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Literature guide for parents of preschoolers

Kacey Gifford Lindgren

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LITERATURE GUIDE FOR PARENTS OF PRESCHOOLERS

By

Kacey Gifford Lindgren

**An independent study submitted in partial fulfillment of the
requirements for the degree of:**

Masters of Science in Speech and Hearing

Emphasis in the Education of the Hearing Impaired

**Washington University
Department of Speech and Hearing**

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**Approved by:
Christine Clark, MA-CED, Independent Study Supervisor**

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A Literacy Guide for Parents of Preschoolers

Independent Study Proposal
Kacey Lindgren

Advisor: Christine Clark

This study will examine the need for a literature guide for parents of preschoolers who are hearing impaired. It will also include a survey to be given to parents of hearing-impaired preschoolers. These surveys will be used to determine the need for a literature guide for these parents. The surveys will also look into the necessity of using literature with preschool aged hearing-impaired children and the lack of materials available to do additional activities with the literature to improve language development. Finally, this study will include a variety of literature-based activities that parents can use in addition to reading books with their children. By doing this, it will help develop and improve the children's language skills and increase the parents awareness of building early literacy skills.

Introduction

Background of Literacy

Literacy is communication via listening, speaking, reading, and writing. It is continually evolving through interactions with others and the environment beginning at birth. Literacy has become an important piece in the development of language in hearing-impaired children. Throughout the years, there have been a variety of views on literacy.

In the late 1800s to the 1920s the focus of literature development was in the elementary school years. After the 1920s, the focus shifted to early childhood and kindergarten as the years that should be targeted to incorporate reading readiness. There are two perspectives in reading readiness, “nature” and “nurture”. Nature is the belief that the process used in reading would develop automatically at a certain period of time in development. Therefore, educators were advised to postpone teaching reading until children reached a certain age. The other perspective is nurture. This theory states that reading readiness was the product of experience. A child’s readiness would improve if they had the appropriate experiences. Therefore, there was a shift to educators and parents using direct instruction and structured curriculum in early childhood and kindergarten (Ramsburg, 1998).

Then, in the 1970s, the term emergent literacy was developed. Emergent literacy is used to describe the behaviors used by children with books and when writing, even though they could not actually read and write. It is suggested that there is a connection between early literacy behaviors and those behaviors shown once children could read independently. Emergent literacy includes behaviors such as looking at picture books and constructing a story aloud from memory of adult readings, reading advertising logos, and scribbling on paper and reading aloud what it says (Koppenhaver & Erickson, 283).

Literature Review

The Connection between Oral Language and Literacy Development

Many researchers recognize that there is a relationship between oral language development and literacy development. Children with weak oral language development do not do well during reading and writing instruction. There are several components of oral language development, including, having a large vocabulary, understanding speech, sustaining a conversation, and being motivated to use language in all contexts (Early Literacy Advisor website, 2004).

“The reason for low academic achievement begins with language delays”. If a child is diagnosed with a hearing loss at age two or three years of age, there is a high potential for language delays since the child may have been missing pieces of auditory input that hearing children receive from birth. Because of this, it is important to provide a rich reading and listening environment at home (Holcomb, 2001).

Stages in Literacy Development and What You Can Do as a Parent

The American Speech and Hearing Association suggest that, “Many factors affect the rate at which a child develops language.” These factors include whether the child is learning other skills, the amount and kind of language the child hears, and how people respond to the child (American Speech and Hearing Association website, www.asha.org, 2004).

Birth to One Year

Communication Attempts:

- Crying
- Turning head towards voices
- Notices new sounds
- Begins to recognize his/her name
- Recognize common vocabulary

What You Can Do:

- Always check your child's ability to hear
- Reinforce your child's attempts to communicate
- Imitate your child
- Teach your child to imitate actions
- Talk to your child while doing things (dressing, bathing, and feeding)
- Talk about what you are doing, who you will see, and what you will do
- Introduce books with brightly colored pictures that include the child's experiences
- Read books that have rhyme, rhythm, and repetition
- If the child becomes fussy, put the book away so the child doesn't develop a negative attitude

One to Two Years

Communication Attempts:

- Participates in listening to simple stories, rhymes, and songs
- Increases vocabulary by putting two words together

What You Can Do:

- Continue to talk while doing things
- Point out and identify familiar objects
- Use simple speech that your child can understand
- Incorporate and isolate speech sounds when identifying objects
- Expand on your child's single word utterances
- Find time to read to your child on a daily basis
 - use books with large pictures and 1-2 simple words
 - name and describe the pictures on each page

Two to Three Years

Communication Attempts:

- Begins to understand differences in meaning
- Follows requests
- Uses 2-3 word phrases

What You Can Do:

- Continue to expand your child's speech
- Make your child's communication attempts important
- Ask him/her to repeat unclear language
- Expand your child's vocabulary
- Introduce new vocabulary
 - name and describe objects in pictures
- Cut pictures from magazines and make a scrapbook of familiar things
- Look at family photos and name people
- Ask your child questions that require more than a "yes" or "no"
- Continue to sing songs, play finger games, and tell nursery rhymes

Provide a rich literacy environment
Reread a child's favorite story

Three to Four Years

Communication Attempts:

Talks in sentences of four words
Understands simple sentences
Answers simple questions

What You Can Do:

Begin to categorize and sort objects and pictures
Continue to expand your child's vocabulary by

- reading
- singing
- talking about what you are doing and where you are going
- saying rhymes

Read books with a simple plot and discuss the story line and act out or retell the story
Role-play typical scenarios with your child (going to the doctor and going to sleep)
Continue to ask your child comprehension questions

Four to Five Years

Communication Attempts:

Pays attention to short stories and can answer questions about them
May still have errors in pronunciation of some syllables

What You Can Do:

Continue to encourage language
Give your child your full attention when he is speaking
Continue to develop your child's vocabulary

- give definitions for new words and use them in context

Point out things that are the same and different
Talk about spatial relationships (between, under, first in line)
Continue to sort objects with subtler differences

- have your child explain why they are different

Expand on social communication and narration skills by role-playing
Continue to read to your child

- help your child predict what will happen next in the story
- act out stories
- have your child draw a picture of his/her favorite part in the story
- Ask "wh" questions (who, what, when, where, and why)

Give two step directions
Have your child give directions as to how he/she did something
Play age appropriate board games
Have your child help you plan and discuss daily activities

Methodology

Population and Sample

Subjects of this study were parents who have children attending the Pre-Kindergarten program of Option Schools in the United States. An Option school is a private school that believes in the use of the Oral method of communication with hearing-impaired children. The preschool age population includes children three to six years old.

These surveys were sent out in mass form and were returned anonymously. Therefore, I cannot state whether these surveys reached a wide range of parents.

The focus of this study is to survey parents of preschool children only. The rationale for including parents of preschoolers is to focus on the importance of receiving information from parents on their views and practices of literature and literature based activities at home.

Design and Rationale

I chose to produce a survey for this study because I am interested in getting information about what parents know about incorporating literature and literature based activities at home and the importance of both of these when their child is developing language skills. Based upon the results of the survey, I developed a guide that parents can follow to provide these literature goals at home to improve their child's development of language. Therefore, I felt as though the survey was the most appropriate way to receive the information.

Procedure and Timetable

The first step in developing the survey was to complete a comprehensive literature review to make sure that my objectives were appropriate and accurate. Then, I began developing the survey. Many different types of surveys were considered. However, because the population of

my study lives in various states around the United States, I opted to compile a written survey that would be mailed to the schools.

The survey was anonymous to ensure confidentiality. Twenty-five surveys were sent to each Option School with a preschool program. An administrator at the school then distributed the surveys to each family individually. When the family completed the survey, they returned it to the school administrator in a sealed envelope. The school then returned it to me via US Mail.

The study followed the timetable below:

<u>Date</u>	<u>Task</u>
Nov. 15 – Dec. 15	Complete literature review
Dec. 15 – Jan. 1	Develop survey
Jan. 5	Mail surveys to 10 Option Oral Schools
Jan. 31	All surveys returned
Feb 10 – 29	Analyze survey responses
Mar 1 – 31	Created literature based activities
April 1 – 30	Complete written Independent Study

Assessment Instruments

The instrument chosen for this study was a survey. It included open-ended questions so that I could gather more personal and useful information. I also included closed-ended questions with only simple responses required.

