How to Work with Educators Using the Learning Language and Loving It™ Approach
Janice Greenberg, B.Sc., D.S.P. • Director, Early Childhood Education Services • The Hanen Centre

Build language through daily interactions
- Incidental
- Developmentally appropriate
- Responsive
- Extended

Conversation counts!
“The most important aspect to evaluate in early childhood settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers.”
Hart & Risley, 2002

Language learning happens as life happens
- Daily routines
- Play activities
- Sensory/craft activities
- Books
- Transitions

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Session 1
Take a Closer Look at Communication

Effective communication is...

Interaction
Information

Agenda
Introduction
Interaction and Information
Roles teachers play
Children’s conversational styles
Stages of language development
Wrap-up

Watch this video clip and select the best description of the quality of the interaction and information.

Effective communication is...

A) Good interaction; good information
B) Good interaction; poor information
C) Poor interaction; good information
D) Poor interaction; poor information

Watch this video clip and select the best description of the quality of the interaction and information.

A) Good interaction; good information
B) Good interaction; poor information
C) Poor interaction; good information
D) Poor interaction; poor information

The correct answer is c).

Poor interaction
• Adult dominates
• Not observing, waiting and listening
• Not following the child’s lead

Good information
• Adult uses simple labels
• Uses repetition

Answer

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Answer

The correct answer is b).

**Good interaction**
- Adult observes, waits and listens
- Follows children’s lead
- Encourages turn-taking

**Poor information**
- Adult mainly repeats what children say
- Misses opportunities to extend the topic

---

Interaction

- a) Educators typically only think about interaction, not information.
- b) Educators often talk too much.
- c) Educators are very focused on “teaching” concepts and giving information.
- d) Educators don’t appreciate the importance of providing children with opportunities to initiate.
- e) Educators don’t often build on children’s interests by extending the topic.

---

Information

**Why is this important for educators to understand?**

- a) Good interaction; good information
- b) Good interaction; poor information
- c) Poor interaction; good information
- d) Poor interaction; poor information

---

**Build language through daily interactions**

- Incidental
- Developmentally appropriate
- Responsive
- Extended

---

**Stages of language development**

- Discoverer: Birth to 8 mos
- Communicator: 8-13 mos
- First Words User: 12-18 mos
- Combiner: 18-24 mos
- Early Sentence User: 2-3 yrs
- Later Sentence User: 3-5 yrs

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What is this child’s language stage?

Discoverer
Communicator
First Words User
Combiner
Early Sentence User
Later Sentence User

What is this child’s language stage?

Discoverer
Communicator
First Words User
Combiner
Early Sentence User
Later Sentence User

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What is this child’s language stage?

Discoverer
Communicator
First Words User
Combiner
Early Sentence User
Later Sentence User

Child's conversational style

Sociable
Reluctant
Passive
Own Agenda

What is this child's conversational style?

Reluctant
Own agenda
Passive
Sociable

What is this child's conversational style?

Reluctant
Own agenda
Passive
Sociable

What is this child's conversational style?

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Reluctant
Own agenda
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What is this child’s conversational style?

Reluctant
Own agenda
Passive
Sociable

What is this child’s conversational style?

Reluctant
Own agenda
Passive
Sociable

How do the children’s conversational styles impact on the teacher’s interaction with them?

Roles teachers play

Director
Entertainer
Time Keeper
Too-Quiet
Helper
Cheerleader
Responsive Partner

Which role is the teacher playing?

Director
Entertainer
Time Keeper
Too-Quiet
Helper
Cheerleader
Responsive Partner

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Which role is the teacher playing?
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Which role is the teacher playing?

1. Director
2. Entertainer
3. Time Keeper
4. Too Quiet
5. Helper
6. Cheerleader
7. Responsive Partner

Which role is the teacher playing?

1. Director
2. Entertainer
3. Time Keeper
4. Too Quiet
5. Helper
6. Cheerleader
7. Responsive Partner

Which role is the teacher playing?

1. Director
2. Entertainer
3. Time Keeper
4. Too Quiet
5. Helper
6. Cheerleader
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Which role is the teacher playing?

1. Director
2. Entertainer
3. Time Keeper
4. Too Quiet
5. Helper
6. Cheerleader
7. Responsive Partner

Which role is the teacher playing?

- Director
- Entertainer
- Time Keeper
- Too-Quiet
- Helper
- Cheerleader
- Responsive Partner

What have you learned?

