Did you know...

- 40% of children entering kindergarten lack the foundational literacy skills needed for reading success

  - This is a major health issue

- Results in the disruption of academic, cognitive, behavioral, social and emotional development

NEMOURS BRIGHTSTART!

Our Vision
Is to help every child become a reader

Objectives

- Identify the impact that reading ability has on the health of children, adolescents and adults

- Explore best practices to enhance early literacy interactions

- Share tips to involve, engage and empower families as they establish a foundation for future reading success
**Let's Take a Poll...**

**Literacy:** the ability to use printed and written information to function in society, to achieve one’s goals and to develop one’s knowledge and potential.
- The US Department of Education

- **Illiteracy** (0-4th grade)
- **Low Literacy** (5th-8th grade)
- **Functional Illiteracy** (above 8th grade)

- **shame**
- **inadequacy**
- **embarrassment**
- **low self esteem**

- **physical health**
- **emotional health**
- **mental health**
Let's Take a Poll...

Myth or Fact?
Individuals with low reading ability are intellectually slow learners or incapable of learning at all.
They can be recognized by their appearance.

Myth or Fact?
The number of years of schooling correlates with reading ability.

Myth or Fact?
Individuals with low reading ability are intellectually slow learners or incapable of learning at all.
They can be recognized by their appearance.

Myth or Fact?
Illiteracy affects more women than men.
Myth or Fact?

Individuals with low reading ability are intellectually slow learners or incapable of learning at all.

They can be recognized by their appearance.

The number of years of schooling correlates with reading ability.

Illiteracy affects more women than men.

Most will freely admit that they do not know how to read.

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Did you know…

"Reading aloud to infants helps to stimulate brain development, yet only 50% of infants are routinely read to by their families."

-National Institute for Literacy

"Many pediatricians now believe that a child who has never held a book or listened to a story is NOT a fully healthy child."

-America Reads

Did you know…

"Babies whose families frequently read to them are more likely to read at the right time."

-Kids Health

- exposed to the sounds and patterns of their language
- know more words
- greater language comprehension
The lack of positive interactions early on can create several challenges in the lives of infants.

- Missed opportunities to build a strong bond
- Language delay due to fewer periods of communication
- Motivation to learn may be diminished
- Acquire less information about the world around them
- Fewer opportunities to develop listening, memory and vocabulary skills

Did you know that the effects of poor language development can be observed as early as 18 months of age?

Did you know...

“Children who are engaged in less conversation with their caregivers before age three, hear fewer words and have smaller vocabularies than children who have richer early language experiences.”

- Ounce of Prevention

“85% of brain development occurs by age three.”

- For Our Babies

“By age three, a 30,000,000 word gap is evident among children of diverse home environments.”

- Hart and Risley

Did you know...

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Did you know...

“By age three, a 30,000,000 word gap is evident among children of diverse home environments.”

- Hart and Risley
The lack of language-rich environments create several challenges in the lives of toddlers.

- Use of sounds versus words during communication
- Depend on gestures and body language to communicate
  - Withdrawn or shy behavior with others
  - Irritation or tantrums when needs are not met
- Difficulty interacting socially with peers
  - Poor problem solving skills

Did you know that the effects of low reading ability can be seen in early childhood?

Did you know that the effects of low reading ability can create several challenges in the lives of young children.

- Huge gaps in academics and learning
- Decreased motivation to read
- Difficulty creating and maintaining relationships with peers
  - Decline in confidence and poor self image
  - Difficulty within the family systems

Did you know that reading difficulty continues to disrupt cognitive, physical, emotional and mental health in adolescence?
Did you know…

“Two thirds of eighth graders do not read at grade level.”

-NAEP Reading

The inability to read proficiently during adolescence adds to the symptoms of low academic achievement with unsafe behaviors.

• Poor mental health and depression
• Lower self worth and life satisfaction
• Increased use of alcohol and other substances
• Higher drop out rates

Did you know that the destruction of low reading ability continues into adulthood, where many researchers now focus on the grave consequences during the adult years.

“According to the U.S. Department of Education and the National Institute of Literacy, 32 million adults in the U.S. cannot read.”

-NAEP Reading

“47% of students who took the ACT in 2009 did not meet the College Readiness Benchmark.”

-ACT

“Only 30% of college graduates have high level literacy skills.”

-National Assessment of Adult Literacy
Did you know...

