

**As you reflect on your daily practice and interactions with children,
please ask yourself, “How often do I...”**

1. Understand others and how often others get the meaning from my communication?
2. Think How NB infants develop language -?exposure – How?
3. When does literacy begin - ? How it gets supported?
4. Think through your memory lane the positive effect of language and communication – praises , letters, books, poetry , music .

Goal : Learning Objective of gaining understanding of the principles of Early Language Development and recognize the connection to best nurture practices.



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Introduction to Supporting Language & Literacy Development

ZERO TO THREE Critical Competencies for Infant-Toddler Educators™

- Course Curriculum
- Area 3: Supporting Language & Literacy Development

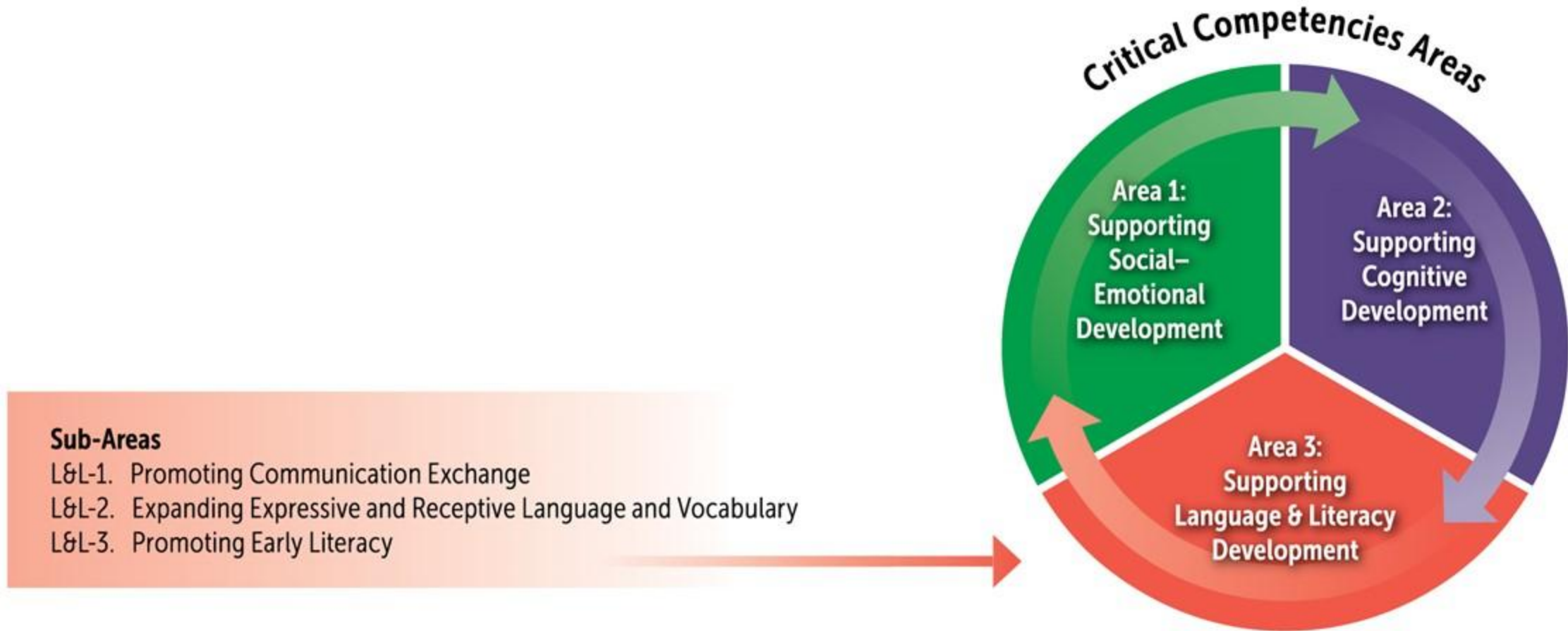
—Mandela, 1994, p. 84

PRINCIPLES OF EARLY LANGUAGE DEVELOPMENT AND THE CONNECTION TO BEST PRACTICES

Area 3: Language & Literacy Development



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6 principles of early language development

1. Children learn what they hear most
2. Children learn words for things and events that interest them
3. Interactive and responsive environments build language learning
4. Children learn best in meaningful contexts
5. Children need to hear diverse examples of words and language structures
6. Vocabulary and grammatical development are reciprocal processes

Source: Hirsh-Pasek and Golinkoff, 2012



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Let's get started!



