Please make your lunch selection and choose a seat. The presentations will begin shortly.
Key Ingredients of Interventions Targeting Caregivers’ Support for Young Children’s Development

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Director & Founder
Children’s Learning Institute
Building Solid Foundations of Language & Social Skills through Targeted PARENT & CHILDCARE STAFF TRAINING
ADULT BEHAVIOR is the key to closing the achievement gap that starts by 12 mos. of age

+ We know adults **DO NOT CHANGE** their behaviors easily

= We must use techniques that are **RESEARCH PROVEN** to change adult behavior
What do young children need to develop language?

Frequent **mutual engagement** (interactions) with a responsive caregiver

Caregivers **adapting language** spoken to the child (types of words, length of utterance) as child’s language level increases

Frequently hearing **words of high quality** in a variety of contexts

Use of **gestures** that accompany verbalizations

Language input that follows the child’s **focus of attention** and is contingent to their **previous vocalizations**

Engaging **intonation** patterns (eg. motherese)

Frequent exposure to **rich vocabulary** words (words that carry meaning) in **meaningful contexts**
Characteristics Associated with Low SES Homes

• Decreased cognitive stimulation;
• Decreased available materials (books, vacations, trips to museums);
• Lower level occupations;
• Decreased access to high quality education;
• Poor quality neighborhoods; and
• High stress
Early Language Input in Low SES Homes

• Language used mostly to direct behavior
  “Put this away”, “Pick that up”
• Fewer rich vocabulary words (words that carry meaning)
• Less complex language structure
  “Your ball rolled under the table and got stuck behind the chair leg.”
• Less language to elicit conversation
  “Why is your doll wearing that outfit?”
• Less child-directed language; children do not develop language by overhearing others conversations.
Negative Effects of Hearing Limited Language

Language differences related to this word gap are evident by 18 months of age.

Language differences related to SES word gap are more pronounced than other cognitive skills.

Early differences persist and by 3 to 4 years of age are difficult to remediate.
Vocabulary Size:  
the aspect of language most sensitive to effects of SES

The path of language development beginning in infancy and continuing into pre-k is important for understanding later school success.

By 3 years of age children from middle income homes know over 1,000 different words.

By 3 years of age children from low SES homes know less than 500 words.

By age 5, children should know between 4,000 – 6,000 words.

SES differences in the use of gestures are documented as early as 12 months of age.
Language Minority Homes

41% of children living in poverty hear a language other than English at home.

Great variety in whether by pre-K ELLs will speak only their home language or become bilingual.

Recent research on ELL children from low SES homes shows in general they are 1 to 2 standard deviations (15 to 30 points) below monolingual norms in vocabulary and language comprehension skills.
Normal Stages of Language Development

• Early vocalizations – sound play
• Babbling – consonant vowels
  “baba, dada, mama”
• Word approximations
  “ite” for “light” when pointing to a light
• 1-word utterances (often mixed with word approximations)
• 2 to 3 word utterances with words usually out of sequence
  “Ball mama give”
Normal Stages of Language Development, CONTINUED.

- Short multi-word phrases with more appropriate word order
  “Give me ball.”
- Short complete sentences
  “This is my ball.”
- Sentences increase in length and complexity
  “I throw my red ball.”
- Sentences are grouped together to express more complete thoughts
  “I have a red ball. I found it at school. I can throw it far.”
# Language Benchmarks