“Only 30% of college graduates have high level literacy skills.”
-National Assessment of Adult Literacy

“According to the U.S. Department of Education and the National Institute of Literacy, 32 million adults in the U.S. cannot read.”

Think About It...

Low reading ability may have a direct effect on adult health through the inadequate use of health care services.

- Schedule fewer physicians visits and preventative visits
- Less likely to understand and follow medical treatment plans
- Inability to take prescriptions correctly

Let’s Reflect

Given the data about the effects of reading ability on health over time, how will you use this information to change the path of your work with children?

Think About It...

Earliest intervention is the key to preventing the symptoms that often accompany low academic achievement:

- Low self-esteem
- Lack of interest in school
- Poor behavior

Happy readers. Healthy kids.
Goals
By the end of this segment, you will be able to…
- Identify proven, research-based strategies that increase connections to foundational literacy skills
- Apply these strategies to improve overall health of young, diverse learners

Strategies for Educators
- Be Explicit
- Teach Systematically
- Make It Multisensory
- Ensure Success
- Keep It Simple

Explicit Instruction
- Explain what you want children to learn with simple, concrete terms
- Provide opportunities to expand and clarify the child’s understanding
- Provide real-world examples that the children can relate to or understand

Instruction that guides diverse learners and supports their learning through clear and efficient delivery.
**Explicit Instruction**

- Explain what you want children to learn with simple, concrete terms
- Provide opportunities to expand and clarify the child’s understanding
  - Provide real-world examples that the children can relate to or understand
    - Use visual aids or pictorial cues
  - Model and demonstrate each new skill
- Provide real-world examples that the children can relate to or understand
  - Use visual aids or pictorial cues
  - Model and demonstrate each new skill
- Maintain a high level of teacher-child interaction
- Provide specific and positive feedback

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**Why Use Explicit Instruction?**

- Provides exposure to specific words, phrases and language
- Benefits children who have a limited vocabulary or language delay
- Provides opportunities for positive feedback which many children have not experienced due to the absence of adult-child interactions
- Improves listening and comprehension skills with clear, specific instruction

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**Strategies for Educators**

- Be Explicit ✅
- Teach Systematically
- Make It Multisensory
- Ensure Success
- Keep It Simple
Systematic Instruction

Instruction that follows a logical sequence of steps to build familiarity with concepts in early literacy.

- Introduce skills slowly and gradually over time
- Use activities that build on previously taught information
- Integrate and connect foundational literacy skills
- Teach each step, one at a time
- Provide hints or assistance
**Why Use Systematic Instruction?**

- The gradual learning provides a **scaffolding** for children who struggle with foundational literacy skills and demonstrate a **cognitive delay**.

- The **adequate pacing** of instruction may help to reduce anxiety and confusion that some struggling learners may experience, improving mental health.

**Strategies for Educators**

- Be Explicit
- Teach Systematically
- Make It Multisensory
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- Keep It Simple

**Multisensory Instruction**

- Combines **visual, auditory, kinesthetic** and **tactile experiences**

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  - See It! Hear It! Do It! and Touch It!

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  - Opportunities to provide **individualized** instruction
**Multisensory Instruction**

- Combines visual, auditory, kinesthetic and tactile experiences
  - See It! Hear It! Do It! and Touch It!
- Opportunities to provide individualized instruction
  - Provide a variety of materials
- Engage through hands-on and movement activities

**Why use Multisensory Instruction?**

- Makes learning fun and enjoyable through active play, creating motivation to learn
- Supports brain development through use of multiple pathways
- Strengthens physical development through kinesthetic and tactile learning experiences
- Acquire information about the world around them through senses

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**Successful Connections**

Successful connections are made when we create a positive learning environment that has a focus on learning, while remaining upbeat, encouraging and fun.

- Create warm and caring relationships that build trust
Successful Connections

- Create warm and caring relationships that build trust
  - Set reachable goals for each child

- Set reachable goals for each child
  - Begin with small goals

- Guide mastery of skills with multisensory support

- Reassure, recognize and reward children

Why Ensure Success?

- Provides positive recognition to improve self worth and self esteem
- Creates and environment where contributions are encouraged and valued, meeting the emotional needs of children
- Strengthens responsive and nurturing relationships which many children are without
- Increases the confidence of diverse learners with praise

Strategies for Educators

- Be Explicit ✓
- Teach Systematically ✓
- Make It Multisensory ✓
- Ensure Success ✓
- Keep it Simple
Effective early literacy activities can be simple and quick and yet still provide children with developmentally appropriate ways to make meaningful connections to foundational literacy skills.

