

Responsive Teaching and Learning Environments for Dual Language Learners

May 21, 2020

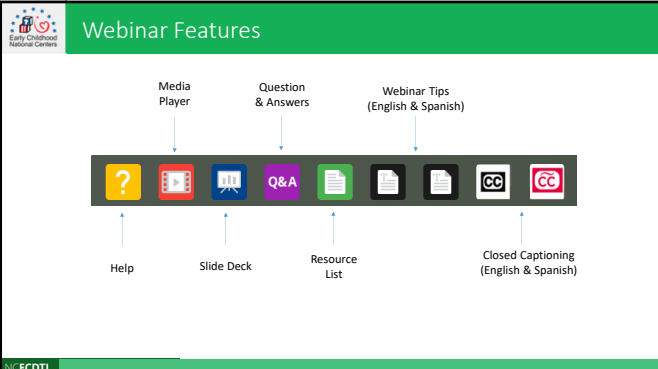
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NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Webinar Features



Media Player Question & Answers Webinar Tips (English & Spanish)

Help Slide Deck Resource List Closed Captioning (English & Spanish)

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Session Agenda

Here's what we're doing today:

1. Introduce Planned Language Approach resources that guide effective practices for teaching children who are DLLs
2. Take a closer look at language and culture by reviewing recent research findings
3. Identify ways to use valuable resources from Planned Language Approach and the Dual Language Learners Program Assessment in your work.

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Session Objectives

At the end of this presentation, you should be able to:


- Describe effective teaching strategies and environments to support children who are learning in two or more languages in all birth-5 settings, including homes
- Identify related Planned Language Approach resources
- Understand items in section 5 of the Dual Language Learners Program Assessment, *Teaching and the Learning Environment*

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Teaching and Learning in Home-Based Programs

- Child-focused learning experiences
- Promote parents' abilities to support their child's development and learning
- Promote the home as a learning environment




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Teaching and the Learning Environment Includes...

- Effective teaching practices
- Well-organized learning environments
- Materials and space for learning
- Promoting learning through approaches to rest, meals, routines, and physical activity



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Definition

Dual Language Learner (DLL)

“Dual language learner (DLL) means a child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language.”

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Effective Teaching Practices for Dual Language Learners

- Help children comprehend and communicate in home language and English
- Recognize bilingualism and biliteracy as strengths
- Include steps to support the development of the home language for dual language learners




<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-31-teaching-learning-environment>


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Dual Language Learners Program Assessment



The DLLPA helps Head Start, child care, and pre-K programs assess systems and services for children who are dual language learners (DLLs) and their families. It also integrates culturally and linguistically responsive practices for all.



Link to the DLLPA: <https://eclkc.ohs.acf.hhs.gov/culture-language/guide-dual-language-learners-program-assessment-dllpa/download-dllpa>

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Poll: Have you used the DLLPA in you work?

A) I have not heard of this resource
 B) I have heard of it, but I have not used it
 C) I have used this resource

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DLLPA and the Planned Language Approach

The image shows a graphic for the 'Dual Language Learners Program Assessment' on the left, featuring a group of diverse children. On the right is a circular diagram for the 'Planned Language Approach (PLA)'. The wheel is divided into four quadrants: 'The Big 5 for All' (top-left), 'Research Base' (top-right), 'Home Language Support' (bottom-right), and 'Policies, Practices, & Systems' (bottom-left). The center of the wheel is labeled 'Strategies that Support DLLs'. The outer ring of the wheel contains the text 'PLANNED LANGUAGE APPROACH (PLA)'.

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DLLPA: Teaching and the Learning Environment

5. Education and Child Development Program Services: Teaching and the Learning Environment

This section supports programs to implement responsive care, effective teaching, and an organized learning environment for children who are DLLs. Teaching practices must support the development of the home language and English.

Head Start Program Performance Standards

Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following culturally and linguistically responsive practices. For all program options, do our teaching practices and/or our home visiting strategies...

