

## La importancia del desarrollo lingüístico

(link for viewing at end of transcript)

Woman One: It's so much better to have the mentor relationship where it's a free exchange of ideas. Woman Two: Empowering them to let them know you want to participate, you have the right to bring your voice. Woman Three: I think within myself I feel more confident.

Woman Four: I am a support system for her; I am not a criticizing element of this process. Woman Five: She really makes you feel like you have a part in what's going on.

Linda Warren: Hello, and welcome to the tutored video instruction for Unit 3. I am Linda Warren and I am the founder and president of Early Childhood Associates and the director of the Steps to Success project. I've been a professor at the University of Hawaii and at Wheelock College. I've helped develop state-wide standards for early learning and kindergarten programs. As a former teacher and program director, I know first-hand the rewards and challenges of using outcomes-based frameworks. Joining me are Brenda Eiland-Williford and Tammy Mann.

Brenda is director of Program Services and The Early Reading First project director at the Ounce of Prevention Fund Head Start in Chicago. Brenda has worked in Head Start as a teacher, a coordinator, a manager and a director for more than 25 years. Brenda is a trainer on literacy and guides mentor-coaching in her program. Welcome Brenda.

Brenda Eiland-Williford: Thank you Linda, I'm very glad to be here today.

Linda: Tammy Mann is the deputy director at Zero to Three in Washington, DC, where she also directed the Early Head Start National Resource Center. Tammy has researched, published and trained extensively on infant/toddler development, school readiness and reflective practice. As a home visitor she worked with parents of infants and toddlers and she is also a parent herself. Welcome Tammy, thanks for being here.

Tammy: I'm very glad to be here, thank you Linda.

Linda: In this TVI we will continue our work on professional conferencing and we will be looking at children's language development and how mentor/coaches can support their protégés in understanding this area of early literacy. Let's take a look at our objectives for this TVI.

First, we'll discuss the importance of language development. Next, we'll learn about language development in infants, toddlers and preschoolers. We'll explore the fourth step of professional conferencing, the reflective conference. We'll describe the three parts of the reflective conference and learn how to be successful in each step. And finally, we'll discuss the post-conference analysis.

Language plays an important role in early literacy. Language development includes listening, speaking, understanding and communicating. Those are all essential skills for children to have as they explore writing and reading. So it is important for early childhood educators to understand how children develop language skills. We know that young children develop language in a predictable but not rigid sequence. Let's see what language development looks like at different points along that sequence.

[Video begins] Narrator: Language emerges along the developmental continuum at different times for different children. Listen for early language development and how it can be supported by adults. Woman six: You gonna smile? Who is that, who is that? Woman seven: Awww, Mersamina, you're making so many more noises.

Woman eight: Put it back, let's put it back. all right. Man and Woman: Barbara, say Barbara... Man two: Say pants, want to put your feet in? Say one foot. Woman nine: One, two feet. Man two: Two feet.

Woman ten: Anthony's in there? Do you want to do the A-B-C's? Is Elijah in there too? Listen, do you want to huh, listen, now it's our turn. Do you want to do the monkey song? So you want to do the monkey song? Ready? Three little monkeys swinging in the tree teasing Mr. Alligator, you can't catch me. You can't catch me. Along came the alligator quiet as could be and he snapped that monkey right, that's right.

Woman eleven: Where do you think you want to hang it? Oh, you know the perfect spot? Okay. Child one: I have the perfect spot. There, I put it I put it I put it in my cubbyhole. Woman eleven: You did, it's yours now. [Video ends]

Linda: We saw children using language at different stages to communicate with others. We also saw different adult/child interactions that support language development. Brenda and Tammy talk more about the importance of knowing the predictable sequence of language development.

Brenda: Well I think it's very important that our teachers know the sequence or the continuum, as we call it, in terms of language development because it really helps them know what types of activities to begin to plan for those children that they're working with – what kinds of strategies they want to pull out. It really helps teachers be very purposeful and intentional about the kinds of activities they provide for children when they know the stages of development as far as children's language is concerned.

It also helps teachers know the expectations that they should have for children in terms of their language development. And it helps them to understand when there may be some real concerns that children may not be exhibiting in their language development and then that would require some follow-up on the part of the teacher in terms of what to do around helping children with their language development.

Tammy: I think in addition to that, certainly to the extent that there is understanding about that continuum, it also supports your ability to be individualized in your approach. I mean, Brenda mentioned intentionality and that's certainly a very important part of effective practice.

But to the extent that you also understand that continuum, you're better able to target individualized support to children because we know that all children don't necessarily develop language on the same schedule, especially when you're talking about infants and toddlers. There's such a varied rate of development during those early years so it, it's certainly an important part of being able to individualize which we know is an important component of our Head Start context.

Linda: These are really important points, being purposeful and intentional in our planning. And it helps individualize support so very important for us to really get a handle and help protégés and mentor-coaches get that same handle on developmental sequences. Good.

As we saw in the video, children's development of language skills is influenced by their interactions with adults. Mentor-coaches can help protégés in understanding how to support children's language development. Brenda and Tammy, give some examples of how mentor-coaches do that. Tammy, did you want to start from home visiting?

Tammy: Sure, sure, sure. I having worked in that context, one of the important aspects of a home visiting setting that I think is really critical is that you really do have an opportunity to provide services that are really reflective of the culture of the family. So I think protégés can play an important role to the extent that they are supported by mentors and be able to make sure that they are tuned in to that cultural context.

It's also a wonderful setting in which to support the home language piece which is really a very critical part of working with children in Head Start and Early Head Start, with it being such a diverse program. I think observation skills – mentors who are able to help those home visitors, their protégés that they are supporting, really be able to tune into opportunities that they have to support language development with, with babies.

Certainly looking at to what extent those caregiving routines can provide an opportunity for that rich parent/child interaction that supports language development is important, and certainly with preschool children – thinking about the

kinds of activities that are provided with the parent and the home visitor. And to what extent do we find language being used in a really rich way in the context of those experiences is a, is a very important part of how mentors can support protégés in home-based settings.

Brenda: And in our program, our mentor-coaches support the teachers through on-going discussions around language development and through trainings, providing trainings for the teachers on the importance of language development and strategies and activities that they could provide for the children in their program. And within our program our teachers are trained on not only the areas where they work with if they're working with zero-to-three children or if they're working with three-to-five, they're trained on the whole continuum.

Because we feel it's important that they know what happens in development early on as well as as children progress and grow in age as well as providing teachers with information around kindergarten expectations for language development. Some children are more advanced and what kinds of strategies do you need to do if they're very advanced in their language. And that's important for teachers to know.

And in our classrooms, the mentor-coaches support teachers by doing classroom observations. When teachers are talking with children, they're looking at the types of strategies that they use with children and giving them feedback on how they're using language in the classroom, in the interactions and it's been very helpful for teachers to have the opportunity to hear the feedback and share some of the strategies that they've been using with children in this area.

Linda: So there's a strong connection between what we're talking about today and what we talked about in Unit 2 on observation. Good. We know that language development begins in infancy. Adults support that development by interacting with infants as they use sound, touch and other nonverbal means to communicate. In our earlier video, we saw that infants and toddlers move through stages of development. Very young infants use crying, smiling and different facial expressions and body movements to communicate their needs.

As children develop, they learn to be more purposeful in their communication with gestures and sounds. From there young children begin to use single words to communicate. By the toddler years, children are using more vocabulary and they are combining words. Toddlers can verbally participate in short conversations and take turns in a conversation. There are a variety of ways that protégés can support infants' and toddlers' language development. We visited a classroom in Wyoming and a home in California to see some of the strategies adults can use.

[Video begins] Sandra Taidzump: Oh, there's Ashland's mom, there's Ashland's mom. Narrator: In for Washakee, Wyoming at the Shoshone and Arapaho Early Headstart Center, teacher Sandra Taidzump supports language development with the infants in her care.

Sandra: I believe it's important, you know, just even if they're, you know, they're not saying words or stuff like that, just just talking with them. You know, even if you're just babbling with them, you know, making a coo sound or, you know, you don't have to use your, you know, English or, you know, do the baby talk. I think that's important with them too. Just talking like right along with them and they, and I notice that, that when you do do that they, they talk more back to you, you know.

Narrator: This day, Sandra shares a one-on-one experience with infant Ashland. Sandra uses a soft book with a mirror to promote responses from Ashland.

Sandra: Say peek-a-boo Ashland, kiss baby awww, nice baby, kiss the baby, all right Ashland nice, kissing the baby, kiss baby again, kiss baby again, hurry kiss baby, awww, you're so nice, Ashland. Are you kissing baby, who is that? Who is that baby? Oh you kiss Ashland again? Awww, okay, okay, you can kiss Ashland. Oh, you're so nice, kissing the baby. What, what is it? Whose face is that? Where's Ashland's eyes, where's Ashland's eyes, where's Ashland's eyes?

Narrator: In Pasadena, California, home visitor Rosa Perez promotes conversation by building on 18-month old Angela's interest in a farm animal book. Rosa: Her Mom and I want Angela to start speaking so we're trying to help her with that. (To Angela:) Ducks, ducks.

Narrator: Rosa and Angela's mother label what Angela sees keeping the language simple. They take time to follow Angela's cues and respond by allowing Angela to go back to the book again and again.

Rosa: She was communicating to us her needs, what she wanted to do and what she didn't want to do. Angela seemed very interested in the big animal, the farm animal book. When Angela was looking at the farm animal book and she went to the last page which is a barn, we asked her "open the door." She went ahead and did it and afterwards she wanted to keep doing that. Angela's Mom: Hello, hello. [Video ends]

Linda: In that video we saw that Sandra knows many appropriate strategies to use with infants. Tammy, what did you see her do?

Tammy: It was such a beautiful video illustration of exactly what we hoped would happen in Migrant programs serving babies and Early Head Start programs serving babies. I was so impressed because immediately it was clear that Sandra understood the value of speaking to the baby and that's such an important part of what it means to support language development. She was incredibly responsive to the baby in the context of that interaction experience.

As the baby looked at herself in the mirror that was in the book, she responded to what the baby was doing. She was, she was reflective also. I was, in the interview, I was struck by her ability to really think about instances where, in fact, she could connect what it meant to talk to the baby, and how the baby would in turn responds, respond. She really that that whole interaction helps to form the foundation for reciprocal relating which is such an important part of communication and language development – just a very, very, very, nice piece.

Brenda: I, I, I too was struck by the how the caregiver followed the cues of the of the baby and played along with the baby and kept the baby involved by asking the questions and the language was there. She was using the language with the baby. I just thought that was very well done by the, by the, by the teacher in that particular video.

Linda: Now Brenda, we also saw Rosa modeling affective strategies for engaging children. What did you see?

Brenda: Again, I really was struck by how the both the parent as well as the home visitor, they allow the child to take the lead and the child was interacting, not just looking at the book, but she was in the book – the book became a part of her almost. And she was playing with the book and opening up the flaps to the book and they were encouraging that. The parent as well as the home visitor encouraged the child to do that with the book and they were providing words.

Some of the words were there, was words in the book and there were not a lot of words and that's very appropriate, and they encouraged that, added new words for the child and the fact the parent was there and the parent was involved and very interested in what her child was doing and using words and language right along with the home visitor. Very good.

Linda: Good points. We only have a few seconds but are there any additional strategies that mentor-coaches can help protégés use?

Tammy: I think observation, I know we're talking about reflective practice in this context but that's such an important part of being able to support language development and what we hope would happen for children. We have to support our protégés with really being able to develop observation skills. Linda: Critical.

Brenda: And, and I, I think definitely mentor-coaches help teachers, home visitors with creating language-rich environments. Having books available that are so engaging for children, the big book that she had, the cloth book, making those, helping make those choices and providing those opportunities for children, and creating interest areas within the environment that are purposeful and playful that children want to be in.

They have familiar objects in there as well as new things – the new things is what sparks the language, it gets children talking, "What is this?" And maybe they have some background knowledge about the new items. So just helping the teachers in the classroom come up with ideas and creative ways of getting experiences into the program into the

classrooms that get children talking and using that language.

Linda: And that skill of of couching the new in the familiar is so important so that children feel safe and you know, able to respond to new things. Brenda: They get, they get excited about it and they want to talk about it.

Linda: Yeah, in the preschool years, children are continuing to learn language and they are also using language to learn. Three- and four-year-olds are expanding their vocabulary and using language for many different purposes. Language-rich environments in home and at school, play a big part in preschooler's language development. Frequent meaningful conversations between adults and children encourage children's use of advanced language. Protégés need to plan for conversations with children as a part of the daily routine.

They can engage children in quality conversations by extending what the child is saying, asking questions for clarification and asking questions that challenge children to problem-solve and speculate. Home-based protégés can model these strategies for families and encourage families to use them at home with their children. We visited a Head Start program in Ohio to see how one teacher engages children in a curriculum-related conversation.

[Video begins] Narrator: At breakfast, Springfield, Ohio, preschool teacher Nikki Tuttle tells the children she plans to read the book, *The Little Mouse, The Red Ripe Strawberry and The Big Hungry Bear*. When the children continue to talk about mice, Nikki supports their curriculum-related conversation.

Nikki Tuttle: A mouse, so the mouse is the little little mouse and then what's that other thing that's in the book? It's a new story, what kind of bear? Child two: Guess what. Guess what Miss Nikki, a mouse was in our house. Nikki: A mouse was in your house? Do you think it was the kind of mouse that likes to eat strawberries?

Child two: It came out the hole. Nikki: It came out of a hole? Did you, did he go away? Did it get caught in a trap? Child two: no, Sammy tried to kill him. Nikki: Sammy tried to kill him? But did he get him out of the house? Child two: No.

Nikki: Is he still there? Child two: He's under the refrigerator. Nikki: He's under the refrigerator, does he scare you? He's afraid of you, too, so I bet if you leave him alone, then he'll he'll probably go away and find a new house. He's probably afraid of you too, that's why he runs.

Child Two: He's in a mouse house. Nikki: He's in a mouse house? Where's a mouse house at? Where do mice live? Child three: In a hole. Nikki: In a hole, so they come into your house when it gets cold 'cause they need a a warm place to live too, so they come in. You don't want them in your house but they come in anyway. What is this?

Children: A mouse. Nikki: A mouse, you said you had a mouse living in your house, right? And this mouse has, what's he have? Child two: Ears. Nikki: Great big ears and a long tail.

Constanza Eggers-Pierola: As a mentor-coach, I would certainly give Nikki positive feedback about the way that she used the breakfast time to further her curriculum goals. She used this time which is usually chaotic to connect with the children and also to introduce them to the book that she was planning to read later. Her goals were to find out what the children already knew about mice, which was the topic of the book, and also to provide some additional information that she can later build on.

And she also drew on a conversation, a personal story that a child brought up about a mouse in her house, and extended that conversation and later used that when they had the book discussion. If children can relate what they read in books to real-life experiences, they can understand what the books say a lot better and make connections. [Video ends]

Linda: Curriculum-related conversations can provide protégés with insights into what children know about a topic so they can plan more effectively. Brenda, how was that illustrated in this video?

Brenda: I I thought the teacher did a very good job of taking the story that she read with the children and extending it

into a very meaningful purposeful conversation during the lunch time. She engaged the children by asking questions that related to the book and then put it into their own experiences in terms of what they had background in, when she talked about the mouse and if were they familiar with that.

And then one little girl talked about a mouse in her home, she brought that experience to life for the children and they were able to draw upon and use the language that they had from their own experiences. I thought the teacher was genuinely interested in what the children were saying.

You could tell in her affect and in her body language she was really interested in what the children were saying and used very good listening skills to build upon what the children were talking about, to engage the children more, to get them to use conversation more, and use language, and rich language -- connect it to the curriculum, to the story that she read. I thought she did a very good job of engaging children and using that that routine time as a time for learning, as a time for helping children develop their language skills.

Linda: You and by using those that meaningful vocabulary and by engaging children and really showing an interest in them, new vocabulary was developing, you know. It was a wonderful opportunity to see that. Brenda: And new information for the teacher when the children shared their own experiences, she learned from them as well. Linda: So Tammy, how do these conversations look, and with infants and babies, how do they look and feel?

Tammy: Yes, I was thinking about that very thing as we were watching the video trying to think about that that bridge and I guess you have to go back and put yourself in in the mindframe of what's happening for babies at that period of development. And so, since so much of of that experience is rooted in trying to make sense of what's happening in the environment, the conversations then that adults have really are about that. It's about helping the baby make sense of what they are experiencing affectively, physically in terms of the the language experiences that babies are having.

So you're using those daily care giving routines as opportunities to help the baby make make sense of those experiences. And so, I think that's an important component and I think as you, as you consider older toddlers, dramatic play provides an opportunity for, again, very young children, to begin to have meaningful conversations about those experiences that they are having in that play context, but trying to work through understanding 'what does it mean and feel like to think of yourself as a mommy getting ready to go to work, or a daddy that's, you know, engaged in some kind of play activity'.

There really are opportunities in those developmentally appropriate experiences to have those kinds of rich conversations that really do support language development in important ways for for even very young children. Linda: So we really need to understand and know development in young children. We have a few more minutes and I'd like for you to share some of your ideas about ways to support protégés to have more frequent and genuine conversations with children.

Brenda: Well, definitely the mentor-coach in our program uses a variety of strategies to get the teachers to reflect on their practices. One is videotaping. They use videotaping as a way to get the teachers to self-reflect and look at their own practices and to for for the teachers to bring out themselves what are some areas they'd like to improve in and what are some strengths they thought they did very well in the language interaction with children. Other ways are for the mentor-coach to go in the classroom and observe, as we saw in the video clip, the lunchtime.

What is the teacher talking about with the children during the lunchtime? During the snack time, during those routines, during large group time for a center-based program when all those children are together, what kinds of conversations, what kinds of new words are being introduced to children? What kinds of books are teachers sharing with children that, that are meaningful for children, that are connected to the curriculum? Those are opportunities for the mentor-coach to observe that and then provide that kind of feedback and follow up to children.

Also mentor-coaches are able to be resources to teachers and provide songs, stories, finger plays, different materials that they can use in their classroom to enhance the language. In, in our program, one of the things that our mentor-coaches do is they really facilitate on-site activities as well as field trips. Field trips are wonderful ways to expand children's language and get children excited about the curriculum and talking about new things.

And our mentor-coaches also facilitate on-site activities and we bring in a storyteller -- a professional storyteller is an example of an on-site activity -- that comes in and just shares a story without a book with the to the children and the mentor-coaches help the teachers work that with the children and explore language from that storytelling event. Linda: Those are great ideas, thank you.

Tammy: I just think about the magic of everyday moments and helping protégés tune in and focus on the importance of those everyday moments. Again, I, I, I tend to think about these things more from an infant/toddler perspective and wanting to make sure that we see that rich continuum. And certainly, because so much of what happens is individualized, smaller group of children and so forth, that taking advantage of those everyday moments that you have with children to extend conversation and so forth. It's important, group experiences are meaningful but also individual one-on-one everyday moment opportunities are also important.

Linda: And it is magical across the whole age continuum, isn't it? Tammy: Absolutely. Linda: Now you are going to take some time with your facilitator to think about language development. Before our break, we'd like to thank Brenda for being with us. It's been great.

Brenda: Well thank you, I really enjoyed being here and having the opportunity to talk about language development. I really feel it's such an important foundation that we lay for children for successful later school success. That we, it's an important topic to talk about and share strategies and ways in which we can help teachers be successful in sharing language events with children. So thank you for having me.

Linda: Thank you Brenda, thank you. Stop the tape now and resume the tape when you have completed your conversations.

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