Language Facilitation in the Inclusive PreK Classroom

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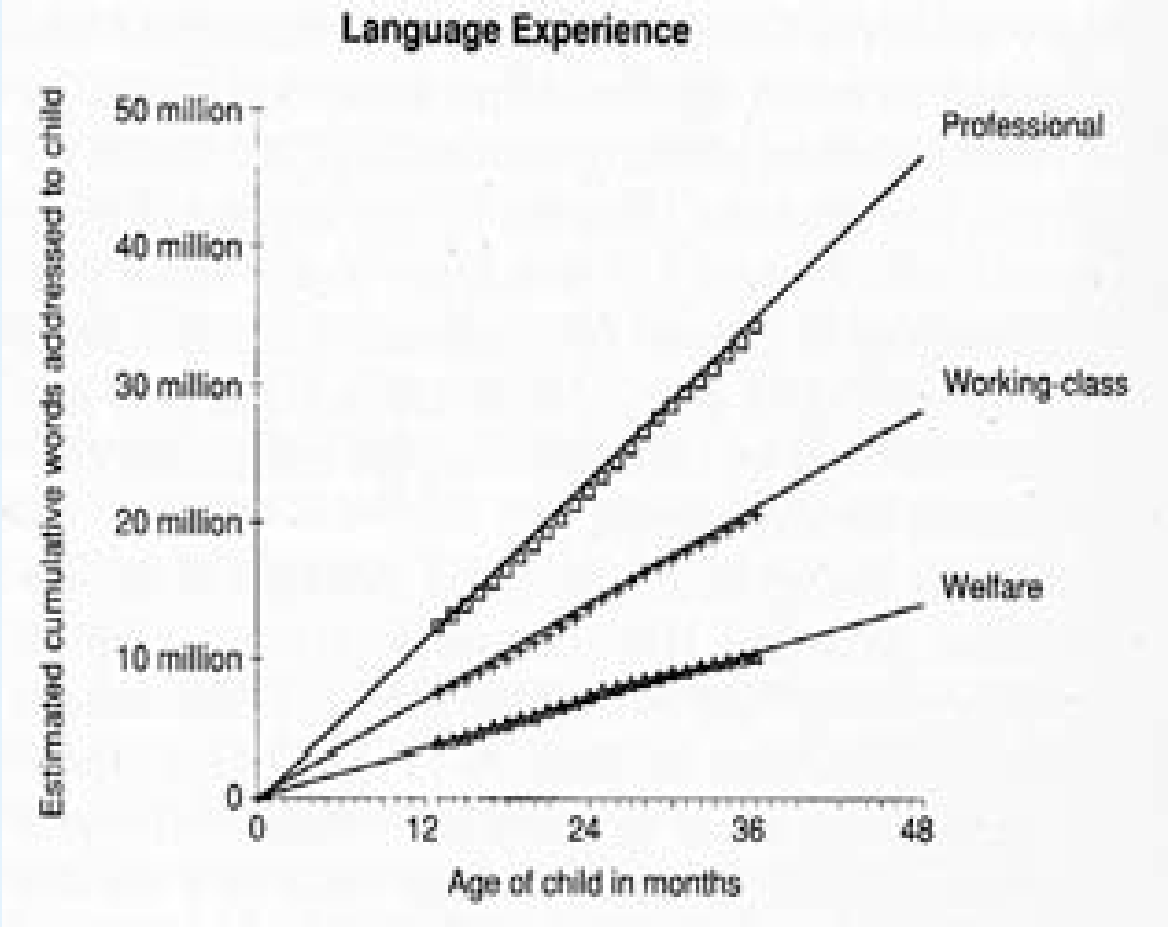
Objectives

- To understand the foundations of language
- To utilize observations to determine language level
- To learn effective language facilitation strategies
- To develop a plan to use language facilitation strategies in the classroom

Language Experience



Setting the Stage for Communication

"The basic need to communicate coupled with a rich and stimulating language environment seem to be the main factors that propel children's early language learning." (Dorothy S. Strickland)

Language Poor vs. Language Rich Environments

- Expectations too high/low
- Directive
- Teacher talk dominates
- Non-responsive
- Narrow questions
- Rarely extend the topic
- Language interchanges discouraged

- Developmentally appropriate expectations
- Children lead
- Responsive
- Wide range of questions
- Extended conversations
- Children are engaged

