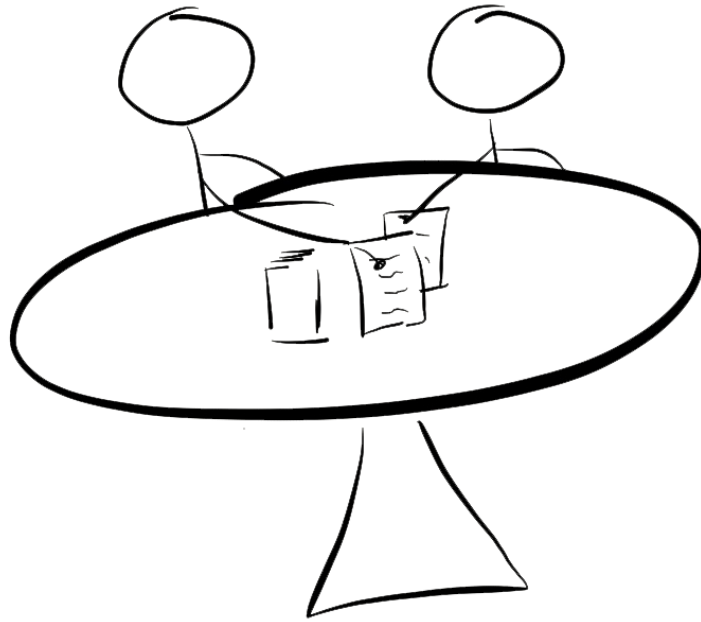


Language and the Brain

Sharing a Vision
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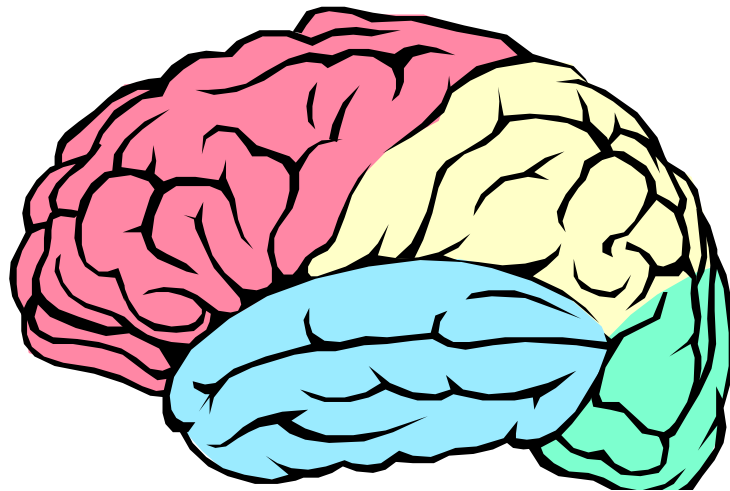


Notes...

Language and the Brain Quiz

True or False?

1. Basic brain connections are laid down before birth.
2. Babies are born with the ability to learn all languages in the world.
3. At birth, both the higher and lower levels of the brain are well developed.
4. Because the brain is making so many connections pre-birth to age 3, the first 3 yrs of life are the most critical for brain development – after age 3, the “window of opportunity” closes.
5. Families should be encouraged to choose 1 language to teach their children in the birth-3 age range.
6. Speech is made up of socially shared rules that include what words mean, how words are formed, put together, and what word combinations work best in what situations.
7. Language is the verbal means of communicating including voice, fluency, and articulation.



The professional development procedure described in this paper was developed, in part, by funding from the U.S. Department of Education, Office of Special Education Programs (Grant # H326M070001). The opinions expressed, however, are those of the authors and do not necessarily reflect those of the Department or Office.

Recipes for Success: Active Ingredients for Promoting a Parent's Use of Everyday Child Language Learning Practices

Carl J. Dunst
Melinda Raab
Carol M. Trivette

The things early childhood practitioners do to engage a parent to use any type of early childhood intervention practice matters a great deal if a parent is likely to learn to use the practice for promoting a young child's learning and development. Coaching, mentoring, training, and teaching are just some of the ways early childhood practitioners promote a parent's use of early childhood intervention practices.

