BUILDING LITERACY EXPERIENCES WITHIN FAMILIES OF CHILDREN WHO HAVE DISABILITIES

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By

Marisa Behring Rosenblatt

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The thesis of Marisa Behring Rosenblatt is approved:

__________________________________________  ________________
Erika Barnathan, M.A.                        Date

__________________________________________  ________________
Michele Haney, Ph.D.                         Date

__________________________________________  ________________
Deborah A. Chen, Ph.D., Chair               Date
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Abstract

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This thesis examines the role that the development of language plays through the application of literacy skills. Research shows that the developmental aspects of literacy can be useful to families when soliciting language through the use of storybook practices such as dialogic reading. Young children with disabilities can particularly benefit from using reading to promote language and the family can play an important role in literacy and language development. The study followed a three year old child with significant speech and language impairment through a two year intervention process that connected the researcher’s classroom work with the child and work with his family using the dialogic reading process to elicit language growth. After the family had identified the need for increased literacy through a parent survey and discussion, the family was trained in the dialogic reading process through home visits, modeling, training and anecdotal records. Development assessments such as the Desired Results Developmental Profile (DRDP)/Access were used to measure the child’s progress throughout the course of the
intervention. At the end of the intervention, follow-up was done with the family and the findings demonstrated the child’s progress in the area of literacy and language development. The implication of this study for early childhood special education programs is that collaboration and interconnection between early interventionists and the family and their culture and beliefs through communication, training and home visits can positively impact a child’s progress within language and literacy.
CHAPTER I

Introduction

Literacy plays an important role among other aspects of education within a child’s academic development. In California, literacy skills have become a large focus within mandated school curriculums (California Department of Education, 2007). As a part of the early intervention process, a strong focus on supporting families in the development of language through literacy is important to prepare students to succeed academically in the future. This is even more important for students who may have special needs, including speech and language delays. The process of acquiring receptive and expressive language skills is a component part of the development of literacy, and is the link that moves a child toward the process of literacy (Sparks & Leyva, 2010). Comprehension of what is read and communicating that information is an important aspect of literacy, which can be accomplished through the process of planned reading strategies (U.S. Department of Education, 2010).

Language is acquired easily for most children through listening to their parents speaking to them. A child’s initial development of language is accomplished through parent child interaction. When a child experiences difficulty in this area, research studies suggest that the environment in which the child is learning language may need to be modified for a child speech and language delays in order for the child to be motivated to use speech to communicate effectively (Lederer, 2002). In addition to school support, families can provide a rich learning experience for their child within the home environment. One aspect of this involves the families understanding of how literacy plays a role in the child’s development of language, and act as the child’s first educator.
Today’s California demographic is made up of a diverse cultural influence (U.S. Census Bureau, 2012). With a growing number of Latino families, making up a large majority of the population of California, it is important to take into consideration how these families view and value the development of children’s learning (Hill & Taylor, 2004). Many Hispanic families value social and cognitive skills while interweaving family relationships and experiences, and the understanding of the role that these Hispanic parents take in their child’s education is important in the support of academic skill development between home and school. Aggressive measures need to be taken to ensure that Hispanic families are able to participate in school activities (Lynch & Hansen 2011; Zuniga 2011, Chapter 7).

When specifically examining literacy skills in a young child, factors such as a child’s speech and language ability, family cultural expectations and state learning standards all influence a child’s level of success. Language development in a child who has speech and language delays can be supported within a family’s home environment, as well as in the school setting. Language skills can emerge as the family examines ways of supporting a child in literacy development through shared book reading (Hammett Price, van Kleek & Huberty, 2009).

This case study focused on a home-based intervention with a Latin child and family, using language and literacy techniques, specifically through the use of dialogic reading. The home-based intervention that was used in this study was strengthened in the connection between school and family. The family’s cultural linguistic and historical background influenced the child’s educational success. Home visits can address some
areas of family concern, such as language and literacy, and the development of early literacy is one aspect of a child’s development through which language can be facilitated.
CHAPTER 2

Literature Review

Early literacy encompasses different aspects of learning that tie together to support literacy skills in general. These literacy-related skills include providing literacy rich experiences through instructional practices using the child’s interest as a feature in the development of literacy skills, which include communication, language, reading and writing. Pre-literacy, emergent literacy and early literacy are the stages of literacy development through which children typically progress when developing literacy skills in the first five years of life (Dunst, Trivette, Masiello, Roper, & Robyak, 2006). However, students with special needs do not necessarily develop these skills at the expected milestone ages, and can benefit from more thorough reinforcement of early literacy practices in order to develop literacy skills.

Although all areas of literacy development are important to the promotion of literacy in young learners, storybook reading is one piece that is often misunderstood in its practice. Many adults understand that reading to young children is important, but also understanding how the story is read and how the child can interact with the story is crucial. Adults who work with children who have special needs should become more aware of the different stages of literacy in order to understand the child’s current developmental skills and how to encourage a child’s progression through the stages of literacy.
Storybook Reading Practices

Different approaches to reading storybooks are considered to be developmentally appropriate for children within the stages of early literacy from birth to age five. These different approaches are practices that have been studied in order to evaluate their effectiveness on children’s involvement with storybook reading. The three main types of reading instruction practices are shared book reading, interactive shared book reading, and dialogic reading (Hammett, et al., 2009; U.S. Department of Education, 2010). Shared book reading is defined as an adult reading a book to a child without other extensive interaction. Interactive shared book reading is defined as an adult reading a book to a child using engagement techniques to increase the child’s involvement with the text. Dialogic reading is defined as an adult encouraging the child to ultimately assume the role of storyteller by utilizing facilitation and prompting by the adult who actively listens and questions the child about the reading. Of these three types of early reading, dialogic reading includes the most adult involvement in extra-textual communication, including increasing a child’s comprehension through interactions about the content and the illustrations of the book, as well as encouraging the child to participate in more sophisticated ways of communicating during the interactive reading process (Pierce, van Kleek & Huberty, 2009).

Many types of text are characteristic of storybooks. Expository books are informational in nature, and may include elements of narrative structure. Narrative text “portrays a story, or sequence of related fictional or nonfictional events involving individuals or fictional characters; in the elementary grades, narrative texts can include historical fiction, fables, and autobiographies” (Institute of Educational Sciences Practice...
Guide, 2010, p. 17). Both types of text may include visual information such as photographs and illustrations that supports a child’s understanding of the story’s concepts (Hammett Price, et al., 2009).

When considering the types of books to use to facilitate book reading with a young child, many factors need to be taken into consideration. For instance, different types of learners will benefit from a focus on different aspects of the book’s details, such as illustrations, rhymes, vocabulary, style and repetitive reading (Dunn & Honigsfeld, 2006). A child’s attention span as well as what is necessary to keep the child motivated to maintain focus on the story’s concept to receive ideas about the story’s content also needs to be acknowledged (Meadows & Moschovaki, 2005).

Another important consideration when choosing a book to read with a child is the type of the illustrations that are available in the book. The illustrations should allow young children who are visual learners to follow the plot of the story while listening to it. Illustrations help the child to visualize the characters and other important details from the text. When choosing a book, there are varying degrees of illustrations that are appropriate for three to five year olds. If the illustrations do not keep the child’s attention, the task of the having the child comprehend the language of the story increases in difficulty, and it makes the time period spent in book reading feel longer for the child. The younger the child, the more important the illustrations become. As stories are read, comments elicited from the child depend on the illustrations as a non-verbal method of relating to the story’s information to individual experiences and knowledge.
For young children who are auditory learners, information books with expository text tend to elicit more spontaneous responses and predictions from children than do fiction books, as information books may contain concepts that are within the child’s experience, and do not merely depend on the child’s recall of the story’s content. Children who are kinesthetic learners may also interact with text that occurs in storybooks that presents rhymes and repetitive or rhythmic patterns. These rhymes and patterns make the story predictable, becoming mnemonic devices to help children to recall the story’s content more easily, and assisting them in remembering what occurs next in the story. Some young children are a mixture of these types of learners, emphasizing the need to select children’s literature that is rich with visual illustrations, rhymes and patterns (Dunn & Honigsfeld, 2006; Meadows & Moschovaki, 2005).

**The Role of Dialogic Reading**

Dialogic reading is an interactive method of reading books that can be used in the instruction of children by making the child the storyteller. The dialogic reading process was developed by the Stonybrook Reading and Language Project in 1988, and specifically includes aspects of instruction that are important to use throughout the reading, such as the PEER sequence that includes “Prompting the children, evaluation of the children’s responses, expansion of the children’s responses by rephrasing and adding information, and repeating the prompt to make sure that the children have learned the information from the expansion” (U.S. Department of Education, 2010, p. 3).

Dialogic reading also involves strong child and adult interaction, where the adult prompts the child using wh- questions, such as who, what, where, when and why. These questions encourage the child to use their language to communicate what is occurring in
the story (Trivette & Dunst, 2007). Use of dialogic reading also includes asking the children open-ended questions about what is going on in the story, evaluating and expanding on the children’s responses by rephrasing and adding information, and by repeating the children’s responses. The children respond to completion prompts as the story is read and the adult pauses at critical points to wait for the children’s responses. Once the story is read, recall prompts ask the children to respond to questions about what happened in the story. Open-ended and wh-questions are also used when looking at the pictures from the story, with the adult asking questions such as what will happen next, what did the main character do, etc. and distancing prompts are used to ask the children about their own experiences that relate to what has been read in the book. The use of dialogic reading has been found to significantly improve the lexical use of language in emergent readers and students with disabilities (U.S. Department of Education, 2010).

**Using Reading to Promote Language in Children with Disabilities**

Studies have shown that dialogic reading is effective in all seven domains of child development, including cognitive development, communication and language competencies, literacy, math competencies, social-emotional development, functional abilities, and physical wellbeing, especially showing significantly positive effects in the area of language development (U.S. Department of Education, 2010). Children with disabilities may face challenges in the acquisition of language and literacy skills. Today’s perception of literacy development by both educators and families has shifted over time to include an emphasis about what the definition of literacy is, and how children acquire literacy skills. In the past, children were thought of as passive consumers of literature. Literacy was taught through drill and repetition revolving around phoneme acquisition in a “one-size fits all” type of instruction for all learners, regardless of history, ability or
learning needs. Now, studies have shown that children primarily acquire language and literacy skills through active participation and engagement with the text (Kliewer, Fitzgerald, Meyer-Mork, Hartman, English-Sand & Raschke, 2004).

