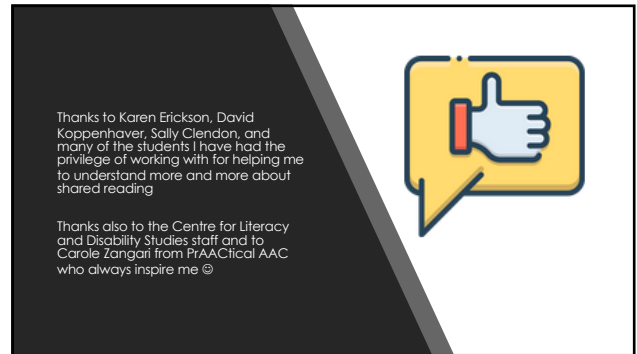
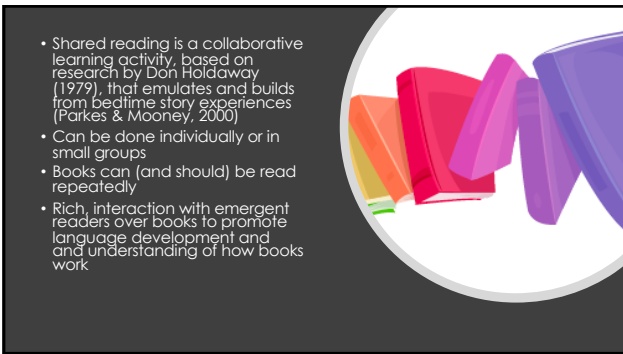




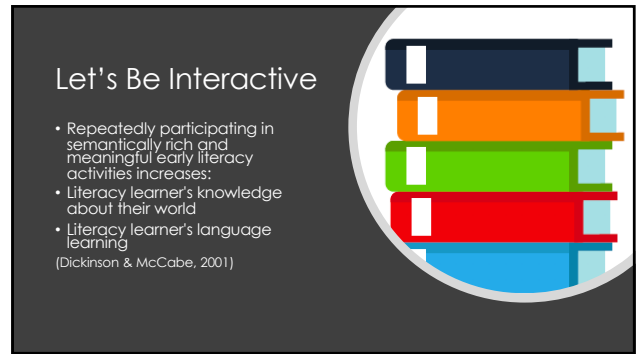
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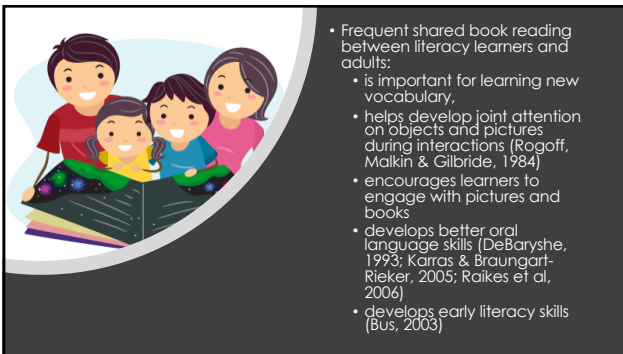
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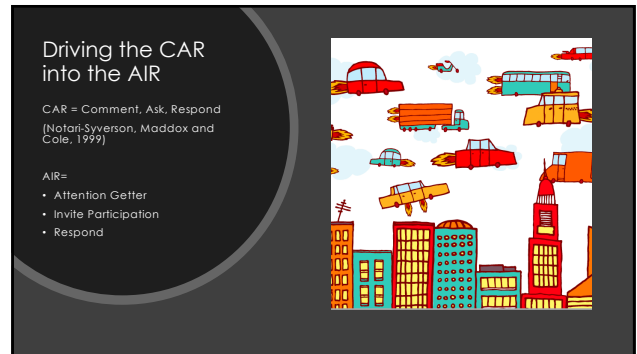
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4



5



6



Sharing the AIR

With literacy learners:


- Attention getter: get the learner's attention
- Invite participation with a statement or a query that can be answered with a like or a dislike (yes/no) response e.g. You like eating oranges, don't you?
- Student's possible Response: No response or body language/facial expression response. Adult models a response, reference the student's body language at the time or as appropriate.
- Adult's Response: Let the student know what you have attributed meaning to and the meaning you gave it e.g. you looked at me, I think you're saying you're not sure.

