

March 16, 2023 Brilliant Bilingual Preschoolers

Viewer's Guide

This participant's guide helps you capture your ideas as you engage in the webinar content. During this webinar, we focus on children who are dual language learners. Do you ever wonder how young children can learn not only one but two or more languages? What is going on in their brain? Does their language development differ from a child learning only one language? How can we best support them? The resources, reflection questions, and activities help you think about ways to support children who are dual language learners from birth to three. Helpful resources can be found in the Resources section at the end of this guide.

Definitions

Dual Language Learner

- Refers to a child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first
- Definition: https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1305-2-terms

Equity

- Fair and just treatment to all children, families, and those who support them. Equity enables everyone to achieve their full potential
- Working definition: https://eclkc.ohs.acf.hhs.gov/internal-use/article/equity-working-definition





National Center on

Early Childhood Development, Teaching, and Learning

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Key Idea: Brain Development and Language Learning

Early Childhood Is a Uniquely Special Time for Language Learning



Early Brain Development

- A child's brain grows faster in the first few months and years of life than it will at any other time.
- Language learning is a big part of this!
- All children learn language best from social, back-and-forth interactions with others.
- Our brains are incredibly well adapted to learn multiple languages: this is particularly true in early childhood.

Resource Spotlight: MEG Video

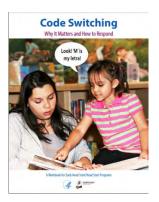


Watch the full video of Dr. Naja Ferjan Ramírez describing her research here: <u>https://www.youtube.com/watch?v=N7Gn ImK4 Y</u>

What did you notice in the video? Jot down any notes as you watch.

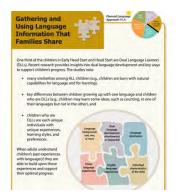


Resource Spotlight: Code Mixing



Code Switching: Why It Matters and How to Respond: <u>https://eclkc.ohs.acf.hhs.gov/culture-language/article/code-switching-why-</u> <u>it-matters-how-respond</u>

Resource Spotlight: Gathering Language Information from Families



Gathering and Using Language Information That Families Share (also available in Spanish)

https://eclkc.ohs.acf.hhs.gov/publication/gathering-using-languageinformation-families-share After reviewing the guide, write down at least one new question you plan to ask a family to better understand their child's dual language learning experience and build belonging.

Resource Spotlight: Professional Learning Guides



Professional Learning Guides to Support Children Who Are Dual Language Learners (also available in Spanish)

https://eclkc.ohs.acf.hhs.gov/culture-language/article/professionallearning-guides-support-children-who-are-dual-language-learners

Reflection: Can I see the children in the environment or curriculum even when they are not here?

Take a moment to think about your own environment: Can you identify one thing you can do tomorrow to make your learning environment or daily practices more meaningful to the children you serve?



Resource Spotlight: Ready DLL Mobile App



Ready DLL is a mobile application (app) for Head Start and Early Head Start teachers and caregivers who support children who are dual language learners (DLLs). Access resources, learn key words and phrases, and discover implementation strategies from your smartphone.

https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app

Small Group Time

What did you notice in the video? Jot down any notes as you watch. What did this teacher do well? Are there any areas for improvement?



Resource Spotlight: Making It Work



Making It Work (MIW): Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings for Children Ages Birth to 5

MIW is a three-step process that helps AIAN programs connect and integrate cultural practice into their current curriculum by planning and implementing cultural learning experiences for young children.

Explore MIW, including a training guide for implementation:

https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-itwork-implementing-cultural-learning-experiences-american-indianalaska-native-early

Resource Spotlight: Screening Dual Language Learners





Programs are required to complete or obtain developmental screenings for all children. It is important to be thoughtful and intentional in how we screen children who are DLLs. Use these resources to Learn more.

Special Considerations: Developmental Screening of Children Ages Birth to 5 Who are Dual Language Learners (also available in Spanish):

https://eclkc.ohs.acf.hhs.gov/child-screeningassessment/article/special-considerations-developmentalscreening-children-ages-birth-5-who-are-dual-languagelearners

Screening Dual Language Learners in Early Head Start and Head Start: A Guide for Program Leaders:

https://eclkc.ohs.acf.hhs.gov/child-screeningassessment/article/screening-dual-language-learnersearly-head-start-head-start-guide-program-leaders

Resource Spotlight: Ongoing Child Assessment



The HSPPS address the unique challenges and appartunities of assessing children who are dual language learners (DLLs). The standards require that assessment of children who are DLLs include

- Assessing Englange direktionnen'n bah fer hanne tangsage and English
 Deermining the language staff will use to asses the child
 Using allemative culverally and Trajastically responses trausment practices when recessary
 Inning qualified all for interpretent who speck the home language(b) (20 LLs and their formities
 Using and/artic million assessment tools, when administered in children's home languages

e standards that ensure staff accurately assess children who are DiLs and that as chi staful prices Staff might tailor learning apportunities and teaching practices to promote each child's progress in culturally and leguistically responsive ways. The autosment elandarils apply to center-based and family child care settings and to horse hased

The HSPPS require that programs design and implement a coordinated approach that intrans the full and effective pericipation of children who are DLLs and their familes (1302,2001/822). This coordinated approach includes systematically and comprehensively addressing childrand family needs. Cregoing assessment of children's progress is one way to instant that fing have meaningful access to be uncludational program and are mady to school.

Identify qualified, bilingual person(s) to assess in home language(s) and English

ad Start programs are required to use qualified, billegual stall or interpreters to ca issessment in children's home languages and English. Your program needs to develop and implement effective Hiring practices to acquire and retain qualified, bilingual staff or interpreters who are a match for its fonguages and es of children and families. It is important to create interpretation or translation guidelines to ensure high-quality and consident ongoing assess sent for children who are OUs.

