

EARLY LITERACY LEARNING FOR ALL CHILDREN

CELL

Center for Early Literacy Learning

A West Virginia Birth to Three Approved Training




Welcome and Introductions

• Welcome!

• Who is with us today?

- Child Care?
- Home Visitation?
- Head Start/Early Head Start?
- WV Birth to Three?
- Parents?
- Preschool?




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Goals & Objectives

- 1) To understand the importance of early literacy
- 2) To identify the purpose of the Center for Early Literacy Learning
- 3) To understand the components to the Center for Early Literacy Learning's model
- 4) To become more intentional with our work with families in relation to early literacy
- 5) Learn how to utilize the resources on the CELL Website



What is CELL?

- The Center for Early Literacy Learning
- CELL is a research-to-practice technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, Research to Practice Division.




What is CELL?

The main goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices by early childhood teachers, intervention practitioners, parents, and other caregivers of young children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes.



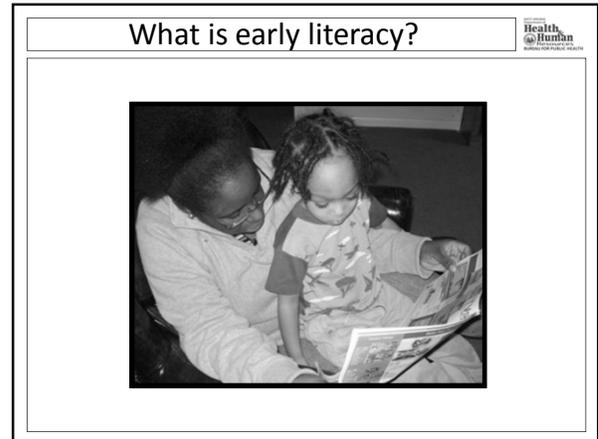
Why Early Literacy?

“Research supports an interactive and experiential process of learning spoken and written language skills beginning in early infancy”

Zero to Three – Brain Wonders

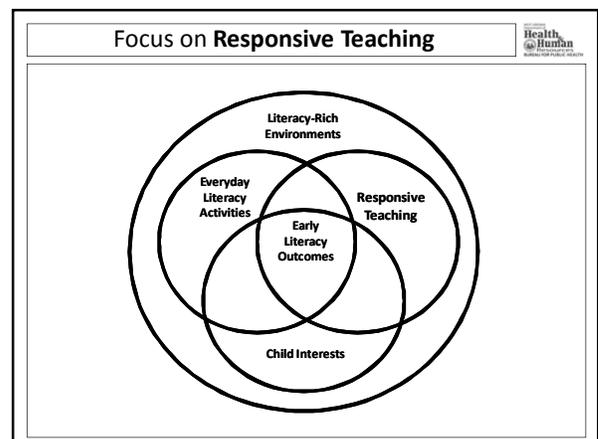
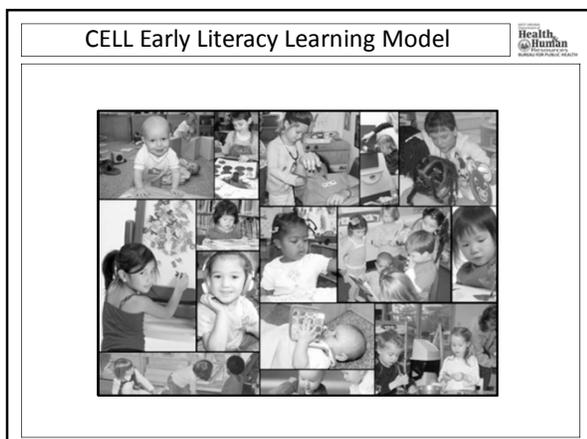
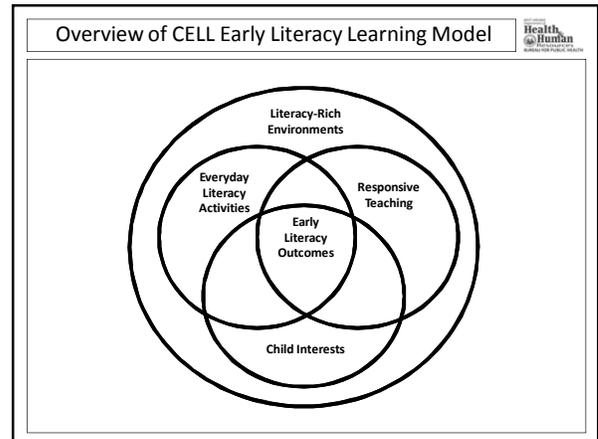


