

# For Children with Speech and Language Delay

Being read to is a part of a rich childhood and will help your child develop and learn. Your child might not be able to understand some of the words in a story or tell you the names of things on the page. But she enjoys cuddling up with you and sharing something colorful and interesting. And, over time, the words may make more sense, and she might be able to start repeating them, signing to you, or letting you know in other ways that she is sharing a meaningful experience with you. Her enjoyment can be your guide to choosing a book at the right level; you can try a book for an older age or go back to an old favorite. Reading aloud helps to make reading fun, strengthens her speech and language skills, and gives her a gift that will last for life—the love of books.

## READING TIPS FOR YOUR Infant or Toddler

- **Sit together and read at a time of day when reading can be fun and relaxing.** Younger children may have a shorter attention span, so **try reading for a few minutes at a time at first.**
- **Read the same story again and again.** The repetition will help him learn language.
- **Choose books with rhymes or songs.** Clap along to the rhythm and help him clap along. As he develops, ask him to fill in words. *"Twinkle twinkle little star, How I wonder what you ...."*
- **Point to pictures and talk about them.** *"Look at the silly monkey!"* You can also ask him to point to certain pictures. *"Where's the cat?"*
- **Talk about events in your child's life that relate to the story.** *"That bear has blue pajamas just like you!"*
- **Ask him questions about the story.** *"Is that bunny hiding?"* As he develops, ask more complex questions. *"What do you think will happen next?"*

## READING TIPS FOR YOUR Preschool or School-Age Child

- **Talk about the story with him.** *"Why do you think the monkey stole the key?"*
- **Help him become aware of letter sounds.** While pointing to a picture of a snake, ask *"What sound does a snake make?"* As your child develops, ask more complex questions. *"What sound does 'ball' start with?"*
- **Play sound games.** List words that rhyme (*"ball" "tall"*) or start with the same sound (*"mommy" "mix"*).
- **Your child's early reading and writing skills develop at the same time, so help him use crayons, markers, and paint to draw pictures.**



### INFANT OR TODDLER SUGGESTED BOOKS

Mother Goose Rhymes or Dr. Seuss books with rhyming stories

***Brown Bear, Brown Bear, What Do You See?***

by Bill Martin, Jr.

***Each Peach Pear Plum***

by Allan and Janet Ahlberg

***Chicka Chicka Boom Boom***

by Bill Martin, Jr. and John Archambault

**Sign and Sing Along Series  
(*Twinkle, Twinkle Little Star, Baa Baa Black Sheep, Itsy Bitsy Spider*)**

by Annie Kubler

### PRESCHOOL OR SCHOOL-AGE SUGGESTED BOOKS

Funny or silly books are a good choice for this age group. Some titles include:

***Does a Chimp Wear Clothes?***

by Fred Ehrlich

***Hippos Go Berserk!***

by Sandra Boynton

***Mr. Brown Can Moo! Can You?***

by Dr. Seuss



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# RESOURCES

## BOOKS FOR OLDER CHILDREN

***Let's Talk About Stuttering*** (Ages 4–8)  
by Susan Kent (1999)

***Sammy Goes to Speech*** (Ages 3–7)  
by Marissa Siegel (2018)

***Aidan Goes to Speech*** (Ages 4–7)  
by Lisa Mortensen (2018)

***Coping with Stuttering*** (Ages 9–12)  
by Melanie Ann Apel (2000)

## BOOKS FOR PARENTS

***Childhood Speech, Language, and Listening Problems***  
by Patricia Hamaguchi (1995)

***The Parent's Guide to Speech and Language Problems***  
by Debbie Feit and Heidi Feldman (2007)

***Childhood Speech and Language Disorders: Supporting Children and Families on the Path to Communication (Whole Family Approaches to Childhood Illnesses and Disorders)***  
by Suzanne M. Ducharme (2016)

***The New Language of Toys: Teaching Communication Skills to Children with Special Needs***  
by Sue Schwartz (2004)

***Speaking of Apraxia: A Parents' Guide to Childhood Apraxia of Speech***  
by Leslie Lindsay (2012)

## ORGANIZATIONS (find all web resources at [reachoutandread.org/ddresources](http://reachoutandread.org/ddresources))

**American Speech-Language-Hearing Association**  
[asha.org](http://asha.org)

**Speechville Express**  
[speechville.com](http://speechville.com)

**Healthy Children from the American Academy of Pediatrics**  
[healthychildren.org](http://healthychildren.org)

**Apraxia-KIDS (The Childhood Apraxia of Speech Association)**  
[apraxia-kids.org](http://apraxia-kids.org)

**General Information about Speech and Language Disorders**  
[ldonline.org/article/6336](http://ldonline.org/article/6336)

**AAP National Center for Medical Home Implementation**  
[medicalhomeinfo.aap.org](http://medicalhomeinfo.aap.org)

## MEDIA AND TECHNOLOGY RECOMMENDATIONS

- Young children love TV, iPads, videos, and electronic games, but they don't learn as much from looking at screens or pushing buttons as they do spending time reading or playing games with family.
- For children under two years old, the American Academy of Pediatrics (AAP) advises electronic media only for video phone calls with people close to them, such as parents deployed overseas or grandparents.
- For older children, the AAP suggests no more than one hour a day of high-quality programs (such as Public Television).
- Sit with her while she is watching TV or other media, and talk about what she sees.
- Videos with bright lights and catchy tunes can make everything else seem much less interesting. If he struggles to turn off the TV or put down the iPad, it may be a good idea to eliminate screen time altogether.
- Of course, put away your own electronics. Instead, play, sing, talk and read with her.
- For more information on media and technology use, visit [healthychildren.org/english/family-life/media/pages/default.aspx](http://healthychildren.org/english/family-life/media/pages/default.aspx)

Reading tips on the opposite side



# For Children with Autism Spectrum Disorder (ASD)

Being read to is a part of a rich childhood and will help your child develop and learn. Your child with ASD may have trouble looking at you or at the pictures in a book, understanding some of the words in a story, or telling you the names of things on the page. Even though he may sit with you for only a short time, he may enjoy cuddling up and sharing something colorful and interesting. As he can sit for longer periods, he might be able to start pointing to pictures with you, repeating words, signing to you, or letting you know in other ways that he is sharing a meaningful experience with you.

