Facilitating Early Pragmatic Functions through

Shared Picture Book Reading: Principles to Practice

Erin Boyle

Susan Hendler Lederer

Adelphi University

## Abstract

Language competency, according to Bloom and Lahey (1978) and Lahey (1988), is achieved through the development and integration of language content/semantics, form/morphosyntax, and use/pragmatics. A toddler who is delayed in his development of language use/pragmatics, will, therefore, have difficulty attaining language competency. Speech-language pathologists (SLPs) are tasked with the objective of bridging the gap between the pragmatic delay and competency. One context SLPs use often to facilitate language goals is shared picture book reading (SPBR). The purpose of this article is to integrate the theoretical bases and practical strategies for utilizing SPBR in speech/language therapy to facilitate the eight earliest developed pragmatic functions in toddlers with delays.

Facilitating Early Pragmatic Functions through Shared Picture Book Reading

**Introduction**

Our global society depends on communication. The advent of more advanced technology, smartphones, tablets, and laptops has made access to communication easier than ever. Consequently, there's no denying the modern world's dependence on communication whether verbal, nonverbal, or written. In a world that places so much emphasis on communication, those who have trouble communicating fall behind. For children with language delays, it is the job of the speech-language pathologist (SLP) to help them catch up or compensate.

Language is described as three interacting components (Bloom & Lahey, 1978; Lahey, 1988). Language content/semantics involves word definitions or meanings. Language form/syntax involves the rules of grammar and syntax.. Language use/pragmatics is the behavioral or social use of language in different contexts and with different partners.

Pragmatic skills can be understood in terms of function and context. Contextual pragmatic skills are the skills that guide conversations, such as knowing how or when to take turns. Functional pragmatic skills dictate why the messages are sent during communication (Bloom & Lahey, 1978). There are eight early pragmatic functions. These include commenting (i.e., labeling and describing) and regulating the listener's behavior (i.e., call-focus attention, obtain object, obtain response, direct action, protest/reject, respond, and routines such as greeting) (Bloom & Lahey, 1978). Each of these may be an early pragmatic goal for children with language delays.

Once a pragmatic goal has been established, an SLPs next step is to determine contexts that will best facilitate the goal. Since Kramsch (1993) posited that direct teaching of decontextualized pragmatic skills doesn't often lead to the development of those skills, natural contexts are preferred. One option is shared picture book reading (SPBR). Children of all ages

generally respond well to picture books read by family, teachers, or others. Research correlates early reading skills with success in academics and literacy (Lonigan & Whitehurst, 1998; Stevenson & Fredman, 1990). However, picture book reading has a significant impact on language development as well.

Most research concerning shared picture book reading (SPBR) and language focuses on language content (semantics/word meaning) goals (Towson & Gallagher, 2016). This is because much labelling occurs during shared book reading (Ninio & Bruner, 1978). However, SPBR provides many opportunities for pragmatic function facilitation as well. Snow & Goldfield (1983) found that shared book reading helps children to develop routinized expressions for verbal interactions with others. Since pragmatics is the behavioral or social use of language, SLPs rely on the type of natural social interaction that SPBR provides to facilitate pragmatic goals. For children with significant pragmatic delays (e.g., Autism Spectrum Disorders), conversations through and around books may be more accessible than general conversations.

To optimize the use of SPBR to facilitate functional pragmatic goals, certain evidence-based techniques can be utilized, such as choral/echo reading, dialogic reading, and repeated readings of carefully chosen picture books. Choral reading involves an adult and child reading books aloud together (McCauley & McCauley, 1992), while echo reading involves the child repeating or echoing back what the adult reads (Dougherty Stahl, 2012). Questioning throughout readings is the main feature of dialogic reading, but it also includes expanding language and giving reinforcements (Whitehurst, et al., 1988; Zevenbergen & Whitehurst, 2003). Finally, several studies posit that word and utterance learning will only be achieved through repeated readings (Justice, Meier, & Walpole, 2005; Voelmle & Storkel, 2015).