“Early language and communication skills are crucial for children’s success in school and beyond. Children who develop strong attachment and communication skills are more likely to arrive at school ready to learn and are more likely have to have higher levels of achievement.”



Basic Definition of Early Literacy

The knowledge and skills young children need in order to learn to communicate, read, and write.



What is Responsive Teaching?

- In responsive teaching, the adult is tuned in to the child's interests and participation in everyday activities.
- Responsive teaching supports children's engagement and competence within activities, increasing the opportunity for early literacy learning (mastery).

Responsive Teaching Techniques

- *Pay Attention*
 - Notice and interpret the child's behavior as attempts to initiate interactions
- *Respond*
 - Promptly and positively to the child's actions or behaviors by repeating or imitating her intensity, or with comments, praise and/or adaptations to help the child continue the activity
- *Introduce new information*
 - Elaborate on what the child does or says (labeling, naming)
- *Support and encourage new child behavior*
 - Asking questions, making comments or add new materials encouraging the child to do something different

Pay Attention

Adults who are paying attention to the child's interests:

- Are aware of the child's activities and focus.
- Notice and interpret the child's cues and signals.

Respond

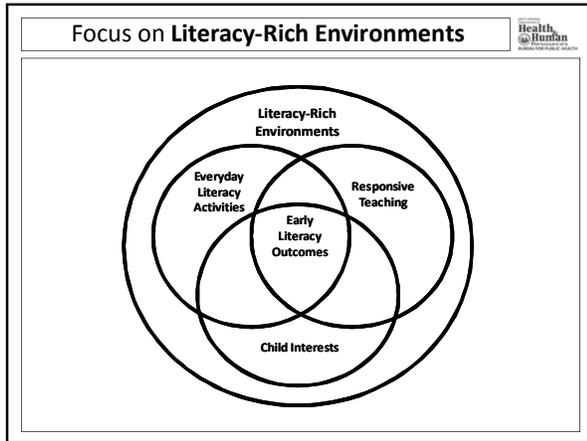
- Respond promptly.
- Respond appropriately.
 - The adult matches his or her reaction to the child's expressiveness and affect.
- Encourage the child's attempts at interaction and participation in the activity with specific comments and praise.

Introduce New Information

- Responsive adults introduce new information by:
 - Labeling or naming pictures and objects
 - Expanding on children's contributions
 - Adding new materials or challenges and encouraging the child to do something different

Support & Encourage New Child Behavior

- Ask questions.
- Comment on the child's behavior and accomplishments.
- Provide opportunities throughout the day to use new skills.



What are literacy-rich environments?

- They are the contexts in which children engage in interest-based everyday literacy activities with responsive adults.
- They stimulate children to participate in language and literacy activities.
- They are interesting, inviting, comfortable, and well-stocked with easily accessible materials.
- They are in classrooms, homes, and many other places around the community.

Where can early literacy occur at home?

LAUNDRY ROOM **garage**

Kitchen **Backyard**

Bathroom

Living Room **Bedroom**

Home Environments

Homes contain a number of areas that can provide opportunities for literacy learning:

- Indoors: entry area, living room, dining room, kitchen, pantry, bedroom, basement, bathroom, garage
- Outdoors: yard, driveway/pavement, outdoor play areas, library visits, shopping, riding in the car/bus

Classroom Environments

Classroom contain more than the typically considered areas that can provide opportunities for literacy learning:

- Indoors: entry area, kitchen area, block area, art area, bathroom area, meal area, diaper changing area, book nook, computer
- Outdoors: field trips, playground, drop-off area, classroom garden area

Incorporating Materials in Functional Ways

- Focus on incorporating materials throughout the environment in functional and natural ways.
- Functional use of materials means that children use the materials for a specific purpose.