Communication Begins with Interaction

Interaction

↓

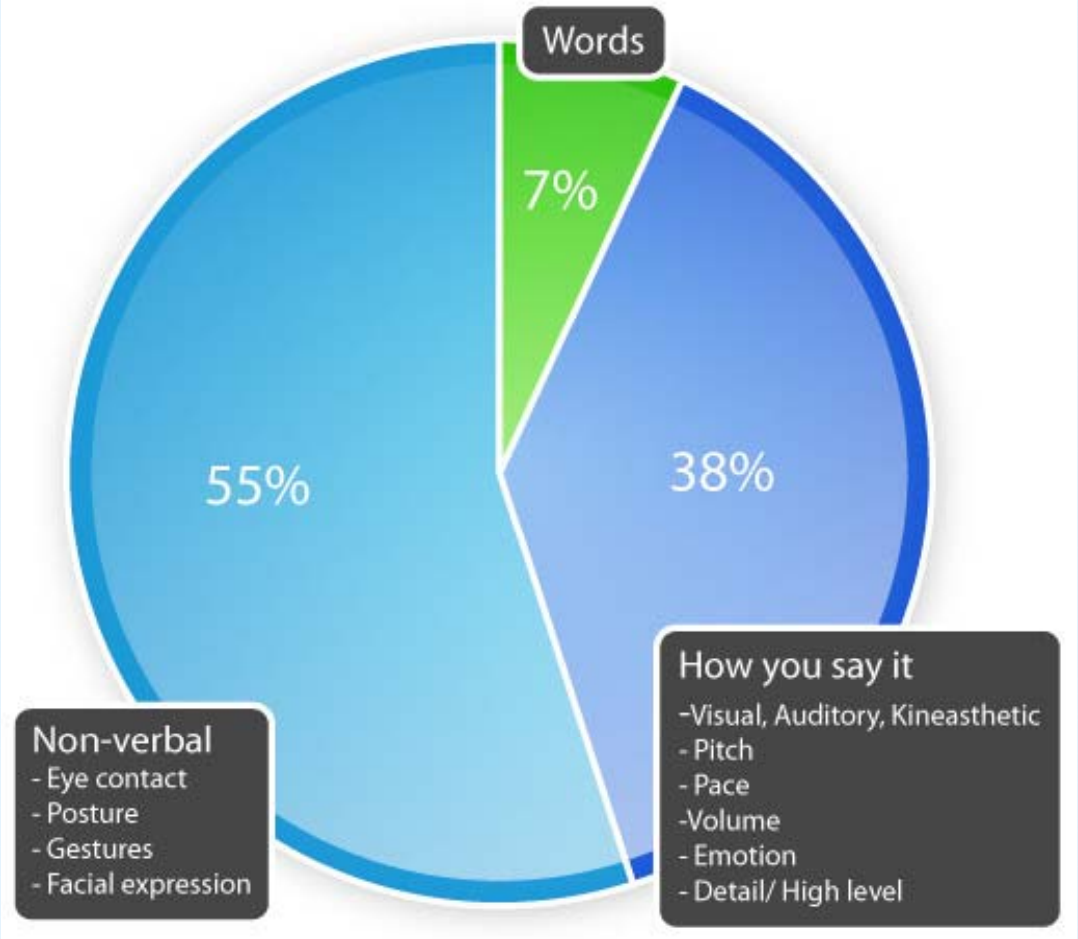
Communication

What is Needed for Communication

For a child to communicate he needs:

- To be involved in an enjoyable interaction
- A reason to communicate
- A way to communicate and express what's on his mind

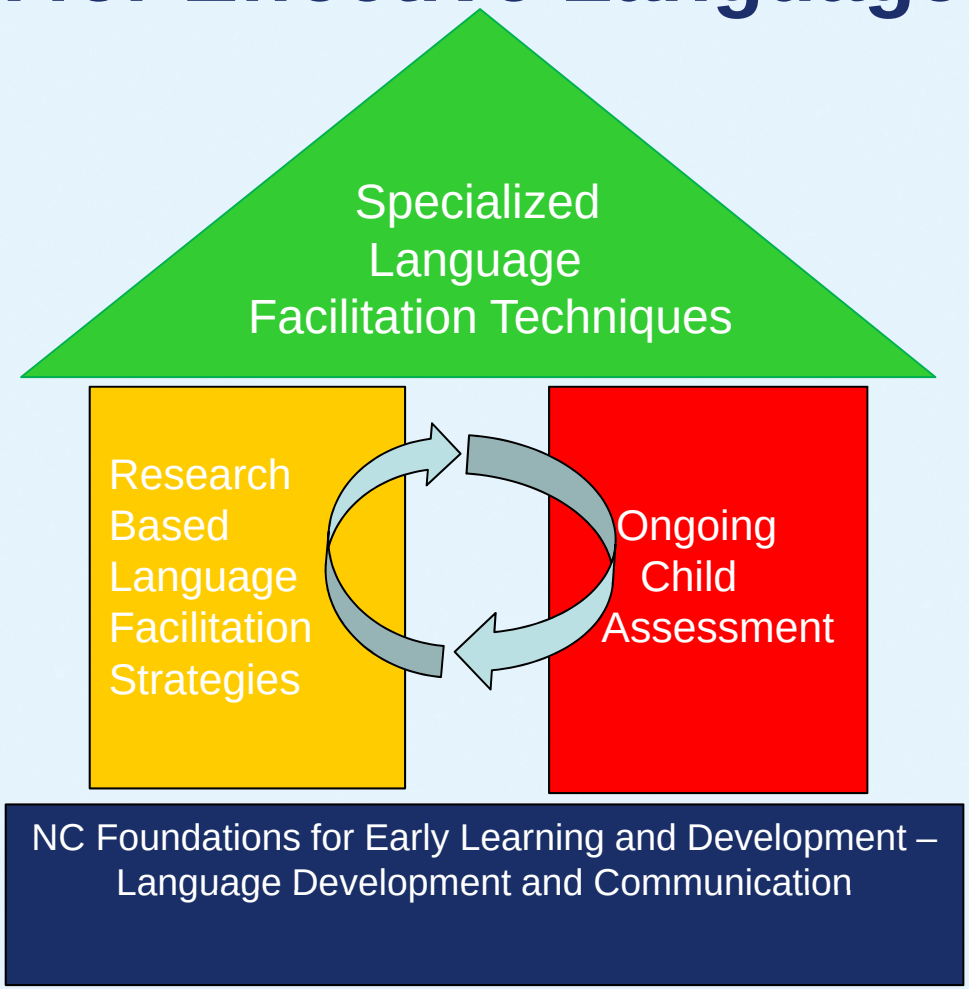
More Than Words….



