

## Promoting Communication Strategies



## Tools for Advancing Language in Kids

### PC TALK Strategy Handouts

*Each of the PC TALK Strategy Handouts include a definition and description of each strategy, suggestions for how each strategy can be shared with parents, caregivers, and teachers, and descriptions of how adults might use the strategy with infants and young children.*

*Examples are provided for children at the pre-word stages of communication, and children at the single and multiple-word stages of communication. Although each strategy is described individually, the strategies were designed to be used together, naturally, throughout daily activities and interactions to provide rich and engaging language learning opportunities throughout the day.*

<b>Arranging the Environment</b> .....	<b>19</b>
<b>Follow the Child's Lead</b> .....	<b>26</b>
<b>Comment &amp; Label</b> .....	<b>30</b>
<b>Imitate &amp; Expand</b> .....	<b>34</b>
<b>Ask Open-Ended Questions</b> .....	<b>38</b>
<b>Giving Praise &amp; Positive Attention</b> .....	<b>42</b>
<b>Providing Choices</b> .....	<b>46</b>
<b>Fill in the Blank</b> .....	<b>50</b>

# Arranging the Environment

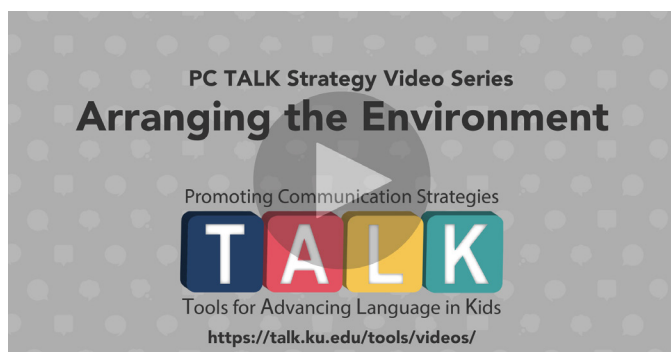
## What is it?

**Arranging the environment** refers to the way we set up the *physical* and *social* environments, and the way we use *daily routines, activities, and transitions* to support interaction and communication between children and adults.

**Routines** are regularly occurring, familiar activities a young child experiences during a day.

**Transitions** are the times of change that occur in a child's day, such as when children move from one experience to another – for example, from indoor play to outdoor play, or from nap to snack.

**Schedules** can be thought of as predictable sequences of activities and transitions that make up a child's day.



## Why is it important?

Arranging the **physical** environment:

- helps facilitate learning and social interactions, such as back-and-forth communications;
- encourages children to initiate communication about things they need, want, or find interesting;
- makes it easier for children to see, feel, and find things to talk about.

Arranging the **social** environment:

- gives children opportunities to practice communication by building in time for play and social interaction and limiting screen time;
- prevents overly loud, busy, or disorganized environments that make it difficult for adults and children to have warm, engaging interactions and conversations.

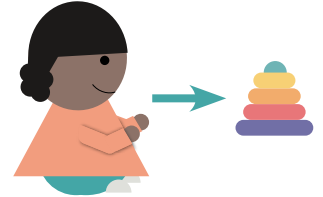
**Predictable schedules & routines** help children know what to expect and be comfortable and confident as they practice communication.

**Transitions** can be challenging for children. Explaining what is next or using a familiar song or game can help children move more easily from one activity to another and provide opportunities to practice communication.

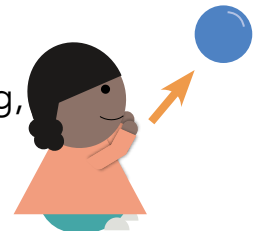
# Arranging the Physical Environment

Whether you are a parent or caregiver at home or a childcare provider at a center, arranging the areas where children play and go about their daily activities can help support growth in children's communication.

Display toys and materials at **children's eye level**. They may then choose toys of interest to them and be more likely to talk about these preferred toys.



Place some preferred toys **out of reach**, but **within view**, so that children communicate their requests for toys. Watch for children looking, pointing to, or talking about these toys, and respond to their requests.



