



BATOD Conference, March 2017
Manchester

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AUTHORS:

Louise Ashton
CertMRCSLT, PGDip AVT,
LSLS Cert AVT®

Frances Clark
CertMRCSLT, LSLS Cert
AVT®





LEARNING OUTCOMES?


- ◆ To review our expectation for very young children around book sharing
- ◆ To think practically about what goals to target with books
- ◆ To demonstrate strategies and techniques to guide and coach caregivers in joint book reading from a young age

“There are many little ways to enlarge your child’s world. Love of books is the best of all.”

Jacqueline Kennedy Onassis

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WHAT PARENTS SAY...



- Overwhelmed
- Feel guilt or pressure
- Stressed by book reading
- Reluctant to share a book with child with a hearing loss

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BABIES 0-12 MONTHS



- Role play
- Babies love faces!
- Talking ahead, learning to listen
- Picture books support learning from pictures to real objects (Ganea et al. 2009)

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BABIES: 0-12 MONTHS

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BABIES 0-12 MONTHS

Use Auditory hooks




Problems start to become interesting

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BABIES 0-12 MONTHS

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BABIES: 12-15 MONTHS

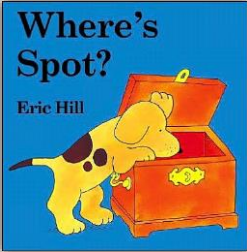
Vocabulary and understanding of stories are important for childhood literacy.
(Snow et al, 2001 & van Kleeck, 2008)




- Pointing to pictures
- Finding hidden objects – books with flaps
- Extend role play with baby books and objects

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TODDLERS: 15-18 MONTHS

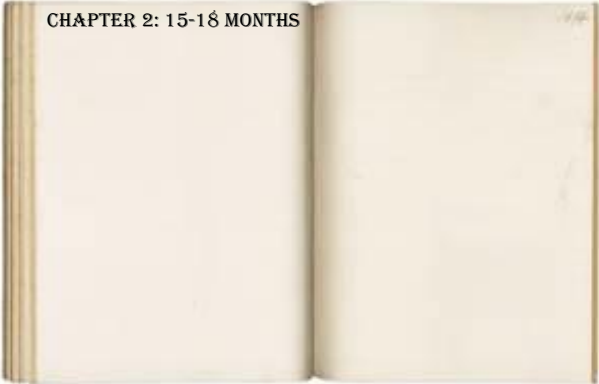


Where's Spot?
Eric Hill

- 🔍 **Structure:** Spot the baby is lost, and found in the end.
- 🔍 **Sequence:** Mum looks for Spot in various different places.
- 🔍 **Vocabulary:** Different animals, hiding places.
- 🔍 Give the child an active part in the story – by knocking on a flap or saying no to an animal.

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CHAPTER 2: 15-18 MONTHS



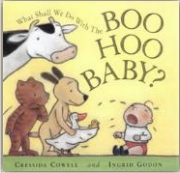
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**CHAPTER 2: TODDLER TIME
18 - 24 MONTHS**

- 🔍 **Structure:** Range of problems: All gone, wet, dirty
- 🔍 **Sequence:** Repetitive plot
- 🔍 **Vocabulary:** Talk about the object by its function

Let the child take a turn by:

- 🔍 Acting on the book by finding the objects
- 🔍 Interacting by using two actions



THE BOO HOO BABY?
CHRISTINA CORWELL and FABRICE GOUIN
