

# Frequently Asked Questions

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## 1. How is the HANEN I'M READY!™ Program structured?

The *I'm Ready!* Program includes:

- One 60-minute parents-only Orientation Session, which introduces the rationale for the *I'm Ready!* Program and outlines the program requirements. (Provision of a simultaneously occurring children-only session is optional since there is no live practice component in this session.)

- Six two-hour sessions, each consisting of a:
    - 90-minute parents-only group session where parents learn how to implement the *I'm Ready!* strategies
    - simultaneously occurring 90-minute children's session, where children engage in a variety of activities designed to support language and literacy development
- NOTE: If the children are already participating in an existing program, such as kindergarten or a language or literacy group, then it is not necessary to provide an additional children-only session. Instead, the children can be withdrawn from this existing program for the live practice component.
- 30-minute parents and children session, where parents practice the strategies they have just learned in the parent session while being supported by the *I'm Ready!* Program staff

## *I'm Ready!* Program Schedule

	Orientation Session	1 hour
Session 1	Turn Book Reading into a Time to Talk	2 hours
Session 2	Make New Words Sparkle	2 hours
Session 3	Help Your Child Understand the Story	2 hours
Session 4	Deepen Your Child's Understanding	2 hours
Session 5	Build Your Child's Understanding of How Print Works	2 hours
Session 6	Help Your Child Hear the Sounds in Words	2 hours

Sessions can be delivered weekly or with two to four weeks between sessions if attendance at weekly sessions is difficult for either the parents or the program staff. Allowing more time between sessions is also beneficial for parents who need more home practice time before moving onto the next session.

## Physical requirements for the program

At least two separate rooms are required — one for the parent group session, and one for the children-only session and live practice.

The parent room should provide a comfortable space conducive to discussion and viewing the program slides through a multimedia projector. If the group is small, slides can also be shown on a laptop or tablet.

The room for the children-only session should provide enough space for the variety of activities that will occur for the particular number of children. Unnecessary distractions should be kept to a minimum.

The live practice can occur in the children's area, as long as it is large enough to allow each parent to comfortably read to their child without undue distractions and is conducive to short conversations with the program leader and support staff. If the children's area is too small or congested, a separate room for live practice might be preferable. If several rooms are available, the parents could be allocated to different areas, but these areas should be close enough to allow the program leader and support staff to easily move from family to family to provide support and feedback on the practice.

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## 2. What if I can't deliver the whole program?

Selected sessions of the *I'm Ready!* Program can also be offered when:

- parents are unable to commit to attending a complete program
- parents could find the complete *I'm Ready!* Program content overwhelming
- you have a limited amount of time for training parents

Here are options for authorized *I'm Ready!* session selections:

- **Option A:** A series of two sessions:
  - Orientation Session
  - Turn Book Reading into a Time to Talk
- **Option B:** A series of three or more sessions:

- Orientation Session
- Turn Book Reading into a Time to Talk

Combined with one or more of the following sessions or session clusters:

- Make New Words Sparkle  
*OR*
- Help Your Child Understand the Story  
*OR*
- Help Your Child Understand the Story
- Deepen Your Child's Understanding  
*OR*
- Build Your Child's Understanding of How Print Works  
*OR*
- Build Your Child's Understanding of How Print Works
- Help Your Child Hear the Sounds in Words

- **Option C:** A single session:
  - Build Your Child’s Understanding of How Print Works
- **Option D:** A series of two sessions:
  - Build Your Child’s Understanding of How Print Works
  - Help Your Child Hear the Sounds in Words

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### 3. Who delivers the program?

#### A. Parents-only session

The parents-only sessions are facilitated by a Hanen certified *I’m Ready!* Program Leader who has completed the *I’m Ready!* Certification Workshop.

#### B. Children-only session

The children-only sessions are facilitated by one or more support staff who:

- have been recruited by the Hanen certified *I’m Ready!* Program Leader
- have knowledge and experience in reference to:
  - supporting children’s language and/or literacy development
  - leading group sessions for children
  - working with parents
- have completed the *I’m Ready!* Program online modules for *I’m Ready!* Program support staff, or are licensed *I’m Ready!* Program Leaders

Examples of appropriate *I’m Ready!* support staff are speech-language pathologists, early childhood

educators/teachers, communication disorders assistants, speech-language pathology assistants, family support professionals, etc.

Online training is provided for support staff to familiarize them with the *I’m Ready!* strategies and the format and process for the children-only session and the live practice. (See [question 12](#) for more information on training for support staff.)