Enhanced Milieu Teaching (EMT) (Colmar, 2014) and focused stimulation (Girolametto, Pearce, & Weitzman, 1995; Pullen & Justice, 2003) are techniques that SLPs utilize in combination with SPBR techniques. EMT techniques provide specific questioning, reinforcement, modelling, prompting, pausing, and environmental arrangement to elicit target utterances (Kaiser & Roberts, 2013; Colmar, 2014). Focused stimulation is a technique that involves the repetition of target words and utterances (Grela & McLaughlin, 2006). Integrating these techniques with SPBR techniques helps an SLP optimize pragmatic therapy outcomes.

Therefore, the purpose of this paper is to integrate the literature on pragmatics, shared picture book reading (i.e., general guidelines for choosing and reading picture books) and SPBR strategies, and language intervention techniques for pragmatic development. These principles will be applied to a model therapy practice for each of the eight early pragmatic goals.

## Earliest Functional Pragmatic Goals

Pragmatic skills are typically the first language skills to develop in children. Think about newborn infants crying to communicate hunger or discomfort. Even before they can talk, babies reach and point to further communicate. As they approach their first year, they begin to add words to further communicate their thoughts. As language grows during the toddler and preschool years, so do pragmatic skills. It is important to understand development so that speech pathologists can recognize early signs of language delay and begin therapy. The eight pragmatic functions described below are generally achieved by children developing typically by 24 months (Bloom & Lahey, 1978; Lahey, 1988). See Table 1 for definitions and examples.

## Reading and Language

Language and literacy are intertwined. In fact, in their definition of language, the American Speech-Language-Hearing Association (ASHA) (1982) includes oral and written

language. Therefore, it's no surprise that using SPBR to facilitate language has been demonstrated effective in facilitating oral language goals (Towson & Gallagher, 2016).

**Shared Picture Book Reading**

The U.S. Department of Education (2015), describes shared book reading as the act of using "… one or more planned or structured interactive techniques to actively engage the children in the text" (p. 1). Generally, the adult will point to pictures, label, comment, and ask questions. At more developed language and reading levels, the child will be engaged in discussions about the book. According to Gonzalez, et al. (2014), this "extratexual talk" is tantamount to successful SPBR experiences (see also: Reese, Cox, Harte, & McAnally, 2003).

Many early studies on shared book reading focused on reading at-home with a parent and not in a manipulated setting, for instance in a classroom or with an SLP. Lonigan & Whitehurst (1998), examined shared book reading in both home and manipulated settings. They found that increase in reading and language was the same in both environments. Therefore, this way of facilitating language is often incorporated into speech-language therapy session plans. Even though most shared book reading research focuses on facilitating language content (Towson & Gallagher, 2016), SPBR can be used by SLPs to facilitate pragmatic language as well.

**Shared Picture Book Reading Techniques**

While shared picture book reading can enhance language development in a casual setting (Aram, Fine, & Ziv, 2013; Colmar, 2014), certain techniques from the literacy literature can be utilized during SPBR in speech therapy to further expedite that development (Lonigan & Whitehurst, 1998; Gonzalez, et al., 2014; Milburn, Girolametto, Weitzman, & Greenberg, 2014; Voelmle & Storkle, 2015; Towson & Gallagher, 2016). These techniques include dialogic reading, choral/echo reading, and repeated readings of the same book.

**Dialogic reading.** Whitehurst, et al. (1988) created a training program for parents to use during shared picture book reading to facilitate language development. Parents in the experimental group were trained to 1) ask more open-ended questions (e.g. wh-questions) and function/attribute questions (e.g. "What color is the dog?" and "What does the cow make?"); 2) further expand the child's utterances (e.g. child says, "Ran" and SLP says, "Yes, he ran"); 3) respond naturally and with verbal reinforcements when the child answers questions, 4) avoid asking questions that could be answered with one-word answers or pointing, and 5) avoid reading straight from the book without added questioning/reinforcements. Parents in the control group were told to read picture books as they would normally. The goal of dialogic reading was that, with repetition and engagement, the child would become the storyteller.

