important Fundamentals:

#### Evidence-based practices for language and literacy



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### Evidence-based practices: Family involvement



Engage parents and caregivers in activities that lead to improved language and literacy skills

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### Evidence-based practices: Home Literacy

**Reading books to children at home is associated with school readiness and literacy outcomes**

(Bus, 2001; Lonigan, Shanahan & Cunningham, 2008)



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### Evidence-based practices: Cultural Responsiveness

**Using culturally relevant activities that occur regularly in families' lives increases buy-in and involvement**

(Korat, 2001; Tharp, Estrada, Dalton & Yamauchi, 2000)

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### Evidence-based practice: Language facilitation techniques

**Using research-based language facilitation strategies in shared reading improves child's language development**



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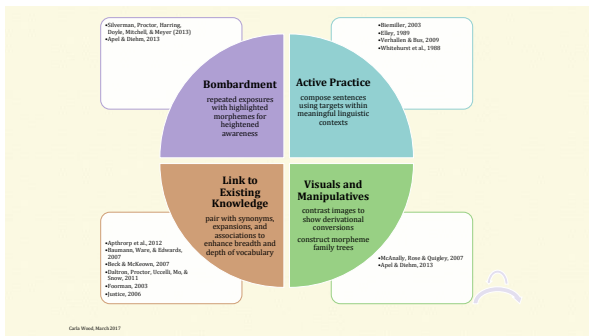
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### How do Experience Books Leverage EBP?

- Stories are written down to provide meaningful literacy experiences
- Product may help with language development
- Parents are involved in making them, take pride in them
- Books can be read repeatedly for repetition and practice
- Promotes parent-child conversations
- Parents can be instructed on incorporating language strategies for scaffolding children's language
- Can incorporate specific targets, individualize to goals.

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### Evidence Supporting Experience Books

Storytelling for the Home Enrichment of Language and Literacy Skills (SHELLS) (n=75).

Who: 43 preschoolers randomly assigned to get SHELLS in addition to Head Start  
32 preschoolers Head Start only

What:

Homemade books were created related to families' stories  
Included family members' photos and short text  
Used children's and parents' personal and situational interests

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### Leveraging Experiences for Early Literacy

Bringing books to life: Brining life to books



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## Experience Books for Infants, Toddlers & Preschoolers

- Keep it simple!
- Language rich
- Center on child's interests or one-on-one interactions with significant adult
- Reflect the child's everyday routines and daily life
- Infuse sensory stimulation and encourage exploration
- Reinforce early language and literacy
- Connect words to life
- Encourage repetition and imitation



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## 7 steps to creating Experience Books

1. Plan ahead with the family to encourage parents to identify child interests, routines, topics of interest
2. Encourage parent-child conversation about interest in this topic (if applicable)
3. Illustrate the story through photo, pictures, drawings, and remnants
4. Facilitate written captions for words or sentences in the narration
5. Help organize and make the book
6. Observe the parent and child using the book (provide scaffolding ideas)
  - "I wonder what would happen if..."
7. Leave the finished book and follow-up

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## Keep in Mind throughout 7 steps

Make "books" come alive ☺

Pair words (written and spoken) to meaningful, relevant, concepts

Provides a script for caregivers

Promote children's enjoyment and interest in print: foster early literacy

Repetition promotes learning, fun personalized books facilitate children's desire to repeat over and over

Reinforces grapheme-phoneme correspondence, spatial, temporal, number concepts...