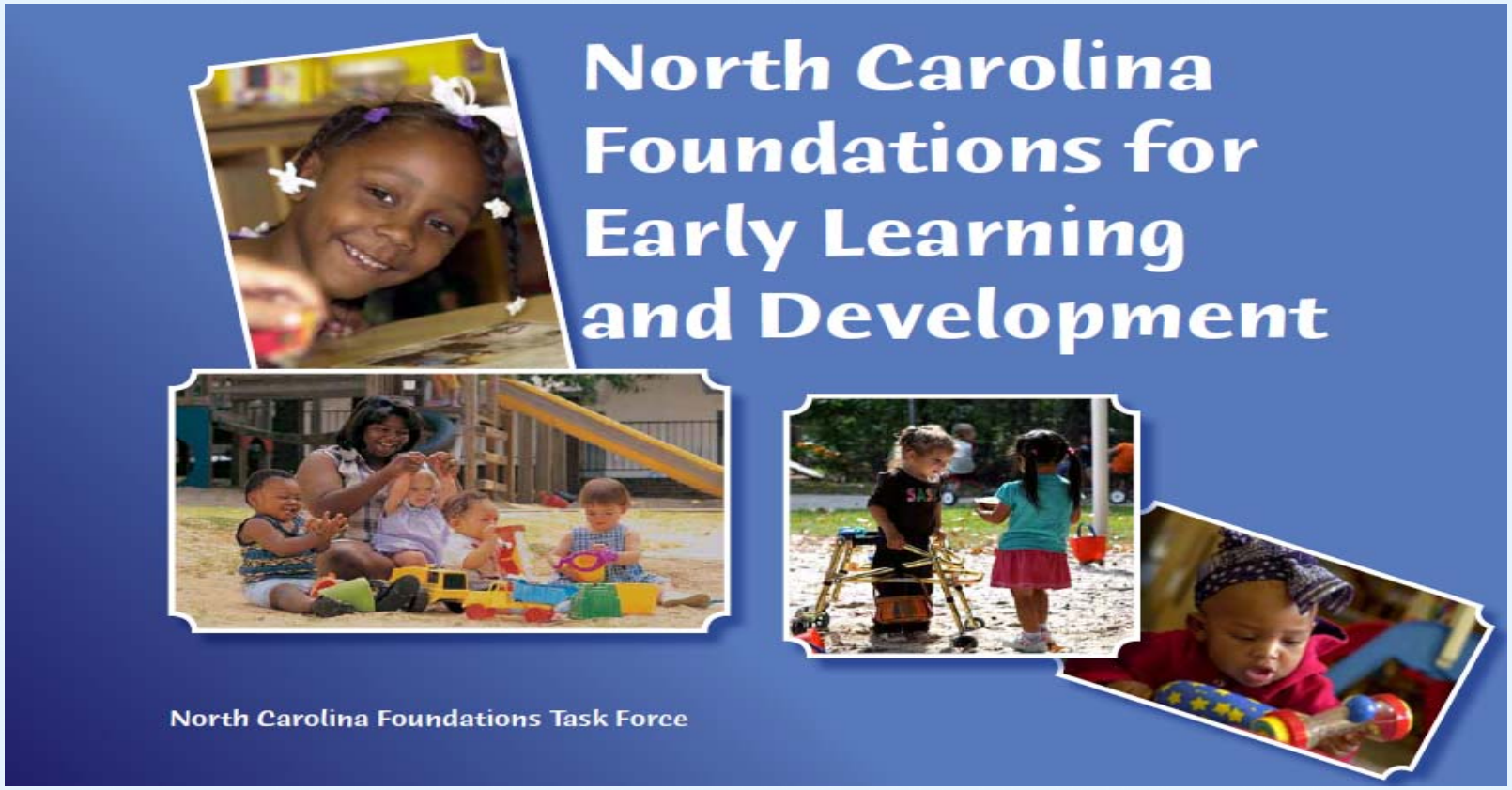
Why Children Communicate

- Requesting
- Protesting
- Greeting
- Responding to others' communications
- Ask for information
- Think, plan and problem solve
- Share feelings, ideas and interests

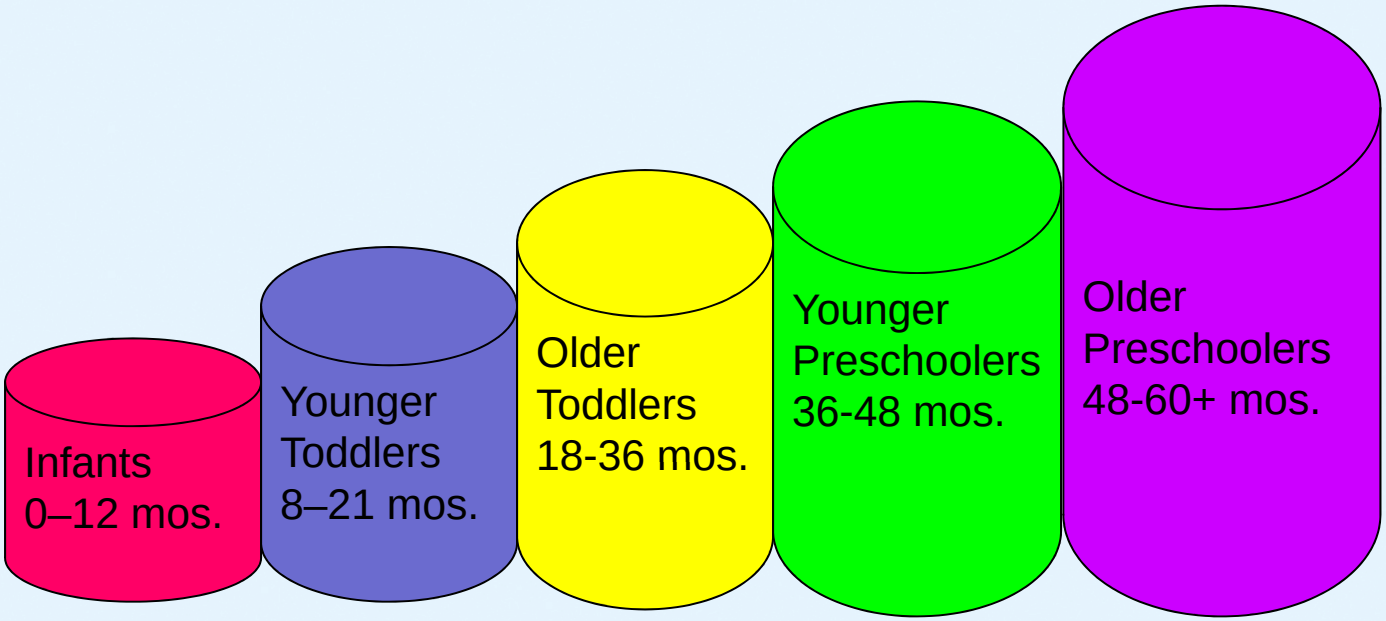
Framework for Effective Language Facilitation