In developing language and literacy, child’s development as a whole needs to be taken into consideration. This point is especially important for children with disabilities because engagement in multiple modes of learning, such as using a child’s tactile, visual and oral senses, needs to be taken into consideration, depending on the child’s specific challenges (Kliewer, et al., 2004). The Individuals with Disabilities Act (IDEA) requires that an individualized education program (IEP) be created to support a child’s special needs appropriately through all areas of development, including literacy. IEPs are created specifically to appropriately support the child’s areas of weakness, with the IEP team creating IEP goals which are based on the assessment of the child’s present levels of performance (O’Connor & Yasak, 2007).

Reading, in general, is challenging for students with disabilities, as it requires attending to a specific task for a concentrated amount of time, and the use of dialog between the adult and the child while reading the text allows the sustained focus on the text to be lessened and divided over time. Reading a story together repeatedly over time with multiple focuses, such as on the characters in the story, on what the child sees in the illustrations, on predictions about what will happen next in the story, and on recall of the story’s details (Whitehurst & Lonigan, 1998), gives children the opportunity to understand new aspects of the story that they may not have noticed in previous readings (Eliason & Jenkins, 2012). Children who have special needs for the comprehension of the story need to be provided scaffolding over time through the use of supportive dialog and
questions (Roopnarine & Johnson, 2009). Methods of improving reading comprehension may also involve the use of manipulatives and props which allow children to retell the story in developmentally appropriate ways (Eliason & Jenkins, 2012). The use of props and manipulatives during dramatic play and the retelling of the story are important to support children’s learning, giving children the opportunity for movement and creative expression during learning (Roopnarine & Johnson, 2009).

**Recognizing the Role of Family in Language Development**

Parents have been recognized for the crucial role they play in establishing the foundation of their children’s education (Fairs, Nichols, & Rickelman, 2000). Research shows that parental involvement has positive effects on student achievement, learning and self-esteem; therefore society, and especially educators, have considered parental involvement an important element in the remedy for many problems in education (International Reading Association, 2002; Quezada, Diaz, Sanchez, 2003).

A focus on eco-cultural family features when evaluating a child’s motivation for reading can also provide insight into a child’s academic performance. The culture of the family’s environment and function is intertwined with the child’s school performance. The values and beliefs that the family holds regarding education can have an impact on how they support the child’s learning (Arzubiaga, Rueda & Monzo, 2002). For example, many Latino families have demonstrated a preference for learning that occurs in a supportive family environment, and may rely on varied types of programming in order to support learning (Wiley & Ebata, 2004). The role of family members in providing instruction and intervention for their children is vital to the child developing successful
academic performance outside of the home as well (Ryan, Casas, Kelly-Vance, Ryalls & Nero, 2010).

However, not all Latino families fall within the range of traditional culture parameters, and each family’s function within their culture should be evaluated independently. Early interventionists should be aware of, and respect, the family’s developmental educational expectations for their child (Lynch & Hansen 2011; Zuniga 2011, Chapter 7). For this reason, it is important for professionals to understand that typical Latino families’ involvement may involve less academic scaffolding than many may assume, but may instead incorporate real-life experiences into the child’s learning in the home environment (Arzubiaga, Rueda & Monzo, 2002).

Teachers planning instruction for students should take into account the cultural values of the child’s home environment through the creation of strong school/family connections (Arzubiaga, Rueda & Monzo, 2002). Connecting home and school by sharing related information to classroom resources, such as books, homework or music, is a joint responsibility of both professionals and parents, established through communication that provides access to information and literacy materials and resources such as books and libraries. Therefore, it is evident that an increase in parent involvement is necessary in order to further children’s literacy. It is important that parents and teachers work together to improve the educational success of children (Wasik, 2010).

The role of family in reading with their child is critical for the development of language skills (Bruns & Pierce, 2007). Studies have indicated that informal reading
contexts also strongly contribute to language development in young children (Hammett Pierce, et al., 2009; Pellegrini & Galda, 2003). In particular, family reading time can have a powerful effect on language acquisition. “When parents read books with their children, a dynamic context is created in which the parent, the child, and the book all interact, and all three of these components have the potential to affect the talk that occurs” (Barton & Hamilton, 2000, p.171).

Hammett Pierce, Van Kleek, and Huberty (2009), have stressed the importance of family literature time in language development in a study of parent and child extratextual utterances during storybook and expository book sharing. Extratextual communication is defined as the parents providing mediation for the child’s comprehension through interactions about the content and the illustrations of the books being read, and also by encouraging the child to participate in more sophisticated ways of communicating during times when parents read to their young child. In a study by Hammett Pierce and colleagues, (2009) sixty-two parents and their three to four year old children from middle-income families were observed reading storybooks and expository books. Communication was coded for feedback and acknowledgment, including talk about print and book conventions as well as talk about the book that was at lower levels of cognitive demand, designated as Level 1-Amount of Extratextual Talk, Level 2- Content Using Rate Per Minute Variables, and for higher levels of cognitive demand, Level 3-Mean Length of Extratextual Utterances and Level 4-Vocabulary Diversity. The results found that during expository book sharing both parents and children used significantly higher rates of feedback utterances at higher levels. The findings strongly support the importance of the use of literature during family reading time for increased language
acquisition in young children. In addition, the results also showed “that the genre of the book can influence the amount of talk that takes place during book sharing, and it can alter the content, vocabulary diversity, and sentence length of extratextual utterances” (Hammett Pierce, et al., 2009, pg. 171).

While much research has been done on the literacy development of typically developing preschool children, there is less research on the literacy development in preschool children with disabilities, particularly with a focus on the literacy socialization process for young children (Rashid, Morris & Sevcik, 2005). A study by Marvin and Wright (1997) focused on the parents of young children who had significant speech delays and motor impairments, as well as on the parents of children who were typically developing. Their findings suggest that children with special needs do not have as much access to literacy experiences and spend less time in shared reading, when compared to children who were typically developing. The parents were given surveys that asked questions about family characteristics, goals and future expectations in literacy for their child, whether or not there was access to literacy materials at home, and about the adult’s the child’s behavior during literacy activities. The study found that children with speech and language impairment (SLI) were aware of print, such as identifying letters, page orientation and visual tracking, that are skills which do not involve specific language skills such those involving answering comprehension questions. However, since the task of predicting and or recalling what happens next in the story or narrative uses more demanding language skill, children with disabilities focused less on this aspect and struggled more overall (Marvin & Wright, 1997). Rashid and colleagues (2005) suggest that parents might want to work with their child in literacy activities, such as discussing
and rephrasing questions and comments about stories and pictures, so that they can model and prompt the child for language structures that could be successfully used. Other language prompting strategies could involve reading cereal boxes, street signs, television, or billboards with the child present (Rashid, et al., 2005).

Children with special needs may have families who prioritize literacy only after meeting other understandable necessities, such as speech therapy. A study by van der Schuit, Peters, Segers, Balkorn, and Verhoeven (2009) suggests that generally parents who have children with disabilities have lower expectations for their children in regard to literacy, and may provide fewer literacy experiences as literacy development may not be as high a priority as other therapies and skills. The amount of literacy choices provided by parents who had children with disabilities was lower than that of typically developing peers (van der Schuit, et al., 2009). Interestingly, Marvin and Wright’s study (1997) shows that children who have single disabilities have a different and increased exposure to early literacy than do children with multiple disabilities. Overall, children with disabilities tend to have fewer opportunities for exposure to early literacy, while children who are typically developing have much more exposure than either of the other two groups (Marvin & Wright, 1997).

Children with disabilities can be motivated to increase their language and literacy skills when provided with developmentally appropriate opportunities for literacy. Children who have multiple disabilities, including cognitive delays, and children with mild disabilities may become motivated to interact with print when an adult does expose them to literacy, for instance by reading a book with them. In addition, children with multiple disabilities may need more support than children with mild disabilities who may
have the ability to cognitively understand the story in the same manner as their typically developing peers do. However, an area that could be impacted for children with speech and language delays is the area of comprehension within the scope of pre-literacy, such as having a parent ask the child questions to keep the child engaged and to expand on what the child is learning (Wasik, 2010).

**Theoretical Perspectives Related to Literacy Development**

**Ecological Systems Theory.** Historically, theorists have examined literacy experiences and language development in relationship to the child’s environment. Bronfenbrenner states that, “Early language development occurs within, and is affected by, a variety of contexts” (Bronfenbrenner, 1979, p 752). This development includes environments that are internal and external to family connections. Bronfenbrenner’s Ecological Systems Theory discusses the idea that “social interactions with caregivers are examples of proximal processes that are linked to early language development” (Bronfenbrenner & Morris, 1998, p. 572). When taking this into consideration, it is important to include multiple sources of language input for children across multiple family members. As a part of Bronfenbrenner’s mesosystem, the child’s immediate family can use book reading as a way to encourage a child’s development in all areas, including literacy. A child’s interaction with a family member who takes on the role of reader can help to foster an appreciation for books and literacy. This helps a child to become motivated about the reading process through an extrinsic model. Whoever is reading and engaging the child is helping the child to gain a sense of connection through literacy. If the family member is aware of building literacy connections through the use of dialogic reading, the conversations and the language that grows from these readings
can create experiences that are positive. The use of literacy methods such as dialogic reading within a classroom environment also supports the child in building language and literacy skills alongside their peers with the facilitation of a professional doing the reading. The connection in Bronfenbrenner’s mesosystem that exists between the school and the child’s family provides information that supports the family in encouraging literacy development. Parental newsletters and book sharing between school and home encourages interaction between the microsystem and the mesosystem. This relationship is represented in figure 1.

**Figure 1**

SYSTEM RELATIONSHIPS: Ecologic relationships in learning theory

**Cognitive Development.** Children ranging in age from three to five years old progress through the stages of the development of language and literacy by building their basic skills in receptive and expressive communication, as well as pre-reading and reading skills. These are critical years for a young learner whose brain is developing
neurologic connections rapidly, and reinforcing these connections is crucial. When a child is building literacy skills, they are developing their cognitive abilities. Piaget supports appropriate cognitive development in his pre-operational stage for children which occurs from age two to six, in the area of cognitive processing where the child’s thinking process becomes more elaborate. The initiation of complex interpersonal social sequences through a child’s increasing knowledge in cognitive processing is also helpful in sequencing within stories (Cook, Klein, & Tessier, 2008). In addition, children in the preoperational stage can identify characters in stories, and improve problem-solving and prediction skills, making it appropriate to focus on literacy experiences that use sequencing and predicting.

