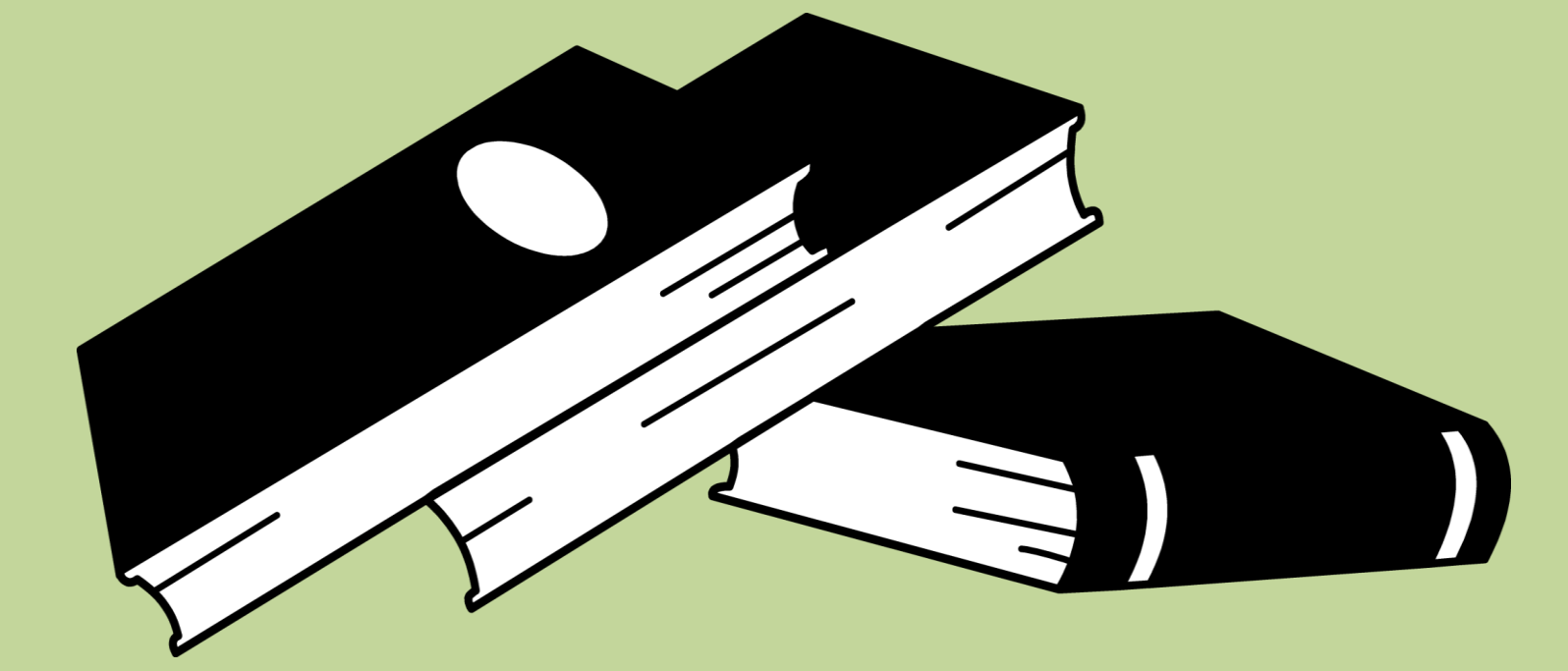




Parent-Child Book Reading: Using Home Literacy Units to Foster Language Development in Children who are DHH

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The Importance of Reading

Children who are Deaf and Hard of Hearing (DHH) often experience delays in language and literacy, making rich language opportunities with parents in the home very important. Parent-child book reading promotes language and vocabulary development and is enhanced when parents are taught how to use engaging book reading techniques with their children.