## Center Tips

- ✓ Arrange play areas, such as block building, books, art, or dress up, in ways that encourage play and interaction
- ✓ Partially set up a play area, such as a dress up or play house area, to give children a "starter" activity to expand and talk about
- ✓ Label shelves and containers with pictures of the materials so children know where materials belong to help promote communication and early literacy, as well as independence



Keep toys and books **organized** using shelves, bins, baskets, or boxes that children can access. This helps children find what they want.

**Display pictures** of children, family members, and caregivers on the wall at children's eye level to promote interest and communication.

**Rotate toys** so that children have opportunities to play with a variety of toys. Organize bins of toys that you can bring out or put away every few weeks. Even putting 1 or 2 toys away for a little while and then rotating them out with other toys can keep play interesting.

Keep household items that children should not have access to, such as breakables, **out of reach**. This reduces the need to redirect the child, or say "no."

## Environment

Organize and plan  
to promote  
communication &  
interaction





# Arranging the Social Environment

*Adults can support adult and child interactions and communication throughout the day. Both at home and at childcare, support communication and relationship building by building opportunities for communication into the social environment.*

**Plan activities** that encourage children to interact and play together. Activities such as building blocks and musical instruments, encourage children to engage in social interactions and play.

**Modify activities** you typically engage in to promote social interaction. Even when children are too young to engage in cooperative play, you can start to build in opportunities to observe and practice communication.

**Listen and respond** to children’s attempts to communicate so you can encourage them to talk. During your pauses, watch and listen for child attempts to communicate – this might include words and sounds, but also looks, reaching, or kicking feet to show excitement.

**Position** yourself and young children so you are facing each other and you are at the child’s eye level, whenever possible.

**Create fun pairings** of sounds or phrases with specific actions so they become **predictable**. If a child puts a hat on your head, let the hat fall off and say, “Off.” If a toddler is cleaning up by putting farm animals into a box, say “Good night horse, good night cow,” etc. Repeat the routine several times to allow the child to predict and imitate the phrase.

**Use community outings** to provide new opportunities for communication. Show children how you greet the cashier in a store. Look for an opportunity to interact with the librarian, or with other children at the park, and **model** positive communication and interaction.



**Center Tips**

**Consider ways you can encourage children to notice and observe others**

- ✓ Position infants and non-mobile children so they can observe and interact with one another
- ✓ During book or circle times, ensure infants can observe older infants and toddlers and see how they are communicating
- ✓ Greet friends, using their name, as they join circle time in the classroom
- ✓ When planning activities, build in opportunities for communication and interactions
- ✓ Plan ways to introduce new vocabulary and provide opportunities for back-and-forth interactions between peers, as well as adults and



# Environment: Schedules & Routines

*Consistent and familiar activities that happen around the same time and in a similar way each day provide a sense of security and predictability to young children. They help build trust so children can experience and practice communication throughout their day and in a variety of activities.*

## Schedules

- Use the PC Strategies to talk about the series of activities that will take place throughout the day. Refer to the daily schedule often. "First we will read books, and then we will have a snack."
- Refer to things that happened in the past as you talk about the daily schedule. "Remember, yesterday we went outside after naptime."

To help children who are learning the primary language of your classroom or children who do not understand many words, create a visual schedule with pictures. For younger children, or for children just learning about schedules, you can have a two-picture schedule, showing what is happening now and what is happening next.

## Center Tips

- ✓ Plan a general schedule that all caregivers are aware of and follow
- ✓ Build flexibility into the schedule to respond to individual child needs
- ✓ Create familiar routines all caregivers in the room can follow
- ✓ Talk about the activities of the day and what is happening next with the children

## Routines

- Establish familiar routines to help children anticipate, prepare for, and talk about upcoming activities. For example, plan a naptime routine around "books, cuddles, and bed." The routine may include the use of some clearly marked opener/closer, such as a song.
- Build in routines throughout the day that are familiar and predictable, even if your day does not follow its usual schedule.
- Introduce surprises during routine care activities such as diapering and dressing. Place clothing items in silly or unexpected places, such as placing a mitten on the child's foot, or a shoe on the child's hand. Ask, "Is this where we put the mitten?" This is likely to draw comments from the child and keep the child interested in the activity.

