

## **Hawaii International Conferences- Education**

**Title:** Using Video Language Samples and Hyper-studio applications to develop literacy (reading) skills in young children ages 4-8 identified as at risk for academic delays in the area of reading.

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### **Abstract**

Oral language is an important foundational skill for reading and literacy. Increasing evidence indicates that a child who does not develop functional reading skills (within 6 months of grade level) in the early primary grades is at risk for failure in school and later in life. As our society and economy rely more on information and technology, reading becomes an essential skill for most employment. Researches in the area of language development have also recently acknowledged the correlation between oral language and reading skills.

This investigation involved several steps and represents a collaborative effort between this instructor, pre-service teachers in special education and teachers currently employed in local elementary schools (regular and special education) whose students present with delays in oral language and reading skills. Additional public school personnel such as school media specialist and speech language pathologist were also involved to provide additional information and support as needed. School based language interventions combined with naturalistic approaches to literacy instruction have increased the use of language samples in identifying areas of concern. Technology has improved both accuracy of obtaining language samples and enhanced creativity of lesson plans. Videos provide information such as body language; Hyper-studio utilizes pictures sound, voice, animation and text.

Fifteen children (10 boys and 5 girls) participated in this study over a 16 week semester period during summer and fall 2001. This investigation examines milestones for development of oral language, and literacy, strategies to analyze form, content, and use and development, examples of Hyper-studio instruction.