North Carolina Foundations for Early Learning and Development



Stages of Language Development



Infants

- React to environment
- Communicate through sounds, eye gaze, reaching, pointing, facial expressions
- Respond to tone of voice rather than words
- Use eye gaze to establish joint attention
- Understand simple gestures and familiar words
- Anticipate steps in daily routines

Younger Toddlers

- Use one word/sign to communicate
- Use gestures in response to words (i.e. up, bye)
- Attempt to sing familiar songs
- Associate sounds with objects
- Imitate words/signs
- Understand words for familiar objects
- Understand simple directions when paired with gesture

Older Toddlers

- Combine two to three words/signs to communicate
- Understand words when object is not present
- Understand emotion words such as happy, sad, and mad
- Respond to simple yes/no questions (i.e. “Want juice?”) and simple what questions
- Understand simple directions including two-step related directions (i.e. “Get your napkin and put it in the trash.”)

Younger Preschoolers

- Use two to five word phrases and sentences to communicate
- Engage in conversational turn taking
- Respond to where and what…doing questions
- Follow two-step directions
- Understand descriptive concepts such as big/little, hard/soft
- Understand spatial concepts including in, on, out, off, under and behind

Younger Preschoolers (cont'd)

- Use present progressive –ing
- Use prepositions "in" and "on" to describe location of objects
- Ask questions with rising intonation
- Ask what and where questions
- Understands simple stories

Older Preschoolers

- Use long, complex sentences to communicate
- Engage in extended conversations
- Understand directions including two-step unrelated commands (i.e. “Go get your jacket and sit down.”)
- Understand spatial concepts above/below
- Understand time concepts such as night/day, before/after

Older Preschoolers

- Understand words for basic shapes and colors
- Use regular past tense verbs (i.e. “pulled”) and irregular past tense verbs (i.e. “broke”)
- Respond to who, why, how, how many, when and what happens if… questions
- Ask when and why questions

Determining Stages of Development

Observation Checklist Considerations:

- How does the child communicate
- Why does the child communicate
- What does the child understand
- What is the child's ability to engage in social interactions

Observation Checklist

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Believing In Achieving

Language Development and Communication
Observation Checklist

Child's Name: _____ Age: _____ Date: _____ Observer's Name: _____

Infants	Key Developmental Indicators
(Birth-13 months)	☐ Reacts to environment ☐ Communicates through sounds, eye gaze, reaching, pointing, facial expressions ☐ Responds to tone of voice rather than words ☐ Uses eye gaze to establish joint attention ☐ Understands simple gestures and familiar words ☐ Anticipates steps in daily routines
Young Toddlers	**Key Developmental Indicators**
(12-18 months)	☐ Uses one word / sign to communicate ☐ Uses gestures in response to words (i.e. up, bye) ☐ Attempts to sing familiar songs ☐ Associates sounds with objects ☐ Imitates words / signs ☐ Understands words for familiar objects ☐ Understand simple directions when paired with gesture
Older Toddlers	**Key Developmental Indicators**
(18-24 months)	☐ Combines two to three words / signs to communicate ☐ Understands words when object is not present ☐ Understands emotion words such as happy, sad, and mad ☐ Responds to simple yes/no questions (i.e. "Want juice?") and simple what questions ☐ Understands simple directions including two-step related directions (i.e. "Get your napkin and put it in the trash."

North Carolina Foundations

Language Development and Communication

Goal 1: Children understand communication from others

Learning to Communicate

Goal LDC-1: Children understand communications from others.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
• Engage in individual and reciprocal sound exploration and play (make "raspberries" or other sounds with someone). *LDC-1a* • Show interest in voices, and focus on speech directed at them. *LDC-1b* • Respond to different tones in speech directed at them. *LDC-1c* • Respond to simple requests ("Come here." or "Do you want more?"). *LDC-1d*	• Respond to others by using words or signs. *LDC-1e* • Respond to gestures, facial expressions, tone of voice, and some words that show emotions. *LDC-1f* • Follow simple directions and/or visual cues ("Put your pillow on the mat." "Please sit by me."). *LDC-1g*	• Respond when others talk to them, using a larger variety of words or signs. *LDC-1h* • Respond to gestures, facial expressions, tone of voice, and some words that show emotions. *LDC-1i* • Follow two-step directions with visual cues if needed ("Pick up the paper and put it in the trash." "Get your cup and put it on the table."). *LDC-1j*	• Show understanding of increasingly complex sentences. *LDC-1k* • With prompting and support, respond to requests for information or action. *LDC-1l* • Follow simple multistep directions with visual cues if needed. *LDC-1m*	• Show understanding of increasingly complex sentences. *LDC-1n* • Respond to requests for information or action. *LDC-1o* • Follow more detailed multistep directions. *LDC-1p*

