


Empowering Educators to Create Language-Rich Interactions





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Personal Disclosure Statement

- **Helen Livshits**, M.H.Sc., Reg. CASLPO, is a Speech-Language Pathologist and Director of Early Childhood Education Services at The Hanen Centre.
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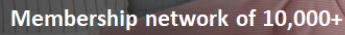
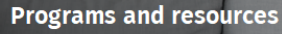
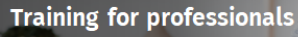
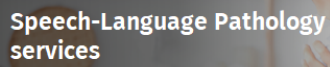




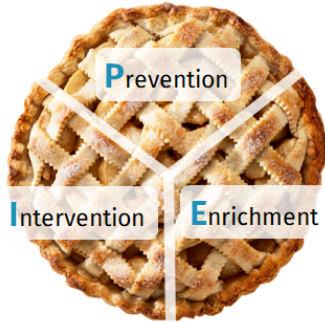
The Hanen Centre's mission is to enable parents and professionals to transform their daily interactions with young children to build children's best possible lifelong social, language and literacy skills.



About the Hanen Centre



Professional Development



The Hanen Centre's approach is based on the belief that ...

- working with and through educators and other caregivers is the best way to help children achieve their potential in early communication and literacy development
- a child's caregivers can be their best therapists – if we help them learn how



Objectives

1. Interactive strategies for educators:

- the importance of quality interactions in promoting language development
- how to become a responsive partner



2. Best practice for helping educators learn new skills:

- key components of adult learning
- how the Learning Language and Loving It™ Program provides an effective evidence-based Tier 1 framework

The power of interactions

Why do interactions matter?



Where language learning happens

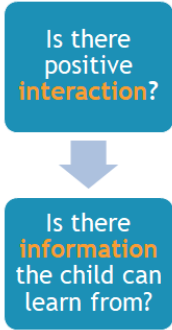
- Daily routines, play and conversations
- Incidental learning
- Caregiver as the primary change agent

What is the most important ingredient of high-quality care?

Amount and quality of interaction between educator and child

Hart & Risley, 2002



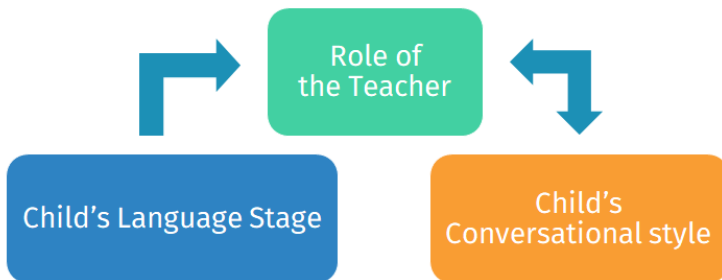


Reflect on your experiences in classrooms

Why is it sometimes challenging for educators to achieve responsive, language-rich interactions with young children?



Three main factors influence quality interactions:



- Director
- Timekeeper
- Too quiet
- Helper
- Cheerleader
- Entertainer
- Responsive partner



What is the impact on Connie when the educator takes on the *Director* role?



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The educator is now a Responsive Partner. What has she changed? What is the impact on Connie?



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A Responsive Partner

- Observes, waits and listens - to give the child a chance to initiate
- Responds promptly and follows the child's lead
- Waits after responding, to give the child an opportunity to take another turn
- Keeps the turns going using interesting comments and questions



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Children's conversation styles impact interaction

- Sociable
- Reluctant
- Own Agenda
- Passive



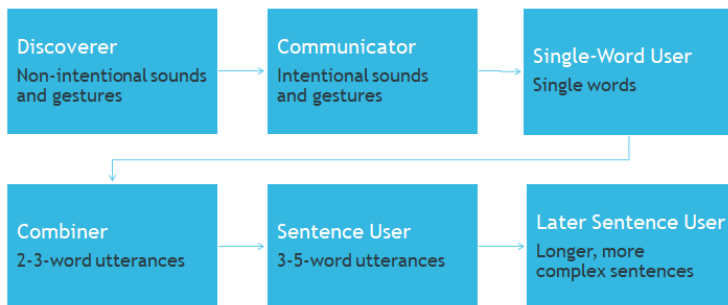
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How does Alicia's conversation style impact how the educator interacts with her?



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Child's stage of language development impacts interaction



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When interacting with children with language impairments, educators:

- Ignored or responded infrequently to non-verbal initiations
- Used more directive language (twice as many utterances)
- Used less language-modeling input (labels & expansions)

Girolametto & Weitzman, 2002



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Interaction strategies for educators that work!