“The oral language and vocabulary children learn through interactions with parents, siblings, and through high quality interactions with educators provide the foundation for later literacy and for learning across all subject areas, as well as for their socioemotional well-being.”

—Institute of Medicine & National Research Council, 2015, p.112

For each of Golinkoff's and Paschek's principle of language development ask these questions and seek answer.

You can pair up with your colleagues at work and come up with answers.

1. What do you think the statement means in terms of language development
2. What can you give as examples that you do in your program or interactions with children that reflects this principle?



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Promoting Communication Exchange

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- Area 3: Supporting Language & Literacy Development
- Sub-Area 1 (L&L-1)



Area 3: Supporting Language & Literacy Development

1. Understand 0-3year child's interest to engage in communication exchange
2. Explore teaching strategies and practices that support, facilitate and extend children's engagement in communicating.
3. Recognize the effect of growing up in limited language environment
4. Recognize the demonstrated intent of communication in multi language learners, use that strategy to encourage and build effective communication that is meaningful them.

Sub Areas

L&L-1. Promoting Communication Exchange

L&L-2. Expanding Expressive and Receptive Language and vocabulary

L&L-3. Promoting Early Literacy



**Competency-Based
Learning Objectives**



During this training, successful participants will (minimum of 3 objectives):

- 1. How language development occurs from prenatal through first 5 years*
- 2. Understand how language develops and impacts learning*
- 3. How parents, adult caretakers and teachers foster this learning through play during all day routines and activities*
- 4. Understand how and why gaps occur in language development and delays in learning*
- 5. Practice language learning and communication and literacy strategies*
- 6. Foster family engagement in accomplishing these goals and link up every experience to foster skills*

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Welcome and Reflection



What is Language Development?



- Language is the process of speaking and listening to communicate meaning.
Communication Exchange
- Children learn language as they interact with responsive adults and peers and experience language use in meaningful contexts.
- Rich Language exposure daily through routines
- Non - Verbal and verbal Communication Exchange
- Golinkoff-Pacek rules 1 and 2

Language Development



Language is used
to express and
understand words.



