

Birth to
Five

HELPFUL RESOURCES—INFANTS AND TODDLERS

ARTICLES

Bardige, B. & Bardige, M. K. (2008). Talk to me, baby! Supporting language development in the first 3 years. *Zero to Three*, 29(1), 4–10.

Retrieved from http://main.zerotothree.org/site/DocServer/29-1_Bardige.pdf?docID=6641

This article provides an overview of early language development and explains how talking with infants and toddlers promotes rich language acquisition. The authors offer strategies for supporting language for three stages of development—infants, young toddlers, and older toddlers. A number of the strategies involve ways to expand children’s vocalizations, words, and phrases.

Cortese, R. (2013, August 19). Helping toddlers expand their language skill: Tips that help kids age 0–5 get talking.

Retrieved from <http://www.childmind.org/en/posts/articles/2013-8-20-helping-toddlers-talk-expand-language-skills>

This article, written by a speech therapist, provides strategies and techniques that families and staff can use to help infants and toddlers develop language and learn to communicate. The author offers strategies for expanding children’s language skills, including imitating, interpreting gestures, expanding and recasting, and commenting and describing.

Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, 27(1).

Retrieved from <http://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf>

This article summarizes a longitudinal study on identifying features of children’s early experiences in the home that contribute to later language and cognitive development. Findings showed that, by children’s third birthday, large differences in the amount and quality of their experiences with language and interactions are associated with their families’ socioeconomic levels.

Wittmer, D. S. & Petersen, S. H. (2010, July). Strategies to encourage language learning, strategies to support language development and learning. Retrieved from <http://www.education.com/reference/article/strategies-language-learning/>

In this excerpt from the book, *Infant and Toddler development and Responsive Program Planning: A Relationship-Based Approach* (2006), the authors offer 12 strategies for supporting very young children in learning to express themselves, hear and understand language, and become competent communicators. One strategy, called the “Four E Approach,” involves encouraging children to communicate, expanding on the semantics and syntax of a child’s words and conversational turns, elaborating (making more complex), and extending the child’s sounds, words, and sentences.

BOOKS

Mangione, P. L., & Greenwald, D. (Eds.) (2011). *Infant/toddler caregiving: A guide to language development and communication* (2nd ed.). Sacramento, CA: California Department of Education.

This revised guide, part of the WestEd Program for Infant Toddler Care, contains practical guidelines and suggestions for supporting infants and toddlers' early language development and communication. Strategies for expansion are woven throughout the guide; it contains sections on young infants, mobile infants, toddlers, the bilingual child care setting, culture and communication, and language development and literacy.

Rosenkoetter, S. E., & Knapp-Philo, J. (Eds.) (2006). *Learning to read the world: Language and literacy in the first three years*. Washington, DC: ZERO TO THREE Press

Drawing on research, this book examines elements of beginning language and literacy and shares how families, programs and communities can encourage beginning language and literacy in infants and toddlers. Chapters 5 and 14 contain strategies for supporting young children's oral language development, including expansions.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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