This *Everyday Child Language Learning Tool* includes a description of the capacity-building adult learning procedures that can be used by early childhood practitioners to promote a parent's understanding and use of the *Center on Everyday Child Language Learning* interest-based child language learning intervention practices (Dunst, Trivette, & Raab, 2013a, 2013b). The adult learning procedure is based on findings from a research review of how people learn (Bransford et al., 2000), more than 50 studies of different adult learning methods (Dunst & Trivette, 2012; Dunst, Trivette, & Hamby, 2010), and results from studies using the capacity-building approach for promoting practitioners' use of different kinds of practices (Dunst & Raab, 2010; Dunst, Trivette, & Deal, 2011; Trivette, Raab, & Dunst, 2012). All of this information was used to develop the adult learning procedure and tip sheets described in this paper (Dunst & Trivette, 2009; Raab, Dunst, & Trivette, 2013).

Adult Learning Procedure

The adult learning procedure includes methods for (1) describing and

(2) illustrating a practice for a parent; the methods for having a parent (3) use the practice and (4) assess what a child did when the child experienced the practice; the methods used to have a parent (5) reflect on his or her understanding and using the most important characteristics of the practice; (6) the methods used to identify new capacity-building learning opportunities to further develop a parent's understanding and mastery of the practice.

The research we have conducted shows that it is important to include as many of the six steps as possible when promoting a parent's use of a practice. It is especially important that steps four through six be explicitly incorporated into any coaching or intervention session. We have found that doing only steps one and two of the adult learning procedure are not effective for promoting a parent's use of a practice.

Four tip sheets have been developed, one for each of the four components of the *Center on Everyday Child Language Learning* model. The Appendix includes the four **Step-by-Step Tip Sheets** that describe the different steps for identifying and providing a child interest-based learning opportunities; the everyday activities that are used as sources of interest-based child learning activities; the methods for increasing child participation in everyday learning activities; and the use of responsive teaching to promote child language learning when a child is involved in everyday activities. Each of the tip sheets includes a description of the six steps of the adult learning procedure

as well as a description of specific things that can be done to promote a parent's understanding and use of the different practices.

Implications for Practice

The tip sheets for any one of the four practices can be used by a practitioner to plan a coaching or intervention session with a parent. A practitioner might make notes or otherwise list the particular activities or exercises he or she plans to do with a parent on the tip sheets to be used as a kind of coaching plan. The tip sheets can also be used by a practitioner to do a self-assessment of how well a coaching or intervention session was conducted. A supervisor or colleague and a practitioner together can review a coaching or intervention session to determine what might be done to improve a practitioner's use of the adult learning procedure.

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Appendix

Step-by-Step Tip Sheets

1. Interest-Based Child Learning
2. Everyday Child Learning Activities
3. Increasing Child Participation in Everyday Learning Activities
4. Responsive Teaching

Step-by-Step Tip Sheet for Interest-Based Child Learning

Melinda Raab Carl J. Dunst Carol M. Trivette

1. **Introduce information about child interests and the importance of using child interests as the foundation for learning.**
 - Explain what child interests are
 - Explain the basis for children's engagement and learning in interest-based activities and why
 - Describe personal interests
 - Describe situational interests
 - Explain child cycle of mastery figure
2. **Provide examples, demonstrate, or otherwise *illustrate* for the parent how to identify child interests.**
 - Provide the parent examples of interest indicators and ways to identify child interests
 - Point out and show the parent examples of indicators of his/her own child's interests
3. **Involve the parent in actively *identifying child interests*.**
 - With a parent, observe his/her child and use interest indicators to help the parent recognize child interests
 - Use the *Child Interests Activity List* with the parent to identify child interests
4. **Assist the parent in *examining* what was done, what happened, and what worked when he or she identified child interests.**
 - Refer to the *Child Interest Checklist* to help the parent examine what he/she did
 - Assist the parent in examining his/her ability to identify child interests
 - Provide the parent feedback that assists the parent to identify child interests
5. **Determine what the parent *understood* and the extent to which the parent was able to *identify child interests*.**
 - Determine if the parent understands the importance of interest-based learning
 - Determine if the parent is able to identify his/her child's interests
6. **Determine what *additional* opportunities will be provided to build upon the parent's understanding and ability to identify child interests.**
 - Determine the additional opportunities that can build on the parent's abilities to identify child interests
 - Help the parent decide if his/her child was interested in selected activities
 - Help the parent expand his or her understanding and use of child interests as a basis for child learning

Raab, M., Dunst, C.J., & Trivette, C. M. (2013). Step-by-step tip sheet for interest-based child learning. In C. J. Dunst, M. Raab, & C. M. Trivette, Recipes for success: active ingredients for promoting a parent's use of everyday child language learning practices. *Everyday Child Language Learning Tools*, 2013, Number 6.