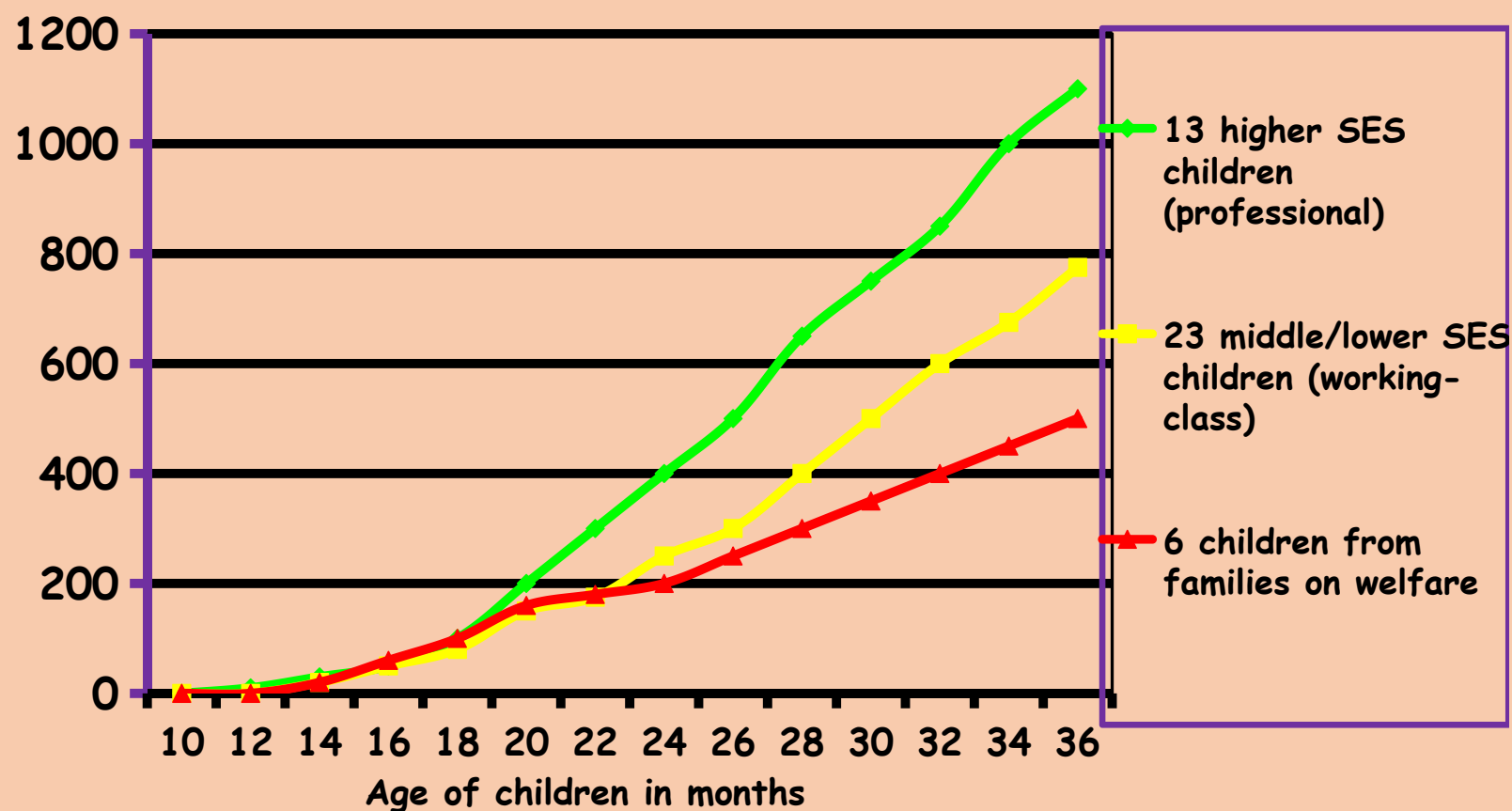
Receptive language - the mental store of words and phrases children can understand when heard in context.

Wernicke's

Expressive language - the words children use to express themselves. - Broca's

Through reciprocal communication- PARENTESE
Broca's area Becomes active

Close Vocabulary Gap



Meaningful Differences in the Everyday Experience of Young American Children by Hart & Risley (1995)

SUPPORTING AND PROMOTING COMMUNICATION EXCHANGE

- L&L: 1a. Verbal communication by adult is important for infant to develop expressive vocabulary and expressive language skills as infants grow and mature.
- L&L: 1b). Wait and watch for both verbal and nonverbal responses from the infant to promote back and forth , Serve- Return communication and interaction.
- L&L: 1c). Use open ended, short response questions, wait for a response verbal or nonverbal communication before moving on to ask a follow up question.
- L&L; 1d). Take a turn in response to a child's invitation.
- L&L:1e). After pausing for a response, model a verbal response to more complex questions – Extended discourse on a topic.
- L&L:1f). Model a verbal response with new way of thinking by making a short comment. Ex: May be "A" was thinking in this way you than what it seems.
- L&L:1g). Use explanation and reasoning for children to understand why and how things happen, choice making, concept development and explore through their interest

Questioning Practice



Think of a closed-ended question.

Example: What color is your shirt?

Think of an open-ended question.

Example: What's happening in your book?

Introduction



Photos: left and right ©KiwStreetStudios; middle ©S. LaMoine

Communication includes not only formal language but also other exchanges meant to convey meaning

IS Speech Important for Communication Exchange ?

Do we have difficulty being understood or understand in communication exchange ?-
Sharade game is an example



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Activity: I see what you're saying





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1. Communication connects people

2. Shared understanding

What does it feel like emotionally to infants who are not yet speaking - Play Sharade game and see what one goes through emotionally, guessing and how familiarity helps .

Do infants have capability of understanding ?

We will explore the implicit capabilities and how they expand

Focus on Children

Sending, receiving, and taking turns: Contingent Responsiveness of a conversation exchange

Distress call, back and Forth

The pattern of communication





Did you ever notice...

...that very young babies have an alternating pattern of action and rest to many of their actions?

When attentive, caring adults notice these brief pauses, the result is a back-and-forth, conversation-like interaction.

