



Training Assistants in Language Elicitation Strategies (TALES)- Print Referencing for Pre-school Children with Speech and Language Delays

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Abstract

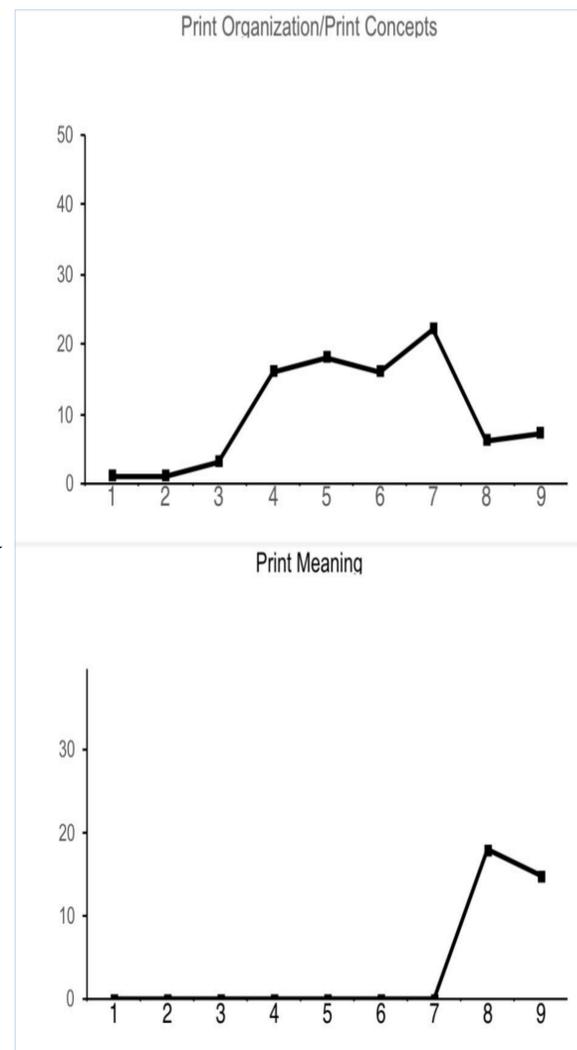
Have you ever wondered why children with disabilities fall behind in reading? This question is very universal in today's world, and nobody knows the true answer. It can vary between each child, and what kind of disability they have. However, one way to enhance improvement of understanding print while they read is the teachers themselves reading to the child in class. Emphasizing in print and word knowledge can furthermore increase reading comprehension in significant results. Another way in engaging a child with a disability to learn is by the teacher's interactive behaviors. The purpose of this study was to examine how teachers engage reading through print referencing and to train them on language elicitation strategies with preschool children with language delays. Language elicitation is defined as obtaining knowledge of language from another person. Print referencing is simply referencing the difference in print in a book to an audience while reading aloud. After further examination, we can positively say that there is a significant increase in the children's reading ability and language ability as well. This is due to the teacher increasingly getting better each time she read and practiced by helping recognizing print and word knowledge with children.

Methods

- Study Subjects:
 - a) One middle-aged female teacher
 - b) 5-6 year old male child with a learning disability
- *Vosaic* was used as a platform to code the different behaviors, which include *print concepts*, *print has meaning*, and *word knowledge*
- Books were sent to the teachers to read to the child that included great examples on the different behaviors
- *Click Clack Moo*, *Recess Queen*, *I Don't Want to Be a Frog*, and *Crankenstein* are some of the books used in the book reading
- Feedback was given if she missed the behaviors that we asked to provide when reading.

Acknowledgements

I would like to thank my UROP mentor, Dr. Kelly Farquharson and her partner Dr. Lindsay Dennis. In addition, I would also like to thank the whole UROP team and department for gifting me this amazing opportunity in putting together this research project. Furthermore, I would like to thank the participant with helping us coach and using her reading to collect data for this research project. We thank Florida State University in providing us with endless opportunities and possibly even more in the future.



- As our study is still ongoing, we can infer that the data's progress shows how the teacher used the different skills more frequently through time, practice, and feedback.
- Both participants were engaged in the readings, which shows how implementing the feedback to the teacher on the different behaviors can improve the data in a positive manner.
- According to Figure 1, we can see that there was an increase in the amount of emphasis the teacher used while she read (Print Concepts). Each session shown displays how many times the teacher used the behavior asked, and we can see how the collected data is shaped over time (X Axis is time/session, Y Axis is the performance and the number of times the teacher initiated the behavior).
- Even though our data for Figure 2 is still ongoing, we can still see an increase towards the end of the trend since we gave her feedback on using that specific behavior more (Print has Meaning). Word Knowledge is not displayed yet due to the ongoing focus for the second Figure at this moment.

Discussion

- This experiment focused on how educators can learn better ways in expressing the use of print in children's books.
- From this research shown, print referencing and language elicitation skills can better help educators with their reading skills towards children with language impairments.
- With the implementation of each strategy such as Print Concepts, Print Has Meaning, and Word Knowledge, we can further determine that the data's growing in a positive direction.
- Teachers grasping these skills can enhance a child's understanding of the book, and it can even help teachers practice their engagement with the children's books.

References

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