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**IRPP 2**. **Draft Outline**

**Storybook Reading Intervention in Developing Literacy Skills for English Language Learners with Autism in Kindergarten**

* **Introduction**
1. Children who enter kindergarten without attending prekindergarten have significant differences in early literacy skills compared to their peers who had prior school experience.
2. Students in the early years of elementary school who are poor readers tend to be poor readers throughout (Kotaman, 2013).
3. The children who enter school are exposed to books and rich oral language experiences, while other children begin school with limited knowledge of language and word meanings.
4. As a result, these differences place young children at a risk for failing to learn how to read and to comprehend text.
5. The importance of preparing children for reading during preschool and kindergarten is very crucial (Kotaman, 2013).
6. Kotaman (2013) stresses the need for parents to support the development of their children’s language skills in order to help facilitate their children’s reading acquisition.
7. According to Kotaman (2013), by developing positive attitudes towards reading the early years, children will become more motivated to read
8. The need for early intervention is very crucial for students who come to kindergarten with no literacy skills, since these children begin school with limited skills and knowledge.
9. The goal of early intervention is to target differences in early literacy before reading difficulties entail (Coyne et al., 2004).
* **Background information on English Language Learners with Autism**
1. There is an increase in the number of students who are coming to school from culturally and linguistically diverse families
2. Most of these young immigrant children come from different ethnic and language communities (Chlapana & Tafa, 2014).
3. These children often find themselves in a new school environment, in which the language of instruction is unfamiliar to them (Chlapana & Tafa, 2014).
4. Immigrant children do face challenges in their academic work and may lack vocabulary skills, thus falling behind their peers (Chlapana & Tafa, 2014).
5. Moreover, not much research has been conducted on English language learners with autism
6. Randi, Newman & Grigorenko (2010), have indicated that students with autism have communication disorders and have deficits in social interactions and deficits in cognitive processing.
7. Students with autism spectrum disorders are more likely to have well developed word recognition skill, but their reading comprehension is severely impaired (Randi, Newman & Grigorenko, 2010).
8. A study conducted by Newman et al. (2007) reveal that students with autism rely more on the same phonological and orthographic mapping processes as normal readers. However, not much research has been conducted involving students with autism who are English language learners.
9. It can be inferred that students who are English language learners who may also fall within the autism spectrum may face difficulties especially when it comes to reading. Thus the need for a storybook reading intervention.
* **Description of storybook Intervention**
* **The effects of storybook intervention on developing vocabulary skills and comprehension**
1. Research that has been conducted on vocabulary development through shared storybook reading indicate the need for repeated exposure and elaboration of the meaning of words (Lefebvre et al., 2016).
2. According to Lefebvre et al. (2016), exposing words to children more than once allows children to learn words more easily and children are able to develop more vocabulary when an adult explains and elaborate the meaning of new words by defining the word, initiating role play, pointing to a picture related to the new word or using the word in a sentence.
3. **Chlapana & Tafa (2014) conducted a study** in which the impact of direct instruction and interactive instruction was examined on eighty seven immigrant kindergarten children’s vocabulary learning during storybook intervention.
4. Six stories were read twice to the children. Target and non-target words were assessed by multiple choice vocabulary measure before and after the storybook reading.
5. Children in the experimental group were provided with direct instruction on target words. Children in the second experimental group were actively involved in discussing target words using an interactive instruction technique.
6. In the control group, stories were read without any explanation of target word.
7. Findings reveal that the children who were actively engaged in discussing target words using the interactive technique during storybook reading performed better than students who were not engaged. The results also indicate that boys and girls did respond differently to the teaching procedures. For example, girls performed better on instructed words as
8. **A study conducted by Kelley et al., (2015)**, in which the effects of an automated storybook intervention involving eighteen children (11 girls and 7 boys), with a mean age of four years six months in three pre-kindergarten classrooms serving children from families of low income indicated students who took part in the story friends reading intervention performed better on measures of vocabulary compared to students in the control group. Students listened to a storybook
9. Students in treatment and comparison groups completed measures of vocabulary and comprehension. Participants in the treatment group were exposed to the Story Friends during a small group intervention.
10. The results indicate that students in the treatment group outperformed students in the comparison group when it came to vocabulary
* **Shared storybook reading and its contribution to language development**
1. According to Newman (1999), storybook develops children’s language and literacy skills. Children are able to acquire general knowledge and learn about written languages’ rhythms and conventions.
2. According to Huebner, 2000), shared storybook reading helps in language development and emergent literacy in low-income preschoolers. Lefebvre et al., (2016) suggests that language skills are good predictors of text comprehension and production.
3. According to Bellon, Ogletree & Harn (2000), storybooks can be used to establish, monitor, and maintain joint focus during recurring interactive exchanges.
4. Storybook reading encourages turn taking which is crucial for language development.
5. Due to poor communicative responsivity, of many children with disabilities limits their opportunity to participate in interactions supporting language development and social adequacy. Storybooks provide a natural context for such interactions to occur (Bellon, Ogletree & Harn, 2000).
6. **A study conducted by Bellon, Ogletree, & Harn (2000)** in which the efficacy of repeated storybook reading with adult scaffolding was used as an intervention with a child with autism reveal that repeated storybook reading encourages spontaneous language use.
* **The impact of storybook reading intervention and its effect on second language development**
1. Preschool-age English language learners may have challenges in early language learning and development (Huennekens & Xu, 2010).
2. Preschool-age English language learners may be asked to develop language and literacy skills in English even though they are still developing language skills in their home language
3. Research suggest that skill in L1 learning do transfer to the acquisition language (Huennekens & Xu, 2010).
4. Numerous studies support the need for families to be involved and engaged in their children’s literacy development
5. According to Huennekens & Xu (2010), literacy experiences in the home environment, especially parent/child shared storybook reading can have significant influences on children’s vocabulary, phonological awareness, decoding, print concepts, and alphabet awareness.
6. Shared storybook reading also has an impact on children’s expressive language skills (Huennekens & Xu, 2010).
* A discussion on the research findings and strengths and limitations of the research being used to support a particular practice
* A statement of the amount of convergent evidence needed to support a particular practice
* A summary Statement or Conclusion

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