If the learner isn't able to respond, the adult consistently takes the learner's turn and models a correct response.

(Information from) Siro & Burns, 1978; Sénéchal, Cornell & Broda, 1995; Vander Weaude et al., 2009

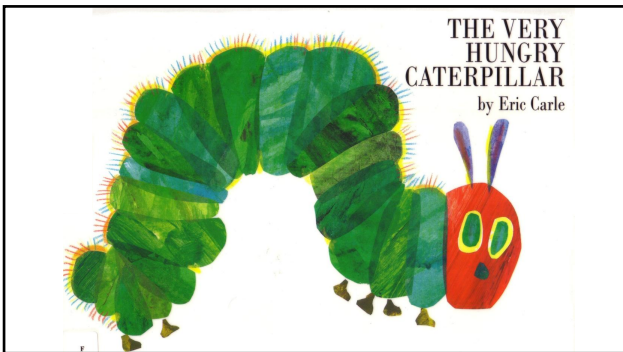
7

What should we do during shared reading?



- In the beginning, we focus on bringing their attention to the book and inviting their participation – and then modelling a response if needed.
- As literacy learners develop more language, we move to asking questions that need more complex answers e.g. "What will happen next?"
- We slowly make our questions more complex as learners develop more language.
- Finally, we progress to inviting them to participate using inferential questions

8



9

SHARED READING: SHARE THE AIR

Below are examples of Shared Reading Interactions, at different student language levels. These examples go with the book "The Very Hungry Caterpillar" by Eric Carle.


Shared Reading Level	Attention Getter	Student's Language Level	Invite Participation	(Child's possible response)	Adult's Response
1	Look!	Receptive communicator/early literal language	"Wonder if you like apples?" (expectant pause)	No response or body language / facial expression response. Adult models a response, verbally referencing the student's body language at the time or as appropriate.	You smile when you have apples. You like them!
2	Do you like apples?	Early expressive communicator (1-2 words) / literal language	"I'm asking a question. What do you think the caterpillar will eat next?"	Any word. Adult might provide some scaffolding by rephrasing to the appropriate page in the AAC system.	Yes! We had cake with carrots! I don't eat. I don't like or other appropriate response!
3	Do you like apples?	Expressive communicator (2-3+ words) / literal language	"I wonder what the caterpillar is going to eat!"	Eat fruit	No - but I don't like carrots! I don't like!
4	Do you like apples?	Expressive communicator (4+ words) / inferential language	"What do you think he got the book from?"	From the supermarket	Did you eat a good piece of pie?

Words in red are modelled in student's AAC system.

Adapted from Vander Weaude, O & Van Kleeck, A & Veen, V. (2008). Book sharing and the development of meaning in Rhymes, P. Emergent Literacy and Language Development: Promoting Learning in early childhood, pp. 35-37. New York, NY: Guilford Press.

10

Where does AAC come into this?



- Shared reading is an excellent opportunity for teaching vocabulary. For someone who uses AAC, we need to model that vocabulary using the individual's AAC system
- Words in red on the table are modelled using AAC
- And if the individual's AAC system doesn't let us model this language then we need to implement a "system for tomorrow" which will.

* See the participation model, Beukelman & Mirenda 2013

11

Shared Reading

Level 1: Receptive communicator / early literal language

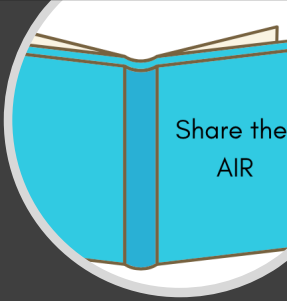
Shared Reading Level	Attention Getter	Student's Language Level	Invite Participation	(Child's possible response)	Adult's Response
1	Look!	Receptive communicator/early literal language	"Wonder if you like apples?" (expectant pause)	No response or body language / facial expression response. Adult models a response, verbally referencing the student's body language at the time or as appropriate.	You smile when you have apples. You like them!

