Head Start

Providing a
Language Rich Environment

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PPP

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Workshop Objectives

- To discuss a language rich environment
- How can we as professionals make sure we are providing a language rich environment
- Planning appropriate lessons
- Assessment of progress

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Child Development

The early years of a child's life are crucial for cognitive, social and emotional development. Therefore, it is important that we take every step necessary to ensure that children grow up in environments where their social, emotional and educational needs are met.

http://www.cdc.gov/ncbddd/child/

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Child Development cont'd…

Cost to society of less than optimal development are enormous and far-reaching. Children who grow up in environments where their developmental needs are not met are at an increased risk for compromised health and safety, and learning and developmental delays. Failure to invest time and resources during children's early years may have long term effects on the foster care, health care, and education systems. Therefore, it is in the public's interest to ensure that children develop in safe, loving, and secure environments.

http://www.cdc.gov/ncbddd/child/

Types of Learners

- Three types of learners
  - Developmental
  - Delayed
  - Remedial

Developmental	Delayed	Remedial
Language abilities are within ONE year of typically developing peers	Language abilities are greater than ONE year behind typically developing peers BUT no more than TWO years behind	Language abilities are TWO or MORE years behind typically developing peers

Andrews, K. and Vernelson, S. (2010). *Facilitating and Tracking Language Development 1: Workshop*

The
MAIN THING
is to keep the
MAIN THING
the
MAIN THING

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If you always do
What you've always done
You'll always get
What you've always got

Keys to Providing a Rich Language Environment:

- Working knowledge of the normal sequence of language & vocabulary development

- Know where the child is and where he/she needs to go

- Appropriate guiding tools

- Appropriate environment

- Strategies that promote learning

- Appropriate lesson plan and activities

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Why We Need to Know Language Development

- Oral language is the foundation on which reading is built.
http://www.ncpublicschools.org/curriculum/languagearts/elementary/olangp

- "Among the best indicators of a child's potential for success with reading and writing are his/her oral language and metalinguistic skills". R. Katz, Shankweiler & Liberman (1981); Kemper (1985); Mann, Shankweiler & Smith (1984); Shankweiler, Liberman, Marek, Forwler & Fischer (1979)