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## 1. PLAN AHEAD WITH FAMILY TO IDENTIFY ROUTINES, INTERESTS, MEANINGFUL EXPERIENCES

- How would you describe your child's personality?
- Besides you, who else does your child spend a lot of time with? Such as siblings, a nanny, grandparent, etc
- In general, what does a typical day look like for your child?
- What are fun things you like to do with your child?
- How does your child like to entertain himself?
- Does your child go to preschool or daycare? If so, what are the steps you do together leading up to dropping him off or after you pick him up?
- How would you describe your child's eating habits? Are there any foods you feed him on a daily basis?
- Do you have pets? If so, describe how your child interacts with this pet.
- Are religious beliefs a part of your child's life? If so, what are some religious activities or habits your child partakes in? (Sunday school, church, praying, saying grace before meals, etc)
- Are there any places your child especially enjoys visiting? Such as the library, park, Chuck E Cheese, Grandma's house, etc

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## PLAN AHEAD WITH FAMILY TO IDENTIFY ROUTINES, INTERESTS, MEANINGFUL EXPERIENCES

- Does your child have any TV or movie characters they are especially fond of?
- Does your child play any sports or involved in any other activities?
- What makes your child unhappy?
- Are there any words or phrases in particular that your child says a lot?
- Are there any words or phrases your child can't/doesn't say that would be helpful for them to learn?
- Are there any experiences your child had in the past six months that you would consider especially memorable? Such as a family trip or a fun holiday celebration
- Do you use any sort of rewards or reinforcements with your child? Conversely, if your child's behavior needs correction how do you go about that?

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## Getting ready for bed...

- Steps in the routine
- Artifacts:
  - Soap
  - Toothbrush
  - Trial size toothpaste
  - Small swatch of washcloth



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## Experiences and Routines

### Bath time

- Get the bath ready! (plug drain, start water)
- Fill with your favorite bubbles
- Grab your ducky! (or favorite toy)
- Get undressed for mommy/daddy
- Get in the tub
- Let mommy/daddy wash and scrub
- Don't get soap in your eyes!
- Rinse off your bubbles and use your favorite towel to dry off
- Pajama time!



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## Experiences and Routines

### Meal Time

- Wash hands with soap and water
- Climb into high chair and let daddy/mommy strap you in
- Practice using fork and spoon to get food into mouth
- Eat until you're all full!
- Help mommy/ daddy clean your mess!



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## Experiences and Routines

### Outdoor Play Time

- Get Ready to Go Outside
  - Put on socks and shoes
  - Wait for mommy/daddy/babysitter at the door
  - Walk with mommy/daddy/babysitter to park or front yard
 Always stay where they can see you/you can see them
- PLAY - Examples of play ©
  - Gather toys and get ready to leave when adult gives you warning
  - Walk back home with adult and always hold hands if crossing street
  - Put any toys away
  - Go into house with adult and put shoes/socks away
  - Go wash hands



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## Experiences and Routines

### Bed Time

- Brush your teeth!
- Get in pajamas
- Pick out favorite book and give to mommy/daddy
- Climb into bed with favorite teddy/blanky
- Turn on night light!



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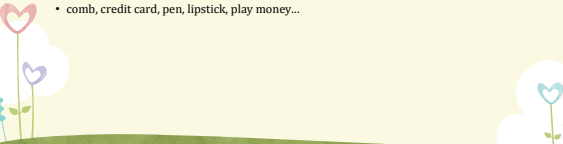
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## Mommy's purse

- Exploration and manipulation

"I looked in Mommy's purse and found..."

- comb, credit card, pen, lipstick, play money...



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## More examples (SHELL study)

- My pets
- Cooking my Favorite Family Recipe
- Our Day at the Park
- Visiting the Zoo with My Family
- Our Pretend Boat
- Our Trip to the Store

(Boyce et al 2010)