- Prioritize objectives and stick to the essentials
- Limit concepts to one or two at a time
- Be respectful of each child’s needs, abilities and attention span
- Provide repetition and review as mastery cannot be expected immediately
- Keep sessions short…and FUN!
Why Keep it Simple?

- Fewer and clearer objectives reduce anxiety
- Repetition and review increases the confidence and self esteem
- Simple and fun activities increases motivation to learn
- Less time for misbehavior

What Did You Notice?

- Be Explicit!
  - Clear behavioral expectations
  - Explicit explanation of goals
  - Modeling and demonstration
- Be Systematic!
  - Series of steps
- Make It Multisensory!
  - Evidence of visual, auditory, kinesthetic and tactile learning
- Ensure Success!
  - Warm relationships
  - Support and guidance
  - Specific and positive praise
- Keep It Simple!
  - Two minute activity
  - Simple objective
  - Review throughout

Strategies for Educators

- Be Explicit ✓
- Teach Systematically ✓
- Make It Multisensory ✓
- Ensure Success ✓
- Keep it Simple ✓

Let’s Reflect

Identify one instructional strategy you use well in your early literacy interactions with children?

Identify one instructional strategy you will include more often in your work with children?

- Be Explicit
- Teach Systematically
- Make It Multisensory
- Ensure Success
- Keep It Simple

Video Clip

Family Connection

Educators ⏳ Families

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Goals

By the end of this segment, you will be able to…

- Support families as they build a foundation for future reading success
- Identify tools and resources that enhance language and literacy development

Did you Know...

“Children who grow up in homes where books are available go further in school than those who do not.”

- Pre-K Now

Did you Know...

“Children who grow up in homes where books are available go further in school than those who do not.”

- Pre-K Now

“Increased family engagement in educational programs is linked to increases in child reading achievement as well as other academic successes.”

- Pre-K Now

Experts say...

Did you know that family beliefs about the value of reading play an important role in whether children interact with printed materials in the home?
Experts say...

Positive Attributes:
(+) families are lifelong educators
(+) families are a child’s first and most important teacher
(+) most want to help their children

Obstacles and Barriers:
(-) families experts on their children, not literacy experts
(-) negative personal experiences with school and education
(-) stress or difficulty with communication since families speak many languages other than English
(-) diverse levels of educational backgrounds influence work life
(-) limited access to powerful tools and resources

We can...

- Educate families regarding the connection between literacy development and child health
- Encourage families to play, read and talk together
- Promote rich literacy learning experiences
- Increase the frequency of positive interactions
- Improve the quality of responsive and nurturing relationships

Choose activities that...

- help parents and caregivers take an active role in their child’s development
Choose activities that...

- help parents and caregivers take an active role in their child’s development
- reinforce classroom instruction and support the learning that is happening in school
- introduce families to foundational literacy skills

Phonological Awareness

Infants and Toddlers
- Songs
- Stories
- Nursery Rhymes

Prekindergarteners
- Syllables
- Compound Words
- Beginning Sounds
- Ending Sounds

Phonological Awareness is the understanding that spoken words can be divided into parts and each of those parts can be manipulated.

Letter Knowledge is the recognition and naming of letter names and letter sounds as well as the general understanding that print and pictures are processed differently.

Beginning Writing includes the understanding that we can show our thoughts through drawing and writing.

Oral Language includes the ability to understand spoken language and speak clearly to communicate with others.
**Letter Knowledge**

- **Infants and Toddlers**
  - Alphabet Books
  - Letter Search
  - Letter Play (puzzles or magnetic letters)

- **Prekindergarteners**
  - Letter Names
  - Letter Sounds
  - Letter Shapes

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**Oral Language**

- **Infants and Toddlers**
  - Talking
  - Reading
  - Back and Forth Exchanges

- **Prekindergarteners**
  - Conversations
  - Story Telling
  - Book Retelling

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**Beginning Writing**

- **Infants and Toddlers**
  - Scribbling
  - Finger Painting
  - Collaging

- **Prekindergarteners**
  - Name Writing
  - Letter Tracing
  - Air Writing

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**www.readingbrightstart.org**