## Environment

Organize and plan  
to promote  
communication &  
interaction





## Environment: Tips for Smoother Transitions

*Transitions can be challenging for children. Explaining what is next or using a familiar song or game can help children move more easily from one activity to another and provide opportunities to practice communication.*

**Give a warning** when a transition is about to happen. “In two minutes we are going to clean up. Then, we will have lunch.” Children will be better prepared to stop their activity, clean up, and move on to the next activity.

**Use a visual** to show children what is next or what they should be doing. Hold up a cup if it is time to transition to lunch. Show them a bottle of soap or a picture of hand washing if they are getting ready to wash hands.



**Talk about** the positive behaviors you see during transition. “Daniel is waiting at the door.” “Mel knows just where to go for diaper change.”

**Reduce “wait time”** during transitions by being prepared and announcing the transition at the right time. If children must wait, provide an activity to do while waiting. Look at books, encourage children to talk about what they want to do when they go outside, or involve them in transition activities, such as cleanup or putting on shoes.

**Sing familiar songs** during transitions between activities. Use these songs to teach language. For example, “Head, Shoulders, Knees, and Toes” or the “Clean Up” song can become a familiar “cue,” but also

provide children opportunities to engage in communication with adults and peers.



Some children may need extra time to transition due to physical or social-emotional needs. Think about how other caregivers or children can help. Have a plan that everyone is aware of.

## Environment: Books

*Build a love of reading from an early age by being strategic about how you place and use books.*

**Display books** so children can access them independently and request favorites.

**Create a cozy, quiet book reading area** to encourage time with books. Add pillows, blankets, and stuffed animals to make it a cozy, inviting area.

**Have books available** for children to look at on their own throughout the day. Place books on low shelves that children can reach independently.

**Let infants play with books**, chew on them, or bang them.

**Include a variety of books**, with some that are repetitive and predictable (e.g., "Brown Bear, Brown Bear"). When children learn what to expect next, they may be more likely to participate in book activities.



### Environment

Organize and plan  
to promote  
communication &  
interaction



### Plan to have book time every day.

Structure book time so it is a time to practice communication. Give choices about the books you will look at. Ask open-ended questions about the characters, the story, and the pictures. Label what you see in the pictures. Encourage discussion and turn-taking. Book time should be engaging, and not just "listening" time.



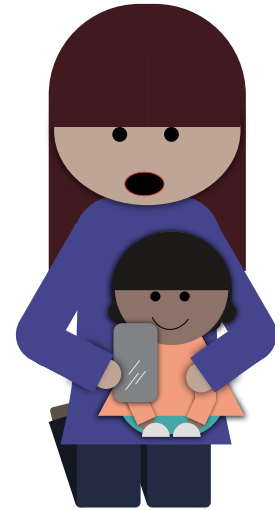
## Environment: Technology Tips

*Technology is everywhere, but pediatric professionals encourage us to limit screen time for young children. If you have questions about technology and your child, your pediatrician is there to answer your questions. Here are some ideas to help you navigate technology and young children.*

If screens are used, use them in a way that **promotes engagement** and communication.

Use screens **together** with children, rather than leave children alone with screens.

**Talk** about the shows your child watches, or the games they are playing, and use these opportunities to encourage communication.



Only use apps or videos that are **age appropriate**, and use them as learning opportunities – engage with your child, talk about what you see, and ask questions.

**Turn off** the television, turn music down, and put electronics away during book time and throughout the day. This will help to reduce distraction and help adults and children focus on each other, and on communication.



Use technology such as tablets, phones, and computers **infrequently**. When you do use them with young children, do so in ways that encourage interaction and communication between adults and children. Play age-appropriate games with your child and talk about the game as you play together. Look at family pictures and talk about who you see.