**Language Development.** Language is a system of rules that helps a person to express and understand what is spoken around us. Language includes aspects such as vocabulary, grammar and interpersonal verbal communication. Vocabulary is acquired easily for most children through listening to their parents speaking to them in a modified adult language called “parentese.” Children who are developing at a normal rate usually speak their first words around one and half years old and speak two-word combinations around one and a half to two years old when the child’s vocabulary is about 50 words. Children with specific language impairment (SLI) experience delays in vocabulary development and often have only single word or no vocabulary at the same age as their neurotypical peers (Lederer, 2002). When taking into consideration Vygotsky’s historical perspective, the objectives of literacy activities such as dialogic reading are appropriate, considering that the children have special needs and their comprehension of the story needs to be scaffolded over time (Roopnarine & Johnson, 2009).
Programs that Work to Develop Reading within Families

Adults who work with children who have disabilities need to be cognizant of the fact that literacy is, in fact, an attainable skill for these children (Kliewer, et al., 2004). Studies have shown that reading books to children in at-home experiences motivates children to have an interest in literacy in general. For English Language Learners (ELL), there has been an increasing interest in studying the effects of efforts used by families to prioritize literacy in the home, with indications that providing early literacy experiences may be linked to improved academic skills later in the child’s educational career (Hindman & Morrison, 2012). Literacy experiences related to a child’s cultural background and everyday experiences have been proven to show a positive correlation to success in reading. By having families provide reading experiences that relate to their own socio-cultural environment, children are more likely to relate to what they are reading about to their own lives, as mediated by family discussion. Families that engage in dialogic reading under this premise can use their background to facilitate discussions that relate to the story being read (Arzubiaga, Rueda, & Monzo, 2002).

For children with disabilities, studies have shown that using methods that involve the whole child and taking into consideration that parents are the child’s first teachers, it should be understood that there are different aspects of early literacy experiences in which parents can take an active role as a facilitator (Hindman & Morrison, 2012). Parent-child book reading and related conversations, such as dialogic and shared book reading experiences, can all help to develop literacy skills in young children. It is important to provide this paired reading experience frequently during a child’s early learning years for maximum benefit. At an appropriate developmental level, using
picture books as tools that include a variety of reading strategies can support successful language and literacy intervention. For children who have disabilities, but who have the ability to communicate verbally, focusing on moving the narrator of these dialogic reading discussions from the parent to the child helps to supports the child’s comprehension of the story’s vocabulary and plot. As a part of the dialogic reading process, parents are asked to pursue where the child leads, make connections to the child’s own experiences, and to “ask open-ended questions, evaluate, repeat and expand on the child’s responses” (Reese, Sparks & Leyva, 2010, p. 104). Using continuous print references throughout the shared reading experience provides exposure to print skills, and also enhances a child’s ability to understand the concept of print awareness. These literacy interventions can be included in a family’s cultural and economic lifestyle as a matter of routine. Parents may also use storytelling and family conversations as a springboard for literacy in the home through shared contexts (Reese, Sparks & Leyva, 2010). All of these shared practices between parents and child are useful for families of children with disabilities to support their child’s language and literacy acquisition and development, as explored in the case study which follows.
CHAPTER 3

Methods

A case study involving qualitative research was conducted as a Special Education Master’s Degree thesis requirement under “Cultural Understand and Language Training: An Urban Residency Experience in Early Childhood Special Education” funded by an award from the U.S. Department of Education, Office of Special Education Programs (award # H325K055139) at California State University, Northridge. The CULTURE in Early Childhood Special Education (ECSE) Program focuses on understanding the developmental concerns of a child from a family of different ethnic and cultural background, as well as the family’s concern about the child’s development over a two year period, and the CULTURE in ECSE project obtained human subjects approval annually.

Participants

For this study, a three-year-old male child, Diego, was selected from a pool of children attending the researcher’s preschool special day class. Diego’s family is of mixed origin, with Diego’s mother being White, and Diego’s father being of Mexican and Guatemalan ancestry. Diego’s family consists of his father, mother, a fourteen-year-old sister, a twelve year old brother, a one-and-a-half year old sister, and himself. Diego presented with serious speech apraxia concerns at the beginning of this study, and was diagnosed as having a speech and language impairment, with the speech and language therapist identifying strong indicators of speech apraxia. The focus on language within the use of literacy development for Diego and his family was connected to Diego’s
understanding of language as a benefit in his speech development, in the hope of improving his speech apraxia.

**Background**

Speech apraxia may have a hereditary component within this family. Diego’s father and Diego’s older brother both exhibited speech and language delays in the form of speech apraxia early in their lives. Diego’s father originally entered the United States from Mexico with his parents, and they were not able to speak any English. As immigrants, when Diego’s father exhibited signs of speech apraxia, Diego’s father reports that it was not a priority to his family to support his speech and language needs, as establishing a household was most important to his parents in their new location. Diego’s father reports that he eventually he grew out of his speech delay at age five, although he still continues to exhibit strong evidence of other learning disabilities. Diego’s older brother also exhibited symptoms speech apraxia and learning disabilities from an early age, and attended special education and resource programs until the spring of 2012. However, the family reports that Diego’s older brother was able speak clearly by the age of five. Diego’s mother reports her parents are from Los Angeles and divorced when she was very young. Her mother and aunt raised her in what she describes as being a well-off English-speaking family.

Diego’s mother reports that her pregnancy with Diego was full-term and without complications with a typical birth, and that Diego did not present with any physical disabilities. As Diego began to learn to speak at around age two, his speech apraxia became apparent. At the age of one and a half, Diego’s parents noticed that Diego was struggling to communicate, although developmentally he should have been exhibiting
early speech signs. Diego’s speech delays seemed to be similar to those exhibited by his older brother at the same age, and the family initially sought intervention through an audiologist. As a result of this consultation, the audiologist referred Diego’s family to the Regional Center. By the age of three, Diego was diagnosed with a speech and language delay.

Hispanic culture has been a prevalent in Diego’s life from an early age, but the family does not observe all traditional Hispanic cultural influences, such as limited contact with his extended family. Diego does have a big central core family group which is made up of his father, mother, brother and two sisters, who are supportive of each other. In addition, Spanish is not spoken in the home, and English is the primary language of communication. Despite not following all the cultural traditions of a typical Latino family, the family did demonstrate a strong preference for the support of Diego’s educational development through home intervention, with his mother and older brother trained to provide dialogic reading experiences for Diego.

**Preschool Program**

Diego entered the researcher’s special day class in November of 2010. The researcher’s class consists of children ages three to five who have been diagnosed with mild to moderate special needs. The program is a developmentally appropriate preschool program with modifications to encourage speech, language and social skills. The curriculum is appropriate for the children’s developmental and cultural needs and covers cognitive, social, physical and emotional development through a modified use of both the “Creative Curriculum” (Dodge, 1988) and “High Scope Early Education Approach”
(Weilkart, 1970) curriculums. Specifically, many of the students in the Diego’s class have speech and language difficulties, so the classroom lessons are designed around eliciting and developing language skills through discussion and receptive and expressive language opportunities. As a part of his preschool program, Diego received speech and language services twice weekly, both as implemented in the classroom through collaborative teaching efforts, as well as through individual pull-out therapy for 30 minutes each session. Speech therapy goals focused on improving Diego’s articulation, most specifically on producing age-appropriate consonants in the initial and final position of the word.

Literacy was embedded into the preschool program through lessons shared with adult facilitators, in both individual as well as large group settings, where thematic books are available for the students’ use. During the course of a class day, Diego also had additional opportunities to use language skills by participating in social play, physical activities, and personal exploration during choice activities, as well as during small and large group lessons. Adults were available to encourage and facilitate language with the children in the program throughout the day.

**Intervention**

After Diego’s need for language and literacy intervention was identified from in-classroom observation and assessment, Diego’s parents were contact and given a pre-intervention survey (see Appendix A). In the survey, the family identified literacy as an area of need and home visits were set up to further discuss their areas of concern. During the home intervention with Diego and his family which occurred from November 2011
through April 2012, the researcher initially began the intervention by using some of Diego’s favorite books that he already owned in order to get an idea of how the family interacted with Diego while they were reading to him. As a result of this observation, the researcher provided training in dialogic reading techniques to both the Mother and older brother, as they were the people who were indicated on the pre-intervention survey as the people who read to Diego most frequently. The researcher used the observations of the family’s reading to Diego in order to explain what dialogic reading was, and also included a video presentation of an expert explaining the technique and showing concrete examples of someone engaging in the process with a young child (Public Broadcasting System, 2007). During the showing of the video, the researcher interrupted the video several times to discuss with the family about how these steps could be incorporated into actual practice with Diego. The researcher then demonstrated the process of dialogic reading with Diego while his mother joined the group. Diego’s mother was nervous about completing the process with Diego, and asked the researcher to demonstrate the technique several more times. When it was time for the Mother to try the process, she seemed to understand the process clearly and was able to apply it effectively with Diego.

At the end of the nine-month intervention period in April 2012, the family was given a post-intervention assessment (see Appendix B) and anecdotal information was collected from a home visit. At that time, additional discussion with the family was held on the family’s views on the practices of literacy and language development as the intervention was completed, and the researcher evaluated the success of the intervention.
Data Collection

The researcher initially met with Diego and his family when Diego entered the researcher’s preschool special day class in the fall of 2010. As a part of the intake process, Diego was assessed for placement purposes, including Diego’s present level of performance in literacy and language skills through informal observation and informal assessment procedures, such as the Preschool Readiness Portfolio (see Appendix C). The Preschool Readiness Assessment measures receptive and expressive language-based skills, including cognitive, social and fine motor skills through the use of a play-based interactive checklist administered to the student by the teacher. The process of data collection occurred over seventeen months, including the 2010-2012 academic years and excluding summer vacation time. The researcher was also in bi-monthly contact with the family through home-based visits, in order to discuss developmental concerns for Diego about his speech and language delay, as well as educating and training the family in language and literacy building activities, such as providing research-based information on the dialogic reading method. In addition, the researcher and the family met for Diego’s bi-annual parent conferences and annual IEP meetings, beginning in the fall of 2010 and ending in the spring of 2012. At these meetings, Diego’s progress was reported and discussed, followed by dialogue about what steps would be taken to further Diego’s overall development, including his speech, language, and literacy skills.

Data was collected taken on an on-going basis through observations, anecdotal notes, pre- and post- intervention surveys and a continuous reading log (see Appendix D). As a part of the home visits, after the family’s language and literacy concerns for Diego were identified and the intervention was determined, the family was asked to fill out a
pre-intervention survey that addressed aspects of literacy in the home environment (see Appendix A). Through observation, family interviews and the pre-intervention survey, the development of expressive and receptive language and literacy skills had been identified as an area of concern for Diego by Diego’s family and the researcher. Diego was also given baseline assessments such as the Desired Results Developmental Profile (DRDP)/Access, which was then repeated bi-annually to monitor Diego’s progress. The DRDP/Access is an observation-based assessment that measures Diego’s overall cognitive, social, self-help, and motor skills, with the researcher focusing on the language and literacy sections of this assessment for the purposes of this research (see Appendix E and F).