<table>
<thead>
<tr>
<th>Age</th>
<th>Listening &amp; Understanding</th>
<th>Communication &amp; Speaking</th>
<th>Emergent Literacy</th>
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<tbody>
<tr>
<td>0-8 months</td>
<td>• Turn towards sounds or voice of caregiver</td>
<td>• Make a variety of sounds to express needs and interests (laughing, cooing, hunger, tired cry versus hurt cry, babbling)</td>
<td>• Focus attention, move body, or make sounds during familiar songs, fingerplays, or rhymes</td>
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<td>• Smile when spoken to</td>
<td>• Begin to imitate sounds like “da” when caregiver says “da”</td>
<td>• Touch, look at, or make sounds when looking at picture books with adult</td>
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<td>• Watch a person’s face and body language when they are talking</td>
<td>• Begin to move mouth while looking at caregiver talking</td>
<td>• Look at others writing or drawing on paper</td>
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<td>• Respond to body language and directions given by the caregiver</td>
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<td>• Respond to different tones of voice</td>
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<tr>
<td>8-18 months</td>
<td>• Quiet down or get excited when they hear familiar voices</td>
<td>• Respond to caregiver’s talk by babbling or producing words in reply</td>
<td>• Enjoy being read to and exploring books</td>
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<td>• Recognize names of familiar objects (cup, banana, juice, etc.)</td>
<td>• Say first words by 8-12 months</td>
<td>• Point to or name familiar characters, pictures, or photographs in books</td>
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<td>• Watch and listen while others speak and then speak or make sounds themselves</td>
<td>• Try to name familiar people and objects like “mama” and “dada”</td>
<td>• Participate in activities or songs that require listening</td>
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<td>• Follow simple requests (“Get your ball.”)</td>
<td>• Use single words combined with hand motions to communicate</td>
<td>• Reach for and hold various writing tools, such as crayons or chalk</td>
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<td>• Respond with body language or words to simple questions</td>
<td>• Begin to repeat words in simple songs and rhymes</td>
<td>• Make marks or scribbles on paper</td>
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<tr>
<td>18-36 months</td>
<td>• Imitate caregiver’s different vocal sounds and body language</td>
<td>• Combine words into simple sentences (“Mommy bye-bye” or “milk all gone”)</td>
<td>• Name and describe familiar characters, pictures, or photographs in books with adult assistance</td>
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<td>• Laugh after caregiver says something funny</td>
<td>• Use new words in everyday experiences (“books in box”)</td>
<td>• Recognize some print or symbols in their surroundings (stop sign, local store sign)</td>
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<td>• Let others know when they want a turn to talk</td>
<td>• Ask caregivers to help name unfamiliar objects</td>
<td>• Make circular scribbles, line marks, or letter-like forms when asked to write</td>
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<td>• Follow two-step requests</td>
<td>• Use three- to four-word sentences with a noun and a verb</td>
<td>• Try different ways to grip or use writing and drawing tools</td>
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<td>• Begin to talk or converse with other toddlers during play (listening and paying attention to each other)</td>
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<td>• Identify some letters (the first letter in their name) with assistance</td>
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<tr>
<td>36-48 months</td>
<td>• Follow three-step directions</td>
<td>• Ask more difficult questions that need more information and clarification (“Why does___ happen?”)</td>
<td>• Like to repeat phrases in books or nursery rhymes, read aloud as a group</td>
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<td>• Participate in short conversations with expected words and phrases</td>
<td>• Use multiple words to describe and communicate feelings</td>
<td>• Recall characters and events in familiar books without help</td>
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<td>• Provide expected responses to questions</td>
<td>• Use more abstract words to understand their world (use words like “think”, “know”, “guess”)</td>
<td>• Begin to understand that letters are combined to make words</td>
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<td>• Know many words and the opposite of those words (tall/short)</td>
<td>• Speak using the past tense or possessive (“Daddy carried the cake,” “Mommy’s car is blue.”)</td>
<td>• Recognize some familiar words in print</td>
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<td></td>
<td>• Identify some letters and know some sounds that letters make</td>
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<td>• Begin to write letter-like forms and attempt to write</td>
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Components of Language Development

- Vocabulary
- Comprehension of ongoing speech
- Expression of single and multi-word phrases
- Grammar (e.g., verb tenses, subject-verb agreement)
- Syntax (putting words together in correct order to make meaningful sentences)
- Pragmatics (social rules for language, nonverbal cues, adapting to the listener)
Original PALS Intervention Format

- Short educational videos including mothers demonstrating parenting concepts with their infants and toddlers.
- Mother is filmed trying concept with her infant or toddler.
- Review of filmed interactions with mother critiquing how infant or toddler responded to her interactive style.
- Inclusion of other family members who provide care.
- Discussion of concepts throughout video between facilitator and mother.