If your child likes routine in his day, try reading his favorite book to help him move from one activity to another, for instance going from home to school or from play to sleep. Work with his therapists and teachers to learn how reading can help him with sensitivity to some textures; social skills; new activities; and transitions. His enjoyment can be your guide to choosing a book at the right level; you can try a book for an older age or go back to an old favorite. Reading aloud strengthens his speech and language skills, helps to make reading fun, and gives him a gift that will last for life—the love of books.

## READING TIPS FOR YOUR

### Toddler

- **Sit together to read at times when your child is relaxed and receptive, such as before bedtime.**
- **Borrow books from the library that have photos and drawings of faces.** They can help your child recognize emotions.
- **Read the same story again and again.** The repetition will help her learn language.
- **Talk about the pictures and read the text.**
- **Find books that have lots of repetition of phrases.** Also find books with rhymes.
- **Softly clap your hands** and help your child clap along to the rhythm.
- **She may like books with picture buttons** that she can press to produce sounds.

## READING TIPS FOR YOUR

### Preschool or School-Age child

- **Talk about the story with your child.** “Why do you think the monkey stole the key?”
- **Help her become aware of letter sounds.** “What sound does a snake make?” As she develops, ask more complex questions. “What sound does ‘ball’ start with?”
- **Play sound games with your child.** List words that rhyme or start with the same sound.
- **Early reading and writing skills develop at the same time, so encourage her to use crayons, markers, and paint to draw pictures.**



## TODDLER SUGGESTED BOOKS

### *Babies (also Feelings or Babies on the Move)*

by Susan Canizares

### *Global Babies*

by Mara Ajmera

### *Smile!*

by Roberta Grobel Intrater

### *Lots of Feelings*

by Shelley Rotner

## PRESCHOOL OR SCHOOL-AGE SUGGESTED BOOKS

### *The Feelings Book*

by Todd Parr

### *My Many Colored Days*

By Dr. Seuss

### *Llama, Llama Mad at Mama*

By Anna Dewdney

Books by Simms Taback such as *There Was an Old Lady Who Swallowed a Fly* and *This is the House that Jack Built*

### *Lyle Lyle Crocodile*

by Bernard Waber



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# RESOURCES

## BOOKS FOR OLDER CHILDREN

**My Friend Has Autism** (Ages 5–10)  
by Amanda Tourville (2010)

**My Brother Charlie** (Ages 4–8)  
by Holly Robinson Peete and Ryan Elizabeth Peete (2010)

**Autism and Me** (Ages 5–12)  
by Ouisie Shapiro (2009)

**Ian's Walk** (Ages 4–8)  
by Laurie Lears and Karen Ritz (1998)

**I See Things Differently: A First Look at Autism** (Ages 4–7)  
by Pat Thomas (2014)

**Andy and his Yellow Frisbee** (Ages 5–10)  
by Mary Thompson (1996)

## BOOKS FOR PARENTS

**The New Social Story Book**  
by Carol Gray (2015)

**Essential First Steps for Parents of Children with Autism: Helping the Littlest Learners**  
by Lara Delmolino and Sandra L. Harris (2013)

**Autism Intervention Every Day!: Embedding Activities in Daily Routines for Young Children and Their Families**  
by Merle Crawford and Barbara Weber (2016)

**Getting from Me to We: How to Help Young Children Fit in and Make Friends**  
by Shonna L. Tuck (2015)

**Ten Things Every Child with Autism Wishes You Knew**  
by Ellen Notbohm (2012)

**Autism Spectrum Disorders: What Every Parent Needs to Know**  
by Alan I. Rosenblatt and Paul S. Carbone (2012)

**A Parents' ABC of the Autism Spectrum**  
by Stephen Heydt (2016)

**An Early Start for Your Child with Autism: Using Everyday Activities to Help Kids Connect, Communicate, and Learn**  
Sally Rogers, Geraldine Dawson, and Laurie A. Vismamra (2012)

**A Picture's Worth: PECS and Other Visual Communication Strategies in Autism, Second Edition**  
by Andy Bondy and Lori Frost (2011)

## ORGANIZATIONS (find all web resources at [reachoutandread.org/ddresources](http://reachoutandread.org/ddresources))

**Autism Society of America**  
[autism-society.org](http://autism-society.org)

**Autism Speaks - First 100 Days Toolkit**  
[autismspeaks.org/family-services/tool-kits/100-day-kit](http://autismspeaks.org/family-services/tool-kits/100-day-kit)

**Centers for Disease Control and Prevention - Autism Spectrum Disorder**  
[cdc.gov/ncbddd/autism/index.html](http://cdc.gov/ncbddd/autism/index.html)

**Easter Seals - Autism Services**  
[easterseals.com/our-programs/autism-services/](http://easterseals.com/our-programs/autism-services/)