North Carolina Foundations

Language Development and Communication

Goal 2: Children participate in conversations with peers and adults in one-on-one, small and larger group interactions

Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
• Respond differently to facial expressions and tones of voice. *LDC-2a* • Pay brief attention to the same object the caregiver is looking at. *LDC-2b* • Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear). *LDC-2c*	• Establish joint attention by looking at an object, at their caregiver, and back at the object. *LDC-2d* • Respond to and initiate dialogue with another person. *LDC-2e* • Use movement or behavior to initiate interaction with another person. *LDC-2f*	• Engage in short dialogues of a few turns. *LDC-2g* • Ask questions or use verbal or nonverbal cues to initiate communication with another. *LDC-2h*	• Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication). *LDC-2i* • Initiate and carry on conversations, and ask questions about things that interest them. *LDC-2j* • With prompting and support, make comments and ask questions related to the topic of discussion. *LDC-2k*	• Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). *LDC-2l* • Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. *LDC-2m* • Initiate and participate in conversations related to interests of their own or the persons they are communicating with. *LDC-2n* • Participate in a group discussion, making comments and asking questions related to the topic. *LDC-2o* • Appreciate and use humor. *LDC-2p*

North Carolina Foundations

Language Development and Communication

Goal 3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood

Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.				
Developmental Indicators				
Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
Emerging	• Respond to simple statements and questions about pictures, play, people, and things that are happening. *LDC-3a*	• Answer simple questions ("What is she doing?" "What happened to the bear in the story?"). *LDC-3b* • Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information. *LDC-3c*	• Answer longer questions using more detail. *LDC-3d* • Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. *LDC-3e*	• Answer more complex questions with more explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me."). *LDC-3f* • Ask specific questions to learn more about their world, understand tasks, and solve problems. *LDC-3g*

North Carolina Foundations

Language Development and Communication

Goal 4: Children speak audibly and express thoughts, feelings and ideas clearly

Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
• Repeat actions that mean something specific (lift arms to be picked up, point at desired toys). *LDC-4a* • Make different sounds for different purposes (whimper when wet, cry loudly when hungry). *LDC-4b* • "Jabber" and pretend to talk using many sounds or signs from the languages used around them. *LDC-4c*	• Communicate through facial expressions, sounds, and body movements. *LDC-4d* • Expect others to understand them and show frustration, often through their behavior, if not understood. *LDC-4e*	• Communicate messages with expression, tone, and inflection. *LDC-4f* • Use speech that is understood most of the time by familiar listeners. *LDC-4g*	• Communicate messages with expression, tone, and inflection appropriate to the situation. *LDC-4h* • Speak clearly enough to be understood by familiar adults and children. *LDC-4i*	• Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. *LDC-4j* • Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). *LDC-4k* • Speak clearly enough to be understood by most people. *LDC-4l*

North Carolina Foundations

Language Development and Communication

Goal 5: Children describe familiar people, places, things and events

Goal LDC-5: Children describe familiar people, places, things, and events.				
Developmental Indicators				
Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
Emerging	• Act out familiar scenes and events, and imitate familiar people. *LDC-5a*	• Talk to themselves and others about what they are "working on," what they are doing, routines, and events of the day. *LDC-5b* • Use dramatic play to act out familiar scenes and events, and imitate familiar people. *LDC-5c*	• Talk to themselves and others about what they are "working on," what they are doing, routines, and events of the day. *LDC-5d* • Describe experiences and create or retell short narratives. *LDC-5e*	• Describe experiences and create and/or retell longer narratives. *LDC-5f*

North Carolina Foundations

Language Development and Communication

Goal 6: Children use most grammatical constructions of their home language well

Goal LDC-6: Children use most grammatical constructions of their home language well.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
• Make different sounds for different purposes (whimper when wet, cry loudly when hungry). *LDC-6a* • "Jabber" and pretend to talk using many sounds or signs from the languages used around them to communicate. *LDC-6b*	• "Jabber" and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. *LDC-6c* • Use a few words to communicate (make requests and ask questions). *LDC-6d*	• Communicate in short sentences that follow the word order of their home language. *LDC-6e* • Combine two and three words. *LDC-6f*	• Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). *LDC-6g* • Make grammatical errors that follow language rules (say, "mouses" instead of "mice"). *LDC-6h*	• Speak in full sentences that are grammatically correct most of the time. *LDC-6i*

