

Shared Book Reading with Children with Hearing Differences

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Introduction

- Interactive shared book reading (SBR) supports later language and literacy, cognitive skills, social-emotional skills, and overall academic readiness. (Fletcher & Reese, 2005; WWC, 2007, 2010, 2015)
- It is effective for all children, including children with delays and disabilities.
- Caregivers can incorporate interactive SBR into routines with very young children.
- Many early childhood teachers utilize interactive SBR as part of the standard curriculum.
- Teachers and caregivers may not know how to engage in SBR for children with sensory and/or more significant disabilities.

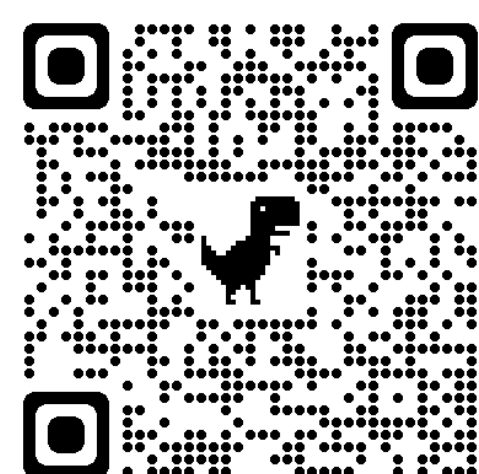
Interactive SBR

- Interactive ways of reading can stimulate increased child learning through being an active participant with an adult as a guide (Doyle & Bramwell, 2006).
- Adults support understanding by connecting to child's experience and background (Kucirkova et al., 2014, 2021; Mendive et al., 2023)
- Adults pose questions that children answer or engage with and receive immediate feedback (Pullen & Justice, 2003; Whitehurst et al., 1988, 1994)
- Adults adjust interactions to facilitate understanding and connections (DesJardin et al., 2009; DesJardin & Eisenberg, 2007; Fey et al., 1999; McNeill & Fowler, 1999)
- Adults reference print in books which facilitates and supports later literacy development (Justice et al., 2008)

References & Resources

Use the QR Code to access references and additional resources including:

- 15 Principles for Reading to Deaf Children
- Hands and Voices FL3
- State Shared Reading Project
- Aussie Deaf
- Tarheel Reader



Interactive SBR Strategies & Examples



Additional Considerations



Visuals

- Pair objects or signs with pictures
- Provide exaggerated facial expressions or non-manual markers
- Lean forward and raise eyebrows
- Use body posture to demonstrate different characters



ASL Strategies

- Adjust sign placement and style to fit the story
- Use ASL variations of repetitive phrases
- Use classifiers to fit the actions in the story



Positioning

- Keep child close to you for visual and/or auditory access
- Sit child so they can see the book and you signing or speaking; or so their ears/auditory equipment are closer to your mouth for clarity

Discussion

- What strategies have you used related to SBR?
- How have you adapted them for children with hearing differences?
- Which strategies would you like to try to implement?
- What challenges do you anticipate?

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