Academic Readiness

The English Language Arts standards in the Utah's Early Childhood Core Standards (UECCS) state that upon entering preschool, a child should:

- Engage in shared reading experiences and with guidance and support
- Connect new vocabulary in a text with known words and experiences



Parents can support English Language Arts learning by:

- Reading with their children daily from a variety of literature genres
- Re-reading their children's favorite books or other literature

Vocabulary and Literacy

The National Reading Panel (NRP) identified five focuses of reading:

- Phonemic Awareness
- Phonics
- Oral Reading Fluency
- Vocabulary
- Comprehension Strategies

Vocabulary is an essential element to reading instruction. Vocabulary words must be explicitly taught and connected to meaning to be effective for children to use. Parent-child book reading provides a pristine opportunity to teach vocabulary explicitly to children.

"Shared-reading activities are often recommended as the single most important thing adults can do to promote the emergent literacy skills of young children."

-The National Institute for Literacy

Dialogic Reading

Dialogic reading is a type of shared book reading that involves interactive dialog between a parent and child.

Without experience using dialogic reading, parents may:

- Choose a book that is too easy or too hard
- Passively read while their child listens
- Not provide enough wait time to allow their child to communicate during shared book reading.



Parent-Child Book Reading

In early-childhood education, parents are seen as their children's first and most influential teachers and can strongly influence their children's language development through home-based interventions. Increasing the amount of book reading in the home can enhance the language comprehension and expressive language skills of preschool-age children. Shared book reading offers social and contextual supports as parents use books to support new concepts and verbal participation and provides exposure to new language and vocabulary.

Feedback on Literacy Units

All families who used these literacy units found them organized and easy to use. In addition, the instructions were found to be easy to follow, although some parents found them a little intimidating at first. Other challenges families encountered included their child not being interested in the activities or the activities being too difficult for their child to understand. Multiple parents mentioned that they enjoyed involving all their children by reading the book and doing the activities together as a family.

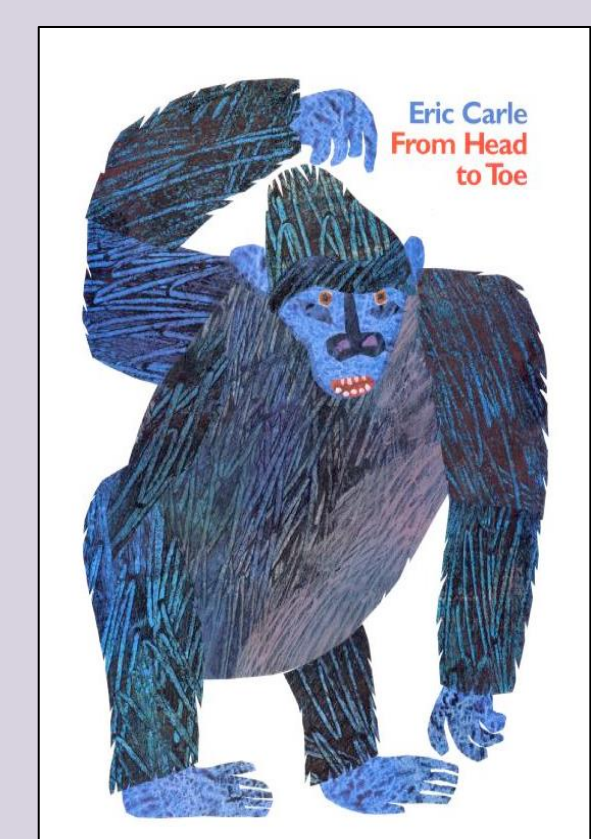
Direct Quotes from Families

- "Thank you for taking the time to do this. The tools are high quality and very thorough."
- "Thank you for supplying a fun activity for my son and I to enjoy and making reading fun!"
- "[My child] loved rolling the dice and doing the actions. Our whole family could be involved so that especially made the story come alive."
- "[My son] loved both the book and song because it was easy for him to tell and show me on his own."
- "[My son] loved saying 'Oops!' all week and reading the book to me many times."
- "[The action cards] were a great way to have a very energetic, active, engaging vocabulary building game. Thank you for providing the take-home action cards, we will continue this game!"
- "[This unit] gave us all something fun to do as a family that was easy to incorporate into our day and week."
- "It was nice to have a packet with a book and related activities to go with it all together."
- "The choice of book was great. I liked how much action there was...and I liked the variety of vocabulary words to describe the actions."
- "[My son] loved the Hokey Pokey. I caught him many times trying to teach the song to his brother."
- "It was 'open-ended'. It didn't narrow itself to a specific developmental age."
- "We have never read this book together and it was a great tool to get [my child] talking about actions and body parts to get to know (and talk about) his world."