**First Signs**  
[firstsigns.org](http://firstsigns.org)

**National Institute of Neurological Disorders and Stroke Autism Fact Sheet**  
[ninds.nih.gov/Disorders/All-Disorders/Autism-Spectrum-Disorder-Information-Page](http://ninds.nih.gov/Disorders/All-Disorders/Autism-Spectrum-Disorder-Information-Page)

**Healthy Children from the American Academy of Pediatrics**  
[healthychildren.org](http://healthychildren.org)

## MEDIA AND TECHNOLOGY RECOMMENDATIONS

- Young children love TV, iPads, videos, and electronic games, but they don't learn as much from looking at screens or pushing buttons as they do spending time reading or playing games with family.
- For children under two years old, the American Academy of Pediatrics (AAP) advises electronic media only for video phone calls with people close to them, such as parents deployed overseas or grandparents.
- For older children, the AAP suggests no more than one hour a day of high-quality programs (such as Public Television).
- Sit with her while she is watching TV or other media, and talk about what she sees.
- Videos with bright lights and catchy tunes can make everything else seem much less interesting. If he struggles to turn off the TV or put down the iPad, it may be a good idea to eliminate screen time altogether.
- Of course, put away your own electronics. Instead, play, sing, talk and read with her.
- For more information on media and technology use, visit [healthychildren.org/english/family-life/media/pages/default.aspx](http://healthychildren.org/english/family-life/media/pages/default.aspx)

Reading tips on the opposite side



## For Children with Learning Style Differences

When your child is three to four years old, you, your child's teacher, or healthcare provider, may have concerns ("red flags") with her learning style that should be closely followed. Your provider may suggest testing to help you understand how best to help her.

Being read to is a part of a rich childhood and will help your child develop and learn. There are many fun activities you can do at home to teach her to learn and pronounce letters and words, rhyme, learn numbers and count, and talk about the story. Your child with learning style differences enjoys cuddling up with you and sharing something new, colorful, and interesting. And, over time, she might start rhyming, hearing and repeating sounds, and telling you more about the story. Her enjoyment can be your guide to choosing a book at the right level; you can try a book for an older age or go back to an old favorite. Reading aloud strengthens her speech and language skills, helps to make reading fun, and gives her a gift that will last for life—the love of books.



### READING TIPS FOR YOUR

## Preschool or School-Age Child

- **Sit together to read when your child is relaxed and receptive**—after returning from the park or before bedtime.
- **Read the same books over and over** to help your child associate the pictures with words and words with their pronunciations.
- **Talk about familiar things in the story.** *"That bear has blue pajamas just like you!"*
- **Say and repeat the sounds of a word in a playful way** so that he hears and can repeat letter sounds. While pointing to a picture of a snake, ask *"What sound does a snake make?"*
- **Point to letters on the page and sound them out.** You can also ask your child to sound out the letters with you. *"Look at the 'B' in boy! Let's say it together."*
- **As your child develops, ask more complex questions.** While pointing to a picture of a ball, ask *"What sound does 'ball' start with?"* *"What do you think happens next?"*
- **Play sound games.** List words that rhyme ("ball," "tall") or start with the same sound ("mommy," "mix").
- **Choose books with rhymes or songs.** Clap together to the syllables. Ask your child to say each syllable. *"Look at the big elephant. Say it with me: EL-E-PHANT."*
- **Early reading and writing skills develop at the same time, so help him use crayons, markers, and paint to draw pictures.**

### PRESCHOOL OR SCHOOL-AGE SUGGESTED BOOKS

#### *LMNO Peas*

By Keith Baker

#### *Llama, Llama Red Pajama*

by Anna Dewdney

#### *Is Your Mama a Llama?*

by Deborah Guarino



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# RESOURCES

## BOOKS FOR OLDER CHILDREN

***It's Called Dyslexia and Se Llama Dislexia (Spanish Edition)*** (Ages 6-8)  
by Jennifer Moore-Mallinos (2007)

***Knees: The Mixed Up World of a Boy with Dyslexia*** (Ages 5-10)  
by Vanita Oelschlager (2012)

***The Alphabet War: A Story About Dyslexia*** (Ages 5-7)  
by Diane Burton Robb (2004)

***Here's Hank (12 Book Series)***  
(Ages 5-8)  
by Henry Winkler, Lin Oliver (2014)

***That's Like Me: Stories About Amazing People with Learning Differences*** (Ages 8 and older)  
by Jill Lauren (2009)

***Thank You, Mr. Falker*** (Ages 5 and older)  
by Patricia Polacco (2012)

***A Boy and a Jaguar*** (Ages 4-7)  
by Alan Rabinowitz (2014)

***Hooway for Wodney Wat*** (Ages 4-7)  
by Helen Lester (2002)

***Back to Front and Upside Down*** (Ages 4-7)  
by Claire Alexander (2012)

## BOOKS FOR PARENTS

***The Parents' Guide to Specific Learning Difficulties: Information, Advice and Practical Tips***  
by Veronica Bidwell (2016)

***The Dyslexia Help Handbook for Parents: Your Guide to Overcoming Dyslexia Including Tools You Can Use for Learning Empowerment***  
by Sandra K. Cook (2014)

***Family Jewel: Overcoming Dyslexia: A Comprehensive Guide to Parenting Children with Dyslexia of All Ages (Your Family Jewel Book 1)***  
by Jackie Goldsteine (2016)