Step-by-Step Tip Sheet for Interest-Based Child Learning was developed as part of the Center for Everyday Child Language Learning (CECLL), funded by the U.S. Department of Education, Office of Special Education Programs (H326M070001). The opinions expressed, however, are those of CECLL and not necessarily those of the Department or Office. Copyright © 2013 by the Orelena Hawks Puckett Institute (www.puckett.org). All rights reserved. May be duplicated and distributed without permission if the complete citation to the adult learning strategy practice guide is included.
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Step-by-Step Tip Sheet for Everyday Child Learning Activities

Melinda Raab Carl J. Dunst Carol M. Trivette

1. **Introduce** information about everyday learning activities and how they are selected.

- Describe both family and community activities
- Describe how selecting a variety of activities as contexts for learning must:
 - Be based on the child's interest,
 - Have opportunities for language learning, and
 - Happen frequently or could happen frequently

2. **Provide examples, demonstrate, or otherwise *illustrate*** for the parent the selection of everyday activities that have language learning opportunities.

- Provide the parent different examples of everyday family and community activities that have language learning opportunities
- Use different examples you know from the family's life and community life
- Provide the parent examples of how to select activities as contexts for child learning

3. **Involve the parent in actively trying out and *selecting*** everyday language learning opportunities.

- Use the CECLL *Selecting Interest-Based Everyday Activities* tool with the parent to help him/her practice selecting interest-based activities
- Use the *Interest Activity List* with the parent to select interest-based everyday activities for his/her child's learning

4. **Assist the parent in *examining*** what was done, what happened, and what worked when everyday language learning activities were selected.

- Refer to the Everyday Activities Checklist to help the parent examine his/her practice
- Help the parent determine whether selected activities are interest-based, have language learning opportunities, and happen or could happen often
- Provide the parent feedback on his or her selection of interest-based everyday activities

5. **Determine what the parent *understood*** and the extent to which the parent was able to ***select*** everyday language learning activities.

- Determine if the parent is able to use the *Interest Activity List* to select interest-based everyday language learning activities

6. **Determine what *additional*** opportunities will be provided to build upon the parent's understanding and ability to select everyday language learning activities.

- Determine additional opportunities that can build on the parent's abilities to select activities as contexts for language learning
- Help the parent decide whether to continue, discontinue, or modify the selected activities
- Help the parent expand his/her understanding and use of everyday activities as contexts for child language learning

Raab, M., Dunst, C.J., & Trivette, C. M. (2013). Step-by-step tip sheet for everyday child learning activities. In C. J. Dunst, M. Raab, & C. M. Trivette, Recipes for success: active ingredients for promoting a parent's use of everyday child language learning practices. *Everyday Child Language Learning Tools*, 2013, Number 6.

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Step-by-Step Tip Sheet for Increasing Child Participation in Everyday Learning Activities

Melinda Raab Carl J. Dunst Carol M. Trivette

1. **Introduce information about everyday child language learning opportunities and how learning opportunities are increased.**
 - Describe why it is important to increase learning opportunities
 - Discuss the importance of having lots of learning opportunities across activities (*breadth*)
 - Discuss the importance of having lots of learning opportunities within activities (*depth*)
 - Describe the importance of using frequently occurring activities
2. **Provide examples, demonstrate, or otherwise *illustrate* for the parent how to increase language learning opportunities.**
 - Provide examples of language learning opportunities within and across selected activities
 - Use CECLL practice guides with a parent to highlight examples of language learning opportunities across and within different activities.
 - Show the parent how to plan to increase language learning opportunities (e.g., weekly activity schedules)
3. **Involve the parent in actively *trying out* and *increasing* everyday language learning opportunities.**
 - Have the parent use an activity reminder schedule to increase the frequency of child participation in selected activities
 - Have the parent identify ways to increase language learning opportunities within an activity
4. **Assist the parent in *examining* what was done, what happened, and what worked when language learning opportunities were increased.**
 - Help the parent examine the language learning opportunities that were provided in selected activities
 - Help the parent determine whether the child had increased opportunities to participate in the interest-based language learning opportunities
 - Help the parent determine whether child language learning was increased as a result of participation in activities
5. **Determine what the parent *understood* and the extent to which the parent was able to *increase* everyday language learning opportunities.**
 - Determine if the parent can increase child language learning opportunities *within* and *across* activities
 - Determine if the parent can use an activity reminder schedule to increase the frequency of child participation in selected activities
6. **Determine what *additional* opportunities will be provided to build upon the parent's understanding and ability to increase everyday language learning opportunities.**
 - Determine ways to further the parent's abilities to increase child language learning opportunities
 - Help the parent examine the language learning opportunities that were provided
 - Help the parent determine additional activities that could provide interest-based language learning opportunities

