



reachoutandread.org

## Our Mission

**Reach Out and Read** prepares America's youngest children to succeed in school by partnering with doctors to prescribe books and encourage families to read together.

### The Reach Out and Read Model in Action

- Doctors, nurse practitioners, and other medical professionals incorporate **Reach Out and Read's** evidence-based model into regular pediatric checkups, by **advising parents about the importance of reading aloud** and giving developmentally-appropriate books to children.
- The program begins at the 6-month checkup and continues through age 5, with a special **emphasis on children growing up in low-income communities**.
- Families served by **Reach Out and Read** read together more often, and their children enter kindergarten with larger vocabularies, stronger language skills, and a **six-month developmental edge**.

### The Impact as of April 2011

- **Reach Out and Read** Programs are located in more than **4,688 hospitals and health centers** in all 50 states, Washington, D.C., Puerto Rico, and the U.S. Virgin Islands.
- **Reach Out and Read** serves **3.9 million children** and families annually.
- More than **6.4 million** new, developmentally-appropriate books are given to children annually.
- More than **28,000 medical providers** currently participate in **Reach Out and Read**.
- Community volunteers dedicate more than **350,000 hours** of service to **Reach Out and Read** annually.

### The Challenge

- **More than one-third (34%) of American children** entering kindergarten today lack the basic language skills they will need to learn to read.
- Children who live in print-rich environments and who are read to during the first years of life are more likely to develop stronger reading abilities and **enter school prepared to succeed**.
- Fewer than half of parents (48%) in the United States read to their young children daily.
- Parents of children living in poverty may lack the money to buy books, may not have easy access to good children's books, and may not themselves have been read to as children.

### The Research-Proven School Readiness Strategy

- **Reach Out and Read** is a national, nonprofit, school readiness organization founded in 1989 at Boston Medical Center, through a collaboration of pediatricians and early childhood educators.
- Supported by both public and private funding, the National Center provides training, technical assistance, and funding for books to **Reach Out and Read** Programs nationwide.
- The **Reach Out and Read** model is endorsed by the American Academy of Pediatrics and the National Association of Pediatric Nurse Practitioners.
- Fourteen published research studies confirm that the **Reach Out and Read** model works.

**For more information, contact the Reach Out and Read National Center**

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## Reach Out and Read: The Evidence

Research shows that when pediatricians promote early literacy according to the Reach Out and Read model, there is a significant effect on parental behavior, beliefs, and attitudes towards reading aloud, as well as improvements in the language scores of at-risk young children who participate. These effects have been found in ethnically diverse low-income families, in all areas of the country, regardless of parental literacy.

The body of published research supporting the efficacy of the Reach Out and Read model is more extensive than for any other psychosocial intervention in general pediatrics.

### The following studies have been published in peer-reviewed medical journals:

STUDY	MAIN FINDINGS
<b>Needman et al.</b> 1991	Parents who had received a book as part of Reach Out and Read were <b>more likely to report reading books with their children, or to say that reading was a favorite activity.</b> The benefits of Reach Out and Read were larger for families receiving Aid to Families with Dependent Children.
<b>High et al.</b> 1998	Parents whose children (under 3 years) had received books and educational materials during well-child visits were more likely than parents in a control group to report that they shared books with their children, and to cite <b>sharing books as a favorite activity or a child's favorite activity.</b>
<b>Golova et al.</b> 1999	Hispanic parents whose children had received bilingual books, educational materials, and literacy-promoting anticipatory guidance were <b>more likely to report reading books with their child at least three days per week (66% vs. 24%),</b> and that <b>reading books was one of their three favorite things to do with their child (43% vs. 13%)</b> than parents in a control group. Parents participating in the Reach Out and Read-model intervention also tended to have more books in the home (for children and adults).
<b>High et al.</b> 2000	Families participating in the Reach Out and Read model were more likely to read to their children (4.3 vs. 3.8 days per week), and their <b>toddlers' receptive and expressive vocabulary scores were higher,</b> even when adjusting for parental education, foreign-born, and language proficiency.
<b>Sanders et al.</b> 2000	Hispanic parents participating in Reach Out and Read were more likely to report reading to their children compared to non-Reach Out and Read parents. <b>When parents read more frequently to their children, they were also more likely to read frequently themselves.</b>
<b>Jones et al.</b> 2000	<b>Parents participating in Reach Out and Read were more likely to rate their child's pediatrician as helpful</b> than those not participating in Reach Out and Read. <b>Pediatricians in the Reach Out and Read group were more likely to rate parents as receptive</b> than those in the non-Reach Out and Read group. Mothers in the Reach Out and Read group were two times more likely to report enjoyment in reading together with their child than those in the non-Reach Out and Read group.
<b>Mendelsohn et al.</b> 2001	High-risk urban families participating in Reach Out and Read read more frequently to their children. Children exposed to Reach Out and Read had higher receptive language scores (mean: 94.5 vs. 84.8) and expressive language scores (mean: 84.3 vs. 81.6). <b>Increased exposure to Reach Out and Read led to larger increases in language scores (receptive and expressive).</b>
<b>Sharif et al.</b> 2002	<b>Children participating in Reach Out and Read had higher receptive vocabulary scores (mean: 81.5 vs. 74.3).</b> They also had higher scores on the Home Literacy Orientation (measured reading to child and number of books in the home) than children not participating in Reach Out and Read.
<b>Silverstein et al.</b> 2002	<b>English and non-English speaking families who participated in the Reach Out and Read model increased their weekly bedtime reading, and more parents reported reading as their own or their child's favorite activity.</b> For non-English speaking families the number of children's books in the home also increased as a result of the Reach Out and Read model.
<b>Theriot et al.</b> 2003	Among children age 33 to 39 months attending a well-child clinic in Louisville, KY, expressive and receptive language scores were significantly associated with both the number of Reach Out and Read-enhanced well-child visits they had attended, and with the number of books purchased for them by their parents. <b>This finding supports a "dose effect" for the Reach Out and Read intervention: the more Reach Out and Read, the higher the score.</b>

<b>STUDY</b>	<b>MAIN FINDINGS</b>
<b>Weitzman et al.</b> 2004	In a study using direct observation of children's homes, <b>parents were more likely to read aloud to their children and enjoy reading together</b> when their families had more encounters with the Reach Out and Read program.
<b>Needlman et al.</b> 2005	In a multicenter study, families exposed to Reach Out and Read were <b>more likely to report reading aloud at bedtime, to read aloud three or more days per week, mention reading aloud as a favorite parenting activity, and own 10 or more children's books.</b>
<b>Byington et al.</b> 2008	This qualitative study examined the thank-you notes sent to staff at a Reach Out and Read clinic by Hispanic families. <b>Families expressed thanks for the books received, as well as the literacy advice given by doctors and nurses.</b> Many families believed that the books and advice promoted the habit of reading, and demonstrated respect the staff held for the families and their children.
<b>King et al.</b> 2009	Successful implementation of the Reach Out and Read Program was related to the culture of the clinic. Staff at clinics that struggled to implement Reach Out and Read found their jobs burdensome and reported lacks in communication. <b>Staff at successful Reach Out and Read sites worked as a team and expressed strong commitments to their communities.</b>

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For more information about **Reach Out and Read's special initiatives** or to download the complete **Developmental Disabilities Literacy Promotion Guide**, visit [www.reachoutandread.org/providers/uniquepopulations/disabilities.aspx](http://www.reachoutandread.org/providers/uniquepopulations/disabilities.aspx)

## GUIDANCE TO FAMILIES: a menu of activities to encourage literacy

DEVELOPMENTAL DIFFERENCES	speech and language problems	autism spectrum disorder (ASD)	intellectual disabilities
	Books that rhyme and/or repeat are particularly important.	Have conversations to build oral language and reciprocity. Explore books about feelings.	Frequency of reading, rhyming, and word play will be very important.
cerebral palsy (CP)	low vision or blindness	hearing loss or deafness	attention deficit hyperactivity disorder (ADHD)
Make sure books are accessible. Lap reading may be difficult.	Explore word window margins that track the line of print; create sufficient lighting. Tactile books are fun.	Signing and speaking the story may help the child understand books with and without words. Children can tap out rhythm in music books.	Reduce background noise and other distractions. Explore books that increase self-awareness.

### Infants and Toddlers

Respond to your baby's babbles and coos—have back and forth conversations.

Play touching and singing games with your baby's body parts.

Music builds memory and language skills—singing lullabies can calm.

Replace television and technology time with name games, reading, and outdoor activities.

Play peek-a-boo, patty-cake, and puppet games.

Point to and name objects around your baby.

Explore infant/toddler programs at your library.

Cuddle your baby often. Smile and make eye contact.

Use books to help with transitions.

Read daily to your toddler, re-reading his/her favorite books for at least 5–10 minutes.

Make sure the people who take care of your baby make reading and conversations important.

Make it easy for your toddler to reach his/her own books.

Reinforce the sounds of your home language with stories, songs, and poems.