12

Share the AIR with an early or receptive communicator, usually done with a simple text

Share the AIR with a focus on promoting student interest in books, inviting participation and attributing meaning


1. Attention Getter
2. Invite participation with a statement that can be answered with a like / dislike response
3. Respond - let the learner respond, attribute meaning if possible
4. If they don't respond, then model a response to them



13

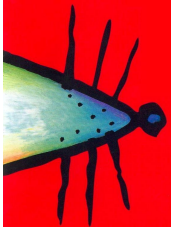
Why Attribute Meaning?

- A natural response to children without disabilities
- Teaches students to be less random.
- Builds cognitive understandings over time.
- Sends message of competence and high expectations.



14

Whose nose?




Jeanette Rowe

15

Remember to:

- Follow student's lead
- Keep it low pressure - no testing
- Relate to what student knows
- Attribute meaning to student attempts
- Use other adults as models (if possible)

Gretchen Harzer, ISAAC Conference 2012



16

SHARE THE A.I.R.: EARLY SHARED READING

A = Attention Getter
I = Invite Participation
R = Respond

Shared Reading Level 1

Individuals who are just learning to engage with books, need us to share their love and books give a cue to help them develop skills such as joint attention by reading books repeatedly with them. Aim to do 3 or more shared readings a day.

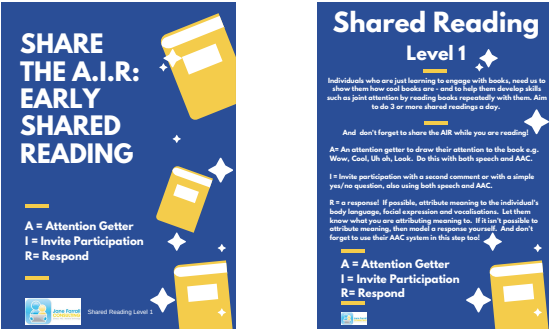
And don't forget to share the AIR while you are reading!

A = An attention getter to draw their attention to the book e.g. Wow, Cool, Uh oh, Look. Do this with both speech and AAC.

I = Invite participation with a second comment or with a simple yes/no question, also using both speech and AAC.

R = a response! If possible, attribute meaning to the individual's body language, facial expression and vocalizations. Let them know what you are attributing meaning to. If it isn't possible to attribute meaning, then model a response yourself. And don't forget to use their AAC system in this step too!

A = Attention Getter
I = Invite Participation
R = Respond



17

How often do we use AIR?

- Depends on the student
- Depends on the book
- But use AIR as often as you can!!



18

Which books should I use?

- Books you can read in one sitting
- Fiction and Non-Fiction
- Books about them!
- Books they are interested and engaged with




19

Shared Reading Early expressive communicator; literal language						
Shared Reading Level	Australian Curriculum & Victorian Curriculum Levels	Student's Language Level	Attention Setter	Invite Participation	Child's possible response	Adult's Response
2	AL: Emergent Capabilities 1c and 1d; VC: Towards Foundation Level C and Level D	Early expressive communicator (1 - 2 words) / Literal language	That's funny!	I'm asking a question. What do you think the caterpillar will eat next?	Any food. (Adult might provide some scaffolding by navigating to the appropriate page in the AAC system)	Yes! We had <u>coke</u> with <u>Carolina</u> didn't we. (Adult may give other appropriate response)

20

AIR


- A = Oh dear. He looks bored.
- I = How do you feel at the zoo?
- R = {student responds}
- What if the student says "dog"?
- What if the student says "sad"?
- We use any response and assume competence



21

AIR


- A = Hmmmm... I think he might do something different.
- I = Which animal do you think he will be next?
- R = {student responds}
- What if the student says "lion"?
- What if the student says "stop"?
- We use any response and assume competence



22

AIR


- A = Yuck!!! I do NOT like snakes.
- I = Do you have an opinion about snakes?
- R = {student responds}
- What if the student says "rough"?
- What if the student says "love"?
- We use any response and assume competence



23

AIR

- A = Yay – he's got a friend.
- I = I wonder if he's happy about that (expectant pause)
- R = {student responds}
- What if the student says "funny"?
- What if the student says "happy"?
- We use any response and assume competence




24

Shared Reading Expressive communicator; literal language						
Shared Reading Level	Assessor Curriculum & Victorian Curriculum Levels	Student's Language Level	Attention Getter	Invite Participation	(Child's possible response)	Adult's Response
3	AC General Capabilities (c and fe); VC Towards Foundation Level D and Foundation	Expressive communicator (2-5+ words) / literal language	Oh oh!	"I wonder what the caterpillar is doing here!"	Eat fruit!	Yes - but I don't think caterpillars really eat fruit!