Curriculum manual and videos are in Spanish and English for both age groups.
## Scaling Up

### 3 Models

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<th>Original</th>
<th>Hybrid</th>
<th>Online</th>
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<tr>
<td>• Face-to-face family coach</td>
<td>• Digital components housed on web-based</td>
<td>• Interactive technology to simulate coach</td>
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<td>• DVD sets</td>
<td>platform</td>
<td>• Accessible at no cost for parents enrolled in CLI</td>
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<td>• Remote calls with family coach</td>
<td>Engage</td>
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*Engage*
ePATT: a Goal-3 IES study
remote Parents and Teachers Together

- Year 1: Cohort 1 of 3 (1 per year)
- Sample: 25 Head Start teachers consented & randomized
- 184 parent/child dyads randomized to PALS vs no PALS
- Attrition: 30%
Hybrid Coaching Session
ePATT: Year 1
Preliminary Child Language Results

English
Expressive One-word Vocabulary
**TEEM X PALS**
p = .02; ES = .31

Spanish
Expressive One-word Vocabulary
**PALS versus No PALS**
p = .04; ES = .24

Preschool Language Scale (PLS):
Expressive Communication
**TEEM X PALS**
P = .09; ES = .59
Ensuring High Quantity & Quality Language Inputs to Young Children through

SUPPORTING FAMILIES & TEACHERS
How Parents Can Support Their Child’s Social and Communication Skills

Ursula Y. Johnson, Ph.D
Assistant Professor of Pediatrics
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Fall lunch & learn
Parents Matter

“Each achievement—language and learning, social development, the emergence of self-regulation—occurs in the context of close relationships with others. These close relationships are typically with parents or those who serve the parenting role in the child’s life.”

Play and Learning Strategies – Research Study

• PALS was developed to facilitate parents’ mastery of specific skills for interacting with their infants and toddlers.
• Based on Attachment theory and Socio-cultural framework.
• A preventive intervention program to strengthen the bond between parent and child and to stimulate early language, cognitive, and social development.

• PALS I (Infant curriculum) included 260 low-income families randomized to intervention or control conditions received 10 weekly home visits.
• PALS II (Toddler curriculum) included the same 260 families re-randomized to intervention or control conditions to receive 12 weekly home visits.
PALS Research Results

• **PALS I:**
  - Maternal contingent responsiveness, verbal encouragement, and decreased restrictiveness mediated infant cooperation.
  - Maternal maintaining and labeling mediated infants’ growth in word use.

• **PALS I/PALS II:**
  - Maternal contingent responsiveness, warm sensitivity and decreased redirecting significantly mediated children’s positive social behaviors
  - Maternal contingent responsiveness, language facilitation, positive affect, decreased redirecting, and warmth significantly mediated children’s language development
Understand Child’s Signals

• **Signals** are how children communicate
  
  – **Positive Signals:** vocalizing, smiling, laughing, gazing, etc.
  
  – **Negative Signals:** pushing away, turning head away, crying, vocalizing, etc.

• **Importance:** 1) Parents can respond better; and 2) to encourage more communication with child
Respond Contingently

• **Contingent Responsiveness:** Prompt, warm and sensitive response that is linked to child’s signal

• **Sensitivity Behaviors:** Vocal and facial expressions, pacing, words, acceptance, positioning, and gentle touch

• **Importance:** Child learns that her needs and interests are important, how to trust others, how to be more cooperative, and learn to do things on her own
Video Example
Signal-Response-Effect Cycle

Child signals

Child sees signal had an effect

Parent responds

Child sees

Parent responds

Signal

Response

Effect

Cycle
Share Control

• Sharing control means that parents and children are **partners**, both playing an active role in learning and development

• Sharing control does *not* mean giving up control, but does mean:
  – Following the child’s lead
  – Taking turns in play and conversation
  – Giving choices
Support Language Development

• Exposure to new words must occur many times (anywhere from 40 to over 200 repetitions)
• Use child-friendly definitions of new words
• Use words in a meaningful context
• Connect words to children’s personal experiences
• Have conversations with babies
• Use sophisticated words
Wrap-Up

• Parents can support their children’s development throughout the day by:
  – understanding child’s signals,
  – responding contingently to signals,
  – sharing control, and
  – using rich language
Contact Information

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Fostering Infant & Toddler Development: Teacher Strategies

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Challenges for Group Care Setting

• Meeting needs of multiple children at once
• Basic care routines take time
• Some aspects of schedule may be out of teacher’s control
• Limited curriculum resources available specifically for infant & toddler teachers.
4 Key Guidelines for Teachers
1. Teachers are Attachment Figures

- Caregiving goes beyond clean, dry, fed.
- Warm, responsive to baby’s signals, emotionally connected, trustworthy
  - “Secure base”
  - “Safe haven”
1. Teachers as Attachment Figures

- Encourage and model positive emotion, empathize and soothe distress
  - Help with separations & transitions
  - Acknowledge and respond to individual differences in children’s needs
2. Infants & Toddlers Need Hands-on Sensory Experiences

• Babies and toddlers explore and learn with all their **senses**:
  – What can I see, hear, touch/feel, taste, smell?
  – How can I move around in space?