## ORGANIZATIONS (find all web resources at [reachoutandread.org/ddresources](http://reachoutandread.org/ddresources))

**Understood: For Learning and Attention Issues**  
[understood.org](http://understood.org)

**Reading Rockets**  
[readingrockets.org](http://readingrockets.org)

**LD Navigator**  
[ldnavigator.nclld.org](http://ldnavigator.nclld.org)

**LD Online**  
[ldonline.org](http://ldonline.org)

**National Center for Learning Disabilities**  
[nclld.org](http://nclld.org)

**International Dyslexia Association**  
[dyslexiaida.org](http://dyslexiaida.org)

**Healthy Children from the American Academy of Pediatrics**  
[healthychildren.org](http://healthychildren.org)

## MEDIA AND TECHNOLOGY RECOMMENDATIONS

- Young children love TV, iPads, videos, and electronic games, but they don't learn as much from looking at screens or pushing buttons as they do spending time reading or playing games with family.
- For children under two years old, the American Academy of Pediatrics (AAP) advises electronic media only for video phone calls with people close to them, such as parents deployed overseas or grandparents.
- For older children, the AAP suggests no more than one hour a day of high-quality programs (such as Public Television).
- Sit with her while she is watching TV or other media, and talk about what she sees.
- Videos with bright lights and catchy tunes can make everything else seem much less interesting. If he struggles to turn off the TV or put down the iPad, it may be a good idea to eliminate screen time altogether.
- Of course, put away your own electronics. Instead, play, sing, talk and read with her.
- For more information on media and technology use, visit [healthychildren.org/english/family-life/media/pages/default.aspx](http://healthychildren.org/english/family-life/media/pages/default.aspx).

Reading tips on the opposite side



# For Children with Motor Delay

Being read to is a part of a rich childhood and will help your child develop and learn. Your child with a motor delay may also have delays speaking or have speech that is hard to understand. He may or may not be able to sit by himself, but he enjoys cuddling up with you in your lap or next to you on the sofa or the floor, and sharing something colorful and interesting. As you read aloud and talk about the story and pictures he may start pointing to pictures, repeating words, or letting you know in other ways that he is sharing a meaningful experience with you. Work together with his therapists and teachers to learn how reading can help with his motor skills, speech and language development, and play activities. His enjoyment can be your guide to choosing a book at the right level; you can try a book for an older age or go back to an old favorite. Reading aloud helps to make reading fun, strengthens his speech and language skills, and gives him a gift that will last for life—the love of books.



## READING TIPS FOR YOUR Infant or Toddler

- **Sit together to read** at a time of day when reading can be fun and relaxing.
- **Use books or borrow library books that have thick, sturdy pages.**
- **Find books that have rhymes**, like Mother Goose or Dr. Seuss.
- **Clap your hands** and help your baby clap along to the rhythm of the words.
- **Read aloud. Talk about the pictures and read the text.** Help your toddler point to objects you name in the book.

## READING TIPS FOR YOUR Preschool or School-Age Child

- **Read at a time when she is relaxed and receptive**, such as before bedtime.
- **Read aloud and talk about the pictures.** Ask her to name objects or read aloud.
- **Find books about things that interest your child**, such as animals or sports.
- **Position your child next to you on the couch. If your child is in a wheelchair or special chair, sit close enough so that she can see the book and hear you.** Ask her OT and/or PT about special tools to help her prop up or turn the pages of the book.
- **Find books with buttons** that make sounds, or audio books that she can start or stop.
- **Because your child's reading and writing skills develop at the same time**, help her use crayons, markers, and paint to draw. Talk with her therapists to learn about how to help develop these skills.

### INFANT OR TODDLER SUGGESTED BOOKS

**Stroller Strap Books** are easy to handle and the sturdy pages stay open and are easy to turn.

**E-Z Page Turners** are designed to help young children turn the pages. Available online or ask your child's occupational therapist. Titles include: *Trucks*, *Opposites*, and *Mommies and Babies*

### PRESCHOOL OR SCHOOL-AGE SUGGESTED BOOKS

*Harold and the Purple Crayon*  
by Crockett Johnson

*We're Going on a Bear Hunt*  
by Helen Oxenbury

*Hello, Goodbye Dog*  
by Maria Gianferrari

*Susan Laughs*  
by Jeannie Willis



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# RESOURCES

## BOOKS FOR OLDER CHILDREN

**Brothers and Sisters** (Ages 5-8)  
by Laura Dwight (2005)

**Living with a Brother or Sister with Special Needs** (Ages 4-10)  
by Donald Meyer and Patricia Vadasy (1996)

**Views from Our Shoes** (Ages 8-12)  
by Donald Meyer (1997)

**Don't Call Me Special: A First Look at Disability** (Ages 8-12)  
by Pat Thomas (2005)

**A Rainbow of Friends** (Ages 3-6)  
by P.K. Hallinan (1998)

## BOOKS FOR PARENTS

**Cerebral Palsy: A Complete Guide for Caregiving**  
by Freeman Miller and Steven J. Bachrach (2017)

**Children with Cerebral Palsy: A Parent's Guide, Second Edition**  
by Elaine Geralis (1998)

**Teaching Motor Skills to Children with Cerebral Palsy and Similar Movement Disorders: A Guide for Parents and Professionals**  
by Sieglinde Martin (2006)

**The Cerebral Palsy Tool Kit: From Diagnosis to Understanding**  
by Michele P. Shusterman (2015)

## ORGANIZATIONS (find all web resources at [reachoutandread.org/ddresources](http://reachoutandread.org/ddresources))

**Centers for Disease Control and Prevention**  
[cdc.gov/actearly](http://cdc.gov/actearly)

**Easter Seals**  
[easterseals.com](http://easterseals.com)

**National Institute of Neurological Disorders and Stroke, National Institutes of Health**  
[ninds.nih.gov](http://ninds.nih.gov)