Find resources that provide guidelines for working with interpreters on pages 11 and 12 of Screening Dual Language Learners in Early Head Start and Head Start : A Guide for Program Leaders.

Some srbar communities and school districts use qualified, bilingual/bicalural educational staff who can readily patients: bilitien in their hane language and in tagriab. This chen happens in cosmunities where any trava languages... English and another language — are predominantly posters. (Spanish and English, Huberev and English, Chinese and English, etc.). However, programs address have individual staff resident with its necessary any lot many lon



DNIFIGING CHES ASSESSMENT

Programs are required to assess children's language development in both the home language and English and to use alternative culturally and linguistically responsive assessment practices when necessary. Use these resources to learn more.

Appendix C Ongoing Assessment for Children Who Are **Dual Language Learners:**

https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/nosearch/oca-guide-9-appendices.pdf

Tip Sheet: Ongoing Assessment for Children Ages Birth to 5 (also available in Spanish):

https://eclkc.ohs.acf.hhs.gov/child-screeningassessment/article/ongoing-assessment-children-agesbirth-5

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What's Your Why?

As we think about how to improve our support for children and families who are dual language learners, it is important to ground ourselves in our "why." As you listen to Dr. Xigrid Soto-Boykin talk about why this work is important to her, think about why this work is important to you. Share your reflections below.



Helpful Additional Resources (*Resources Available in Spanish)

Online Resources

Head Start Early Learning Outcomes Framework* https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework

ECLKC Culture and Language Page* https://eclkc.ohs.acf.hhs.gov/culture-language

Effective Practice Guides: Language and Literacy* https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/language-literacy

Planned Language Approach*

https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach

- Big 5 for All and Children with Disabilities Who Are Dual Language Learners* <u>https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/big-5-all-children-disabilities-who-are-</u> <u>dual-language-learners</u>
- Dual Language Learners: Considerations and Strategies for Home Visitors* <u>https://eclkc.ohs.acf.hhs.gov/publication/dual-language-learners-considerations-strategies-home-visitors</u>

- How to Use Bilingual Books <u>https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/how-to-use-bilingual-books.pdf</u>
- Organizing Learning Experiences <u>https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-planning-organizing-thematic-instruction.pdf</u>
- Supporting English Language Development When Children Have Little Experience With English https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-english-language-development.pdf

Dual Language Learners Program Assessment (DLLPA): User's Guide* <u>https://eclkc.ohs.acf.hhs.gov/culture-language/dual-language-learners-program-assessment-dllpa-users-</u> guide/dual-language-learners-program-assessment-dllpa-users-guide

Dual Language Learner Celebration Week https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learner-celebration-week

Environments That Support High-Quality Inclusion https://eclkc.ohs.acf.hhs.gov/video/environments-support-high-quality-inclusion

Strengthening Equitable Learning Spaces and Building Belonging iPD Courses <u>https://eclkc.ohs.acf.hhs.gov/professional-development/individualized-professional-development-ipd-portfolio/individualized-professional-development-ipd-portfolio</u>

Multicultural Principles for Early Childhood Leaders* https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders

Partnering with Families of Children Who Are Dual Language Learners https://eclkc.ohs.acf.hhs.gov/publication/partnering-families-children-who-are-dual-language-learners

Connecting Research to Practice Briefs

Brilliant Bilingual Babies* https://eclkc.ohs.acf.hhs.gov/publication/brilliant-bilingual-babies

Supporting Children with Disabilities or Suspected Delays* https://eclkc.ohs.acf.hhs.gov/publication/supporting-children-disabilities-or-suspected-delays

Supporting Early Brain Development: Building the Brain* https://eclkc.ohs.acf.hhs.gov/publication/supporting-early-brain-development-building-brain

Webinars

Individualizing Instruction for Children with Disabilities Who Are Also Dual Language Learners <u>https://eclkc.ohs.acf.hhs.gov/video/individualizing-instruction-children-disabilities-who-are-also-dual-</u> <u>language-learners</u> Partnering with Families of Children Who Are Dual Language Learners https://eclkc.ohs.acf.hhs.gov/video/partnering-families-children-who-are-dual-language-learners

Intentional Language Supports in the Preschool Classroom https://eclkc.ohs.acf.hhs.gov/video/intentional-language-supports-preschool-classroom

Responsive Teaching and Learning Environments for Dual Language Learners https://eclkc.ohs.acf.hhs.gov/video/responsive-teaching-learning-environments-dual-language-learners

Understanding Language Development to Inform Hight Quality Instructional Interactions <u>https://eclkc.ohs.acf.hhs.gov/video/understanding-language-development-inform-high-quality-instructional-interactions</u>

National Research Update on Practices that Support Dual Language Learners https://eclkc.ohs.acf.hhs.gov/video/national-research-update-practices-support-dual-language-learners

Advancing Racial and Ethnic Equity in Head Start https://eclkc.ohs.acf.hhs.gov/culture-language/article/advancing-racial-ethnic-equity-head-start

Resource Collections

Equity, Inclusiveness, and Cultural and Linguistic Responsiveness* (some key resources available in Spanish) https://eclkc.ohs.acf.hhs.gov/school-readiness/article/equity-inclusiveness-cultural-linguisticresponsiveness

The Importance of Home Language Series* (versions available in other languages) https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series

Indigenous Immigrant Families* https://eclkc.ohs.acf.hhs.gov/culture-language/article/indigenous-immigrant-families