#### C. Parent-child session

The parent-child sessions are facilitated by the *I’m Ready!* Program Leader and the support staff. The *I’m Ready!* Program Leader plays a major role in coaching parents in their implementation of *I’m Ready!* strategies and guides/mentors the support staff to assist with providing guidance to parents. Support staff also talk to parents about their experiences with their individual children during the prior children’s session.

##### *Program structure*

Parents-only session	Led by <i>I’m Ready!</i> Program Leader	90 minutes
Children-only session	Led by support staff	
Parents practice with their children	Led by <i>I’m Ready!</i> Program Leader with support staff	30 minutes

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## 4. Who should attend the program?

### The children

*I'm Ready!* is designed for children who:

- are three to five years of age
- are typically developing, at risk for language and literacy delay or have relatively mild language delays
- may or may not have received prior intervention services
- are able to attend to a book for a reasonable length of time
- are at a language stage where:
  - they are expressing themselves with sentences that are generally at least four words in length
  - their use of grammar (syntax and morphology) is generally adequate, although some grammatical errors may persist
  - they are able to link two or more ideas together
  - can hold a conversation for a reasonable amount of time
  - their language comprehension is generally age appropriate, although they may have some difficulty understanding more complex language

### The parents

*I'm Ready!* is designed for parents who:

- are motivated to support their children's language and literacy development
- are able to commit to attending the Orientation Session on their own and the six subsequent group sessions with their children (children's attendance at the Orientation Session is optional)

NOTE: Selected sessions of the *I'm Ready!* Program can be offered to parents who are unable to commit to attending a complete program or to parents who may find the complete *I'm Ready!* Program content overwhelming (see [question 2](#) for more information).

- may or may not have received any previous parent education or support
- have a functional level of English that allows them to glean information from the *I'm Ready!* guidebook and program materials

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## 5. How many families should attend a program?

A relatively small group size of three to five families is recommended. Larger numbers could create challenges with managing the children-only session and with providing a sufficient amount of individualized coaching during the live practice session.

The actual number of families that can be accommodated in a program will depend on:

- the number of support staff who are facilitating the children's session
- the physical characteristics of the space in which the live practice session will take place
- the number of staff available to coach families in the live practice sessions

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## 6. Where can HANEN I'M READY!™ be delivered?

*I'm Ready!* can be delivered in a variety of settings, including:

- speech and language clinics for children with language delays
- schools for children in preschool or kindergarten programs
- early years/family resource centres as part of parent education programs
- Head Start centres for at-risk children

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## 7. What do parents learn in the program?

Parents learn:

- about the connection between language development and literacy development
- about the array of emergent literacy skills that have been identified as predictive of future literacy success
- about the important role of shared reading in promoting the development of emergent literacy skills
- how to implement strategies that promote emergent literacy during shared reading and other literacy promoting activities
- how to select books that are the most effective for promoting specific emergent literacy skills

In the first session, parents learn strategies that support interactive book reading. As parents become more skilled in engaging their children in conversations about books, they are then positioned to infuse these conversations with the literacy promoting strategies that are introduced in the subsequent sessions.

## Strategies taught in the *I'm Ready!* Program

<i>Strategies that support interactive book reading</i>	<i>Impact on the children's involvement in book reading</i>
Observe, Wait and Listen (OWL)	Increase the frequency of children's questions and comments about the book
Follow the Child's Lead	Children are more engaged since their interests are being discussed
Keep the Conversation Going	Children take more turns in the conversation and topics are extended
<i>Strategies that promote emergent literacy</i>	<i>What the children learn</i>
Shoot for the SSTaRS ( <b>S</b> tress, <b>S</b> how, <b>T</b> ell and <b>R</b> elate, <b>S</b> ay it again)	Vocabulary
Highlight CSPAR ( <b>C</b> haracters, <b>S</b> etting, <b>P</b> roblem, <b>A</b> ctions, <b>R</b> esolution)	Narrative comprehension
Use the EE's ( <b>E</b> xplain, <b>E</b> xperiences) and PP's ( <b>P</b> redict, <b>P</b> roblem-solve)	Inferencing (How to "read between the lines" to infer information not in the text)
POP ( <b>P</b> oint <b>O</b> ut <b>P</b> rint)	Print knowledge

**Strategies that promote emergent literacy****What the children learn**

Listen...and Find One Like it    Phonological awareness

Four S's (**S**ay, **S**how, **S**ound, **S**tress)    Letter-sound knowledge[Back to top](#)

## 8. What are the adult learning principles that underlie the program?

As with other Hanen Programs®, *I'm Ready!* draws on principles of adult learning that influence both the design of the parents-only sessions, as well as the coaching model in the live practice sessions with the children. This section will address how adult learning principles are reflected in the parents-only group sessions. (See [question 13](#) for a description of the coaching model.)

