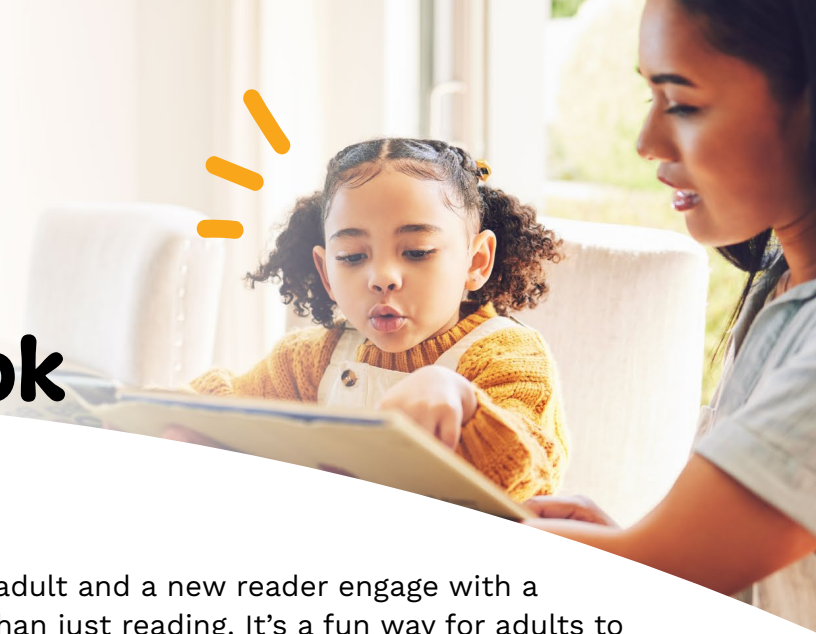


Celebrate Communication with Shared Book Reading!



Shared reading is a learning activity where an adult and a new reader engage with a book together, focusing on interaction rather than just reading. It's a fun way for adults to model language, build conversation skills, and introduce print concepts. Using AAC during shared book reading has also been found to increase the length and engagement during the activity!¹

Whether you are a parent or a speech language pathologist, use these tips to incorporate speech devices into your shared book reading activities!

Select books that are highly motivating or involve preferred topics. Repeated reading of books is a great way to reinforce new concepts and vocabulary. Books with repetition and rhymes are great for engagement and introducing phonological awareness. Use intonation, rhythm, and even a prop or two to engage your reader!

Label parts of the book, verbally and on the device. Include words like author, cover and pages, to promote book concepts and literacy vocabulary. Have your reader try holding the book or turning the page themselves! Use your finger to point to the words as you read to increase print awareness.

Use aided language stimulation while reading to model book vocabulary while saying the words verbally. Target a few key words per page. If needed, model how to use the search feature to find new vocabulary!

Use the **“CAR” strategy** (Comment, Ask, Respond)² to structure your shared reading activity. First, make a comment about the text or the pictures using aided language. Then, ask a question about the book- fill-in or wh-questions are a great place to start for emergent AAC users. Model on the device a response for your reader if they do not answer independently. If they do answer, expand and keep the exchange going!

Happy National Literacy Month to all!

References:

1. Wence, B., Lorio, C., & Yacucci, A. (2024). Shared book reading experiences for young children who use augmentative and alternative communication systems. *Perspectives of the ASHA Special Interest Groups*, 1–17. https://doi.org/10.1044/2024_persp-23-00230

2. Notari-Syverson, Maddox, and Cole, (1999)