The researchers found that children who were exposed to the dialogic reading technique experienced greater improvements in language development than children in the control group. Whitehurst et. al.'s (1988) results indicated that dialogic reading would better facilitate language goals than would reading alone. This would be especially useful in the population of children with language delays who need more help when developing language skills. In order to further study the effects of dialogic reading, Arnold, Lonigan, Whitehurst, & Epstein (1994) replicated the study and found similar positive results (see also Lonigan & Whitehurst, 1998). These initial studies involved typically developing children, but the technique has also been applied to shared book reading for children with language delays (see Townson & Gallaher, 2016 for review).

**Choral/Echo reading.** Choral reading is a fairly simple technique. It is the oral reading of any text that mimics natural and conversational voice, tone, and, sometimes, body movement (McCauley & McCauley, 1992). In class, a teacher would usually request that the class read aloud together with the reader, but effective enactment of choral reading in speech therapy would

lack any specific prompts made by the clinician. Most often, the structure of the picture book

being read will prompt choral reading. Books that are repetitive or rhythmic, for instance, will

prompt choral reading. Hopefully, the more a child engages in choral reading, the more he will

be able to generalize target utterances outside of therapy. The same hypothesis applies to echo

reading, during which children repeat back what is being read to them (Dougherty Stahl, 2012).

**Repetition of the Same Book.** Several studies have explored the efficacy of repetitive

readings of the same book on language development. Most of these studies discuss repeating

readings for vocabulary or comprehension growth (Biemiller & Boote, 2006), but the same idea

carries over for pragmatic skill development, especially since SPBR helps to routinize language

use. The results were generally positive in favor of repeated readings (Horst, 2013; Voelmle &

Storkle, 2015). In fact, some studies favored repeated readings over focused stimulation, which

is a more language-specific technique and involves text repetition within the book as opposed to

repetition of the entire book (Biemiller & Boote, 2006; Grela & McLaughlin, 2006). Since both

techniques have been proven to aid language development, repeated readings of books using

focused stimulation is the goal.

**Language Therapy Techniques**

In addition to traditional techniques used to facilitate regular SPBR activities, other

techniques exist which are specifically used to foster language development. They have similar

features to traditional shared book reading techniques, but are geared toward attaining language

and speech goals. These language-focused techniques are Enhanced Milieu Teaching (EMT) and

focused stimulation and can be integrated with shared book reading strategies.

**Enhanced Milieu Teaching.** Enhanced Milieu Teaching (EMT) is a naturalistic

approach to language intervention that can be utilized during shared book reading. According to

Kaiser & Roberts (2013), EMT "blends developmentally appropriate responsive interaction strategies (contingent responsiveness, language modeling, expansions of child utterances) with behavioral teaching strategies to increase the frequency and complexity of language" (pp. 296-297). The responsive interaction portion of EMT is similar to dialogic reading. The most prominent difference is that dialogic reading questioning and responses are meant to encourage comprehension of the story or text, That is, dialogic questioning during SPBR is used to perhaps get a child to think (e.g., predict the ending of the story, question a character's motives, realize the moral of a story). Conversely, EMT questioning can be used to facilitate any language goal. And, of course, the most defining feature of EMT is the behavioral portion, specifically, altering the child's environment to maximize the possibility that he will attain his communication goal.

Shared picture book reading is one way to design a communicatively responsive environment for the child. An SLP may also purposefully arrange the book's text to facilitate a target utterance. This may include simplifying the text or role play. Simplifying the text may be beneficial for the child's comprehension of the text or for simpler target utterance production when a book is a bit more advanced than the child's developmental level. Time-delay refers to an SLP waiting for a child's response before prompting further. During shared picture book reading, book narration would pause before the target word or utterance to encourage the child to continue where the SLP left off. EMT during shared picture book reading offers a natural and routine environment where the SLP can take the child's lead, but manipulate with chosen stimuli (books). It also provides natural prompts and modeling (U.S. Department of Education, 2012).