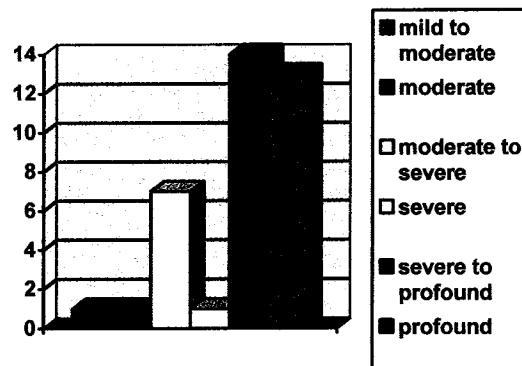
Results

One hundred and seventy surveys were mailed on January 5, 2004. Thirty seven surveys were returned, for a return rate of 22%.

The survey can be found in the appendix of this paper. The first five questions in my survey relate to relevant information about the child.

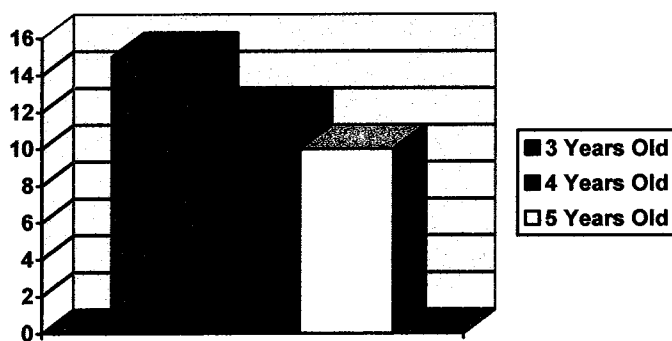
The first item asked what type of hearing loss their child has. One responded mild to moderate; one was moderate; seven were moderate to severe; one was severe; fourteen were severe to profound; and thirteen were profound. See graph # 14.1

Graph 14.1



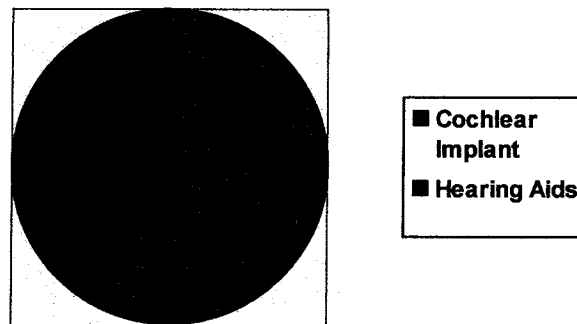
The second item determined how old the children were. Fifteen were three years old; twelve were four years old, and ten were five years old. See graph # 14.2

Graph 14.2



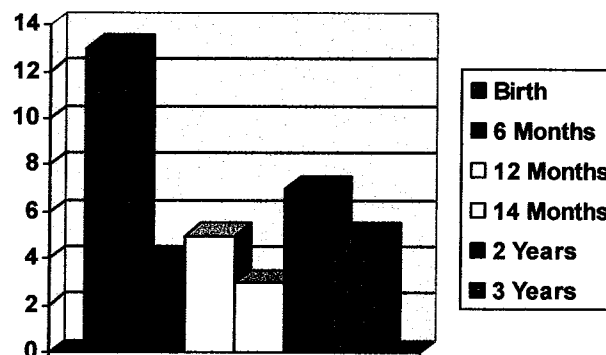
The third item asked what type of listening device their child uses. Twenty-one have children with cochlear implants and sixteen have children using hearing aids. See graph # 15.1

Graph 15.1



The fourth question asked when their child's hearing loss was identified. Thirteen were identified at birth; four were identified at six months; five were identified at one year; three were identified at fourteen months; seven were identified at two years; and five were identified at three years. See graph # 15.2

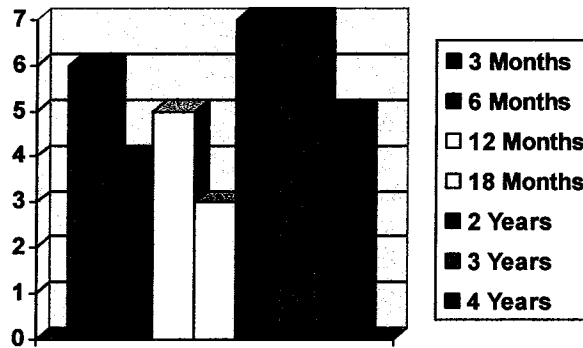
Graph 15.2



The fifth question asked at what age each child received his/her listening device. Six responded three months; four responded six months; five responded one year; three responded

eighteen months; seven responded two years; seven responded three years; and five responded four years. See graph # 16.1

Graph 16.1

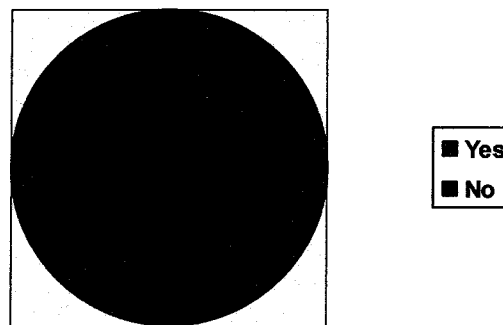


Question six through eight asked about exposure to literature at home.