Why We Need to Know Language Development

- "The level of language acquisition serves to determine reading achievement levels". Smith (1978)
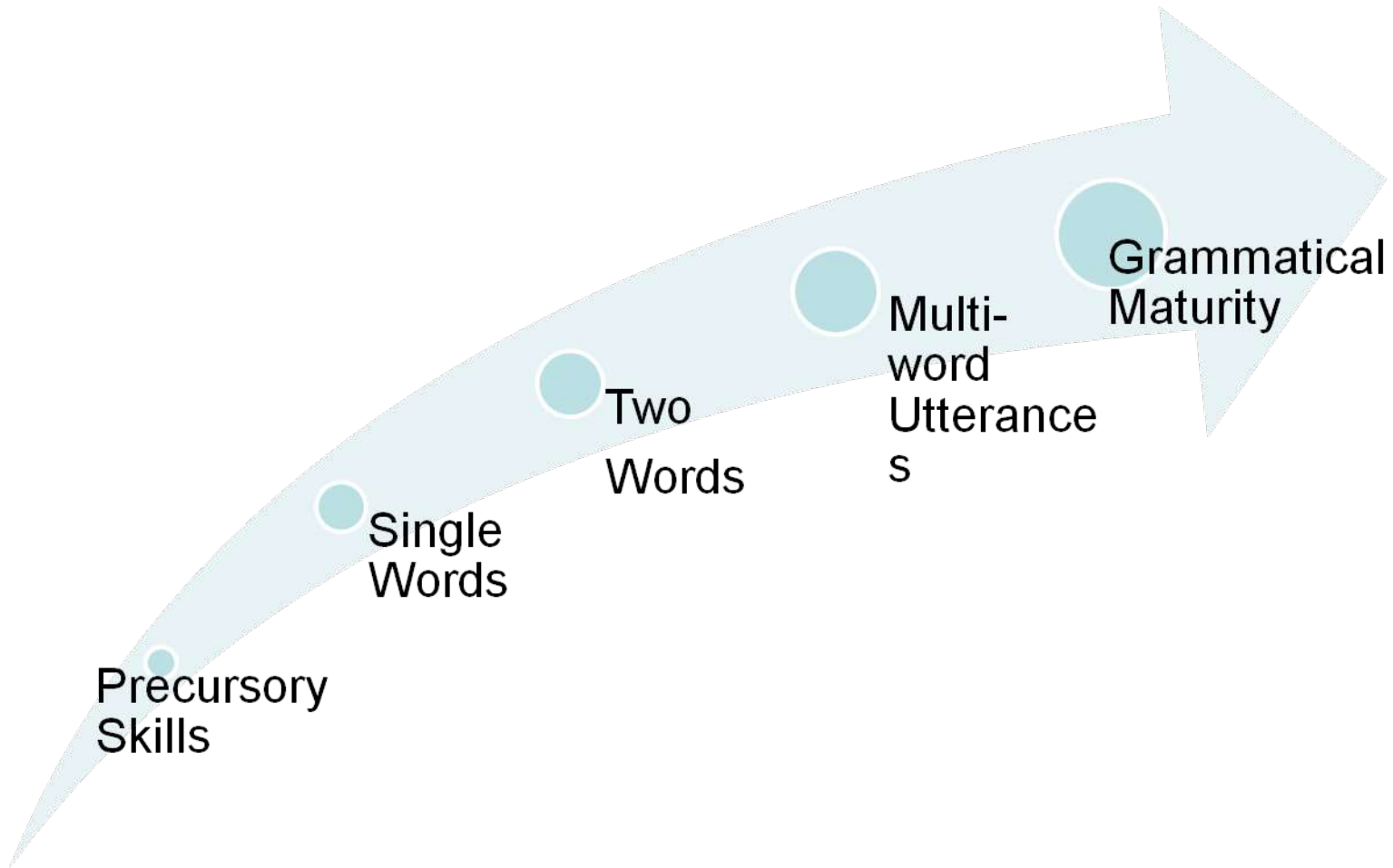
Why We Need To Know Language Development

- Teachers consistently identified children as high academic achievers if they used language "with notable skill and power." Loban 1976

- Children with strong oral language skills in kindergarten later became the most proficient readers and writers. Loban 1976

- There is a positive relationship between metalinguistic awareness and reading proficiency Tumner, Nesdale & Wright, 1987

- Babies' and preschoolers' exposure to more and to specific kinds of adult talk around them related positively to later reading proficiency Hart & Risely, 1995; Dickinson & Tabors, 2001

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NORMAL/TYPICAL

So what is the normal developmental sequence of language?

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The Normal Developmental Sequence

Precursory Skills → Single Words → Two Words → Multi-word Utterances → Grammatical Maturity

Massive

Big

Whopping

Vast

Vocabulary

Gargantuan

Huge

What's the Big Deal?

Enormous

Colossal

Large

Mammoth

Gigantic

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Why Should We Be Concerned About Vocabulary Development?

- Knowing a lot of words helps students grasp the full meaning of texts

- Student word knowledge is linked with academic accomplishment and helps in every subject

- Vocabulary knowledge is the number one indicator of verbal and listening abilities, which are vital aspects of any job

- Having a good vocabulary will help students in articulation.

From "Vocabulary Instruction" by John Polekimos
http://www.cedu.niu.edu/~shumow/itt/doc/Vocabulary_Instruction.pdf

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Why Should We Be Concerned About Vocabulary Development?