	1	2	3	4	5	N/A
Integrate our assessment data on children who are DLLs in individual and group planning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize that children who are DLLs are individuals and represent diverse cultural and linguistic backgrounds?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrich learning experiences, such as music, math, and science, reflect the cultures and languages of our children?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use culturally and age-appropriate approaches to build adult-child relationships and child-child relationships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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DLLPA Section 5: Resource List

U.S. Department of Health & Human Services | Administration for Children & Families | Contact Us | 1-800-368-5800 | Español

ECLKC About Topics Policy & Regulation

Section 5. Education and Child Development Program Services: Teaching and Learning Environment section 5.B.0

Resources Related to Teaching and Learning Environment Services

- Including Children's Home Languages and Cultures (PDF, 5/20/16)
- Including and Supporting Cultural Values and Home Languages/Idioms (PDF, 5/19/16)
- Language Modeling with Dual Language Learning Infants (PDF, 6/10/16)
- Language Modeling with Dual Language Learning Toddlers (PDF, 4/14/16)
- Planning and Organizing Thematic Instruction (PDF, 4/14/16)
- Supporting Dual Language Learners with Classroom Schedules and Transitions (PDF, 3/26/16)
- Supporting English Language Development When Children Have Little Experience with English (PDF, 4/10/16)
- Cook Bilingual: Why It Matters and How to Succeed
- How to Use Bilingual Books (PDF, 5/19/16) | Spanish (Infant) (PDF, 5/19/16)
- Selecting Culturally Appropriate Children's Books in Language Other Than English (PDF, 1/24/16) | Spanish (Infant) (PDF, 1/24/16)
- Selecting and Using Culturally Responsive Children's Books (PDF, 3/24/16)
- Creating Environments That Include Children's Home Languages and Cultures (PDF, 4/13/16)
- Designing Environments
 - Tips for Teachers (PDF, 2/18/16)
 - Tips for Families (PDF, 2/18/16)
 - Tips for Supervisors (PDF, 2/18/16)
 - Helpful Resources (PDF, 2/18/16)
- Adapting the Classroom: Design, Environment, and Use Materials to Support Learning (PDF, 2/10/16)
- Home You Can Use: Environment as Curriculum for Infants and Toddlers
- Home Visitors Help
- Supporting Children with Disability Who Are Also Dual Language Learners

Notes

Document numbers and links are provided as they were found.

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Home Language Support

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Strategies that Support DLLs

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Tip Sheets

Creating Environments That Include Children's Home Languages and Cultures

Inviting and Supporting Cultural Guides and Home Language Models

Engaging Children's Home Languages and Cultures

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PLA Supports Can Happen at Home

- Families need resources
- Families are educational partners
- Families have different communication needs

remind
ClassDojo
talkingpoints

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DLLs: Considerations and Strategies for Home Visitors

DUAL LANGUAGE LEARNERS: CONSIDERATIONS AND STRATEGIES FOR HOME VISITORS

This handout provides strategies and resources to support home visitors who work with families of children who are dual language learners. While English mastery is important for success in school, research shows that being fluent in more than one language contributes to academic success. In fact, supporting the home language builds an important foundation for learning English and for all later learning. When working with families of children who are DLLs, home visitors might try the following strategies:

STRATEGIES TO REINFORCE THE VALUE OF BILINGUISM:

- Support families as they learn to view their home language as a gift to pass down to their child.
- Encourage families to honor the strength of their home language and use it to support their relationships.
- Make it clear to families that their child benefits most from words, stories, songs, and conversations provided in the language they are most comfortable speaking. This helps their child learn in both their home language and in English.

<https://eclkc.ohs.acf.hhs.gov/publication/dual-language-learners-considerations-strategies-home-visitors>

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Organizing Learning Experiences


Provide hands-on materials and extra time when planning learning experiences to build conceptual connections and vocabulary connections.

