





While You Are Waiting
Open the Viewer's Guide and Get Ready...



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Thursday, January 19, 2023
Brilliant Bilingual Infants and Toddlers

Host
Beth Zack, PhD

Host
Marley Jarvis, PhD

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Presenters



Beth Zack
PhD

Marley Jarvis
PhD



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Definitions

Dual Language Learners

Equity

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Bilingualism Is a Strength



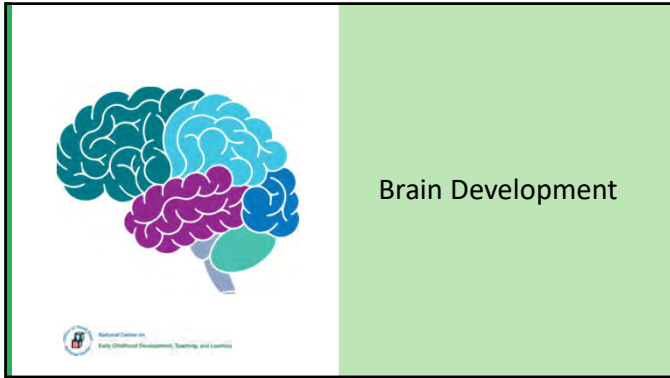
Our culture and language are central to our identity

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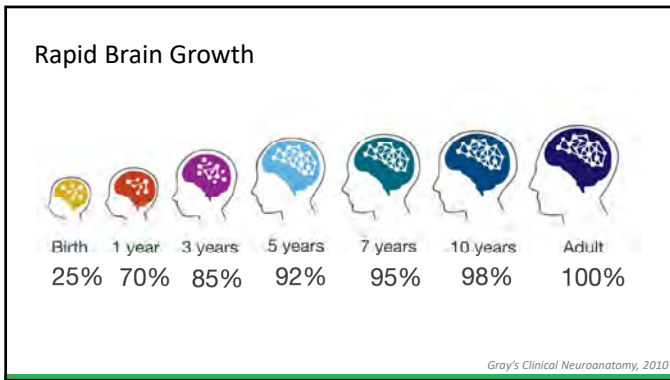
Learning Objectives

1. Explain the brain's role in supporting dual language learning.
2. Identify strategies to support infants and toddlers who are dual language learners, including children with disabilities or suspected delays.

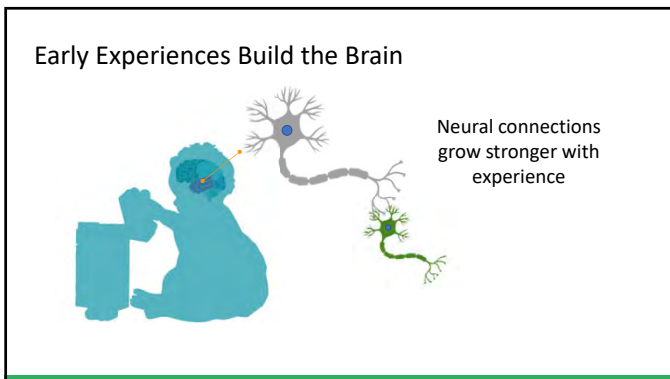
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Same or Different?

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Same or Different Game

	English Different
	Spanish Different
	Hindi Different

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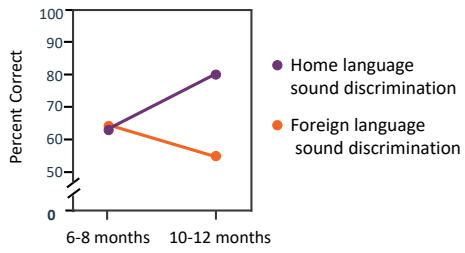
A Child's Linguistic Journey

