



Joint Book-Reading Strategies, Storyboards, and Thematic Play: Facilitating Approaches for Story Comprehension



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Dialogic Reading Strategies (DRS)

- Whitehurst et al. (1988)
 - Sénéchal and Cornell (1993)
 - Dale & Crain-Thoreson (1996, 1999)
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Storyboards



- Lesgold et al. (1975)

- Two studies, conflicting results





Play


- Saltz & Johnson (1974)
 - Disadvantaged preschoolers
 - Pellegrini and Galda (1982)
 - Normal K and 1st graders
 - Pelligrini (1983)
 - Normal K and 1st graders
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A Comparison of Pictures and Play

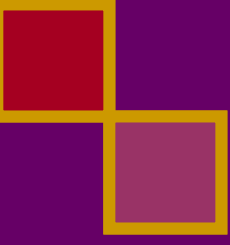



- Kim (1999)

- Children 4-5;6 years old were asked to retell stories previously heard with pictures of animals in the story or toy figurines of the animals.
 - The play groups told better stories than the picture groups.
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Justification

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- Limited research involving language delayed children.
 - Only one study (Kim 1999) comparing play and picture activities used with joint book-reading
 - Normally developing, language impaired, and children of various ages may experience unique benefits from each strategy
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Purpose

- To investigate three joint book-reading approaches and their influence on story comprehension in three language impaired preschoolers and younger language matched normally developing children.
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Research Questions


- Is there a difference between the effects of the three reading strategies on story retellings, sequencing, and comprehension?
 - Is there a difference between preschool children who are developing normally and those with language impairment in the benefit received from the reading conditions?
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Participant Description

	Language Impaired				
	T.M.	Z.C.	S.C.	T.N.	D.J.
Age	4-8	4-2	4-2	3-10	2-0
PPVT AE	4-8	3-00	3-00	5-5	2-10
PLS AE	3-11	3-00	2-11	3-10	3-2



Methods


- Research Design
 - Rapid alternation w/ 2 books read each session
 - Three conditions:
 - Reading with Dialogic Reading Strategies
 - Reading with DRS plus storyboards
 - Reading with DRS plus play
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Methods




- Materials

- Twelve storybooks by J.B. Moncure (1988)
 - Four sets of three books (each set having one book assigned to each condition)
 - Books within sets were matched by:
 - Number of words (312-435)
 - Number of pages (26-27)
 - Number of episodes (10-14)
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Reading w/ Dialogic Reading Strategies

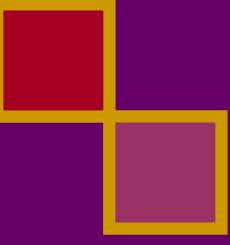

- Described by Whitehurst et al. (1988)
 - Used across all conditions
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Reading w/ Storyboards



