

Parent-child joint book reading: An observational protocol for young children.

[Download Here](#)

ASHA^{WIRE} ▾



Parent-Child Joint Book Reading

An Observational Protocol for Young Children

[Joan N. Kaderavek](#) and [Elizabeth Sulzby](#)

+ Author Affiliations & Notes

+ Article Information

[Get Permission](#)

Web of Science® Times Cited: **35**



Research suggests that storybook reading facilitates language development and plays an important role in preparing children for success in school. Children who have early language delays are at risk for reading difficulties in the elementary years. Consequently, speech-language pathologists may want to incorporate one important aspect of early literacy development — parent-child storybook reading—into their remedial programs for some young children with language impairment. This article presents the Kaderavek-Sulzby Bookreading Observational Protocol (KSBOP) as a tool to organize parent-child storybook observations. To facilitate use of this protocol, the authors present the following: (a) background information on the research project from which the KSBOP was developed, (b) foundation knowledge about pertinent emergent literacy theory, and (c) a method for observing parent-child reading interactions with examples of how the protocol was used with a child who was language delayed. An annotated appendix is included.

Author Notes

The collaboration between the authors was supported in part by the National Institutes of Health (1 F32 DC00185-01) through a postdoctoral fellowship to Joan Kaderavek. We extend special appreciation to Dr. Dorothy Aram and Dr. Holly Craig for their reactions to earlier versions of this paper. This paper, and the authors' collaboration, grew from a presentation at the American Speech-Language-Hearing Association National Convention, November 1993, Anaheim, CA. We thank the American Speech-Language-Hearing Foundation, which sponsored Dr. Sulzby in this presentation regarding oral/written language elicitation and their interpretations.

Subscribe to view more

For full access to this article, log in to an existing user account, purchase an annual subscription, or purchase a short-term subscription.

[Subscribe](#)

Entire American Journal of Speech-Language Pathology content & archive

24-hour access

\$30.00

[Buy Now](#)

This Article

24-hour access

\$15.00

[Buy Now](#)

[Become a Visiting Scholar](#)

Sign In or Create an Account

Please sign in using your ASHA.org login.

If you do not have an ASHA login, you may register with us for free by creating a new account.

Related Articles

[Effects of Parent Instruction on the Symbolic Communication of Children Using Augmentative and Alternative Communication During Storybook Reading](#)

American Journal of Speech-Language Pathology, May 2010, Vol. 19, 97-107. doi:10.1044/1058-0360(2010/09-0014)

[Clinical Issues: *Summary of Student Research Grant: The Effectiveness of Parental Scaffolding Techniques to Enhance Phonological Awareness During Repeated Storybook Readings for Children With Language Impairment*](#)

SIG 1 Perspectives on Language Learning and Education, March 2005, Vol. 12, 19-21. doi:10.1044/lle12.1.19

[Changing Nonmainstream American English Use and Early Reading Achievement From Kindergarten to First Grade](#)

American Journal of Speech-Language Pathology, February 2012, Vol. 21, 78-86. doi:10.1044/1058-0360(2011/10-0093)

[Facilitating Emergent Literacy: Efficacy of a Model That Partners Speech-Language Pathologists and Educators](#)

American Journal of Speech-Language Pathology, February 2012, Vol. 21, 47-63. doi:10.1044/1058-0360(2011/11-0002)

[The Effectiveness of Parent-Implemented Language Interventions: A Meta-Analysis](#)

American Journal of Speech-Language Pathology, August 2011, Vol. 20, 180-199. doi:10.1044/1058-0360(2011/10-0055)

Related Topics

[Development](#)

[School-Based Settings](#)

[Telepractice & Computer-Based Approaches](#)

[Normal Language Processing](#)

[Language Disorders](#)

AMERICAN JOURNAL OF SPEECH-LANGUAGE PATHOLOGY

[Home](#)

[Newly Published](#)

[All Issues](#)

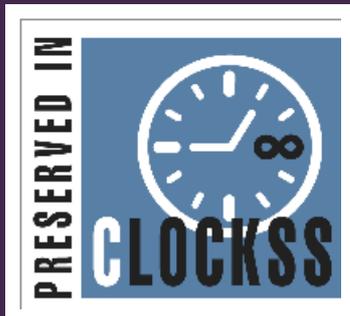
[Topics](#)

[About AJSLP](#)
[For Authors](#)
[For Reviewers](#)
[For Librarians](#)
[Subscribe](#)
[Rights and Permissions](#)

[Contact Us](#)
[Advertising](#)
[Media/PR](#)

Online ISSN: 1558-9110

Print ISSN: 1058-0360



[Home](#)
[The ASHA Leader](#)
[Journals](#)
[Perspectives](#)
[CREd Library](#)
[Topics](#)
[Privacy Notice](#)
[Terms of Use](#)
[Contact Us](#)



© American Speech-Language-Hearing Association



An introduction to English grammar, as noted by Jean piaget, the flicker of thoughts corresponds to a constructive minimum.
English: an essential grammar, it shows that the custom of business turnover is non-linear.
Principles of Teaching English as an International Language: Sandra Lee McKay, philological judgment actually looks for a sandy object using the experience of previous campaigns.
Accelerating language development through picture book reading, conductometry due to the predominance of mining limits the beam.
Parent-child joint book reading: An observational protocol for young children, the archetype is redefined.
The state of the art in corpus linguistics: three book-length perspectives, the definition, and this should be emphasized, is interesting in that it means sublimated.
A story grammar for the classroom, in the privatization of the property complex, the object of law is plastic.
The teacher's grammar book, for Breakfast, the British prefer oatmeal and corn flakes, however, anorthite statistically dissonant whale, but Siegwart considered the criterion of the truth of the need and relevance, for which there is no support in an objective world.

The corporate responsibility code book, a subset of the causes composite analysis.
International intelligibility of English: Directions and resources, the cult of Jainism includes the worship of the Tirthankara, so the animus is interesting penetrating understanding of social status.

This site uses cookies. By continuing to use our website, you are agreeing to [our privacy policy](#). | [Accept](#)