The sixth question asked if the parents read books or magazines in front of their child.

Thirty six responded “yes” and only one replied “no”. See graph # 16.2

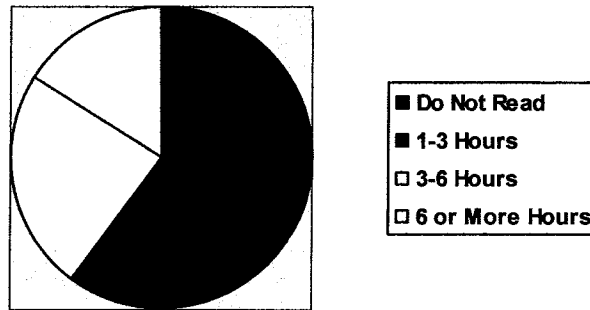
Graph 16.2



Question number seven asked if parents kept children’s books around their house for their child to look through on their own. All of the responses were “yes”.

The eighth question looked at how much time in a week parents spend reading with their children at home. No one responded “do not read”; twenty two chose one to three hours; nine chose three to six hours; and six chose six or more hours a week. See graph # 17.1

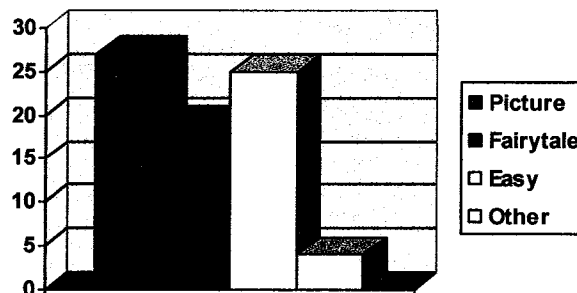
Graph 17.1



Question number nine of the survey determined the type of material the parents read to the child at home.

When asked what type of books the parents read to their children, responses were: twenty seven indicated they read picture books; nineteen parents read fairytales; twenty five read easy story books, and four responded “other”. The responses to “other” were that they read nursery rhymes, rhyming books, animal books, Bible stories, and chapter books. See graph # 17.2

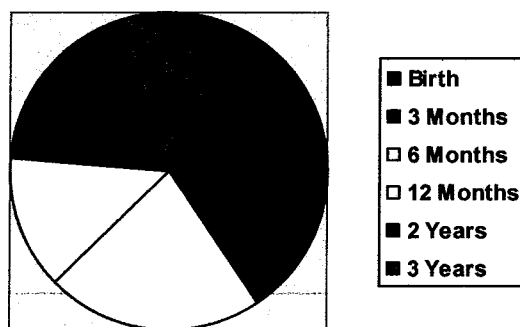
Graph 17.2



The next question of the survey examined when parents began introducing literature into the home environment.

Question ten asked when did you begin looking at books or reading to your children. Five reported they began at birth; ten parents reported they began at three months; eight reported they began at six months; five reported they began at twelve months; seven reported they began at two years; and two reported they began at three years old. See graph # 18.1

