



Education Managers Webinar: The Planned Language Approach (PLA)

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Session Objectives

At the end of this presentation, you should be able to:

- Describe the components of the *Planned Language Approach* (PLA)
- Explain how PLA is a comprehensive, systemic approach for providing optimal language and literacy services to ALL children in each program option
- Describe how HSPPS and other regulations support implementing the PLA
- Share online PLA materials and resources with program leaders and staff



Planned Language Approach (PLA)

- **WHAT** is PLA?
- **WHY** use PLA? **WHY** does it matter?
- **HOW** do we help program leaders and staff learn about and implement PLA?
- **HOW** does PLA support implementing a coordinated, program-wide approach to supporting DLLs?




POLL—Familiarity with the PLA

How familiar are you with PLA and its online resources and materials?

- Never heard of PLA
- Heard of PLA but am unfamiliar with online resources
- Explored PLA resources online
- In beginning stages of planning for implementing PLA in our program(s)
- **Other**

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What Is the Planned Language Approach(PLA)?

- Intentional, **coordinated, PROGRAM-WIDE** approach
- Clarifies **key decisions** about high-quality **daily practices** that support school readiness for **ALL children**



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What Is PLA?



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What PLA is...is not

IS	IS NOT
<ul style="list-style-type: none">• Comprehensive, systemic, research-based approach to ensure optimal language and literacy services• For ALL children• A coordinated program-wide approach• Helps programs meet Head Start Program Performance Standards and CCDF Regulations	<ul style="list-style-type: none">• A curriculum• Quick and easy to implement• Just for dual language learners (DLLs)

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When and where is PLA used?

ALL DAY, EVERY DAY, EVERY CHILD!



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PLA Is a Journey

Today and tomorrow are just the beginning...



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WHY use the Planned Language Approach?

Our society and its demographics are rapidly changing!

- 291,484,482 children are under age 5 in US (2013-14)
- **60,361, 574** children speak a language other than English (DLLS)
- **27%** of children **under age 6** are **DLLS**
- 22% of children ages, 5-17, in US are also DLL



- Nearly 30% of children in EHS/HS programs are DLLS
- Over 140 languages are spoken by EHS/HS children and families

US Census Report Released 10/2015 (2016 PIR)

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Dual Language Learners (DLLs)

Children who are:

- Acquiring two or more languages *simultaneously* (i.e. from birth)
- OR
- Learning a second language *while continuing to develop their first language*



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Resources Supporting DLLs

Dual Language Learner Toolkit



<https://eclkc.ohs.acf.hhs.gov/hslc/ta-system/cultural-linguistic/Dual-Language-Learners/toolkit>

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Standards and Regulations Support PLA

- Head Start Program Performance Standards (HSPPS)
 - Head Start Early Learning Outcomes Framework (HSELOF)
- Child Care Development Funds Regulations
- State Early Learning and Development Guidelines
- State Licensing Regulations for Child Care
- Quality Rating and Improvement Systems (QRIS)

HSPPS DLL show case video:
<https://eclkc.ohs.acf.hhs.gov/policy/showcase/dll>



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PLA Component: Research Base



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Importance of Research-Based Practices

The careful and intentional implementation of research-based practices can ensure that each child is ready to read and succeed in school.

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Research Informs Program Decisions

- Language competency crucial to children's school success
- Ensures program decisions are based on key language development research
- Considers cultural and linguistic diversity of children in the US

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Resources: Research Base

- Why Do We Need a Planned Language Approach?
- Key Research Directs Our Work
- We Have a Responsibility to Teach Children Specific Skills
- Important to Know: Dual Language Learner Facts, Figures, and Findings
- Same, Different and Diverse: Understanding Children Who Are Dual Language Learners

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/research-base.html>

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PLA Component: Policies, Practices, & Systems

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Strong Programs Are Built Systemically!



- Coordinated, program-wide approach is key
- Everyone is involved

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Systematically and Comprehensively...

- Address child and family needs through **community assessments of languages spoken**
- Identify **community resources**
- Establish **collaborative relationships/partnerships** with community organizations
- Facilitate **meaningful access to program services**, including, at minimum:
 - Curriculum
 - Instruction
 - Staffing
 - Supervision
 - Family partnerships w/bilingual staff
 - Oral language assistance and interpretation
 - Translation of program materials



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Resources: Policies, Practices, and Systems

Organizational Capacity Checklist (OCC)

Planning tool to track implementation:

- High-quality language and literacy practices
- Measure progress
- Track progress in each of DLLs' languages
- Continue to expand and strengthen language and literacy services

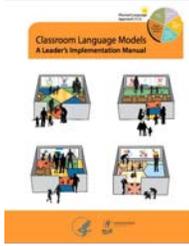


<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/pps-organizational-capacity-checklist.pdf>

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Classroom-Language Models (CLMs)

- What languages adults use as language of communication and instruction
- How each language will be used to promote development of children’s languages



<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/pps-language-models.pdf>

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Four Recommended CLMs

Classroom Language Model	Ages
English with Home Language Support	Birth-5
Dual Language	Birth-5
Home Language as a Foundation for English Development	Birth-3
English	Birth-5

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Choice of CLM

Depends upon:

- Languages and backgrounds of children
- Languages and skills of staff
- Priorities and resources of the ECE program/setting



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PLA Component: The “Big 5” for All

- Alphabet Knowledge and Early Writing
- Background Knowledge
- Book Knowledge and Print Concepts
- Oral Language and Vocabulary
- Phonological Awareness



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Why the “Big 5” Matter

- Reading is at the **core** of school success and long-term achievement.
- Oral language is the **foundation** for learning to read.
- Specific “predictors” of reading success are well established.



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Why the “Big 5” Matter

- **Daily experiences** drive development.
- Early experiences **connect** to later outcomes.
- Developmental domains are **connected**.
- **Intentional support** of children’s learning is key!



Taggart, Sylva, Melhuish, Sammons, & Siraj, 2015)

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Resources: the "Big 5"

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/big-5.html>

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POLL: Taking Stock of what we're already doing!

What pieces of the "Big 5" are already being implemented program-wide in your settings?

- Alphabet Knowledge and Early Writing
- Background Knowledge
- Book Knowledge and Print Concepts
- Oral Language and Vocabulary
- Phonological Awareness
- Not sure

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PLA Component: Home Language Support

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 Home language is the vehicle by which children...

- develop their identity
- learn and develop emotional intelligence
- learn social skills
- acquire cultural knowledge
- develop and understand concepts



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 Children Use Their Home Language

Young DLLs transfer their knowledge and skills across languages!



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 Importance of Home Language Linked to School Success

- Phonological awareness in Spanish predicted English reading scores (Gottardo et al., 2002)
- Oral language proficiency in Spanish predicted later English reading scores (Miller et al., 2006)
- See the OHS *Multicultural Principles*, pages 47-52, for a more complete discussion of the research: <https://eclkc.ohs.acf.hhs.gov/hslc/ta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/revisiting.htm>



Dual Language Learners Toolkit:
<https://eclkc.ohs.acf.hhs.gov/hslc/ta-system/cultural-linguistic/Dual%20Language%20Learners/toolkit>

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Resources: Home Language Support

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PLA Component: Strategies that Support DLLs

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Resources: Strategies for Supporting DLLs

- Creating Environments That Include Children’s Home Languages and Cultures
- Inviting and Supporting Cultural Guides and Home Language Models
- Including Children’s Home Languages and Cultures
- Language Modeling With Dual Language Learning Infants...Toddlers
- Supporting Dual Language Learners With Classroom Schedules and Transitions
- Planning and Organizing Thematic Instruction
- Supporting English Language Development When Children Have Little Experience With English

<https://eclkc.ohs.acf.hhs.gov/hslc/ta-system/cultural-linguistic/planned-language-approach/support-dlls.html>

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 Share What You're Already doing!

- What are your programs already doing to support DLLs and their families?





 Next Steps...

- How might you share information about PLA with your education staff, program leaders, and/or parents?
- What are some next steps for learning more about PLA and how to implement in your program?

