



Library & Book Use Checklist — Early Intervention Providers

Purpose: Support early intervention providers in selecting and using books and story materials to promote early language, visual access, and meaningful family–child interaction. This checklist encourages intentional book use to model accessible communication, coach responsive interaction, and connect shared reading to everyday routines and language goals.

Accessible & Visually Supportive Materials

- ☐ Books have clear, high-quality visuals that support understanding
- ☐ Images are simple, uncluttered, and easy to see
- ☐ Books include real-life photos as well as illustrations
- ☐ Materials are durable and developmentally appropriate
- ☐ Books have multiple ways for interaction opportunities (pull-out tabs, texture experiences)
- ☐ Visual attention can be easily shared between adult, child, and book
- ☐ Mirrors are available during book sharing to maintain visual attention

Supports Early Language Development

- ☐ Books focus on everyday concepts and routines
- ☐ Vocabulary connects to daily experiences (family, food, play, feelings)
- ☐ Repetitive and predictable texts are included
- ☐ Books invite labeling, pointing, and joint attention
- ☐ Materials support both signed and spoken language use

ASL & English (or Home Language) Support

- ☐ Provider models how to share books using sign and/or spoken language (if not able to model, find resources to show families)
- ☐ Signed story options or videos are available when appropriate
- ☐ Families are encouraged to use their strongest communication mode
- ☐ Book sharing strategies are adapted to the child's language access at the time of book sharing using sign and/or spoken language

Family Coaching & Interaction

- ☐ Books are used to model parent–child interaction strategies
- ☐ Provider coaches caregivers in interactive storytelling
- ☐ Families are shown how to pause, wait, and respond to child communication
- ☐ Provider connects book sharing to daily routines at home

Representation & Inclusion

- ☐ Some books include children with different abilities and communication styles
- ☐ Families and cultures are represented positively
- ☐ Materials reflect a range of family structures and backgrounds
- ☐ Stories show children as active, capable learners

Everyday Use & Carryover

- ☐ Books are integrated into visits — not used only as fillers
- ☐ Provider suggests simple follow-up activities connected to the story
- ☐ Families are encouraged to reread favorite books
- ☐ Book use is tied to IFSP language and interaction goals

NOTES