

Interest in Books

Linguistic Emergent:



Goal

Demonstrates a beginning interest in books by attending for short periods while a partner reads, turns pages, looks at pictures, etc. (Literacy: Book Awareness)



Preparation

- Select a motivating book or a new book with a motivating topic.
 - Book name: _____
- Locate an appropriate message on the device or in a communication book for the activity selected (e.g., Reading Topic in TD Snap Core First or use of a recordable single message device).
 - Topic/Board: _____
 - Core Word targets: _____
 - Other: _____
- Review the vocabulary before beginning activity.
- Review how to do a Picture Walk:
 - A picture walk is a shared experience between an adult and child. The goal is to help the child make predictions about the book and connect to their experiences, increasing their comprehension. It also is a great way to engage their natural curiosity.



Materials

- Books - Favorite book or a new book with an interesting topic.
 - Note: There are also books within TD Snap Core First on the Dashboard.
- You can download pre-made communication boards from TobiiDynavox.com or create your own communication boards with templates that are included in a [Boardmaker 7](#) subscription).
- Supports if needed.



Tips for Success

- Remember to model. [Modeling AAC Example](#)
- At the emergent linguistic level, we do not expect the individual to independently locate (navigate to) the targeted page.
- Success may be inconsistent at first. Feel free to repeat this activity multiple times.
- Make sure to wait even longer than you expect to see if the individual will respond.
- No matter what they select, reinforce whatever they communicate.
- Learn more about Shared Reading here [Project Core Shared Reading Module](#).



Boardmaker 7

Scan QR code



Modeling AAC
Example

Scan QR code



Shared Reading
Module

Scan QR code



Activity with Steps

Picture Walk with Motivating Book

- ❶ Introduce the selected book and review what you will be doing (e.g., 'We are going to do a picture walk with this book.').
- ❷ Begin by looking at the picture on the cover and the pictures in the book. Do not read the words. Simply look at the pictures. As you show the pictures, make comments, ask questions, and give time for the individual to respond. Make it a motivating interaction instead of just expecting them to sit and listen.
- ❸ Look through the book again, but this time read the words. Model use of the symbols while reading the book that the individual could use to request, respond, and make comments (e.g., turn the page, I wouldn't say I like it, keep going).
- ❹ Set up situations in which a response is expected from the individual (e.g., wait before turning the page or ask if they like a certain picture) but don't quiz.



Supplemental Activities

Repetition with variety is very important in teaching AAC and literacy. Create practice opportunities that are not boring by keeping the skill constant while varying the activity.

- Play I Spy using the pictures in the book.
- Go on a sound walk and sign identification.
- Do a picture walk around the school (look at photos/paintings on the walls).
- Go on a sound walk around school or the neighborhood, talking about what you hear.

Use the following reading options to work on this goal using the same steps in the activity above:

- Class reading time
- Storytime
- Bedtime Stories
- Reading center
- Playtime with books
- Technology time with electronic books
- Magazines or photo albums
- Books within TD Snap Dashboard > Boardmaker Activities > Bookshelf
- Core First Learning Core Books
- Activities-to-Go Books on Boardmaker Online



Measuring Success

- Increased attention to books.
- Movement towards the book.
- Increased number of communication attempts during reading (e.g., expressions or pointing).
- Initiation of communication.



Note

The individual does not have to 'master' this goal at 80% accuracy before you can move on to the next one. Even if they don't meet the goal consistently, or without cueing, the individual may still be ready to move forward to the next goal.

Parent/Caregiver Letter

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on improving interest in books. You will play an important part in the learning process.

How? You can reinforce the skills we address here at home.

- **Model targeted responses in a variety of activities and environments.** During your daily activities, read aloud or make comments on things you are reading. Modeling will feel more natural to you the more you do it.
- Complete the attached suggested activities to get your loved one more involved with reading throughout the day.

I will be sending more activities and suggestions home. Please provide any feedback and contact me with any questions. The more you can practice, the better! I'm looking forward to hearing more about the fun you have working on this skill.

Sincerely,

Activities for carryover

- 1 _____
- 2 _____
- 3 _____