# Follow the Child's Lead

## What is it?

**Following the child's lead** involves:

- *Noticing* what a child is interested in, looking at, playing with, or talking about and using that interest to provide opportunities for communication
- *Engaging* in child-directed interactions and activities
- *Being responsive* to infants and young children by observing, listening, and interacting when children communicate using gestures, vocalizations, or words

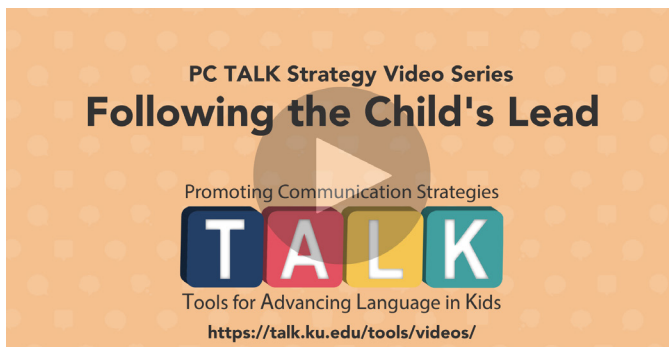
## Why is it important?

It is easier for children to learn names for things they are already interested in and paying attention to.

Children are more likely to want to communicate and engage in longer "back and forth" conversations about things they are interested in.

When adults are responsive, young children are more likely to initiate communication, and eventually learn how to be more responsive to others.

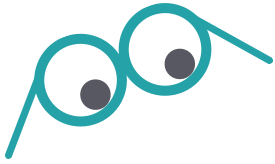
More interactions with adults who are following the child's lead means more opportunities for communication.



## Getting Started

*Young children are more likely to attend to and learn from caregivers who **notice** what children are interested in, and are able to **join** in with the child's activities in a **responsive** way. This is what we call "Following the Child's Lead." Following the child's lead should be used with all of the promoting communication strategies. Those strategies will be most effective when the caregiver is attending to and being responsive to the child's interests and activities.*

## Ways to Follow the Child's Lead



First, **observe** and **notice** what the child is interested in – what they are looking at, playing with, or talking about.

Use the child's **current interest** as the starting point for communication.

You like watching the cars drive by!

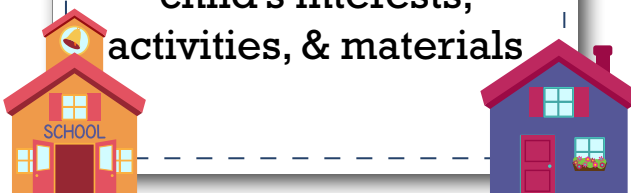
Get down onto the **child's level** so you can make eye contact. Using a friendly, engaging voice, listen to and respond to the child.

Follow a child's lead by using a variety of PC TALK strategies to **talk about** a child's toys or activities.

Let a **child direct** your play together. Ask the child about what they are doing and how you should play. For example, when painting, ask, "What should we paint here?"

### Follow Child's Lead

Notice and talk about child's interests, activities, & materials



When a child is **not engaged** in an activity, present them with a couple choices to gain their interest. Base those choices on activities in which the child has shown interest in the past. Then, follow the child's lead in the chosen activity.



# Following the Child's Lead with Children Who Use Gestures & Sounds

## Ideas for Following the Child's Lead During Activities



### Play

- If a child is playing with a ball, find another ball and play in a similar way, or initiate rolling the ball back and forth. Describe the child's actions, how the ball bounces high, rolls so far, or how the child is catching the ball.
- Allow children to direct your play activities together. If a child is lining up the blocks to make a road, join in the activity and build the road together. Try to avoid directing the child to build the road a certain way, or to build something else. Ask open-ended questions about where the road might be going, or how to build onto the road.
- If a child is coloring or painting dots, allow the child to continue doing this rather than directing the child to paint a picture.