1. What are the two components of effective communication?
2. Which component do teachers tend to focus on more often?
3. Name the six stages of language development.
4. Name the four conversational styles.
5. Name the six roles teachers can play.

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Learning Language and Loving It
The Hanen Program for Early Childhood Educators/Teachers

Session 2
Follow the child’s lead

Agenda
Review
Observe, Wait and Listen
Be face to face
Follow the child’s lead
• Imitate
• Interpret
• Comment
Join in and play
Give a reason to communicate and wait
Wrap-up

How effective this teacher is as the responsive partner? Is there anything you would recommend?

Roles teachers play
Director
Entertainer
Time Keeper
Too-Quiet
Helper
Cheerleader
Responsive Partner

How effective this teacher is as the responsive partner? Is there anything you would recommend?

How effective this teacher is as the responsive partner? Is there anything you would recommend?

What changes do you see in the teacher and the children?

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What changes do you see in the teacher and the children?

Face to face
- Observe, Waits and Listens
- Follows the children’s lead

Face to face

Observe
- What interests the child?
- What is the child telling you?

Wait
- Look expectant
- Give the child a chance to say or do something

Listen
- What is the child’s verbal message?
- What is the child’s non-verbal message?

Follow the child’s lead

Let the child lead

Follow the child’s lead

Imitate
- Imitate
- Interpret
- Comment
- Join in and play

Respond immediately
- Say or do something on the child’s topic
- Respond with warmth and enthusiasm
- Wait to see if the child responds

Imitate
- Is mainly used with which language stages?
  - Discoverer
  - Communicator
  - First Words User
  - Combiner
  - Early Sentence User
  - Later Sentence User

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- Discoverers
- Communicators
- First Words Users

Imitate

Follow the child’s lead

- Imitate
- Interpret
- Comment
- Join in and play

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Interpret

• Is mainly used with which language stages?
  - Discoverer
  - Communicator
  - First Words User
  - Combiner
  - Early Sentence User
  - Later Sentence User

Interpret

• Discoverers
  “Give meaning to the message”
• Communicators
  “Say it as he would if he could”
• First Words Users
  “Say it as he would if he could until he can say it for himself”

Interpret

• Communicators
  “Say it as she would if he could”

Interpret

• Communicators
  “Say it as she would if he could”

Imitate

Follow the child’s lead

• Join in and play

Comment

• Respond immediately
• Reflect the child’s interests
• Respond with warmth and enthusiasm
• Wait to see if the child responds


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What should teachers remember when joining in and playing?

- Don’t let a child play too long with one thing
- Take control of the play to make sure the child is playing appropriately
- Don’t dominate
- Build on the child’s focus
- Make sure the child talks to you while playing

What if the child doesn’t initiate?

- Give a reason to communicate and wait

- Wait and see the child will do; avoid the helper role
- Place a desired object in sight but out of reach
- Introduce a hard-to-operate object
- Offer things bit by bit
- Do the unexpected
- Offer choices

Which strategies does Sheila use to give the children a reason to communicate?

- Place a desired object in sight but out of reach
- Introduce a hard-to-operate object
- Offer things bit by bit
- Do the unexpected
- Offer choices

Reflect on how well this teacher follows the child’s lead. Which strategies would you suggest to her?

- Be face to face
- Observe, Wait and Listen (OWL)
- Imitate
- Interpret
- Comment
- Join in and play
- Give a reason to communicate and wait

Which strategies is the teacher now using? Reflect on how the child has changed.

- Be face to face
- Observe, Wait and Listen (OWL)
- Imitate
- Interpret
- Comment
- Join in and play
- Give a reason to communicate and wait
What have you learned?

1. Give two reasons why teachers should try to be face to face with the child(ren).
2. Why is it important to use the OWL strategy?
3. List four ways to follow a child’s lead.
4. For which language stages are imitate and interpret most important?
5. What are four things to remember when following a child’s lead with a comment?
6. What two key things should you remember when joining in and playing with a child?
7. List three strategies you could use to give a child a reason to communicate.
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**Session 3**
Take turns together

**Agenda**
- Review: your video examples
- Supporting turns in conversations
- Laying the foundation for Discoverers and Communicators
- Make social routines part of your day
- Using comments and questions to keep the conversation going
- Wrap-up

**Chapter 4**

Think about a recent conversation you had with a friend, colleague or family member