### Characteristics of *I'm Ready!* parents as adult learners

***Parents must be motivated to learn***

Whenever people engage in learning, their motivation for doing so will have a major influence on what they get out of the learning experience. Adults seek out learning experiences to help them cope with the important issues in their lives. Parents, for the most part, are highly motivated to learn when they are concerned about their child's progress and they've made a decision to do something to support their child's development.

The *I'm Ready!* Program is based on the principles that language and literacy are related and that emergent literacy predicts later literacy success. For parents to be motivated to attend the program and implement strategies, they must understand and believe these principles. It is important to convey the rationale behind the *I'm Ready!* Program right from the start at the Orientation Session and:

- clarify the connection between language and literacy
- identify the predictive power of emergent literacy skills
- emphasize the importance of shared book reading as a context for promoting language and literacy development

***Parents come with specific and immediate needs***

Adult learners look for ways to address their immediate concerns. The relevance of what they are learning to their daily lives must be clear and explicit. To maintain parents' motivation throughout the program, it is important to continually highlight the positive impact of their implementation of *I'm Ready!* strategies on their individual children's language and literacy development. This can be achieved by encouraging parents to share personal examples and drawing on examples of specific children in the program when moving through the session content.

***Parents come with a value system which may or may not be compatible with the I'm Ready! approach***

You can lead a parent to the *I'm Ready!* Program, but you can't necessarily make him or her buy into everything you say. This is because adults have spent their lifetimes developing a set of personal values. When adults engage in learning, their values act like a filter which lets congruent ideas through and prevents competing ideas from entering.



The *I'm Ready!* Program values the power of interactive shared reading. Your Program may include parents who do not value reading to their children or who share books in a manner that does not encourage conversation. These latter parents may see shared reading as a time when their children should sit quietly, pay attention and not interrupt. You will know these parents from:

- the challenging questions they ask in the group
- their apparent difficulty putting strategies into practice with their child
- their lack of participation in group session
- their low ratings in Session Feedback forms
- their irregular attendance

When parents' values conflict with the *I'm Ready!* philosophy and approach, you won't get very far unless you explicitly address the clash in values. Parents must become aware of what their own values are and must then acknowledge that there could be another way of looking at things before they can take the final step of putting it into action.

The *I'm Ready!* sessions includes opportunities for parents to consider what they value and believe, and then share these perspectives without fear of being criticized or judged. It is through this kind of active dialogue with you and the other group members that parents come to see the value of the *I'm Ready!* approach. Then, if they are at least willing to try out a different way of reading to their child, the resulting positive reaction from their child will help move them toward acceptance.

### ***Parents need to be actively involved in their own learning***

Adults learn best when they are actively involved. For this reason, the *I'm Ready!* sessions keep lectures to a minimum and

provide parents with lots of opportunities to discuss, interact, practice and problem-solve. Parents are continually invited to share their knowledge and experience, and the program leader takes time to learn and build on what the parents already know and are doing to support their child.

## **The 4P Teaching-Learning Cycle**

These four characteristics of adult learners are captured within the design of the *I'm Ready!* session outlines. Strategies are taught within 4P Teaching-Learning Cycles that include four main components:

***Prepare*** – an activity that hooks the parents, starts them thinking about the topic and activates any previous knowledge or experience they have relating to the topic