Actual Differences in _Quantity_ of Words Heard

(By Social Class)

In a typical hour, the average child would hear:

– < Poverty Level: 616 words

– Working Class: 1,251 words

– Professional: 2,153 words

Actual Differences in _Quality_ of Words Heard

(By Social Class)

- < Poverty Level:
    – 5 affirmations, 11 prohibitions
- Working Class:
    – 12 affirmations, 7 prohibitions
- Professional
    – 32 affirmations, 5 prohibitions

Hart & Risely (1995)

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Why Should We Be Concerned About Vocabulary Development?

- Vocabulary knowledge strongly relates to reading comprehension and overall academic success

- "Low oral vocabulary and poorer overall language skills begin to exact a heavy toll on reading achievement by grade 3 when text demands increase". Starch & Whitehurst (2002)

Why Should We Be Concerned About Vocabulary Development?

- "Word knowledge is an important (perhaps the most important) requisite for reading comprehension and people who do not know the meanings of very many words are most probably poor readers". R. Anderson & Freebody (1979)

Why Should We Be Concerned About Vocabulary Development?

- "First grade children from higher-SES groups knew about twice as many words as lower SES children."
  Beck, I.L., McKeown, M.G., & Kucan, L. (2002)

- Large differences in vocabulary remain by fifth grade (i.e., children in the lowest quartile have vocabularies similar to the median second-grade children).
Biemiller(2004)

Why Should We Be Concerned About Vocabulary Development?

- High school seniors near the top of their class knew about four times as many words as their lower-performing classmates.

- High-knowledge third graders had vocabularies about equal to lowest-performing 12th graders.Smith (1941)

- Children who are less advantaged or learning a second language are affected most.

How Does Vocabulary Development Influence the Achievement Gap?

- Vocabulary knowledge is strongly related to reading proficiency and ultimately school achievement.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002)

- By the end of third grade, many children master phonics and can read more words correctly than they understand in context.

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How Does Vocabulary Development Influence the Achievement Gap?

- Readers who understand less than 95% of the words in a text lose the meaning of what they have read.

- DUH!

Tinlips

- Tomorrow we are going to take a trip to the <u>popdog</u>. A <u>popdog</u> has a lot of <u>lumchats</u>. Today I am going to read you a story about one special <u>chat</u> that we will see on our trip to the <u>popdog</u>. It is called a <u>tinlip</u>. <u>Tinlips</u> are <u>tab chats</u> and <u>tinlips</u> are <u>blob</u>. <u>Tinlips</u> have <u>lam plunks</u> and <u>tab sippy piks</u>. <u>Tinlips</u> have <u>zip nips</u> and <u>goz noots</u>. <u>Tinlips</u> like to eat <u>dugjams</u>.

Tinlips

- Tomorrow we are going to take a trip to the <u>zoo</u>. A <u>zoo</u> has a lot of <u>wild animals</u>. Today I am going to read you a story about one special <u>animal</u> that we will see on our trip to the <u>zoo</u>. It is called an <u>elephant</u>. <u>Elephants</u> are <u>big animals</u> and <u>elephants</u> are <u>grey</u>. <u>Elephants</u> have <u>long trunks</u> and <u>two sharp tusks</u>. <u>Elephants</u> have <u>short tails</u> and <u>four feet</u>. <u>Elephants</u> like to eat <u>peanuts</u>.

How Does Vocabulary Development Influence the Achievement Gap?

- Rapid vocabulary acquisition occurs in the pre-literate years; that is, before children are reading books that introduce unfamiliar vocabulary. Biemiller(2001)

- In a study of fifth graders, it was estimated that students learn 1,000 to 5,000 new words a year.

- That means that some students learn five times the number of words as other students.

What Are the Implications?

- Must "target differences in early literacy skills and experiences at the outset of formal schooling before reading difficulties become entrenched and intractable."Coyne, Simmons & Kame'enui (2004) p. 42

- Children have to "catch up" at above-average rates when vocabulary limitations exist. Biemiller (2001)

  – Students who are behind do not learn faster than those students who are ahead
  – Catch-up growth is driven primarily by proportional increases in direct instructional time
  – Catch-up growth is so difficult to achieve that it can be the product only of quality of instruction in great quantityFielding (2011)

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The Good News…

- Deficits in vocabulary may be fundamentally more remediable than many other school learning problems.