North Carolina Foundations

Language Development and Communication

Goal 7: Children respond to and use a growing vocabulary

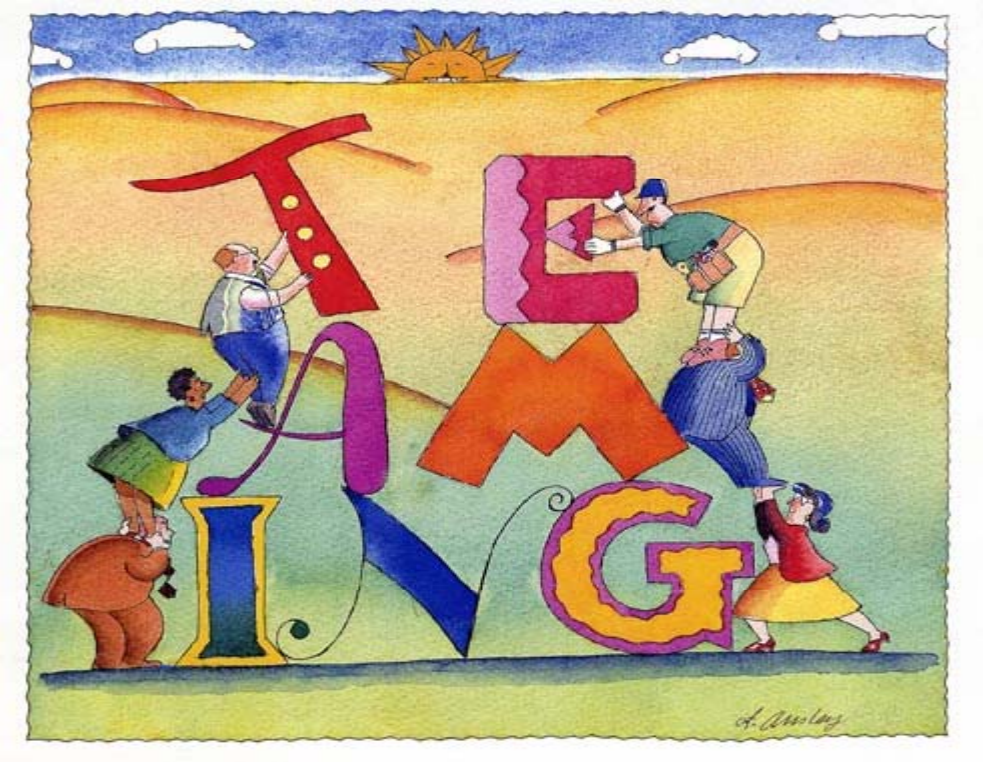
Goal LDC-7: Children respond to and use a growing vocabulary.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
• Make specific sounds, facial expressions, and/or gestures for certain people and objects. *LDC-7a* • Imitate sounds, words, and gestures. *LDC-7b* • Recognize spoken or signed words for common items. *LDC-7c*	• Show steady increase in words used (e.g., name family members and familiar objects). *LDC-7d* • Imitate parts of familiar songs, chants, or rhymes. *LDC-7e* • Respond to simple words and phrases that they hear often. *LDC-7f* • Use several words to make requests (e.g., "done," "wannit," "please") as well as to label people and objects. *LDC-7g*	• Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). *LDC-7h* • Participate in or repeat familiar songs, chants, or rhymes. *LDC-7i* • Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). *LDC-7j*	• Repeat familiar songs, chants, or rhymes. *LDC-7k* • Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). *LDC-7l* • Make up names for things using words they know (e.g., dog doctor for veterinarian). *LDC-7m* • Use many kinds of cues in the environment to figure out what words mean. *LDC-7n*	• Repeat familiar songs, chants, or rhymes. *LDC-7o* • Use a growing vocabulary that includes many different kinds of words to express ideas clearly. *LDC-7p* • Infer the meaning of different kinds of new words from the context in which they are used (for example, hear "sandals" and "boots" used to describe two pairs of shoes, and infer that the unfamiliar

Transdisciplinary Approach

"It Takes A Village"



Language Facilitation Strategies

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Language Facilitation Strategies

Strategy	Description	Example	Research	LDC	Implementation Plan
Open-Ended Questions	• Keep the conversation going • Avoid one or two word responses • Allow children to share ideas and thoughts • Limit "right" or "wrong" answers	Adult: What do you think? Adult: What did you do when you played outside? Adult: I wonder what he will do next.	Make comments and ask questions that encourage children to: Predict what is going to happen next Project and put themselves in the shoes of other people or into situations they have never experienced Take on pretend roles and act out imaginary scenarios; and Problem-solve The more children learn to use this kind of abstract language themselves, the better prepared they will be to learn to read. Tompkins, V., Zucker, T. A., Justice, L. M and Binici, S. (2013). Inferential talk during teacher-child interactions in small-group play. Early Childhood Research Quarterly, 28 (2), 424-436.	LDC-3	
Observe Wait Listen	• Observe: what the child is interested in • Wait: stop talking, lean forward and look at the child expectantly • Listen: pay close attention to child's sounds and words	Child: shows interest in bubbles Adult: looks at bubbles then back at child and waits Child: initiates by reaching and saying "bubbles"	Make conversations with children go back and forth at least five times. Ask questions that both build on what children have said and that they will want to answer. Also, make comments that show your interest and wait expectantly for a response. The longer children stay in a conversation, the more practice, feedback and information they get – all of which build their language skills. Rhyner, P. M., Guenther, K. L., Pizur-Barnekow, K., Cashin, S. E. and Chavie, A. L. (2012) Child caregivers' contingent responsiveness behaviors during interactions with toddlers within three day care contexts. Communication Disorders Quarterly	LDC-1	
Follow the Child's Lead	• Imitate • Interpret • Comment • Join in and play	Child: "Dah" holds out cup Adult: "More juice. You want more juice." Child: stacking objects Adult: attempts to add own object to stack	Let children start the conversation and follow their lead by responding with interest to what they say. These kinds of conversations motivate children to talk and are associated with later academic success. Dunst, C.J., Raab, M. and Trivette, C. M. (2012). Characteristics of naturalistic language intervention strategies. Journal of Speech-Language Pathology and Applied Behavior Analysis, 5 (3-4), 8-16.	LDC-2 LDC-7	

Open-Ended Questions

- Keep the conversation going
- Avoid one or two word responses
- Allow people to share ideas and thoughts
- Limit “right” or “wrong” answers

Questions That Keep the Conversation Going

Activity:

1. Yes-or-no questions
2. Choice question
3. WH questions
4. Comments

Observe, Wait, Listen

- **O**bserve: what the child is interested in
- **W**ait: stop talking, lean forward and look at the child expectantly
- **L**isten: pay close attention to child's sounds and words

Follow the Child's Lead

- Imitate
- Interpret
- Comment
- Join in and play

Information Talk

- Describe what the child is doing or seeing
- Do not expect or demand a response
- Give plenty of wait time between descriptions

Indirect Correction

- Correct mispronounced words or incorrect grammar within the context of conversation