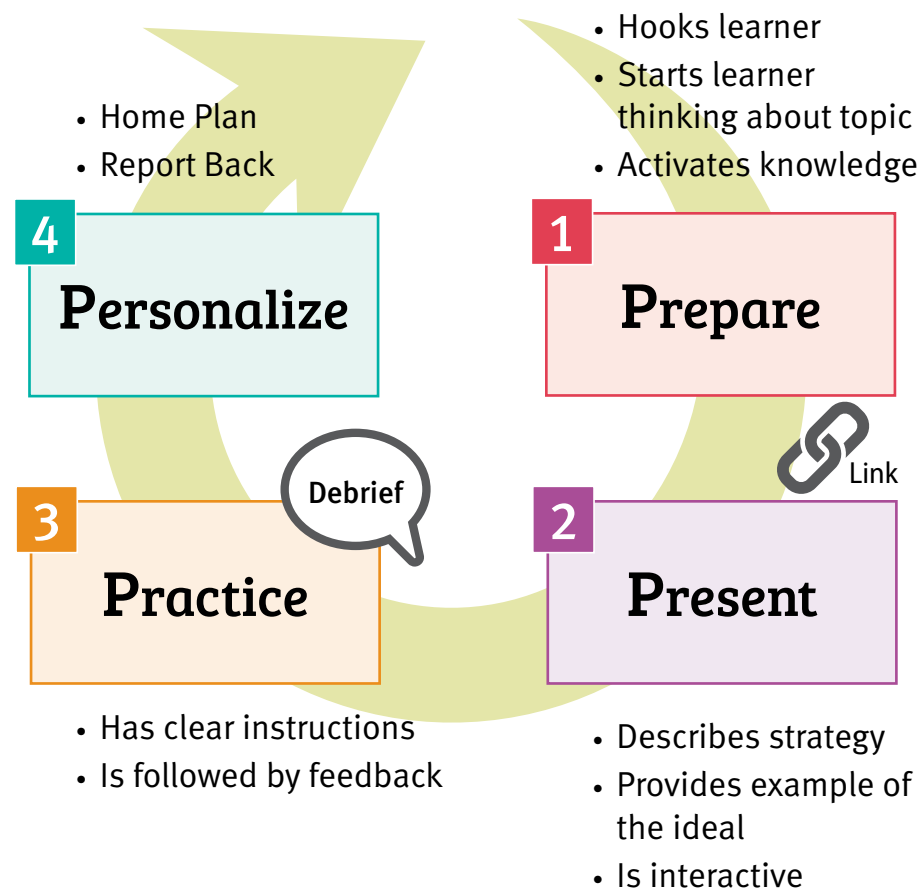
***Present*** – describes the strategy with clear examples and engages parents in discussion to clarify what the strategy is, why it is important, how to implement it, the impact on the child and how it compares to the what the parent is currently doing

***Practice*** – parents try out the strategy and participate in a debriefing discussion, first in a role play with another parent and then with their own child in the live practice

***Personalize*** – parents prepare a Home Plan for how they will use the strategy with their child

In the *I'm Ready!* Program, parents actually complete the Home Plan before the *Practice*. They are then able to practice strategies that they have already identified as appropriate for their child. Any final tweaks are made at the end of the role play or upon completion of the live practice with their children.

## The 4P Teaching-Learning Cycle



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## 9. How are the children-only sessions structured?

The children-only sessions are designed to engage the children in a variety of developmentally appropriate activities that promote language and literacy development. This time alone with the children provides the support staff with opportunities to

try out *I'm Ready!* strategies with individual children. If *I'm Ready!* is being delivered as an intervention program for children with language delays, then the support staff should be also focusing on the children's individual language goals (as recommended by the speech-language pathologist) during the children-only sessions.

The *I'm Ready!* Program does not include a specific set of activities, but instead invites support staff to draw on their existing experience and knowledge with working with children and running groups to create a suitable 90-minute session that might include:

- shared read-alouds
- story retelling or re-enactment activities
- craft activities related to a book theme
- structured games that promote interactive turn-taking, peer play, etc.
- activities focusing on letter recognition or phonological awareness

Based on their personal experiences with implementing the *I'm Ready!* strategies during the children-only session, staff are then able to support the parents' implementation of *I'm Ready!* strategies during the live practice. Support staff also discuss their experiences with the *I'm Ready!* Program Leader to provide her with specific examples to share with parents during the parents-only session.

Although support staff will likely be incorporating all the *I'm Ready!* strategies whenever possible, each session should particularly focus on the strategies that the parents will subsequently be focusing on in the live practice for that session.



<i>Session</i>	<i>Topic</i>	<i>Support staff focus for children-only session</i>
1	Turn Book Reading into a Time to Talk	Promote extended conversation through using OWL, Follow the Child's Lead and Keep the Conversation Going
2	Make New Words Sparkle	Expand children's understanding and use of new vocabulary with the SSTaRS strategy
3	Help Your Child Understand the Story	Increase children's narrative understanding by highlighting the basic elements of story structure with CSPAR
4	Deepen Your Child's Understanding	Promote inferencing with the EE's and PP's
5	Build Your Child's Understanding of How Print Works	Increase children's print knowledge with the POP strategy
6	Help Your Child Hear the Sounds in Words	Promote children's phonological awareness for rhyming and initial sounds with the Listen...and Find One Like It strategy  Increase children's letter-sound knowledge with the Four S's

Here is a sample outline for a 90-minute children-only component for Session 2 on Make New Words Sparkle:

*Objective: Expand children's understanding and use of new vocabulary with the SSTaRS strategy*