- All students can learn new words.

- We can do more in the early years to ensure rapid vocabulary development and greater comprehension of grade-level texts in the upper grades Biemiller (2001)

Vocabulary Is…..

- Knowledge of words and word meanings

- Two forms: oral & print
  - oral: recognize & use in listening and speaking
  - print: recognize & use in reading and writing

Vocabulary Is…..

- Receptive & expressive

  – Receptive: words we recognize when we see or hear them

  – Expressive: words we use when we speak or write

  – Receptive generally larger than expressive

Average Rates of Development: *Receptive*

- Birth to 7 months

- 8 months

- 12 months

- 2 years

- 4 years

- 1st grade

- 5th grade

- Learn to discriminate DIP first – duration, intensity, pitch

- begins to understand words

- understands variety of words

- understands 250 to 500 words

- understands 2,500 to 3,000 words

- understands 7,000 to 10,000 words

- understands 39,000 to 46,000 words

Average Rates of Development: *Expressive*

- 12 monthsFirst word appears

- 18 months20 to 100 words

- 2 years300 words

- 3 years900 words

- 4 years1500 words

- 5 years2500 words

- To go on to higher education, child needs to use expressively 10,000 words!

How Does Vocabulary Develop?

- Through talking about anything and everything in a variety of communication situations

- Experience, experience, experience

- Indirect Stimulation Techniques

- Conversation

- ???

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Why We Need to Know Typical Development

- We have to know what is typical so we can know with what and whom to compare

- And….

- So we can help appropriately help those who have challenges

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To know where we are going….

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Recommended Assessment Types

Formal Measures

- Standardized Tests

Informal Measures

- Language Samples

- Running Record

- Checklists

Guiding Vocabulary Development

- **In the Beginning:**
  - Daily routines and care giving activities
  - Board books
  - "Power Words"
  - Lexicon 1

- **Preschool Years:**
  - Daily routines and care giving activities
  - Experiences, experiences, experiences
  - Children's books
  - Ling Basic Vocabulary & Language Thesaurus Levels 1 & 2

- **School Age:**
  - Experiences, experiences, experiences
  - Children's Classic Literature and other books
  - Ling Basic Vocabulary & Language Thesaurus Level 3 & 4
  - Reading Text Analysis

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Final Thoughts About Language & Vocabulary

- Must have working knowledge of the sequence of development of both

- Use appropriate guiding tools for daily/weekly assessment

- Use more formal assessments at regular intervals – NOT every 3 years

- Keep the sequence in sequence

Providing & Encouraging a Language Rich Environment

What the research says

- Babies' and preschoolers' exposure to more and to specific kinds of adult talk around them related positively to later reading proficiency Hart & Risely, 1995; Dickinson & Tabors, 2001

- Teachers consistently identified children as high academic achievers if they used language "with notable skill and power." Loban 1976

- Children with strong oral language skills in kindergarten later became the most proficient readers and writers. Loban 1976

Providing & Encouraging a Language Rich Environment

What the research says:

- Systematic and direct approaches promote vocabulary development more than acquiring word meanings by inference.
Biemiller(2001)

- Active participation and engagement can increase the likelihood that preschoolers would learn more vocabulary.
Coyne, Simmons & Kame'enui (2004)

- Multiple opportunities for children to interact with target vocabulary in meaningful contexts can result in increased vocabulary learning.
     Coyne, Simmons & Kame'enui (2004)

- "In order for a vocabulary intervention to have a measurable impact on general vocabulary, children must acquire several hundred word meanings that would not otherwise be acquired."
Biemiller (2005, p. 3)

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The Environment

- Physical
  - Auditory
  - Visual
  - Design
    - Safety
    - Centers
    - Desk arrangement