**United Cerebral Palsy Association**  
[ucp.org](http://ucp.org)

**NIH: Cerebral Palsy**  
[nichd.nih.gov/health/topics/cerebral-palsy](http://nichd.nih.gov/health/topics/cerebral-palsy)

**Healthy Children from the American Academy of Pediatrics**  
[healthychildren.org](http://healthychildren.org)

**Muscular Dystrophy Association**  
[mda.org](http://mda.org)

## MEDIA AND TECHNOLOGY RECOMMENDATIONS

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Reading tips on  
the opposite side





## For Children with Vision Loss

Being read to is a part of a rich childhood and will help your child develop and learn. Your child with vision loss may be able to start feeling textures on a page and, depending on her vision, may start pointing to pictures, repeating words, or letting you know in other ways that she is sharing a meaningful experience with you. She enjoys cuddling up with you in your lap, or next to you on the sofa or the floor with good lighting, and sharing something interesting. Reading aloud and talking about the story and pictures help her listen and learn how words make sense.

Work together with her therapists and teachers to learn how reading can help with motor skills, speech and language development, and play activities. Children who have little or no sight may learn to read using symbol systems such as Braille that they can feel while being read to. Her enjoyment can be your guide to choosing a book at the right level; you can try a book for an older age or go back to an old favorite. Reading aloud helps to make reading fun, strengthens her speech and language skills, and gives her a gift that will last for life—the love of books.

### READING TIPS FOR YOUR Infant or Toddler

- **Make sure there is plenty of light** to help him see the page.
- **Find books that have rhymes.** Clap your hands and help your baby clap to the rhythm.
- **Choose books that help your child learn parts of his body.**
- **Talk about the pictures and read the text.**
- **Find books that have textures** or pop-up or raised soft shapes to name.
- **Find books with buttons he can press to make sounds.**
- **For a child with little or no sight, help him become familiar with Braille.** Use early Braille books or twin vision books with pictures, print, and Braille.

### READING TIPS FOR YOUR Preschool or School-Age Child

- **Sit together and read at a time when reading can be fun and relaxing, such as bedtime or after a trip to the park.**
- **Make sure there is plenty of light** to help him see the page.
- **Large print books can make tracking the words easier.** Find books on topics that interest him, such as animals or sports.
- **Find audio books that he can start or stop.**
- **While reading to your child, present him with real objects from the book for him to feel and explore.**



#### INFANT OR TODDLER SUGGESTED BOOKS

Books that have soft or textured shapes or pop-out pieces to feel and name.

*Pat the Bunny* by Dorothy Kunhardt  
(and other Touch and Feel books)

*Where Is Baby's Belly Button?*  
by Karen Katz

*DK Braille: Animals* (and other titles)

*How Do Dinosaurs Eat Cookies?*  
by Jane Yolen

*Black & White*  
by Tana Hoban

#### PRESCHOOL OR SCHOOL-AGE SUGGESTED BOOKS

*Mr. Brown Can Moo! Can You?*  
by Dr. Seuss (use with plastic or stuffed animals)

Books with wheels or parts that move

*The Black Book of Colors*  
by Menena Cottin and Rosana Faria

*If You're Happy and You Know It*  
by Annie Kubler



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# RESOURCES

## BOOKS FOR OLDER CHILDREN

***Knots on a Counting Rope*** (Ages 4-8)  
by Bill Martin Jr. and John Archambault (1997)

***Blindsided*** (YA)  
by Priscilla Cummings (2011)

***My Three Best Friends and Me, Zulay***  
(Ages 4-8)  
by Cari Best (2015)

***The Heart of Applebutter Hill*** (YA)  
by Donna W. Hill (2013)

***Adventures of Abby Diamond*** (Ages 10-12)  
by Kristie Smith-Armand (2009)

***Max the Champion*** (Ages 4-8)  
by Sean Stockdale (2014)

## BOOKS FOR PARENTS

***Children with Visual Impairments:  
A Guide for Parents***  
edited by Cay Holbrook (2006)

***Experiencing Literacy: A Parents' Guide  
for Fostering Literacy Development of  
Children with Visual Impairments***  
by Cay Holbrook and Alan Koenig (2005)

***Reach Out and Teach: Helping Your  
Child Who is Visually Impaired Learn  
and Grow***  
by Kay Alicyn Ferrell (2011)

## ORGANIZATIONS (find all web resources at [reachoutandread.org/ddresources](http://reachoutandread.org/ddresources))

**American Action Fund for Blind  
Children and Adults**  
[actionfund.org](http://actionfund.org)

**American Foundation for the Blind**  
[afb.org](http://afb.org)

**Centers for Disease Control and  
Prevention**  
[cdc.gov/actearly](http://cdc.gov/actearly)

**American Association for Pediatric  
Ophthalmology and Strabismus**  
[aapos.org](http://aapos.org)

**National Association for Parents of  
Children with Visual Impairments**  
[napvi.org](http://napvi.org)

**National Eye Institute/National  
Institutes of Health**  
[nei.nih.gov](http://nei.nih.gov)

**American Academy of Ophthalmology**  
[aao.org/eye-health/diseases/low-vision](http://aao.org/eye-health/diseases/low-vision)

**Perkins eLearning**  
[perkinselearning.org](http://perkinselearning.org)

**American Action Fund for Blind  
Children and Adults - Free Braille Books  
Program**  
[actionfund.org/free-braille-books](http://actionfund.org/free-braille-books)

## MEDIA AND TECHNOLOGY RECOMMENDATIONS

- Young children may love electronic devices, but they don't learn as much from them as they do from reading and playing games with family. It is important for you to think and talk with others about the ways your young child with vision loss will best connect to media.
- For children under two years old, the American Academy of Pediatrics (AAP) advises using electronic media only for connecting with people close to them, such as parents deployed overseas or grandparents.
- For older children, the AAP suggests no more than one hour a day of high-quality programs.
- Sit with her while she is using electronic media, and talk about what she is experiencing.
- For many children, it's too hard to limit electronics; it may be a good idea to eliminate them altogether.
- Of course, put away your own devices. Instead, play, sing, talk and read together.
- For more information on media and technology use, visit [healthychildren.org/english/family-life/media/pages/default.aspx](http://healthychildren.org/english/family-life/media/pages/default.aspx).