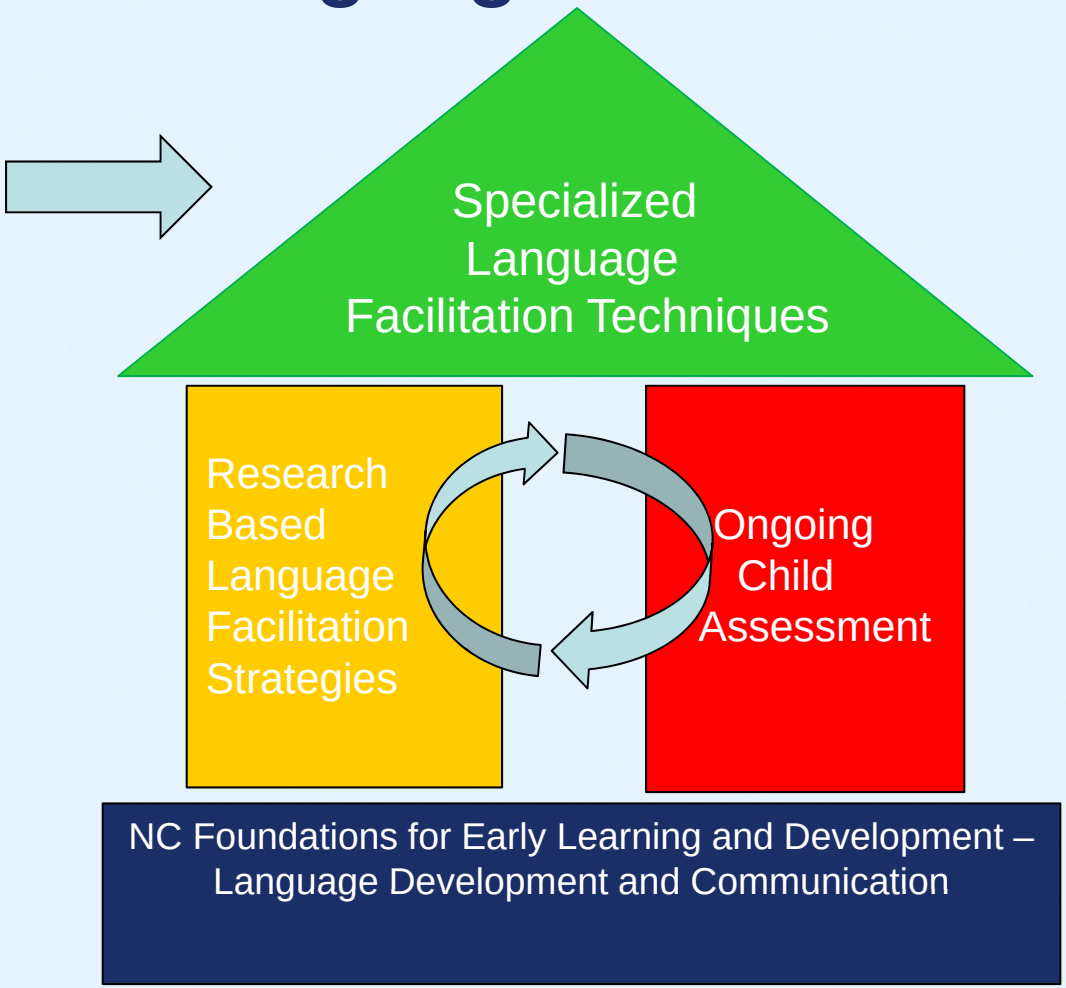
Expansions

- Repeat what the child just said and then add a little more to expand the phrase
- Child learns by listening

SPARK an Interaction

- **S**tart the same way
- **P**lan the child's turn
- **A**djust the routine so the child can take a turn
- **R**epeat the same actions, sounds and words
- **K**eep the end the same

Specialized Language Facilitation Techniques



Intensive Repetition of Grammatical Rule

- Repeat sentences that illustrate rule within context of daily routine
- Over a short period of time
- Provide model, imitation by child is not required
- Choose 1-2 rules to address

Modeling Scripts

- Teacher models language and actions appropriate for a given situation
- Give child basic idea of what to do
- Align expectations with peers
- Ensure child is familiar with related vocabulary

Guided Practice of Storytelling

- Read book several times
- Tell children they will be retelling the story
- Guide discussion by asking questions
- Reenact the story with props
- Draw picture of the story

Wrap Up

Questions

Language Development and Communication
Observation Summary

Child's Name: _____ Age: _____ Date: _____ Observer's Name: _____

Infants	Key Developmental Indicators
(Birth-12 months)	☐ Reacts to environment ☐ Communicates through sounds, eye gaze, reaching, pointing, facial expressions ☐ Responds to tone of voice rather than words ☐ Uses eye gaze to establish joint attention ☐ Understands simple gestures and familiar words ☐ Anticipates steps in daily routines
Young Toddlers	**Key Developmental Indicators**
(8-21 months)	☐ Uses one word / sign to communicate ☐ Uses gestures in response to words (i.e. up, bye) ☐ Attempts to sing familiar songs ☐ Associates sounds with objects ☐ Imitates words / signs ☐ Understands words for familiar objects ☐ Understand simple directions when paired with gesture
Older Toddlers	**Key Developmental Indicators**
(18-36 months)	☐ Combines two to three words / signs to communicate ☐ Understands words when object is not present ☐ Understands emotion words such as happy, sad, and mad ☐ Responds to simple yes/no questions (i.e. "Want juice?") and simple what questions ☐ Understands simple directions including two-step related directions (i.e. "Get your napkin and put it in the trash."
Younger Preschoolers	**Key Developmental Indicators**
(36-48 months)	☐ Uses two to five word phrases and sentences to communicate ☐ Engages in conversational turn taking ☐ Responds to where and what…doing questions ☐ Follows two-step directions ☐ Understand descriptive concepts such as big/ little, hard/soft ☐ Understands spatial concepts including in, on, out, off, under and behind ☐ Uses present progressive –ing ☐ Uses prepositions "in" and "on" to describe location of objects ☐ Asks "what" and "where" questions ☐ Understands simple stories
Older Preschoolers	**Key Developmental Indicators**
(48-60+ months)	☐ Uses long, complex sentences to communicate ☐ Engages in extended conversations ☐ Understands directions including two-step unrelated commands (i.e. "Go get your jacket and sit down.") ☐ Understand spatial concepts above / below ☐ Understand time concepts such as night/day, before/after ☐ Understands words for basic shapes and colors ☐ Uses regular past tense verbs (i.e. "pulled") and irregular past tense verbs (i.e. "broke") ☐ Responds to who, why, how, how many, when and what happens if… questions ☐ Asks "when" and "why" questions