The Environment

- **Behavior Management**
  - Choose a good program/model
  - Be consistent
  - Be patient
  - Stay positive (sing it)

- **Language**
  - Quality
  - Quantity

- **Conversational Structure of Language**
  - Routines
  - Schema/scripts
  - Narrative structure

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Strategies

– Allow the child to lead

– Adapt to "share the moment'

– Add language and experience

From: <u>It Takes Two to Talk</u> by Ayala Manolson (1992)

A Hanen Centre Publication

Allow the Child to Lead

- ***OWL*ing**
  - **O**bserve
  - **W**ait
  - **L**isten

Adapt to "Share the Moment"

- Positioning
  - Face to face
  - Side by side
  - Get down on their level
- Let the child know you're listening
  - Imitate
  - Interpret
  - Comment
  - Ask questions
  - Take turns
  - Wait

Adapt to "Share the Moment"

IN:

- Conversation
  - Rich w/ content
  - Turn taking
  - Comments & questions
- Narration
  - Recalling details & sequencing events
  - Retelling stories
- Description
  - More space than time oriented
  - Lots of prepositions
- Explanation
  - Sequence of happenings using first, next, last, etc…
  - Concepts of space and time (after ten minutes, take a right towards the hospital)
- Questions
  - Child is asking questions

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- **Narration**
  - Number of Rare Words Per Thousand in Conversation
    - Adults talking to infants 0-2 years   9.3
    - Adults talking to preschool children 2-5 years   9.0
    - Adults talking to school-age children 6-12 years   11.7
    - Adults talking to adults   17.3

  - Number of Rare Words Per Thousand in Print
    - Preschool books 16.3
    - Children's books 30.9
    - Comic books 53.5
    - Adult books 52.7
    - Popular magazines 65.7
    - Newspapers 68.3
    - Scientific articles   128.0

Add Language & Experience

- When to add
  - Daily routines & experiences
  - When child shows interest
  - Something unusual happens
  - Something goes wrong
- How to add
  - Imitate correctly and add
  - Interpret
  - Expand
    - Describe, label, explain, pretend, talk about future, project, talk about feelings

More Strategies

For infants and young children (typically)

- Indirect Stimulation Techniques
  - Self-talk
  - Parallel talk
  - Description
 - Repetition
  - Expansion
  - Expansion Plus

Compiled by Jo R. Tanzer, M.A., CCC-SLP and Glenn Weybright, M.S., CCC-Sp. From the color video, "Oh Say What They See: An Introduction to Indirect Language Stimulation". (1984). Portland, Oregon.

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Planning for a Language Rich Environment

- Takes thought
- Takes time
- Benefits

- The 3 C's of Planning
  - Cognition
    - Cognitive basis of any linguistic target
  - Context
    - Natural context or environment to _meaningfully_ teach or elicit the target
  - Conversation
    - The interactional basis that makes the target most useful