Incorporating Materials in Functional Ways

For example:

- Provide a child with empty cereal boxes to stack.
- Use a store's sale ads to create a grocery list.
- Provide children with a toy catalog to create a birthday wish list.

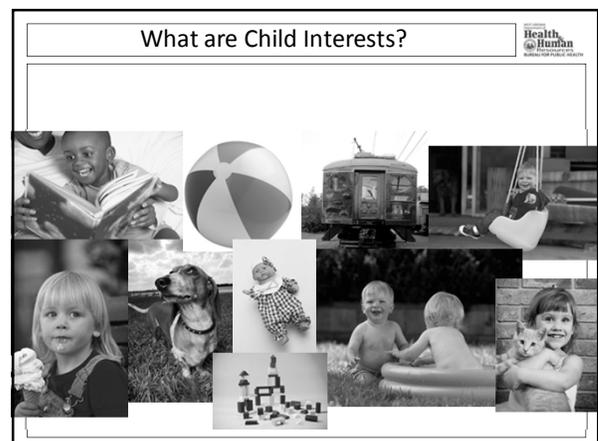
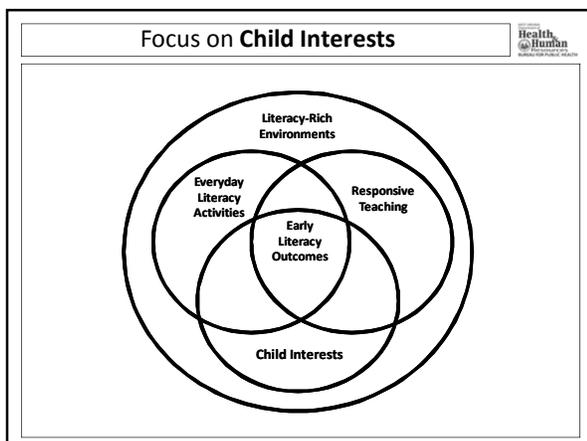
What would you do?

Examples of Home Literacy Materials

- **Examples of Reading Materials**
Books, Catalogs, Junk Mail, Take-Out Menus, Magazines, Pamphlets, Recipes, Children's Dictionary, Maps, Newspapers, Store Flyers, Phone book, Grocery List, Cookbooks, Calendars
- **Examples of Writing Materials (Utensils & Surfaces)**
Pencils, Markers, Crayons, Paint brushes, Dry erase markers, Chalk, Letter stamps, Letter Sponges, Easel, Ink pads, Pavement, Envelopes, Dry erase board, Various types of paper
- **Other Materials to Support Literacy Learning in the Home**
Tape/CD players, Headphones, Music and books on Tape/CD, Computers with keyboards
- **Props to Support Literacy Activities**
Magnetic letters on refrigerator, Modeling clay or dough, Alphabet blocks, Dolls, Puppets, Dress-up clothes, Empty containers with labels/logos (cereal boxes, laundry bottles, etc.), Clipboards, Tape, Stapler, Paper clips, Hole punch, Ruler, Scissors, Glue, Shoe boxes

Examples of Classroom Literacy Materials

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What do you like to do?

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- Think about one of your hobbies.
- Think about what skills are required for that hobby.
- How long did it take you to learn this hobby?
- Create your hobby out of playdough and see if your neighbor can identify your hobby from your creation and description of the skills required and length of time to learn.

Why are child interests important?

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- Children’s interests form the basis for their learning. This is the basis of CELL early learning practices.
- Children are more likely to become engaged in an activity if they are interested in it, which increases their opportunities for learning.

Child Interests

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Children have different types of interests, including:

Personal

- i.e., a child is interested in trucks—fire engines, dump trucks, diesel trucks, monster trucks, etc.

