Interactive Storybook Reading through Preschool Collaborations to Improve Literacy and Academic Readiness

Maria Ann Begger
University of Montana, Missoula, mb107498@umconnect.umt.edu

Follow this and additional works at: https://scholarworks.umt.edu/umcur
Let us know how access to this document benefits you.

Begger, Maria Ann, "Interactive Storybook Reading through Preschool Collaborations to Improve Literacy and Academic Readiness" (2020). University of Montana Conference on Undergraduate Research (UMCUR). 1.
https://scholarworks.umt.edu/umcur/2020/socialsciences_oral/1

This Presentation is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Conference on Undergraduate Research (UMCUR) by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
Interactive Storybook Reading Through Preschool Collaborations to Improve Literacy and Academic Readiness

Maria Begger – University of Montana – School of Speech, Language, Hearing, Occupational Sciences – Senior Faculty Mentor: Dr. Ashley Bourque Meaux, PhD, CCC-SLP

INTRODUCTION

Shared Storybook Reading – An engaging storybook reading experience between caregiver and child that focuses on code-related skills and comprehension (Justice et al. 2004, 2009).

Structured Literacy - Explicit; systematic and cumulative, and diagnostic approach using sequential multileveled literacy instruction (Spear-Swerling 2018).

Key Components for Academic Readiness - Alphabet knowledge, phonological awareness, rapid automatic naming, phonological memory, print, print awareness, vocabulary, comprehension, word- decoding skills, oral language, and expressive language (Terrell & Watson, 2018).

METHODS AND MATERIALS

• Single-subject design
• Caregiver/Teacher Intervention Trainings
• Caregiver-child dyads
• Shared Storybook Reading
• Preschool teachers in the Northwestern United States
• 2 classrooms
• Videoing TORSH
• Video Fidelity & grading
• Real-time feedback
• 6 weeks of interactive shared storybook reading, recording twice a week during 15-minute story time in preschool classroom

Engaging shared storybook reading experiences supported by structured literacy approaches lead to more enriching literacy learning for children, especially before kindergarten. It is important for teachers and speech language pathologists to work collaboratively to prepare preschool aged children to be academically ready for school in areas such as language and literacy.

IMPLICATIONS

The aim of this study and teacher training program is to model the best known evidence-based practices to preschool teachers to improve classroom story book time in preschools, creating a more interactive experience for preschool aged students by using a multilingual structured literacy approach.

The goal of my work done with the PLLAY Lab is to improve and enhance teacher knowledge and storybook engagement with students to help support academic readiness and boost literacy knowledge in preschool aged children.

REFERENCES