Language Facilitation Strategies

Strategy	Description	Example	Research	LDC	Implementation Plan
Open-Ended Questions	• Keep the conversation going • Avoid one or two word responses • Allow children to share ideas and thoughts • Limit "right" or "wrong" answers	Adult: What do you think? Adult: What did you do when you played outside? Adult: I wonder what he will do next.	Make comments and ask questions that encourage children to: Predict what is going to happen next Project and put themselves in the shoes of other people or into situations they have never experienced Take on pretend roles and act out imaginary scenarios; and Problem-solve The more children learn to use this kind of abstract language themselves, the better prepared they will be to learn to read. Tompkins, V., Zucker, T. A., Justice, L. M and Binici, S. (2013). Inferential talk during teacher-child interactions in small-group play. Early Childhood Research Quarterly, 28 (2), 424-436.	LDC-3	
Observe **W**ait **L**isten	• **O**bserve: what the child is interested in • **W**ait: stop talking, lean forward and look at the child expectantly • **L**isten: pay close attention to child's sounds and words	Child: shows interest in bubbles Adult: looks at bubbles then back at child and waits Child: initiates by reaching and saying "bubbles"	Make conversations with children go back and forth at least five times. Ask questions that both build on what children have said and that they will want to answer. Also, make comments that show your interest and wait expectantly for a response. The longer children stay in a conversation, the more practice, feedback and information they get – all of which build their language skills. Rhyner, P. M., Guenther, K. L., Pizur-Barnekow, K., Cashin, S. E. and Chavie, A. L. (2012) Child caregivers' contingent responsiveness behaviors during interactions with toddlers within three day care contexts. Communication Disorders Quarterly	LDC-1	
Follow the Child's Lead	• Imitate • Interpret • Comment • Join in and play	Child: "Dah" holds out cup Adult: "More juice. You want more juice." Child: stacking objects Adult: attempts to add own object to stack	Let children start the conversation and follow their lead by responding with interest to what they say. These kinds of conversations motivate children to talk and are associated with later academic success. Dunst, C.J., Raab, M. and Trivette, C. M. (2012). Characteristics of naturalistic language intervention strategies. Journal of Speech-Language Pathology and Applied Behavior Analysis, 5 (3-4), 8-16.	LDC-2 LDC-7	

Language Facilitation Strategies

Strategy	Description	Example	Research	LDC	Implementation Plan
Information Talk	• Adult describes what the child is doing or seeing • Do not expect or demand a response • Give plenty of wait time between descriptions	Adult: "You are stacking the blocks. Your tower is getting taller and taller."	Provide children with numerous opportunities to work with new words. Research indicates that struggling students need approximately 40 exposures to a word before they own it while bright children need 4 exposures and the average child needs 14 exposures. Marzano, R.J. (2004). Building Background Knowledge for Academic Achievement.	LDC-1 LDC-5 LDC-7	
Indirect Correction	• Correct mispronounced words or incorrect grammar within the context of conversation	Child: "I goed to the store" Adult: "Oh, you went to the store."	Use, short simple phrases or sentences with proper grammar when talking to children. Telegraphic speech may hinder children's learning of grammar and word meanings as it deprives children of the helpful cues and information that come from grammatical speech. For example, babies realize that words that end in "-ing" are verbs, making it easier to figure out the word's meaning. Fey, M. (2008) The (mis-)use of telegraphic input in child language intervention. Revista de Logopedia, Foniatria y Audiologia , Vol. 28, No. 4, 218-230.	LDC-4 LDC-6	
Expansions	• Repeat what the child just said and then add a little more to expand the phrase • Child learns by listening	Child: "No, go…big" Adult: "It won't go. The fire truck is too big." Child: "Small" Adult: "You need a small car."	Expansion of the child's utterances is a basic tool in language facilitation. This reinforces the child's talking, gives her the support for the next level of complexity, and provides new information. Cole, K. and Maddox, M. (2010). Language is the Key. Seattle, Washington. Washington Learning Systems.	LDC-6	
SPARK an Interaction by Using a Routine	• Start the same way • Plan the child's turn • Adjust the routine so the child can take a turn • Repeat the same actions, sounds and words • Keep the end the same	Adult: Uses the same gesture for "round" to signal Ring Around the Rosie song; waits for child to initiate Child: uses gesture to initiate Ring Around the Rosie song	Responsiveness, which is reflected in the caregivers' prompt, positive and sensitive contingent input has been consistently associated with optimal child language outcomes. Stock, C. D. (2002). The effects of responsive caregiver communication on the language development of at-risk preschoolers. Eugene, University of Oregon.	LDC-1 LDC-2	