### Preschool and School-age

Allow your child to build a personal library of books.

Have your child apply for his own public library card.

Talk about colors, numbers, letter names, and sounds on street signs, cereal boxes, T-shirts, and other things around your child.

Use the library for free audio books for long trips.

Word play and rhyming are powerful ways to prepare your child to learn to read.

Increase daily reading to 30 minutes.

Once your child is reading, take turns reading to one another.

Build your child's listening skills by reading books with fewer pictures such as ***Charlotte's Web*** or ***The Trumpet of the Swan***.

Keep reading with, and to, your child even once he masters reading.

Bring books in the car, on the bus, to the doctor's office, and anywhere your child is required to wait.

Make sure your child sees and hears you reading.

Daily reading routines and reading practice are essential.

Write simple notes to your child using letters and pictures. Have him write back to you.

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Deepen your partnership with your child's teacher by agreeing on frequent and specific modes of communication.



# Developmental Disabilities Literacy Promotion Guide

for Pediatric Healthcare Providers

# GUIDANCE TO FAMILIES:

a menu of activities to encourage literacy

<b>developmental differences</b>	<b>speech and language problems</b> Books that rhyme and/or repeat are particularly important.	<b>autism spectrum disorder (ASD)</b> Have conversations to build oral language and reciprocity. Explore books about feelings.	<b>intellectual disabilities</b> Frequency of reading, rhyming, and word play will be very important.
<b>cerebral palsy (CP)</b> Make sure books are accessible. Lap reading may be difficult.	<b>low vision or blindness</b> Explore word window margins that track the line of print; create sufficient lighting. Tactile books are fun.	<b>hearing loss or deafness</b> Signing and speaking the story may help the child understand books with and without words. Children can tap out rhythm in music books.	<b>attention deficit hyperactivity disorder (ADHD)</b> Reduce background noise and other distractions. Explore books that increase self-awareness.

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## INTRODUCTION

### Developmental Disabilities Literacy Promotion Guide for Pediatric Healthcare Providers

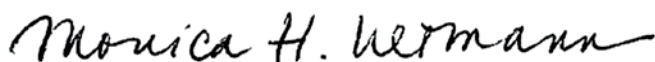
The Developmental Disabilities Literacy Promotion Guide was developed for pediatric primary care providers who care for infants and children with developmental challenges and provide support, advice, and helpful resources to their families. It was developed as part of Reach Out and Read's Special Initiatives program. The guide is designed to be used as a handout for families and a point of reference for pediatric healthcare providers already trained in the Reach Out and Read model of early literacy promotion, though new providers and trainees are also welcome to use the material.

The concept for this guide is based on the mandate of the American Academy of Pediatrics and Bright Futures to encourage pediatric healthcare practitioners to screen for and identify, at earlier ages, infants and children at risk for developmental disabilities, and to create Medical Homes for their ongoing primary care. The content provided within this resource supports the efforts of primary care providers who care for this complex group of children, as they provide anticipatory guidance and resources to parents and caretakers.

Each disorder-specific section provides a brief description of the condition, advice for parents about reading with their child, and internet resources and books they can turn to for reliable information and support. Seven developmental disabilities are included: Speech and Language Problems; Autism Spectrum Disorder; Intellectual Disabilities (mental retardation); Inattention and Attention Deficit/Hyperactivity Disorder; Cerebral Palsy; and Vision and Hearing Impairments.

New information to share with parents concerning their complex children is always developing. We hope that you find this guide informative and helpful during your busy clinical day, as you introduce literacy promotion to some of the thousands of children with developmental disabilities (and their families) that Reach Out and Read serves. If you have ideas or suggestions to share, please **email [info@reachoutandread.org](mailto:info@reachoutandread.org)**.

Sincerely,



Monica H. Ultmann, M.D.  
Reach Out and Read National Trainer and Provider

Developmental-Behavioral Pediatrician  
Director, Center for Children with Special Needs  
Floating Hospital for Children at Tufts Medical Center  
Clinical Professor of Pediatrics  
Tufts University School of Medicine

## EMERGENT LITERACY

### Concept, Challenges, and Implications for Infants and Children with Developmental Disabilities

**Emergent literacy refers to the steps infants and children progress through as they master the complex requisites for reading and writing.** In addition to being a cognitive process, literacy acquisition involves a fine-tuned balance of linguistic, psychological, and social factors depending heavily on the attachment formed with important people in a child’s immediate environment. Acquiring language and literacy skills involves integrating literacy practices and routines into the everyday lives of families by:

- Early verbal and nonverbal interactions
- Opportunities to physically explore
- Daily exposure to reading aloud and/or oral stories
- Engaging toddlers in “playtalk” or imaginative, rich conversations that build oral language
- Word games (rhyming, singing, poetry)
- Scribbling and drawing
- Conversations about books and stories

For infants and children with suspected or diagnosed developmental disabilities, the process of acquiring early language and literacy skills may be difficult and slow because of:

- Atypical social/emotional development
- Attachment issues and parent/child interactions
- Limited sensory and/or cognitive skills
- Physical constraints
- Attentional challenges
- Motor planning/mobility issues
- Misunderstanding a child’s abilities

## UTILIZING BOOKS FOR DEVELOPMENTAL SURVEILLANCE

### and Touchpoints for Anticipatory Guidance in Typically Functioning Infants and Children and those with Developmental Concerns

Giving a book to a child during a routine health maintenance visit allows the healthcare provider a unique opportunity to relate to the child and the family. When a child picks up a book, opens it, and begins to interact with its content, the healthcare provider can view the child through a different lens. Though not considered a screening tool because of its inherent lack of standardization, books can serve as a unique way to observe the child’s developmental skills and his interaction with his parent or caretaker.



**The following can be observed during an examination, dependent on the age and developmental level of the child:**

- Assess eye contact: normal, brief, sustained
- Assess attention to task as well as joint attention and focus
- Observe the child bringing items for shared enjoyment
- Assess language development:
  - Expressive: verbal (babbling, words, phrases, rhyming, spontaneous conversation), nonverbal (gestures, pointing)
  - Receptive: understanding directions, pointing to pictures
  - Pragmatics: the social context of language
  - Atypical Language: echolalia (immediate and delayed)
- Observe fine motor skills: holding the book, turning pages, pointing, tactile abilities, and preferences
- Observe the presence of turn-taking between the adult and child

Pediatric Healthcare Providers are in a unique position to play an influential role in the lives of infants and children with developmental disabilities in their care. Viewed as knowledgeable and experienced, providers can help parents understand their child’s developmental challenges, recognize their child’s individual strengths, and identify crucial community resources.

**When providing families with anticipatory guidance concerning literacy activities:**

- Encourage families to balance the demands of educational goals, therapies, and medical needs of the child with time for activities of mutual pleasure—shared reading, story-telling, and playing games.
- Encourage communication, modeling of reading and writing, and literacy-rich home environments.
- Acknowledge what parents and caretakers are already doing to promote early literacy in their children.
- For infants and children identified with developmental concerns at less than 3 years of age, direct parents to early intervention programs and disability-specific resources where they can learn how to engage their child in language, literacy, and play activities at home.
- Encourage adaptive approaches and tools to meet a child’s specific needs (e.g., story boxes, tactile experience books for children with visual impairments, specially-designed stories for children with autism, etc.).

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# Make book time fun and educational for children with speech and language problems

## Helping your child love books

You'll find sharing books together is a great way to bond with your son or daughter and help your child's development at the same time. **Give your child a great gift that will last for life—the love of books.**

Children with speech and language problems may have trouble sharing their thoughts with words or gestures. They may also have a hard time saying words clearly and understanding spoken or written language. Reading to your child and having her name objects in a book or read aloud to you can strengthen her speech and language skills.

## Tips for reading with your infant or toddler

Each time you read to your child, you are helping her brain to develop. So read to your child every day. Choose books that you think your child will enjoy and will be fun for you to read.

Since younger children have short attention spans, try reading for a few minutes at a time at first. Then build up the time you read together. **Your child will soon see reading time as fun time!**

Check off the things you can try:

- Read the same story again and again. The repetition will help her learn language.
- Choose books with rhymes or songs. Clap along to the rhythm and help your child clap along. As your child develops, ask her to fill in words. ("Twinkle twinkle little star. How I wonder what you \_\_\_\_\_.")
- Point to pictures and talk about them. ("Look at the silly monkey!") You can also ask your child to point to certain pictures. ("Where's the cat?")
- Talk about events in your child's life that relate to the story. ("That bear has blue pajamas just like you do!")
- Ask your child questions about the story. ("Is that bunny hiding?") As your child develops, ask more complex questions. ("What do you think will happen next?")

## Some suggested books for your infant or toddler

- **Mother Goose** Rhymes or **Dr. Seuss** books with their rhyming stories
- **Each Peach Pear Plum** by Allan and Janet Ahlberg
- **Chicka Chicka Boom Boom** by Bill Martin, Jr.

