READ is not a Four-Letter Word

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Bryan + College Station Library System
What Causes Reluctant Readers?

Lack of Interest and Motivation
- Isn’t fun
- Becomes a “has to”
- Nothing of interest
- Not modeled

Emotions are Negatively Attached to Books
- Tense power struggles

Many Reluctant Readers are Struggling Readers
- Missed basic reading tools

Some Reluctant Readers have Deeper Issues
- Have unresolved learning disabilities
So where does a parent start to create “fun?”

- Children need to experience pleasure from books before they can see value in reading
- Listening for pleasure comes before reading for pleasure
- Let them enjoy looking at the pictures while they also enjoy listening to you read to them
- A child’s listening level is much higher than the independent reading level

http://www.trelease-on-reading.com/

So read to them and make it interactive and fun with lots of pictures
Reading to your child

• Let them choose the book when they get old enough to choose
• Let them interact with the book by holding it
• Let them mimic actions like flying, sneezing, and laughing along with the characters
• As they get older, ask them about the characters such as, “What do you think he will do next?”

• This means read to your child even before they are born.
• Show them the book’s pictures when they are babies and older while you read.
• Listen to audiobooks and let them follow along with the pictures in the book. [https://www.bankstreet.edu/center-childrens-literature/childrens-book-committee/further-resources/read-alouds-for-older-children/](https://www.bankstreet.edu/center-childrens-literature/childrens-book-committee/further-resources/read-alouds-for-older-children/)
Some suggested read aloud books, but make sure that your child is interested and wants to read it before you choose it for him or her.
Other suggested websites with lists that offer fun read aloud books

• New York Public Library’s 100 Picture Picture Books Everyone Should Know http://www.aadl.org/user/lists/26610

• Bank Street College of Education Book Lists https://www.bankstreet.edu/center-childrens-literature/childrens-book-committee
Boys especially need pictures, websites, and pleasure from listening to keep their interest

- Guys Read (Jon Scieszka)
- Boys and Girls Learn Differently by Michael Gurian
- Readkiddoread (James Patterson)
- Goodreads for Children
- http://www.guysread.com/
- http://www.readkiddoread.com/
- https://www.goodreads.com/genres/childrens
Graphic novels are also important

- They continue to show pictures to older readers
- The vocabulary is either equal or above the vocabulary of books with no pictures
- Convincing the Naysayers...Why Graphic Novels Deserve a Place in the School Library

http://connect.ala.org/node/170204
So how do you make “book reading” fun?
• Kids and humans want to do pleasurable things.
• If a book is associated with only required school work or reading level only, the child may associate books with things that are a “have to,” rather than a “want to.”
• Nobody likes to be forced into doing a “have to.”
For each book that they have to read for school or on their level, let them choose any level book that:

• Is fun
• Interests them
• Makes them happy
• Gives them information about things that interest them
What if they don’t know what they want to read because they have already associated books with no fun?
Give them the “I like” chart

Let them circle everything they like (don’t mention reading about these things. Just find out what interests them)

<table>
<thead>
<tr>
<th>Animals</th>
<th>Funny</th>
<th>Realistic stories</th>
<th>History</th>
<th>Video games</th>
<th>Cartoons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mysteries</td>
<td>Fantasy</td>
<td>Scary</td>
<td>Gross stuff</td>
<td>Sad stories</td>
<td>Weird</td>
</tr>
<tr>
<td>Art</td>
<td>Music</td>
<td>I spy games</td>
<td>Jokes and riddles</td>
<td>Thick books</td>
<td>Skinny books</td>
</tr>
<tr>
<td>Books with pictures</td>
<td>Sports</td>
<td>Sea animals</td>
<td>Insects</td>
<td>Games</td>
<td>Fairy tales</td>
</tr>
<tr>
<td>Science</td>
<td>Math</td>
<td>Making things</td>
<td>Superheroes</td>
<td>Dinosaurs</td>
<td>Maps</td>
</tr>
<tr>
<td>Favorite TV or movie character</td>
<td>Planes, boats, trains, etc.</td>
<td>Stories about school</td>
<td>Watching movies &amp; TV</td>
<td>Drawing</td>
<td>Puzzles</td>
</tr>
<tr>
<td>War stuff</td>
<td>Inventions</td>
<td>Snakes</td>
<td>World records/trivia</td>
<td>Series</td>
<td>Listening to stories</td>
</tr>
<tr>
<td>Paper airplanes</td>
<td>Listening to music</td>
<td>Science Fiction</td>
<td>Castles and princesses</td>
<td>Crafts</td>
<td>Choose the ending</td>
</tr>
</tbody>
</table>
Go to bcslibrary.org. Then find The Catalog
Then plug in the words your child chose
Use filters to narrow your search by age/reading level/ fiction or non-fiction
Nothing of Interest

The College Station and Bryan libraries may not have what your child wants, but we may be able to get it.

We can try to buy it

We can try to borrow it

If they know what they want, we will make every effort to get it for them.
What if your child is being oppositional and doesn’t want to read anything?