Raab, M., Dunst, C.J., & Trivette, C. M. (2013). Step-by-step tip sheet for increasing child participation in everyday learning activities. In C. J. Dunst, M. Raab, & C. M. Trivette, Recipes for success: active ingredients for promoting a parent's use of everyday child language learning practices. *Everyday Child Language Learning Tools*, 2013, Number 6.

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Step-by-Step Tip Sheet for Promoting Parents' Use of Responsive Teaching

Melinda Raab Carl J. Dunst Carol M. Trivette

1. **Introduce information about responsive teaching and its important features.**

- Explain adult response to child-initiated behavior in everyday activities
- Describe the components:
 - Attention to child interests/signals/behavior
 - Responsiveness to child behavior to encourage continued engagement
 - Responsiveness to child behavior to encourage elaboration
- Use the *Caregiver Responsive Teaching Checklist* as a guide in providing information about the practice to the parent.

2. **Provide examples, demonstrate, or otherwise *illustrate* for the parent what responsive teaching looks like.**

- Use CECLL practice guides with a parent to illustrate examples of responsive teaching strategies
- Demonstrate responsive teaching strategies to a parent (use the *Caregiver Responsive Teaching Checklist* as a guide)
- Point out responsive teaching strategies the parent uses in everyday activities

3. **Involve the parent in actively trying out and *doing* responsive teaching.**

- Observe the parent trying out responsive teaching strategies in an activity and provide feedback
- Help the parent plan how he/she can practice using responsive teaching strategies in the different selected activities

4. **Assist the parent in *examining* what was done, what happened, and what worked when responsive teaching was used.**

- Jointly with the parent, examine the parent's practice to determine what responsive teaching strategies were used
- Help the parent examine what happened and what worked when responsive teaching strategies were used

5. **Determine what the parent *understood* and the extent to which the parent was able to use responsive teaching strategies.**

- Determine if the parent can use responsive teaching strategies in ways that promote his/her child's language learning

6. **Determine what *additional* opportunities will be provided to build upon the parent's understanding and use of responsive teaching strategies.**

- Determine additional opportunities that can build upon the parent's abilities to use responsive teaching strategies
- Determine ways to advance the parent's abilities to be responsive to his/her child's attempts to communicate

Raab, M., Dunst, C.J., & Trivette, C. M. (2013). Step-by-step tip sheet for promoting parents' use of responsive teaching. In C. J. Dunst, M. Raab, & C. M. Trivette, Recipes for success: active ingredients for promoting a parent's use of everyday child language learning practices. *Everyday Child Language Learning Tools*, 2013, Number 6.

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Especially for practitioners working with infants!

Joint-Attention Activities

Nonverbal Communication and Signing

By the end of the first year of life, infants are able to include adults in their play with toys and other objects. The ability to go back and forth between playing with a toy and looking at an adult is called shared attention or joint attention. This is an important first step in learning to interact and communicate with other people.

What is the practice?

An infant's interest in an adult and object or toy at the same time does (at least) two important things. First, it provides the infant the opportunity to share his or her interests with others. Second, it provides an adult the opportunity to describe and talk about what the child is doing. One of the main benefits of shared-attention activities is that a child learns to interact with and communicate with others using gestures and other social initiatives.

What does the practice look like?

Imagine an infant sitting in her bouncy seat with a favorite rattle or squeeze toy. The child shakes the toy and produces a fun sound. She looks up at her mom to see what she "thinks about all of this." Her mother responds by saying, "You made that noise, didn't you? Shake the rattle again!" The child gets so excited that the rattle drops to the floor. Her mother picks it up, shakes it, and asks, "Do you want to do it again?" She hands the rattle to the child. They play the back-and-forth game many, many times.