Situational

- i.e., another child is interested in his/her *mom’s* shiny new red truck

Identifying Child Interests

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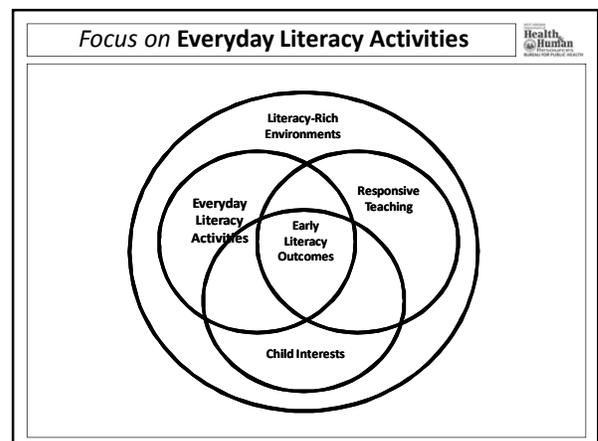
Think about a child that you know or work with and answer the following questions:

- When given a choice, what kinds of activities does this child choose or prefer?
- What are some things that make this child smile and laugh?
- What things does this child like to do over and over again?

Child Interests

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- What interests did you identify?
- What were the top interests? Did you identify any passions of the child?
- What are themes or clusters of interests that you see?



What are Everyday Literacy Activities 

Everyday literacy activities need to:

- Be interest-based.
- Provide opportunities for language learning.
- Provide opportunities to acquire and use literacy abilities.
- Happen frequently (or could happen frequently).

Everyday Literacy Activities 

- Interest-based:
 - A child who loves birds will enjoy drawing, writing, talking, and reading about birds
- Opportunities for language learning:
 - Conversation with peers and adults during everyday activities, such as talking about the birds seen during a walk outside
- Opportunities to practice literacy skills:
 - Such as with reading and writing materials: reading a book about birds, finding bird-related items in a catalog

Everyday Literacy Activity Continuum 

Everyday literacy activities can be informal or formal, or anywhere in between, depending on the context in which the activity occurs.

Informal Literacy Activities Formal Literacy Activities

Informal Literacy Activities 

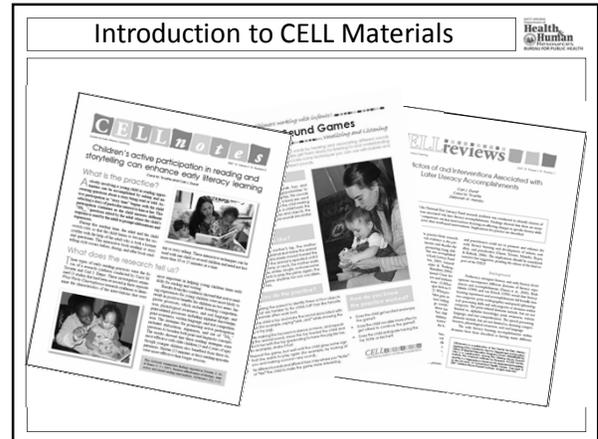
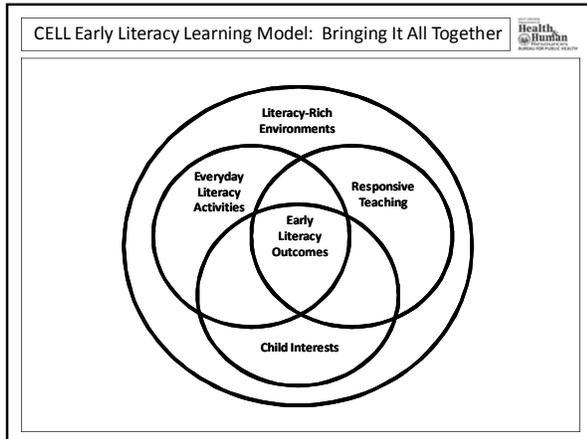
- Unstructured activities
- Primarily directed by child, with adult being a facilitator (i.e., less adult-directed)
- Tend to occur within daily routines rather than in planned learning situations
 - For example: car rides, grocery stores, diapering, getting dressed
- Occur in the context of literacy-rich environments

Formal Literacy Activities 

- Structured activities
- Tend to be more adult-directed
- Tend to occur in more planned learning situations
- Can occur when an adult organizes or leads a child in a learning activity with a specific goal of enhancing literacy development
- Occur in the context of literacy-rich environments

Learning Opportunities 

- Everyday literacy activities provide opportunities for early literacy learning at home, in classrooms, and in a child's community.
- Opportunities for early literacy learning need to be provided frequently.
- Opportunities for early literacy learning should be increased both across (breadth) and within (depth) literacy activities.