## Helping your preschooler or school-age child love books

**When you read to your child often and combine reading time with cuddle and play time, your child will link books with fun times together.** So continue to read to your child every day. Choose books that are on your child's language level and that your child likes.

Check off the things you can try:

- Discuss the story with your child. ("Why do you think the monkey stole the key?")
- Help your child become aware of letter sounds. (While pointing to a picture of a snake, ask: "What sound does a snake make?") As your child develops, ask more complex questions. (While pointing to a picture of a ball, ask: "What sound does 'ball' start with?")
- Play sound games with your child. List words that rhyme ("ball," "tall") or start with the same sound ("mommy," "mix").

## Some suggested books for your preschooler or school-age child

Funny or silly books are a good choice for this age group. Some titles include:

- **Does a Chimp Wear Clothes?** by Fred Ehrlich, M.D.
- **Hippos Go Berserk!** by Sandra Boynton
- **Mr. Brown Can Moo! Can You?** by Dr. Seuss

## How children can learn more about speech and language problems

Get these books:

- **Let's Talk About Stuttering** by Susan Kent (Ages 4–8)
- **Coping with Stuttering** by Melanie Ann Apel (Ages 9–12)

## How parents can learn more about speech and language problems

Read these books:

- **Childhood Speech, Language, and Listening Problems** by Patricia Hamaguchi
- **Does My Child Have a Speech Problem?** by Katherine Martin
- **The New Language of Toys: Teaching Communication Skills to Children with Special Needs: A Guide for Parents and Teachers** by Sue Schwartz and Joan Miller
- **The Parent's Guide to Speech and Language Problems** by Debbie Feit and Heidi Feldman

## Contact these groups for more information:

- American Speech-Language-Hearing Association—(800) 638-8255 or [www.asha.org](http://www.asha.org)
- Apraxia-KIDS (The Childhood Apraxia of Speech Association)—[www.apraxia-kids.org](http://www.apraxia-kids.org)
- Speechville Express—[www.speechville.com](http://www.speechville.com)



## Make book time fun and educational for children with autism spectrum disorder (ASD)

### Helping your child love books

You'll find sharing books together can be a good way to connect with your son or daughter. Reading also helps your child's language development and listening skills. As you know, having ASD impacts the way your child reacts to situations and people and how she looks at the world around her.

Children with ASD often have trouble making eye contact and sharing their thoughts with words or gestures. Some children have a very short attention span when being read to or when reading. Try reading for short periods of time, pointing and naming objects as you read. Other children with ASD may read very early and show intense interest in certain subjects and want to read everything they can on that topic. **Whether your child has mild or severe ASD, making reading a fun activity can help your child's learning and social skills.**

If your child likes routine in her day, try reading her favorite book to help move her from one task to another. For example, reading can set the stage for nap time and bedtime. Work with your child's behavior and/or occupational therapist to learn how reading can help with social skills, new activities, and transitions.

### Tips for reading with your infant or toddler

Each time you read to your child, you are helping her brain to develop. Reading aloud to your child allows her to hear your voice and listen to spoken words. Your child is also more likely to ask questions and learn about the world around her. **So—you've planted the seed to reading that will stay with your child throughout her life.**

Try reading for a few minutes at a time at first. Then build up the time you read together. Your child will see reading time as both fun time and learning time!

Check off the things you can try:

- Borrow books from the library that have photos and drawings of babies and people's faces. This can help your child recognize emotions.
- Read the same story again and again. The repetition will help her learn language.
- Read aloud. Talk about the pictures and read the text.
- Find books that have lots of repetition of phrases. Also find books with rhymes. Softly clap your hands and help your baby clap along to the rhythm.
- Find books that have buttons your child can press that have sounds.

### Some suggested books for your infant

- **Babies** by Susan Canizares
- **Global Babies** by Mara Ajmera
- **Smile!** by Roberta Grobel Intrater

### Some suggested books for your toddler

- **Lots of Feeling** by Shelley Rotner
- Books by Susan Canizares such as **Babies on the Move** and **Feelings**

## Helping your preschooler or school-age child love books

**Remember, when you read to your child often and combine reading time with cuddle and play time, your child will link books with fun times together.**

Check off the things you can try:

- Sit on the floor next to your child.
- Read aloud. Talk about the pictures and read the text.
- Find books on topics that interest your child, such as books on animals or sports.
- Find books that have buttons to press that make sounds. Borrow library audio books that your child can start or stop by pressing a button.

## Some suggested books for your preschooler or school-age child

- Books by Simms Taback such as ***There Was an Old Lady Who Swallowed a Fly*** and ***This is the House that Jack Built***
- ***Lyle Lyle Crocodile*** by Bernard Waber

## How children can learn more about autism spectrum disorder

Get these books:

- ***My Friend Has Autism*** by Amanda Tourville (Ages 5–10)
- ***My Brother Charlie*** by Holly Robinson Peete (Ages 4–8)
- ***Autism and Me*** by Ouisie Shapiro (Ages 5–12)
- ***Ian's Walk*** by Laurie Lears (Ages 4–8)

## How parents can learn more about autism spectrum disorder

Read these books:

- ***A Practical Guide to Autism: What Every Parent, Family Member, and Teacher Needs to Know*** by Fred Volkmar and Lisa Wiesner
- ***Does My Child Have Autism: A Parent's Guide to Early Detection and Intervention in Autism Spectrum Disorders*** by Wendy Stone
- ***Writing Social Stories with Carol Gray*** (Book and DVD)

## Contact these groups for more information:

- Autism Society of America—(800) 328-8476 or [www.autism-society.org](http://www.autism-society.org)
- Autism Speaks—[www.autismspeaks.org](http://www.autismspeaks.org). Ask for ***First 100 Days and the Newly Diagnosed Families/School Community*** toolkits.
- Centers for Disease Control and Prevention—[www.cdc.gov/ncbddd/actearly](http://www.cdc.gov/ncbddd/actearly). Look for the ***Learn the Signs. Act Early.*** program.
- Easter Seals: Act for Autism—[www.easterseals.com](http://www.easterseals.com)
- First Signs—[www.firstsigns.org](http://www.firstsigns.org)
- National Institute of Neurological Disorders and Stroke Autism Fact Sheet—[www.ninds.nih.gov/disorders/autism/detail\\_autism.htm](http://www.ninds.nih.gov/disorders/autism/detail_autism.htm)



# Make book time fun and educational for children with intellectual disabilities

## Helping your child love books

You'll find sharing books together is a great way to bond with your son or daughter and help your child's development at the same time. **Give your child a great gift that will last for life—the love of books.**

Like all children, your child will learn and develop, yet she will likely develop more slowly than other children her age. Reading aloud and talking about the story and the pictures will help your child improve her vocabulary and help teach grammar. When your child reads to you or names objects on the page, she will get added practice to improve her memory and her spoken language skills. As your child grows, talk to her occupational therapist and teachers about ways reading and word-matching games can help improve her reading skills.

If your child is not yet sitting up by herself, prop her up and make sure her seat offers good support. Sit near her as you read. Your baby or young child may not always respond to you at first. As you read, talk to her about the pictures. It is important that you respond to your baby's gurgles and other sounds. This lets your child know that through reading together, you are communicating.

## Tips for reading with your infant or toddler

Each time you read to your child, you are helping her brain to develop. Reading to your child helps her understand that there are words and pictures on the page. **So—you've planted the seed to reading that will stay with your child throughout her life.**

Try reading for a few minutes at a time at first. Then build up the time you read together. Your child will soon see reading time as fun time and learning time!

Check off the things you can try:

- Buy books or borrow books from the library that have thick, sturdy pages.
- Find books that have rhymes. Clap your hands and help your baby clap along to the rhythm of the words.
- Find books that teach everyday things, such as colors, shapes, numbers, and letters.
- Read aloud. Talk about the pictures and read the text. Help your toddler point to objects you name in the book.

## Some suggested books for your infant

- ***I Can, Can You?*** by Marjorie W. Pitzer
- Books by Laura Ronay, such as ***Kids Like Me...Learn ABC*** or ***Kids Like Me...Learn Colors***
- Books by Rena D. Grossman, such as ***Families*** or ***Eating the Rainbow***

### Some suggested books for your toddler

- **Dr. Seuss's ABC**
- **Feelings** by Susan Canizares
- **The Feelings Book** by Todd Parr
- **Hugs and Kisses** by Roberta Grobel Intrater
- Books by Eric Carle, such as **My Very First Book of Colors**, **My Very First Book of Numbers**, **My Very First Book of Shapes**, or **Eric Carle's ABC**

### Helping your preschooler or school-age child love books

**Remember, when you read to your child often and combine reading time with cuddle and play time, your child will link books with fun times together.**

Check off the things you can try:

- Borrow books from the library on topics that can strengthen your child's daily living skills, such as books about bedtime or going to the dentist. Also, pick books about things your child enjoys, such as animals.
- Read aloud and talk about the pictures. Ask your child to name objects or read aloud.
- Praise your child's efforts at reading!**
- Find books that have buttons to press that make sounds, and buy audio books.

