



Using Coaching to Support the use of a Planned Language Approach's Big 5 Skills

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Presenters:
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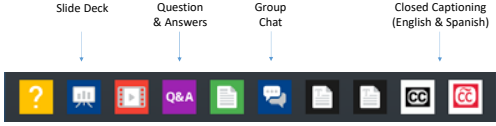
NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Webinar Features



Slide Deck Question & Answers Group Chat Closed Captioning (English & Spanish)

Help Media Player Resource List Webinar Tips (English & Spanish)

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Session Agenda

Here's what we're doing today:

1. Set the stage for the Big 5:
Make connections with Practice-Based Coaching and the Dual Language Learners Program Assessment
2. Discuss effective practices that support the Big 5
3. Share resources to support coaching

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Session Objectives

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

- Identify effective practices for supporting education staff to use the Big 5 skills in different early learning settings
- Identify strategies to support adults who work with children who are dual language learners (DLLs) and their families
- Describe connections to the Dual Language Learners Program Assessment

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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 language¹. *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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A Planned Language Approach is...



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The Big 5 for All

- Alphabet Knowledge and Early Writing
- Background Knowledge
- Book Knowledge and Print Concepts
- Oral Language and Vocabulary
- Phonological Awareness

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Poll: With which of the Big 5 skills do you or your staff need the most support ?

- Alphabet Knowledge and Early Writing
- Background Knowledge
- Book Knowledge and Print Concepts
- Oral Language and Vocabulary
- Phonological Awareness

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Aligning the HSELOF with the Big 5 – Infants/Toddlers

AGE GROUP	HSELOF LANGUAGE AND LITERACY CENTRAL DOMAIN	HSELOF SUB-DOMAINS	THE BIG 5
INFANT/TODDLER DOMAINS	LANGUAGE AND COMMUNICATION	Attending and Understanding	1. Background Knowledge 2. Oral Language and Vocabulary
		Communicating and Speaking	
		Vocabulary	3. Book Knowledge and Print Concepts
		Emergent Literacy	4. Alphabet Knowledge and Early Writing
			5. Phonological Awareness

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Aligning the HSELOF with the Big 5 – Preschoolers

AGE GROUP	HSELOF LANGUAGE AND LITERACY CENTRAL DOMAIN	HSELOF SUB-DOMAINS	THE BIG 5
PRESCHOOLER DOMAINS	● LANGUAGE AND COMMUNICATION	Attending and Understanding	1. Background Knowledge 2. Oral Language and Vocabulary
		Communicating and Speaking	
	● LITERACY	Vocabulary	3. Book Knowledge and Print Concepts
		Print and Alphabet Knowledge	
		Comprehension and Text Structure	4. Alphabet Knowledge and Early Writing
Print and Alphabet Knowledge	5. Phonological Awareness		
Writing			
		Phonological Awareness	

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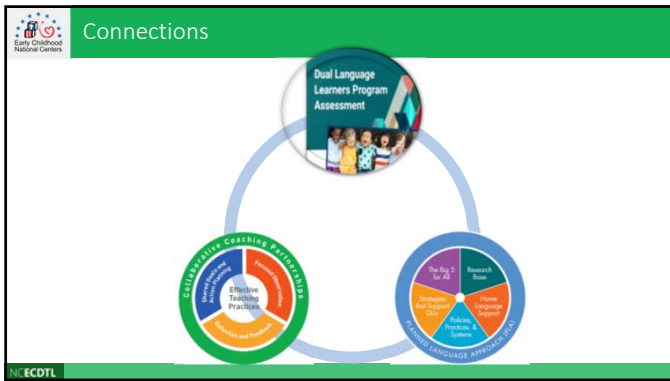
Practice-Based Coaching

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Planning and Goal setting with DLLPA

- Identify areas of DLL supports needed by program.
- Include those areas in school readiness goals
- Plan to address identified needs program wide
- Identify knowledge and resources coaches need

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Strategies to Support Alphabet Knowledge & Early Writing in All Children and DLLs (not exhaustive)



Preschoolers

- Help children focus on beginning sounds in words **noting that different languages have different sounds, letters, and symbols**
- Encourage children to write for real and important reasons **in English and the home language**

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Strategies to Support Background Knowledge for All Children and DLLs (not exhaustive)