CELL Practice Guides

Universal Practice Guides
Practice Guides with Adaptations
Specialized Practice Guides (forthcoming)

The Health @ Human logo is in the top right corner.

Organization of Practice Guides

Parents and Practitioners
Infants, Toddlers, and Preschoolers
Linguistic Processing and Print-Related

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CELL Parent Practice Guides

Expanding the parents of infants!

Baby's First ABC Book

Supporting the parents of infants!

What is the practice?

How do you do the practice?

Take a look at more first alphabet books

ABCs Just for Me!

"Chicka, Chicka..."

My Favorite Things

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Universal CELL Practices Literacy Domains

INFANT practice guides

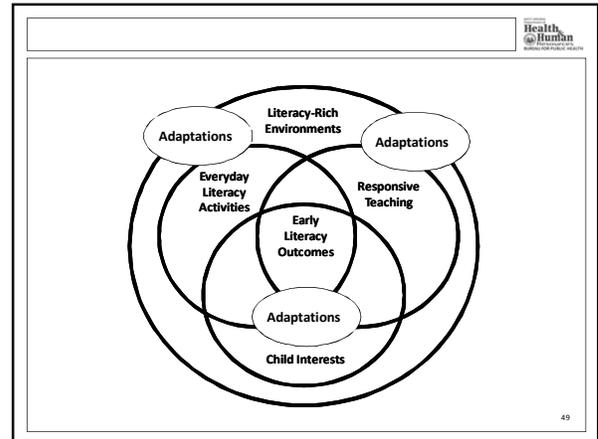
For PARENTS	For PRACTITIONERS
Literacy Learning Experiences	Literacy-Rich Experiences
Stories and Listening	Alphabet Exposure
Scribbling and Drawing	Print Awareness and Reading
Rhymes and Sound Awareness	Pre-Emergent Writing
Vocalizing and Listening	Sound Awareness
Gestures and Signing	Vocalizing and Listening
	Nonverbal Communication and Signing

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Universal *CELL Practices* Literacy Domains

TODDLER practice guides

For PARENTS	For PRACTITIONERS
Literacy Learning Experiences	Literacy-Rich Experiences
Symbols and Letters	Alphabet Awareness
Storytelling and Listening	Storytelling and Listening
Scribbling and Drawing	Emergent Writing
Rhymes and Sound Awareness	Sound and Phonemic Awareness
Talking and Listening	Talking and Listening
Gestures and Signing	Nonverbal Communication and Signing



What are Adaptations?

Modification or change made to an environment, activity, materials or interaction to maximize a child's ability to *participate* in everyday interest-based learning opportunities

- Important Considerations**
- Vision – contrast, size, proximity, field loss
 - Hearing – auditory input, headphones
 - Mobility – stabilization, posturing
 - Sensitivity – allergies, touch, lighting
 - Interests – motivators
 - Dislikes – dilute, minimize and add

Adaptations for Children

Ensure that children

- Can express their interests and have them interpreted correctly
- Can engage in activities
- Can become skillful and competent
- Can master skills

Offer the necessary supports so children or all abilities can participate in activities at their greatest possible level

- Adaptation Continuum**
- Adapt Environment
 - Adapt Activity
 - Adapt Materials
 - Adapt Instruction
 - Provide Assistance
- Source: Cara's Kit, Millbourne & Campbell, 2007

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Environmental Adaptations

<p>Examples</p> <ul style="list-style-type: none">• Placing books within a child's reach by moving them to a lower shelf• Rearranging furniture so a child can easily walk across the room using crutches or a wheelchair	<p>Ask Yourself</p> <ul style="list-style-type: none">• To what extent does the environment encourage independent exploration for all children?• What are those specific challenges I need to create adaptations to support?
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Adapting the Environment



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Adapting the Environment



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Activity Adaptation

<p>Examples</p> <ul style="list-style-type: none">• Add movements to a song to keep an active child engaged• Add props to story time to help a child follow along and understand the story	<p>Ask Yourself</p> <ul style="list-style-type: none">• What additional support might this child need in order to fully enjoy and participate in this activity?
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Adapting the Activity



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Adapting the Activity



Let's Practice!



