




Spectronics Inclusive Learning Technologies

Making Talking Books




Charlene Cullen
Speech Pathologist
Speech Language and AAC Consultant

The slide has a blue header with the Spectronics logo and "Inclusive Learning Technologies" text. The main content area is white. The title "Making Talking Books" is in bold black text. Below the title is a yellow square containing an illustration of a stack of books with a talking book device (a small screen and buttons) on top. Below the illustration, the name "Charlene Cullen" and her titles "Speech Pathologist" and "Speech Language and AAC Consultant" are listed.

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Reading is an important component of a balanced literacy program

- Working with Words
- Writing
- Guided Reading
- Self-directed Reading



Cunningham, Hall & Sigmon (2000)

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Why talking books?

- One of the key factors in learning to read is opportunities for practice (Musselwhite and King-de Baun, 1997).
- Talking books allow students to do independent reading, knowing that they have the option for support from the computer if needed.

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Why talking books?

- Many children with disabilities have fewer opportunities to practice than their peers and when they do are often passive participants (Koppenhaver and Yoder, 1992).
- Many children are very motivated by computer based activities and therefore have a high interest level in literacy activities on computers!

Accessible Talking Books

- Accessible Talking Books give all children the opportunity to participate.
- Using talking books they can:
 - Turn pages
 - Read and re-read as many time as they like
 - Read independently with speech support
 - Make decisions about the book
 - Write their own version of the book
 - And so much more.....!!!!

Types of talking books

- Re-created picture books
- Custom books
 - Social stories
 - Personal Photo Books
 - Curriculum support books
 - Fun!

Re-creating Picture Books

- One of the most common Talking Books are re-created standard picture books.
- This lets children of all abilities read these books independently.
- Also lets us modify the books to suit individual students – make the text bigger for students with vision difficulties, simplify the presentation style for students who are visually distractible, etc.

...Example book

Creating custom talking books

- Books to reinforce specific text
- Books to support curriculum when there are no pre-made resources for the student's literacy level
- Books to increase engagement – excursion reports, photos of the student
- Books as social stories
- Books for fun

Reinforce specific text



...[Example book](#)

Curriculum support book



...**Example book**


Increase engagement



...**Example book**

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Social Story



...Example book

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Making a book

- Making books can require preparation and time.
- Need to scan images and prepare audio files.
- Plan ahead, swap with others and take it one step at a time.

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Copyright Issues

- Australian Copyright Council www.copyright.org.au.
- Under their provisions, organizations assisting people with a print disability may:
 - make one or more copies of a published literary or dramatic work by recording the work onto "a disc, tape, paper or other device in which sounds are embodied"; and
 - make and/or communicate one or more Braille, large-print or photographic versions of a published literary or dramatic work (a "photographic version" is a copy of a work produced as a film strip, or series of separate transparencies designed to meet the needs of disabled readers); **provided that** a suitable copy is not commercially available.
- Need to include a notice that it has been reproduced if sending it to a client.

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Won't speech interfere with children learning to read?

- King-deBaun (2000) looked at this issue.
- As long as there is a minimum of a 3 second delay before the page speaks, the children's eyes begin to scan the text.
- Having a speaker button means children can choose whether to get voice support or not.

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Making from scratch

- PowerPoint, My Own Bookshelf , SwitchIt! Maker, Boardmaker Plus , Clicker 5...
- What do you use?

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Programs

SwitchIt! Maker 2


Clicker 5

Boardmaker Plus

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SwitchIt! Maker 2


- **Advantages**
 - Extremely easy to use
 - Students can make their own books
 - Lots of access control options
- **Disadvantages**
 - Sound is on or off, not optional
 - Students can only go forward
 - Students cannot make any decisions about the book
 - Very few pre-made resources
 - Cannot make books with authoring options



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Clicker 5

- **Advantages**
 - Can do a lot more than just talking books
 - Lots of access control options
 - Large number of free pre-made resources available at www.learninggrids.com
 - Students can choose when they want speech support – and when they don't
 - Large numbers of schools have it for their subprimary students – therefore lots of people know how to use it
- **Disadvantages**
 - More complex to use to make resources



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Boardmaker Plus

- Advantages
 - Lots of access control options
 - Adapted Learning
 - Students can go forward and backward and repeat audio
 - Make complex choose your own ending stories
- Disadvantages
 - Manual creation of links
 - Embedding sound files, movie files makes sharing difficult



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Ready-made resources

- Clicker 5
 - Planet Wobble
 - Daisy
 - Trackers for Clicker
- IntelliTools Reading: Balanced Literacy




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Ready-made resources

- Start-to-Finish Books
- Inclusive Technology Choose and Tell Series
 - Nursery Rhymes
 - Legends
 - Fairy Tales



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Bookworm



- Provides opportunity to experience reading with adapted access
- Built in activation area
- Switch accessible, plays pages in sequence
- Interchangeable memory modules

On-line resources

- Learning Grids
www.learninggrids.com
- Tarheel Reader
<http://tarheelreader.org/>
- Mayer Johnson
www.adaptedlearning.com
- Book Builder
www.bookbuilder.cast.org

Making Talking Books

- Accessible programs give students more control than PowerPoint
- Clicker 5 has the most options but is the most complex to use.
- Talking Books gives students the chance to read independently, make choices about what they want to read and pick the level of support that they need.