Over a time this SERVE- RETURN, Back and Forth exchange becomes a means of communication exchange crying , vocal expressions and remember we talked about SYNCHRONY when infant learns how to try to get attention various ways or a louder cry till adult response and attention is attained.



Photos top to bottom: i05hutterstock.com/michaeljung, i01kiwiStreet Studios

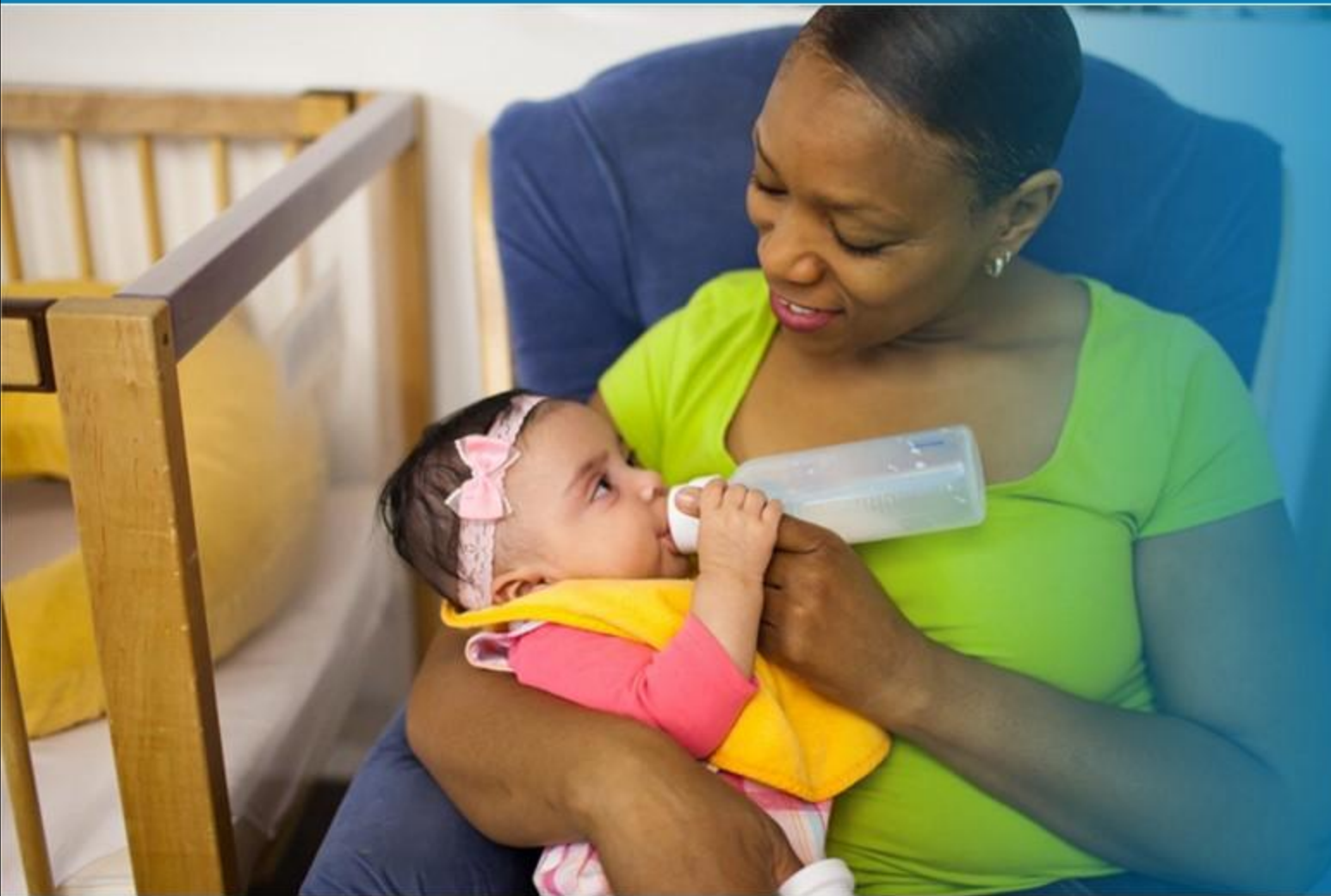


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By the end of their first year...



...babies are active participants in gaining an adult's attention and enjoying back-and-forth play and interaction.