ORGANIZING LEARNING EXPERIENCES

A developmentally appropriate curriculum may organize learning activities around themes, studies, or projects. This can be an effective way to engage preschool children in critical thinking, collaborative exploration, and development of language and literacy skills. In the context of themes, projects, and studies, children can actively learn with hands-on materials. A strong theme or question provides learning opportunities in many domains. It also includes culturally and linguistically responsive materials and strategies. All these advantages are especially helpful when teaching children who are dual language learners (DLLs). They benefit from the extra time, the use of related vocabulary in both of their languages, and the opportunity to practice their oral language skills in their home languages and English. Themes, projects, and studies are common in preschool curricula but may also be used with older toddlers. They are not a good fit for infants (see "Organizing Learning Experiences for Infants and Toddlers").

Here is an example of how a project can develop, based on observations of children. Mr. Jamal noticed the children in his preschool class were very interested in the worms they saw on the playground after it rained. Together, Mr. Jamal and the children decided to plan a project called "Learning How Worms Live." It included the following:

- Connecting to children's interests and prior knowledge by discussing what they know and what they want to know
- Assessing the levels of home language and English children might bring to the exploration
- Sharing the planned activities and their purposes with the families to build a home-school connection and address any concerns about live worms
- Reading fiction and nonfiction books about worms
- Learning words about worms in English and the children's home languages

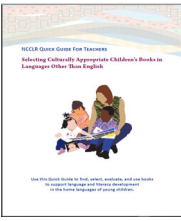



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Supporting Home Languages Through Books

Select and use culturally appropriate children's books

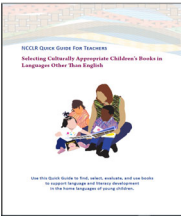




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Supporting Home Languages Through Books

Select and use culturally appropriate children's books

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Including Children's Home Languages and Cultures...

...when you don't speak children's home languages:

- Learn survival words!
- Invite families and other speakers of the home languages to actively use their languages.



<https://edfcr.chs.aedhs.gov/in-home-languages/article/ready-to-go-mobile-app>

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CLR Express Checkout Worksheet

CLARITY and INTEGRITY: Responsive EXPRESS CHECKOUT

CLR EXPRESS CHECKOUT WORKSHEET... IT'S EASY

FOUR EASY STEPS

1. Establish the audience and the purpose
2. Ensure reviewers
 - a. Represent diverse perspectives
 - b. Are up on the latest research
3. Evaluate each resource with the worksheet
4. Embrace the resource

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Taking a Closer Look at Language and Culture



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DUAL LANGUAGE LEARNERS IN HEAD START



Who are dual language learners (DLLs)?
Children who are DLLs are learning two or more languages at the same time, or learning a second language while continuing to develop their first language! *Terms 45 CFR §1305.2*

Did you know that children who are DLLs receive cognitive benefits? The brains of dual language learners get an extra workout, which can help them switch between tasks, manage impulses, and solve problems.


11.5 MILLION
DLL children ages birth to 8 are living in the U.S.²

DLLs are the **fastest growing population of young children** in the U.S.³

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American Indian and Alaska (AI/AN) Native Head Start Family and Child Experiences Survey (FACES) 2015

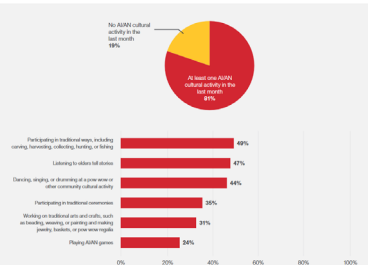
- Addresses 6 questions around:
 - Native language experiences AIAN children in Region XI Head Start have at home and in their community
 - Native cultural experiences AI/AN children in Region XI Head Start have at home and in their community
- Used parent survey data for AIAN children only



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AI/AN FACES Select Findings 2015

Question 5: What percent of AI/AN children participated in community cultural activities in the past month?