### Some suggested books for your preschooler or school-age child

- **At the Seashore** by Ruth Koeppel
- **Poke-A-Dot Old MacDonald's Farm** by Travis King
- **Sounds on the Go!** By Gail Donovan

### How children can learn more about intellectual disabilities

- **Hi, I'm Ben and...I've Got a Secret** by Julie A. Bouwkamp (Ages 3–8)
- **My Friend Isabelle** by Eliza Woloson (Ages 4–8)
- **Susan Laughs** by Jeanne Willis (Ages 4–8)

### How parents can learn more about intellectual disabilities

Read these books:

- **Babies with Down Syndrome: A New Parent's Guide** edited by Susan Skallerup
- **Children with Mental Retardation: A Parents' Guide** edited by Romyne Smith
- **Early Communication Skills for Children with Down Syndrome: A Guide for Parents and Professionals** by Libby Kumin, Ph.D.

### Contact these groups for more information:

- American Association on Intellectual and Developmental Disabilities—(800) 424-3688 or **www.aaidd.org**
- The ARC (formerly the Association for Retarded Citizens)—(800) 433-5255 or **www.thearc.org**
- Centers for Disease Control and Prevention—(800) CDC-INFO or **www.cdc.gov/actearly**
- Easter Seals—(800) 221-6827 or **www.easterseals.com**
- National Dissemination Center for Children with Disabilities—(800)695-0285 or **www.nichcy.org**
- National Down Syndrome Society—(800) 221-4602 or **www.ndss.org**





# Make book time fun and educational for children with cerebral palsy (CP)

## Helping your child love books

You'll find sharing books together is a great way to bond with your son or daughter and help your child's development at the same time. **Give your child a great gift that will last for life—the love of books.**

CP affects your child's brain. This may cause difficulty with muscle tone and control. Your child may have delays speaking or have speech that is hard to understand. Reading with your child and having your child name objects in the book or read aloud to you can strengthen his speech skills.

## Tips for reading with your infant or toddler

Each time you read to your child, you are helping his brain to develop. Reading to your child helps him understand that there are words and pictures on the page. **So—you've planted the seed to reading that will stay with your child throughout his life.**

Since young children have short attention spans, try reading for a few minutes at a time at first. Then build up the time you read together. Your child will soon see reading time as fun time and learning time!

Check off the things you can try:

- Buy books or borrow books from the library that have thick, sturdy pages.
- Find books that have rhymes like a Mother Goose nursery rhymes book.
- Clap your hands and help your baby clap along to the rhythm of the words.
- Read aloud. Talk about the pictures and read the text. Help your toddler point to objects you name in the book.

## Some suggested books for your infant

**Fisher Price** makes **Stroller Strap Books**. The straps make the books easy to handle and the sturdy pages stay open and are easy to turn. Some titles include:

- **Ears, Nose & Toes!**
- **Touch and Feel**
- **I Love My Family**

## Some suggested books for your toddler

**E-Z Page Turners** is a series of books made by **Innovative Kids**. These books are specially designed to help little ones turn the pages. You can buy them online or ask your child's occupational therapist for help finding this brand. Some titles include:

- **Trucks**
- **Opposites**
- **Mommies and Babies**

## Helping your preschooler or school-age child love books

**Remember, when you read to your child often and combine reading time with cuddle and play time, your child will link books with fun times together.**

Check off the things you can try:

- Find books on topics that interest your child, such as books on animals or sports.
- Position your child next to you on the couch. If your child is in a wheelchair or special chair, sit close enough so he can see the book and hear you. Ask your child's occupational and/or physical therapist about special tools to help your child prop up the book.
- Find books that have buttons to press that make sounds. Buy audio books that your child can start or stop by pressing a button.
- Read aloud and talk about the pictures. Ask your child to name objects or read aloud.
- Praise your child's efforts at reading!**

## Some suggested books for your preschooler or school-age child

- **Harold and the Purple Crayon** by Crockett Johnson
- **We Are Going on a Bear Hunt** by Helen Oxenbury
- **The Napping House** by Audrey Wood

## How children can learn more about cerebral palsy

Read these books:

- **Brothers and Sisters** by Laura Dwight
- **Living with a Brother or Sister with Special Needs** by Donald Meyer and Patricia Vadasy (Ages 4–10)
- **Views from Our Shoes** by Donald Meyer (Ages 8–12)

## How parents can learn more about cerebral palsy

Read these books:

- **Cerebral Palsy: A Complete Guide for Caregiving** by F. Miller and S.J. Bachrach
- **Children with Cerebral Palsy: A Parent's Guide** edited by Elaine Geralis
- **Reflections from a Different Journey** by Stanley Klein

## Contact these groups for more information:

- Centers for Disease Control and Prevention—(800) CDC-INFO or [www.cdc.gov/actearly](http://www.cdc.gov/actearly)
- Easter Seals—(800) 221-6827 or [www.easter-seals.org](http://www.easter-seals.org)
- National Dissemination Center for Children with Disabilities—(800) 695-0285 or [www.nichcy.org](http://www.nichcy.org)
- National Institute of Neurological Disorders and Stroke, National Institutes of Health—[www.ninds.nih.gov](http://www.ninds.nih.gov)
- United Cerebral Palsy Association—(800) 872-5827 or [www.ucp.org](http://www.ucp.org)
- Siblings Support—[www.siblingsupport.org](http://www.siblingsupport.org)
- University of Michigan Health System—[www.med.umich.edu/yourchild/topics/specneed.htm](http://www.med.umich.edu/yourchild/topics/specneed.htm)



# Make book time fun and educational for children with low vision or blindness

## Helping your child love books

You'll find sharing books together is a great way to bond with your son or daughter. Reading also helps your child's language development and listening skills when you talk about the story and ask questions. **Don't forget that sitting side-by-side listening to audio books together is another way to introduce stories to your child with vision challenges.**

Large print books can help a child with mild to moderate vision loss discover the world of books. These books have big print and offer high contrast between the words and the page to make tracking the words easier. Visit your library and ask for the large print book section. Children who have little or no sight may learn to read Braille. Braille books have raised "letters." Children in elementary school can get free Braille books up to 12 times a year. Call the American Action Fund for Blind Children and Adults at (410) 659-9315 ext. 2287 to learn more. **Give your child a great gift that will last for life—the love of books.**

## Tips for reading with your infant or toddler

Each time you read to your baby, you are helping your child's brain to develop. Reading aloud to your child allows him to hear your voice and listen to spoken words. Your child is also more likely to ask questions and learn about the world around him. **So—you've planted the seed to reading that will stay with your child throughout his life.**

Since younger children have short attention spans, try reading for a few minutes at a time at first. Then build up the time you read together. Your child will soon see reading time as both fun time and learning time!

Check off the things you can try:

- Sit your child next to you. If your child has low vision, make sure there is plenty of light to help him see the page.
- Buy books or borrow books from the library that have textures your child can touch.
- Help your toddler feel pop-up or raised objects you name in the book.
- Read aloud. Talk about the pictures and read the text.
- Find books that have rhymes. Clap your hands and help your baby clap along to the rhythm.
- Find books that have buttons your child can press that have sounds.

## Some suggested books for your infant

Look for books that have soft or textured shapes. Find books that have pop-out pieces and textures your child can feel and name. Some titles include:

- **Pat the Bunny** and other Touch and Feel books by Dorothy Kunhardt
- **Three Little Duckies** and other Float Along Books with toys to handle
- **Where Is Baby's Belly Button?** by Karen Katz

### Some suggested books for your toddler

- **Are You Ticklish?** by Melanie Mitchell
- **Whose Back is Bumpy?** or **High Tide** by Kate Davis

### Helping your preschooler or school-age child love books

**Remember, when you read to your child often and combine reading time with cuddle and play time, your child will link books with fun times together.**

Check off the things you can try:

- Sit your child next to you. If your child has low vision, make sure there is plenty of light to help your child see the page.
- Read aloud. Talk about the pictures and read the text.
- Find large print books on topics that interest your child, such as books on animals or sports.
- Find books that have buttons to press that make sounds. Buy audio books that your child can start or stop by pressing a button.
- Find Braille books if your child reads Braille.
- Praise your child's efforts at reading!**

### Some suggested books for your preschooler or school-age child

- **The Wheels on the Bus Go Round and Round** and other books with wheels that move
- **Children's Book of Nursery Rhymes** and other children's poetry books
- **Mr. Brown Can Moo. Can You?** (use with plastic or stuffed animals)

### How children can learn more about vision loss

Get these books:

- **Anna & Natalie** by Barbara H. Cole (Ages 7–12)
- **Saltypie** by Tim Tingle (Ages 5–10)
- **Follow My Leader** by James Garfield (Ages 8–12)

### How parents can learn more about vision loss

Read these books:

- **Braille for the Sighted: Beginning Braille** by S. Harold Collins, Jane Schneider, and Kathy Kifer
- **Children with Visual Impairments: A Guide for Parents** edited by M. Cay Holbrook
- **Experiencing Literacy: A Parents' Guide for Fostering Literacy Development of Children with Visual Impairment** by Alan Koenig and M. Cay Holbrook
- **Look at It This Way: Toys and Activities for Children with Visual Impairment** by Roma Lear

### Contact these groups for more information:

- American Action Fund for Blind Children and Adults—(410) 659-9315 or [www.actionfund.org](http://www.actionfund.org)
- American Foundation for the Blind—(800) 232-3044 or [www.afb.org](http://www.afb.org)
- Centers for Disease Control and Prevention—(800) CDC-INFO or [www.cdc.gov/actearly](http://www.cdc.gov/actearly)
- National Association for Parents of Children with Visual Impairments—(800) 562-6265 or [www.spedex.com/napvi](http://www.spedex.com/napvi)
- National Dissemination Center for Children with Disabilities—(800) 695-0285 or [www.nichcy.org](http://www.nichcy.org)
- National Eye Institute/National Institutes of Health—[www.nei.nih.gov](http://www.nei.nih.gov)



# Make book time fun and educational for children with hearing loss or deafness

## Helping your child love books

You'll find sharing books together is a great way to bond with your son or daughter and help your child's development at the same time. **Give your child a great gift that will last for life—the love of books.**

Hearing loss ranges from partial to total deafness. Some children can hear better with a hearing aid, cochlear implant, or FM system. Others cannot. Hearing loss may last only a short time, or it may never go away. Some children are born with hearing loss. Others develop it later in life. These factors affect the challenges your child will face in learning to read.

## Tips for reading with your infant or toddler

Each time you read to your child, you are helping her brain to develop. So read to your child every day. Choose books that you think your child will enjoy. Books that rhyme or repeat the same sound are good for helping your child learn the sounds letters and words make.

Since younger children have short attention spans, try reading for a few minutes at a time at first. Then build up the time you read together. **Your child will soon see reading time as fun time!**

Check off the things you can try:

- Read the same story again and again. This will help your child catch words he may have missed before. Explain the story as needed.
- Make sure your child can see your face and the pictures. This will help your child follow the story, even if he doesn't catch all the words.
- Have your child turn pages, touch the pictures, and lift the flaps. This will give your child practice using his hands, which gets him ready to sign.
- Use simple sign language as you read.

## Some suggested books for your infant

Choose board books with simple signs. Some titles include:

- ***Baby Signs*** by Joy Allen
- ***My First Book of Sign Language*** by Joan Holub
- Books by Annie Kubler such as ***My First Signs*** and ***Sign and Sing Along***

## Some suggested books for your toddler

- Books by Anthony Lewis such as ***Meal Time***, ***My First Book of Animal Signs***, and ***Play Time***

## Helping your preschooler or school-age child love books

**When you read to your child often and combine reading time with cuddle and play time, your child will link books with fun times together.** So continue to read to your child every day. Choose books that you think your child will enjoy and look fun for you to read.

Check off the things you can try:

- Read the same story again and again. This will help your child catch words he may have missed before. Explain the story as needed.
- Make sure your child can see your face and the pictures. This will help your child follow the story, even if he doesn't catch all the words.
- Use stuffed animals to act out the story.
- Continue to teach your child to sign.

## Some suggested books for your preschooler or school-age child

- **Each Peach Pear Plum** by Allan and Janet Ahlberg
- **Jamberry** by Bruce Degen
- **Sheep in a Jeep** by Nancy Shaw

## How children can learn more about hearing loss

Get these books:

- **Jordan Has A Hearing Loss** by Jillian Powell (Ages 4–8)
- **Taking Hearing Impairment to School** by Elaine Ernst Schneider (Ages 5–10)
- **A Button in Her Ear** by Ada B. Litchfield (Ages 5–10)
- **Can You Hear a Rainbow?** by Nicola Simmonds (Ages 4–8)
- **I Have a Sister—My Sister Is Deaf** by Jamie Riggio Heelan (Ages 4–8)

## How parents can learn more about hearing loss

Read these books:

- **Choices in Deafness: A Parents' Guide to Communication Options** by Sue Schwartz
- **Language and Literacy Development in Children Who Are Deaf** by Barbara Schirmer
- **Literacy and Your Deaf Child: What Every Parent Should Know** by David Stewart and Bryan Clarke
- **Literacy Learning for Children Who Are Deaf or Hard of Hearing** by Lyn Robertson and Carol Flexer
- **When Your Child is Deaf: A Guide for Parents** by D. Luterman

## Contact these groups for more information:

- Alexander Graham Bell Association for the Deaf—(202) 337-5220 or [www.agbell.org](http://www.agbell.org)
- American Society for Deaf Children—(866) 895-4206 or [www.deafchildren.org](http://www.deafchildren.org)
- American Speech-Language-Hearing Association—(800) 638-8255 or [www.asha.org](http://www.asha.org)
- Centers for Disease Control and Prevention—(800) CDC-INFO or [www.cdc.gov/actearly](http://www.cdc.gov/actearly)
- National Dissemination Center for Children with Disabilities—(800) 695-0285 or [www.nichcy.org](http://www.nichcy.org)
- Raising Deaf Kids—(215) 590-7440 or [www.raisingdeafkids.org](http://www.raisingdeafkids.org)



## Make book time fun and educational for children with attention deficit hyperactivity disorder (ADHD)

### Helping your child love books

You'll find sharing books together is a great way to bond with your son or daughter and help your child's development at the same time. **Give your child a great gift that will last for life—the love of books.**

Some parents suspect ADHD early on when their toddler is far more active than other children his age. Yet, the disorder often becomes more obvious when the child enters school. Often the child with ADHD may act on impulse and may have trouble following directions or sitting still. How do you know if your child is just very active or has ADHD? It is best to get an evaluation from a trained health professional.

If your child has ADHD, paying attention for long periods of time can be a challenge. So, meet the challenge head-on—make reading time fun time for you and your child. First, pick a quiet spot away from TV, radio, and video game noise. Read for short periods at a time and put the book away if your child loses interest. Pick up the book later and read for another short time period.

Although ADHD is diagnosed later in childhood, adding reading to your child's daily routine is very beneficial. Reading time can help your highly energetic child get ready for naps and bedtime. And remember—reading together for 10 minutes in the morning is a nice way to get the day started on a positive note.

### Tips for reading with your infant or toddler

Try reading for a few minutes at a time at first. Then build up the time you read together. **Your child will soon see reading time as fun time!**

Check off the things you can try:

- Buy books or borrow books from the library. Sing along with the book to hold your baby's interest. Your baby doesn't care if you can sing on key!
- Read aloud. Talk about the pictures and read the text. Help your toddler point to objects you name in the book. Ask questions about the story as a way to hold your child's interest.
- Break up short periods of reading time with play time to give your toddler a chance to move about.
- Continue to read for a few more minutes even if your child squirms off your lap. He may still be listening to the story even though he is playing near you.

### Some suggested books for your infant

- **Goodnight Moon** by Margaret Wise Brown
- Books by Rosemary Wells such as **Itsy Bitsy Spider** or **Twinkle, Twinkle Little Star**

### Some suggested books for your toddler

- Books by Annie Kubler such as ***If You're Happy and You Know It***, ***Ring Around the Rosie***, or ***Row, Row, Row Your Boat***

### Helping your preschooler or school-age child love books

**Remember, when you read to your child often and combine reading time with cuddle and play time, your child will link books with fun times together.**

Check off the things you can try:

- Turn off the TV and radio and find a quiet spot to read without distraction.
- Choose books that interest your child, such as books on animals or sports.
- Read aloud and talk about the pictures. Allow your child to pick books too, and ask your child to read aloud.
- Praise your child's efforts at reading!**

### Some suggested books for your preschooler or school-age child

- ***Adventures of Taxi Dog*** by Debra Barracca
- ***Maybe A Bear Ate It*** by Robie Harris
- ***The Day the Teacher Went Bananas*** by James Howe

### How children can learn more about ADHD

Get these books:

- ***All Dogs Have ADHD*** by Kathy Hoopmann (Ages 4–9)
- ***My Friend Has ADHD*** by Kristin Sorra (Ages 4–10)
- ***Joey Pigza Swallowed the Key*** by Jack Gantos (Ages 9–12)

### How parents can learn more about ADHD

Read these books:

- ***Parent Therapy: A Relational Alternative to Working with Children*** by Linda Jacobs and Carol Wachs
- ***Parenting Children with ADHD: 10 Lessons that Medicine Cannot Teach*** by Vincent J. Monastra, PhD.
- ***The ADD & ADHD Answer Book: Professional Answers to 275 of the Top Questions Parents Ask*** by Susan Ashley

### Contact these groups for more information:

- Centers for Disease Control and Prevention—(800) CDC-INFO or **[www.cdc.gov/actearly](http://www.cdc.gov/actearly)**
- CHADD National Resource Center—(800) 233-4050 or **[www.help4adhd.org](http://www.help4adhd.org)**
- Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)—(800) 233-4050 or **[www.chadd.org](http://www.chadd.org)**
- National Dissemination Center for Children with Disabilities—(800) 695-0285 or **[www.nichcy.org](http://www.nichcy.org)**



## Some suggested books for your infant and toddler

### speech and language problems

- **Mother Goose Rhymes** or **Dr. Seuss** books with their rhyming stories
- **Each Peach Pear Plum** by Allan and Janet Ahlberg
- **Chicka Chicka Boom Boom** by Bill Martin, Jr.