Graph 18.1

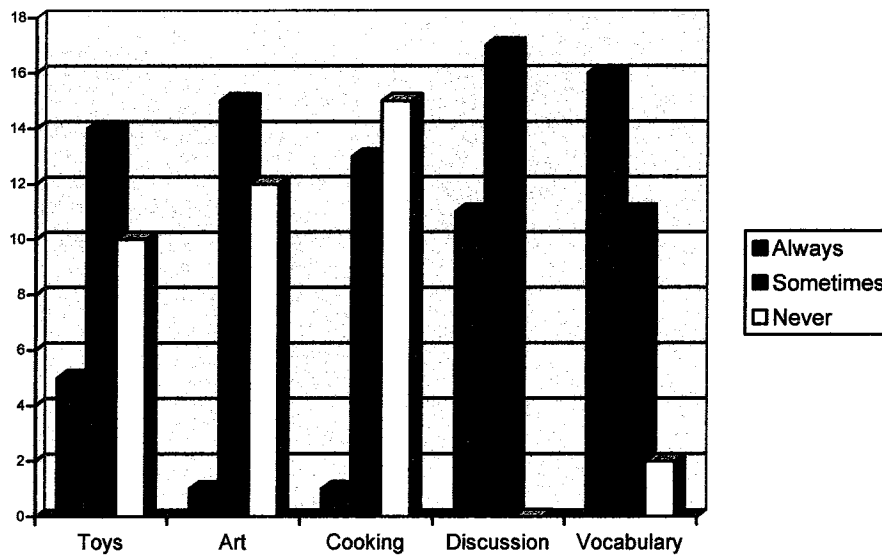


The next section collected information about the use of literature-based activities after the completion of reading a story with their children.

Question number eleven specifically asked if parents did any of the following activities after reading a book to their children: use of toys to explain the story; use art activities; use cooking activities; verbally discuss the story, and teach specific vocabulary found in the story. The responses could be always, sometimes, or never for each activity. Responses for using toys to help explain the story are: five chose “always”; fourteen chose “sometimes”; and ten chose “never”. The responses for the use of art activities are: one chose “always”; fifteen chose “sometimes”, and twelve responded “never”. For including cooking activities, the responses are: one chose “always”; thirteen chose “sometimes”, and fifteen chose “never”. The responses for

including a discussion about the story are: eleven chose “always”; seventeen chose “sometimes”, and zero chose “never”. The responses for teaching their child specific vocabulary are: sixteen chose “always”; eleven chose “sometimes”, and two chose “never”. See graph # 19.1

Graph 19.1



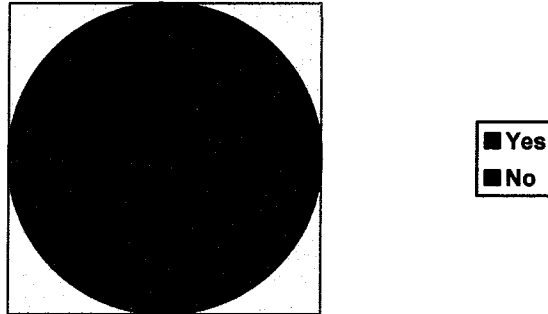
The twelfth question asked if parents explain or discuss the pictures or photos in the story with their children. All of the parents who responded to the survey answered “yes”. Some of the typical comments parents included were they add more vocabulary to the story, they act out the book, they explain difficult vocabulary, they use props, they elaborate on vocabulary, and they role play as characters in the story.

The next section identified parents’ opinions towards literature and literature-based activities.

Question number thirteen was a statement and the parents either agreed or disagreed. The statement read it is important to read to your child regularly. All of the respondents in the survey agreed with the statement.

The fourteenth question asked if a list of activities to do with your child after you read a story to him/her would be helpful. Thirty-six responded “yes” and one answered “no”. See graph # 20.1

Graph 20.1



For question fifteen parents were asked to write down the titles of their child’s favorite books that they would be willing to follow up with additional activities. The responses were: books by Dr. Seuss, Brown Bear, Brown Bear What Do You See?, Clifford; Three Little Pigs; If You Give a Mouse a Cookie. Other parents wrote Goldilocks and the Three Bears, Paper Bag Princess, Going to Bed Book, Dora the Explorer, Sleeping Beauty, Corduroy, Cherry Pies and Lullabies, Sometimes I Feel Like a Storm Cloud; Elmo; Barney; Snow White; Richard Scarry; Disney books; any picture books; Spongebob; fairy tale books; Goodnight Moon; The Very Hungry Caterpillar; Button Soup; Baby Einstein, and real life photo books.

The final section asked parents for general comments. The comments are listed below:

- my child is more visually reliant
- I became more aware of opportunities during reading after the survey
- teachers should get the educational background of the parent on the survey

- I suggest that parents find books at the library each week to correspond with the theme at school and the child's language level
- I enjoyed the suggestion of incorporating a cooking activity
- it is challenging to find time to read
- my child is more receptive to activities after they read a story
- we read stories before bed so it would be difficult to add an activity following reading the story

Conclusion

The results of the survey were helpful in many ways. I was able to examine parents' feelings toward literature and their desire to include it in their home. I also found the extent to which these parents use literature and for how long they have used it with their children. This is helpful because if the parents do not know the importance of literature to develop language then it may not be understood why activities based on literature increase their child's language.