Stop and think about the situation
• Are you afraid he or she won’t succeed?
• Are you worried about his or her future? College entrance? Paying for college? What job they will get?
• Are you frustrated with his or her school performance?
• Are you angry because you feel he or she is not trying?
• Are you confused because you love to read?

If you answered “yes” to any of these, read the next section........
They may be reacting emotionally to your emotions

Calm down

If they pick up your anxiety, fear, and worry, they may become anxious.

Then they connect these negative emotions with the object “book” and reading.

Who wants to associate with something that causes Mom or Dad to freak out?
If you’re angry or frustrated, it may have moved into a power struggle

**Include them** in planning a reading time during the day and length of reading time with guidelines and consequences to give them a sense of power.

Stick to consequences.
Tricks to plan and compromise

Agree together on a routine and read at the same time each day. Base this time on your child’s most relaxed time.

“Down time” or their relaxed time might be different for each child.
If your child is introverted, he or she needs quiet downtime to diffuse from the loud chaotic school day. Reading isn’t always a down time. It may be viewed as work by your child. Lack of downtime can cause lack of interest and focus because introverts need stopped moments to regain energy.
Extroverted Child

If your child is extroverted, he or she needs play and friend time to gain energy after a day of sitting quiet and still in school. Let them get their energy out with friends, TV, games, talking about their day to you, etc., so they will focus more on the book.

Otherwise I’m too wiggly to focus
Changing Reading Time

Be open to unavoidable changes in your schedule. If you freak out because you suddenly have to run an errand during the reading time, they will not be as calm and happy while reading and you’ll feel frustrated and rushed. Merely let them know reading time is moved to two hours later just for that day.

![Image of children reading in a car](image-url)
Make sure they have a choice in your planned reading time to help them feel like it’s their idea rather than yours only

Have to + my idea = fun and power

Have to + your idea = work
Got one too fidgety to read for long?

Fidget toys” like squeeze balls can help. Teach your child how to use the toys quietly while working.

Letting your child move around to different locations while reading (on the floor, in a rocking chair) can also give them the sensory stimulation they need.
Got one too fidgety to read for long?

Let your child try reading two books during a week—going back and forth on each for an hour, a few minutes, or even days.

Break books into segments. How many chapters can you read? How many pages?

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters I read</th>
<th>Pages I read</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25/17</td>
<td>2</td>
<td>16</td>
<td>![Smiley Face]</td>
</tr>
<tr>
<td>8/26/17</td>
<td>1</td>
<td>7</td>
<td>![Red Arrow]</td>
</tr>
<tr>
<td>8/27/17</td>
<td>2</td>
<td>10</td>
<td>![Green Exclamation Point]</td>
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</tbody>
</table>
Got one too fidgety to read for long?

Let them get up occasionally to walk around. Exercise forces them to bring vital oxygen to their brain, which will allow them to focus better. Example: Read 10 minutes, walk 5 minutes, repeat.

Praise them when they accomplish.
Are you confused why they don’t love reading like you do or what you like to read?

Childhood is not a race to see how quickly a child can read, write, and count. Childhood is a small window of time to learn and develop at the pace which is right for each individual child.

A Child is like a butterfly in the wind
Some can fly higher than others,
But each one flies the best it can.
Why compare one against the other?
Each one is different.
Each one is special.
Each one is beautiful.

Parenting Styles

• No one type fits all

• Different results for different children
Or the opposite, you just don’t like to read or don’t have time to read

Check this blog out to see if you’re a “Mombie”
https://onetiredworkingmommy.com/2013/11/01/warning-signs-that-you-are-becoming-a-sleep-deprived-mombie/
If you’re a tired, working parent here are some fun reading projects to share with your child.

Shared cooking assignments. Read aloud while preparing dinner.

Audiobooks and travel games – signs & licenses.

Alphabet Game
Find an item starting with each letter to win.

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<th>A</th>
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<td>Y</td>
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<td>M</td>
<td>Z</td>
</tr>
</tbody>
</table>

About.com Family Travel | travelwithkids.about.com

Share lesson subject with parents to open discussions with their kids.

The Going to Bed Book by Sandra Boynton

Dude, That’s RUDE! (Get Some Manners)

Bully
Are they reluctant because they are struggling to read?

They may not have understood basic sounds, letters, or words and fell behind their class.

This could lead to a lack of self-confidence as the class notices they do not complete reading as fast as they do. Oral reading in class can also be an embarrassment for a student because the class hears them struggle.

Doubting their ability combined with fear of failure means the reluctant reader assumes they are incapable of the reading tasks and so may avoid it.

Avoidance leads to little practice. Little practice leads to struggling again.
Build their confidence

Let them read for fun below their level

Let them read graphic novels and non-fiction so they can associate pictures with words

Let them listen to audiobooks while reading the text because the auditory cues of the reader stressing words will help them remember what they read

Praise small triumphs
• Did they remember the character’s names?
• Did they remember what happened at the end?
If your child is still struggling, they may have an unresolved learning issue

But don’t panic!

Check out the obvious –
• Vision test
• Hearing test

If these tests are normal, check out the websites on this page for information on other learning issues
Thanks to CSISD School Librarian, Sally Smith, for her help, insight, and collaboration with the Bryan + College Station Public Library System.

We truly appreciate your input!