Begins in utero

Moon, Lagercrantz, and Kuhl 2012

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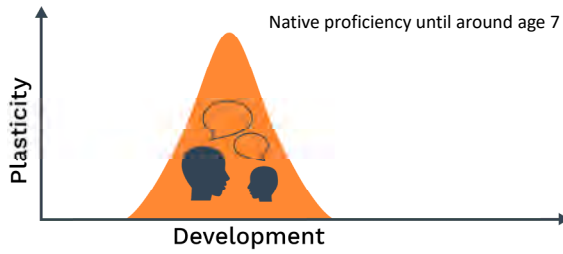
Experience Shapes Language



Adapted from Kuhl et al. 2006; Kuhl 2010

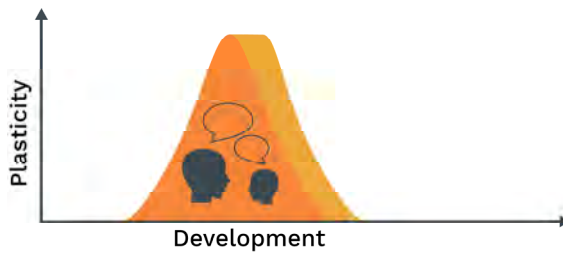
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Language Learning Sensitive Period




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Language Learning Sensitive Period



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Peek Inside the Bilingual Brain

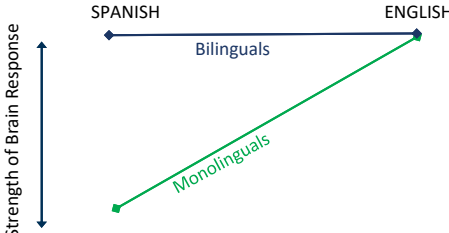


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Ferjan Ramirez et al., 2017

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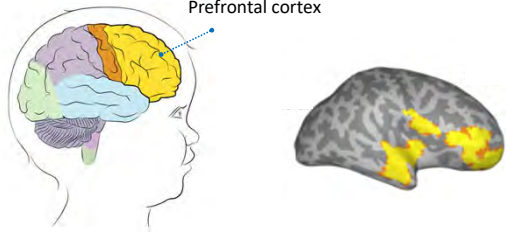
A Peek Inside the Bilingual Brain



Adapted from Ferjan Ramirez et al., 2017

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Cognitive Benefits



Ferjan Ramirez et al., 2017

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Cognitive Flexibility

Head



Shoulders



Knees



Toes



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Cognitive Flexibility

Head



Shoulders



Knees



Toes



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Bilingual Environments



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Bilingualism Is a Strength



- Executive functioning
- Cognitive flexibility
- Attentional control
- More efficient brain communication
- Memory generalization
- Later onset of dementia
- Rooted in culture

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A photograph of a young child sitting on the floor, reading a book. The child is wearing a green shirt and dark overalls. The background is a solid green color. In the bottom left corner of the green area, there is a small logo for the National Center on Early Childhood Development, Learning, and Justice.

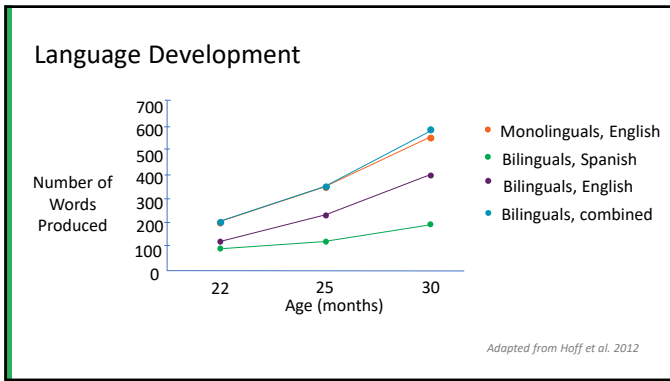
Language Development

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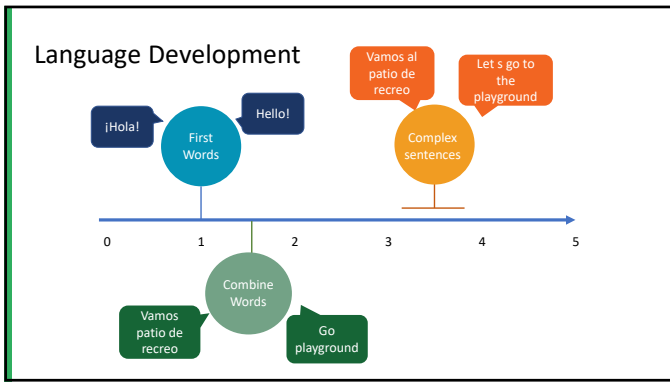
Babbling