Hierarchy for Language & Vocabulary
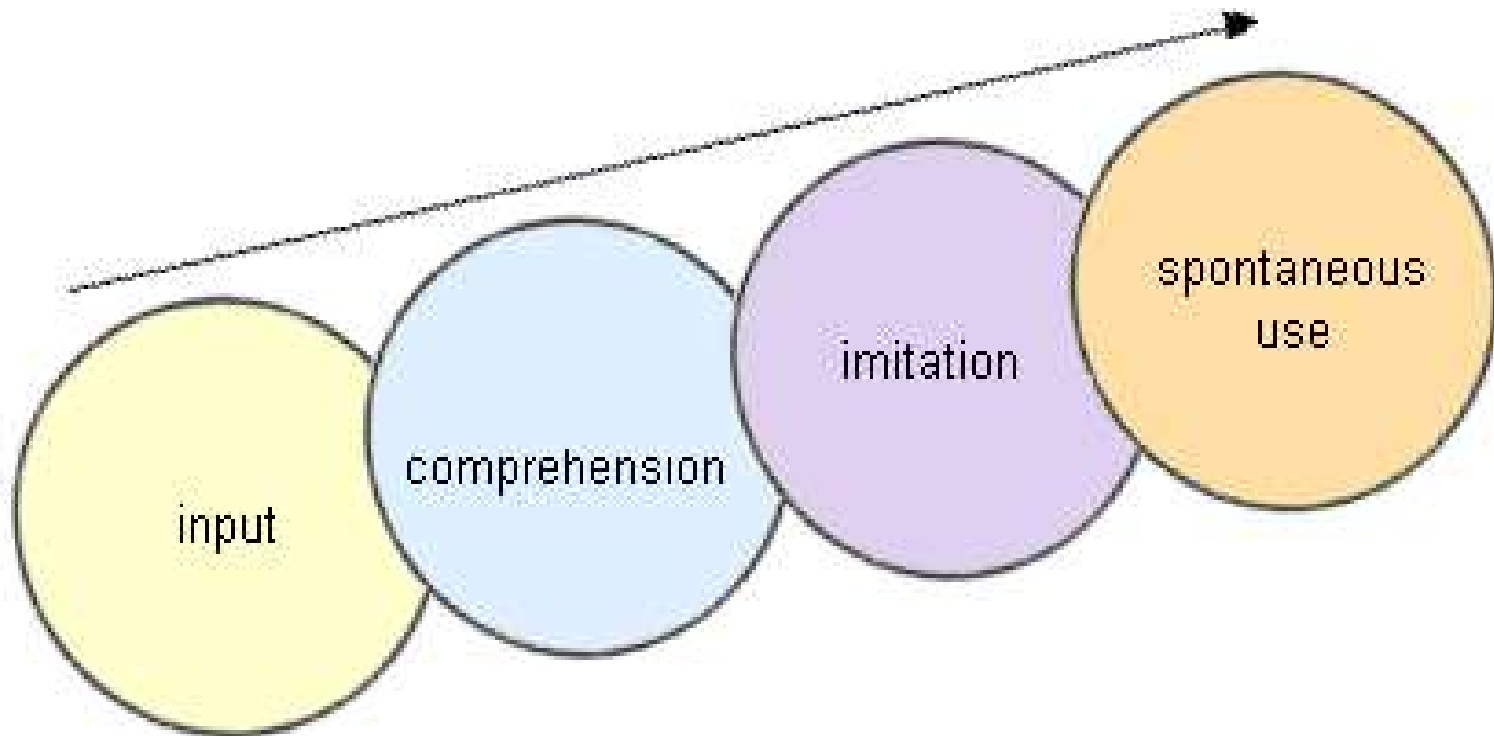
Hierarchy for Language & Vocabulary

Teacher's Role

- Input
  - Bombardment in meaningful context
- Comprehension
  - Set up activity for child to demonstrate comprehension
- Imitation
  - Set up situation where child can meaningfully imitate the target word or structure
- Spontaneous Use
  - Set up situation where child can meaningfully use target word or structure meaningfully on his own w/ no prior adult model

Child's Role

- Attend

- Point, show or do

- Attend; meaningfully imitate the adult

- Use the target on his own

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Strategies

- Input
  - Abundant, meaningful
  - Complete, correctly structured
  - Slightly above child's level
  - Parentese
  - Acoustic Highlighting
  - Indirect Stimulation techniques
- Comprehension
  - Statements or questions
  - In/out of context
  - Enough choices

Strategies

- Imitation
  - Must be meaningful
  - Tell another person
  - Ask another person first….then ask child same thing
- Use
  - WAIT!!!!!!!!!!!!
  - Open ended questions
  - Respond to what child said rather than what he meant
  - Avoid anticipating needs/let child think for himself
  - Sabotage techniques

Hierarchy for Language & Vocabulary

- Language structure
  - Takes longer to develop than vocab
  - Move through hierarchy in about 2 weeks