How do you do the practice?

Joint attention is a back-and-forth type of play. It involves an infant's abilities to follow another person's actions and to influence another person's focus of attention. The best joint-attention activities are ones that include both types of infant actions.

- A child's interest in people, objects, and events is extremely important for joint-attention activities to be successful. Start by identifying things that especially interest a particular child.
- Any object with which she enjoys playing is used to involve her in a joint-attention activity. While playing, label and describe different features of the activity. (For example, point to a ball and say, "Look! See the ball? Let's play 'roll the ball.'")
- The child will first become involved in joint-attention activities when you start an activity. (For example, place the child in a sitting position and roll a ball to her and saying, "Catch.")
- This is followed by statements to get the child involved in the activity (e.g., saying "Roll the ball back to me" and by gesturing with your hands).
- The more joint-attention-activity games you play with the child, the more she will start to initiate play and attempt to include you in the activity. Any attempt on the part of the child is an opportunity to use words to describe and label the actions of the play.

How do you know the practice worked?

- Does the child look at you while you are playing together?
- Does the child share objects or toys with you?
- Does the child vocalize to get you to give her a toy or an object?

Take a look at more joint-attention activities

Shaping Up

Eleven-month-old Alan and his caregiver, Dara, are sitting on the floor facing each other and playing with a shape box. Dara opens the box and Alan reaches in and removes one of the shapes. Dara asks Alan, "Can you get one more?" Alan looks at Dara while she asks the question and removes another shape. Dara points to one of the holes in the shape box and says, "Alan, put the shape in the hole." Alan struggles to insert the shape but after a short time he is successful. He looks up at Dara, who says, "You did it! Alan put it in!"



Taking Turns

Thirteen-month-old Zelda loves to be outside. Her mother and her home visitor, Tom, have taken Zelda and her big brother, Danny, to the neighborhood park. They decide to play in the sandbox. The sandbox has five or six toys scattered about. Mom picks up a toy shovel and starts digging in the sand. Tom says to Zelda, "Look at what Mommy is doing! Can you dig like Mommy?" The mother hands the shovel to Zelda, who pokes at the sand with the shovel. Tom describes what Zelda is doing ("Zelda is digging a hole. Can Danny have a turn?"). Zelda looks up at Tom, who has his hand held palm up requesting that Zelda give him the shovel. Danny shows his sister another way to use the shovel (filling a bucket). Mom describes what he is doing ("Danny is putting the sand in the bucket. Now it is Zelda's turn to fill the bucket.") Danny holds the shovel out to his sister. Zelda reaches and takes the shovel and tries to put sand in the bucket.



Back-and-Forth Attention

Fifteen-month-old Theo has a syndrome associated with difficulties in engaging in joint-attention with objects and other people. With help from his early interventionist, Theo's mother has figured out some interesting ways to help Theo play with toys and other objects. She encourages and supports Theo's interactions with her and the toys. Mom has learned to sit across from Theo with toys placed between them. Mom places the toys between Theo's legs so that he can easily reach and play with the toys. Mom describes in simple sentences what Theo is doing while pointing to her son's focus of attention. Mom occasionally asks a question or uses a gesture to request an object. This encourages Theo to look up at her. Mom then describes what Theo does with the toy.



Strategies to encourage Language Development from Birth - 1 Year

- Check the child's ability to hear, and pay attention to ear problems and infections, especially when they keep occurring.
- Reinforce the baby's communication attempts by looking at him or her, speaking, and imitating his or her vocalizations.
- Use singsong, high-pitched speech with nice intonation.
- Repeat his or her laughter and facial expressions.
- Teach the baby to imitate actions, such as peek-a-boo, clapping, blowing kisses, pat-a-cake, itsy bitsy spider, and waving bye-bye. These games teach turn taking that is needed for conversation.
- Sing songs
- Talk while you are doing things, such as dressing, bathing, and feeding (e.g., "Mommy is washing Sam's hair"; "Sam is eating carrots"; "Oh, these carrots are good!").
- Talk about where you are going, what you will do once you get there, and who and what you'll see (e.g., "Sam is going to Grandma's house. Grandma has a dog. Sam will pet the dog.").
- Talk about colors (e.g., "Sam's hat is red").
- Practice counting. Count toes and fingers.
- Count steps as you go up and down them.
- Teach animal sounds (e.g., "A cow says 'moo'").