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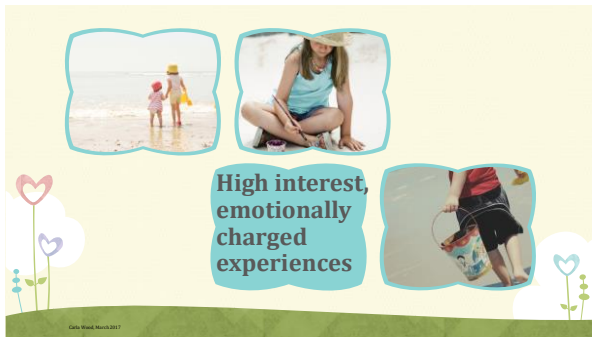
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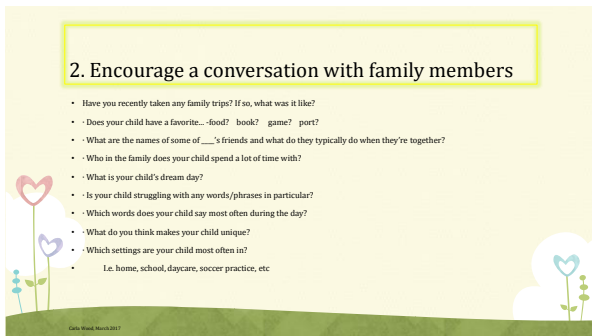
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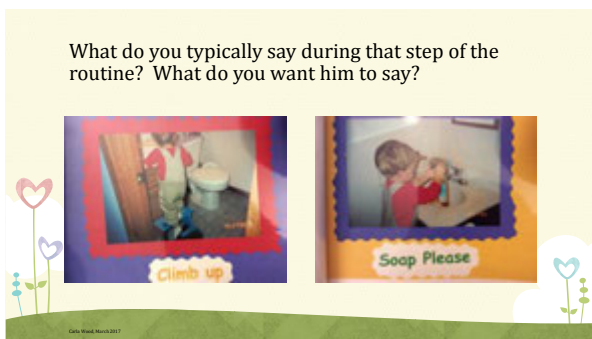
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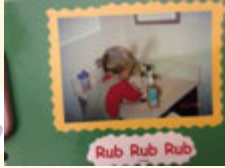
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What happens next?




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Then what?




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What does he like to eat for snack?




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How does it end or wrap up?




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3. Illustrate the story through photo, pictures, drawings, and remnants




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### Features – Creative Construction

- Story Box: A collection of items in a box or bag that correspond to the book

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#### 4. Facilitate written captions for words or sentences in the narration

- Engage family members and caregivers in selecting culturally relevant, meaningful models
- Adjust difficulty level to ININPUT+ONE
- Individualize:
  - Consider
    - Age
    - interests
    - Developmental level
    - Specific therapy objectives/targets

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#### 5. Help organize and make the book

- What median?
  - (chunky book, cardstock, felt, cloth, electronic?)
- What binding or collection system?
  - (rings, ribbons, hot glue, sewn, binder, ziplock, box, electronic)
- Special considerations/ adaptations?

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#### Creative Construction

- Cardboard
- Cloth
- Laminated cardstock
- Metal rings vs ribbon or string
- One object per display
- Ways to attach- Velcro with a baggie; modge podge; packing tape; stretchie
- Colorful
- Text is simple and repetitive (input plus one)

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## There's an app for that!

### Little Story Creator

#### Kid in Story Book Maker:

e.g. "Cooking with Chef Katie: Smoothie Time!" a more

Free version and deluxe version \$6.99

Digital Scrapbooking

### My Day (free)

**PICME** Storybook Practice Makes Perfect by Four Pin Plug

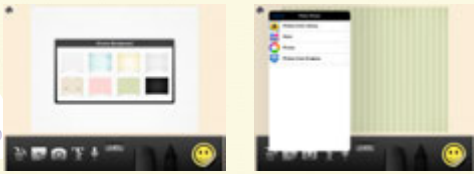
**Starring You** by StoryBots (free)

**I Learn** by BizziBrains (free)

**My Story Time** \$1.99

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## Sample Apps



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## Specialty Books.... Adapt based on needs e.g. Tactile Books

- Creating and Using Tactile Experience Books for Young Children with Visual Impairments