- 5 minutes Settling in, welcome
- 10 minutes Structured circle (e.g., welcome song that include new target vocabulary, sharing news, print awareness with names)
- 25 minutes Semi-structured play activities designed to incorporate vocabulary that will be introduced during the read-aloud (e.g. building materials, craft activity, turn-taking games)
- 20 minutes Read-aloud with a book that includes new vocabulary (should not be the same book as the parents will be practicing with)
- 15 minutes Free play/story reenactment activity incorporating the new vocabulary
- 15 minutes Snack (to support transition to parents' return for live practice)

It is useful to provide parents with a copy of the outline for each children-only session. The *I'm Ready!* Program Leader introduces this outline to the parents at the beginning of the parent group session to show parents that the children's activities complement what they are learning in their group session. Parents then bring their outline to the live practice so that support staff can refer to it as they update each parent on how their children fared during the children-only session.

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## 10. How is the I'm Ready! guidebook used in the program?

Each family should have a copy of the *I'm Ready!* guidebook and be encouraged to read the chapters that align with each of the group sessions.

<i>Session</i>	<i>Topic</i>	<i>Guidebook chapter(s)</i>
1	Turn Book Reading into a Time to Talk	1, 2
2	Make New Words Sparkle	3
3	Help Your Child Understand the Story	4
4	Deepen Your Child's Understanding	4
5	Build Your Child's Understanding of How Print Works	5
6	Help Your Child Hear the Sounds in Words	6

There may be some parents who will not do the reading due to poor literacy skills, time limitations, etc., but the advantage of doing the reading to support the group sessions should be emphasized.

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## 11. How are children's books used in the program?

To promote generalization of the *I'm Ready!* strategies, parents are encouraged to implement these strategies with a variety of children's books. There are three sources of books – program practice books, parents' books from home and sample books provided by the program leader.

### Program practice books

These are books that you select for parents to use for practicing strategies during the parents-only session and in the live practice. Parents also take these books home to continue practicing with their children. Parents can either keep the books at the end of the program or return them to the program leader.

Having all the parents practice with the same book results in interesting and valuable discussion around their common experiences. Parents develop Home Plans to guide their reading of the program practice book beyond the parents-only session. Practice with the same book in the group session, live practice and at home facilitates transfer of strategies into the real world.

Parents should be provided with two program practice books – one that is used for implementing Session 1 and 2 strategies, and a second one that is introduced for implementing Session 3 and 4 strategies. The second book must be a narrative with a clear story line. Both these books may continue to be used for Sessions 5 and 6 when the focus switches to print knowledge, phonological awareness and letter-sound recognition.

You are free to select whichever program practice books you think would be appropriate for your particular group of parents and children. Generally, selected books should:

- be developmentally appropriate
- be culturally appropriate
- be relevant to the children's interests and experiences
- result in a fun, pleasurable reading experience for the parents and their children

More specifically, these books should lend themselves to use with as many of the *I'm Ready!* strategies as possible. Here a few things to keep in mind when selecting your program practice books:

<i>Characteristics of the book</i>	<i>Strategies that could be supported</i>
Includes clear appealing illustrations that support the storyline and clarify the meaning of new word	<ul style="list-style-type: none"> <li>• OWL, Follow the Child's Lead, Keep the Conversation Going</li> <li>• SSTaRS</li> <li>• CSPAR</li> </ul>
Includes and repeats unfamiliar words that are important to the story/topic	<ul style="list-style-type: none"> <li>• SSTaRS</li> </ul>
Has a few appealing characters with different traits, thoughts, feelings or goals that motivate their actions	<ul style="list-style-type: none"> <li>• OWL, Follow the Child's Lead, Keep the Conversation Going</li> <li>• CSPAR</li> <li>• EE's and PP's</li> </ul>
Has a clear problem that children can identify with	
Has a clear series of actions leading up to solving a problem and resolution	
Offers opportunities for discussion and sharing of opinions	

### *Characteristics of the book*

### *Strategies that could be supported*

Is an information/non-fiction book	<ul style="list-style-type: none"> <li>• OWL, Follow the Child's Lead, Keep the Conversation Going</li> <li>• SSTaRS</li> <li>• EE's and PP's</li> </ul>
Does not have too much text and the print is easy to see	<ul style="list-style-type: none"> <li>• POP</li> </ul>
Has a consistent layout of print and illustrations	
Has predictable, repeated text	
Has text written in different directions, fonts, colours, etc.	
Has text written in speech balloons or in the illustrations	
Includes rhyming and/or alliteration	<ul style="list-style-type: none"> <li>• Listen...and Find One Like It</li> <li>• Four S's</li> </ul>
Includes highlighted initial word letters, eg., alphabet books	