There have been over fifty studies of EMT. Most of the studies examining the effects of EMT on language skills yielded generally positive results. "There is evidence across single-

subject design studies that EMT increases both the linguistic complexity and social communicative use of language by children with disabilities" (Kaiser & Roberts, 2013). Colmar (2014) taught parents to use EMT within shared book reading and everyday conversations with their child. Parent implementation focused primarily on time-delay and asking open-ended questions. Results showed that significant improvements in language delays and/or difficulties were achieved for the experimental group within the four-month period. Because EMT has continually produced positive results for social communicative, it is appropriate to use within shared book reading with the child with language delays.

   **Focused stimulation.** This technique is heavily repetition-based. When using focused stimulation, the basic idea is to expose the child to as many utterances or examples of the target word or behavior as possible in the context of the activity. SBR literature suggests we read the same book over and over to help children learn. When applying it to shared picture book reading, that means choosing books that contain repetitive words or utterances that target the pragmatic function, and not just re-reading one book over and over. However, this technique goes beyond simple repetition. The speech-language pathologist must let the child lead and follow along, while modelling targeted utterances.The child doesn't necessarily have to repeat anything back to the SLP, like during echo reading. The idea is that the child will develop targeted language through excessive exposure to it "in meaningful and highly functional contexts," such as picture book reading (Grela & McLaughlin, 2006, p. 753). Girolametto, Pearce, & Weitzman (1995) conducted a study to explore the effect of focused stimulation when used in interactive models of language development, such as shared picture book reading, on children with language delays. They found that language development, specifically vocabulary growth and the use of positive communicative behaviors, increased.

**Choosing a Picture Book for Toddlers**

One of the most important aspects of shared picture book reading to consider before starting is the book itself. Choosing and using the right book is vital to getting the most out of reading with a child, for both educational and communicative purposes. The following are useful tips (Gonzalez, et al. (2014); Child, 2015; Department of Education, 2015). Books should have large, bright, simple illustrations; text should be rhythmical and engaging or a simple story; consider personal interests[1]; choose developmentally-appropriate (not just chronologically appropriate)  books that provide multiple opportunities to listen to the target pragmatic function.

**Genre Books that Enhance Language**

Picture books are typically divided in those with plots and those with repetitive patterns, such as  rhythmic books, repetitive books, cumulative books, basic sentence pattern books, and two-part books (Child, 2015).These early books focus less on a story narrative and more on repeating patterns of text. Given that repetition is an important language facilitation technique, SLPs should keep these genres in mind when choosing picture books to facilitate pragmatic functions. Table 2 provides a list of different genres especially well-suited to language therapy with definitions and examples.

**Using SPBR in Therapy to Facilitate Pragmatic Goals: From Principles to Practice**.

For a child with pragmatic goals, SLPs will choose a book with the goals and child in mind  (i.e., environmental arrangement and focused stimulation), read with delight, and utilize SPBR (i.e., dialogic reading, choral/echo reading, frequent reading) and language strategies (i.e., EMT and focused stimulation). What follows is a detailed integration of principles with practice for commenting. Table 4 provides modified suggestions for the other seven pragmatic functions.

**Principle to Practice: Commenting**

"Goodnight Moon" by Margaret Wise Brown (1947) can be used to facilitate

commenting skills. This book contains objects and object descriptors (nouns and adverbs,

respectively), which a book used to facilitate commenting should contain. It is also a rhythmic

book, which prompts word anticipation. And, of course, it fits the markers for a developmentally

appropriate book. Table 3 provides one example of a therapy activity for a commenting goal

facilitated with "Goodnight Moon" during SPBR.