• Balance between **safety and exploration/freedom** in classroom and outdoors

• Best way to work on language, cognitive, motor, and social skills is during **“live”** activities
Hands-on Experiences...
3. Being a Good Play Partner Promotes Children’s Learning

- Toys and curriculum lessons are tools – **YOU** are the active ingredient in children’s learning

- Structured lessons vs. facilitated exploration/play
  - Conversation/Engagement
  - Scaffolding = “just as much help as they need”
3. Being a Good Play Partner Promotes Children’s Learning
4. Loving Books ➔ Reading

• Make books available for exploration & independent choice
• Look at books informally as well as whole group
• Expect short attention span & wiggles
• Encourage active engagement: Participation = learning
Bonus....Toys that promote learning
Toys that Promote Learning

Do not need batteries
Toys that Promote Learning

Sensory exploration
Toys that Promote Learning

Cause & Effect toys (pop-up, push/pull, music instrument)
Toys that Promote Learning

Thematic sets for pretend play
Toys that Promote Learning

Construction toys
Toys that Promote Learning

Problem-solving toys
Toys that Promote Learning

Toys that encourage communication
Infant and Toddler Caregiver Courses

Introduction to the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines

- Understanding the developmental needs of infant and toddlers
- Supporting social and emotional development
- Supporting language development
- Promoting shared reading and exploring books
- Childcare leadership training to support implementation
Concept Designs
FAQs provide the learner an opportunity to view or read expert commentary on questions that frequently arise around child development.

SAMPLE FAQS

Is it good or bad for caregivers to speak “baby talk” to babies? Does it help or hurt their language development?

I’ve heard that it’s good to talk to young children just like you would to an adult, so they can learn more complex language. Is this true?

What’s the point of talking to babies who can’t understand our words yet?

I’ve heard that ear infections can delay language. Why is that?

How do I know if my baby is “on track” for language development before she can talk? What are some early signs of communication skills to look for?
Expert Commentary

Video conversation with a highly regarded expert

Infant and Toddler
Frequently Asked Questions

Click the play button to view an expert’s response to the question, “Why talk to young babies?”

Fall lunch & learn
Child Skill Progression

• A fun, interactive concept design to cover important child skill development concepts
• **Connects skill** with the appropriate age range of the child
See It in Action

Viewing authentic examples to learn new concepts

- Videos of real interactions to model instructional strategies
- A two-layer approach:
  1. Looking at a specific instructional strategy by itself
  2. Reflecting on how that strategy is supported by other quality caregiving behaviors in the same interaction
- ‘Connect to the Classroom’ activities provide authentic context for practicing the strategy

Demo PARENT version
Demo TEACHER version
Using the world around us to build language

Picture It

Stimulus uses:

• A photograph or illustration of an everyday scene

• Voiceover that provides a model for how labeling invites conversation about the child’s immediate environment

Demo PICTURE IT
Check Yourself

The “Check Yourself” feature is a way for course users to immediately assess their understanding of a new concept or instructional strategy.

Demo CHECK YOURSELF

Two types of Check Yourself:
Read & Lead
View & Review
Infant-Toddler Endorsement of the CDA

- **Fall 2016**
- New online courses to provide infant and toddler teachers the training hours needed to apply for the **Infant-Toddler Endorsement** of the Child Development Associate (CDA) Credential for Center-Based Programs.
- Provides a new **professional development opportunity** and career pathway to infant and toddler teachers.
- Hosted on **CLI Engage**, CLI’s new e-learning platform.
This event was generously sponsored by Lakeshore Learning. Thank you for supporting the Children’s Learning Institute.
Thank you for coming!

A video of this presentation will be made available on our website soon.

Please make sure and throw away your trash.