

# Shared book-reading as a language-boosting behaviour for children with language delay

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# How does shared book-reading help language development?

- there is a shared focus of attention between reader and child
- book text includes more canonical structures and complex grammar than child-directed speech during play
- it promotes vocabulary expansion

# Training shared-reading skills

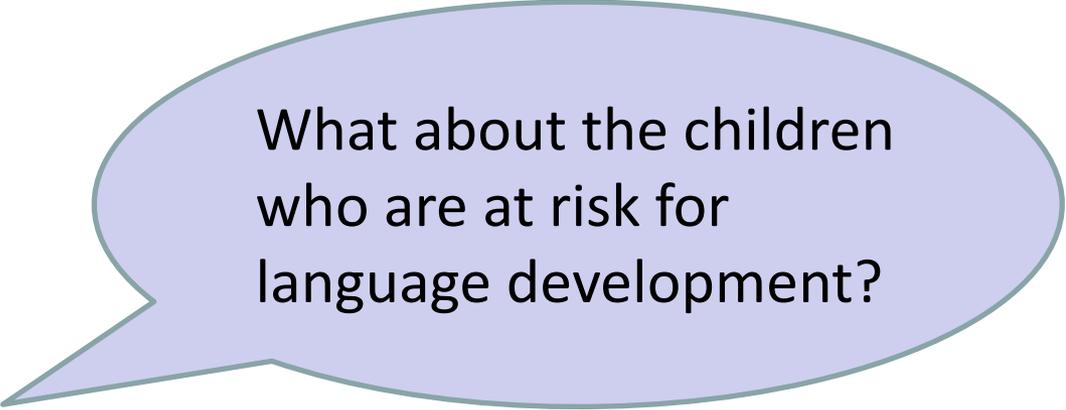
Dialogic reading interventions were devised to help parents maximise the opportunities of shared reading



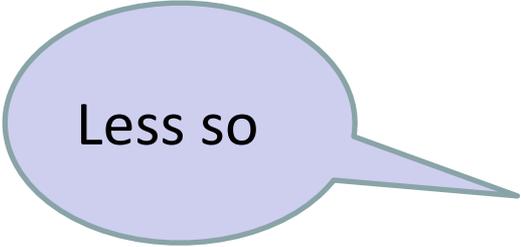
Did they work?



Yes, for many children



What about the children who are at risk for language development?



Less so

# Is shared-reading a good language learning opportunity for children with language delay?

We videoed

- 23 children aged 2;6-4;6 with language delay
- in 10 minutes of shared book-reading, with 2 books (or less if they gave up)



- and 10 minutes of toy play with a standard farm set



- and matched most of them with typically developing children at the same language level in the same activities

# Is shared-reading a good language learning opportunity for children with language delay?

We asked the following research questions:

- does the complexity of language input differ across reading and play activities in the LD group?
- do the groups differ in attention to the shared book-reading activity?
- does the pattern of language teaching behaviours differ between the LD and TD groups?

We're still transcribing and coding all that material.....

So, at this stage we only have very preliminary results

## Lucy and Tammy case study

Lucy, age 3;0

Expressive language delay, PLS total raw score = 72

IMD decile 1

Tammy, age <3;0

Language within normal limits, PLS total raw score = 72

IMD decile 1

Utterance type	Lucy play	Lucy book	Tammy book
Child utterances	48	4	71
Child MLU (words)	1.19	1.25	1.60

# does the complexity of language input differ across reading and play activities in the LD group?

Utterance type	Lucy play	Lucy book
Total number of utterances	151	236
MLU (words)	3.95	4.46
Occurrences of subordination	2	21

## Mothers' utterances



# do the groups differ in attention to the shared book-reading activity?

Utterance type		Lucy book	Tammy book
Behaviour control		5	1
General attention direction		22	6



# does the pattern of language teaching behaviours differ between the LD and TD groups?

Utterance type	Lucy play	Lucy book	Tammy book
Language teaching	8	0	8
Joint focus of attention	?	45	32



## In summary:

- the amount, length and complexity of Lucy's mum's utterances was greater in reading than play

but

- Lucy's mum needed to use more behaviour and attention focusing utterances than Tammy's mum in book-reading
- Lucy used many more utterances in play (48) than in book-reading (4)
- Lucy's mum had more language teaching opportunities in play than in reading, because Lucy said more in play

So,

is reading a good activity for children with LD?

what is it that would help us decide, for an individual child?

what advice would we give parents who want to read with their child with LD?

what advice could we give to maximise play as a language learning environment?

## Thank you to:

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