

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.



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Professional Development

Learning Language and Loving It™



The Hanen Program® for Early Childhood Educators/Teachers





5



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

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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

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10

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

Amount and quality of interaction between educator and child

Hart & Risley, 2002





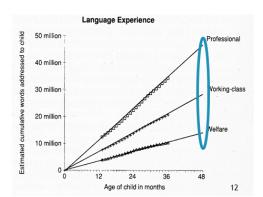






But talk is not always easy!

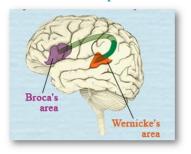
Thirty Million Word Gap



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But it's not just the amount of talk that makes interactions powerful.



Children who experienced more conversational turns (but not adult words alone)



Greater activation in Broca's Area

Romeo, 2018

13



Language experience 18-24 months

Language outcomes in later childhood

Early interactions matter

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Gilkerson et al, 2018





Important role of teachers

Responsive teaching

- Sensitivity to child's cues and interests
- Responding in back-and-forth exchanges



Predicted development across all social and cognitive domains, including language and literacy



Hamre et al, 2014; Williford et al, 2013; Sabol et al, 2017



15

Communication begins with:

Interaction

- ✓ Initiate
- Respond

Then

Information

Using developmentally appropriate language when making comments and asking questions that generates more interaction



16

Is there positive interaction?



Is there information the child can learn from?













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Reflect on your experiences in classrooms

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



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Three main factors influence quality interactions:



Role of the Teacher



Child's Language Stage

Child's Conversational style

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The role the educator plays impacts the interaction

Director Timekeeper Too quiet Helper Cheerleader Entertainer Responsive partner



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Is there quality interaction happening when the educator takes on the role of *Entertainer?*



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How does the *Timekeeper* role impact the interaction?



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



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24

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



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26

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**



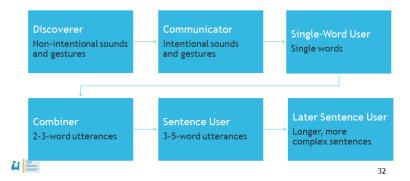


How does Alicia's conversation style impact how the educator interacts with her?



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Child's stage of language development impacts interaction





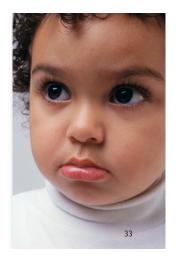


When interacting with children with language impairments, educators:

- 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





Interaction strategies for educators that work!



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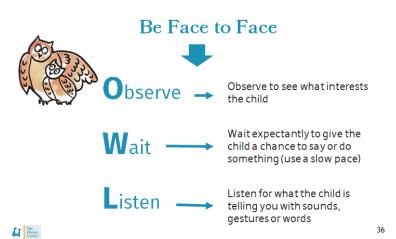
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Follow the Child's Lead

- · 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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39

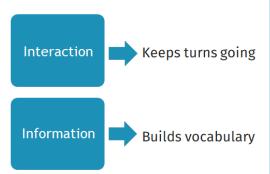
Use comments and questions to build meaningful interactions

- 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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Use comments
and questions
to build
meaningful
interactions



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How do the educator's comments and questions keep the interaction going?



Observe, Wait and Listen™ (OWL™)

Follow the child's lead

Keep the interaction going with waiting, guestions and comments

42

Key Ideas

- Language learning happens during daily activities and is maximized when children have extended interactions
- The educator's role as well as a child's language stage and conversation style impact how easy or challenging it may be to interact
- Interactions for ALL children are possible when an educator becomes a responsive partner

Get face-to-face
OWL™
Follow the child's lead
Keep the turns going:
Waiting
Comments
Questions

43

The Impact of the Learning Language and Loving It Program









45

8 group sessions

Action Plans

6 Video Feedbacks



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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

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Joyce & Showers, 2002

46

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					

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Joyce & Showers, 2002





Learning Language and Loving It*

8 group
sessions

Action Plans

6 Video Feedbacks

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Study of theory

Demonstration or modeling by instructor

Practice within training environment

Coaching/feedback during application of new knowledge/skills back in classroom

48



- Every strategy is taught using a specific 4-part teaching-learning cycle
- Each part of the cycle reflects one or more components of adult education

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Teaching-Learning Cycle Used in Group Sessions



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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?





52

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)
 - over two weeks)
- Training format
 - Practical
 - o Small group of clinicians

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