

CRITERIA FOR VERBAL INTERACTION STIMULUS MATERIALS (VISM)

BOOKS

- Content geared toward appropriate age group. Length and amount of text per page generally related to child's age or development. The longer the text, the more mature a child must be to appreciate it.
- Content of interest to both child and parent.
- Cultural match of content to community served should be considered, when possible.
- Contains nothing offensive in terms of culture or religion to community being served.
- Language match to families served, when possible.
- Narrative often addresses child's emotional needs, but not in a didactic manner.
- Text and illustrations lead to verbalized associations.
- Text and illustrations widen child's experience.
- Text and illustrations meet highest literary and artistic standards.
- Language is simple and often is rhythmic and/or has some repetition.
- Text and illustrations appealing to both sexes.
- Illustrations are profuse, sometimes large, often colorful, and are a rich source of labeling, classification, and narrative storytelling.
- Illustrations support the text and help children better understand the narrative.
- Illustrations use artistic techniques from realistic to impressionistic to abstract. Illustrations may use techniques including drawing, collage, printmaking, photography, and painting.
- Low anxiety potential for adult participant; within reading ability of most parents.
- Durability.

TYPES OF BOOKS

Board Books: Appropriate for ages 0-3. Simplest content, for children under the age of 2, addresses developing vocabulary, familiar objects, and routines and have little text. More advanced board books for ages 2-3 can include more complex stories. Excellent for durability.

Interactive Books: Appropriate for ages 2-6. Encourages the child to participate through rhyme, repetition, predictability, or movement activities. Includes lift-the-flap books and textural books.

Wordless Books: Allow children to "read" the book through illustrations. Span multiple age levels – some books require a fairly advanced developmental level to understand the story line.

Alphabet Books: Spans multiple age levels, depending on complexity of book. Easier books encourage print-sound correlations, phonics skills, and vocabulary.

Counting Books: Generally introduce children to numerals and words that represent numerals. Allows children to practice counting and one-on-one correspondence. Span multiple age levels. Some counting books introduce more advanced math concepts.

Concept Books: For ages 2-4. Teach concepts such as opposites, colors, or seasons. Usually do not have a plot.

Picture Vocabulary Books: For ages 2-4. Labeling books, that teach words for items ranging from things found around the house to animals.

Nursery Rhymes: Classic verse books, such as Mother Goose, utilize the early literacy strategies of rhyming, rhythm, and melodies. Many nursery rhymes address children's fears in a non-threatening manner. Language and culture-specific.

Early Reading/Pattern Books: Easily predictable and repetitive books that allow children to memorize the text quickly. Many appropriate for children as young as 2, but also can be used for early readers ages 5-7.