Scenario

- You work with a child who loves music.
- The child is able to move her arms freely, but is unable to hold a musical instrument.
- Identify an appropriate activity adaptation to support this child's participation in music.

Material Adaptation



<p>Examples</p> <ul style="list-style-type: none">• Using large grip pencils to draw• Providing child-sized utensils for feeding oneself• Placing non-slip shelf liner under a bowl/plate• Taping paper to a table so it will not slide	<p>Ask Yourself</p> <ul style="list-style-type: none">• Is there anything that could be done to this item in order to support the child's exploration or participation in the activity?
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Adapting Materials





Adapting Materials





Let's Practice



Identify an adaptation for a child who . . .

- Is unable to turn the pages of a book while reading with her mother





Instructional Adaptation

Examples

- Waiting and allowing the child enough time to respond before providing more adaptations
- Adding pictures along with print to represent the verbal instruction
- Allowing a child to stand during an activity rather than sit

Ask Yourself

- Have I given this child an adequate amount of time to complete this task?
- Have I required too many steps in order to participate in the activity?

Adapting Instruction



Adapting Instruction



Let's Practice

Making Play dough!

- Create a literacy-related instructional adaptation for making play dough
- How would you adapt your instruction for making play dough so that every child may participate?

Provide Assistance

Examples

- Providing hand-over –hand support
- Modeling for a child how to do something
- Peer intervention where a peer models for the child or provides some type of physical assistance

Ask Yourself

- Can you think of times where it was absolutely necessary to provide assistance?
- Can you identify times when it may not have been the most appropriate adaptation?

Providing Assistance



Adaptations – What to Consider?



Things to consider in order to ensure that ANY child can participate in an activity:

- Have you observed the child to know what his/her interests and abilities are?
- To what extent is the child currently participating in an activity?
- In what ways could the child be more involved?
- How will the adaptation enhance the child's ability to participate in the activity?
- How will the adaptation be implemented?
- Does there need to be an additional adaptation?
- Could this adaptation be generalized to other activities or routines?

Let's Practice!



Looking at the Exploring Water photo on the next slide, answer the following questions:

- Ask Yourself – To what extent is the child currently participating in the activity? In what ways could he be more involved?
- Based on your answer above – Which of the following adaptations would provide this child the most opportunity for participation with the least restriction – environment, activity, materials or instruction?

Exploring Water





Let's Practice!



Read the scenario, then answer the questions on the following slide:

Child Description
Angelo is a four year old boy who attends a pre-k class. Angelo loves any kind of sensory activity such as digging in the dirt and sand, or pouring water. He also loves music and musical instruments. Angelo has no head control and therefore is unable to sit up independently, but has a wheelchair that supports him. He can hold objects in his hands, with limited movement of his arms.

Activity – Outdoor Play
Angelo's teachers push him in a single stroller onto the playground so that he can watch the other children play. Angelo does not participate in any play outdoors.

Outdoor Playground Description
The playground has a dolphin swing that allows a child to lie back and swing. There are grass, concrete and mulch ground coverings. The playground has a shaded sandbox with sand toys. Some toddler riding toys are also available.

Using Adaptations



To what extent is Angelo currently participating in the activity? In what ways could he be more involved?