### *Examples of books that offer many opportunities for conversation, building vocabulary, deepening understanding and using language for thinking and learning*

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (1972) by Judith Viorst and illustrated by Ray Cruz, New York: Atheneum Books for Young Readers

- *Bedtime for Frances* (1996) by Russell Hoban and illustrated by Garth Williams, New York: HarperCollins Publishers Ltd.
  - *Big Red Barn* (1989) by Margaret Wise Brown and illustrated by Felicia Bond, Toronto: HarperCollins
  - *Caps for Sale* (2008) by Esphyr Slobodkina, New York: Harper Festival
  - *Corduroy* (1976) by Don Freeman, New York: Puffin Books
  - *Don't Forget to Come Back!* (1978) by Robie H. Harris and illustrated by Harry Bliss, Cambridge: Bee Productions, Inc.
  - *Franklin in the Dark* (1997) by Paulette Bourgeois and illustrated by Brenda Clark, New York: Scholastic
  - *Goldilocks and the Three Bears* (1988) by James Marshall, New York: Dial for Young Readers
  - *Henny Penny* (1968) by Paul Galdone, New York: Clarion Books
  - *If You Give a Pig a Pancake* (1998) by Laura Numeroff and illustrated by Felicia Bond, New York: Laura Geringer Book
  - *It's Mine* (1986) by Leo Lionni, New York: Knopf
  - *Madeline* (1998) by Ludwig Bemelmans, New York: Puffin Books
  - *Make Way for Ducklings* (1969) by Robert McCloskey, New York: Viking Press
  - *Something from Nothing* (1993) by Phoebe Gilman, New York: Scholastic
  - *The Blanket* (1976) by John Burningham, New York: Crowell
  - *The Carrot Seed* (1945) by Ruth Krauss and illustrated by Crockett Johnson, San Francisco: Harper and Row
  - *The Cat in the Hat* (1957) by Dr. Seuss, New York: Random House
  - *The Mitten* (1989) by Jan Brett, New York: Putnam
  - *The Snowy Day* (1978) by Ezra Jack Keats, New York: Puffin Books
  - *The Three Bears* (2011) by Paul Galdone, HMH Books
  - *The Three Billy Goats Gruff* (1991) by P.C. Asbjorsin and J.E. Moe and illustrated by Marcia Brown, San Diego: Harcourt Brace Jovanovich
  - *The Very Busy Spider* (1984) by Eric Carle, New York: Philomel Books
  - *Where the Wild Things Are* (1984) by Maurice Sendak, New York: Harper and Trophy
- Examples of books with well developed narratives that also include salient print through the use of speech balloons, illustrations containing signs or letters or themes about writing or reading***
- *Click, Clack, Moo: Cows That Type* (2000) by Doreen Cronin and illustrated by Betsy Lewin, N.Y.: Simon & Schuster Books for Young Readers
  - *Don't Forget to Come Back!* (1978) by Robie H. Harris and illustrated by Harry Bliss, Cambridge: Bee Productions, Inc.
  - *Love from Louisa* (2009) by Simon Puttock and illustrated by Jo Kiddie, London: HarperCollins Publishers Ltd.
  - *Mmm, Cookies!* (2000) by Robert Munsch and illustrated by Michael Martchenko, Markham: Scholastic Canada Ltd.
  - *Mortimer* (2009) by Robert Munsch and illustrated by Michael Martchenko, Buffalo: Annick Press.
  - *S.W.A.L.K.* (2002) by Colin McNaughton, London: HarperCollins Publishers Ltd.
  - *Sheep in a Jeep* (1986) by Nancy E. Shaw and illustrated by Margot Apple, Boston: Houghton Mifflin