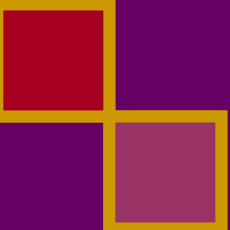



Reading with Play

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- Following the story, the child was assigned a role in the story and lead by the researcher to act out the story.
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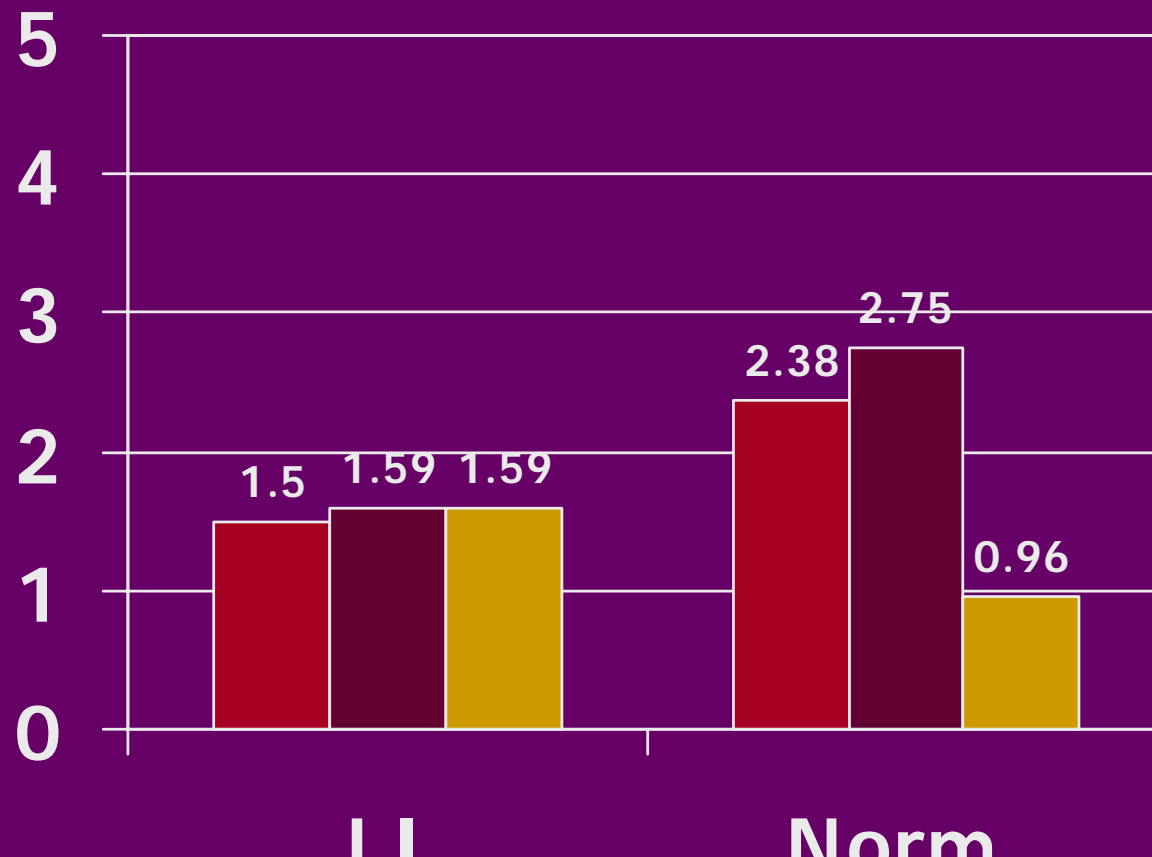


Dependent Variables

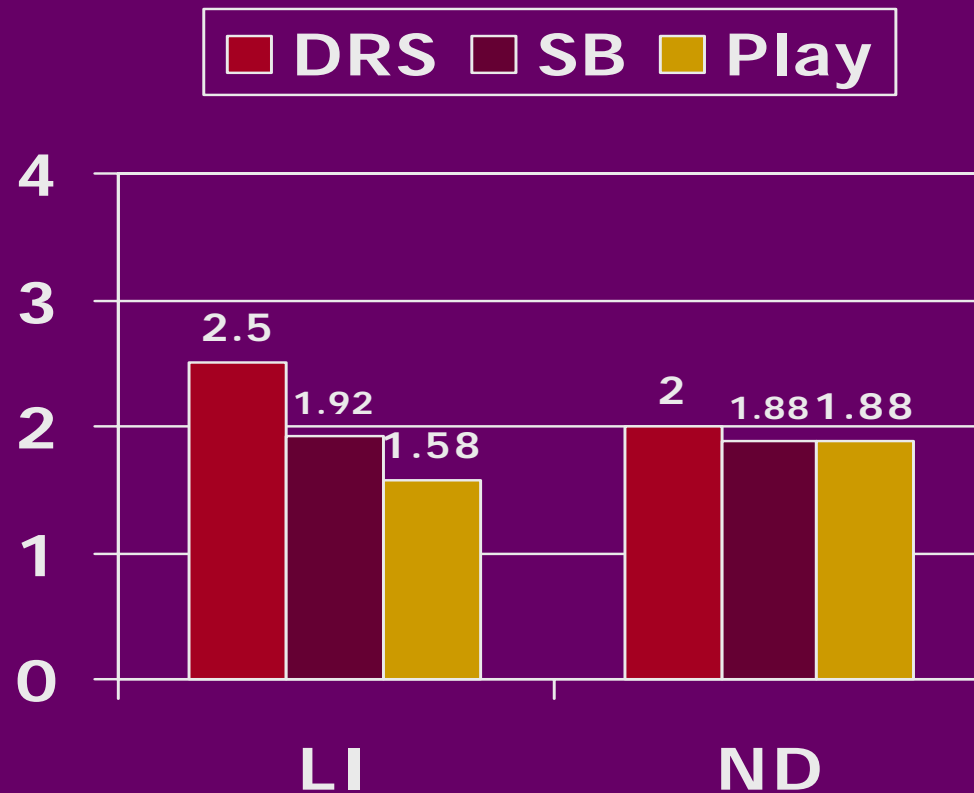
- 5 Comprehension Questions
 - Two “what”
 - Two “what” + doing
 - One where
 - Picture Sequencing
 - 4 pictures, four points possible
 - Story retelling task
 - Number of words
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Results: Wh-questions