25

How the Birds got their Colours
From a Dreamtime Story



26




In the beginning all birds were black.

27



One day a dove was trying to catch a grub.

28



He didn't catch the grub. He landed on a sharp stick.

29



The stick hurt his foot.

30

AIR

- A = Oh no!
 - I = That must hurt (expectant pause)
 - R = {student responds}
- At this level we would have more of an expectation of a response close to the topic – but we still aren't using this for testing. So, if they give an answer that is off the topic we follow their lead where possible and turn it around to modelling an on-topic response.



31



He was very sick.

32



He was dying.

33



His friends came to see him.

34



They wanted to help.

35



The crow didn't come to help.

36



The parrot cut open his foot with her beak.

37

AIR

- A = Wow!
 - I = What was she trying to do?
 - R = {student responds}
- At this level we would have more of an expectation of a response close to the topic – but we still aren't using this for testing. So, if they give an answer that is off the topic we follow their lead where possible and turn it around to modelling an on-topic response.



38



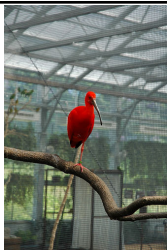
His foot burst open.

39



The birds were covered in colour from his foot.

40



Some birds were red.

41



Some birds were blue.

42



Some birds were yellow.

43



Some birds were green.

44



All the birds who tried to help were now coloured.

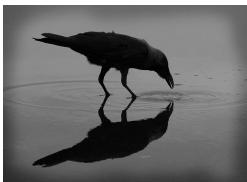
45

AIR

- A = They look great.
 - I = What coloured birds have you seen?
 - R = {student responds}
- At this level we would have more of an expectation of a response close to the topic – but we still aren't using this for testing. So, if they give an answer that is off the topic we follow their lead where possible and turn it around to modelling an on-topic response.

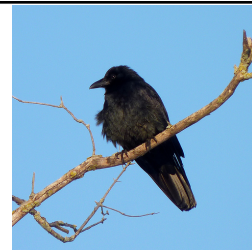


46



The crow didn't try to help.

47



The crow stayed black.

48




That is the story of how the birds got their colours.

49

Shared Reading
Expressive communicator (3+ words) / inferential language

Shared Reading Level	Australian Curriculum & Victorian Curriculum Levels	Student's Language Level	Attention Getter	Invite Participation	(Child's possible response)	Adult's Response
4	Foundation to Year 2	Expressive communicator (3+ words) / inferential language	That's crazy	Where do you think he got the food from?	From the supermarket	That would be a good place to get food

50



LEVELED Book C


Airplanes

Written by Laura Cephalop
and Elizabeth Jane Parkin
www.readings2.com

51

AIR


- A = That's cool
- I = I wonder if there is something you can think of that might have come on a plane?
- R = {student responds}



52

AIR


- A = Wow. That's good!
- I = What else do people use to put out fires?
- R = {student responds}



53

AIR


- A = Oooh – they jumped out of the plane.
- I = Why do you think they did that?
- R = {student responds}



54

4. Model "I have a question"

- Built into PODD
- In other AAC systems, make sure you clearly let your students know when you are asking a question (in shared reading)




Thanks to Centre for Literacy and Disability Studies

61

5. Vocabulary

Teach new vocabulary by briefly defining, using synonyms, and the new word in a sentence.



62

Descriptive Vocabulary Teaching and AAC

accepts that we can't have all words in a language in an AAC system

understands that strategic competence is a very important skill for any person who uses AAC to develop


use descriptive language to teach new vocabulary = teach vocabulary and teach strategic competence*

*Strategic competence see Light (1989)

63

Teach vocabulary

Pirahna = scary fish



64

6. Do you have a question?

- Turn things around occasionally and ask the student if they have a question
- If needed, set up a 3rd party to model asking questions
- Use expectant pauses as well
- Read the student's body language and make sure they have a way to initiate available always!