- *The Jolly Postman* (2006) by Janet and Allan Ahlberg, London: Puffin

***Examples of books that focus on print knowledge***

- *A Walk in the Rainforest* (1992) by Kristin Joy Pratt – Serafini, Dawn Publications (CA)
- *Alphabet City* (1995) by Stephen T. Johnson, New York: Viking
- *Alphabet Under Construction* (2002) by Denise Fleming, New York: Henry Holt
- *Alphabatics* (1986) by Suse MacDonalds, Englewood Cliffs: Bradbury Pres
- *Baseball ABC* (2001) James Buckley, New York: DK Publishing Inc.
- *C is for China* (1997) by Sungwan So, London: Frances Lincoln
- *Chicka Chicka Boom Boom* (1989) by Bill Martin Jr. and John Archambault and illustrated by Lois Ehlert, New York: Simon and Schuster Books for Young Readers
- *Dear Zoo* (1984) by Rod Campbell, Harmondsworth, England: Penguin
- *Dr. Seuss's ABC* (1991) by Dr. Seuss, New York: Random House
- *Eating the Alphabet* (1989) by Lois Ehlert, New York: Harcourt Brace and Co.
- *Firefighters from A to Z* (2000) by Chris L. Demarest, New York: Margaret K. Elderry
- *Girls A to Z* (2002) by Eve Bunting and illustrated by Suzanne Bloom, Honesdale: Boyds Mill Press
- *I Read Signs* (1983) by Tana Hoban, New York: Greenwillow Books
- *The Z Was Zapped: A Play in Twenty-Six Acts* (1987) by Chris Van Allsburg, Boston: Houghton Mifflin

- *Today is Monday* (1993) by Eric Carle, New York: Philomel Books
- *Tomorrow's Alphabet* (1999) by George Shannon and illustrated by Donald Crews, New York: Mulberry Paperback Book

***Examples of books that specifically focus on phonological awareness with rhyming or alliteration***

- *A House is a House for Me* (1978) by Mary Ann Hoberman and illustrated by Betty Fraser, New York: Viking Press
- *Bubble Gum, Bubble Gum* (2004) by Lisa Wheeler and illustrated by Laura Huliska-Beith and Harriet Kasak Portfolio Staff, New York: Little, Brown and Co.
- *Come Rhyme with Me* (2008) by Hans Wilhelm, N.Y.: Scholastic Inc.
- *Dinosaur Roar!* (1994) by Paul Strickland and Henrietta Strickland, New York: Dutton Children's Books
- *Down by the Bay* (1990) by Raffi and illustrated by Nadine Bernard Westcott, New York: Crown Publishers
- *Duck in the Truck* (2005) by Jez Alborough, La Jolla, CA: Kane / Miller
- *Each Peach, Pear, Plum* (1986) Allan Ahlberg and Janet Ahlberg, New York: Puffin Books
- *Five Green and Speckled Frogs* (2003) by Priscilla Burris, New York: Scholastic
- *Hop on Pop* (1963) by Dr. Seuss, New York: Beginner Books
- *Is Your Mama a Llama?* (1997) by Deborah Guarino and illustrated by Steven Kellogg, New York: Scholastic
- *Ook the Book and Other Silly Rhymes* (2001) by Lisa Rovetch and illustrated by Shannon McNeil, San Francisco: Chronicle Books



- *Over in the Meadow* (1971) by Olive A. Wadsworth and illustrated by Ezra Jack Keats, New York: Scholastic Book Services
- *Read-aloud Rhymes for the Very Young* (1986) by Jack Prelutsky and illustrated by Marc Tolon Brown, New York: A. Knopf
- *Runny Babbit: A Billy Sook* (2005) Shel Silverstein, New York: HarperCollins
- *Sheep in a Shop* (1991) by Nancy Shaw and illustrated by Margot Apple, Boston: Houghton Mifflin
- *Silly Sally* (1992) by Audrey Wood, San Diego: Harcourt Brace Jovanovich
- *Six Sick Sheep: 1010 Tongue Twisters* (1993) by Joanna Cole and Stephanie Calmenson and illustrated by Alan Tiegreen, New York: Morrow Junior Books
- *Some Smug Slug* (1996) by Pamela Duncan Edwards and illustrated by Henry Cole, New York: HarperCollins Publishers
- *The Cat in the Hat Beginner Book Dictionary* (1964) by P.D. Eastman and illustrated by Dr. Seuss, I Can Read It All by Myself Beginner Books, Random House
- *Toes Have Wiggles Kids Have Giggles* (2002) by Harriet Ziefert and illustrated by Rebecca Doughty, New York: GP Putnam
- *We're Going on a Bear Hunt* (1997) by Michael Rosen and illustrated by Helen Oxenbury, New York: Little Simon
- *Who Said Red?* (1992) by Mary Serfozo and illustrated by Keiko Narahashi, New York and Toronto: Aladdin Books Maxwell MacMillan Canada, Maxwell Macmillan International
- *There's a Wocket in My Pocket* (1974) by Dr. Seuss, New York: Beginner Books
- *Watch William Walk* (1997) by Ann Jonas, New York: Greenwillow Books

- *The Hound from the Pound* (2007) by Jessica Swaim and illustrated by Jill McElmurry, Cambridge, Mass.: Candlewick Press
- *Llama, Llama Red Pajama* (2005) by Anna Dewdney, New York: Viking
- *My Crayons Talk* (1999) by Patricia Hubbard and illustrated by Brian G. Karas, New York: H. Holt

## Parents' books from home

Throughout the program, parents are also invited to bring their children's favourite books from home. Discussion occurs around the effectiveness of their own books for using different *I'm Ready!* strategies. If parents bring ineffective books they are encouraged to select more appropriate books from their home library, or if their home library is limited, from a local public library.