Once the family’s language and literacy intervention in dialogic reading techniques had begun, the researcher continued to visit the family bi-monthly for an average period of two hours each visit in order to train the mother and older brother in dialogic reading, since they were identified as the family members who were able to participate most frequently with Diego in the dialogic reading process. To address any areas of concern that the family might be experiencing about Diego’s language-based literacy skills, anecdotal records of these visits were kept by the researcher. As a part of the home intervention program, a continuous reading log was instituted and data was collected that contained information about when and how often dialogic reading occurred, how long each session lasted, how the session was done, who participated in the session with Diego, what specific books were read, and who used more language during the session-the reader or Diego (see Appendix D). The family was encouraged to use books that focused on Diego’s current areas of interest, which were identified as
being space, body parts, and humor-related materials. Over the course of the intervention period, Diego’s progress in language and literacy development was monitored through the use of the continuous reading log, the DRDP/Access assessment, observation and anecdotal notes.

At the end of the intervention period, Diego’s language and literacy progress was re-evaluated using the DRDP/Access, which was the same assessment that was used to obtain some of Diego’s baseline level functioning. In addition, the family was given a post-intervention survey (see Appendix B) to evaluate the family’s response to Diego’s progress throughout the intervention. In addition to basic information about Diego’s literacy skills, the post-intervention survey asked additional questions such as what the family found to be most valuable benefit from the intervention, what differences the family noticed in reading interaction with Diego since the intervention, and comparison of the family’s comfort level in reading pre- and post-intervention. The family was also asked to identify any further concerns that they may have had. Anecdotal information about Diego’s language and literacy development was also obtained by the researcher in an open discussion with the family during the final home visit which occurred in the spring of 2012.
CHAPTER 4

Findings

When Diego completed his Preschool Readiness Portfolio with the researcher (see Appendix C), Diego’s speech and language delay was very apparent, and impacted the results of the assessment. His severe articulation difficulties obstructed Diego’s ability to verbalize responses to the researcher’s questions, although it was clear that Diego understood many of the academic concepts. On his Preschool Readiness Portfolio assessment, Diego demonstrated receptive language-based academic skills by pointing to seventeen body parts, but was not able to name any of them due to his severe speech and language delay. Diego was also able to point to nine out of eleven colors, and three shapes. Diego attempted to pronounce the names of the shapes and colors that he identified through verbal approximations that were unintelligible. Diego was inconsistent in counting to three and verbalized that information, using approximations for the number words. In the area of literacy, Diego was able to identify one letter, which was the first letter of his first name. He demonstrated knowledge of the preposition “in” by manipulating objects used in the play-based assessment, but was unable to verbalize this concept. However, Diego was unable to identify other object-based prepositions, such as “under”, “on”, “off”, “behind” and “in front of”. Diego was able to point at many of the objects requested by the researcher, but was unable to name them.

Desired Results Developmental Profile (DRDP)/Access

The language indicator section of Diego’s initial Desired Results Developmental Profile (DRDP)/Access (see Appendix E), given in November of 2010, which measures
comprehension, responsiveness, self-expression, and use of language in conversation, indicated that Diego scored in the low range for all sections. In comprehension, Diego scored a four out of nine, which means that he was “able to recognize words that are used frequently in routines to name things or actions” (Napa County of Education, 2011, p. 33). On responsiveness, Diego received a score of five as “emerging”, which means that Diego is able to follow directions within a daily routine. On the self-expression section, Diego received a score of three, which indicated that he “used word approximations and gestures to communicate” (Napa County of Education, 2011, p. 35). In the use of language in conversation section, Diego scored three out of nine, which means that he participated in communication with adults “using vocalizations, gestures or facial expressions” (Napa County of Education, 2011, p. 36). It was noted that on this administration of the DRDP, only those who were familiar with Diego’s speech were able to understand his usage, otherwise, his language was unintelligible and not easily understood by listeners.

On the literacy indicator section of the same initial DRDP (see Appendix F), Diego scored in the low to mid-range on all measures. The literacy section of the DRDP measures literacy interest, understanding of print, demonstration of letter and word concepts, phonological awareness, early writing skills, and comprehension of text. On the literacy interest section, Diego scored a three out of nine, indicating that he “attends for short periods of time as adult reads books, sings songs and says rhymes” (Napa County of Education, 2011, p. 51). On the understanding of print section, Diego scored a five out of nine, which indicated that he “understands how books are handled and organized” (Napa County of Education, 2011, p. 52). On the demonstration of letter and
word concepts section, Diego received a score of three, which meant that Diego “shows an understanding that concrete objects can represent real things” (Napa County of Education, 2011, p. 53). Under the phonological awareness section, Diego received a score of three out of nine, showing that he “imitated novel sounds” (Napa County of Education, 2011, p. 54). In the early writing skills section, Diego scored five out of nine, indicating that he was able to “attempt to make marks and imitate circles, horizontal and vertical lines” (Napa County of Education, 2011, p. 54). On the comprehension of text section, Diego scored a 0, which meant that he was not able to demonstrate an intelligible response to text being read, and did not answer specific section verbally in a coherent manner.

In a follow-up administration of the DRDP in April of 2012 given at the end of the intervention, Diego’s ability had improved to the upper range for all sections. On the language indicator section (see Appendix E), for comprehension, Diego scored an eight out of nine, which meant that he was able comprehend language that described abstract concepts such as location or comparison” (Napa County of Education, 2011, p. 33). For responsiveness, Diego also received a score of eight emerging into nine, which meant that he could “carry out three-step instructions that are part of a familiar routine” (Napa County of Education, 2011, p. 34). In the area of self-expression, Diego received a score of 8 out of 9, which means that he could use “an increasing variety of complex sentences” (Napa County of Education, 2011, p. 35). For the use of language in conversation, Diego received a score of nine out of nine, indicating that he was able to have “extended conversations that include discussions of emotions, ideas and information obtained from the other person” (Napa County of Education, 2011, p. 35). It was also
noted that the unintelligibility of Diego’s speech had improved to the point that it was understood by some of his peers and surrounding adults in the classroom and at home. The comparison of Diego’s pre- and post-intervention language indicator DRDP assessment scores are shown in figure 2.

**Figure 2**

DRDP Language Indicator: Pre-Intervention (November 2010) and Post Intervention (April 2012)

On the literacy indicator section of the same DRDP (see Appendix F), Diego scored in the mid to high range on all measures. On the literacy interest section, Diego scored nine out of nine, indicating that he was able to “locate and request books and information that relate to classroom activities and experiences” (Napa County of Education, 2011, p. 51). On the understanding of print section, Diego also scored nine out of nine, which indicated that he “understands how print is used in various ways, in different print materials” (Napa County of Education, 2011, p. 52). On the demonstration
of letter and word concepts section, Diego received a score of seven, which meant that Diego could “know some letters by sight and by name, or recognizes own name in print” (Napa County of Education, 2011, p. 53). Under the phonological awareness section, Diego received a score of seven emerging out of a total score of nine, showing that he “identified sounds at the beginning of words” (Napa County of Education, 2011, p. 54). In the early writing skills section, Diego scored an eight out of nine, indicating that he could “begin to make a few recognizable letters, and knows that what is written can be read by others” (Napa County of Education, 2011, p. 54). Finally, on the comprehension of text section, Diego scored eight out of nine, which meant that he “could relate a sequence of events of a story” (Napa County of Education, 2011, p. 54). As a result of Diego’s final assessment scores being high, along with the progress that he had made during the intervention, the professional findings allowed Diego to test out of the special day class and enter a general education kindergarten class in the fall with speech and language support. The comparison of Diego’s pre- and post-intervention literacy indicator DRDP assessment scores are shown in figure 3.
Family Survey and Discussions

When the researcher first began working in November 2010 with the family during monthly home visits, the researcher took anecdotal notes of several discussions with the family about the value of family involvement in connection with increased literacy support. The family made it clear that they were concerned about Diego’s language ability and communication skills, and expressed interest in learning additional ways of supporting Diego’s language development through literacy. The mother reported that she and Diego’s older brother occasionally read to Diego, especially before bed, but that Diego did not like it, so they didn’t do it often since it was a challenge for them. The family did not have a strong background in literacy as a component to language development, and expressed serious concerns that Diego be able to communicate verbally with family and friends without struggling.
In addition to discussions with the family, the parents were given a pre-intervention survey about literacy (see Appendix A) which was modified from an existing literacy inventory (Marvin & Ogden, 2002) to fit the researcher’s needs for this intervention. The pre-intervention survey asked the parents about the types of activities that they did with their children that involved literacy, including non-print activities, reading activities, writing activities and their child’s current abilities. The mother reported that Diego engaged in TV, videos and video games as a family activity. She also reported that they sang songs and would retell stories that Diego had seen on TV, as well as spelling Diego’s name aloud. Under the category of reading activities, Diego’s mother reported that the family did not visit the library, but that they did read books on a daily basis. The brother read to Diego daily, while the mother read once a week and the father read a few times a month. They usually engaged in reading before bed, and reported that they would read the title of the book as well as the words in the book, asking Diego to turn the pages and point to pictures as they read. The strongest influence on Diego was from playing video games. The mother also reported that Diego could identify logos, such as Target and McDonald’s, and that he could identify his own name in print.

The researcher also left the family with a reading log to record how often and how long reading occurred with Diego, who read with Diego and what book was used, as well as an indication of who used more language during the process, the adult or the child, along with any additional comments that the reader wanted to make. The mother frequently indicated high scores for the process, usually recording a score of seven to nine on a scale of one to ten, with one lowest and ten being the highest scores possible.
The scores rose consistently after the mother’s report of an initial score of six. When asked who used language more, the mother indicated that most often Diego used the most language during the process, rather than the adult who was working with Diego. In the additional comments section, the mother indicated what types of books that Diego specifically enjoyed, as well as specific comments that Diego had made, such as “lots of ‘why’ questions” or that he was able to retell the story when asked. It was also apparent that the family had used many of the same books that Diego enjoyed over and over again during this process. It was recorded that the family read to Diego almost every day during the intervention process, and sometimes even twice a day, spending anywhere from five to twenty minutes reading one book, increasing the use of language involved.