### autism spectrum disorder (ASD)

- **Babies** by Susan Canizares
- **Global Babies** by Mara Almera
- **Smile!** by Roberta Grobel Intrater
- **Lots of Feeling** by Shelley Rother
- Books by Susan Canizares such as **Babies on the Move** and **Feelings**

### intellectual disabilities

- **I Can, Can You?** by Marjorie W. Pitzer
- Books by Laura Ronay, such as: **Kids Like Me...Learn ABC** or **Kids Like Me...Learn Colors**
- Books by Rena D. Grossman, such as **Families** or **Eating the Rainbow**
- **Dr. Seuss's ABC**
- **Feelings** by Susan Canizares
- **The Feelings Book** by Todd Parr
- **Hugs and Kisses** by Roberta Grobel Intrater
- Books by Eric Carle, such as: **My Very First Book of Colors**, **My Very First Book of Numbers**, **My Very First Book of Shapes**, or **Eric Carle's ABC**

### cerebral palsy (CP)

#### Fisher Price makes **Stroller Strap**

**Books:** The straps make the books easy to handle and the sturdy pages stay open and are easy to turn.

- Titles include **Ears, Nose & Toes**, **Touch and Feel**, and **I Love My Family**

**E-Z Page Turners** is a series of books made by Innovative Kids. These books are specially designed to help little ones turn the pages. You can buy them online or ask your child's occupational therapist for help finding this brand.

- Titles include **Trucks, Opposites**, and **Mommies and Babies**

### low vision or blindness

Look for books that have soft or textured shapes. Find books that have pop-out pieces and textures your child can feel and name.

- **Pat the Bunny** and other Touch and Feel books by Dorothy Kunhardt
- **Three Little Duckies** and other Float Along Books with toys to handle
- **Where Is Baby's Belly Button?** by Karen Katz
- **Are You Ticklish?** by Melanie Mitchell
- **Whose Back is Bumpy?** or **High Tide** by Kate Davis

### hearing loss or deafness

Choose board books with simple signs. Some titles include:

- **Baby Signs** by Joy Allen
- **My First Book of Sign Language** by Joan Holub
- Books by Annie Kubler such as **My First Signs** and **Sign and Sing Along**
- Books by Anthony Lewis such as **Meal Time**, **My First Book of Animal Signs**, and **Play Time**

### attention deficit hyperactivity disorder (ADHD)

- **Goodnight Moon** by Margaret Wise Brown
- Books by Rosemary Wells such as **Itsy Bitsy Spider** or **Twinkle, Twinkle Little Star**
- Books by Annie Kubler such as **If You're Happy and You Know It**, **Ring Around the Rosie**, or **Row, Row, Row Your Boat**

# some suggested books for your school-aged child

## speech and language problems

Funny or silly books are a good choice for this age group. Some titles include:

- **Does a Chimp Wear Clothes?** by Fred Ehrlich, M.D.
- **Hippos Go Beserk!** by Sandra Boynton
- **Mr. Brown Can Moo! Can You?** by Dr. Seuss

## autism spectrum disorder (ASD)

- Books by Simms Taback such as **There Was an Old Lady Who Swallowed a Fly** and **This is the House that Jack Built**
- **Lyle Lyle Crocodile** by Bernard Weber

## intellectual disabilities

- **At the Seashore** by Ruth Koepfel
- **Poke-A-Dot Old MacDonald's Farm** by Travis King
- **Sounds on the Go!** by Gail Donovan

## cerebral palsy (CP)

- **Harold and the Purple Crayon** by Crockett Johnson
- **We Are Going on a Bear Hunt** by Helen Oxenbury
- **The Napping House** by Audrey Wood

## low vision or blindness

- **The Wheels on the Bus Go Round and Round** and other books with wheels that move
- **Children's Book of Nursery Rhymes** and other children's poetry books
- **Mr. Brown Can Moo. Can You?** by Dr. Seuss (use with plastic or stuffed animals)

## hearing loss or deafness

- **Each Peach Pear Plum** by Allan and Janet Ahlberg
- **Jamerry** by Bruce Degen
- **Sheep in a Jeep** by Nancy Shaw

## attention deficit hyperactivity disorder (ADHD)

- **Adventures of Taxi Dog** by Debra Barracca
- **Maybe A Bear Ate It** by Robie Harris
- **The Day the Teacher Went Bananas** by James Howe



# GUIDANCE TO FAMILIES:

a menu of activities to encourage literacy

## developmental differences

### speech and language problems

Books that rhyme and/or repeat are particularly important.

### autism spectrum disorder (ASD)

Have conversations to build oral language and reciprocity. Explore books about feelings.

### intellectual disabilities

Frequency of reading, rhyming, and word play will be very important.

### cerebral palsy (CP)

Make sure books are accessible. Lap reading may be difficult.

### low vision or blindness

Explore word window margins that track the line of print; create sufficient lighting. Tactile books are fun.

### hearing loss or deafness

Signing and speaking the story may help the child understand books with and without words. Children can tap out rhythm in music books.

### attention deficit hyperactivity disorder (ADHD)

Reduce background noise and other distractions. Explore books that increase self-awareness.

## Infants and Toddlers

Respond to your baby's babbles and coos—have back and forth conversations.

Play touching and singing games with your baby's body parts.

Music builds memory and language skills—singing lullabies can calm.

Replace television and technology time with name games, reading, and outdoor activities.

Play peek-a-boo, patty-cake, and puppet games.

Point to and name objects around your baby.

Explore infant/toddler programs at your library.

Cuddle your baby often. Smile and make eye contact.

Use books to help with transitions.

Read daily to your toddler, re-reading his/her favorite books for at least 5–10 minutes.

Make sure the people who take care of your baby make reading and conversations important.

Make it easy for your toddler to reach his/her own books.

Reinforce the sounds of your home language with stories, songs, and poems.

## Preschool and School-age

Allow your child to build a personal library of books.

Have your child apply for his own public library card.

Talk about colors, numbers, letter names, and sounds on street signs, cereal boxes, T-shirts, and other things around your child.

Use the library for free audio books for long trips.

Word play and rhyming are powerful ways to prepare your child to learn to read.

Increase daily reading to 30 minutes.

Once your child is reading, take turns reading to one another.

Build your child's listening skills by reading books with fewer pictures such as **Charlotte's Web** or **The Trumpet of the Swan**.

Keep reading with, and to, your child even once he masters reading.

Bring books in the car, on the bus, to the doctor's office, and anywhere your child is required to wait.

Make sure your child sees and hears **you** reading.

Daily reading routines and reading practice are essential.

Write simple notes to your child using letters and pictures. Have him write back to you.

Word play and rhyming are powerful ways to prepare your child to learn to read.

Deepen your partnership with your child's teacher by agreeing on frequent and specific modes of communication.

**Reach Out and Read prepares America's youngest children to succeed in school by partnering with doctors to prescribe books and encourage families to read together.**

**Want to get more involved?**



"Like" Reach Out and Read on Facebook [www.facebook.com/reachoutandread](http://www.facebook.com/reachoutandread)



Follow us on Twitter [www.twitter.com/reachoutandread](http://www.twitter.com/reachoutandread)

Become a volunteer [www.reachoutandread.org/volunteer](http://www.reachoutandread.org/volunteer)

For reading tips and doctor-recommended children's books, visit [www.reachoutandread.org/parents](http://www.reachoutandread.org/parents)





reachoutandread.org

reachoutandread

# Reading Tips

Parents can make reading with their children part of the daily routine. Reading together in the evening can become an important part of the bedtime ritual. Here are some additional suggestions for making reading together a pleasurable experience.



## **Make Reading Part of Every Day**

Read at bedtime or on the bus.

## **Have Fun**

Children who love books learn to read. Books can be part of special time with your child.

## **A Few Minutes is OK**

Young children can only sit for a few minutes for a story, but as they grow, they will sit longer.



## **Talk About the Pictures**

You do not have to read the book to tell a story.

## **Let Your Child Turn the Pages**

Babies need board books and help to turn pages, but your three-year-old can do it alone.

## **Show Your Child the Cover Page**

Explain what the story is about.

## **Show Your Child the Words**

Run your finger along the words as you read them.

## **Make the Story Come Alive**

Create voices for the story characters and use your body to tell the story.



## **Ask Questions About the Story**

What do think will happen next? What is this?

## **Let Your Child Ask Questions About the Story**

Use the story as an opportunity to engage in conversation and to talk about familiar activities and objects.