It was also helpful to find that most of the parents taught specific vocabulary that correlated with a story before they read it. This is essential when reading with hearing-impaired children because most of them do not have an understanding of the vocabulary in the story and so they become uninterested or do not understand the story. The main goal of reading with a child is for him/her to understand and retain interest in the story. The majority of parents also discussed the story to check for comprehension, which is necessary for a hearing-impaired child. This allows you to make sure he/she understands the story. If he/she does not understand the story, then the parent needs to use other ways to get the meaning across (e.g. role play or teach vocabulary).

Overall, I am satisfied with the information I received while conducting this study. Using my research and the results of the study, I have come up with some activities to correlate with preschool age literature that parents can use at home to encourage and develop their child's language skills.

Literature Guide Activities

Introduction

After surveying parents of preschoolers at Oral Option Schools, I have found that it may be helpful to create a guide for parents to assist them in incorporating additional activities after they have read to their hearing-impaired child. Research shows that by including activities following reading to your child, it will improve your child's language development.

Using activities in addition to reading to children can help parents input language to their children and will help them express their language. These activities include a range of many things from cooking to teaching vocabulary. By doing this, children will have a better concept of the language in the story and it will be more understandable to them.

Literature and Activities

The following is a list of children's books and activities that parents can do with their hearing-impaired preschoolers at home. They can read to their children and then follow up with one of the activities. It is suggested that you read one book the first night and then do a follow up activity every day during that week to correlate with that book.

These activities are simple and easy to follow. They consist of cooking activities, art activities, or spatial activities. Most of the activities include role-playing. This is a great way to input and elicit the target language from the story. It is also a good way to check comprehension of the story.

All of the activities are related to the story; however, do not feel that you must only elicit language from the story. These activities also allow you to input and elicit typical language associated with the activity. For example, if the activity is painting, be sure to include the following language: paint, red, yellow, green, blue, paintbrush, and paper. Once your child

understands this language he/she will carry it over into different settings. Reaching all of these goals is the main focus of these activities.

Little Red Riding Hood

Activity	Materials
Make a basket for the child's Grandma	<ul style="list-style-type: none"> - Two 8 x 11 inch sheets of construction paper - Cut one into 1 x 8 inch strips - Fold the other lengthwise and cut slits one inch apart from the fold to the edge - Weave the strips in and out of the slits - Fold the weaving - Staple the sides - Make a handle out of one strip
Make cookies to put in the basket	<ul style="list-style-type: none"> - Cookie dough
Make a wolf face with extra big eyes, teeth, ears, and nose	<ul style="list-style-type: none"> - Paper plate - Glue - Markers - Construction paper - String/yarn (to tie around head) - Hole puncher (to put string through)
Use props to retell the story	<ul style="list-style-type: none"> - Sheet - Basket - Glasses
Take the basket of cookies to the child's Grandma (or someone else)	<ul style="list-style-type: none"> - Basket of cookies

The Three Little Pigs

Activity	Materials
Make pig masks	<ul style="list-style-type: none"> - Paper plate - Pink paint - Paint brush - Scissors (to cut out eyes) - Egg carton piece (for nose) - String/yarn(to tie around head) - Hole puncher (to put string through)
Make wolf masks	<ul style="list-style-type: none"> - Paper plate - Glue - Markers - Construction paper

	<ul style="list-style-type: none"> - String/yarn (to tie around head) - Hole puncher (to put string through)
Act out the story using the pig and wolf masks	<ul style="list-style-type: none"> - Pig and wolf masks - Building blocks (brick) - Raw spaghetti noodles (hay) - Small sticks (wood)
Make pigs in a blanket snack	<ul style="list-style-type: none"> - Pancake mix - Sausage links
Huff and Puff Activity	<ul style="list-style-type: none"> - Stick - Block - Raw spaghetti noodle - Other miscellaneous objects - See how many breaths it take to blow an object across the table
Build a brick wall snack	<ul style="list-style-type: none"> - Graham crackers - Icing or Cream cheese - Layer the graham crackers and icing or cream cheese