At the end of the nine months of specific intervention with Diego and his family that began in the fall of 2011 after eight months of initial data collection, the family was given a post-intervention survey to help the researcher to see growth or change in Diego’s language ability when using literacy, followed up with a post-survey discussion with the family. The post-intervention survey asked some similar questions to the pre-assessment survey with the addition of questions that asked about changes in the family’s comfort level with the literacy process, as well as what they found to be most helpful. A difference from the pre-intervention survey noted a change in the type of media the family and Diego engaged in to include more literacy-based media. The family also reported more awareness of the types of media, including books and television programs that elicit more language. The mother also reported that the reading log was helpful to them to show them how much literacy and language had been developed over time. The family reported a change in Diego’s language ability, noting increased feedback from
Diego as being important. The family’s comfort level during the intervention improved from a level of “well” at the beginning of the intervention to a level of “even better” during the post-intervention survey. The mother particularly noted that prior to the intervention she hadn’t known what questions to ask, but that now she did, and she noticed a difference in Diego’s reading reaction once the family became increasingly proficient in the dialogic reading process. She also noticed that Diego was a lot more talkative now than he was previously. When asked if she had any further concerns, the mother reported “not any more”, and on a scale of one to ten for overall literacy development, with one being the lowest score and ten being the highest score, the mother reported a score of eight to nine, and indicated that the family now visits the library and reads books repetitively. On the pre-intervention survey, Diego’s level of literacy performance was to recognize logos and his name in print, but on the post-intervention survey, it was reported that Diego was able to pretend to read books, recognize letters of the alphabet in addition to recognizing logos. Diego has demonstrated connection to the stories being read to him by drawing pictures of the characters in the stories.
CHAPTER 5

Discussion

The intervention for the family supported many aspects of improving language and literacy development for Diego. When examining the results of this study, it is important to consider the relationship between the family history and Diego’s learning ability. At the beginning of the initial intake interviews with the family, it was clear that there was a concern about language development within the family, due to a pattern of speech and language delays seen in the family. Diego’s father was open to sharing his own learning struggles, especially in the areas of language and literacy, and he was willing to share his experiences as a dual language learner who had originated from Mexico before arriving in the U.S., which also impacted his special learning needs. Since both Diego’s father and older brother experienced speech and language concerns that were reported to be resolved at the age of five, there appears to be some hereditary connection between the older males in the family and Diego’s speech apraxia. Diego’s father’s experiences allowed him to create a strong rapport with the struggles that Diego was also experiencing. In addition, the father’s family history of strong parental enforcement of a Spanish-speaking household and the cultural of values of contact with extended family over learning English in school. This experience caused Diego’s father to encourage an English-only household for his children, which included limited contact with extended family members, such as Diego’s grandmother, supporting contact with just the immediate family group. Diego’s father also preferred having his wife and Diego’s older brother provide intervention support for Diego’s language during dialogic reading due to his concerns about his own learning disability. Home intervention in
conjunction with support of the school practices as well was warmly received as an appropriate support for Diego’s language and literacy development by both Diego’s mother and father.

Diego’s assessment scores indicated steady growth from the time of his entrance into the researcher’s special day class until the end of the family intervention process. At the beginning of the process, Diego’s articulation difficulties were so severe that they impacted Diego’s ability to appropriately demonstrate his other developmental skills, including his cognitive and social development. Due to his inability to verbally express himself, Diego would often pantomime what he wanted to say while using speech approximations, acting out the sounds to reinforce what he was trying to say. For example, to express that he saw a bird, Diego would point at the tree and move his arms as if he was flying, using speech approximations for the word “bird” as well as acting out the sounds of “tweet, tweet, tweet” in order to support and convey his message. At first, it was unclear how much cognitive ability Diego really possessed, but as Diego’s speech emerged more clearly over time, it was clear that his cognitive abilities were intact and age appropriate, but limited by what he was physically able to express. Diego was able to point to items to identify them, but initially his speech approximations for the related word were unintelligible. Over time, his articulation became increasingly more specific and smooth, and parts of words and closer approximations of words emerged and his understanding of the concepts was communicated more clearly.

The specific areas of development that were focused on during Diego’s intervention were language and literacy, due to his speech and language delay. Although the family initially expressed concern about Diego’s language skills, it was also apparent
that Diego’s literacy skills needed support as well, and dialogic reading was selected as an intervention that could reinforce both skills. Language development and literacy has been shown through the research that has been compiled throughout this intervention to have a direct impact on each other, with dialogic reading having been proven to develop language through its use of having the child direct the reading process by retelling the story (Trivette & Dunst, 2007). This connected process was shown to be effective as it was reinforced through the use of dialogic reading in the home along with school instruction.

Diego’s mother initially reported that Diego was reluctant to read books and was not interested in discussing books prior to the intervention, but as the intervention progressed and the use of preferred familiar books and repetitive reading of familiar texts occurred, that perception changed. Diego became more involved and used more language as the books were read using the dialogic reading process, which was also helpful in the development of Diego’s reading skills as well. The use of familiar books and repetitive readings of texts are appropriate within the dialogic reading process because the child becomes more familiar with the text, allowing the child to comprehend more and increasing the likelihood of verbal interaction about the story (Trivette & Dunst, 2007).

It was clear that the dialogic reading process was useful in helping the family understand the benefits that accompany increased participation in shared book reading. As a part of the pre-assessment survey, it was reported that the family did not go to the library, but the post-assessment survey indicated that this was an event that the family now engaged in every few weeks. The post-intervention survey also indicated that the genre of the media that was used in the home had also matured from very commercial to
more educationally-oriented content as the family realized the importance to Diego’s education of what he was reading.

At the beginning of the intervention, it was apparent that dialogic reading did not represent the family’s usual way of reading books and interacting with Diego about them. The intervention training in dialogic reading provided the family with a new view on how to approach reading books while reinforcing language development. On the post-intervention survey, the mother reported that one of the most useful parts of the intervention was the reading log which helped them to see how much language was actually occurring and that Diego’s use of language had increased during the dialogic reading sessions. Diego’s comfort level with literacy and his engagement in communicating about reading and books improved as the intervention progressed, as shown by his increased comprehensible feedback during the process. As the family learned more about the dialogic reading process and put it into practice with Diego, their comfort level of knowing how to implement the process and understand what questions could be asked during the readings that would encourage Diego’s connection with the text. In the end, although Diego’s older brother was involved with some of the interventions, Diego’s mother ended up being the main support in the process, and was able to see the most progress. Diego certainly became more clearly verbally expressive during the course of the intervention as he interacted with his family during the reading, and he was able to discuss his feelings and interests that connected to other areas of his family life as well. By the end of the intervention, Diego’s overall literacy skills became progressively well-developed to a developmentally appropriate age level, as well as his general relationship with print. As Diego’s ability emerged as he matured from three to
five years old, his family experienced a renewed emphasis on literacy. Additional skills related to literacy were also developed, including Diego being able to write his name, being able to recognize some letters in print, and drawing pictures related to what he comprehended from the story. In the end, when asked on the post-intervention survey as well as during the follow-up discussion whether she had any additional concerns, Diego’s mother reported that her concerns had subsided and she expressed relief that Diego’s communication and language skills had improved and should continue to improve during his general education class experience.

Limitations

This study was conducted with only one case study family, and may not be able to be generalized to other children and families. However, this study does indicate that the dialogic reading process can play an important role and have a significant impact on the development of language and literacy skills in a young child with speech and language delays. The fact that Diego was also a student in the researcher’s special day classroom allowed for Diego’ learning to be reinforced during classroom instruction as well being supported through what the intervention provided. Since Diego was also the researcher’s student, the researcher was also aware of what was being focused on at home and the researcher was able to connect home and school in her instruction to develop Diego’s language and literacy skills. Many other additional factors may have also contributed to Diego’s success for example when Diego first entered the researcher’s classroom he already received speech and language services from a speech and language pathologist, and continued to receive speech and language services throughout the time frame of the study. The collaboration that occurred between the speech and language pathologist, the
family, and the researcher also supported Diego’s progress. Diego’s developing maturity from age three when he entered the program until his current age of five was also a factor in his increased ability to communicate. Data collection for this study initially began when Diego first entered the preschool program and he was identified as a potential candidate for this research. He was assessed and continued receiving speech therapy when he began the program in the fall of 2010. The home-based intervention did not begin until the fall of 2011 after the need for appropriate intervention was identified through discussion and collaboration between family and the researcher. In terms of data collection, it was found that although the pre- and post-intervention surveys were useful to generalize information about the intervention process, the most important information was often clarified and expanded upon during discussions with the family and this information was included in the data as anecdotal notes by the researcher.

**Implications for Practice**

The findings of this research indicate the importance of early childhood special education programs to develop an on-going system of open communication between the with families. This may include home visits, parent surveys to identify parent concerns, and to provide information through parent newsletters. Home visits are specifically important for early interventionists to gain an understanding of the whole child as he or she is impacted by the relationship with the family and by the family’s cultural beliefs and values. Home visits allow interventionists to receive a clear picture of who provides different aspects of support for different areas of the child’s education. For instance, Diego’s mother was very involved in facilitating the intervention, however, Diego’s father engaged him in conversations about Diego’s experiences and was very passionate
about his son’s achievements. Home visits, as well as workshops provided by the program, allowed for the modeling intervention strategies that contribute to literacy development. Information included dialogic reading, how to select appropriate materials, reinforce language through appropriate responses and create a positive literacy environment.

Parent surveys provide interventionists a more in-depth view of areas of need as identified and expressed by the family, and provide topics for home visits as a follow-up to their concerns. Parent newsletters can also focus on meeting the needs regarding specific parental concerns, by providing information about different areas of development and how parents can become more involved in their child’s learning. Collaboration is critical between the family and professionals, including early special education teachers, speech and language pathologists, and other therapists that may provide services necessary for a child’s progress. Part of Diego’s successful outcome was due to the positive collaboration between the service providers that worked with Diego and his family.

The transition of a child with special needs to a new environment and the new professionals that may be supporting that child should be facilitated by the current service providers in order to ensure a smooth transition from one classroom to the next. Part of that transition should include providing preparation and emotional support for the family as the child and progresses through appropriate developmental stages, as well as disseminating information from professionals about advocacy for their child’s needs.
References


http://www.reading.org/General/AboutIRA/PositionStatement/FamilySchoolPosition


http://www.census.gov/compendium/statab/cats/population.html


Appendix A

Pre Intervention Survey

(Based on Marvin & Ogden, 2002)

Complete the following items with your child’s current interests and abilities in mind. Not all items will apply to your child or your home.

