

**Title:** Monolingual & Bilingual Language Intervention Utilizing Leveled Storybooks

**Presenter:** Ana Paula G. Mumy, MS, CCC-SLP

**Abstract:**

This program is designed to introduce leveled storybooks as an effective and versatile tool for both monolingual and bilingual language intervention. Though the focus of this course is not literacy but language, the underlying canvas of the course is the inseparable and reciprocal link between language and literacy, how one cultivates the other and how both are necessary for social and academic success in children.

**Summary:**

This course will explore the connection between language and reading based on the available research which validates the correlation between language ability and reading ability, the importance of early literacy, and the effectiveness of storybooks as valuable tools not only for varied literacy objectives but also for building language skills. The overall consensus is that oral language provides the building blocks for literacy, and it has been shown that the intelligence potential of children, language development, and literacy development are all fostered early. Furthermore, researchers consistently have found that children with language learning difficulties have benefited from literacy-based intervention.

Besides fostering early language and literacy skills, other benefits of language intervention through reading are that reading promotes listening skills and auditory perception, increases attention spans and concentration, fosters curiosity and imagination, and encourages stronger family connections through a shared learning activity.

The course will also explore the following benefits of storybooks, particularly leveled storybooks, which allow for:

- Versatility when used as the stimulus for all intervention activities, with multiple goals being addressed concurrently or sequentially such as vocabulary expansion, comprehension, and retelling. Other more specific goals might be describing, questioning, comparing, sequencing, classifying, summarizing, inferring, and predicting.
- Multi-modality input since being able to see, hear, and touch helps students to better learn and retain information.
- Exposure to oral and written language simultaneously.
- Repetition and review of information, which are necessary for children with language and/or learning difficulties.
- Language skills being taught in naturalistic and functional contexts, which is optimal for new learning.
- Language targets being taught within a context of appropriate associations as opposed to as isolated and unrelated chunks of information.
- Correct models of diverse vocabulary and complete/grammatically correct utterances.
- Expanding utterances as appropriate.

- A gradient of text to assess progress over time.
- Intervention sessions that are fun and keep children engaged and interested.

The main goal with literature-based language intervention that will be conveyed is to improve the many aspects of language that influence a child's ability to glean from both oral and written instruction in the classroom.

Lastly, the course will end with guidelines for using storybooks effectively as an educational activity, following three basic steps normally recommended to optimize the story reading experience for children, especially children with language and/or learning difficulties. A large bank of measurable intervention goals and creative supplemental intervention activities will also be relayed.

### **Professional Biography:**

Ana Paula G. Mumy, MS, CCC-SLP is a trilingual speech/language pathologist who has worked with children for eleven years in a variety of settings and has developed many therapy tools for English-speaking and Spanish-speaking children. She works as a school-based SLP and provides consulting services for schools and organizations needing assistance with bilingual populations. She is also the author of several continuing education eCourses and innovative therapy products. In the words of one of her colleagues, *"The development of Ana Paula's website, products, and seminars is a testimony to her commitment to high quality resources for the SLP community."*

### **Learning Outcomes:**

As a result of this activity, participants will be able to:

1. Identify the benefits of language intervention through reading.
2. Utilize storybooks effectively in literacy-based language interventions.
3. Implement multiple intervention activities for various intervention targets.

### **Disclosure:**

Though many language/literacy resources are mentioned, during the presentation the speaker/author references storybooks on which the author receives royalties on their sale from the books' publisher:

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