

Literacy and Listening: Using Books to Promote Auditory Skills

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Introduction:

It's never too early to begin reading to your child. Utilizing books is a great way to support the development of listening and spoken language skills. With the use of books, children will love learning to listen and parents will love teaching them!

Questions:

1. What are some book and reading ideas for each stage of auditory development?
2. How can I adapt a specific book to my child's current abilities?
3. What are specific treatment strategies that can be used at home and in the classroom to promote listening and attention with book reading?

Reading and Stages of Auditory Development

- Awareness
 - Highlight and Produce the Learning to Listen Sounds (L2L)
 - Play music and sing songs associated with the story
 - Books ideas: Brown Bear, Brown Bear What Do You See?®; Polar Bear Polar Bear What Do You Hear?®; A variety of Lift the Flap Little People® Books
- Discrimination
 - Use Props (paper and objects) for the child to manipulate
 - Present Various voices (i.e. clinician/parent/siblings/characters)
 - Book Ideas: Goldilocks and the 3 Bears®; The Three Little Pigs®
- Identification
 - Use Props for the child to imitate words and sounds
 - The child points to pictures (i.e. "Where is ____?", "Show me ____")
 - Book ideas: Good Night Moon®; Toes, Ears, and Nose®
- Comprehension
 - The child answers your questions about the story
 - Have the child follow directions with props during and after the story
 - Retell the story and Sequence props
 - Book ideas: 3 Billy Goats Gruff®; Little Red Riding Hood®



Book Adaptation—Brown Bear, Brown Bear, What Do You See? By: Bill Martin, Jr. and Eric Carle

- Awareness
 - Address a response to the L2L sound for each animal
 - Address detection of L2L sounds and noisemakers with props associated with the animals in the book
 - Place animal props in a box and knock on the box/shake the box out of sight
 - Target a response the child's name throughout the book
- Discrimination
 - Address knowing the difference between speech L2L sound vs. noisemaker that makes the L2L sound
 - Use the iPad app —I Hear Ewe® (targets—dog, duck, frog, horse, sheep, bear, fish, bird)
 - Address speaker discrimination by utilizing siblings, parent, clinician, student clinician taking turns making the sounds and reading
 - Address discrimination of suprasegmentals of duration (i.e. long vs short—"neigh" vs. "quack quack") and pitch (i.e. "swish swish" vs. "growl")
- Identification
 - Address auditory ID of L2L sounds by finding props or the correct page
 - Child will imitate the L2L sound while reading the book
 - Child will ID vocabulary words by labeling animals
- Comprehension
 - Comprehension of questions after reading the story (i.e. "What color was the horse?", "What did the ____ see?", "What sound does a ____ make?")
 - Following directions—i.e. "Put the duck next to the ____".
 - ID by description using props—"Give me the animal that swims in the water".
 - Auditory memory for 4 animals

Treatment Strategies for Parents and Classroom Teachers

- Talk about the next page before you turn and show the page ("Talk Before Show")
- Utilize Lift The Flap and Texture Books
- Pairing Movement with Sound—Moving your Book or Props while reading to your voice
- Pairing Movement with Sound—move your finger as you read the words or point to the picture
- Utilize Props—paper props or objects
- Increase your use of facial expressions and animation
- Follow the child's lead—if they point to a picture, talk about it!
- Use a rich melodic voice along with infant/child directed speech
- Let the child touch, feel, turn the page, and guide the book reading and create a book sharing experience
- Utilize Auditory Space, the expectant lean, Acoustic Highlighting, the Hand Cue, and auditory closure
- Focus on suprasegmentals of speech
- Use novel sounds to gain and increase auditory attention (i.e. tongue clicks, whistling, whispering, range of volume)
- Use books that produce sound (button books)
- Sing with the Book
 - Utilize the Learning to Listen Song associated with the item
 - Put your book to the tune of "nananana boo boo"
 - Make up songs to the tunes of "Row Row Row Your Boat" and "Frere Jacques"
- Carry over with Parents
 - Read a book repeatedly for one week

Take Home Points:

- A good way to carryover activities with books is to relate them to everyday experiences.
 - Establish a bedtime book routine
 - act out the story
 - play games
 - make reading fun!
- Our center's experience using books to develop auditory skills has demonstrated effectiveness at all stages of auditory and language development.
- Parent participation and guidance fosters knowledge and confidence for incorporation of books on a daily basis.