Parents are encouraged to practice with their own books as well as the program practice books during the live practice and home practice. They do not develop explicit Home Plans for their personal books, but instead are provided with an opportunity to generalize strategy use from the explicit plan they develop for the program practice book. Having a few books to select from during the live practice also allow for the possibility that children may not always be interested in listening to the designated program practice book.

## Sample books provided by the *I'm Ready!* Program Leader

Sample books that relate to a particular session's strategies should also be made available. These samples provide additional examples and also offer parent further choice for the



live practice, particularly if they have not brought in any home book examples.

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## 12. How are the support staff trained?

Prior to participating in the *I'm Ready!* Program, designated support staff must complete a series of online modules developed by The Hanen Centre. These modules familiarize the program support staff with:

- *I'm Ready!* strategies
- how to set up, structure and deliver the children-only sessions
- how to support the *I'm Ready!* Program Leader's coaching during the live practice

The *I'm Ready!* Program Leader provides the support staff with a link to connect with the modules on the Hanen website.

The *I'm Ready!* Program Leader should also maintain regular communication with the support staff throughout the program to ensure that:

- support staff understand the parents' learning needs as well as any relevant language goals for the children
- the activity selection for each of the children-only sessions aligns with what is being taught in the parent only session
- support staff are provided with sufficient guidance to assist the *I'm Ready!* Program Leader with coaching during the live practice

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## 13. What coaching model is used during the live practice?

In the live practice component of the *I'm Ready!* Program, parents try out the strategies on their Home Plan and receive support and guidance from the program leader and support staff. Parents:

- reflect on how well they are applying their target strategies
- relate their use of strategies to their children's reaction
- identify strategies that achieve their desired outcomes from their children
- problem-solve to alter what they are doing or try something different

To support parents in their learning journey, the program leader and support staff may:

- validate what a parent is doing
- draw the parent's attention to the child's reaction
- suggest something different for the parent to try
- demonstrate a strategy with the child if suggestions are not effective

The program leader and support staff focus on actively involving the parent in self-reflection, dialogue and collaborative problem-solving.

The *I'm Ready!* coaching model is drawn from Rush & Shelden (2011), who describe effective coaching of parents to support behaviour change as being both relationship-based and performance-based.

Coaching is relationship-based since:

- it is a partnership and reciprocal process in which both the coach and the parent bring knowledge and abilities to the relationship
- the coach must learn what the parent knows, understands and is doing to support their child
- it cannot be based on the coach's power over the parent – it is not a hierarchical relationship
- the coach must foster the parent's independence and help parents discover what they already know and are doing and then share new information and ideas to achieve specific outcomes

Coaching is performance-based since:

- it is goal oriented toward achieving specific child outcomes – the relationship between the coach and the parent is defined by the parent's goals
- it focuses on the parent's application of specific strategies

The *I'm Ready!* coaching model aligns with the Rush and Shelden model. It is relationship-based as it aims to build parents' confidence and autonomy in regards to how to read to their children and build emergent literacy in the best ways possible. It is also performance-based since it focuses on supporting parents to select and apply specific strategies to support their children's development of emergent literacy.

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## 14. How can the impact of the HANEN I'M READY!™ Program be measured?

The *I'm Ready!* Program includes observational checklists that are completed by both the parents and the Program Leader before and after the program. These checklists refer to what the parent is doing during the reading and how the child is participating. Each item is marked as occurring frequently, sometimes or rarely. The checklist completed by the parent also includes items relating to how frequently parents Point Out Print and talk about letters and sounds throughout the day.

It is recommended that the Program Leader complete the Leader's Checklist based on pre- and post-program videos of parents reading to their children. These videos can be captured by the Program Leader or can be submitted by parents who videotape themselves reading to their children at home. Pre- and post-program videos are also useful to show to parents at the end of the program to validate the progress they have made.

Pre-program videos can be captured before the program starts, or as an addition to the Orientation Session. Parents should be asked to read a favourite storybook from home as they would typically read it with their child. For the purpose of direct comparison, parents should try to read the same books for the post-Program video.

Videos, however, are not required for the program, and the Leader Observation of Reading Checklist can also be completed during the live observation of parents reading to their children.

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