Infants and Toddlers

- Talk to babies about their daily routines and activities **in the home language and English**
- Engage babies in “conversations” **using words in their home language or English**




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Strategies to Support Background Knowledge for All Children and DLLs (not exhaustive)

Infants and Toddlers

- **Provide and read a variety of culturally and linguistically appropriate books**
- Respond to their questions **in the home language and English**




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Strategies to Support Book Knowledge & Print Concepts for All Children and DLLs (not exhaustive)




Preschoolers

- Share a range of stories, poems, informational text, and songs **in English, as well as the home language**
- Set aside time to read age-appropriate books together every day **in English and the home language**
- Discuss the important ideas in a story **in English and the home language**

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Strategies to Support Book Knowledge & Print Concepts for All Children and DLLs (not exhaustive)



Preschoolers

- Model using books, magazines, and digital texts as sources of information on a topic of interest
- Include print and writing materials in children's play areas **in English and home languages**

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Strategies to Support Oral Language and Vocabulary for All Children and DLLs (not exhaustive)

Infants and Toddlers

- Respond to babies' needs for feeding, changing, comforting, and cuddling **in the home language and English.**
- Use child-directed speech or "parentese" **in the home language or in English.**
- Have one-on-one conversations every day and aim for two or more conversational turns for each speaker **planning for some in the home languages and in English.**



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Strategies to Support Oral Language and Vocabulary for All Children and DLLs (not exhaustive)

Infants and Toddlers

- Intentionally teach words and word meanings **in the home language and English.**
- Build on what children gesture, sign or say; **say words in the child's home language.**



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Strategies to Support Oral Language and Vocabulary for All Children and DLLs (not exhaustive)

- POLL


Which of the following coaching strategies would you use to support a teacher who has identified her goal as "I will have one-on-one conversations with every baby at least once a day"?

- Model
- Side-by-side verbal or gestural support
- Provide Resources
- Observe & Reflect
- Role Play
- Video Recording/Review

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Strategies to Support Phonological Awareness for All Children and DLLs (not exhaustive)




Preschoolers

- Play games that encourage children to blend units of sound into words **in English and the home language**
- Combine phonological awareness with alphabet activities*
- Read and make up alphabet stories, particularly those that use rhyme and alliteration*

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Strategies to Support Phonological Awareness for All Children and DLLs (not exhaustive)



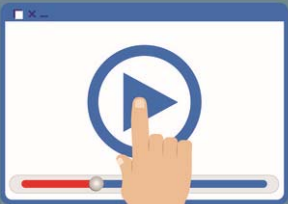
Preschoolers

- Talk about letters and their sounds as preschoolers play*
- Encourage older preschoolers to use invented spelling **in English and home language**

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Where Can I Go to Learn More?




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Strategies that Support DLLs



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Exploring Joan Talk Series



The slide features two main sections. On the left, titled "EXPLORING JOAN TALKS: A Bilingual, Bicultural Experience", it lists key points such as "Bilingualism is a cognitive advantage", "Bilingualism is a cultural asset", and "Bilingualism is a social asset". On the right, titled "Joan Talks About the Power of Knowledge and Prior Concepts", it includes a diagram of a globe and a photograph of a young child. A URL is provided at the bottom: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pla-exploring-joan-talks.pdf>

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Ready DLL App




The slide features a central image of a hand holding a smartphone displaying the Ready!DLL App interface. Text on the slide includes: "DOWNLOAD THE Ready!DLL App Today!", "The Ready!DLL App provides access to best practices for supporting Children who are Dual Language Learners (DLLs).", and "It also supports you in learning key words in Spanish, Mandarin, Arabic, and Haitian Creole to more easily connect with DLLs. The app provides access to practices and resources in a fun and interactive manner." Logos for the App Store and Google Play are shown at the bottom.

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Culturally and Linguistically Responsive Practices (CLRP) on MyPeers



The slide features an image of hands holding a globe. Text on the slide includes: "Keep the conversation going...", "Share ideas, questions, and resources on the CLRP Community on MyPeers!", and a URL: <http://www.123formbuilder.com/form-2230355/My-Peers>

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<p>Thank You!</p> <p>NCECDL</p>	<p>For more information, contact: ecd1@ecetta.info or call (toll-free) 1-844-261-3752</p> <p>Please complete our Survey!</p>
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