Reading tips on  
the opposite side



## For Children with Hearing Loss

Being read to is a part of a rich childhood and will help your child develop and learn. Your child with hearing loss might not be able to hear or understand some of the words in a story, or tell you the names of things on the page. But he enjoys cuddling up with you and sharing something colorful and interesting. And, over time, the words can begin to make more and more sense, and he might be able to start repeating them, signing to you, or letting you know in other ways that he is sharing a meaningful experience with you.

His enjoyment can be your guide to choosing a book at the right level; you can try a book for an older age or go back to an old favorite. Reading aloud strengthens his speech and language skills, helps to make reading fun, and gives him a gift that will last for life—the love of books.

### READING TIPS FOR YOUR

## Infant or Toddler

- **Turning pages, touching the pictures, and lifting the flaps** will give her practice using her hands, which gets her ready to sign.
- **Sit together and read** at a time of day when reading can be fun and relaxing.
- **Learn and use simple sign language** as you read to her.
- **Read the same story again and again.** This will help her catch words she may have missed before. Explain the story as needed.
- **Make sure she can see your face and the pictures.** This will help her follow the story, even if she doesn't catch all the words.

### READING TIPS FOR YOUR

## Preschool or School-Age Child

- **Sit together to read when your child is relaxed and receptive**—after returning from the park or before bedtime.
- **Make sure your child can see your face and the pictures.** This will help her follow the story, even if she doesn't catch all the words.
- **Use stuffed animals to act out the story.**
- **Continue to teach your child to sign.**
- **Your child's early reading and writing skills develop at the same time, so help her to use crayons, markers, and paint to draw pictures.**



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### INFANT OR TODDLER SUGGESTED BOOKS

#### *Baby Signs*

by Joy Allen

#### *My First Book of Sign Language*

by Joan Holub

Sign and Sing Along Series (*Twinkle, Twinkle Little Star, Baa Baa Black Sheep, Itsy Bitsy Spider*)

By Annie Kubler

Books by Anthony Lewis such as *Meal Time, My First Book of Animal Signs, and Play Time*

### PRESCHOOL OR SCHOOL-AGE SUGGESTED BOOKS

#### *Sign Language, My First 100 Words*

by Michiyo Nelson

#### *One Trick for One Treat: Sign Language for Numbers* and others

by Dawn Babb Prochovnic

#### *Splish, Splat!*

by Alexis Domney

#### *Each Peach Pear Plum*

by Allan and Janet Ahlberg

#### *Jamberry*

by Bruce Degen

#### *Sheep in a Jeep*

by Nancy Shaw

# RESOURCES

## BOOKS FOR OLDER CHILDREN

***Jordan Has A Hearing Loss*** (Ages 4–8)  
by Jillian Powell (2004)

***Taking Hearing Impairment to School***  
(Ages 5–10)  
by Elaine Ernst Schneider (2004)

***A Button in Her Ear*** (Ages 5–10)  
by Ada B. Litchfield (1976)

***Can You Hear a Rainbow?*** (Ages 4–8)  
by Jamee Riggio Heelan (2002)

***I Have a Sister - My Sister Is Deaf***  
(Ages 4–8)  
by Jeanne Whitehouse Peterson (1984)

## BOOKS FOR PARENTS

***Choices in Deafness: A Parents' Guide to Communication Options***  
edited by Sue Schwartz (2007)

***Promoting Language and Literacy in Children Who Are Deaf or Hard of Hearing***  
by Mary Pat Moeller, David J. Ertmer and Carol Stoel-Gammon (2016)

***Understanding Childhood Hearing Loss: Whole Family Approaches to Living and Thriving***  
by Brian J. Fligor (2015)

***The Parenting Journey: Raising Deaf and Hard of Hearing Children***  
by Karen Putz (2012)

***Raising and Educating a Deaf Child: A Comprehensive Guide to the Choices, Controversies, and Decisions Faced by Parents and Educators***  
by Marc Marschark (2017)

***How Deaf Children Learn: What Parents and Teachers Need to Know (Perspectives on Deafness)***  
by Marc Marschark (2011)

