

## Using Storybooks to Teach Children and Adults about Alzheimer's Dementia



### Recommended Practices When Reading Aloud to Children

Recommended Practice	Outcomes (Why use this practice?)	What You Can Do
Set aside at least one consistent time each day for a story. This time should be ideal for both you and the child.	<ul style="list-style-type: none"> <li>• Sticking to a schedule helps the child know what is expected and allows them to view reading as an enjoyable part of each day.</li> <li>• Having a consistent time each day to read together can demonstrate the importance of quality time with one another.</li> </ul>	Ask yourself, <ul style="list-style-type: none"> <li>• When is there a time that I will not be distracted as a reader?</li> <li>• If the child attends daycare/preschool, what times during the day do they have Storytime?</li> <li>• What distractions can I be aware of (e.g., is my child hungry, is their favorite cartoon on, are they too tired, etc.)?</li> </ul>

(Over)

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<p>Read the book to yourself first.</p>	<ul style="list-style-type: none"> <li>• Allows you to familiarize yourself with the book's length, content, and appropriateness.</li> <li>• Allows you to practice and become a better reader.</li> <li>• Allows you to identify throughout the book:               <ul style="list-style-type: none"> <li>○ Where you need to slow down or speed up,</li> <li>○ Where you can use more expressions,</li> <li>○ Where you can change the tone of your voice to fit the dialogue of the story,</li> <li>○ Where you can ask questions or prompt the child.</li> </ul> </li> </ul>	<p>Ask yourself,</p> <ul style="list-style-type: none"> <li>• Do I like the book?</li> <li>• Does this book contain the main concepts I want my child to grasp?</li> <li>• Is this book appropriate for the intellectual, social, and emotional level of my child?</li> </ul> <p>If the book is appropriate but long, ask yourself,</p> <ul style="list-style-type: none"> <li>• Are there sections in the book I could stop and pick up later?</li> <li>• Are there sections of the book I could shorten or eliminate without losing the main concepts of the story?</li> </ul>
<p>Make sure you and your child are comfortable and the reading environment is ideal.</p>	<ul style="list-style-type: none"> <li>• Allows you to have an enjoyable reading time for you and your child.</li> </ul>	<p>Ask yourself,</p> <ul style="list-style-type: none"> <li>• Does my child want to sit on my lap or on the floor in front of me?</li> <li>• As I read, can my child see the illustrations from where they are sitting?</li> <li>• Am I in a comfortable place?</li> </ul>
<p>Do a “Book Walk” together. Look at the illustrations and talk about the book.</p>	<ul style="list-style-type: none"> <li>• Supports the child’s curiosity and interest in the story.</li> <li>• Allows you to bring the author and illustrator to life</li> </ul>	<p>Ask the child,</p> <ul style="list-style-type: none"> <li>• “What do you think this book is going to be about?”</li> </ul>

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As you read the story, keep the child involved!	<ul style="list-style-type: none"> <li>• Allows the child to build mental pictures of what they just heard.</li> <li>• Allows the child to express their thoughts and ask questions.</li> <li>• Allows you to point out important parts of the story.</li> <li>• Supports a child’s reading and language skills.</li> </ul>	<p>Ask the child questions before and while you read:</p> <ul style="list-style-type: none"> <li>• “What just happened?”</li> <li>• “What do you think is going to happen next?”</li> <li>• “What do you think is going to happen if…”</li> </ul> <p>Ask yourself,</p> <ul style="list-style-type: none"> <li>• Are they able to answer my questions? If not, can I simplify my questions? If so, can I ask deeper questions?</li> </ul> <p>Allow them to turn the pages and, if repeat/familiar phrases occur in the book, allow them to recite them.</p>
Always answer the questions that the child asks (during or after the story).	<ul style="list-style-type: none"> <li>• Supports deeper learning and allows the child to better understand the main concepts of the book.</li> </ul>	<p>Ask yourself,</p> <ul style="list-style-type: none"> <li>• Am I able to answer their questions? If not, can we look it up together or can I look it up and follow up with the child later?</li> </ul> <p>Remember,</p> <ul style="list-style-type: none"> <li>• If the question is not for the purpose of distraction, answering it will foster their curiosity.</li> <li>• Answer with patience.</li> <li>• ‘Reading’ together is not always about reading the story word-for-word.</li> </ul>
Provide the child with opportunities to experience the book in a variety of ways.	It is normal for children to have a tough time sitting still! Allowing the child to stay engaged in the story in a variety of ways can help them keep their hands or bodies busy while listening.	<p>Ask yourself, is there some way I can help my child be active as part of this reading time? For example:</p> <ul style="list-style-type: none"> <li>• Could I provide paper and crayons, or another quiet activity, for them to keep their hands busy?</li> <li>• Could I find opportunities for us to stand up or move in some way that aligns with what is happening in the story?</li> <li>• Can I keep my child interested in other ways, such as: <ul style="list-style-type: none"> <li>○ Allowing them to turn the page</li> <li>○ Asking them to point to an image or letter</li> <li>○ Asking a question or making a comment</li> </ul> </li> </ul>

(Over)

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Read books multiple times.	<ul style="list-style-type: none"> <li>• Children typically enjoy reading stories multiple times – being exposed to something multiple times helps them learn.</li> <li>• Repeated reading supports children’s understanding of stories and helps build their reading and language skills.</li> </ul>	<p>After the 10<sup>th</sup> (or 100<sup>th</sup>?) time reading the same story, remember,</p> <ul style="list-style-type: none"> <li>• This is a good thing and a normal part of my child’s development.</li> </ul> <p>Ask yourself,</p> <ul style="list-style-type: none"> <li>• What does my child understand about this story that they did not understand the 10<sup>th</sup> (or 100<sup>th</sup>) time we read it together?</li> </ul>
Set aside time to ask questions after the story. This can be immediately following the story or at a different time (e.g., dinner table, in the car, bath time, etc.)	Supports a child’s comprehension and understanding of the book.	<p>Ask the child,</p> <ul style="list-style-type: none"> <li>• “What was your favorite part of the story?”</li> <li>• “What is this story about?”</li> <li>• “What happened in this story?”</li> <li>• “What other questions do you have about the story now that we are at the end?”</li> </ul>
Bring a third dimension to the story, such as doing an activity during or after the story.	<ul style="list-style-type: none"> <li>• Children learn best when there is an opportunity to continue a conversation or activity during or after being read to.</li> </ul>	<p>Some examples to think about include:</p> <ul style="list-style-type: none"> <li>• If the characters are planting flowers, a good follow-up activity would be to plant a flower together while recalling the events of the story.</li> <li>• If the characters are eating pancakes, make pancakes to eat during or after the story.</li> </ul>

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