- Vocabulary
  - Takes less time to develop than language structures
  - Move through hierarchy on one week

Resources

- Power Words list
- Intervention Hierarchy for Language and Vocabulary
- How to Teach Vocabulary
- Example Lesson Plan: Maisy Makes Lemonade by Lucy Cousins

Daniel Ling's Basic Vocabulary and Language Guide

Example Page

ANIMALS AND FISH

1. <u>ANIMAL</u> <u>BEAR</u> <u>CAT</u> <u>COW</u> <u>DOG</u> <u>ELEPHANT</u> <u>FISH</u> <u>FROG</u> <u>HORSE</u> <u>KITTEN</u> <u>LAMB</u> <u>MOUSE</u> <u>(MICE)</u> <u>PIG</u> <u>RABBIT</u> <u>(BUNNY)</u> <u>SHEEP</u> <u>SNAIL</u>

2. BULL CAMEL DONKEY GOAT GOLDFISH LION MONKEY PET PONY PUPPY RAT REINDEER SNAKE SQUIRREL TADPOLE TIGER WOLF

3. <u>beaver</u> <u>calf</u> <u>chipmunk</u> <u>fox</u> <u>giraffe</u> <u>hunt</u> <u>kangaroo</u> <u>polar</u> <u>bear</u> <u>toad</u> <u>turkey</u> <u>turtle</u> <u>worm</u> <u>zebra</u>

4. alligator bobcat buffalo coyote crocodile cub deer dolphin eel fawn foal kid groundhog guinea pig hamster leopard lizard moose newt panda penguin perch porcupine raccoon rhinocerous seal sealion shark skunk trout walrus whale

Basic Vocabulary and Language
Guide (Ling & Phillips, 1987)

Example Verb Page

BASIC STRONG VERBS

Beat, beaten
BEGIN, began, begun
bend, bent
BITE, bit, bitten
bleed, bled
BLOW, BLEW, blown
BREAK, BROKE, BROKEN
BRING, BROUGHT
BUILD, built
BURN, burned, burnt
burst
BUY, BOUGHT

CATCH, caught
choose, chose
COME, CAME
cost
CUT

DIG, dug
DRAW, drew, drawn
dream, dreamed (dreamt)
DRINK, drank, drunk
DRIVE, drove

EAT, ATE, eaten

KNEEL, knelt
KNOW, KNEW, known

LAY, laid
lean, leaned (leant)
LEAVE, LEFT
LET
lie (down), lay
LIGHT, lit
lose, LOST

MAKE, MADE
MEAN, meant
meet, met

PUT

READ, READ
RIDE, rode
RUN, RAN

SAY, SAID
SEE, SAW, seen
SELL, sold
send, sent
SET
shake, shook

Basic Vocabulary and Language
Guide (Ling & Phillips, 1987)

Maisy Makes Lemonade

Target Vocabulary
Level 1: drink (n & v), water, juice, cup, more, hot, cold, ice, good, bad, open, close, cut, wash, chair, table, spoon, money, buy, penny, in, pick, little, big, all gone, tree, garden, help, kitchen, some, another, knife, next,
Level 2: glass, handle, jug, sugar, full, empty, yellow, cent, dime, nickel, quarter, squeeze, into, seeds, first, last
Level 3: lemon, lemonade, pitcher, summer, thirsty, sour, sweet, apron, serve, pay, change, fruit, add, freezing, chilly, slice, packet, powder
Level 4: melt, tart, taste, sip, straw, stir, pour, scoop (n & v), sign, poster, lemonade stand, coin, cost, order, share, slurp, idea, fresh, delicious, terrible, plenty, cash register, dissolve

Target Language Structures

N + IS + adjective	Uses some with non-count nouns	Uses 3rd person –s singular	Uses past tense -ed
Bobby, Mary	Bobby, Mary	James, Lacy	Freddie, Timmy