Strategies to encourage Language Development from 1-2 Years

- Talk while doing things and going places. When taking a walk in the stroller, for example, point to familiar objects (e.g., cars, trees, and birds) and say their names. "I see a dog. The dog says 'woof.' This is a big dog. This dog is brown."
- Use simple but grammatical speech that is easy for the child to imitate.
- Take a sound walk around the child care facility, house or in the baby's room. Introduce him/her to Timmy Clock, who says "t-t-t-t." Listen to the clock as it ticks. Find Mad Kitty Cat who bites her lip and says "f-f-f-f" or Vinnie Airplane who bites his lip, turns his voice motor on and says "v-v-v-v." These sounds will be old friends when the child is introduced to phonics in preschool and kindergarten.
- Make bath time "sound playtime" as well. You are eye-level with the child. Play with Peter Tugboat, who says "p-p-p-p." Let the child feel the air of sounds as you make them. Blow bubbles and make the sound "b-b-b-b." Feel the motor in your throat on this sound. Engines on toys can make a wonderful "rrr-rrr-rrr" sound.
- Expand on words. For example, if your child says "car," you respond by saying, "You're right! That is a big red car."
- Continue to find time to read to children every day. Try to find books with large pictures and one or two words or a simple phrase or sentence on each page. When reading to children, take time to name and describe the pictures on each page.
- Have the child point to pictures that you name.
- Ask the child to name pictures. He or she may not respond to your naming requests at first. Just name the pictures for him or her. One day, he or she will surprise you by coming out with the picture's name.

Strategies to encourage Language Development from 2-3 Years

- Use clear, simple speech that is easy to imitate.
- Show the child that you are interested in what he or she says to you by repeating what he or she has said and expanding on it. For example, if the child says, "pretty flower," you can respond by saying, "Yes, that is a pretty flower. The flower is bright red. It smells good too. Does Sam want to smell the flower?"
- Let the child know that what she or he has to say is important to you by asking him or her to repeat things that you do not completely understand. For example, "I know you want a block. Tell me again which block you want."
- Expand on the child's vocabulary. Introduce new vocabulary through reading books that have a simple sentence on each page.
- Name objects and describe the picture on each page of the book. State synonyms for familiar words (e.g., mommy, woman, lady, grown-up, adult) and use this new vocabulary in sentences to help your child learn it in context.
- Put objects into a bucket and have the child remove one object at a time, saying its name. You repeat what your child says and expand upon it: "That is a comb. Sam combs his hair." Take the objects from the bucket and help the child group them into categories (e.g., clothes, food, drawing tools).
- Cut out pictures from old magazines and make a scrapbook of familiar things. Help the child glue the pictures into the scrapbook. Practice naming the pictures, using gestures and speech to show how you use the items.
- Look at family photos and name the people. Use simple phrases/sentences to describe what is happening in the pictures (e.g., "Sam swims in the pool").
- Write simple appropriate phrases under the pictures. For example, "I can swim," or "Happy birthday to Daddy." Your child will begin to understand that reading is oral language in print.
- Ask the child questions that require a choice, rather than simply a "yes" or "no" answer. For example, rather than asking, "Do you want milk? Do you want water?", ask, "Would you like a glass of milk or water?" Be sure to wait for the answer, and reinforce successful communication: "Thank you for telling mommy what you want. Mommy will get you a glass of milk."
- Continue to sing songs, play finger games ("Where is Thumbkin?"), and tell nursery rhymes ("Hickory Dickory Dock"). These songs and games introduce your child to the rhythm and sounds of language.