Activity	Percentage
No AI/AN cultural activity in the last month	5%
Participating in traditional ways, including weaving, harvesting, collecting, hunting, or fishing	49%
Learning to make traditional items	47%
Dancing, singing, or drumming at a powwow or other community cultural activity	44%
Participating in traditional ceremonies	35%
Working on traditional arts and crafts, such as beading, weaving, or pottery and creating jewelry, baskets, or other items	31%
Playing AI/AN games	24%

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Cultural Items and Language Use (CILU) Checklist

OPRE Report
No. 2020-18

January 2020

OPRE Select Findings from the Migrant and Seasonal Head Start Study 2017

Cultural Items and Language Use (CILU) Checklist

Organization of this Brief

The remainder of this brief is organized around four key questions about MSIS classrooms:

- (1) How many **books** in different languages were read?
- (2) How many **songs** were sung in different languages?
- (3) What **languages** did lead teachers use in the classroom?
- (4) What **cultural items** were present and/or used?

Findings are presented separately for three age groups:

- Infant/Younger Toddler Classrooms (0 – 23 Months)
- Older Toddler Classrooms (24 – 35 Months)
- Preschool Classrooms (36 Months and Older)

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Cultural Considerations from a Distance

- Reflect on your own culture
- Identify meaningful items you use and enjoy
- Brainstorm with colleagues and families

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Select Findings from the Migrant and Seasonal Head Start Study 2017


📖 **Book Reading:** An average of 2.9 books were read in 81% of infant/younger toddler classrooms; 2.2 books were read in 83% of preschool classrooms.

🎵 **Singing:** Average number of songs sung during the observation ranged from 5 to 9 songs.

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Select Findings from the Migrant and Seasonal Head Start Study 2017

 Language Use: Lead teachers often used some combination of English and Spanish in the classroom.

 Cultural Items: Multilingual books were the most likely items to be present and used.

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In the Q & A box, share the following...

How are you using cultural items in your programs? Or, how might you encourage families to use their own cultural items at home?

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Additional Resources

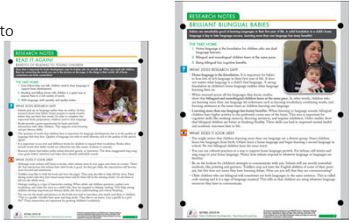


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Connecting Research to Practice: Tips for Working with Infants, Toddlers, and Their Families

- Brilliant Bilingual Babies
- Read It Again: Benefits of Reading to Young Children




<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/connecting-research-practice-tips-working-infants-toddlers-their>

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Culturally and Linguistically Responsive Practices (CLRP) on MyPeers



Keep the conversation going...


Share ideas, questions, and resources on the CLRP Community on MyPeers!

<http://www.123formbuilder.com/form-2230355/My-Peers>

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iPD Course: Spring Into Practice!



JOIN US ON THE PD

DLL Expert Workgroup

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Professional Learning Guides

COMING SOON TO ECLKC!

PROFESSIONAL LEARNING GUIDE: INTEGRATING CULTURAL AND LINGUISTIC DIVERSITY INTO EARLY CHILDHOOD CURRICULUM FOR DUAL LANGUAGE LEARNERS

Taking the time to understand our own culture and beliefs about language, as well as working to understand different points of view is vital if we are going to support children who are dual language learners.

How we act and what we do in our daily practice. Children are watching and learning not only from what we do but also what we do NOT do and what we do not say. Different backgrounds and experiences, which lead to different ways of being and seeing the world, affect how we communicate. Being intentional about language development can be more intentional about how we think and act as we work to support children who are dual language learners.

CONTENTS

- HOW TO USE THIS GUIDE
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DLL Expert Workgroup

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Mark Your Calendars!

- July 16, 2020: PLA Webinar, Updating Classroom Language Models in a Planned Language Approach

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Mindfulness Activity

Loving kindness meditation

For one minute, repeat "May I be happy, may I be well, may I be filled with kindness and peace." You can substitute "you" for "I" and think of someone you know and like, or just send love to all people.

Photo by [Dinazora Li](#) on [Unsplash](#)

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Thank You!

For more information, contact:
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or call (toll-free) 1-844-261-3752

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