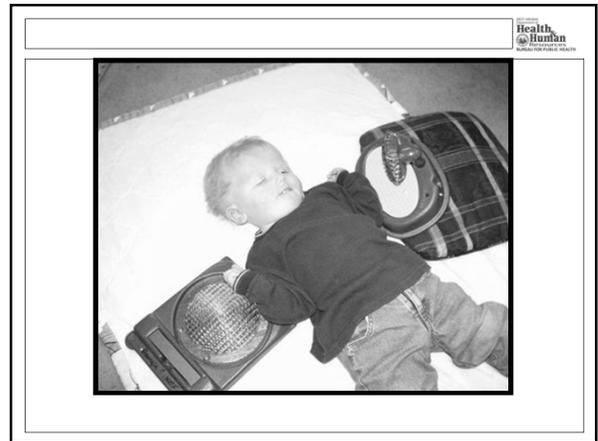
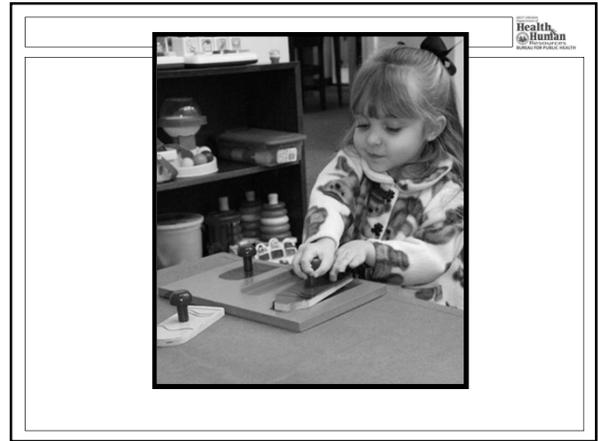
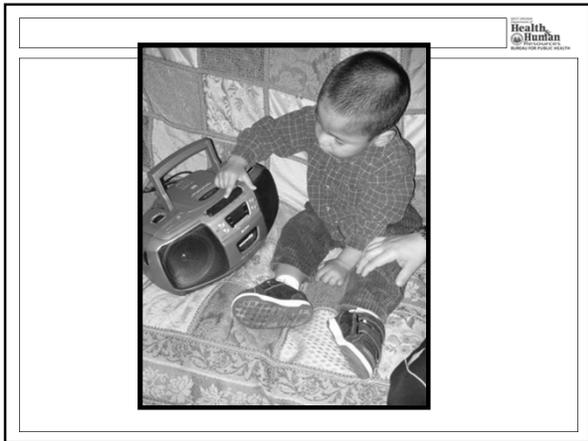
Based on your answer above – which of the following adaptations would provide Angelo the most opportunity for participation with the least restriction – environment, activity, materials and/or instruction?

- How did you decide whether an adaptation was necessary?
- Was the adaptation based on the child's interest? How did you determine the child's interest?
- How will the adaptation enhance Angelo's ability to actively participate in the activity?
- Did you need to provide any additional adaptation?
- Could the adaptation be generalized to other activities or routines?
- Was it difficult to make adaptations? Why?

More Practice









Bringing It All Together

Child Interests
Are the catalyst for learning opportunities for mastery for every child

Participation
Is the main focus when considering adaptations for children, especially for those with disabilities or special needs

Adaptations
May be necessary to maximize a child's ability to participate

Practice Guides with Adaptations

Adaptations ensure that children with disabilities:

- Can engage in interest-based early literacy learning activities
- Can master early literacy learning skills
- Can become competent in early literacy behaviors

Adaptations offer just enough assistance so that children with disabilities participate in literacy learning activities in order to master new skills and behaviors as do children without disabilities.

Adaptations

- Promoting vocal and verbal behavior
- Child engagement in book reading and story telling
- Sound awareness and rhyming
- Symbol and letter recognition
- Drawing and writing

CELL Practices Adaptation Practice Guides

Practice Guides	Gestures and Signs	Marking and Scribbling	Sound Awareness	Symbols and Signs	Stories and Listening
Infants	Let Me Tell You What I Want	Mark My Word	Making Noise Is a Lot of Fun	Picture This	Show Me the Funny
Toddlers	All . . . Write	Book Reading Made Fun for All	Look Who's Talking	The Sign Means 'Ice Cream'	Speaking Without Words
Preschoolers	I See Signs	It's Story Time	Sounds Good to Me	Talk to Me	Write On

QUESTIONS???

Center for Early Literacy Learning

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- Partners:
 - Orelena Hawks Puckett Institute www.puckett.org
 - American Institutes for Research www.air.org
 - PACER Center www.pacer.org
 - AJ Pappanikou Center for Excellence in Developmental Disabilities www.uconnucedd.org
- Funded by the U.S. Department of Education's Office of Special Education Programs

Check out the CELL website at www.earlyliteracylearning.org

IDEAs that Work

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“Th-Th-Th-Th-Th-That's all, folks!”