<http://www.tsbvi.edu/seehear/spring03/books.htm>

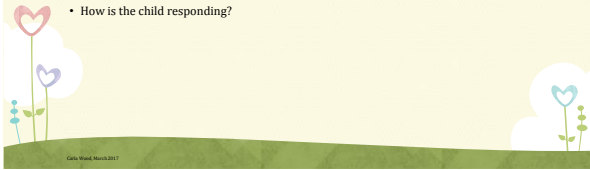
Experience Books are Worth Every Bit of Effort, Kerry Dowling

[http://www.avcclisten.com/finding\\_the\\_value\\_of\\_experience\\_books.htm](http://www.avcclisten.com/finding_the_value_of_experience_books.htm)

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## 6. Observe the parent and child using the book (provide scaffolding ideas)

- Is the child interested / engaged?
- Is there active participation?
- What kinds of language models are used?
- How is the child responding?




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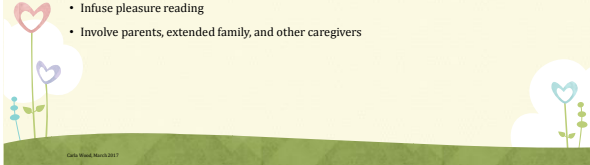
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## Implementation and Use

- Use within and outside routines for frequent practice, rehearsal, and review
- Practice turning pages
- Encourage exploration
- Infuse pleasure reading
- Involve parents, extended family, and other caregivers




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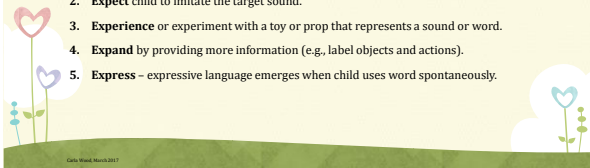
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## The 5 E's (Caleffe-Schenck, 2007)

The 5 E's encourages children to listen in order to learn language and attach meaning to sound.

1. **Expose** child to sound using auditory input.
2. **Expect** child to imitate the target sound.
3. **Experience** or experiment with a toy or prop that represents a sound or word.
4. **Expand** by providing more information (e.g., label objects and actions).
5. **Express** – expressive language emerges when child uses word spontaneously.




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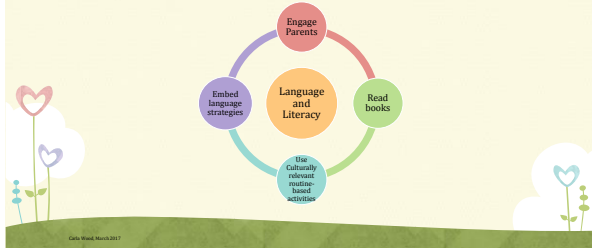
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Remember the fundamentals!




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Evidence-based practice: Language facilitation techniques

Using research-based language facilitation strategies in shared reading improves child's language development




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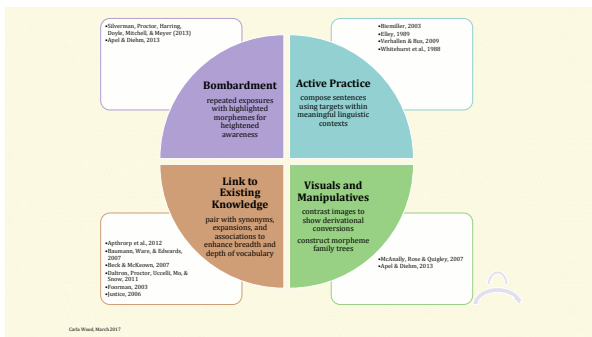
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### Engage across caregivers and involve extended family members

- Who else might want to be involved?
- What other families members are associated with this routine or experience?
- What other caregiver or family member spends time with the child?
- How can we support his/her involvement?



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### 7. Leave the Book (and begin planning the family's next book)

#### Progress Monitoring

- Parent questionnaire
- Child outcomes



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