Dialogic Reading: A Dynamic Language Intervention

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Storybook Reading Demonstration

- How many times were the students able to use expressive language?

Agenda

1. Introductions
2. What is Dialogic Reading?
3. What do we know about DHH Students and Dialogic Reading?
4. Who does Dialogic Reading work for?
5. What is the future of Dialogic Reading?
6. BREAK
7. How do I implement Dialogic Reading with my students?

Introduction

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

Acquiring and retaining vocabulary
(Storch & Whitehurst, 2002)

Later reading achievement
(Storch & Whitehurst, 2002)

Storybook Reading → Vocabulary knowledge

Arnold, Lonigan, Whitehurst, & Epstein, 1994; Beck & McKeown, 2007; Hargrave & Sénéchal, 2006; Justice, 2002 Justice, Meier, & Walpole, 2005; Penno, Wilkinson, & Moore, 2002; Sénéchal, Thomas, & Monker, 1995; Robbins & Ehri, 1994

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

Dialogic Reading
- Using the book to as a shared referent
- Focusing on pictures rather than plot or story elements
- Language intervention

Dialogic 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

Dialogic Reading

- Exposure to complex language that includes new vocabulary (Justice, 2000)
- implemented with typically developing children and at-risk populations in a variety of contexts (Hargrave & Sénéchal, 2006; Huebner, 2000; Lever & Sénéchal, 2010; Lonigan & Whitehurst, 1998; Whitehurst et al., 1988)
- Use the CROWD question prompts and the PEER sequence (Whitehurst, Epstein, et al., 1994)

Dialogic Reading and DHH children

What does DR improve?

- Picture labeling (Fung et al., 2005, Trussell & Easterbrooks, 2014)
- Generating kid-friendly definitions

Considerations

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

Why script the storybook reading intervention?

- Adults tend to use less complex vocabulary with DHH children (Calderon & Greenberg, 2003; Easterbrooks & Baker, 2002)
- Parents of children with language delay ask fewer questions and make fewer comments even as skills increase (van Kleeck et al., 2006)

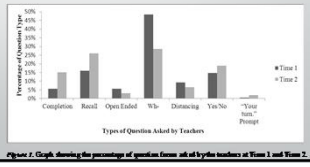

Figure 1. Graph showing the percentage of questions focus adult-to-plus teachers at Time 1 and Time 2.

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

	Adult	Child
Prompt	What fruit do you see here?	Apple
Evaluate	Yes!	
Expand	You see a red apple.	
Respond	What fruit do you see?	Red apple

Dialogic Reading Example

- How many times were the students able to use expressive language?

Who has DR worked for?

Age	• Youngest- 3 years, 8 months • Oldest- 6 years, 6 months
Gender	• Females • Males
Amplification	• None • Hearing Aids • Cochlear Implants
Communication Mode	• Sign and Speech • Sign Only • Speech
Language in the Home	• English • Spanish • ASL
Other	• Been in a classroom for a minimum of a year

Settings

Where?	• Public Schools
What type of classroom?	• Self-contained • Resource
Who implemented?	• Teacher of the Deaf
Program Philosophy	• Listening and Spoken Language • Total Communication
Study Set-up	• Floor • Semi-circle • Small Group

How often? What do we measure?

Scripted Storybook Reading

Teacher implemented

15-20 minutes, 4 days a week, 3 weeks

Ask scripted questions

Correctly signed labels

participant looking at the target vocabulary card

- accurate in four parameters: handshape, location, movement and palm orientation
- Articulation judged from familiar listener

response to the prompt in sign: "What?" and pointing at the picture.

*Providing definition (0 = wrong, 1 = somewhat right, 2 = correct)