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Children with Disabilities and Developmental Delays

Learning more than one language does not lead to developmental or language delays

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Home Language Is the Foundation



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Code Mixing



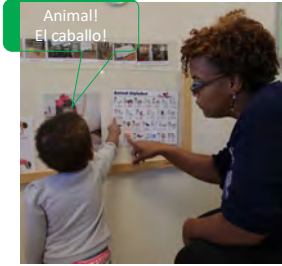
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Code Mixing



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Clever Code Mixers



- Fill gaps when appropriate word is unknown
- Rarely break grammatical rules
- Understand conversational partners
- Strategy to support communication

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Strategies
to Support Infants and
Toddlers Who Are Dual
Language Learners

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Lead with Equity

PROFESSIONAL LEARNING GUIDE
SUPPORTING DUAL LANGUAGE LEARNERS

1. Understand Cultures and Languages: Recognize what you know and your knowledge strengths.
2. Support Cultures, Languages, and Languages: Support the languages and cultures of all learners.
3. Promote and Celebrate: Create a culture of celebration and equity.

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Learn from Families

Gathering and Using Language Information That Families Share

One third of the children in Early Head Start and Head Start are Dual Language Learners (DLLs). Recent research provides insights into dual language development and key areas to support children's progress. The number one

- major consideration among all children (e.g., children are born with natural capabilities for language and for learning);
- key differences between children growing up with one language and children who are DLL (e.g., children may learn sometimes, such as reading, in one of their languages but not in the other); and
- children who are DLL are not monolingual individuals with unique experiences, learning styles, and preferences.

When adults understand children and communicate with language(s) they are able to build upon their experiences and support their optimal progress.



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Dr. Xigris Soto-Boykin



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Research-Based Strategies

Individualized



Strengths Based Approach



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Research-Based Strategies



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Social Interactions

Social



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Encourage Back-and-Forth Interactions

Back-and-forth



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Encourage Language-Boosting Speech

Parentese



Parentese

- Varies in pitch, slower speech, and word repetition
- Helps all children learn languages
- Is for everyone!

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Be a Language Model

Language Rich

A 2-year-old says, "More leche."	
Sample Spanish-speaking adult responses	Sample English-speaking adult responses
<ul style="list-style-type: none"> • "Sí, voy a darte más leche. ¿Te gusta tomar leche?" 	<ul style="list-style-type: none"> • "Here is some more milk. Do you like to drink milk?"
<ul style="list-style-type: none"> • "¿Qué comiste con tu leche? ¿Un plátano?" 	<ul style="list-style-type: none"> • "What did you eat with your milk? A banana?"
<ul style="list-style-type: none"> • "La leche es sana y deliciosa. Bebemos la leche para tener huesos y dientes fuertes." 	<ul style="list-style-type: none"> • "Milk is healthy and delicious. We drink milk to have strong bones and teeth."

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Intentional Language Support

Language Rich

- Connect home and away from home
- Partner with families
- Dedicate time for planning
- Assess environmental print
- Include books, songs, stories from other cultures
- Show key words using visuals
- Learn survival words
- Embed home languages throughout day

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Make Connections Through Play

Play-based



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Final Thoughts



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Dual Language Learners Program Assessment (DLLPA): Users' Guide



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Strengthening
Equitable
Learning Spaces



http://bit.ly/iPD_ECLKC



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2023
**Dual Language Learner
Celebration Week**
February 21- 24, 2023
*Advancing Belonging
One Word at a Time*



#brilliantduallanguagelearners



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Join Us For Our
Next Episode!

Thursday, April 20, 2023
3pm- 4pm EST

Thank You!



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We Want to Hear From You!

For more information contact:
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