Thanks to Centre for Literacy and Disability Studies

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7. Print Referencing


- Point out basic elements of the book as you read it!
- It's all about getting emergent readers interested in print by "highlighting the forms, functions, and features of print during read-alouds" (Zucker, Ward, and Justice, "Print Referencing During Read-Alouds: A Technique for Increasing Emergent Readers' Print Knowledge." *The Reading Teacher*, 63(1), pp.62-72).



66

Print concepts


- "Knowledge of how print is organized, including relationships between written language units (e.g., letters make up words) and the metalinguistic terminology used to describe print (e.g., letter, word, write). It also includes understanding of how books are organized, the form and functions of environmental print, differential features of various print genre, and developmental writing skills" (Justice & Kaderavek, 2004, p. 202).



67

How can we do print referencing? Which books should we use?

- Zucker, Ward, and Justice suggest that print referencing can be incorporated "when teachers are reading books with children with the intent of promoting literacy development" and that one read-aloud per day should include some sort of print reference.
- Print referencing can be incorporated into any read-aloud-fiction, nonfiction, poetry—anything's game.



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PRINT REFERENCING

THINGS WE CAN DO:

- Page order: We read this page first, and then we read the next one. . .
- Point out the title of the book: This is the title of the book. It tells us. . .
- Point out text direction-top to bottom, left to right: We begin reading this word, and then we move. . . Use your finger and point as you read!
- Talk about the author/illustrator: The author wrote the book. . .
- Talk about the front cover and back cover: Here's where the book begins. It's called the front cover.
- Concepts of word: Let's count the words on this page.
- Short/Long words: Which word is longer/ shorter. . .
- Point out words in illustrations / captions/subtitles: Here it says "mail" on the mailbox. . .
- Talk about punctuation, use of upper and lower case
- Talk about text items the author/illustrator uses to emphasise the content, mood, etc
- And more!



69

8. Rhymes and sounds

Point out rhyming words and alliteration (initial letters sound the same as...).



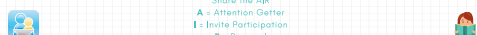
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SHARE THE AIR WITH THE GREAT EIGHT

The table below shows which of the Great Eight of shared reading are suggested at different student language levels

Shared Reading Level	Language Curriculum & Shared Reading level	Student's language level	Share the AIR	Join to follow	Observe to make participation	Heaven's "how's a question"	Touch vocabulary	Ask "Do you have a question?"	Pop referencing	Theme and details
1	20 Curricula Outcomes to use in Shared Reading level B	Receptive communication level 1-2	Y	Y						
2	20 Curricula Outcomes to use in Shared Reading level B	Early expressive communication level 2-3	Y	Y	Y	Y	Y	Y		
3	20 Curricula Outcomes to use in Shared Reading level B	Expressive communication level 3-4	Y	Y	Y	Y	Y	Y	Y	Y
4	20 Curricula Outcomes to use in Shared Reading level B	Expressive communication level 4-5	Y	Y	Y	Y	Y	Y	Y	Y

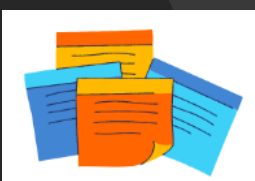
Share the AIR
 A = Attention Getter
 I = Invite Participation
 R = Respond



71

Record Keeping

- Make sure you keep records to ensure you are differentiating and doing all the different parts of shared reading appropriate to your student's language level



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Example Record Form

Shared Reading Using the Great Eight

Student: _____ Staff Member: _____ Date: _____

Great Eight technique(s) used by staff member: _____ Book: _____

Share the AIR Link to letters Completion Recall Open Ended Wh- questions Distancing

I have a question Teach vocabulary Do you have a question? Print referencing Rhymes and sounds

Communication by student (frequency): Initiate (number) Question (number) Respond (number)

Student Engagement (circle relevant descriptors):

Level 1: looking away, waking away, not attending to book, not attending to AAC

Level 2: showing some attention to book, attending to some AAC modelling, showing some stillness or listening behaviour

Level 3: attending to story, attending to AAC modelling, initiating communication, looking at book, participating in CAR

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