## ORGANIZATIONS (find all web resources at [reachoutandread.org/ddresources](http://reachoutandread.org/ddresources))

**Alexander Graham Bell Association for the Deaf**  
[agbell.org](http://agbell.org)

**American Society for Deaf Children**  
[deafchildren.org](http://deafchildren.org)

**American Speech-Language-Hearing Association**  
[asha.org](http://asha.org)

**Centers for Disease Control and Prevention**  
[cdc.gov/actearly](http://cdc.gov/actearly)

**Raising Deaf Kids**  
[raisingdeafkids.org](http://raisingdeafkids.org)

**Healthy Children from the American Academy of Pediatrics**  
[healthychildren.org](http://healthychildren.org)

**NIH: Hearing Loss**  
[nidcd.nih.gov](http://nidcd.nih.gov)

## MEDIA AND TECHNOLOGY RECOMMENDATIONS

- Young children love TV, iPads, videos, and electronic games, but they don't learn as much from looking at screens or pushing buttons as from spending time reading and playing games with family. It is important for you to think and talk with others about the ways your young child with hearing loss will best connect to media.
- For children under two years old, the American Academy of Pediatrics (AAP) advises electronic media only for video phone calls with people close to them, such as parents deployed overseas or grandparents.
- For older children, the AAP suggests no more than one hour a day of high-quality programs (such as Public Television).
- Sit with her while she is watching TV or other media, and talk about what she sees.
- If he struggles to turn off the TV or put down the iPad, it may be a good idea to eliminate screen time altogether by leaving the TV off and not giving him a cellphone.
- Of course, put away your own electronics. Instead, play, sing, talk and read with him.
- For more information on media and technology use, visit [healthychildren.org/english/family-life/media/pages/default.aspx](http://healthychildren.org/english/family-life/media/pages/default.aspx).

Reading tips on the opposite side



## For Children with Short Attention, High Activity Level, or ADHD

Being read to is a part of a rich childhood and will help your child develop and learn. Your toddler or preschool child enjoys special time cuddling up with you, even for short periods, and sharing something colorful and interesting. However, at times your preschooler may be constantly on the move and may not seem to want to pay attention. He may be very active or have difficulty following directions, waiting, or taking turns, and you may wonder if he has ADHD (Attention Deficit Hyperactivity Disorder). These behaviors can be common at his age, but may also be a concern to talk about with his teacher and healthcare provider. If his healthcare provider shares your concern about ADHD, there are many fun activities you can do at home to help him.

Find a quiet place and read together for short periods of time. Over time, this will help him to listen and learn, and he will let you know that he is sharing a meaningful experience with you. His enjoyment can be your guide to choosing a book at the right level; you can try a book for an older age or go back to an old favorite. Reading aloud strengthens his speech and language skills, helps to make reading fun, and gives him a gift that will last for life—the love of books.

### READING TIPS FOR YOUR

## Toddler

- **Sing along with the book.**
- **Talk about the pictures and read the text. Help your toddler point to objects in the book.** Ask questions about the story as a way to hold her interest.
- **Break up short periods of reading time with play time.**
- **Continue to read for a few more minutes even if she squirms off your lap.** She may still be listening to the story even though she is playing.
- **Reading time can help your energetic child get ready for naps and bedtime.**

### READING TIPS FOR YOUR

## Preschool or School-Age Child

- **Sit together to read when your child is relaxed and receptive,** after returning from the park or before bedtime.
- **Turn off the TV and radio and find a quiet spot to sit together to read.**
- **Choose books that interest her,** such as books on animals or sports.
- **Read aloud and talk about the pictures.** Let her pick books, and ask her to read aloud.
- **Praise her efforts at reading!**
- **Early reading and writing skills develop at the same time, so help her to use crayons, markers, and paint to draw pictures.**



### TODDLER SUGGESTED BOOKS

#### *The Itsy Bitsy Spider*

by Rosemary Wells

#### *If You're Happy and You Know It*

by Annie Kubler

#### *Ring Around a Rosie*

by Annie Kubler

#### *Row, Row, Row Your Boat*

by Annie Kubler

### PRESCHOOL OR SCHOOL-AGE SUGGESTED BOOKS

#### *The Adventures of Taxi Dog*

by Debra and Sal Barracca

#### *Tyrannosaurus Wrecks!*

by Sudipta Bardhan-Quallen

#### *The Day the Teacher Went Bananas*

by James Howe



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# RESOURCES

## BOOKS FOR OLDER CHILDREN

**All Dogs Have ADHD** (Ages 4–9)  
by Kathy Hoopmann (2008)

**My Friend Has ADHD** (Ages 4–10)  
by Kristin Sorra and Amanda Doering Tourville (2010)

**Shelley, The Hyperactive Turtle** (Ages 4 and older)  
by Deborah M. Moss (1989)

**Mrs. Gorski, I Think I Have the Wiggle Fidgets** (Ages 5–8)  
by Barbara Esham (2018)

**Terrific Teddy's Excessive Energy** (Ages 5–9)  
By Jim Forgan (2015)

## BOOKS FOR PARENTS

**ADHD: What Every Parent Needs to Know**  
by Michael I. Reiff (2011)

**Parenting Children with ADHD: 10 Lessons that Medicine Cannot Teach**  
by Vincent J. Monastra (2014)

**The ADD & ADHD Answer Book: Professional Answers to 275 of the Top Questions Parents Ask**  
by Susan Ashley (2005)

**100 Questions & Answers About Your Child's ADHD: From Preschool To College**  
by Ruth D. Nass and Fern Leventhal (2010)

## ORGANIZATIONS (find all web resources at [reachoutandread.org/ddresources](http://reachoutandread.org/ddresources))

**Centers for Disease Control and Prevention**  
[cdc.gov/actearly](http://cdc.gov/actearly)

**Healthy Children from the American Academy of Pediatrics**  
[healthychildren.org](http://healthychildren.org)

**Understood: For Learning and Attention Issues**  
[understood.org](http://understood.org)

**Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)**  
[chadd.org](http://chadd.org) or [help4adhd.org](http://help4adhd.org)