1. What is your child’s favorite:

   Storybook? ________________________________
   Movie/Video? ________________________________
   TV Show? ________________________________
   Nursery rhyme/Finger Song? ________________________________
   Writing/Drawing Utensil? ________________________________

NON-PRINT ACTIVITIES

2. How does your child watch T.V./Videos/Video Games at home? (check the one that is the most common):

   _____ Alone
   _____ With other children/adults in the room
   _____ With an adult commenting/explaining the program

3. Which of the following non-print activities does your child do with someone at home at least weekly? (check all that apply):

   _____ Sings songs
   _____ Does “finger play” songs or games
       (e.g., Itsy Bitsy Spider, Wheels on the Bus)
   _____ Recites nursery rhymes or jingles
   _____ Tells made-up stories without books
   _____ Sings the A-B-C’s
   _____ Listens to stories on audio tapes
____ Plays rhyming games (e.g. dog/bog, cat/rat, boy/toy)
____ Makes up nonsense words or pretends to talk in another language
____ Has fun talking very fast or very slowly
____ Retells stories that he has heard or seen in videos/TV/movies
     or books
____ Finds the first letter of their name in logos or commercials
____ Spells his name or familiar words out loud

READING ACTIVITIES

4. Do you and your child visit the library?  Yes  No

5. If you and your child visit the library, what activities do you do there?

     ______ Pick books to read together at home
     ______ Select movies to see
     ______ Listen to story time

6. How often do you or other family members read stories/books aloud to your
child? (check one):

     _____ Once a month
     _____ Less than once a week
     _____ One to two times a week
     _____ Daily

7. Who reads with your child and how often? (Check all that apply):

     _____ Mom  _____ Less than once a week  _____ One to two times a week  _____ Daily
     _____ Dad  _____ Less than once a week  _____ One to two times a week  _____ Daily
     _____ Older sister  _____ Less than once a week  _____ One to two times a week  _____ Daily
     _____ Older brother  _____ Less than once a week  _____ One to two times a week  _____ Daily

8. Where is your child most often positioned with you for book reading at
home? (choose the two most typical positions):

50
9. How frequently does your child “read” or look at books by himself at home? (check one):

_____ Never
_____ At least one or two times a week
_____ Less than once a week
_____ Daily

10. When you or someone else at home reads a book with your child, what do you usually do? (check all that apply):

_____ Read the title page/cover
_____ Tell the story in your own words
_____ Read the words in the book
_____ Point to page numbers and name them
_____ Point to pictures and label them
_____ Point to words in the book
_____ Point to letters and name them
_____ Ask your child to “turn the page”
_____ Ask your child to label the pictures (e.g. “What is this?”)
_____ Ask your child to point to the pictures
   (e.g. “Where is the ____? Show me the ______?”)
_____ Ask your child to point to a word
   (e.g. “Can you find the word ‘zoo’?”)
_____ Ask your child to read a word (e.g. “What does this say?”)
_____ Read a word incorrectly, and wait for your child to correct you
_____ Ask your child what happened in the story
_____ Ask your child what will happen next in the story
_____ Ask your child to explain why something happened
_____ Relate events and characters in the story to your child’s own life

11. How does your child participate in shared reading activities at home? (check all that apply):
______ Chooses books to read alone, or to be read aloud
______ Listens quietly as someone else reads aloud
______ Reads the title/cover
______ Turns pages
______ Reads the page numbers
______ Finds words with the same letters as his own name
______ Says “The End” when a story is finished
______ Pretends to read the book
______ Points to pictures
______ Labels pictures of objects and people
______ Labels the action in pictures
______ Asks you questions or makes comments about the during reading
______ Answers your questions during or after readings
______ Asks you, “What does this say?”
______ Points to and reads familiar words
______ Retells the story while turning the pages
______ Tries to guess what will happen next
______ Other__________________________________________________

12. Which of the following activities does your child do at least once a month? (check all that apply):

______ Visits the library?
______ Goes to a bookstore?
______ Selects videos for rental?
______ Dials a familiar number on the telephone?
______ Selects a favorite packaged food at the grocery or convenience store?

13. What printed material does your child see or use in the home, at least weekly? (check all that apply):

Sees adults use weekly  Child “looks at” with interest weekly

______ Magazines
______ Novels or other adult books
______ Dictionaries/encyclopedias
______ Newspaper
______ Catalogs
______ Advertisement flyers
WRITING ACTIVITIES

14. How often does your child do some writing drawing or “pretend writing” at home? (Check one):

___ less than once a week
___ at least once a week
___ daily

15. Which of following writing/drawing materials does your child see or use at home at least weekly? (check all that apply):

Sees adults use weekly  Child uses weekly
16. When you or someone else at home draws or writes with your child at home, what do you usually do? (check all that apply):

- Position a writing/drawing utensil in the child’s hand
- Provide hand-over-hand assistance
- Comment on what the child is drawing/writing
- Sit silently and watch while the child draws/writes
- Leave them alone while they draw/write
- Encourage the child to “draw/write more”
- Tell the child what to draw/write or which colors to use
- Encourage child to copy what you draw/write
- Write the child’s name on the paper
- Encourage child to write their own name
- Draw/write a model for the child’s to copy
- Answer the child’s questions
- Answer the child’s questions
- Write words that the child dictates to you
______ Spell words aloud for the child to write
______ Make the letter sounds for the child to guess and write

17. When your child is writing or drawing at home what do they typically do? (Check all that apply):

______ Chooses writing/drawing activities
______ Draws pictures on paper
______ Draws pictures on computer
______ Plays with writing and drawing toys
       (Etch-a-Sketch, Magna-Doodle, etc.)
______ Practices writing/typing letters in alphabet
______ Copies letters or words
______ Writes his name
______ Pretends to write by scribbling
______ Writes words independently
______ Types words independently using a computer or typewriter
______ Dictates words or sentences for others to write down
______ Makes posters or signs for special events

CHILD’S CURRENT ABILITIES

18. Which one of the following statements best describes your current reading skills? (check one):
______ Does not read at all
______ Pretends to read
______ Recognizes letters of alphabet
______ Recognizes 5 or more logos
    (e.g., Target, McDonald’s, Coke/Pepsi, cereal box logos)
______ Reads 5 or more sight words (e.g., Stop, Exit)
______ Reads 10 or more words in books

19. Which one of the following statements best describes your child’s current writing skills? (Check one):

______ Does not write/draw at all
______ Scribbles/colors unrecognizable pictures
______ Colors in coloring books
______ Draws pictures of recognizable objects and characters
______ Writes some or all letters in the alphabet
______ Writes or copies their name
______ Writes/copies simple, familiar words
______ Writes simple notes, sentences
Appendix B

Post Intervention Survey

(Modified from Marvin & Ogden, 2002)

Complete the following items with your child’s current interests and abilities in mind. Not all items will apply to your child or your home.

1. What is your child’s favorite:
   
   Storybook? __________________________
   
   Movie/Video? ________________________
   
   TV Show? ___________________________
   
   Nursery rhyme/Finger Song? __________
   
   Writing/Drawing Utensil? ______________

2. What did you find most helpful during the study?

3. What did you find most helpful in regard to working with your child while reading?

4. What was your comfort level with interactive book reading with your child before this study?

5. What was your comfort level with interactive book reading with your child after this study?

6. How did you feel about your reading interactions before this study?

7. Have you noticed a difference in your reading interaction with your child since this study?
8. Do you have any further concerns about your child’s literacy development in regards to his language?

9. On a scale from one to ten (with one being the lowest and ten being the highest) what do you feel your child’s level of literacy development is?

NON-PRINT ACTIVITIES

10. How does your child watch T.V./Videos/Video Games at home? (check the one that is the most common):

   _____ Alone
   _____ With other children/adults in the room
   _____ With an adult commenting/explaining the program

11. Which of the following non-print activities does your child do with someone at home at least weekly? (check all that apply):

   _____ Sings songs
   _____ Does “finger play” songs or games
       (e.g., Itsy Bitsy Spider, Wheels on the Bus)
   _____ Recites nursery rhymes or jingles
   _____ Tells made-up stories without books
   _____ Sings the A-B-C’s
   _____ Listens to stories on audio tapes
   _____ Plays rhyming games (e.g. dog/bog, cat/rat, boy/toy)
   _____ Makes up nonsense words or pretends to talk in another language
   _____ Has fun talking very fast or very slowly
   _____ Retells stories that he has heard or seen in videos/TV/movies or books
   _____ Finds the first letter of their name in logos or commercials
Spells his name or familiar words out loud

READING ACTIVITIES

12. Do you and your child visit the library? Yes  No

13. If you and your child visit the library, what activities do you do there?

_______ Pick books to read together at home
_______ Select movies to see
_______ Listen to story time

14. How often do you or other family members read stories/books aloud to your child? (check one):

_____ Once a month
_____ Less than once a week
_____ One to two times a week
_____ Daily

15. Who reads’ with your child and how often? (Check all that apply):

_____ Mom   _____ Less than once a week   _____ One to two times a week   _____ Daily
_____ Dad   _____ Less than once a week   _____ One to two times a week   _____ Daily
_____ Older sister   _____ Less than once a week   _____ One to two times a week   _____ Daily
_____ Older brother   _____ Less than once a week   _____ One to two times a week   _____ Daily

16. Where is your child most often positioned with you for book reading at home? (choose the two most typical positions):

_____ In their special chair
_____ At the table
_____ On an adult’s lap
_____ Beside an adult on a sofa, large chair, or floor
_____ Lying on the bed
_____ Other__________________________________________________

17. How frequently does your child “read” or look at books by himself at home? (check one):

_____ Never
_____ At least one or two times a week
18. When you or someone else at home reads a book with your child, what do you usually do? (check all that apply):

- Read the title page/cover
- Tell the story in your own words
- Read the words in the book
- Point to page numbers and name them
- Point to pictures and label them
- Point to words in the book
- Point to letters and name them
- Ask your child to “turn the page”
- Ask your child to label the pictures (e.g. “What is this?”)
- Ask your child to point to the pictures (e.g. “Where is the _____? Show me the ______?”)
- Ask your child to point to a word (e.g. “Can you find the word ‘zoo’?”)
- Ask your child to read a word (e.g. “What does this say?”)
- Read a word incorrectly, and wait for your child to correct you
- Ask your child what happened in the story
- Ask your child what will happen next in the story
- Ask your child to explain why something happened
- Relate events and characters in the story to your child’s own life

19. How does your child participate in shared reading activities at home? (check all that apply):

- Chooses books to read alone, or to be read aloud
- Listens quietly as someone else reads aloud
- Reads the title/cover
- Turns pages
- Reads the page numbers
- Finds words with the same letters as his own name
- Says “The End” when a story is finished
- Pretends to read the book
- Points to pictures
- Labels pictures of objects and people
- Labels the action in pictures
- Asks you questions or makes comments about the during reading
- Answers your questions during or after readings
- Asks you, “What does this say?”
- Points to and reads familiar words
- Retells the story while turning the pages
Tries to guess what will happen next
Other _____________________________

20. Which of the following activities does your child do at least once a month? (check all that apply):

- Visits the library?
- Goes to a bookstore?
- Selects videos for rental?
- Dials a familiar number on the telephone?
- Selects a favorite packaged food at the grocery or convenience store?