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Young children enjoy being active contributors



Photos: iStock/Street Studios

Toddlerhood is a time of rapid growth in young children's interest and ability to engage in conversation exchanges. As their understanding of language expands they gradually use longer sentences, including questions, and can sustain a conversation longer.



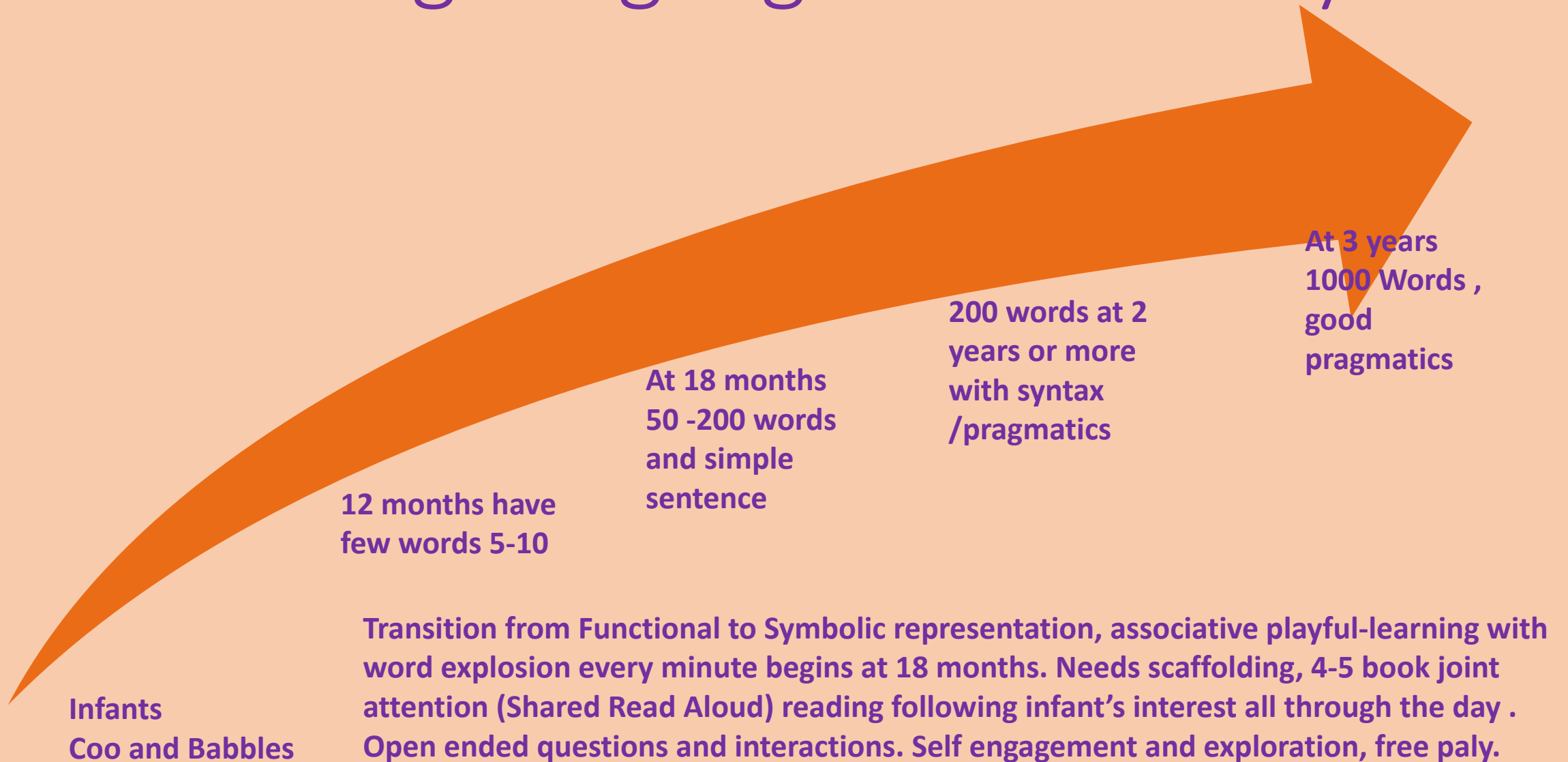
Activity: Early attempts to communicate



Photos: iStock/Street Studios

- Children's willingness to participate
- Attempts to send a message
- Understanding the back-and-forth nature of conversation
- Changes in communication skills as children get older

