



Shared Book Reading, Our Way

Introduction

A collaboration between The I Am Movement, Lakkari Art and Autism Spectrum Australia (Aspect).

This resource is a series of flash cards that supports therapists, families and children on the autism spectrum to read books together. It incorporates a way to include culture into therapy and shared book reading.

The books we have chosen to showcase are by Aboriginal and Torres Strait Islander artists, illustrators and writers and are published by Magabala Books, Allen and Unwin, Fremantle Press and Little Steps Publishing.

The resource has been developed by Aspect's Aboriginal Speech Pathologists that incorporates culture into shared book reading and has a number of tailored learning and communication goals.

"I wanted to have something my son related to especially within his spirit and culture. I wanted him to understand that he is first a proud Aboriginal boy, not just a boy diagnosed on the autism spectrum. I feel this resource will allow culture to be at the forefront of therapy for the future and many more years to come for our kids"

By Tanika Davis, The I Am Movement

The artwork story

The story represents both children and adults coming together to support and look after each other. Symbolised in the top left corner are stars that guide and teach valuable stories to children and young people. Symbolised in the top right corner are meeting places that represent community strong and sharing in culture and learning. In both the bottom corners are footsteps (left) and tracks with meeting places (right) symbolising a journey with many different milestones represented by meeting places.

By Lakkari Pitt, Lakkari Art
<https://www.lakkariart.com/> *lakkari art*

List of flash cards

1. Shared book reading, our way. General book reading tips
2. 'What do you call a baby?' Illustrated by Kamsani Bin Salleh (Magabala)
3. 'Respect' Fay Stewart-Muir and Sue Lawson. Illustrated by Lisa Kennedy (Magabala)
4. 'Fair skin black fella' by Renee Fogorty (Magabala)
5. 'Little Birds Day' Sally Morgan (Magabala) Illustrated by Johnny Warrkatja Malibirr
6. 'At the beach I see' Illustrated by Kamsani Bin Salleh
7. 'In the bush I see' illustrated by Kiara Honeychurch (Magabala)
8. 'Oo in Uluru' Judith Barker. Illustrated by Janie Frith (Little Steps)
9. 'Look see, Look at me!' Leonie Norrington and Dee Huxley (Allen and Ulwin)
10. 'I love me' Sally Morgan and Ambelin Kwaymullina (Fremantle Press)

Note: Teachers and therapists can access 20% off books bought from Magabala Books <https://www.magabala.com/pages/education-discount>

How to use this resource

For parents, carers, therapists and teachers to support engagement in the books. Use the prompts to engage with the child as you read together. Ask questions and also use phrases such as 'I wonder...' to generate thinking and response. Children will engage in the books in different ways. Engage in the shared book reading in a playful and fun way. Try to follow the child's lead e.g. if they wish to go straight to the end of the book.

Glossary/definitions

Each flash card works from speech therapy terms and principles and gives short prompts that support teaching and learning for the child.

- **Shared book reading:** During shared book reading, an adult reads a book to an individual child or a group of children and uses one or more planned or structured interactive techniques to actively engage the children in the story. The adult may direct the children's attention to pictures, words and ideas.
- **Vowels:** The A, E, I, O, U and sometimes Y sounds.
- **Opposites:** are pairs of words that have different meanings e.g. big/little, happy/sad, outside/inside.
- **Pronouns:** words used to reference who we are (e.g. I, you, me, them).
- **Past tense:** used for action that has happened in the past. The most common way is by adding 'ed' e.g. jump/jumped.
- **Rhyming:** words that have the same ending sound to each other when you say or hear them e.g. sand/land.
- **'Wh' questions:** basic question prompts that start with the letter 'Wh' e.g. Where, When, Who.
- **Adjectives:** a word that describes an animal, person, thing or thought.
- **Verbs:** words that show actions, motions, doing, or states of being. They can also show how someone feels e.g. sing, made, dance, feel.

- **Sentence building:** how we put words together to make bigger or longer sentences e.g. I can jump.
- **Feelings:** something that we feel from within or inside ourselves e.g. happy, worried.
- **Categories:** groups of objects or things that go together e.g. animals, colours.
- **Location concept:** words that tell us where something or someone is located e.g. in, on.
- **Conjunctions:** words used to join two ideas in a sentence e.g. and/with.
- **Repetition:** using the same word or idea multiple times.

Cultural prompts

The flash cards link in a cultural prompt. It is important that when using these prompts that the parent, carers or professional is culturally competent and/or has consulted with Aboriginal and/or Torres Strait Islander family members or local community.

These prompts allow for the child to find the connections to culture in the books.

Links to other resources

Magabala education tools:

<https://www.magabala.com/pages/education>

Speech Pathology Australia:

<https://www.speechpathologyaustralia.org.au>

Disclaimer

This resource has been carefully created through thoughtful conversation and in consultation and collaboration with First Nation Therapists and a mother of a son who is Autistic. The resource aims to provide an insight into cultural awareness alongside the therapy journey, not separate to it. Having access to these resources can provide a sense of connection to family and community, and create conversations to help guide the family in a direction to benefit the learning needs of the child. The resource has been reviewed by a network of contacts including Aboriginal parents, Aboriginal Autistic people and non-Aboriginal therapists.

Each community, family and child's needs are different. This resource is intended to enhance the experience of shared reading and therapeutic practices, not to replace them. Its purpose is to be used as an identity and cultural tool. We advise families to consult with a qualified speech therapist if you have any questions. Please consult your local community, Elders, and Aboriginal and Torres Strait Islander educators and therapists for more information on your heritage or if you want to learn more about your mob.

a different brilliant®
understanding, engaging & celebrating the
strengths, interests & aspirations
of people on the autism spectrum