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Be Face to Face



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Be Face to Face



Observe → Observe to see what interests the child

Wait → Wait expectantly to give the child a chance to say or do something (use a slow pace)

Listen → Listen for what the child is telling you with sounds, gestures or words

Follow the Child's Lead

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



Take turns together



Wait expectantly after saying or doing something.

What is the educator now doing differently?
How has the interaction changed?



Observe, Wait and Listen™ (OWL™)

Follow the children's lead

Wait to keep the interaction going



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Use comments
and questions
to build
meaningful
interactions

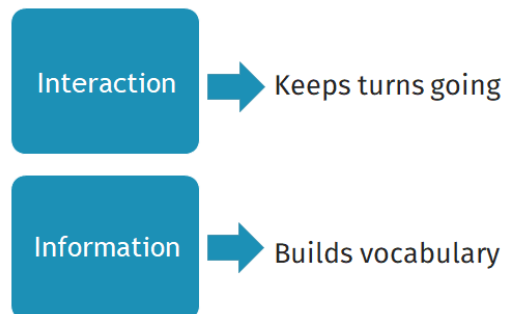
- Use more comments than questions with children who primarily use sounds and single words
- Use a variety of vocabulary words (*objects, actions, locations, descriptions*)
- Avoid testing questions (e.g., *what colour is it?*)
- Use language appropriate for the child's language stage

Pause and wait!



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8 group sessions

Action Plans

6 Video Feedbacks



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

 **Program Schedule**

- 1. Take a closer look at communication
- 2. Follow the child's lead
 - Video
- 3. Take turns
 - Video
- 4. Encourage group interaction
 - Video
- 5. Provide information and experience
 - Video
- 6. Let language lead the way to literacy
 - Video
- 7. Foster peer interaction
 - Video
- 8. Wrap-up

Effective training that changes behavior

- Study of theory
- Demonstration or modeling by instructor
- Practice within training environment
- Coaching/feedback during application of new knowledge/skills back in classroom



Joyce & Showers, 2002

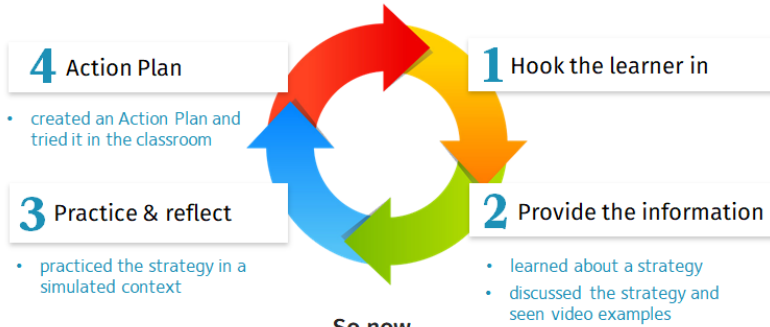
Outcomes of training

Percentage of participants who attain outcomes by training component			
Components of training	Knowledge	Skill acquisition	Transfer to real-life context
Theory			
Demonstration by instructors			
Practice with feedback			
Coaching in real-life contexts			



Joyce & Showers, 2002

At this point, educators have ...



So now....

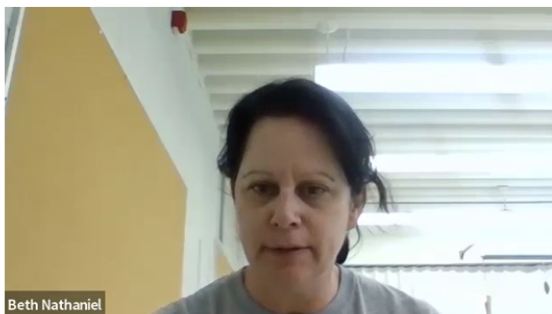
They need to practice in real-life and receive coaching and feedback

How we use video recording

- Educator is recorded applying their Action Plan
- S-LP may coach at the time of the recording
- View the video with the educator
- Have the educator reflect on the effectiveness of the interaction:
 - Educator's use of strategies?
 - Children's responses?



Beth on the impact of training as a team



Become Certified to Deliver *Learning Language and Loving It*

Online certification workshop

- 3 full-day training
- 6-part half-day training
(3.5 hours/day over two weeks)
- **Training format**
 - Practical
 - Small group of clinicians