Fostering Language and Literacy



“I know that you believe that you understood what you think I said, but I am not sure that you realize that what you heard is not what I meant”
Shared understanding: The purpose of communication



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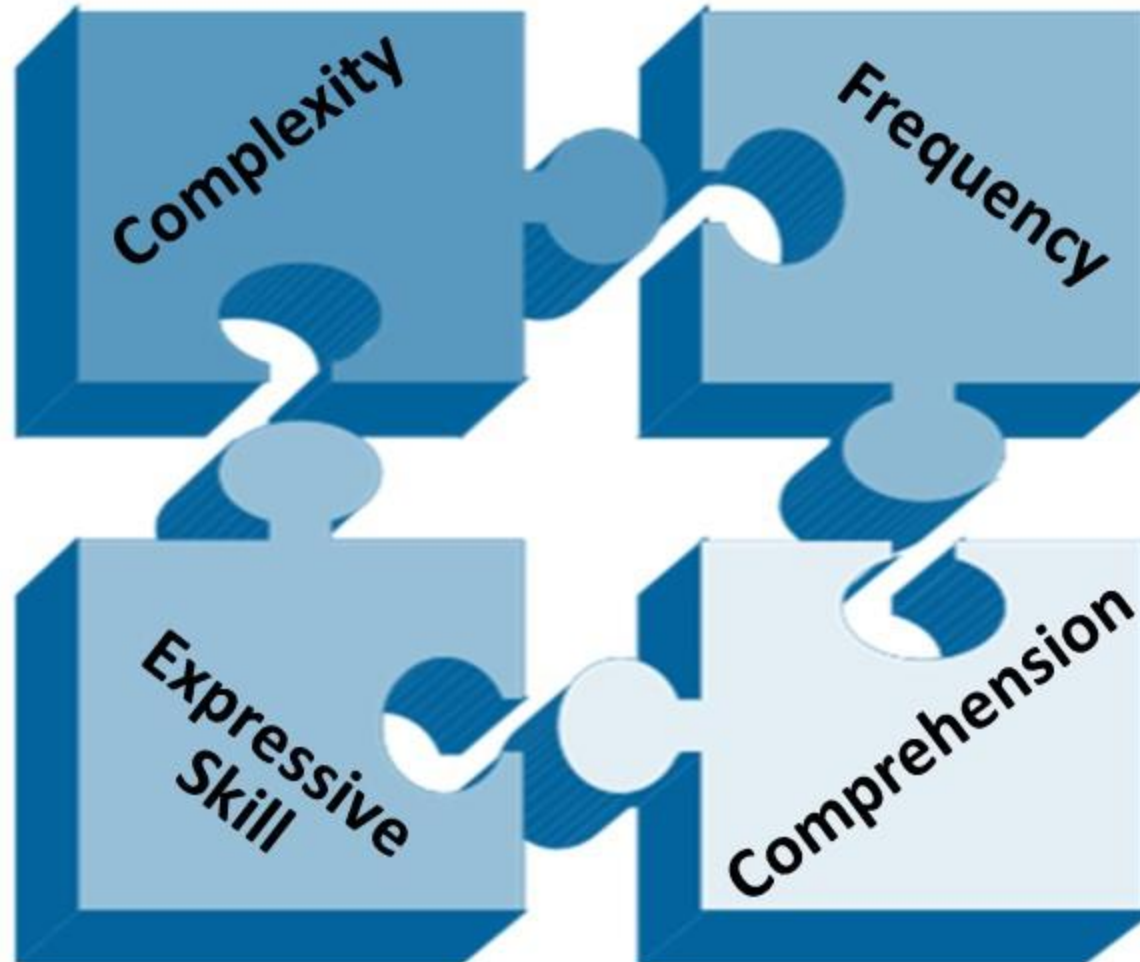




Emerging capabilities

Length and variation of messages; ability to sustain and extend a conversation

Ability to clearly convey a message and re-communicate it if it has not been understood



How often there is conscious intention to communicate a specific message and make sure it's understood

Ability to understand the meaning of another person's message or response, and recognize a misunderstanding



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Focus on Educators



Educators have a tremendous opportunity

“Consistently responding to infants’ and toddlers’ communication with talk and encouragement that is emotionally attuned is crucial for early language development.”