Literacy Units

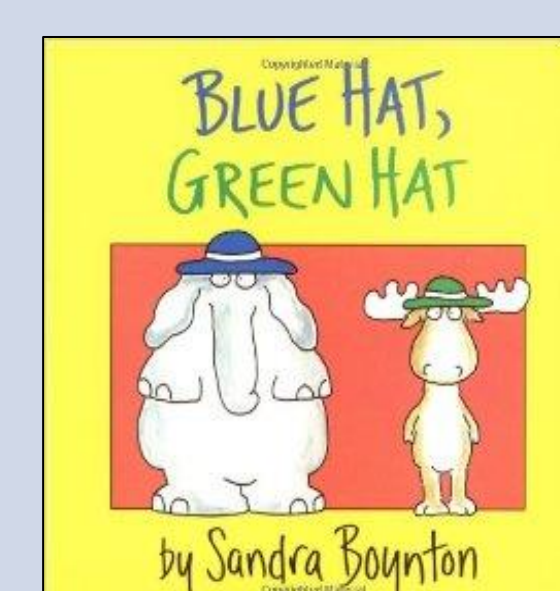
To test available resources that aid in parent-child book reading, literacy units were developed that facilitate language and vocabulary development in children who are DHH. Books contained within the literacy units were connected to a theme and associated target vocabulary. Each literacy unit was put together in an accordion file folder and organized with tabs.

Unit #1: Action Word Vocabulary



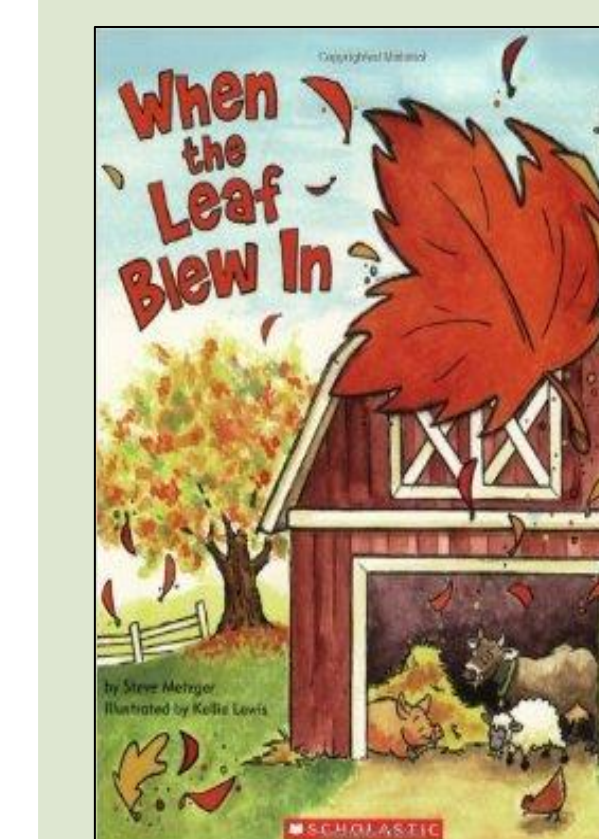
Experience Book	Children take pictures of themselves and their family members doing different actions and paste them into an experience book.
Song	Children sing <i>If You're Happy and You Know It</i> with the words changed to contain different actions and animals.
Dice Game	Children roll dice with different actions on it and act out what they land on.

Unit #2: Body Part Vocabulary



Experience Book	Children take pictures wearing their clothes the wrong way and paste them into an experience book.
Songs	Children sing songs (such as <i>The Hokey Pokey</i>) to practice body part vocabulary.
"Stick It!" Game	Children listen to and have the opportunity to give directions to stick colorful stickers on different body parts.

Unit #3: Animal Vocabulary



Animal Action Cards	Children draw a card with an animal and an action and act it out.
Songs	Children sing <i>Old MacDonald Had a Farm</i> .
Animal Sound App	Children guess the animals sounds as they listen to them on a mobile app.