## **Let your Child Tell the Story**

Children as young as three years old can memorize a story and many children love an opportunity to express their creativity.

# Developmental Milestones of Early Literacy

MOTOR

COGNITIVE

WHAT PARENTS CAN DO

## 6 TO 12 MONTHS



- reaches for book
- puts book in mouth
- sits in lap, head steady
- turns pages with adult help

- looks at pictures
- vocalizes, pats pictures
- prefers pictures of faces

- hold child comfortably
- follow baby's cues for "more" and "stop"
- point and name pictures
- sing and talk to your baby

## 12 TO 18 MONTHS



- sits without support
- may carry book
- holds book with help
- turns board pages, several at a time
- no longer puts book in mouth right away

- points at pictures with one finger
- may make same sound for particular picture (labels)
- points when asked, "where's...?"
- turns book right side up
- gives book to adult to read

- respond to child's prompting to read
- let the child control the book
- be comfortable with toddler's short attention span
- ask "where's the...?" and let child point

## 18 TO 24 MONTHS



- turns board book pages easily, one at a time
- carries book around the house
- may use book as transitional object (e.g. at bedtime)

- names familiar pictures
- fills in words in familiar stories
- "reads" to stuffed animals or dolls
- recites parts of familiar stories
- attention span highly variable

- relate books to child's experiences
- use books in routines, bedtimes
- ask "what's that?" and give child time to answer
- pause and let child complete the sentence

## 24 TO 36 MONTHS



- learns to handle paper pages
- goes back and forth in books to find favorite pictures

- recites whole phrases, sometimes whole stories
- coordinates text with picture
- protests when adult gets a word wrong in a familiar story
- reads familiar books to self

- keep using books in routines
- read at bedtime
- be willing to read the same story over and over
- ask "what's that?"
- relate books to child's experiences
- provide crayons and paper

## 3 YEARS AND UP



- competent book handling
- turns paper pages one at a time

- listens to longer stories
- can retell familiar story
- understands what text is
- moves finger along text
- "writes" name
- moves toward letter recognition

- ask "what's happening?"
- encourage writing and drawing
- let child tell the story

# Metas del Desarrollo Temprano de la Lectura y Escritura

A NIVEL  
MOTRIZ

A NIVEL  
COGNITIVO

LO QUE LOS PADRES  
PUEDEN HACER

## 6 A 12 MESES



- se estira para tomar el libro
- se lleva el libro a la boca
- se sienta en el regazo con la cabeza erguida
- da vuelta las páginas con la ayuda de un adulto

- observa las figuras
- vocaliza, toca las figura
- prefiere las figuras de rostros

- sostenga al niño en una posición cómoda; mírelo cara a cara
- siga las señales que le da el niño de "seguir" o "detenerse"
- señale y nombre las figuras

## 12 A 18 MESES



- se sienta sin que lo sostengan
- puede cargar un libro
- sostiene el libro con ayuda
- da vuelta las páginas duras, de a varias al mismo tiempo

- ya no empieza a balbucear inmediatamente
- señala las figuras con un dedo
- puede emitir algún sonido para una figura en particular (rótulos)
- señala cuando se le pregunta "¿dónde está...?"
- sostiene el libro con el lado correcto hacia arriba
- le da el libro a un adulto para que lea

- responda cuando el niño le insta a que lea
- deje que el niño controle el libro
- siéntase cómodo con el poco tiempo de atención del bebé
- pregunte "¿dónde está...?" y deje que el niño señale

## 18 A 24 MESES



- da vuelta las páginas duras, de a una por vez
- lleva el libro por la casa
- puede usar el libro como un objeto transicional

- nombra las figuras conocidas
- intercala palabras en los cuentos conocidos
- les "lee" a muñecas o muñecos de peluche
- recita partes de cuentos conocidos
- el nivel de atención varía considerablemente

- relacione los libros con las experiencias del niño
- use los libros como parte de rutinas, horas de dormir
- pregunte "¿qué es?" y dé al niño tiempo de contestar
- deténgase y deje que el niño complete la oración

## 24 A 36 MESES



- aprende a manipular páginas de papel
- avanza y retrocede en libros para buscar sus figuras preferida

- recita frases completas, a veces cuentos completos
- relaciona el texto con la figura
- protesta cuando el adulto se equivoca en una palabra en un cuento conocido
- se lee a sí mismo cuentos conocidos

- siga usando libros en rutinas, horas de dormir
- esté dispuesto a leer el mismo cuento una y otra vez
- pregunte "¿qué es?"
- relacione los libros con las experiencias del niño
- dé al niño papel y crayones

## 3 AÑOS O MAS



- sabe manipular un libro, da vuelta las páginas de papel de a una por vez

- escucha cuentos más largos
- puede volver a contar un cuento conocido
- comprende qué es el texto
- mueve el dedo sobre el texto
- "escribe" el nombre
- comienza a reconocer letras

- pregunte "¿qué pasa?"
- anime al niño a que escriba y dibuje
- deje que el niño cuente el cuento

# Reach Out and Read®

Doctors Promoting School Readiness Since 1989



Reach  
Out and  
Read®



[www.reachoutandread.org](http://www.reachoutandread.org)

- nationwide leader in early literacy
- research-proven, cost-effective model
- true public-private partnership





# Reach Out and Read:

## Preparing America's Youngest Children to Succeed in School

Reach Out and Read was developed by pediatricians and early childhood educators to make literacy promotion a part of regular pediatric checkups so that children enter school prepared to excel. Exposure to books and reading in the first years of life increases the probability of both healthy child development and school success.

**Reach Out and Read is the model of a successful public-private partnership and has changed the way that tens of thousands of primary care physicians practice medicine.** By encouraging parents to read aloud, Reach Out and Read doctors and nurses expand their practice and responsibilities to make a positive difference in children's developmental skills and consequently in the nation's economic health.



# The Problem:

## One-Third of Children Enter School Unprepared to Learn

34% of American children entering kindergarten today lack the basic language skills they will need to learn to read. And children living in poverty are especially at risk. Children who start out with reading difficulties are more likely to remain poor readers and ultimately fail in school. Without intervention, they will grow into adults with low literacy skills and poor economic potential. Since 20% of U.S. workers are functionally illiterate, this problem is not only a tragedy for each individual; it also has a significant effect on the ability of the United States to compete in the global economy.

# The Science:

## Early Exposure to Language is Critical

Early language skills, the foundation for reading ability, are based primarily on language exposure – resulting from parents and other adults talking to young children. Research shows that the more words parents use when speaking to an 8-month-old infant, the greater the size of their child’s vocabulary at age 3. Recent studies, including the landmark Hart-Risley study on language development, show that **children from low-income families hear as many as 30 million fewer words than their more affluent peers before the age of 3.** The problem is compounded further by the fact that 61% of low-income children have no children’s books in their homes.

### Low-income children are at a disadvantage before school begins

A TYPICAL MIDDLE-CLASS 5-YEAR-OLD IS ABLE TO IDENTIFY 22 LETTERS AND SOUNDS OF THE ALPHABET, COMPARED TO JUST 9 LETTERS FOR A CHILD FROM A LOW-INCOME FAMILY.

(WORDEN AND BOETTCHER, 1990; EHRI AND ROBERTS, 2006)

ABCDEFGHIJKLMN**OPQRSTU**VWXYZ

MIDDLE-INCOME CHILD’S LETTER RECOGNITION (22 LETTERS)

ABCDEFGHIJKLMN**OP**QRSTUWXYZ

LOW-INCOME CHILD’S LETTER RECOGNITION (9 LETTERS)

School reform, including universal pre-kindergarten, is vital, but far too much time is lost before children enter the classroom. Intervening early to improve the home learning environment for disadvantaged children will ensure that they are ready to learn when they enter school and succeed later in life. In fact, Nobel Prize-winning economist James J. Heckman found that economic returns on dollars invested in early education are as high as 15-17% per year – higher than other traditional economic development strategies.

# The Solution:

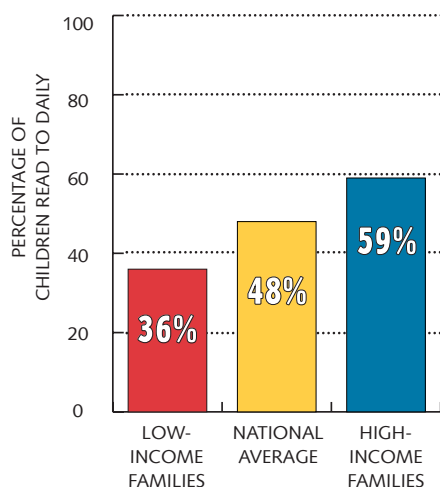
## Parents Reading Aloud

The clear solution is for all adults to speak to young children as an everyday nurturing activity. Research shows that words heard on television and radio programs do not have the same impact as live, spoken conversation. The reason is simple: children want to learn language in order to communicate with the people who mean the most to them: their parents. Of all parent-child activities, reading aloud provides the richest exposure to language. **Unfortunately, fewer than half of young American children are read to daily.**

### Too Few Parents are Reading to Their Children

Percentage of Children Age 0-5 Read to Daily, by Family Income

(NATIONAL SURVEY OF CHILDREN'S HEALTH, 2003)



Reading aloud is not only one of the best activities to stimulate language and cognitive skills; it also builds motivation, curiosity, and memory. Giving parents the information and the tools – beautiful, age-appropriate children's books – to make reading aloud a daily activity enables parents to better prepare their children to succeed in school.

