



SPOTLIGHTING



Building Blocks for Reading with Extra-CARE for Young Children with Autism and Language Delays

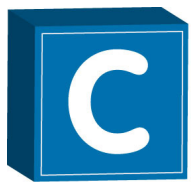


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Extra care reading involves providing children with autism and language delays with added opportunities for language development, joint attention and social interaction. To start with take extra care to choose a book with your student that is a topic s/he is emotionally interested in, perhaps something from your student's "like list".

For example, if your student likes planes, trains, cooking, or a particular animal, pick a book on this topic. This will help you to enter your student's interest spotlight. Choose books with pictures, very few words and sensory activities, if possible, with flaps and hidden objects that allow the child to open and close flaps, to touch different textures and provide different smells.



Comment strategically according to the child's language level.

The amount of commenting you do will depend on extra-care you take in first understanding the child's receptive and expression language ability.

For a child with no language, start by making the appropriate sound effects that match the book pictures of the animals, trains, or birds and imitate the child's attempts to copy these sounds or gestures s/he makes. Name the object when you make the sounds and, when possible, also include the actual object that matches the picture in the book. For example, have a toy train, animal, or bird puppet while you are reading the related book. Pace slowly and repeat 1-2 words with hand signals, pointing gestures, funny noises, and enthusiastic tone. Read the book so that the child can see your face and emotions.

For the child with a few more words, you can increase your word content using the "one-up rule", that is, if the child uses two to three word sentences, you can add another word. For example, if the child says: "polar bear growls," describe the animal by saying, "a huge, polar bear who growls like...." accompanied by the gesture for huge. Start with naming words of objects, feelings and actions before progressing to pre-academic words of colors, shapes, numbers and letters. Continue using gestures, sound effects, and songs or rhymes to stay in the child's attention spotlight.

Children will lose interest if your verbal language is too advanced or hurried. Remember this is all about encouraging joint attention and showing you are attentive to the child's interests and are keeping the communication interaction going. Try using partial prompts by giving the child part of a sentence or word you have modeled often to see if s/he can fill in the missing word. For example, *it is a huge, polar* And see if child can complete the word bear.

For the child with more language and sentences and who understands word objects and actions, add descriptions of colors, shapes, positions, numbers, letters and run your finger under the lines of the words as you read them. Start with modeling a full sentence and then after the child copies, try partial prompts by giving 2-3 words, and let child complete the sentence. Bring in a puppet or special sensory character your child likes, have the puppet describe the picture using modeling and prompts to enhance the child's responses.



Avoid open-ended questions, pace your commenting, and repeat often.

For children with receptive and expressive language delays, asking questions when reading can be intimidating and cause withdrawal, anxiety and confusion because the child doesn't understand and may think you don't understand him. Instead strategically decide what words you want to encourage, allow time for the child's response (verbally or nonverbally) and then imitate their response. This will show the child you are interested in him. If the child repeats your sound effects, or gesture, or word, imitate that again so the child sees how his response is affecting your response. Be sure to smile and have eye contact when you do this.



Respond and listen with interest. Wait and pause before talking again so the child had time to respond.

When the child responds with a smile, or gesture, or sound effect, or words, enthusiastically respond to these responses verbally and nonverbally whether or not the child seems to be making sense. Always act as if you understand what the child is saying! Imitate your child's gestures, sounds and words. The goal here is to not only encourage the child's interest in books and to get into his or her spotlight, but also to engage in joint attention and positive interactions.



Expand on what the child says.

For a child with no language you can use hand signals to model the action, or use the actual object as you name it, or use one of your child's likes (song, touch or favorite object) to add more excitement to the joint reading interaction. For children with some words use the one-up rule and add an additional word. To combine social interactions with reading, read to two children at the same time and prompt language in both children. Occasionally surprise children by doing something unexpected such a variation on the story such as a different and humorous word, or naming the object or feeling incorrectly, and then correct yourself. "*Ooops my mistake!*" Make games out of a book by covering up a picture with sticky notes and guessing what is under there, or what comes on the next page. Sing a song using the word you are encouraging. End the reading with the routine of an "*all done*" and hand signal.

REMEMBER EXTRA-CARE IS:

- **Keeping the reading fun and simple using the “one up” principle** to decide how much language to use when reading.
- **Showing kindness and avoiding commands and criticism** when children are reading.
- **Allowing children to reread stories as often as they wish.** This is a pre-reading skill and leads to mastery and confidence. Once they have learned the story you can add partial prompts to see if they will fill in the blank.
- **Slowing down** and building repetition.
- **Reading** so children can see your face and expressions.
- **Singing** at times during reading.
- **Using hand signals, gestures, sound effects, and objects** to enhance reading understanding
- **Making sure there is a back and forth quality** to the reading and you are not simply reading without requiring some response or connection with the child before continuing to read.