

# For Children with Developmental Delay

Being read to is a part of a rich childhood and will help your child develop and learn. Your child with a developmental delay may or may not be able to sit by herself, understand some of the words in a story, or tell you the names of things on the page. But she enjoys cuddling up with you in your lap or next to you on the sofa or the floor, and sharing something colorful and interesting. Learning may happen more slowly than with other children her age, but as you read aloud and talk about the story and pictures, she may start pointing to pictures, repeating words, or letting you know in other ways that you are sharing a meaningful experience.

Her enjoyment can be your guide to choosing a book at the right level; you can try a book for an older age or go back to an old favorite. Work with her therapists and teachers to learn how reading can help her with speech and language skills, play activities, and motor skills. Reading aloud helps to make reading fun, strengthens her speech and language skills, and gives her a gift that will last for life—the love of books.

## READING TIPS FOR YOUR

### Infant or Toddler

- Sit together to read at a time of day when reading can be fun and relaxing.
- Use books or borrow library books that have thick, sturdy pages.
- Find books that have rhymes, like Mother Goose or Dr. Seuss.
- Clap your hands and help your baby clap along to the rhythm of the words.
- Find books with pictures of everyday things such as colors, shapes and letters.
- Talk about the pictures and read the text. Help him point to objects you name.

## READING TIPS FOR YOUR

### Preschool or School-Age Child

- Find books about his daily experiences—bedtime or going to the park—and things he enjoys, like animals.
- Read aloud and talk about the pictures. Ask him to name objects.
- Find books that have buttons that make sounds, and use audio books.
- Because reading and writing skills develop at the same time, help your child to use crayons, markers, and paint to draw pictures.



## INFANT OR TODDLER SUGGESTED BOOKS

*I Can, Can You?*  
by Marjorie W. Pitzer

*ABC*  
by Dr. Seuss

Books by Eric Carle, such as *My Very First Book of Colors*, *My Very First Book of Numbers*, *My Very First Book of Shapes*, or *Eric Carle's ABC*

Books by Laura Ronay, such as *Kids Like Me...Learn ABC* or *Kids Like Me...Learn Colors*

Books by Rena D. Grossman, such as *Families* or *Eating the Rainbow*

## PRESCHOOL OR SCHOOL-AGE SUGGESTED BOOKS

*At the Seashore*  
by Ruth Koeppel

*Poke-A-Dot Old MacDonald's Farm*  
by Travis King

*Sounds on the Go!*  
by Gail Donovan

*The Little Engine That Could*  
by Watty Piper

*Sign Language, My First 100 Words*  
by Michiyo Nelson



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# RESOURCES

## BOOKS FOR OLDER CHILDREN

*Hi, I'm Ben and...I've Got a Secret*  
(Ages 3–8)  
by Julie A. Bouwkamp (2006)

*My Friend Isabelle* (Ages 4–8)  
by Eliza Woloson (2003)

*We'll Paint the Octopus Red* (Ages 3–8)  
by Stephanie Stuve-Bodeen (1998)

*Susan Laughs* (Ages 4–8)  
by Jeanne Willis (2000)

## BOOKS FOR PARENTS

*Babies with Down Syndrome: A New Parent's Guide and Bebés con síndrome de Down (Spanish Edition)*  
edited by Susan Skallerup (2008)

*Understanding Fragile X syndrome: A Guide for Families and Professionals*  
by Isabel Fernández Carvajal and David Aldrige (2011)

*A Parent's Guide to Developmental Delays: Recognizing and Coping with Missed Milestones in Speech, Movement, Learning, and Other Areas*  
by Laurie LeComer (2006)

*Early Communication Skills for Children with Down Syndrome: A Guide for Parents and Professionals*  
by Libby Kumin (2012)

*Steps to Independence: Teaching Everyday Skills to Children with Special Needs*  
by Bruce L. Baker and Alan J. Brightman (2004)

*The Elephant in the Playroom: Ordinary Parents Write Intimately and Honestly About Raising Kids with Special Needs*  
By Denise Brodey (2008)

*Down Syndrome Parenting 101: Must-Have Advice for Making Your Life Easier*  
by Natalie Hale (2011)

## ORGANIZATIONS (find all web resources at [reachoutandread.org/ddresources](http://reachoutandread.org/ddresources))

American Association on Intellectual and Developmental Disabilities  
[aaidd.org](http://aaidd.org)

Centers for Disease Control and Prevention  
[cdc.gov/actearly](http://cdc.gov/actearly)

Healthy Children from the American Academy of Pediatrics  
[healthychildren.org](http://healthychildren.org)

The ARC (formerly the Association for Retarded Citizens)  
[thearc.org](http://thearc.org)

Easter Seals  
[easterseals.com](http://easterseals.com)

National Fragile X Foundation  
[fragilex.org](http://fragilex.org)

National Down Syndrome Society  
[ndss.org](http://ndss.org)

## MEDIA AND TECHNOLOGY RECOMMENDATIONS

- Young children love TV, iPads, videos, and electronic games, but they don't learn as much from looking at screens or pushing buttons as from spending time reading and playing games with family.
- For children under two years old, the American Academy of Pediatrics (AAP) advises electronic media only for video phone calls with people close to them, such as parents deployed overseas or grandparents.
- For older children, the AAP suggests no more than one hour a day of high-quality programs (such as Public Television).
- Sit with her while she is watching TV or other media, and talk about what she sees.
- If he struggles to turn off the TV or put down the iPad, it may be a good idea to eliminate screen time altogether by leaving the TV off and not giving him a cellphone.
- Of course, put away your own electronics. Instead, play, sing, talk and read with her.
- For more information on media and technology use, visit [healthychildren.org/english/family-life/media/pages/default.aspx](http://healthychildren.org/english/family-life/media/pages/default.aspx)

Reading tips on  
the opposite side