# The Opportunity:

## Reach Out and Read

For two decades, through the Reach Out and Read program, doctors and nurses have gone beyond traditional medical care and provided parents with information on how to read to children at each developmental stage. Along with this advice, doctors give each young patient an age- and culturally-appropriate book to take home, to encourage parents to make reading aloud a routine activity.

# The Impact:

## Evidence-Based Intervention in Early Childhood

Research findings from 14 published, peer-reviewed studies clearly demonstrate that Reach Out and Read works. Compared to families who have not participated in the program, parents who have received the Reach Out and Read intervention are significantly more likely to read to their children and have more children's books in the home. And, children served by the Reach Out and Read program score significantly higher on vocabulary tests. This increase represents a six-month developmental gain for children in the preschool years. **No other early literacy intervention has this kind of evidence base or impact.**

# The Cost:

## \$50.00 Per Child for a Lifetime of Learning

Since all Reach Out and Read doctors and nurses volunteer the time they spend on early literacy, the primary cost of Reach Out and Read is the actual children's books. That enables Reach Out and Read to offer its full five-year program for a total cost of just \$50.00 per child. Every child in the program enters kindergarten with a home library of at least 10 books, as well as parents who understand the great importance of reading aloud.

### Why is Reach Out and Read so effective and inexpensive?

- **A trusted messenger:** Parents trust and value the advice they receive from their child's physician. Reach Out and Read capitalizes on the fact that 96% of children under 6 are seen by their pediatrician at least once annually.
- **Broad scope and reach:** Participating medical providers offer the Reach Out and Read program to all children 6 months through 5 years of age at each regular checkup.
- **Hope for educational success:** Reach Out and Read explicitly ties reading aloud to future success in school; this strategy matches the aspiration that parents have for their children.
- **Positive reinforcement:** By age 1, if there are books at home, children will "demand" to hear them read aloud. The positive, loving attention children receive during story time motivates them to initiate the interaction again and again.
- **Stretching every dollar:** Deep discounts from publishers, as well as an innovative bulk-purchasing program, enable Reach Out and Read to buy more than twice as many books as it could at standard retail pricing.

### Reach Out and Read Works

- PARENTS MORE LIKELY TO READ TO THEIR CHILDREN
  - PARENTS MORE LIKELY TO SPEND TIME WITH THEIR CHILDREN
  - HIGHER SCORES ON VOCABULARY TESTS AND SCHOOL READINESS ASSESSMENTS
  - SIGNIFICANT DEVELOPMENTAL GAINS IN LANGUAGE AND LITERACY
- (NEEDLMAN, 1991; HIGH, 2000; MENDELSON, 2001)

# The Policy Response:

## Strong Public-Private Support for Reach Out and Read

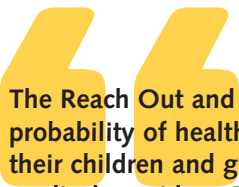
Reach Out and Read's \$30 million annual budget is supported by the public sector – including the federal government and nine states, by corporations and foundations, and by individual donors. This public-private partnership was created by, and continues to be fueled by, the strong evidence demonstrating the effectiveness of the Reach Out and Read model and the mounting awareness of the need. The partnership has enabled Reach Out and Read to expand from its original flagship Site in Boston to more than 4,600 healthcare locations nationwide, serving more than one-third of the children living in poverty in our country. With increased support, Reach Out and Read hopes to one day serve all American children.

# The Next Step:

## Giving Books Should Be as Routine as Giving Shots

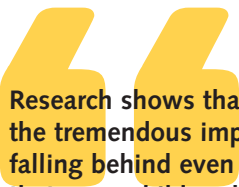
The goal of Reach Out and Read is to ensure that doctors and nurses give literacy-related advice and children's books as routinely as immunizations at pediatric checkups; both are exceptionally important. Endorsed by the American Academy of Pediatrics and the National Association of Pediatric Nurse Practitioners, Reach Out and Read has changed the way pediatrics is practiced in the U.S. by giving doctors an evidence-based strategy to promote child development and school readiness.

Children served by Reach Out and Read will develop the language and literacy skills necessary to read, complete school, and succeed in life. The success of each child – and the collective success of at-risk children all over the country – will mean increased productivity and economic security for our nation.



The Reach Out and Read model has proven successful in helping parents read to their kids and increasing the probability of healthy child development. Reach Out and Read works with doctors to encourage parents to read to their children and gives them the tools to get started. By building on the special relationship between parents and medical providers, Reach Out and Read helps children enter school prepared to learn and succeed."

- **United States Senator Jack Reed (D-Rhode Island)**



Research shows that reading aloud to children from an early age is vitally important to their development. We've seen the tremendous impact that Reach Out and Read has on kids in Iowa and across the country, who are in danger of falling behind even before they reach school age. Reach Out and Read is an investment in the future and helps ensure that more children have a greater chance at success."

- **United States Senator Chuck Grassley (R-Iowa)**

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**Social Capitalist Award 2008**



**Endorsed by the American Academy of Pediatrics**



**Charity Navigator Four Stars 2005 ■ 2006 ■ 2007 2008 ■ 2009**



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**Reach Out and Read**

56 Roland Street ■ Suite 100D ■ Boston, MA 02129  
Phone: 617-455-0600 ■ Fax: 617-455-0601  
[www.reachoutandread.org](http://www.reachoutandread.org)

**Reach Out and Read** has expanded from a single Program in 1989 to more than 4,600 Programs in hospitals, health centers, and pediatric practices in all 50 states, Washington, D.C., Puerto Rico, the U.S. Virgin Islands, and U.S. military bases, serving more than one-third of children living in poverty. This year, Reach Out and Read will serve more than 3.9 million children and families nationwide.



“The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.”

—The Commission on Reading  
*Becoming a Nation of Readers*

“As a pediatrician, I know that at every checkup, I’m helping parents understand how reading aloud will help their children learn and love books and eventually succeed in school. Reach Out and Read is changing children’s lives.”

—Perri Klass, MD  
National Medical Director  
Reach Out and Read

## You Can Help Prepare Young Children to Succeed in School!



### Make a contribution.

Your support will help us to provide books to young children and literacy guidance and support to their families.



### Volunteer in your community.

Reach Out and Read volunteers read to children in waiting rooms and help organize book drives.



### Start a Reach Out and Read Program.

Medical providers can apply to the National Center to bring Reach Out and Read to their hospital, health center, or private practice.

**The Reach Out and Read website will show you how!**

[www.reachoutandread.org](http://www.reachoutandread.org)



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[reachoutandread.org](http://reachoutandread.org)



## Reach Out and Read A National School Readiness Initiative



[reachoutandread.org](http://reachoutandread.org)

# Reach Out and Read prepares America's youngest children to succeed in school by partnering with doctors to prescribe books and encourage families to read together.



## Our Model in Action

- Doctors, nurse practitioners, and other medical professionals incorporate Reach Out and Read's **evidence-based model** into regular pediatric checkups, by advising parents about the importance of reading aloud and giving developmentally-appropriate books to children.
- The program **begins at the 6-month checkup and continues through age 5**, with a special emphasis on children growing up in low-income communities.
- Families served by Reach Out and Read read together more often, and their children enter kindergarten with larger vocabularies, stronger language skills, and a **six-month developmental edge**.

## Why Reach Out and Read?

- **34% of American children** entering kindergarten lack the basic language skills they will need to learn to read.
- **Only 48% of parents** in the United States read to their young children daily.
- **Families living in poverty** often lack the money to buy new books, and may not have access to libraries.

## Reach Out and Read Works

Fourteen published research studies show that Reach Out and Read improves the home literacy environment and developmental outcomes for children, especially those growing up in poverty. **The children served by Reach Out and Read enter kindergarten better prepared to succeed, with a home library of 10 brand-new children's books and highly engaged parents.**

## Our Supporters

Reach Out and Read is the model of a successful public-private partnership, and is supported by funding from individuals, corporations, foundations, and state and federal governments.

Reach Out and Read also partners with a number of medical, literacy, and early childhood education organizations that strongly support our mission of ensuring that every child arrives at kindergarten ready to read and ready to succeed.



Four Star Rating  
2005 • 2006 • 2007 • 2008 • 2009



GUIDESTAR  
GuideStar Exchange  
Valued Partner



The Reach Out and Read model is endorsed by the American Academy of Pediatrics and the National Association of Pediatric Nurse Practitioners.