21. What printed material does your child see or use in the home, at least weekly? (check all that apply):

<table>
<thead>
<tr>
<th>Sees adults use weekly</th>
<th>Child “looks at” with interest weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magazines</td>
<td></td>
</tr>
<tr>
<td>Novels or other adult books</td>
<td></td>
</tr>
<tr>
<td>Dictionaries/encyclopedias</td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td></td>
</tr>
<tr>
<td>Catalogs</td>
<td></td>
</tr>
<tr>
<td>Advertisement flyers</td>
<td></td>
</tr>
<tr>
<td>Phone Book</td>
<td></td>
</tr>
<tr>
<td>Letters</td>
<td></td>
</tr>
<tr>
<td>TV/movie guides</td>
<td></td>
</tr>
<tr>
<td>Cookbooks/Instruction manuals</td>
<td></td>
</tr>
<tr>
<td>Photographs of families &amp; friends</td>
<td></td>
</tr>
<tr>
<td>Checkbook/budget book/bills</td>
<td></td>
</tr>
<tr>
<td>Comic books</td>
<td></td>
</tr>
<tr>
<td>Picture books for children</td>
<td></td>
</tr>
</tbody>
</table>
22. How often does your child do some writing drawing or “pretend writing” at home? (Check one):

____ less than once a week
____ at least once a week
____ daily

23. Which of following writing/drawing materials does your child see or use at home at least weekly? (check all that apply):

<table>
<thead>
<tr>
<th>Sees adults use weekly</th>
<th>Child uses weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pencil/pen &amp; paper</td>
</tr>
<tr>
<td></td>
<td>Crayons/markers</td>
</tr>
<tr>
<td></td>
<td>Paintbrushes, paints</td>
</tr>
<tr>
<td></td>
<td>Chalk</td>
</tr>
<tr>
<td></td>
<td>Computer</td>
</tr>
<tr>
<td></td>
<td>Calculator</td>
</tr>
<tr>
<td></td>
<td>Writing/drawing toys</td>
</tr>
<tr>
<td></td>
<td>Other writing tools</td>
</tr>
</tbody>
</table>
24. When you or someone else at home draws or writes with your child at home, what do you usually do? (check all that apply):

- Position a writing/drawing utensil in the child’s hand
- Provide hand-over-hand assistance
- Comment on what the child is drawing/writing
- Sit silently and watch while the child draws/writes
- Leave them alone while they draw/write
- Encourage the child to “draw/write more”
- Tell the child what to draw/write or which colors to use
- Encourage child to copy what you draw/write
- Write the child’s name on the paper
- Encourage child to write their own name
- Draw/write a model for the child’s to copy
- Answer the child’s questions
- Answer the child’s questions
- Write words that the child dictates to you
- Spell words aloud for the child to write
- Make the letter sounds for the child to guess and write

25. When your child is writing or drawing at home what do they typically do? (Check all that apply):

- Chooses writing/drawing actives
- Draws pictures on paper
- Draws pictures on computer
______ Plays with writing and drawing toys
   (Etch-a-Sketch, Magna-Doodle, etc.)
______ Practices writing/typing letters in alphabet
______ Copies letters or words
______ Writes his name
______ Pretends to write by scribbling
______ Writes words independently
______ Types words independently using a computer or typewriter
______ Dictates words or sentences for others to write down
______ Makes posters or signs for special events

CHILD’S CURRENT ABILITIES

26. Which one of the following statements best describes your current reading skills? (check one):

______ Does not read at all
______ Pretends to read
______ Recognizes letters of alphabet
______ Recognizes 5 or more logos
   (e.g., Target, McDonald’s, Coke/Pepsi, cereal box logos)
______ Reads 5 or more sight words (e.g., Stop, Exit)
______ Reads 10 or more words in books

27. Which one of the following statements best describes your child’s current writing skills? (Check one):

______ Does not write/draw at all
____ Scribbles/colors unrecognizable pictures
____ Colors in coloring books
____ Draws pictures of recognizable objects and characters
____ Writes some or all letters in the alphabet
____ Writes or copies their name
____ Writes/copies simple, familiar words
____ Writes simple notes, sentences
Appendix C

Preschool Readiness Assessment Portfolio

<table>
<thead>
<tr>
<th>BODY PARTS</th>
<th>Receptive</th>
<th>Expressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME: ______________________</td>
<td>DATE: ______________________</td>
<td></td>
</tr>
<tr>
<td>Mouth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ear</td>
<td></td>
<td></td>
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<tr>
<td>Head</td>
<td></td>
<td></td>
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<tr>
<td>Feet</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Arm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stomach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neck</td>
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<td></td>
</tr>
<tr>
<td>Chin</td>
<td></td>
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<tr>
<td>Cheek</td>
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<tr>
<td>Thumb</td>
<td></td>
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</tr>
<tr>
<td>Knee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elbow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoulder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre - 5 (2 1/2 - 3 year)  
mid-Pre - 1/2  
kinder - all
## Colors

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receptive</strong></td>
<td><strong>Expressive</strong></td>
</tr>
<tr>
<td>Red</td>
<td></td>
</tr>
<tr>
<td>Yellow</td>
<td></td>
</tr>
<tr>
<td>Blue</td>
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<td>Green</td>
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<td>Orange</td>
<td></td>
</tr>
<tr>
<td>Purple</td>
<td></td>
</tr>
<tr>
<td>Pink</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Brown</td>
<td></td>
</tr>
<tr>
<td>Gray</td>
<td></td>
</tr>
</tbody>
</table>

## Shapes

**Shapes:** Use manipulatives or shape pictures to test.

Have child point to the shapes you name. Circle the ones that are correct:

Points to: circle, square, triangle, rectangle, oval

**Score:**

**Names:** circle, square, triangle, rectangle, oval

**Score:**

**Standard:** M.G. 2.1
Preschool/Kdgn.  
Number Concepts Test

Name  ___________________  Date  ____________

Cue: Give me ______ blocks. (Circle correct responses)

1 2 3 4 5 6 7 8 9 10

Put out sets of blocks... Child counts and points to correct number on a number line.

1 2 3 4 5 6 7 8 9 10

Up to 10 - Kinder
1, 1 more - 3 year
2 - 3 1/2 year
1-3 - 3 1/2 to 4 year
up to 5 - high Pre
Trace / Copy first name

Preschool Writing Sample
Have child count out loud or count blocks to 10
- Counted to 5
- Counted to 10

Have child hand you blocks by saying.....
- Give me just one block
- Give me one more block
- (put blocks down) Give me 2
- (if they do 2), go on to 3
- 4
- 5

Present a big ball (block) and a little ball (block)
Have child point or give you correct one when you say:
- Give me the big one
- Give me the little one
then present a little apple (or something) and a big apple
this time start with little:
- Give me the little one
- Give me the big one

Set up 3 blocks and 3 clear cups with a block under, a block in, and a block on
Have child point when you say:
- Point to the block "under" the cup
- Point to the block "on" the cup
- Point to the block "in" the cup

Then point to each cup and ask... Where is the block
answer should be "under" "on" "in" 2 1/2 yr
high-pre

on/off - 2 1/2 yr
under - 3 1/2
## Appendix D

### Reading Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Book Title</th>
<th>How Long? Minutes?</th>
<th>&quot;Language Scale&quot;</th>
<th>Who was involved?</th>
<th>Who used more language?</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Very little language</td>
<td>1</td>
<td>person</td>
<td>Adrian or the reader?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Language conversation</td>
<td>2</td>
<td>person</td>
<td>Adrian or the reader?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>person</td>
<td>Adrian or the reader?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>person</td>
<td>Adrian or the reader?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>person</td>
<td>Adrian or the reader?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>6</td>
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<td></td>
<td>7</td>
<td>person</td>
<td>Adrian or the reader?</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>8</td>
<td>person</td>
<td>Adrian or the reader?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>person</td>
<td>Adrian or the reader?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>person</td>
<td>Adrian or the reader?</td>
</tr>
</tbody>
</table>
## Desired Results Developmental Profile (DRDP)/Access

### Language

<table>
<thead>
<tr>
<th>Indicator: Language</th>
<th>LANG1: Language Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 □</td>
<td>Comprehends language that describes past or future events and language that describes how and why things happen.</td>
</tr>
<tr>
<td>8 □</td>
<td>Comprehends language that describes abstract concepts such as location or comparison.</td>
</tr>
<tr>
<td>7 □</td>
<td>Comprehends simple pronouns and possessives used to refer to things in the environment.</td>
</tr>
<tr>
<td>6 □</td>
<td>Comprehends the meaning of simple sentences.</td>
</tr>
<tr>
<td>5 □</td>
<td>Comprehends an increasing number of words including words used to refer to things that are not present.</td>
</tr>
<tr>
<td>4 □</td>
<td>Recognizes words that are used frequently in routines to name things or actions.</td>
</tr>
<tr>
<td>3 □</td>
<td>Recognizes a few familiar words that the adult says or a few familiar gestures the adult makes in context.</td>
</tr>
<tr>
<td>2 □</td>
<td>Responds to familiar adult’s voice or gestures.</td>
</tr>
<tr>
<td>1 □</td>
<td>Reacts to voices, sounds or gestures.</td>
</tr>
<tr>
<td></td>
<td>□ Emerging to the next level</td>
</tr>
<tr>
<td></td>
<td>□ Unable to rate, why (circle one): absence other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator: Language</th>
<th>LANG2: Responsiveness to Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 □</td>
<td>Carries out a request that has three related steps that are about a new and unfamiliar situation.</td>
</tr>
<tr>
<td>8 □</td>
<td>Carries out three-step instructions that are part of a familiar routine.</td>
</tr>
<tr>
<td>7 □</td>
<td>Carries out requests, comments, or questions that refer to actions that will happen at a later time.</td>
</tr>
<tr>
<td>6 □</td>
<td>Carries out one- and two-step instructions about unfamiliar routines or unrelated events.</td>
</tr>
<tr>
<td>5 □</td>
<td>Carries out instructions about familiar routines.</td>
</tr>
<tr>
<td>4 □</td>
<td>Responds to simple requests, comments, or questions that refer to routines or to the present situation.</td>
</tr>
<tr>
<td>3 □</td>
<td>Responds to a few familiar words or familiar gestures.</td>
</tr>
<tr>
<td>2 □</td>
<td>Responds to familiar adult’s voice or gestures.</td>
</tr>
<tr>
<td>1 □</td>
<td>Reacts to voices, sounds or gestures.</td>
</tr>
<tr>
<td></td>
<td>□ Emerging to the next level</td>
</tr>
<tr>
<td></td>
<td>□ Unable to rate, why (circle one): absence other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator: Language</th>
<th>LANG3: Expresses Self Through Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 □</td>
<td>Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict.</td>
</tr>
<tr>
<td>8 □</td>
<td>Uses increasingly varied and grammatically complex sentences.</td>
</tr>
<tr>
<td>7 □</td>
<td>Uses simple phrases and sentences, applying simple grammatical rules.</td>
</tr>
<tr>
<td>6 □</td>
<td>Combines words into phrases or sentences to express needs, feelings, and interests.</td>
</tr>
<tr>
<td>5 □</td>
<td>Communicates using increasing numbers of two word combinations.</td>
</tr>
<tr>
<td>4 □</td>
<td>Uses an increasing number of simple words to communicate.</td>
</tr>
<tr>
<td>3 □</td>
<td>Has a few word approximations or gestures that communicate.</td>
</tr>
<tr>
<td>2 □</td>
<td>Responds to environment through gestures, sounds, or facial expressions.</td>
</tr>
<tr>
<td>1 □</td>
<td>Makes sounds spontaneously.</td>
</tr>
<tr>
<td></td>
<td>□ Emerging to the next level</td>
</tr>
<tr>
<td></td>
<td>□ Unable to rate, why (circle one): absence other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator: Language</th>
<th>LANG4: Uses Language in Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 □</td>
<td>Has extended conversations that include discussions of emotions, ideas, and information obtained from the other person.</td>
</tr>
<tr>
<td>8 □</td>
<td>Maintains conversations about real or imaginary experiences.</td>
</tr>
<tr>
<td>7 □</td>
<td>Uses language appropriately for a variety of purposes.</td>
</tr>
<tr>
<td>6 □</td>
<td>Engages in simple conversations with adult that involve several related ideas.</td>
</tr>
<tr>
<td>5 □</td>
<td>Introduces one or two related ideas in back-and-forth communication with adult.</td>
</tr>
<tr>
<td>4 □</td>
<td>Engages in back-and-forth naming with adult using familiar single words.</td>
</tr>
<tr>
<td>3 □</td>
<td>Engages in back-and-forth communication with adult using vocalizations, gestures, or facial expressions.</td>
</tr>
<tr>
<td>2 □</td>
<td>Responds to adult’s voice or facial expressions during interaction.</td>
</tr>
<tr>
<td></td>
<td>□ Reacts to sounds or gestures</td>
</tr>
<tr>
<td></td>
<td>□ Emerging to the next level</td>
</tr>
<tr>
<td></td>
<td>□ Unable to rate, why (circle one): absence other</td>
</tr>
</tbody>
</table>