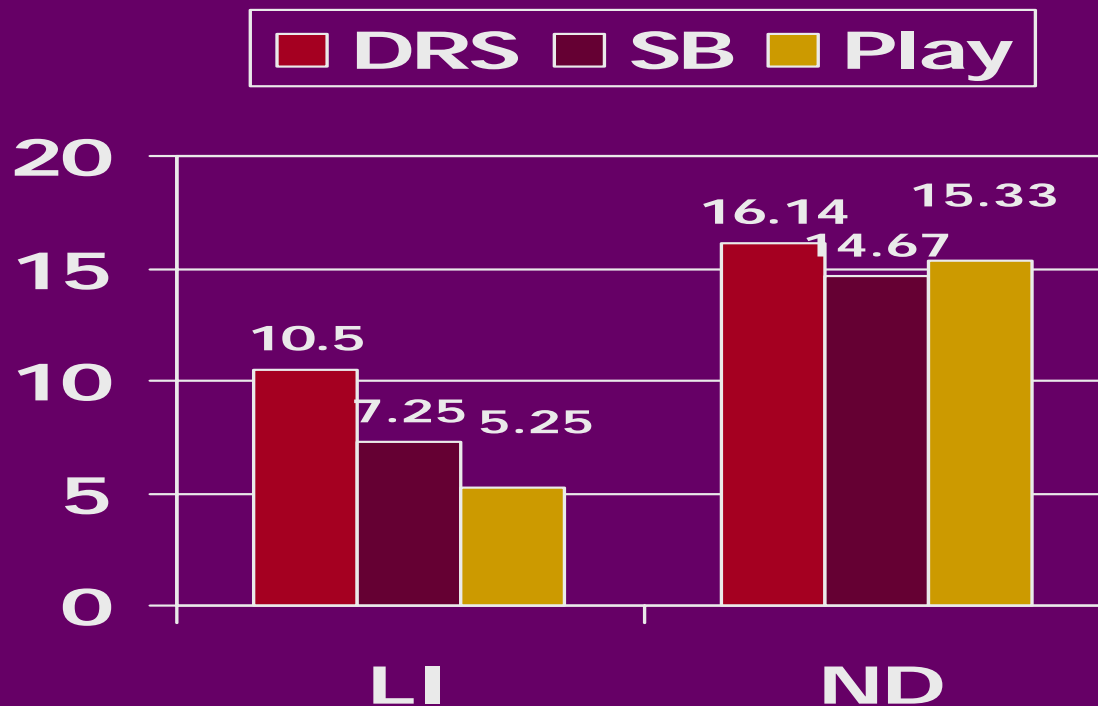
■ DRS ■ SB ■ Play



Results: Picture Sequencing




Results: Number of Words in Story Retellings





Discussion

- Results indicated that children's performance was similar across reading conditions.
 - Factors that may have influenced results:
 - Single book reading rather than repeated readings
 - Short term study
 - measures
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Discussion

- Future Research
 - Use storyboard during the story
 - Include a measure of participation, engagement, motivation
 - More subjects, longer time
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