---

Table 3

*Facilitating Commenting During Shared Picture Book Reading*

**Goal:** Child will assign 4 out of 5 appropriate attributes to objects presented in "Goodnight Moon" when prompted by the clinician.

**Techniques:** Clinician will utilize Enhanced Milieu Teaching (EMT) and dialogic reading during shared reading to prompt use of attributors.

**SLP: In the *great green* room**
    **There was a telephone**
    **And a... (time delay, points to red balloon)**
Child: Balloon!
**SLP: Yes, a balloon. What color is the balloon?**
Child: Red!
**SLP: And a *red* balloon.**
Child: Red Balloon.
**SLP: And a picture of--**
    **The cow jumping over the moon!**
    **And there were (point to picture of bears) one, two…**
Child: Three!
**SLP: *Three* what?**
Child: Three bears!
**SLP And there were three *little* bears**
Child: Three little bears
**SLP: And there were *three little* bears sitting on chairs**

---

The SLP uses time-delay when she pauses before target words, like "red" and "three,"

and may look at the child expectantly to encourage him to finish the sentence. By asking

questions through EMT/dialogic reading (e.g., "Three what?"), the SLP encourages the child to

expand his utterance and satisfy the goal. Putting slight stress or emphasis on the articulation of these words allows the child to pick up on their importance. However, the SLP should also aim for natural conversational tone and voice.

## Conclusion

Shared picture book reading is a powerful context for facilitating language goals in children who have language delays or disorders. Despite the focus of research on the use of SPBR to facilitate vocabulary, SPBR's impact on the development of pragmatic skills seems promising. By combining the best practices in SPBR with those from language intervention, SLPs and parents can provide children with pragmatic delays opportunities to develop skills in a developmentally-appropriate, natural environment.

References

American Speech-Language-Hearing Association. (1982). *Language* [Relevant Paper]. Available from www.asha.org/policy.

Aram, D., Fine, Y., & Ziv, M. (2013). Enhancing parent–child shared book reading interactions: Promoting references to the book's plot and socio-cognitive themes. *Early Childhood Research Quarterly*, *28*(1), 111-122.

Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., & Epstein, J. N. (1994). Accelerating Language Development Through Picture Book Reading: Replication and Extension to a Videotape Training Format. *Journal of Educational Psychology, 86*(2), 235-243.

Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology*, *98*(1), 44.

Bloom, L., Lahey, M. (1978). *Language development and language disorders*. New York:

Macmillan.

Brown, M. W. (1947). *Goodnight moon*. New York: Harper & Row.

Carle, E. (1987). *The very hungry caterpillar*. New York, NY: Philomel Books.

Carle, E. (1998). *Hello red fox*. Simon & Schuster Books for Young Readers.

Carle, E. (2007). *From head to toe.* HarperCollins Publishers.

Child, P. (2015). Shared reading: An instructional strategy for teachers grades K-3. Retrieved

   from http://www.readingrockets.org/content/pdfs/SharedReading.pdf.

Colmar, S. H. (2014). A parent-based book-reading intervention for disadvantaged children with

   language difficulties. *Child Language Teaching and Therapy*, *30*(1), 79-90.

Dougherty Stahl, K. A. (2012). Complex Text or Frustration- Level Text: Using Shared Reading

   to Bridge the Difference. *The Reading Teacher*, *66*(1), 47-51.

Feiffer, J. (1999). *Bark, George*. HarperCollins Publishers.

Girolametto, L., Pearce, P. S., & Weitzman, E. (1995). The effects of focused stimulation for

   promoting vocabulary in young children with delays a pilot study. *Communication*

   *Disorders Quarterly*, *17*(2), 39-49.

Gonzalez, J. E., Pollard-Durodola, S., Simmons, D. C., Taylor, A. B., Davis, M. J., Fogarty, M.,

   & Simmons, L. (2014). Enhancing preschool children's vocabulary: Effects of teacher

   talk before, during and after shared reading.*Early Childhood Research Quarterly*, *29*(2),

   214-226.