Reflect on how you kept the conversation going

Keep the conversation going

- Waiting
- Eye contact
- Questions
- Body language
- Repetition
- Gestures
- Facial expression
- Intonation

**Keep the conversation going**

- Discoverers
- Communicators
- First Words Users
- Combiners
- Early Sentence Users
- Later Sentence Users


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**Discoverer**

- Keep the conversation going by treating them as if they can talk to you
- Interpret sounds and actions

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**Discoverer**

- Interprets almost anything as an attempt to communicate
- Uses lots of animation
- Exaggerates her intonation
- Exaggerates her facial expression
- Asks questions with a rising intonation patterns

---

**Social routines**

*(Discoverers, Communicators and First Words Users)*

- Specific way of being played
- Only a few actions, sounds, words
- Predictable and repetitive turns
- Clearly defined turns
- Obvious cues to take a turn
- Fun!

---

**Make social routines part of your everyday interactions**

- You introduce a simple turn-taking game
- You develop a simple turn-taking game by building on the child's interests, sounds or actions

---

**Which characteristics of a social routine make this interaction successful with a Discoverer?**

- a) Specific way of being played
- b) Only a few actions, sounds, words
- c) Predictable and repetitive turns
- d) Clearly defined turns
- e) Obvious cues to take a turn
- f) Fun!

---

**Keep the conversation going**

- Waiting
- Comments
- Questions
- Repetition
- Facial expression
- Intonation
- Eye contact
- Body language
- Gestures

---

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How would you describe this teacher’s use of questions?

a) Asks good questions, but asks too many
b) Asks questions that stop the conversation
c) Good use of questions to integrate colour and shape concepts into the conversation
d) Asks testing questions that don’t interest the children

How would you describe this teacher’s use of questions?

a) Asks good questions, but asks too many
b) Asks questions that stop the conversation
c) Asks good questions to integrate colour and shape concepts into the conversation
d) Asks testing questions that don’t interest the children

Effective questions should invite not demand a response

Be developmentally appropriate for comprehension and expression
Match the child’s interest
Be sincere
Show your interest
Be followed by expectant waiting

What has the teacher changed?

a) Her questions are developmentally appropriate
b) Her questions match the children’s interest
c) Her questions are sincere
d) She seems more interested in the children’s interests
e) She waits expectantly after a question

Questions should be developmentally appropriate for the language stage

- Discoverers
  - Keep their attention
- Communicators
  - Cue non-verbal turns
- First Words Users
  - Cue verbal turns
- Combiners, Early and Later Sentence Users
  - Cue extended verbal turns

What has the teacher changed?

a) Her questions are developmentally appropriate
b) Her questions match the children’s interest
c) Her questions are sincere
d) She seems more interested in the children’s interests
e) She waits expectantly after a question

Have you ever been to McDonald’s?
You’ve been to McDonald’s?
What could you do in the …?
A play?
Did they have a slide?
What could you do there?
Are you gonna go there again one day?
What about you Monica? Have you ever been to McDonald’s?
How many times?
You’ve been five times too?
What did you eat there?

Who, What, Where
Who, What, Where, Yes/no, Choices
When, Why, How, What if…

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Keep the conversation going

- Comments
- Questions
- Repetition
- Facial expression
- Eye contact
- Body language
- Gestures
- Intonation
- Waiting

Link Comments and Questions

- “What a beautiful hat!”
- “Where did you get it?”
- “I like chicken nuggets too.”
- “What do you like to drink?”

Which of the following statements describe this teacher’s efforts to keep the conversation going with a Later Sentence User?

a) Her questions relate to the child’s interests
b) She clarifies the child’s message by repeating what the child has said
c) She links questions to comments
d) She waits expectantly to cue turns
e) She uses too many questions and not enough comments

What have you learned?

1. Name two non-verbal cues and two verbal cues that we use to keep the conversation going.
2. How do you keep the conversation going with a Discoverer?
3. What are the main characteristics of a social routine?
4. What types of questions invite rather than demand responses from children?
5. Why is it also important to use comments, not just questions?