Strategies to encourage Language Development from 3-4 Years

- Cut out pictures from old catalogs. Then make silly pictures by gluing parts of different pictures together in an improbable way. For example, glue a picture of a dog to the inside of a car as if the dog is driving. Help the child explain what is silly about the picture.
- Sort pictures and items into categories, but increase the challenge by asking the child to point out the item that does not belong in a category. For example, a baby does not belong with a dog, cat and mouse. Tell the child that you agree with his or her answer because a baby is not an animal.
- Expand vocabulary and the length of the child's utterances by reading, singing, talking about what you are doing and where you are going, and saying rhymes.
- Read books that have a simple plot, and talk about the story line with the child. Help the child to retell the story or act it out with props and dress-up clothes. Tell him or her your favorite part of the story and ask for his or her favorite part.
- Look at pictures, and have the child explain what is happening in each one.
- Work on comprehension skills by asking the child questions. Have him or her try to fool you with his or her own questions. Make this game playful by pretending that you have been fooled by some of his or her really hard questions.
- Expand on social communication and storytelling skills by "acting out" typical scenarios (e.g., cooking food, going to sleep, or going to the doctor) with a dollhouse and its props. Do the same type of role-playing activity when playing dress-up. As always, ask the child to repeat what he or she has said if you do not understand it completely. This shows that what he or she says is important to you.

Strategies to encourage Language Development from 4-5 Years

- Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down, big and little).
- Offer a description or clues and have the child identify what you are describing.
- Work on forming and explaining categories (fruits, furniture, shapes).
- Follow the child's directions as she or he explains how to do something.
- Give full attention to the child when he or she is speaking, and acknowledge, praise, and encourage him or her afterward. Before you speak to a child, be sure to get his or her undivided attention. Pause after speaking, allowing him or her to respond to what you have said.
- Build on the child's vocabulary. Provide definitions for new words, and use them in context: "This *vehicle* is riding on the highway. It is a car. A bus is another kind of vehicle. So are a train and an airplane."
- Encourage the child to ask for an explanation if he or she does not understand what a word means.
- Point out things that are the same or different. Play games incorporating these concepts that he or she will encounter later in the classroom in reading readiness.
- Sort items into categories. Now try to sort them by pointing out more subtle differences between objects (e.g., rocks that are smooth vs. those that are rough, heavy vs. light, big vs. small). Again, have the child identify the object that does not belong in a given category, but now ask him or her to explain why the item does not belong.
- Expand on social communication and narration skills (telling a story) by role-playing. Play house, doctor, and store using dialogue, props, and dress-up clothes. Do the same with a dollhouse and its props, acting out scenarios and making the dolls talk.
- Read stories with easy-to-follow plots. Help your child predict what will happen next in the story. Act out the stories, and put on puppet shows of the stories. Have the child draw a picture of a scene from the story, or of a favorite part. You can do the same thing

with videos and television shows, as these also have plots. Ask "wh" questions (who, what, when, where, or why) and monitor his or her response.

- Expand on the child's comprehension and expressive language skills by playing "I Spy": "I spy something round on the wall that you use to tell the time." After the child guesses what you have described, have him or her give you clues about something that he or she sees.
- Give children two-step directions (e.g., "Get your coat from the closet and put it on"). Encourage your child to give directions to explain how he or she has done something. For example, ask the child to explain how he made a structure out of Lego blocks. When playing doctor, ask the child to explain what she did to give the baby a checkup. Draw a picture, and write down the child's story as he or she tells it. The child will soon grasp the power of storytelling and written language.
- Play age-appropriate board games with children (e.g., "Candyland" or "Chutes and Ladders").
- Have the child help you plan and discuss daily activities. For example, have him or her make a shopping list for the grocery store, or help you plan a party for the class. Ask his or her opinion: "What do you think Jimmy would like for his birthday? What kind of fruit do I need to buy at the store?"

Websites and Resources

Center for Social Emotional Foundations of Early Learning

<http://csefel.vanderbilt.edu/>

Virginia Early Childhood Professional Development Center (Landing/Resource Pads)

<http://www.eipd.vcu.edu/index.html>

Zero to Three

<http://www.zerotothree.org/>

American Speech-Language Hearing Association

<http://www.asha.org/>

Center for Early Literacy Learning

<http://www.earlyliteracylearning.org/pgpracts.php>

Home Language Acquisition and Retention for Young Children With Special Needs, Gregory A. Cheatham, Rosa Milagros Santos and Yeonsun Ellie Ro; *Young Exceptional Children*, 2007; 11; 27

Early Dual Language Learning, Fred Genesee; Zero to Three Press, September 2008.

Step-by-step tip sheet for promoting parents' use of responsive teaching, Raab, M., Dunst, C.J., & Trivette, C. M. (2013). In C. J. Dunst, M. Raab, & C. M. Trivette, *Recipes for success: active ingredients for promoting a parent's use of everyday child language learning practices*. *Everyday Child Language Learning Tools*, 2013, Number 6.