Grela, B. G., & McLaughlin, K. S. (2006). Focused stimulation for a child with autism spectrum

   disorder: a treatment study. *Journal of autism and developmental disorders*, *36*(6),

   753-756.

Hill, E. (1980). *Where's spot*. Frederick Warne/Penguin.

Horst, J. S. (2013). Context and repetition in word learning. *Front. Psychol*,*4* (149), 10-3389.

Justice, L. M., Meier, J., & Walpole, S. (2005). Learning New Words From Storybooks: An Efficacy Study With At-Risk Kindergartners. *Language, speech, and hearing services in schools*, *36*(1), 17-32.

Kaiser, A. P., & Roberts, M. Y. (2013). Parent-implemented enhanced milieu teaching with preschool children who have intellectual disabilities. *Journal of Speech, Language, and Hearing Research*, *56*(1), 295-309.

Katz, K. (2011). *Where is baby's belly button?(enhanced eBook edition)*. Simon and Schuster.

Klassen, J. (2011). *I want my hat back*. Candlewick Press.

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.

Lahey, M. (1988). *Language disorders and language development*. New York: Pearson.

Lonigan, C. J., & Whitehurst, G. J. (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. *Early Childhood Research Quarterly*, *13*(2), 263-290.

Martin, B., & Archambault, J. (2011). *Chicka Chicka Boom Boom: with audio recording*. Simon and Schuster.

Martin, B. (1984). *Brown bear, brown bear*. Puffin books.

McCauley, J. K., & McCauley, D. S. (1992). Using choral reading to promote language learning for ESL students. *The Reading Teacher*, *45*(7), 526-533.

Milburn, T. F., Girolametto, L., Weitzman, E., & Greenberg, J. (2014). Enhancing preschool educators' ability to facilitate conversations during shared book reading. *Journal of Early Childhood Literacy*, *14*(1), 105-140.

Ninio, A. & Bruner, J. S. (1978). The achievement and antecedents of labeling. *Journal of Child*

*Lan-guage, 5*, 1-15.

Pullen, P. C., & Justice, L. M. (2003). Enhancing phonological awareness, print awareness, and

oral language skills in preschool children. *Intervention in school and clinic*, *39*(2), 87-98.

Reese, E., Cox, A., Harte, D., & McAnally, H. (2003). Diversity in adults' styles of reading

books to children. *On reading books to children: Parents and teachers*, 37-57.

Shannon, D. (1998). *No, David!* (No. 1998). Scholastic Inc..

Snow, C. E., & Goldfield, B. A. (1983). Turn the page please: Situation-specific language

acquisition. *Journal of Child Language*, *10*(03), 551-569.

Stevenson, J., & Fredman, G. (1990). The social environmental correlates of reading ability.

*Journal of Child Psychology and Psychiatry,* 5, 681-698.

Taback, S. (2014). *There was an old lady who swallowed a fly*. Penguin Young Readers Group.

Towson, J., & Gallagher, P. (2016). Shared Interactive Reading for Young Children with

Disabilities: A Review of Literature with Implications for Future Research. *Baskent*

*University Journal of Education*, *3*(1), 72-85.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse.

(2012, April). Early childhood education interventions for children with disabilities

intervention report: Milieu teaching. Retrieved from http://whatworks.ed.gov.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse.

(2015, April). Early childhood education intervention report: Shared book reading.

Retrieved from http://whatworks.ed.gov.

Voelmle, K., & Storkel, H. L. (2015). Teaching New Words to Children With Specific Language

Impairment Using Interactive Book Reading. *SIG 1 Perspectives on Language Learning*

*and Education*, *22*(4), 131-137.

Wells, R. (2009). *Max's apples.* Penguin Group.

Zevenbergen, A.A., & Whitehurst, G.J. (2003). Dialogic reading: A shared picture book reading

     intervention for preschoolers. In A. van Kleek, S.A. Stahl, & E.B. Bauer (Eds.). On

     reading books to children: Parents and teachers. Mahwah, NJ: Lawrence Erlbaum.