—IOM & NRC, 2015, p.255



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Exploring the competencies





Activity: Promoting communication exchange in infants

L&L-1a Wait and watch for both verbal and nonverbal responses to promote back-and-forth conversational interaction, understanding that verbal behavior toward an infant is important as a precursor to expressive language skills that will emerge as infants mature

L&L-1b Use a mix of open-ended and short-response questions, waiting for a response (verbal or nonverbal) before moving to a new or follow-up question or comment

L&L-1c Take a turn in response to a child's invitation



Continue, deepen, and expand the conversation

L&L-1d After waiting and watching for a response, verbally model a response to more complex questions for toddlers

L&L-1e Balance questions with other forms of communication, such as short comments, to offer a new way of thinking about a concept

L&L-1f Use questions to extend or initiate conversation in ways that build on toddlers' interests or activities

L&L-1g Use explanations and reasoning to help children understand why things happen, to evaluate a choice or solution, or to expand understanding of concepts



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Focus on Additional Considerations



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Ensuring language-rich experiences for vulnerable children





Considerations for dual-/multi-language learners

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Considerations for Supporting Vulnerable Populations

Asking questions, encouraging children to ask questions, and extending conversations for infants and toddlers through a back-and-forth exchange of verbal and nonverbal communication works to build children's expressive and receptive language skills. These skills are critical for children whose exposure to language in their home environment may be limited. For children from low-income homes, this is especially true as research has shown that differences in language skills between children from low socioeconomic status homes and those of their more affluent peers are evident as early as 3 months old (Halle et al., 2015). In addition to supporting infants' and toddlers' exposure to language in the early learning program, educators can partner with families to help them think through how they can provide language during everyday routines like shopping for groceries, taking the bus, or walking in the neighborhood. Provide simple examples such as, "When you're grocery shopping, you can talk about the foods you are choosing and ask your young child questions such as 'Do you like sweet potatoes, Jeremy?' pause and wait for a verbal or nonverbal response, and continue, 'I think you do, let's add these to our cart. Now, what's next on our list?' Remember that children don't need to be communicating with words to take part in the conversation. Use gaze or joint attention, smiling, nodding, or listening intently are all ways that babies take part in language exchange and begin to understand the back-and-forth quality of conversations.

Considerations for Supporting Dual-/Multi-Language Learners

If children in your program are from non-English speaking homes, bilingualism or multilingualism can be supported by promoting language exposure in the child's native language(s) while also providing exposure to English. Because early learning environments may represent new and unfamiliar grounds for an infant or toddler, teachers must be aware that children will naturally seek to use their full range of communicative skills, including any speech they have and, perhaps most frequently, and in the case of children who know other languages, nonverbal behaviors. Children first develop their actual ability to communicate and then acquire and develop speech and language—hence "language exchange" is much more than the child's speech. In order to truly measure language exchange, teachers need to look at the range of their communicative skills and not just the presence or absence of child's speech. Language exchange, including development and speech, will emerge as a result of participation in everyday activities and play that requires communication. It is also important to note that shared vocabulary knowledge is common for young dual language learners. Children might know more words in the language to which they have most exposure and might initially be able to communicate more words for their home language. Furthermore, code-mixing and code-switching is a normal and expected part of dual language development and does not indicate confusion or limited language skills. Code-mixing is applying the grammar or structure of one language to the vocabulary of another language. For example, a child might say, "Quiero tomar agua" ("I want with/without words"). Code-switching is switching back and forth between languages, often in the same sentence, which is also very common among multilingual learners, generally starting at about 2 years old, when they have the ability to separate their languages. For example, a child might say, "I want my mom" ("I want my mom") or "Please pass me the umbrella" ("Please pass me the umbrella"). Other reasons for switching include socio-cultural factors such as the prestige of knowing multiple languages or a second language associated with ample global interest and social status (e.g., English). It is not always the case that borrowing or switching occurs because children do not know the words in one or the other language, but it can often indicate greater or less shift toward learning to operate in multilingual and multicultural contexts. More practically, switching reflects the young child's desire to communicate. If a relevant word is not immediately accessible in one language, the child may use the other language to get the message across.

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- Recognize communication strategies child uses with others
- Use multiple means of communicating, including gestures or sign language signs for common words or phrases
- Take time to learn and incorporate common words or phrases in the child's home language



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Activity: Educator voices





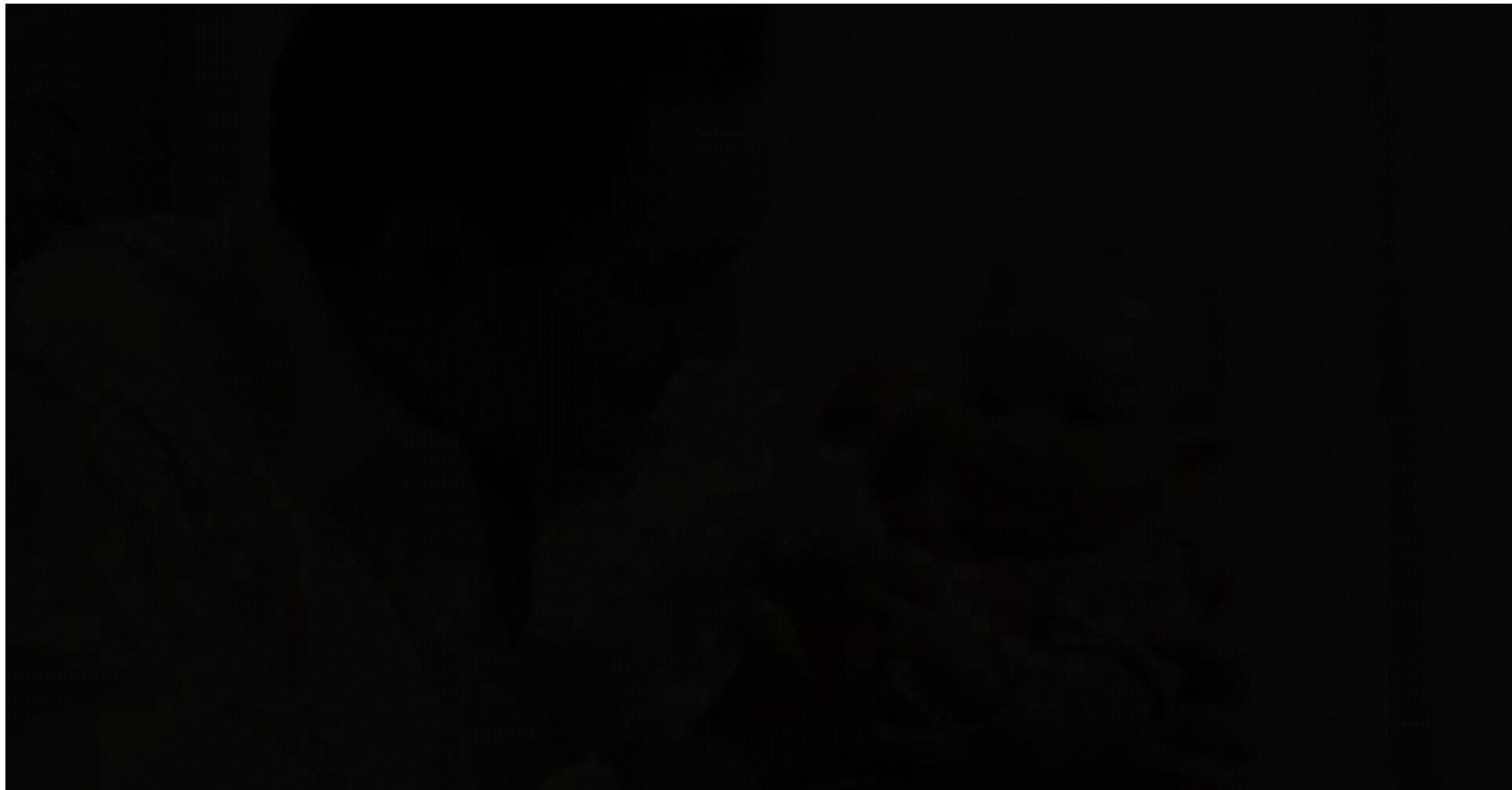
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Wrap Up



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Video: From Cries to Conversations





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Reflection on learning, planning next steps





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THANK YOU!

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