Intervention Materials Example

Book with prompts

Picture Vocabulary cards

Dialogic Reading and Vocab Labeling

Name	Class	Age	Gender	Amp	Comm. Mode	Language in Home	Weighted Tau-U	P-value	Interpretation
Isaac	TC	5;4	M	CI	Sign/Speech	Spanish	1	0.0010	Very large
Mitch	TC	6;6	M	HA & CI	Sign/Speech	Spanish	0.97	0.0000	Very large
Lucas	TC	4;8	M	2 CI	Speech/Sign	English	0.93	0.0034	Very large
Tyson	TC	5;2	M	2 HA	Speech/Sign	English	0.92	0.0003	Very large
Brittany	TC	3;8	F	2 HA	Sign	ASL	0.91	0.0000	Very large
Hillary	TC	3;9	F	2 HA	Speech/Sign	English	0.91	0.0000	Very large
Lily	TC	4;6	F	CI	Sign/Speech	Spanish	0.91	0.0001	Very large
Kaitlyn	LSL	5;1	F	2 HA	Speech	English	0.86	0.0000	Very large
Zeb	LSL	5;3	M	CI	Speech	English	0.85	0.0000	Very large
Kristina	TC	4;6	F	2 CI	Speech/Sign	English	0.84	0.0003	Very large
Casey	TC	6;2	M	HA	Sign/Speech	Spanish	0.8177	0.0000	Very large
Clara	LSL	4;11	F	2 HA	Speech	English	0.8	0.0000	Very large
Abigale	TC	4;10	F	2 HA	Speech/Sign	Spanish	0.8	0.0000	Very large
Pete	LSL	3;10	M	None	Speech	English	0.78	0.0000	Large
Yara	TC	5;3	F	CI	Sign/Speech	Spanish	0.7791	0.0003	Large
Lillian	LSL	4;3	F	CI	Speech	English	0.66	0.0000	Large

Dialogic Reading and Vocab Comprehension

Name	Class	Age	Gender	Amp	Comm. Mode	Lang in Home	Weighted Tau-U	P-value	Interpretation
Clara	LSL	4;11	F	2 HA	Speech	English	0.94	0.0000	Very large
Lillian	LSL	4;3	F	CI	Speech	English	0.929	0.0000	Very Large
Kaitlyn	LSL	5;1	F	2 HA	Speech	English	0.85	0.0000	Very large
Zeb	LSL	5;3	M	CI	Speech	English	0.79	0.0001	Large
Pete	LSL	3;10	M	None	Speech	English	0.67	0.0007	Large
Gadina	LSL	5:07	F	2 HA	Speech	Spanish	0.66	0.0029	Large

Social Validity

Strongly agreed

- Ease of implementation
- Cost effectiveness
- Benefit
- Continue the intervention in the classroom

Concerns

- Align the books to the common core and district curriculum
- Age and language level of students may impede their ability to be successful
- Using this strategy with children who use sign language created a few difficulties for the teacher.
  - reading the targeted questions because I had to drop eye contact

Discussion

- Established a functional relation- 3 replications
- Dialogic reading can influence students' vocabulary (Fung et al., 2005; Mueller & Hurtig, 2009)
- Maintenance data indicated retention
- Generalization data for vocabulary comprehension
- Beneficial and easy to prepare (Easterbrooks, Stephenson, & Mertens, 2006)
- PEER cycle may decrease the need to use the picture prompts during the intervention
- May not be appropriate for all DHH students

Limitations

- Small sample size
- Did not conduct intervention in ASL
- Teacher implemented

Future Directions

- Move the setting to the home with parent implementation
- Implement using American Sign Language

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Make and Take: Dialogic Reading

Dialogic Reading: Quick Introduction

- Language intervention
- Book used as a share referent
- Dialogue surrounding the book
- Follows the PEER sequence
  - Implements CROWD questions
- Increases vocabulary in DHH children
  - Emergent data for vocabulary definitions

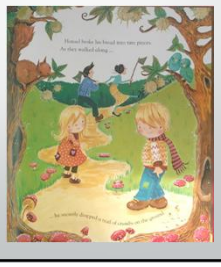
What do I do first?

- 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.

Creating 6 groups

Birthday Month	
January	July
February	August
March	September
April	October
May	November
June	December

Tasks:

- Using your book, attempt to find 3 nouns, 1 adjective, and 1 verb to target.
- Remember, must be able to target 4-5 times though the pictures.

Time: 7 minutes

Plan the questions.

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)

Tasks:

- Using your word list, draft several pages of questions.
- Write your questions on your post-its.
- Stick them to each page.
- 10 minutes to work

Data collection

- Make cards or slides.
- Use a picture from the book or a graphic
- Create data sheet.
- Decide what is acceptable.
- Take data before interactive storybook reading
  - Daily/ Each Session

Data Collection Example

- Pictures
- Data Sheet

Practice ....

- The PEER sequence is not natural.
- Teachers are most likely to forget the "R."

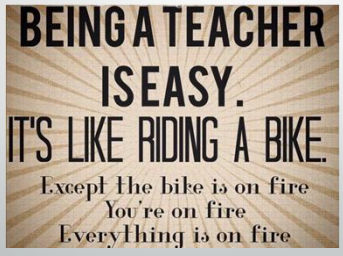
	Adult	Child
Prompt	What fruit do you see here?	Apple
Evaluate	Yes!	
Expand	You see a red apple.	
Respond	What fruit do you see?	Red apple

Task:

- Each group break into two.
- Determine communication modality or language.
  - 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.

Discussion

Thanks for hanging in there!



Any questions about this presentation?

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