Target Vocabulary

Bobby/Mary:	James, Lacy, Freddie, Timmy:
Week 1: cut, wash, spoon, open, empty, another, stir, pour, money, cold	**Week 1**: glass, jug, full, lemonade, thirsty, fruit, mix, quarter, seeds, slice,
Week 2: glass, squeeze, lemon, ice, good, close, penny, chair, table, yellow	**Week 2**: pitcher, sweet, sour, add, taste, serve, paper cup, share, sign, apron

ART

Vocabulary Integration	Language Integration
Paint with lemon halves, focus on yellow, containers that are full/empty, sticks to stir paint; containers to open/close, aprons, squeeze sponges at clean up, washed tables; make a sign	He/she stirred the paint, He/she sliced the playdoh, He/she likes your/my painting; that is yellow; that is pretty;

Housekeeping

Vocabulary Integration	Language Integration
Have fruit, jugs/pitchers, aprons, paper cups, lemons, yellow dishes, spoons, pour, stir things, squeeze sponges	The baby is hungry, The floor is dirty, I cooked beans…,

Library

Vocabulary Integration	Language integration
Books that contain target vocab in addition to <u>Maisy Makes Lemonade</u>	Find books or make my own books that contain the target structures

Lemonade Stand

Vocabulary Integration	Language Integration
Aprons, jug, pitchers, paper cups, stir, pour, pretend lemons to squeeze, ice cube trays for pretend ice, spoons, table, chairs, money, quarters, pennies, etc…	We need some sugar, We need some water; He/She is thirsty, I stirred it, I poured it, he likes lemonade

Manipulatives

Vocabulary Integration	Language Integration
Yellow blocks, pennies, quarters to sort, things we squeeze, stack paper cups…	HELP! You fill in!

Circle Time

Vocabulary	Language
Can integrate vocabulary from book	Can integrate language structures from book.

Snack

Vocabulary Integration	Language Integration
Opportunities to stir, taste, sweet, sour, pour, use jugs and pitchers, eat things that are yellow, have ice in drinks, have lemonade/juice; wash hands, things taste good; sabatoge with no chairs at table	He is thirsty/hungry; it is cold/hot, It tastes good, need some water/juice/lemonade,

Outside Play

|	
Play with jugs and pitchers in sand; squeeze sponges in water, containers that have to be opened, closed,	**It is hot outside, we need some sand, some water, some chalk, we jumped, we skipped, hopped,**

Bathroom Break

Wash, cold, water,	I washed my hands, I dried my hands,

Final Thoughts

- Working knowledge of the developmental sequence of language and vocabulary is key

- Go with research….not in intuition

- **Plan for it!**

- Have fun!!!!

Knowledge about the world
precedes

language about the world.
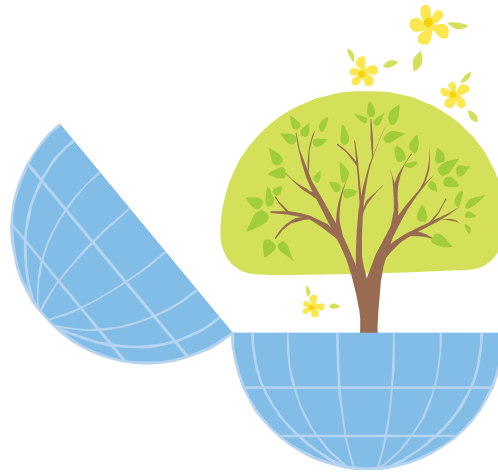
(McLean and McLean, 1999, p. 145)

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All this means…

"The limits of my language mean the limits of my world."

Ludwig Wittgenstein, *Tractatus Logico-Philosophicus (1922)*
Austrian philosopher (1889 - 1951)

Do you have any…

QUESTIONS?????

THANK YOU!!!!!

Lori Ward

Special Thanks to Sherri Vernelson for allowing me to share this with you!