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Session 4
Encourage interaction in group situations

Conversations are successful when the teacher:
- Observes, Waits and Listens
- Follows the child’s lead
- Keeps it going with questions and comments

Encourage Group Interaction
You can if you SSCAN
- Small groups are best
- Set up an appropriate activity
- Carefully observe each child’s level of involvement
- Adapt your response to each child’s needs
- Now keep it going

Agenda
- Review: Your video experiences
- Interact with every child in the group - You can if you SSCAN
  - Plan for small groups
  - Set up appropriate activities
  - Adapt to each child’s needs
- Wrap-up

Small groups are best but...
- a) There are too many children
- b) There aren’t enough staff
- c) Lots of children want to do the same activity
- d) We need to get all the children dressed, fed, etc. at the same time
- e) Children won’t stay in small groups

Small groups are best

Number of teachers and children
Physical environment
Timing and pacing of the routine
Role the teacher plays

Small groups are best

Mealtimes
Sleep time
Book centre
Free play
Outdoors
Early/late in the day
Centres: science, drama

Small Groups are Best: How to group children

Conversational Style
Language Stage
Social Skills
Friendships
Interest
Behaviour

Set up an Appropriate Activity

Interest all the children
Match each child’s abilities
Not involve too many materials

How well does this activity engage all the children?

a) Interest all the children
b) Match each child’s abilities
c) Doesn’t involve too many materials
d) Allow the teacher to be face to face with all the children

Carefully observe each child’s level of involvement

Interacting
Participating
Attending
Not attending

Carefully observe each child’s level of involvement

Participating  Interacting  Attending  Not attending

Interacting  Participating  Attending  Not attending

Carefully observe if each child is attending, participating, interacting or dominating.

Carefully observe each child’s level of involvement

Adapt your response to each child’s needs

Attending  Participating  Interacting  Dominating

Not attending

Carefully observe if each child is attending, participating, interacting or dominating.

How could the teacher adapt her response to involve Sara?

a) Work with Sara 1:1, not in a group
b) Put Sara in between the other two girls
c) Give Sara something else to do during this activity
d) Use Sara’s name
e) Give Sara a prop

What has the teacher changed?

a) Puts Sara in between the other two girls
b) Uses Sara’s name
c) Gives Sara a prop
d) Encourages other girls to give Sara a turn
e) Asks questions to Sara first
f) Gives Sara a role

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What has the teacher changed?

Interacting
Participating
Attending
Not attending

Adapt your response to each child’s needs

- Call the child’s name
- Offer props
- Use gestures
- Change position
- Do something interesting
- Ask a question
- Make a personal comment
- Respond promptly to any initiation
- Give the child a role

How can you adapt for the child who dominates?

- Place him to the side
- Never put him in a small group with very quiet children
- Use a hand gesture to tell him to wait his turn
- Give a verbal cue such as “It’s Mary Beth’s turn to talk.”
- Don’t make eye contact

How could this teacher adapt her response to better involve each of the children in the conversation?

Laura Participating
Audrey Attending

Mary Beth Interacting
George Dominating

Interacting
Participating
Attending
Not attending

How could this teacher adapt her response to better involve each of the children in the conversation?

Mary Beth Interacting
George Dominating
Laura Participating
Audrey Attending

Interacting
Participating
Attending
Not attending

Ask questions
Make comments

Move face to face
Use a verbal or non-verbal cue to wait his turn

Move face to face
Give her a prop and a role
Use her name

What have you learned?

1. What do the letters of SSCAN refer to?
2. What might a teacher have to change in her classroom to promote more small group conversations?
3. What is important to remember when planning a small group activity that will allow the teacher to involve all the children?
4. Name three levels of involvement that children may demonstrate in a small group activity.
5. List of at least one strategy a teacher could use to move a child from not attending to attending? attending to participating? and participating to interacting?
6. How could a teacher encourage more appropriate interaction from a child who is dominating?

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Agenda
- Review: Your video experiences
- Adjust the way you talk
- Label things in the child’s world
- Expand on what the child says
- Extend the topic
- Wrap-up

Chapter 7,8

Adjust the way you talk
- Discoverers
- Communicators
- First Words Users
- Combiners

Make Your Language Easy to Understand
- Say less
- Stress
- Go slow
- Show

Make your language easy to understand

Discoverers
Communicators
First Words Users
Combiners

Infants and toddlers
Children with language delays
English Language Learners

Find examples of how this educator adjusts the way she talks for Communicators.

Say less
Stress
Go slow
Show

Find examples of how this educator adjusts the way she talks for a Discoverer.

