

Effects of Shared Book-Reading on Children with Specific Language Impairment

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Background

- Specific language impairment (SLI) is a disorder that is characterized by a language difficulty that is not based on neurological or academic impairments.
- Language development, particularly vocabulary and spoken communication, is typically affected in a child who has SLI.
- Book reading has been known to be an effective intervention used to promote the development of vocabulary.

Purpose

- This research aimed to determine the relationship between implementing different shared book-reading intervention tasks and the resulting vocabulary and expressive language development of early elementary-age children who are diagnosed with SLI.

Methods

- The methodological choices involved in this research were constrained by the availability of specific literature on previously researched literacy-based interventions as related to the development of expressive vocabulary.

Results

- Children with SLI have difficulty with phonologic working memory, which is likely to translate to impaired abilities to acquire spoken language and literacy skills resulting in a need for expressive language intervention.
- Considerations for word-learning ability include:
 - Chronological age of the child
 - Presence and severity of impairment in receptive language abilities
 - Number of exposures to each word during vocabulary presentation tasks
 - Type of words presented
 - Comprehension probes utilized
 - Feedback provided

Effective Literacy-based Interventions	Target Skills
Dialogic reading	Expressive vocabulary development
Reading tasks involving Tier 2 vocabulary words	Creating associations for specific, pre-determined vocabulary
Passive book-reading with gestures	Increasing mean length of utterance (MLU) by reinforcing or adding to speech
Teaching Early Literacy and Language (TELL) curriculum	Improving oral vocabulary and mean length of utterance, as well as letter knowledge and phonological awareness
Reading descriptive picture books	Increasing phonological, lexical, and semantic content of language
Writing interventions	Providing opportunities for expressing previously-exposed language
Four-alternative forced-choice picture-pointing task	Retaining vocabulary from a book-reading experience
Fast-mapping tasks	Phoneme blending, phoneme isolation, phoneme segmentation, and phoneme deletion
Word-learning monitoring and assessment tasks	Phoneme blending, phoneme isolation, phoneme segmentation, and phoneme deletion
Imitation of spoken, novel grammatical morphemes and focused stimulation of spoken use of present tense and auxiliary verbs	Developing spoken grammar
“Think-aloud”	Shaping and improving story comprehension

Most effective

Least effective

Discussion

- The findings of this research support prior research on the efficacy of literacy-based interventions, specifically shared-book reading, on the expressive language skill development of young children with SLI.
- Comparing book-reading only to book-reading coupled with the additional activities presented in this research contributes a clearer understanding of what should be included in the content of a literacy-based intervention for a child with SLI to effectively treat his or her expressive vocabulary deficit
- Further research is needed to establish the correlation between the use of literacy-based interventions with children with SLI and the presence of long-term expressive language impairments in adulthood of the same children.

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