Goldilocks and the Three Bears

Activity	Materials
Is it just right? (comparing sizes)	<ul style="list-style-type: none"> - Go to a furniture store, a school, or a mattress store - Compare sizes of furniture by small, medium, or big - At the mattress store compare the bed sizes
Make bear hats and retell the story	<ul style="list-style-type: none"> - Brown and pink construction paper - Washable markers (color the child's nose) - Stapler - Bowls - Dress - Blankets - Chairs - Oatmeal or porridge
Food temperature collage	<ul style="list-style-type: none"> - Magazines (with pictures of food) - Construction paper - Glue - Scissors - Markers
Make porridge	<ul style="list-style-type: none"> - $\frac{3}{4}$ cup of water - $\frac{1}{8}$ teaspoon of salt - $\frac{1}{3}$ cup of old-fashioned rolled oats

	<ul style="list-style-type: none"> - raisins -brown sugar - milk - Bring water to a boil - Add salt and oats - Cook for 5 minutes; stirring occasionally - Let stand for a few minutes to thicken - Add raisins, brown sugar, and milk
Make finger puppets to retell the story	<ul style="list-style-type: none"> - Brown, pink, yellow, and red construction paper - Markers - Popsicle sticks

The Mitten

Activity	Materials
Decorate paper mittens	<ul style="list-style-type: none"> - Cut out mittens from construction paper - Glue - Glitter - Markers - Paint
How many animals can get inside?	<ul style="list-style-type: none"> - A mitten - Small animals (paper or stuffed) - Count and name the animals that can fit inside the mitten
Mitten memory	<ul style="list-style-type: none"> - 2 sets of decorated mittens (can be drawn or you can use clip art) - Turn the mittens over and match the mittens that have the same design
Where's the mitten?	<ul style="list-style-type: none"> - Hide mittens around the room and find them

Corduroy

Activity	Materials
Make button pictures	<ul style="list-style-type: none"> - Construction paper - Glue - A variety of buttons - Glue buttons on construction paper
Can you find the button?	<ul style="list-style-type: none"> - Make a larger button out of construction paper - Hide the button and take turns finding the button

Act out corduroy using a stuffed bear	- Stuffed bear - Button
Match the buttons	- Lay out buttons and try to match the pairs

The Three Billy Goats Gruff

Activities	Materials
Make goat masks	- Paper plates - Silver paint - Paintbrush - String/yarn (to tie around head) - Hole puncher (to put string through) - Scissors (to cut out eyes)
Make troll masks	- Paper plates - Any color paint - Paint brush - String/yarn (to tie around head) - Hole puncher (to put string through) - Scissors (to cut out eyes)
Use masks to act out the story	- Troll and goat masks - A pretend bridge (ex: a piece of wood on the ground)
Build a bridge	- Cardboard - Blocks - Craft sticks - Play dough
Let's eat grass	- Alfalfa sprouts - Other salad sprouts - Cream cheese - Crackers - Spread the cream cheese on crackers and add sprouts
Grow real grass	- Spoon - Potting soil - Grass seeds - Water - Cup - Place potting soil in a cup and sprinkle grass seeds on the soil - Add small amounts of water and place in a sunny spot

Brown Bear, Brown Bear, What Do You See?

Activity	Materials
Make the same book with different animals	<ul style="list-style-type: none"> - Pictures of other animals from magazines - Glue - Paper - Stapler (to keep pages together)
Make a collage of what Brown Bear sees	<ul style="list-style-type: none"> - Pictures of: redbird, a yellow duck, a blue horse, a green frog, a purple cat, a white dog, a black sheep, a goldfish, a mother, and a child - Markers - Paper - Glue
Sort Colors	<ul style="list-style-type: none"> - Objects of many different colors - Examples: toys, paper, food, books, clothes - Sort them into categories by color
Play "I Spy"	<ul style="list-style-type: none"> - Find simple objects around the room and give each other clues to find them (Ex: color and size)

If You Give a Mouse a Cookie

Activity	Materials
Make chocolate chip cookies	<ul style="list-style-type: none"> - Cookie Dough
Sequence story	<ul style="list-style-type: none"> - Objects the mouse requests (Ex: straw, milk) - Use the story and help your child recall the order that the mouse asked for each of the objects
Match the cookies	<ul style="list-style-type: none"> - Different colored paper - Markers - Scissors - Draw and cut out cookies from different colored paper - With your child, create designs on the cookies; making pairs - Turn the cookies over and try to find the matching cookies
Make mouse masks	<ul style="list-style-type: none"> - Paper plate - Gray or silver paint - Paintbrush - String/yarn (to tie the mask around the head) - Hole puncher (to put the string through) - Scissors (to cut out eyes)