### Desired Result 2: Children are effective learners

<table>
<thead>
<tr>
<th>Indicator: Learning</th>
<th>LRN1: Curiosity and Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 □</td>
<td>Carries out a plan to test a hypothesis, thought, or idea.</td>
</tr>
<tr>
<td>7 □</td>
<td>Uses a variety of strategies to obtain additional information related to activities of interest.</td>
</tr>
<tr>
<td>6 □</td>
<td>Puts materials or objects together in new ways to learn what will result or to create something.</td>
</tr>
<tr>
<td>5 □</td>
<td>Expresses interest in new activities or materials by watching intently or by asking questions.</td>
</tr>
<tr>
<td>4 □</td>
<td>Performs simple actions in the environment to experiment with how things work.</td>
</tr>
<tr>
<td>3 □</td>
<td>Actively explores things in the environment.</td>
</tr>
<tr>
<td>2 □</td>
<td>Notices new people, objects, or sounds.</td>
</tr>
<tr>
<td>1 □</td>
<td>Orient to things in the environment.</td>
</tr>
<tr>
<td></td>
<td>□ Emerging to the next level</td>
</tr>
<tr>
<td></td>
<td>□ Unable to rate, why (circle one): absence other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator: Learning</th>
<th>LRN2: Attention Maintenance and Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 □</td>
<td>Continues with long-term activities, returning to them over several days or more.</td>
</tr>
<tr>
<td>7 □</td>
<td>Usually works through difficulties encountered in activities.</td>
</tr>
<tr>
<td>6 □</td>
<td>Continues activities on own even in a distracting environment.</td>
</tr>
<tr>
<td>5 □</td>
<td>Attends to more than one thing at the same time.</td>
</tr>
<tr>
<td>4 □</td>
<td>Maintains attention for a short time.</td>
</tr>
<tr>
<td>3 □</td>
<td>Pays attention to things of interest, but may be easily distracted.</td>
</tr>
<tr>
<td>2 □</td>
<td>Responds in different ways, depending on the situation.</td>
</tr>
<tr>
<td>1 □</td>
<td>Reacts to external events by change in state or attention.</td>
</tr>
<tr>
<td></td>
<td>□ Emerging to the next level</td>
</tr>
<tr>
<td></td>
<td>□ Unable to rate, why (circle one): absence other</td>
</tr>
</tbody>
</table>
### Appendix F

**Desired Results Developmental Profile (DRDP)/Access**

#### Literacy

<table>
<thead>
<tr>
<th>Indicator: Literacy</th>
<th>LIT1: Interest in Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ☐</td>
<td>Locates and requests books that relate to classroom activities and experiences</td>
</tr>
<tr>
<td>8 ☐</td>
<td>Relates content to own experience or theme</td>
</tr>
<tr>
<td>7 ☐</td>
<td>Takes an active role in reading activities and routines</td>
</tr>
<tr>
<td>6 ☐</td>
<td>Shows interest in a range of literacy activities with increasing independence</td>
</tr>
<tr>
<td>5 ☐</td>
<td>Initiates and shows interest in reading, listening to stories, imitating rhymes, and singing songs</td>
</tr>
<tr>
<td>4 ☐</td>
<td>Participates in reading, singing, or rhyming initiated by adult</td>
</tr>
<tr>
<td>3 ☐</td>
<td>Attends for short periods of time as adult reads books, sings songs, or says rhymes</td>
</tr>
<tr>
<td>2 ☐</td>
<td>Plays with books and responds to songs</td>
</tr>
<tr>
<td>1 ☐</td>
<td>Reacts to movements, patterns, gestures, and facial expressions</td>
</tr>
<tr>
<td>☐ Emerging to the next level</td>
<td></td>
</tr>
<tr>
<td>☐ Unable to rate, why (circle one): absence other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator: Literacy</th>
<th>LIT2: Concepts of Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ☐</td>
<td>Understands how print is used in various ways in different print materials</td>
</tr>
<tr>
<td>8 ☐</td>
<td>Understands that print is organized into units such as letters, sounds and words</td>
</tr>
<tr>
<td>7 ☐</td>
<td>Understands the role of print in telling a story</td>
</tr>
<tr>
<td>6 ☐</td>
<td>Demonstrates emerging knowledge that symbols and print carry meaning</td>
</tr>
<tr>
<td>5 ☐</td>
<td>Understands the way books are handled and organized</td>
</tr>
<tr>
<td>4 ☐</td>
<td>Not yet</td>
</tr>
<tr>
<td>☐ Emerging to the next level</td>
<td></td>
</tr>
<tr>
<td>☐ Unable to rate, why (circle one): absence other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator: Literacy</th>
<th>LIT3: Letter and Word Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ☐</td>
<td>Knows most of the letters by sight and by name, and recognizes some familiar whole written words</td>
</tr>
<tr>
<td>8 ☐</td>
<td>Knows 10 or more letters by sight and by name, and understands that letters make up words and have corresponding sounds</td>
</tr>
<tr>
<td>7 ☐</td>
<td>Knows some letters by sight and by name, or recognizes own name in print</td>
</tr>
<tr>
<td>6 ☐</td>
<td>Recognizes simple symbols (numbers, letters, logos) in the environment</td>
</tr>
<tr>
<td>5 ☐</td>
<td>Shows understanding that a series of pictures represents a story</td>
</tr>
<tr>
<td>4 ☐</td>
<td>Shows understanding that pictures represent people and things</td>
</tr>
<tr>
<td>3 ☐</td>
<td>Shows understanding that concrete objects can represent real things</td>
</tr>
<tr>
<td>2 ☐</td>
<td>Attends to things that adult points to, shows, or talks about</td>
</tr>
<tr>
<td>1 ☐</td>
<td>Reacts to movements, patterns, gestures, and facial expressions</td>
</tr>
<tr>
<td>☐ Emerging to the next level</td>
<td></td>
</tr>
<tr>
<td>☐ Unable to rate, why (circle one): absence other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator: Literacy</th>
<th>LIT4: Phonological Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ☐</td>
<td>Segments parts of words</td>
</tr>
<tr>
<td>8 ☐</td>
<td>Blends part of words</td>
</tr>
<tr>
<td>7 ☐</td>
<td>Identifies sounds at the beginning of words</td>
</tr>
<tr>
<td>6 ☐</td>
<td>Identifies words that rhyme</td>
</tr>
<tr>
<td>5 ☐</td>
<td>Shows awareness of words and syllables as units of sound</td>
</tr>
<tr>
<td>4 ☐</td>
<td>Engages in play with sounds in words and songs</td>
</tr>
<tr>
<td>3 ☐</td>
<td>Imitates novel sounds</td>
</tr>
<tr>
<td>2 ☐</td>
<td>Produces repetitive sounds</td>
</tr>
<tr>
<td>1 ☐</td>
<td>Reacts to sounds in the environment</td>
</tr>
<tr>
<td>☐ Emerging to the next level</td>
<td></td>
</tr>
<tr>
<td>☐ Unable to rate, why (circle one): absence other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator: Literacy</th>
<th>LIT5: Emerging Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ☐</td>
<td>Writes own name and simple words (mostly using correct letters)</td>
</tr>
<tr>
<td>8 ☐</td>
<td>Begins to make a few recognizable letters and knows that what is written can be read by others</td>
</tr>
<tr>
<td>7 ☐</td>
<td>Makes letter-like symbols as pretend writing to represent ideas, and attributes meaning to writing</td>
</tr>
<tr>
<td>6 ☐</td>
<td>Uses scribble-writing or pictures to represent people, things, or events</td>
</tr>
<tr>
<td>5 ☐</td>
<td>Copies marks</td>
</tr>
<tr>
<td>4 ☐</td>
<td>Not yet</td>
</tr>
<tr>
<td>☐ Emerging to the next level</td>
<td></td>
</tr>
<tr>
<td>☐ Unable to rate, why (circle one): absence other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator: Literacy</th>
<th>LIT6: Comprehension of Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 ☐</td>
<td>Compares or predicts story events in familiar stories</td>
</tr>
<tr>
<td>8 ☐</td>
<td>Relates sequence of events of a story</td>
</tr>
<tr>
<td>7 ☐</td>
<td>Relates situations or events from a story to own experience</td>
</tr>
<tr>
<td>6 ☐</td>
<td>Asks questions or comments about stories as familiar books are read</td>
</tr>
<tr>
<td>5 ☐</td>
<td>Responds to simple questions related to a story that is being read</td>
</tr>
<tr>
<td>4 ☐</td>
<td>Not yet</td>
</tr>
<tr>
<td>☐ Emerging to the next level</td>
<td></td>
</tr>
<tr>
<td>☐ Unable to rate, why (circle one): absence other</td>
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