## MEDIA AND TECHNOLOGY RECOMMENDATIONS

- Young children love TV, iPads, videos, and electronic games, but they don't learn as much from looking at screens or pushing buttons as from spending time reading and playing games with family.
- For children under two years old, the American Academy of Pediatrics (AAP) advises electronic media only for video phone calls with people close to them, such as parents deployed overseas or grandparents.
- For older children, the AAP suggests no more than one hour a day of high-quality programs (such as Public Television).
- Sit with her while she is watching TV or other media, and talk about what she sees.
- If he struggles to turn off the TV or put down the iPad, it may be a good idea to eliminate screen time altogether by leaving the TV off and not giving him a cellphone.
- Of course, put away your own electronics. Instead, play, sing, talk and read with him.
- For more information on media and technology use, visit [healthychildren.org/english/family-life/media/pages/default.aspx](http://healthychildren.org/english/family-life/media/pages/default.aspx)

Reading tips on the opposite side



# For Children with Developmental Delay

Being read to is a part of a rich childhood and will help your child develop and learn. Your child with a developmental delay may or may not be able to sit by herself, understand some of the words in a story, or tell you the names of things on the page. But she enjoys cuddling up with you in your lap or next to you on the sofa or the floor, and sharing something colorful and interesting. Learning may happen more slowly than with other children her age, but as you read aloud and talk about the story and pictures, she may start pointing to pictures, repeating words, or letting you know in other ways that you are sharing a meaningful experience.

Her enjoyment can be your guide to choosing a book at the right level; you can try a book for an older age or go back to an old favorite. Work with her therapists and teachers to learn how reading can help her with speech and language skills, play activities, and motor skills. Reading aloud helps to make reading fun, strengthens her speech and language skills, and gives her a gift that will last for life—the love of books.

## READING TIPS FOR YOUR

### Infant or Toddler

- Sit together to read at a time of day when reading can be fun and relaxing.
- Use books or borrow library books that have thick, sturdy pages.
- Find books that have rhymes, like Mother Goose or Dr. Seuss.
- Clap your hands and help your baby clap along to the rhythm of the words.
- Find books with pictures of everyday things such as colors, shapes and letters.
- Talk about the pictures and read the text. Help him point to objects you name.

## READING TIPS FOR YOUR

### Preschool or School-Age Child

- Find books about his daily experiences—bedtime or going to the park—and things he enjoys, like animals.
- Read aloud and talk about the pictures. Ask him to name objects.
- Find books that have buttons that make sounds, and use audio books.
- Because reading and writing skills develop at the same time, help your child to use crayons, markers, and paint to draw pictures.



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## INFANT OR TODDLER SUGGESTED BOOKS

### *I Can, Can You?*

by Marjorie W. Pitzer

### *ABC*

by Dr. Seuss

Books by Eric Carle, such as *My Very First Book of Colors*, *My Very First Book of Numbers*, *My Very First Book of Shapes*, or *Eric Carle's ABC*

Books by Laura Ronay, such as *Kids Like Me...Learn ABC* or *Kids Like Me...Learn Colors*

Books by Rena D. Grossman, such as *Families* or *Eating the Rainbow*

## PRESCHOOL OR SCHOOL-AGE SUGGESTED BOOKS

### *At the Seashore*

by Ruth Koeppe

### *Poke-A-Dot Old MacDonald's Farm*

by Travis King

### *Sounds on the Go!*

by Gail Donovan

### *The Little Engine That Could*

by Watty Piper

### *Sign Language, My First 100 Words*

by Michiyo Nelson

# RESOURCES

## BOOKS FOR OLDER CHILDREN

*Hi, I'm Ben and...I've Got a Secret*  
(Ages 3–8)  
by Julie A. Bouwkamp (2006)

*My Friend Isabelle* (Ages 4–8)  
by Eliza Woloson (2003)

*We'll Paint the Octopus Red* (Ages 3–8)  
by Stephanie Stuve-Bodeen (1998)

*Susan Laughs* (Ages 4–8)  
by Jeanne Willis (2000)

## BOOKS FOR PARENTS

*Babies with Down Syndrome: A New Parent's Guide and Bébes con síndrome de Down* (Spanish Edition)  
edited by Susan Skallerup (2008)

*Understanding Fragile X syndrome: A Guide for Families and Professionals*  
by Isabel Fernández Carvajal and David Aldrige (2011)

*A Parent's Guide to Developmental Delays: Recognizing and Coping with Missed Milestones in Speech, Movement, Learning, and Other Areas*  
by Laurie LeComer (2006)

*Early Communication Skills for Children with Down Syndrome: A Guide for Parents and Professionals*  
by Libby Kumin (2012)

*Steps to Independence: Teaching Everyday Skills to Children with Special Needs*  
by Bruce L. Baker and Alan J. Brightman (2004)

*The Elephant in the Playroom: Ordinary Parents Write Intimately and Honestly About Raising Kids with Special Needs*  
By Denise Brodey (2008)

*Down Syndrome Parenting 101: Must-Have Advice for Making Your Life Easier*  
by Natalie Hale (2011)

## ORGANIZATIONS (find all web resources at [reachoutandread.org/ddresources](http://reachoutandread.org/ddresources))

American Association on Intellectual and Developmental Disabilities  
[aaidd.org](http://aaidd.org)

Centers for Disease Control and Prevention  
[cdc.gov/actearly](http://cdc.gov/actearly)

Healthy Children from the American Academy of Pediatrics  
[healthychildren.org](http://healthychildren.org)

The ARC (formerly the Association for Retarded Citizens)  
[thearc.org](http://thearc.org)

Easter Seals  
[easterseals.com](http://easterseals.com)

National Fragile X Foundation  
[fragilex.org](http://fragilex.org)

National Down Syndrome Society  
[ndss.org](http://ndss.org)

## MEDIA AND TECHNOLOGY RECOMMENDATIONS

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Reading tips on  
the opposite side