- Say less
- Stress
- Go slow
- Show

Label Things in the Child’s World

- Use labels to let children know what’s going to happen
- Use specific names for objects
- Use “fun” words when possible (Whee! Bluh-Bluh! Vroom! Moo!)
- Highlight the label
- Use a variety of labels

Use a variety of word types

- Names (people, places, things)
- Location words
- Action words
- Describing words
- How words ending in -ly

Which statement best describes this teacher’s use of labels?

a) Her use of labels will really help this child
b) She uses vague language and misses opportunities to provide specific labels
c) She talks too much
d) She spends too long talking about the bubbles
e) None of the above

Which statement best describes how this teacher uses labels?

a) Her use of labels will really help this child
b) She uses vague language and misses opportunities to provide specific labels
c) She talks too much
d) She spends too long talking about the topic
e) None of the above

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Imitate what the child says

- Discoverers
- Communicators
- First Words
- Users

“Fl.”

“Fish!”

Provides correct model of child’s message

Confirms you are listening

Expand by adding a few words to what the child says

- Combiners
- Early Sentence
- Users
- Later Sentence
- Users

“Fish swim.”

“Yes, the fish are swimming!”

Provides a more mature model

Adds new information

Where could this teacher have expanded on what the children say?

Child says:

Teacher could expand with:

- • ?
- ? • ?
- • ?
- ? • ?

Adjust the way your talk for English Language learners

- Say less and stress; Go slow and show
- Use a variety of labels
- Expand on what the child says
- Promote the use of the first language

Use Language to Think and Learn About the World

Go beyond:

- the here and now
- our personal experiences
- the real world into the imagined world

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Extend the Topic

Inform
Describe
Talk about past

Explain
Why...
because

Pretend/
Imagine

Project
Take another’s perspective

Talk about
feelings and opinions
Talk about the future

Make comments
Ask questions

Consider the child’s language stage
Build on the children’s interests
Give the children turns in the conversation

In which ways does this teacher extend the topic?

Inform
Describe
Talk about past

Explain
Why...
because

Pretend/
Imagine

Project
Take another’s perspective

Talk about
feelings and opinions
Talk about the future

What have you learned?

1. For which language stages is it important to adjust the way you talk?

2. List four ways that a teacher can adjust the way she talks to make her language easier to understand.

How could this teacher further extend the topic?

Inform
Describe
Talk about past

Explain
Why...
because

Pretend/
Imagine

Project
Take another’s perspective

Talk about
feelings and opinions
Talk about the future

What have you learned?

3. List five categories of words that a teacher should include when labeling things in the children’s world.

4. When a child says something, when is it best to imitate? When is it best to expand?

5. What three things do children have to do to move from learning to talk to talking to learn?

6. List six ways to extend the topic beyond the here and now.

What have you learned?

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Session 6
Language leads the way to literacy

Agenda
- Review: Your video examples
- Laying the foundations of literacy
- Make book reading a time for interaction and conversation
- Wrap-Up

Chapter 10

Key language experiences for literacy
- Environments that support literacy (exposure to print and books)
- Opportunities for extended conversation
- Exposure to varied vocabulary

Which strategies can be applied to sharing books?
- OWL Session 2
- Follow the child’s lead Session 2
- Take turns Session 3
- Adjust the way you talk Session 5
- SSCAN Session 4
- Extend the topic Session 5

Which strategies does this teacher use to keep the conversation going?
- OWL
- Take turns
- SSCAN

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- OWL
- Take turns
- SSCAN


How to Work with Educators Using the Learning Language and Loving It™ Approach
Janice Greenberg, B.Sc., D.S.P. • Director, Early Childhood Education Services • The Hanen Centre

How does this teacher keep the conversation going with a Communicator?

<table>
<thead>
<tr>
<th>OWL</th>
<th>Be face to face</th>
<th>Follow the child’s lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take turns</td>
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<td></td>
</tr>
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<td>SSCAN</td>
<td>Extend the topic</td>
<td></td>
</tr>
</tbody>
</table>

Which strategies does this teacher use? Which strategies would you suggest to her?

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What have you learned?

1. Name three experiences that contribute to literacy development.

What have you learned?

2. Give an example of how each of the following strategies can be applied to sharing books:

- OWL
- Be face to face

2. Give an example of how each of the following strategies can be applied to sharing books:

- Adjust the way you talk
- Extend the topic

Session 7
Foster peer interaction

Why can it be more difficult for children to interact with peers than with adults?

- a) Children spend more time with adults
- b) Children just want to play by themselves
- c) Adults are more responsive to children's initiations
- d) Successful peer interaction requires good negotiation skills
- e) Children are more focused on their own interests

Look at what three-year-olds can do!

