

Story Time

Description: Story time is a common enjoyable activity conducted across most center-based programs. A Story Time activity can be for one child or a small group of children and can involve more than just reading a book with a familiar adult. For example, during the story, children can be encouraged to repeat rhyming words, reenact the story, or follow along using props such as flannel board pieces or puppets. During story time, skills such as establishing joint attention, functional use of reading materials, locating objects, and sounding out words can be assessed.

Suggested Materials and Procedures: Suggested materials include those that are developmentally appropriate, typically available in a classroom environment, and useful for eliciting the specific *AEPS Test* items targeted for this activity. For example, a child can show his or her ability to orient a book and turn the pages by holding a story book with pictures, can repeat rhymes from the same book, and may be able to retell events in a sequence with the use of flannel board characters, puppets, or pictures. Suggested procedures include finding a quiet and comfortable place where distractions are limited. During the Story Time activity, children should be encouraged to locate objects, repeat rhymes, and take turns holding the book and turning the pages. After the story is read, children can retell the story in any number of ways (e.g., by answering questions, acting it out, or with the use of props). In order to elicit social and communication skills during story time, team members should be aware of the child's or children's level of interest during the activity, noting their social interactions, questions asked, and use of nouns and verbs.

Center-Based Activity: Storytime – Level I				
Child Name:		Caregiver Name:		
Child DOB:		Activity Date:		
Area: Fine Motor	IEP	Score	Notes	Comments
B. Functional Use of Fine Motor Skills				
4. Orients picture book correctly and turns pages one by one				
4.1 Turns pages of books				
4.2 Turns/holds picture book right side up				
Area: Cognitive				
D. Imitation				
2. Imitates words that are not frequently used				
2.1 Imitates speech sounds that are not frequently used				
2.2 Imitates words that are frequently used				
G. Early Concepts				
4. Demonstrates functional use of reading materials				
4.1 Orally fills in or completes familiar text while looking at picture books				
4.2 Makes comments and asks questions while looking at picture books				
4.3 Sits and attends to entire story during shared reading time				
6. Repeats simple nursery rhymes				
6.1 Fills in rhyming words in familiar rhymes				
6.2 Says nursery rhymes along with familiar adult				

Center-Based Activity: Storytime – Level I				
Child Name: Child DOB:	Caregiver Name: Activity Date:			
Area: Social-Communication	IEP	Score	Notes	Comments
A. Prelinguistic Communicative Interactions				
1. Turns and looks toward person speaking				
1.1 Turns and looks toward object and person speaking				
1.2 Turns and looks toward a noise-producing object				
2. Follows person’s gaze to establish joint attention				
2.1 Follows person’s pointing gesture to establish joint attention				
2.2 Looks toward an object				
3. Engages in vocal exchanges by babbling				
3.1 Engages in vocal exchanges by cooing				
C. Comprehension of Words and Sentences				
1. Locates objects, people, and/or events without contextual cues				
1.1 Locates common objects, people, and/or events in unfamiliar pictures				
1.2 Locates common objects, people, and/or events in familiar pictures				
1.3 Locates common objects, people, and/or events with contextual cues				
1.4 Recognizes own name				
1.5 Quiets to familiar voice				