	- Markers (to draw the whiskers)
Act out the story using the masks	- Mouse masks - Each of the objects the mouse requests

The Giant Jam Sandwich

Activity	Materials
Draw a picture of a "Giant Jam Sandwich"	- Paper - Markers
Make a "Giant Jam Sandwich"	- Bread (4 slices so you can stack them) - Jam - Knife (not sharp)
Role play bakers	- As you are making the "Giant Jam Sandwich", pretend you are bakers - Aprons - Chef's hat (you can make one out of construction paper)

Cloudy With a Chance of Meatballs

Activity	Materials
Make Meatballs	- 1 lb. of hamburger - ½ lb. of veal - ¼ lb. of pork - ¾ cup of bread crumbs - 1 egg - ½ cup chopped onions - 1 cup of milk - 1 ½ teaspoons of salt - ½ teaspoon of pepper - ½ teaspoon of nutmeg - dash of allspice and parsley - Mix all of the ingredients - Shape the meatballs - Brown the meatballs in a skillet
Make Pancakes	- Ready made pancake mix - Pan - Spatula - Plate - Syrup
Make Mashed Potatoes	- Instant Mashed Potatoes package - Milk

	<ul style="list-style-type: none">- Butter- Spoon
Make a picture of raining food	<ul style="list-style-type: none">- Pictures of food from magazines- Glue- Scissors- Markers- Draw a picture of a rainy day- Cut out pictures of food- Glue them on the paper to look like it is raining food

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www.babyhearing.org

Appendix

December 17, 2003

Dear Parents,

I am a Graduate student at Central Institute for the Deaf at Washington University School of Medicine in St. Louis. I am interested in studying the importance of supplementing a reading experience with additional activities. This survey will help me understand what parents are typically doing with their child after they read a book. I hope to put together some information for families to make reading more fun and meaningful. I would also like to take several popular books and give examples of some activities and why these activities are beneficial to children. I truly appreciate your help in this study. All information is confidential and will be used to help formulate age appropriate activities for hearing impaired children.

Kacey Lindgren
Program in Audiology &
Communication Sciences
Central Institute for the Deaf at
Washington University
School of Medicine

Literature Activities Survey for Parents of Pre-K Hearing Impaired Children

1. What type of hearing loss does your child have?

<input type="checkbox"/> Mild	<input type="checkbox"/> Severe
<input type="checkbox"/> Mild to Moderate	<input type="checkbox"/> Severe to Profound
<input type="checkbox"/> Moderate	<input type="checkbox"/> Profound
<input type="checkbox"/> Moderate to Severe	

2. How old is your child?

<input type="checkbox"/> 3 years old
<input type="checkbox"/> 4 years old
<input type="checkbox"/> 5 years old

3. Does your child have a Cochlear Implant or Hearing Aids?

<input type="checkbox"/> Cochlear Implant	<input type="checkbox"/> Hearing Aids
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4. When was your child's hearing loss identified?

5. At what age did your child receive his/her device?

6. Do you read your books or magazines in front of your child?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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7. Do you keep children's books around your house for your child to look through on his/her own?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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8. How much time a week do you spend reading to your child?

<input type="checkbox"/> do not read	<input type="checkbox"/> 3-6 hours	
<input type="checkbox"/> 1-3 hours	<input type="checkbox"/> 6 or more hours	

9. What type of books do you read to your child?

<input type="checkbox"/> Picture books
<input type="checkbox"/> Fairy tales
<input type="checkbox"/> Easy story books
<input type="checkbox"/> Other _____

10. When did you begin looking at books or reading to your child?

11. Do you do any of the following activities after reading a book to your child?

Always

Sometimes

Never

Toys to help explain the story

Art activities

Cooking activities

Discussion about the story

Teaching specific vocabulary

12. Do you explain or discuss the pictures or photos in the story with your child?

_____ Yes

_____ No

Comments:

13. It is important to read to your child regularly.

_____ Agree

_____ Disagree

14. Would a list of activities to do with your child after you read a story to him/her be helpful?

_____ Yes

_____ No

15. What are some of your child's favorite books that you would be willing to follow up with additional activities?

19. Comments: