

# Language & Communication Development

**BKC-EC-9**

**Participants Workbook**

## **BASIC KNOWLEDGE CURRICULUM EARLY CHILDHOOD**



2020

# Preface

## Basic Knowledge Curriculum – Early Childhood

This curriculum has been designed to give child care and early learning professionals foundational knowledge to be successful when caring for children. The information presented in the curriculum is for all professionals working in family or center-based child care and early learning programs. This basic information about concepts and skills is ideal for an entry-level staff member, but may also be beneficial for more seasoned professionals as a “refresher course.” The entire Basic Knowledge Curriculum – Early Childhood curriculum is 36 clock hours and consists of 18 sessions trainings meeting *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* (Levels 1 and 2) and Child Development Associate Credential content areas. Participants can complete these trainings in any order. All sessions are offered by Child Care Aware® of Missouri through a local child care resource and referral agency.

For additional information about this curriculum series contact:

Child Care Aware® of Missouri 1-800-200-9017

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# ***Basic Knowledge Curriculum – Early Childhood***

## **Session Success**

### **Foundational:**

- Positive Interactions with Children (*BKC-EC 1*)
- Child Safety & Routine Care (*BKC-EC 2*)
- Child Abuse & Neglect-Mandated Reporter (*BKC-EC 3*)
- Safe Environments (*BKC-EC 4*)
- Guiding Children’s Behavior (*BKC-EC 5*)
- Playing with a Purpose (*BKC-EC 6*)
- Routines, Rituals & Schedules (*BKC-EC 7*)

### **Supporting:**

- Physical Development (*BKC-EC 8*)
- Language & Communication Development (*BKC-EC 9*)**
- Social & Emotional Development (*BKC-EC 10*)
- Creative Development in Children (*BKC-EC 11*)
- Cognitive Development (*BKC-EC 12*)
- Promoting Physical & Mental Health (*BKC-EC 13*)
- Healthy Eating (*BKC-EC 14*)
- Group Interactions in Child Care (*BKC-EC 15*)
- Family & Community Engagement (*BKC-EC 16*)
- Promoting Cultural Awareness (*BKC-EC 17*)
- Professionalism & Leadership (*BKC-EC 18*)
- Emergency Planning (*BKC-EC 19*)



# Learning Objectives

## Language & Communication Development

**At the end of the training, participants will be able to:**

1. List the four characteristics of language.
2. Explain two strategies to support language and communication development
3. Identify adaptations to language and communication development activities and interactions to support diverse needs and abilities.

**\*These objectives relate directly to the pre and post assessment.**

The training will meet the requirements of the *Core Competencies for Early Childhood and Youth Development Professionals* (Kansas and Missouri) and the Child Development Associate Credential (CDA) in the following content areas:

CDA	8. Understanding principles of child development and learning	
Core Competencies for Early Childhood and Youth Development Educators (Kansas and Missouri)	II. Learning Environment and Curriculum	
	2. Promoting Language and Communication Development	
	Level 1	b. Encourages children and youth to communicate in a variety of ways.
	Level 2	a. Provides a learning environment to promote the development and exploration language and communication skills.

# Agenda

## Language & Communication Development

Welcome.....	10 minutes
Shared Agreements	
Review Objectives	
<i>Child Development</i> .....	35 minutes
Developmental Domains	
Principles of Child Development	
Defining Language and Communication Development	
Developmental Milestones for Language and Communication	
Break.....	10 minutes
Activities and Strategies for Building Language.....	30 minutes
Strategies for using Learning Centers	
Strategies for using Daily Routines.	
Adapting Strategies for All Abilities	
Observing Development.....	20 minutes
Communicating with Families	
<i>Wrap Up</i> .....	10 minutes
Action Steps	
Review Objectives	
Exit Assessment	
Session Satisfaction Surveys	
MOPD Systems Key Functions	
T.E.A.C.H. MISSOURI Scholarship	
Online On Demand Training—MO Workshop Calendar	
<i>Show Me Child Care Resources</i>	
CDA Scholarship Project	

# Action Items

## Language & Communication Development

Use this page to record things you plan to do, Topics for further clarification and new

I WANT TO REMEMBER...

ACTION STEPS:

1.

2.

# Developmental Domains

## Physical/Motor:

- Development of physical changes
- Growing in size and strength
- Development of both gross and fine motor skills
- Development and use of the senses



## Language/Communication

- Language development depends on the other developmental domains
- Aspects of language include:
  - Creating the sounds of speech — phonology
  - Grammar - how sentences are put together — syntax
  - What words mean — semantics
  - Communicating in social situations both verbally and non-verbally — pragmatics

## Social & Emotional

- Growth in understanding and controlling emotions
- Identify what others are feeling
- Develop attachments to others
- Learn how to interact with others
- Develop the ability to:
  - cooperate
  - empathize
  - use moral reasoning

## Cognitive/Intellectual

- Intellectual development and creativity
- Children develop the ability to:
  - process thoughts
  - understand their surroundings
  - pay attention
  - make and implement plans and accomplish them
  - develop memories
  - express creativity

Fraser-Thill, Rebecca, and Steven Gans. "The Major Domains in Human Growth and Change." *Verywell Family*, Verywellfamily, 13 Apr. 2018, [www.verywellfamily.com/definition-of-domain-3288323](http://www.verywellfamily.com/definition-of-domain-3288323).

# Basics of Child Development



**Development is a combination of maturation and learning.**

## **A child's development:**

### **Progresses from head to toe**

A baby first moves their head, gains strength in their shoulders, discovers their hands, rolls over, crawls and then walks.

### **Progresses from inside to out and simple to complex**

First babies roll over with their torsos, crawl with their arms and legs, and slowly gain control of their small motor muscles in their fingers and toes.

### **Follows predictable stages**

Typically, a child rolls over and then sits with support, crawls, pulls to stand, cruises and then walks.

### **Occurs at varying rates**

Children move through different stages at different rates. Not all children learn to walk or talk at the same time. It varies by child.

### **Occurs in a number of different areas at the same time.**

A child learning to catch a ball needs development: physically (eye-hand coordination), cognitively (to understand cause and effect) and emotionally (building confidence). A simple activity can support development in several areas.



# Factors That Influence Child Development

## Temperament



- Temperament is important because it helps us better understand children's individual differences.
- A child's temperament describes the way in which they approach and react to the world.
- Temperament influences behavior and the way a child interacts with others. For example, a child that is slow to warm up or resistant to change may take longer to develop some social and emotional skills.

## Environment

- A child's environment is made of the materials, space and people.
- A quality child care program has an environment that is
  - safe, clean and inviting
  - filled with a wide variety of safe and interesting learning materials
  - Where educators are kind, warm and nurturing.
- Provide a level of stimulation with a variety of activities that engage children while challenging them. Too much or too little stimulation can hinder development.



## Genetics



- Characteristics with which we are born
- These include hair and eye color, height and some health conditions such as spina bifida and Down's Syndrome.

## Culture

- A way of life for specific groups of people.
- Includes everything that a group of people thinks, says, does, and makes including systems, attitudes and feelings.
- Learned and transmitted from generation to generation.
- Has great influence on the development of children.



(<https://www.thecultureblend.com/the-best-definition-of-culture-ive-ever-heard/>)



## Which characteristic is it?

Review the following developmental milestones and label it with the correct characteristic of language. Phonology, Syntax, Semantics or Pragmatics.

- Creating the sounds of speech (Phonology)
- Grammar: How sentences are put together (Syntax)
- What words mean (Semantics)
- Communicating in social situations both verbally and non-verbally (Pragmatics)

Developmental Milestone	Aspect of Language
Knows names of familiar people and body parts.	
Carries on a conversation using 2 to 3 sentences.	
Knows some basic rules of grammar, such as correctly using “he” and “she”.	
Use most speech sounds. (Remember that some speech sounds, such as l, r, s, sh, h, y, v, z, and th,	
Follows simple instructions.	

### Notes/Thoughts:



# Language & Communication Development

Age	Language/Communication	Consult Professional
2 years old	<ul style="list-style-type: none"> <li>• Points to items or pictures when they are named</li> <li>• Knows names of familiar people and body parts</li> <li>• Says sentences with 2 to 4 words</li> <li>• Follows simple instructions</li> <li>• Repeats words overheard in conversation</li> <li>• Points to things in a book</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't use 2-word phrases (for example, "drink milk")</li> <li>• Doesn't copy actions and words</li> <li>• Doesn't follow simple instructions</li> </ul>
3 years old	<ul style="list-style-type: none"> <li>• Follows instructions with 2-3 steps.</li> <li>• Can name most familiar things.</li> <li>• Understands words like "in", "on" and "under".</li> <li>• Says first name, age and sex.</li> <li>• Names a friend.</li> <li>• Says words like "I", "me", "we", " and "you" and some plurals (cars, dogs cats)</li> <li>• Talks well to strangers to understand most of the time.</li> <li>• Carries on a conversation using 2 to 3 sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Drools or has very unclear speech</li> <li>• Doesn't speak in sentences</li> <li>• Doesn't understand simple instructions</li> </ul>
4 years old	<ul style="list-style-type: none"> <li>• Understands the concepts of "same" and "different"</li> <li>• Knows some basic rules of grammar, such as correctly using "he" and "she"</li> <li>• Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"</li> <li>• Tells stories</li> <li>• Can say first and last name</li> <li>• Talk easily without stuttering or repeating words or syllables.</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't follow 3-part commands</li> <li>• Can't retell a favorite story</li> <li>• Doesn't use "me" and "you" correctly</li> <li>• Speaks unclearly</li> </ul>
5 years old	<ul style="list-style-type: none"> <li>• Speaks very clearly.</li> <li>• Speaks sentences of more than five words</li> <li>• Tells a simple story using full sentences</li> <li>• Uses future tense; for example, "Grandma will be here."</li> <li>• Says name and address</li> <li>• Correctly name colors, people, objects, and categories of objects.</li> <li>• Use most speech sounds. (Remember that some speech sounds, such as l, r, s, sh, h, y, v, z, and th, may not be fully mastered until age 7 or 8.)</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot understand two-part commands using prepositions</li> <li>• Can't give first and last name</li> <li>• Doesn't use plurals or past tense properly</li> <li>• Doesn't talk about daily activities or experiences</li> </ul>

"Learn the Signs. Act Early." *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 16 Oct. 2017, [www.cdc.gov/ncbddd/actearly/milestones/index.html](http://www.cdc.gov/ncbddd/actearly/milestones/index.html).

# Centers for Disease Control and Prevention

[www.cdc.gov/ncbddd/actearly/milestones/index.html](http://www.cdc.gov/ncbddd/actearly/milestones/index.html)

## Milestone Moments

Learn the Signs. Act Early.



- Milestones reflect skills that typically developing children within specific age groups master.
- Developmental milestones happen in sequence with skills built upon one another.
- Although there are ages associated with each milestone, these vary greatly depending on the child, their environment and genetics.
- While the timing of skill development varies between children, the sequence remains the same.

### Notes/Thoughts:



# SHOW ME CHILD CARE RESOURCES



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## Featured Tools & Resources



Becoming an HR Expert



Compliance & Quality



Coronavirus Resources



Family Child Care Toolkit

### Questions?

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or 314-535-1458 x611

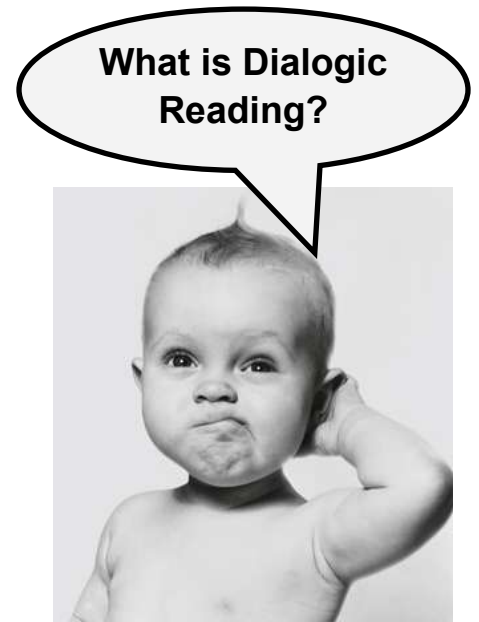
# Developing Oral Language Skills

## Key Thoughts:

- Children use language to express themselves and understand the world
- Educators should ask open-ended questions and coach children to answer in complete sentences



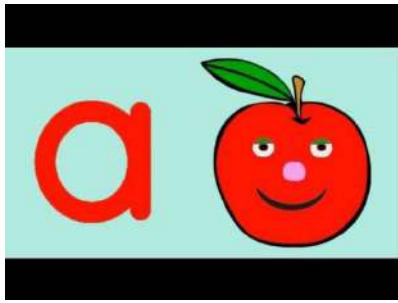
- Educators use:
  - Dialogic reading
  - Self-Talk (narrating your actions)
  - Parallel Talk (Saying what the child is doing)
  - Repetition to assist with understanding



**Dialogic Reading** is actively engaging the child in reading the book. By reading together, it becomes more of an experience for the child rather than an event or activity.

Use the PEER sequence to create short interactions between the child and the adult. The adult:

- **Prompts** the child to say something about the book by asking an open-ended question. "What do we think is in Little Red Riding Hood's basket?"
- **Evaluates** the child's response. Provide feedback. "Great idea!" "That's different. Let's think about this, " " I never thought about it that way."
- **Expands** the child's response by rephrasing and adding the information to it. "You think she has blueberry muffins in her basket. We had blueberry muffins for breakfast today."
- **Repeats** the prompt to make sure the child has learned from the expansion. "We see Little Red Riding Hood's basket and we think blueberry muffins are going to Grandma."



# Teaching Sounds to Children

- ◆ **Activities in which children hear, say and see language all at the same time.**

Help children to see the connection between written and oral language.

Example: Ms. Amy chooses big books that have rhymes in them, points to the words as she reads, and invites the children to clap each time they hear a rhyming pair. Then they state the rhyming words.

- ◆ **Encourage word play by planning rhyming activities using stories, games and songs so that children can hear the sounds of language and manipulate them orally.**

Example: song, “Willoughby Wallaby Woo ”  
SONG: <https://www.youtube.com/watch?v=8P2LSwwPBuo>

- ◆ **Segmented rhythm activities.**

Example: When reviewing “Whose at school today” clap/pat legs/stomp the syllables in the child’s name.

- ◆ **Use alliteration activities often.**

Alliterations-repetitive beginning sounds –tongue twisters

Example: During snack or mealtime, make alliterations with the food, “crazy crackers”, “moo milk”, “jungle juice”.

- ◆ **Encourage children to use temporary spelling.**

Temporary spelling—writing the sounds they hear, which may or may not include all the letters in the conventional spelling of the word.

Example: Journal time—children write and draw what they did that day.

## Willoughby Wallaby Woo

Willoughby wallaby woo,  
An elephant sat on you!

Willoughby wallaby wee,  
An elephant sat on me!

Willoughby wallaby Wacob,  
An elephant sat on Jacob!

### **Change the names to include all the children singing**

Willoughby wallaby Wadison,  
An elephant sat on Madison.

Willoughby wallaby woo,  
An elephant sat on you!

Willoughby wallaby wee,  
An elephant sat on me!

# Strategies to Promote Language and Communication Development

- **Modeling language** is using standard grammatically correct speech when speaking with children and other adults.
- Repeat what the child says with additional words to extend the language.
- Model correct grammar instead of pointing out a child's mistake.

Example: Child: "I gots two foots."

Educator: " Yes, you have two feet so you have need two socks."



- If the child's family culture speaks in a different version of English, educators should not correct or prohibit their use of that speech. Educators help children see that there are different ways to say the same thing.

Example: Child: "He ain't got no shoes."

Educator: "Yes, He doesn't have any shoes. He's barefoot."



**Conversation** plays a key role in a child's language and communication development.

- Use one-to-one conversations taking time to talk individually with a child about their play or investigations.
- Educators can extend conversations by talking with children in ways that build on and expand what they have said.
- Use conversation stretchers:
  - Add details
  - Ask open ended questions
  - Repeat important words
  - Share own experiences
  - Explain terms
  - Wondering aloud
  - Use wait time





# Strategies to Promote Language and Communication Development

**Listening** — Create opportunities for listening.

- Listening involves taking in information through hearing and processing meaning from what was heard.
- We all learn by listening, especially young children.
- Effective listening is an active process
- Educators should model listening for children by:
  - Giving children time to speak.
  - Honoring what they say and how they feel.
  - Helping children to express their feelings and thoughts through words and pictures.



## Expand children's language

- Talk about events, experiences or people through pretending.
- Use varied vocabulary in explanations, descriptions, conversations and pretend talk.
- Consider teaching children sign language as a way to communicate beyond words. This is especially useful with toddlers.

## Teach new words each day.

- Be intentional teaching new words so words have a purpose for the child and can be used in their immediate world.
  - Example: A child is upset. Teach them words for their feeling—mad, angry, upset.
- Children must be able to relate words to their world in order to learn and use them.
- Consider introducing words from other languages to expand a child's vocabulary and ways to express themselves.
  - Example: Counting to 10 in Spanish, German or Mandarin Chinese.
- Use some words that challenge children while being within their ability to learn and use them.
  - Example: curiosity, fantastic, eager

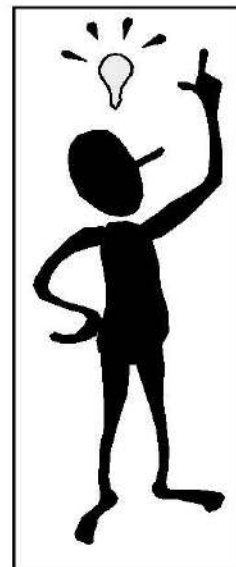


## Open-Ended Questions to Help Children Think

Using open-ended questions is a wonderful way to stretch children's curiosity, reasoning ability, creativity and independence. Asking open-ended questions gives teachers an opportunity to see what a child is thinking and feeling. A question like, "What color is that block?" evokes a one word answer. An open-ended question like, "Tell me about the blocks you are using," encourages children to use their language to describe the blocks or what they are doing. There is no right or wrong answer to an open-ended question so all children can be successful in answering them. Teachers can use the questions below to help incorporate open-ended questions in their classroom instruction.

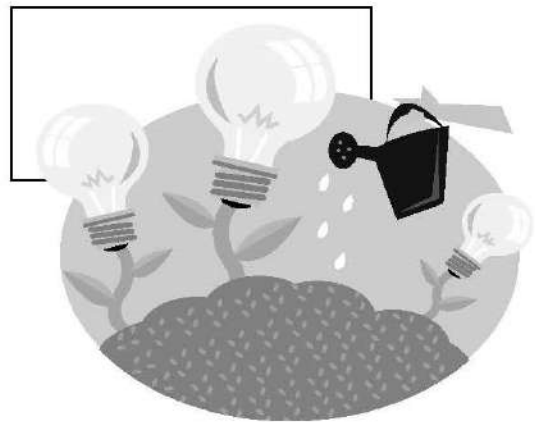
### Open-ended Questions

- Can you describe what happened?
- Can you think of a new way to do it?
- Can you help me think this through?
- Do you have any other ideas?
- How are they alike, different?
- How could we make it work?
- How could we work together to solve this?
- How did that happen?
- How did you feel when you finished it?
- How did you get that to work?
- How did you know that?
- How did you work it out?
- How do you explain it?
- How might you do it differently?
- Tell me about how you worked together.
- Tell me about it.
- Tell me about the character (books).
- Tell me about what you built, made, created.



9.2.14

- Tell me about what you saw.
- What can we do to get it to work?
- What do you think will happen next?
- What did you see happening?
- What do you like best about it?
- What do you notice about \_\_\_\_?
- What do you think caused it to change?
- What do you think would happen if you \_\_\_\_\_?
- What do you think will happen next?
- What happened at the beginning, middle or end of the story (books)?
- What did you learn?
- What makes it work?
- What did you notice happening?
- What problems did you have?
- What was easy?
- What was hard for you to do?
- What would you do different next time?
- How do you know that is the right answer?
- Why do you think \_\_\_\_\_?
- Why did you choose \_\_\_\_\_ over \_\_\_\_\_?



**Extend children’s thinking by:**

- Asking questions that encourage language development (verbal, written, and receptive).
- Paraphrasing—repeat what the child said. Then add extra information to keep the child thinking.
- Adding new vocabulary. Use new words like “observe”, texture words (sticky, rough, silky), measurement words (gigantic, tiny, humongous, miniscule), etc. when repeating and extending what children say.

**Remember:**

- If you can answer “yes” or “no” the question is not open-ended.
- Open-ended questions require more “think” time so be patient as you wait for children to respond.

9.2.14

# Creating a Language Rich Environment

*What other items could you add that would support language and communication development?*

<p><b>Block:</b> Children develop language to help them problem solve and work cooperatively on a project.</p>	<p><b>Dramatic Play:</b> Children use materials to reenact events of their life and imaginations. Children gain self-expression and vocabulary development.</p>
<ul style="list-style-type: none"> <li>• Unit blocks</li> <li>• Large hollow blocks</li> <li>• Variety of blocks of color and size</li> <li>• Clip boards &amp; writing utensils</li> <li>• Animal and human figures</li> <li>• Vehicles</li> <li>• Sheets / clothes pins</li> <li>• Tape</li> <li>• Labeled storage areas</li> <li>• Sign making materials</li> </ul> <div style="border: 2px solid blue; padding: 10px; margin-top: 10px;"> <p>Put out paper, pencils and crayons in each learning center so that children can journal about what they are done.</p> <p>Journaling can be “writing” or drawing a picture.</p> <p>Journaling helps children learn to write, create stories and express themselves.</p> </div>	<ul style="list-style-type: none"> <li>• Kitchen set</li> <li>• Multi-ethnic dolls (w/removable clothing or diapers, bibs, and bottles as appropriate)</li> <li>• Doll bed &amp; bedding</li> <li>• Dishes</li> <li>• Plastic flatware</li> <li>• Pots &amp; pans</li> <li>• Cooking utensils</li> <li>• Mirror (un-breakable)</li> <li>• Pretend food</li> <li>• Dress-up items</li> <li>• Several Phones</li> <li>• Pretend iron &amp; ironing board</li> <li>• Doll high chair</li> <li>• Child-size sofa and/or chair(s)</li> <li>• House cleaning tools (e.g., broom, dust pan, brush, vacuum, mop, duster)</li> <li>• Prop boxes developed around scenarios: grocery store, office, hospital, pet store/veterinarian, firefighter, post office/mail carrier, etc.</li> <li>• Several Newspapers &amp; magazines</li> </ul>
<p><b>Sand and Water (sensory):</b> Children develop vocabulary along with conversational and investigative language.</p>	
<ul style="list-style-type: none"> <li>• Playdough</li> <li>• Sand/Water Table</li> <li>• Different scoops and funnels</li> <li>• Eye droppers</li> </ul>	<ul style="list-style-type: none"> <li>• Spoons</li> <li>• Sponges</li> <li>• Tongs</li> <li>• Brooms/dust pans</li> </ul>

# Creating a Language Rich Environment

<p><b>Language Arts:</b> Children’s active learning of language through quality, age-appropriate experiences in listening, reading, writing, drawing and reenacting stories.</p>	<p><b>Science and Collections:</b> Use of investigation facilitates language development through open ended questions and discovery conversations. Children discover new vocabulary words.</p>
<ul style="list-style-type: none"> <li>• Books</li> <li>• Big books</li> <li>• Non-fiction books</li> <li>• Props</li> <li>• Writing materials (all sorts of sizes and types)</li> <li>• Different writing utensils</li> <li>• Puppets (family, animals, community helpers, etc.)</li> <li>• Flannel Boards &amp; story sets</li> <li>• Mailbox</li> <li>• Story audio and books</li> <li>• Alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Writing or drawing paper</li> <li>• Chart paper</li> <li>• Pencils</li> <li>• Empty story books</li> <li>• Color paddles</li> <li>• Sink &amp; float items</li> <li>• Magnifiers</li> <li>• Living things to take care of (plants, animals, outdoor garden)</li> <li>• Magnets</li> <li>• Collections of natural objects</li> <li>• Bug house</li> <li>• Mirror trays</li> <li>• Various science materials labeled</li> </ul>
<p><b>Manipulative:</b> Use of manipulatives to guide children towards discovery of language and symbols to concepts.</p>	<p><b>Creative Arts:</b> Children produce two-and three-dimensional products representing their perceptions, feelings and ideas. Child express their thoughts aloud as they manipulate a variety of materials.</p>
<ul style="list-style-type: none"> <li>• Pegs</li> <li>• Legos</li> <li>• Sewing cards</li> <li>• Beads</li> <li>• Puzzles</li> <li>• Nesting boxes</li> <li>• Collectibles in jars with screw lids</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of paint brushes</li> <li>• Markers/crayons/colored pencils</li> <li>• Scissors</li> <li>• Easels</li> <li>• Different textures and thickness of medium for painting</li> <li>• Eye droppers</li> <li>• Sponges</li> <li>• Tape</li> <li>• Materials are labeled</li> </ul>



# Creating Intentional Language Opportunities

Group Time
<ul style="list-style-type: none"><li>• Talk about children’s classroom jobs</li><li>• Show-in-Tell</li><li>• News of the day</li><li>• Music &amp; Movement—playing music and dancing with scarves</li><li>• Fingerplays</li><li>• Introduce new materials in the room</li></ul>
Story Time
<ul style="list-style-type: none"><li>• Talk about the vocabulary in the story before reading</li><li>• Emphasis alliterations and rhymes</li><li>• Imitate movements from the story</li><li>• Use props to act out story (stuffed animals)</li><li>• Imitate sounds with clapping, stomping, and snapping.</li><li>• Children ask questions throughout the story</li></ul>
Snack or Meal time
<ul style="list-style-type: none"><li>• Educator seated at table with children</li><li>• Use of different vocabulary words (“<i>milk is a <u>dairy</u> product</i>”)</li><li>• Questioning and extending about foods and experiences</li><li>• Narrative talk about children’s experiences (“<i>What did you do last night?</i>”)</li><li>• Children engage in conversations with one another</li></ul>
Transition Time
<ul style="list-style-type: none"><li>• Educators use verbal and nonverbal cues before transitions</li><li>• Sing songs</li><li>• Play word or guessing games (“<i>I am thinking of an animal that swims and quacks.</i>”)</li><li>• Recite rhymes</li><li>• Fingerplays</li></ul>

# Intentional Language Opportunities



Time of day activity to be used:

Group Time    Story Time    Snack/Mealtime    Transition Time    Other \_\_\_\_\_

What will you do for the activity?

Possible open-ended questions to ask:

What materials will you need?

How will you adapt activity to support all learners?

# Intentional Language Opportunities



Time of day activity to be used:

Group Time    Story Time    Snack/Mealtime    Transition Time    Other \_\_\_\_\_

What will you do for the activity?

Possible open-ended questions to ask:

What materials will you need?

How will you adapt activity to support all learners?



# Adapting Learning Materials

Making small changes to learning materials provides an opportunity for children with differing abilities to find success with new skills.



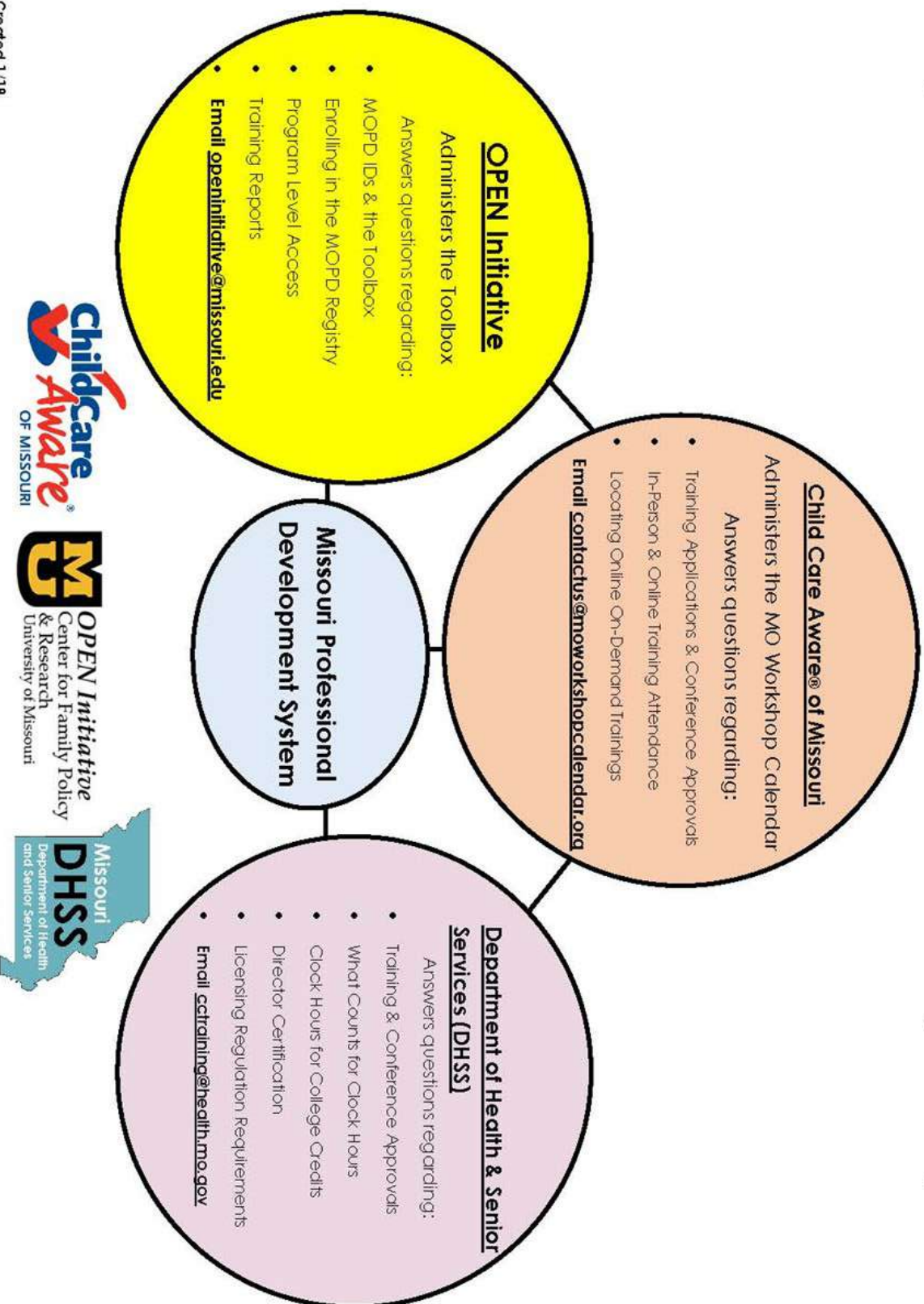
## Language:

- Give the child time to express themselves. Do not interrupt when the child is trying to communicate.
- Reduce unnecessary classroom noise as much as possible
- Present only one direction at a time.
- In circle time let the child with delay have the first chance to answer.
- Use visual cues (pictures or objects).
- Use tactile cues to help child express with words (tap two times on arm for blue ball).
- Use gestures or sign language for the child to ask for help and communicate needs.
- Use a picture exchange communication system (PECS) for child to tell wants and needs.
- Use of assistive technologies (talkers). (See *Resources*, PW page \_\_\_)

## Ideas/Thoughts:

# Resources

## Key Functions of the Missouri Professional Development System



Credited 1/18



*Questions?*

Dori Martin, Resource Specialist  
 Child Care Aware® of Missouri  
[dori@mo.childcareaware.org](mailto:dori@mo.childcareaware.org)  
 or 314-535-1458 x611

The screenshot shows the homepage of the Show Me Child Care Resources website. At the top, there is a navigation bar with a search bar and a user profile for 'Lauri'. Below the navigation bar is a main banner for 'Routine Vision Coverage & More' featuring a photo of a doctor examining a child's eyes. Below the banner are three columns of featured content: 'New and Noteworthy' with links to dental insurance and curriculum resources; 'Everyday Savings' with a link to educator discounts; and 'Flu Season' with a link to health resources. On the right side, there is a 'ChildCare Aware OF MISSOURI' logo and a 'Show Me Jobs' section. The footer contains links for 'About Us', 'Contact Us', and 'Privacy Policy & Terms of Service', along with a reference to 'Reference Sheets: Center Family' and a note that the site is powered by CCA For Social Good.

# Resources

## T.E.A.C.H. MISSOURI Scholarship

**Want to continue your education?**



- Support college credits towards early childhood AA/AAS or BA/BS
- Statewide scholarship available to directors, teachers and assistants in **licensed** child care programs
- Partnership between the scholarship recipient, sponsoring employer and T.E.A.C.H. MISSOURI with each paying a portion of tuition and books
- Applications accepted year round
- Visit our website [www.teach-missouri.org](http://www.teach-missouri.org) to learn more and access an application



Missouri's most trusted child care resource.

1-866-892-3228

[mo.childcareaware.org](http://mo.childcareaware.org)

- Our referral service uses a database containing Missouri child care programs.
- Families are able to access the database and search for programs near them or contact a resource specialist to assist them in their search.
- All information in the database is self-reported by programs.
- We encourage families to ask questions about the child care programs in order to find a program that best suits the needs of their children.
- Update your Program Information Form (PIF) at least annually or when changes occur.



CDA SCHOLARSHIP  
PROJECT

# GET YOUR CDA CREDENTIAL!

Get Paid \$380 | No Assessment Fee | Advance Your Career



Do you work in a licensed or  
license-exempt child care program?



Do you work in a child care program  
that accepts DSS subsidy?



Do you work a minimum of  
20 hours per week?



Have you worked in the same child  
care program for at least 3 months?

If you answered **YES** to these questions, enroll in the CDA Scholarship Project at [www.cdасcholarshipmo.org](http://www.cdасcholarshipmo.org). Space is limited.

Don't delay...sign up **TODAY!**

Funded by the State of Missouri - Children's Division

# Appendix



## Resources & Links

# Developmental Resources for Educators and Families



**Centers for Disease Control and  
Prevention (CDC)-Learn the Signs**

<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®

[healthychildren.org](https://www.healthychildren.org)

<https://www.healthychildren.org/English/ages-stages/Pages/default.aspx>

### Adaptive Devices

- Assistive listening devices (ALDs) help amplify the sounds you want to hear, especially where there's a lot of background noise. ALDs can be used with a hearing aid or cochlear implant to help a wearer hear certain sounds better.

<https://www.nad.org/resources/technology/assistive-listening/assistive-listening-systems-and-devices/>

- Augmentative and alternative communication (AAC) devices help people with communication disorders to express themselves. These devices can range from a simple picture board to a computer program that synthesizes speech from text.

<https://www.asha.org/public/speech/disorders/AAC/>

# Your Child at 2 Years



Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 2nd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

## What Most Children Do at this Age:

### Social/Emotional

- Copies others, especially adults and older children
- Gets excited when with other children
- Shows more and more independence
- Shows defiant behavior (doing what he has been told not to)
- Plays mainly beside other children, but is beginning to include other children, such as in chase games

### Language/Communication

- Points to things or pictures when they are named
- Knows names of familiar people and body parts
- Says sentences with 2 to 4 words
- Follows simple instructions
- Repeats words overheard in conversation
- Points to things in a book

### Cognitive (learning, thinking, problem-solving)

- Finds things even when hidden under two or three covers
- Begins to sort shapes and colors
- Completes sentences and rhymes in familiar books
- Plays simple make-believe games
- Builds towers of 4 or more blocks
- Might use one hand more than the other
- Follows two-step instructions such as "Pick up your shoes and put them in the closet."
- Names items in a picture book such as a cat, bird, or dog

### Movement/Physical Development

- Stands on tiptoe
- Kicks a ball
- Begins to run

- Climbs onto and down from furniture without help
- Walks up and down stairs holding on
- Throws ball overhand
- Makes or copies straight lines and circles

## Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't use 2-word phrases (for example, "drink milk")
- Doesn't know what to do with common things, like a brush, phone, fork, spoon
- Doesn't copy actions and words
- Doesn't follow simple instructions
- Doesn't walk steadily
- Loses skills she once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO (1-800-232-4636).

The American Academy of Pediatrics recommends that children be screened for general development and autism at the 24-month visit. Ask your child's doctor about your child's developmental screening.

Adapted from *CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5*, Fifth Edition, edited by Steven Shelov and Tanya Renner Altmann © 1991, 1993, 1998, 2004, 2010 by the American Academy of Pediatrics and *BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS*, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly) | 1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.



# Your Child at 3 Years



Child's Name \_\_\_\_\_ Child's Age \_\_\_\_\_ Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 3rd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

## What Most Children Do at this Age:

### Social/Emotional

- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Understands the idea of "mine" and "his" or "hers"
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self

### Language/Communication

- Follows instructions with 2 or 3 steps
- Can name most familiar things
- Understands words like "in," "on," and "under"
- Says first name, age, and sex
- Names a friend
- Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences

### Cognitive (learning, thinking, problem-solving)

- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people
- Does puzzles with 3 or 4 pieces
- Understands what "two" means
- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- Screws and unscrews jar lids or turns door handle

### Movement/Physical Development

- Climbs well
- Runs easily
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step

## Act Early by Talking to Your Child's Doctor if Your Child:

- Falls down a lot or has trouble with stairs
- Drools or has very unclear speech
- Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- Doesn't speak in sentences
- Doesn't understand simple instructions
- Doesn't play pretend or make-believe
- Doesn't want to play with other children or with toys
- Doesn't make eye contact
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO (1-800-232-4636).

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[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly) | 1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

# Your Child at 4 Years



Child's Name \_\_\_\_\_ Child's Age \_\_\_\_\_ Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 4th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

## What Most Children Do at this Age:

### Social/Emotional

- Enjoys doing new things
- Plays "Mom" and "Dad"
- Is more and more creative with make-believe play
- Would rather play with other children than by himself
- Cooperates with other children
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

### Language/Communication

- Knows some basic rules of grammar, such as correctly using "he" and "she"
- Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- Tells stories
- Can say first and last name

### Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- Remembers parts of a story
- Understands the idea of "same" and "different"
- Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Plays board or card games
- Tells you what he thinks is going to happen next in a book

### Movement/Physical Development

- Hops and stands on one foot up to 2 seconds
- Catches a bounced ball most of the time
- Pours, cuts with supervision, and mashes own food

## Act Early by Talking to Your Child's Doctor if Your Child:

- Can't jump in place
- Has trouble scribbling
- Shows no interest in interactive games or make-believe
- Ignores other children or doesn't respond to people outside the family
- Resists dressing, sleeping, and using the toilet
- Can't retell a favorite story
- Doesn't follow 3-part commands
- Doesn't understand "same" and "different"
- Doesn't use "me" and "you" correctly
- Speaks unclearly
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO (1-800-232-4636).

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[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly) | 1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

# Your Child at 5 Years



Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 5th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

## What Most Children Do at this Age:

### Social/Emotional

- Wants to please friends
- Wants to be like friends
- More likely to agree with rules
- Likes to sing, dance, and act
- Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by himself (adult supervision is still needed))
- Is sometimes demanding and sometimes very cooperative

### Language/Communication

- Speaks very clearly
- Tells a simple story using full sentences
- Uses future tense; for example, "Grandma will be here."
- Says name and address

### Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things
- Can draw a person with at least 6 body parts
- Can print some letters or numbers
- Copies a triangle and other geometric shapes
- Knows about things used every day, like money and food

### Movement/Physical Development

- Stands on one foot for 10 seconds or longer
- Hops; may be able to skip
- Can do a somersault
- Uses a fork and spoon and sometimes a table knife
- Can use the toilet on her own
- Swings and climbs

## Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't show a wide range of emotions
- Shows extreme behavior (unusually fearful, aggressive, shy or sad)
- Unusually withdrawn and not active
- Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- Doesn't respond to people, or responds only superficially
- Can't tell what's real and what's make-believe
- Doesn't play a variety of games and activities
- Can't give first and last name
- Doesn't use plurals or past tense properly
- Doesn't talk about daily activities or experiences
- Doesn't draw pictures
- Can't brush teeth, wash and dry hands, or get undressed without help
- Loses skills he once had

**Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your local public school. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call 1-800-CDC-INFO (1-800-232-4636).**

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[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly) | 1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

# Tips for Talking with Parents about Developmental Concerns



TIPS	EXAMPLES
<b>Always:</b>	
<p><b>Talk about development regularly</b> Talk with parents regularly about their child's development – not only at times of concern – and provide them with resources so they can track milestones at home.</p>	<p>I am so happy to be Taylor's new teacher! I care a lot about making sure all my children are on track in terms of how they play, learn, speak, act, and move for their age, so I will be looking for and tracking Taylor's developmental milestones and sharing his progress with you regularly. It would be great if you would look for milestones at home, too, and let me know what you're seeing as well. I have some free milestone checklists that can help.</p>
<p><b>Share resources</b> Encourage families to use <a href="#">milestone checklists</a> or the <a href="#">Milestone Moments booklet</a> to monitor their child's development at home. Find these free resources here: <a href="http://www.cdc.gov/Milestones">www.cdc.gov/Milestones</a></p>	<p>A great way to monitor Taylor's developmental milestones is with these checklists. They can help you understand typical milestones he should be reaching for his age and those to look for as he gets older. You can place them on the refrigerator for quick and easy reference throughout the day.</p>
<p><b>Use good listening skills</b></p> <ul style="list-style-type: none"> <li>■ Listen closely, make eye contact, nod when appropriate, and be silent when the parent is speaking</li> <li>■ Repeat the parent's main points when you respond so he or she will know you heard and understood</li> <li>■ Consider how the parent feels about what he or she is saying</li> <li>■ Watch and listen closely for clues to those feelings and acknowledge them when you respond</li> <li>■ Probe for more information when necessary</li> </ul>	<p>It sounds like you are pretty worried and I hear you saying that you do not hear Taylor speak clearly at home. Is that correct?</p> <p>Let's talk about what you have noticed at home. Can you describe specific situations?</p> <p>Is there anything else about Taylor's development you'd like to talk about?</p>
<b>When you have concerns to share:</b>	
<p><b>Highlight the child's strengths</b></p> <ul style="list-style-type: none"> <li>■ Let the parent know what the child does well and the milestones he or she is meeting</li> <li>■ Keep the conversation positive</li> </ul>	<p>We love having Taylor in class. He follows the classroom rules and really loves to sing, dance, and act during our circle time.</p>
<p><b>Make sure you are well prepared</b></p> <ul style="list-style-type: none"> <li>■ Invest time in building meaningful relationships with the parents and discuss developmental progress regularly</li> <li>■ Complete a <a href="#">milestone checklist</a> for the child's age to help the parent know that you are basing your comments on facts and not just feelings</li> </ul>	<p>Since our last meeting, I have noticed a few things about Taylor that I would like to discuss with you. I've been completing a milestone checklist for him, like I do for all the children, and I see he is meeting his cognitive milestones very well. However, he is not meeting a few of his language/communication milestones. For one, I have noticed that Taylor doesn't speak clearly enough for most people to understand. As you can see on the checklist, a five-year-old typically speaks clearly.</p>
<p><b>Encourage the parent to share any concerns with the child's doctor</b></p> <ul style="list-style-type: none"> <li>■ Remember it's not your role to make or even suggest a diagnosis</li> <li>■ Remind parents of the importance of acting early on concerns</li> </ul>	<p>There might not be anything to be concerned about, but I do think it's important to talk to Taylor's doctor about this in the next few weeks to be sure. Take this checklist with you when you go, share it, and ask the doctor for a developmental screening. This will help the doctor and you to know whether Taylor might need a little extra help. Getting help early can make a big difference! Let me know if you need anything from me for that doctor's appointment.</p>
<p><b>Follow-up with the family in a few weeks</b></p>	<p>Thank you for taking time to meet with me again. I know the last time we talked about Taylor's development, we were concerned about his language skills. Have you been able to talk with Taylor's doctor about this?</p>



# Tips for Talking with Parents about Developmental Concerns

## How to respond

### If parents disagree with you about their child's behavior or abilities

**Try:** Sometimes children behave differently at home than they do at school. I'm only able to share with you what I've seen in the classroom. How does Taylor act when he's around other children in the neighborhood?

### If a parent gets angry or upset

**Try:** I understand that you are upset. Like you, I want what's best for Taylor. That's why it's so important for me to share with you what I am seeing. If he does need some extra help, I want him to have the opportunity to get it as soon as possible. Do you want to discuss your questions and concerns now, or would you rather think about this a little more and meet again (in a couple of days, next week, etc.)?

(If the parent hasn't already been given a milestone checklist, give one and suggest that he or she fill it out and bring it back.)

### If a parent reports that the doctor said to wait and see

**Try:** While it's true that every child develops at his or her own pace, there are certain milestones we typically see from most children by Taylor's age. If you are concerned, you can reach out to early intervention directly to see if Taylor qualifies for help through free or low-cost services. You don't need a doctor's referral. Acting early may make a real difference for Taylor, so it's better to find out for sure. If his development is delayed enough to qualify for help, you can get those services started right away and then follow-up with the doctor.

## Be Mindful of Cultural Differences

Not all cultures place the same emphasis on particular developmental milestones. When communicating with families, be aware of your own cultural biases in making decisions about how to communicate with families.

## Additional Resources

- For a FREE 1-hour online training about developmental monitoring and communicating with parents, including videos of sample conversations (Module 4) visit [www.cdc.gov/WatchMeTraining](http://www.cdc.gov/WatchMeTraining)
- For [tips on why and how to use Learn the Signs, Act Early materials](#) in your classroom and to access free materials visit [www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)
- Share the [How to Help Your Child](#) and [How to Talk with the Doctor](#) tip sheets with parents: [www.cdc.gov/Concerned](http://www.cdc.gov/Concerned)



# Observing Development

- Is key to learning about the child
  - *What are they able to do well?*
  - *Where do they need more support?*
- Use milestone checklist with families
- Encourage families to use them at home



Notes/Thoughts:



## Observation Challenge

*Who will be your five children to observed for one minute when you return to your classroom/program?*

- 1.
- 2.
- 3.
- 4.
- 5.

