

REPEATED STORYBOOK INTERVENTION

CHARACTERISTICS OVERVIEW CHART

Verbal Skills	Grade Levels	Cognitive Level	Areas Addressed
<input type="checkbox"/> Nonverbal	<input checked="" type="checkbox"/> PK	<input type="checkbox"/> Classic	<input type="checkbox"/> (Pre)Academic/Cognitive/Academic
<input checked="" type="checkbox"/> Mixed	<input type="checkbox"/> Elementary	<input checked="" type="checkbox"/> High Functioning	<input type="checkbox"/> Adaptive Behavior/ Daily Living
<input checked="" type="checkbox"/> Verbal	<input type="checkbox"/> Middle/High		<input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Communication/Speech <input type="checkbox"/> Social/Emotional

BRIEF INTRODUCTION

Repeated storybook reading is an instructional intervention that offers opportunities for turn taking, joint attention, and language development. It includes using illustrated storybooks with one or more of the scaffolding strategies listed below. Students participate by identifying appropriate additions to the story, making choices in the appropriate context, allowing adults to expand on their comments, and answering “wh” questions. By carefully selecting the strategies below to match documented skill deficits in the student, adults can facilitate progressive language development.

DESCRIPTION OF SCAFFOLDING STRATEGIES

Cloze procedure. The adult pauses from reading for a moment to give the student an opportunity to fill in the blank, such as “The cow jumped over the _____.” The child would then say “moon.”

Binary choice. The adult gives information and offers the student two choices, modeling them first, such as “Susie got her coat to go to school.” “Did she get a coat or an umbrella?”

Expansion. The adult expands on the student’s utterances. For instance, if the student says “Campfire,” the adult might say “Campfires are fun at night.”

Constituent questions. Frequently, the adult makes use of “wh” questions to elicit specific information from the student. For example, if the student says “ball,” the adult might say “Where is the ball?”

RESEARCH TABLE

Number of Studies	Ages (year)	Sample Size	Area(s) Addressed	Outcome
1	3	1	Repeated storybook reading, language development	+

STUDIES CITED IN RESEARCH TABLE

1. Bellon, M., Ogletree, B., & Harn, W. (2000). Repeated storybook reading as a language intervention for children with autism: A case study on the application of scaffolding. *Focus on Autism and Other Developmental Disabilities, 15*, 52-58.
 This study examined the effectiveness of rereading storybooks in combination with scaffolding strategies to support increased language development. Scaffolding strategies included cloze procedures (adult pauses to let child fill in answer), binary choices (alternate utterances with choices offered), “Wh” questions (who, what, where, when, why), and expansions (adult expands on child utterances). One preschool-age child with autism (AU) participated in the study and results showed an increase of spontaneous speech.

REFERENCES

Bellon, M., Ogletree, B., & Harn, W. (2000). Repeated storybook reading as a language intervention for children with autism: A case study on the application of scaffolding. *Focus on Autism and Other Developmental Disabilities, 15*, 52-58.

RESOURCES AND MATERIALS

- Designed Instruction: <http://www.designedinstruction.com/learningleads/oral-reading-comprehension.html>
 This link provides tips for effectively transitioning the learner into comprehension of oral reading.

- Reading Rockets: <http://www.readingrockets.org/article/16287>
This printable resource gives explicit, step-by-step instructions for using read-alouds in preschool and kindergarten.