- Get Interaction Going
  - Initiate to get a peer's attention
  - Send a clear message
  - Imitate peer
- Keep Interaction Going
  - Respond when others initiate
  - Persist
  - Try another way
  - Clear up misunderstandings
  - Negotiate to resolve conflict
  - Stick to a subject
  - Play in group for relatively long time

Why do you think Madeline, a Communicator, interacts with her teacher rather than her peers?

- a) She doesn’t like the other children
- b) She doesn’t know how to communicate with them
- c) She doesn’t understand what they are doing
- d) Her peers typically don’t pay any attention to her
- e) She is used to having her teacher with her most of the time

Promote peer interaction

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Take a closer look
• How does she play?
• How much interaction occurs?

Promote peer interaction

Set up the environment
• Make the best use of space
• Select effective activities

Support the interaction
• Step in, set up and fade out
• Direct conversations away
• Set up a small group and stay to play
• Raise the child’s profile

Take a closer look
Which type of play do you see?
Functional
Constructive
Pretend
Rule-based

How much social interaction occurs?
No Social Interaction

Unoccupied
Solitary Play
Onlooker

Foster peer interaction

Set up the environment
• Make the best use of space
• Select effective activities

Support the interaction
• Step in, set up and fade out
• Direct conversations away
• Set up a small group and stay to play
• Raise the child’s profile

How much social interaction occurs?
A lot of interaction

Parallel Play
Cooperative Group Play
Minimal interaction
Associative Group Play

Which classroom makes the best use of space for fostering peer interaction?

Encourage a variety of groupings

What should you consider when forming groups?
- Mutual interest
- Conversational styles
- Level of play
- Level of social interaction

Adapt activities to foster peer interaction

- Bring a solitary child closer to peers
- Assign a collaborative task
- Create reasons to interact
- Provide toys for all developmental levels
- Ensure a shared understanding
- Provide duplicate toys
- Provide an appropriate number of toys
- Set up so children are face to face
- Provide large pieces of equipment
- Encourage outdoor group interaction

How could the teacher adapt the activity to encourage this child to interact with peers?
- Bring a solitary child closer to peers
- Assign a collaborative task
- Create reasons to interact
- Provide toys for all developmental levels
- Ensure a shared understanding
- Provide duplicate toys
- Provide an appropriate number of toys
- Set up so children are face to face
- Provide large pieces of equipment
- Encourage outdoor group interaction

Which strategies does this teacher use to support Madeline's interaction with her peers?
- Assign a collaborative task
- Provide duplicate toys
- Ensure a shared understanding
- Step in, set up and fade out
- Direct conversations away
- Set up a small group and stay to play
- Raise Madeline’s profile

Take a closer look

- How does play occur?
- How much interaction occurs?

Set up the environment

- Make the best use of space
- Select effective activities

Support the interaction

- Step in, set up and fade out
- Direct conversations away
- Set up a small group and stay to play
- Raise the child’s profile

Foster peer interaction

Find the child a role that adds to the fun and includes him in the play

Step In, Set Up, Fade Out From Outside the Group

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Step In, Set Up, Fade Out From Inside the Group

Teacher joins group; asks isolated child to wash teacher’s doll’s hair; models interacting with child

Teacher fades out

Peers interested in child as “hair washer”

Direct conversation away

Request to play
- Play with me.

Request for materials
- Want a bigger car.

Request for help
- My door’s stuck.

Request for approval
- Look, I fixed my car.

Comments
- My car goes really fast.

Model Suggestion Hint

Set up a small group and stay to play with children who have:

- Limited communication skills
- Very poor social skills
- Physical challenges
- Behavioral issues

Which strategies could this teacher use to support Audrey’s interaction with her peers?

- Assign a collaborative task
- Provide duplicate toys
- Ensure a shared understanding
- Step in, set up and fade out
- Direct conversations away
- Set up a small group and stay to play
- Raise Audrey’s profile

What have you learned?

1. Why is interaction with peers challenging?

2. What are four levels of play that children demonstrate?

What have you learned?

3. What are six levels of social interaction that children may demonstrate?

4. How can a teacher make best use of the classroom space to encourage peer interaction?

5. Name three types of groupings of children.

6. List five ways to adapt an activity to encourage peer interaction.

7. What are two ways in which you can step in, set up and fade out?

8. What are three different ways in which you can direct away this child’s comment, “Look, my castle’s big”?

9. When would you need to set up a small group and stay to play?