**Table 1**

*Earliest Pragmatic Functions as defined by Bloom and Lahey (1978) and Lahey (1988)*

| Function | Definition | Example |
|---|---|---|
| Comment | The ability to produce an utterance which labels or describes an object, person, event, or state. | Possessors, attributes, locations; Child saying "I slide down" just to point out his actions. |
| Call-focus attention | Use of utterances to get someone's attention. | Child points & calls out "look!" to someone who would then look. |
| Obtain object | Utterances used for the purpose of acquiring an object in or out of context. | Child might say "give me ball" to acquire his to his toy. |
| Obtain response | Use of utterances specifically to acquire a linguistic response from someone. | Usually WH- questioning, including confirmation (i.e., yes/no) questioning. |
| Direct action | Utterances used to produce a desired action by another person. | Child asking for someone to pick him up by saying "up," "want up," or "go up." |
| Protest/reject | Using utterances to object or refuse people, objects, or actions. | Utterances range from a simple "no" to more complex negatives like "will not." |
| Respond | Ability to linguistically respond to another person's obtain response request. | All responses to questions, including confirmations. |
| Routine | "Stereotyped utterances" used for greetings and transferring objects (Lahey, 1988). | "Hello," "goodbye," "please," "thank you," "you're welcome" |

**Table 2**

*Book Genres for Facilitating Language (Child 2015)*

| Rhythmic books | Use a rhythmic pattern throughout its pages. | "Chicka Chicka Boom Boom" by Bill Martin Jr & John Archambault (2011) |
|---|---|---|
| Repetitive books | Contain repetitive text throughout its pages | "The Very Hungry Caterpillar" by Eric Carle (1987) |
| Cumulative books | Contain text that builds; introduces one line or word that will be added to with each new page | "There Was an Old Lady Who Swallowed a Fly" by Simms Taback (2014) |
| Basic sentence pattern books | Contain a repeated simple sentence structure, such as "Is it behind the ___?" on each page | "Where's Spot?" by Eric Hill (1980) and "Bark, George" by Jules Feiffer (1999) |
| Two-part (question & answering) books | Contain questions repeated throughout the book asked by the narrator or a character which is responded to by the narrator or a character | "Brown Bear, Brown Bear, What Do You See?" by Martin (1984) |

**Table 4**

*Other Pragmatic Functions*

| Pragmatic Function | Suggested Book | Technique(s) |
|---|---|---|
| Call-focus attention | "Brown Bear, Brown Bear, What Do You See?" (Bill Martin Jr., 1984) | EMT time-delay<br>SLP: "Brown bear, brown bear, what do you _____")<br>Child: "see" |
| Obtain object | "Max's Apples" (Rosemary Wells, 2009) | EMT mand-model<br>SLP: "Pretend you're Max and ask me for an apple"<br>Child: "Give me apple" |
| Obtain response | "I Want My Hat Back" (Jon Klassen, 2011) | Choral reading<br>SLP: "Let's read together."<br>SLP & Child: "Have you seen my hat?" |
| Direct action | "From Head to Toe" (Eric Carle, 2007) | Echo reading<br>SLP: "I am a giraffe and I bend my neck"<br>Child: "Can you do it?" |
| Protest/Reject | "No, David!" (David Shannon, 1998) | Focused stimulation<br>Child listens to the book using the word "no" throughout. No response required. |
| Respond | "Where Is Baby's Belly Button?" (Karen Katz, 2011) | Echo reading<br>SLP: Where are baby's eyes? Under her hat. Your turn'"<br>Child: "Under her hat" |
| Routines | "Hello, Red Fox" (Eric Carle, 1998) | Environmental arrangement through text modification<br>SLP: "Hello red fox"<br>Child: "Hello"<br>SLP: "Hello purple butterfly" |

| | | Child: "Hello" |
| --- | --- | --- |