### Daily Routines

- Observe and talk about the foods children are eating at snack or lunch time. *"Krystal is eating crackers." "What are you eating now, Dion?"* While handing out cups, ask, *"What color is your cup, Sam?"*
- While changing diapers or dressing, notice where children are looking and talk about the focus of their attention. *"What do you see up there?"* If the child is watching you, comment on what you are doing. *"We are putting on your shirt. Here is your arm!" "Now I am going to wash my hands."*
- During clean-up time, listen to what children say and respond by adding more information. If a child says, *"doggy,"* you might say, *"Yes, we're picking up the dogs and putting them away."*



### Books

- When a child is looking at books, join in and offer to read the book with them. If the child wants to look at the pictures and turn the pages, follow the child's lead and name or ask open-ended questions about what you see in the pictures.
- If a child is not currently engaged in an activity, pick out two books the child might enjoy and ask, *"Which book would you like to read?"*
- If a child turns pages while reading a story, follow the child's lead and talk about the page they turned to.

Help children with limited movement point at pictures or turn pages with you. Observe the child to see where the child is looking and respond by describing what they see.

### Follow Child's Lead

Notice and talk about child's interests, activities, & materials





## Following the Child's Lead with Children Who Use Words

### Ideas for Following the Child's Lead During Activities



#### Play

- While playing, a child places a doll in a bed. Describe the child's activity. *"Baby is sleeping. 'Night, baby.'"* Place another doll in the bed. Wait for the child to respond.
- A child watches a large truck and people working outside the window. Respond by sitting next to the child and saying, *"Oh, that's a big truck. What are they doing out there?"* This can start a conversation about the activities of the workers and their trucks.
- While playing outside, watch and describe the children's movements and actions. *"You're climbing up the ladder, and sliding down the slide."* *"You are pushing the shopping cart. What are you shopping for?"*
- Notice what the child is coloring and describe the colors, the shapes, and even the scribbles. Ask *"What should I draw?"* and draw what the child asks you to draw.



#### Daily Routines

- While preparing for naptime, let children help get ready and comment on their sheets or blankets. *"You have sheets with bears."* *"That is a pretty blanket."*
- During meals, talk about the foods everyone is eating. *"What are we having today?"* *"I like apples. Where do apples grow?"* Wait for children to respond, and then continue talking about the foods they are eating.
- During daily routines such as diapering, dressing, or nap, notice if the child is awake and excited, or quiet and sleepy. Follow their lead and adjust your energy level and tone to theirs and to the activity as you talk about your activities or about the day.



#### Books

- When a child points to pictures in a book, observe and respond by asking open-ended questions. *"What are they doing?"* *"Who is that?"* *"Where are they going?"* or *"Why did they do that?"* This can open up a conversation about what they see in the book.
- During circle time, allow children to choose books to read together. Let different children make their choices each day as everyone is getting ready to sit down.
- Think back on the activities of the day when choosing books. If children played restaurant in the morning, offer the choice of a book about foods or eating.
- As you look at books together, observe where children are looking or the pages they turn to most often. Offer more detailed descriptions for those parts of the book.

#### Follow Child's Lead

Notice and talk about  
child's interests,  
activities, & materials



# Comment & Label

## What is it?

**Commenting** and **labeling** expands child vocabulary by using specific, descriptive language to describe the child's interests or actions.

**Commenting** includes describing or narrating the actions in which a child is involved.

**Labeling** includes naming the child's toys, materials, or activities.



## Why is it important?

**Commenting** and **labeling** gives children opportunities to learn the correct labels for their actions and for objects, an important early step to school readiness.

When children hear comments or labels about things they are interested in or playing with, they are more likely to remember the names of those items or activities.

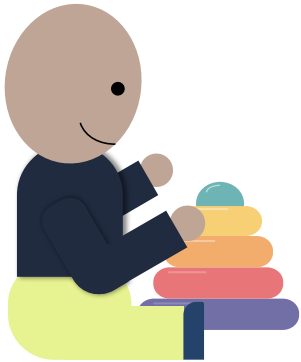
As children explore their world, they need words to talk about what they see, touch, taste, smell, and hear. Commenting and labeling provides children with words to describe their experiences and feelings.

## Getting Started

*Have you ever noticed babies understand words long before they begin talking? What are some of the first words you noticed your child understanding? Babies learn words like mama or dada first, because the word is important to them, and they hear it often. Today, we're going to talk about a strategy that uses a child's ability to attend to things they are interested in to **build their vocabulary**:  
Commenting and Labeling.*



# Ways to Comment & Label

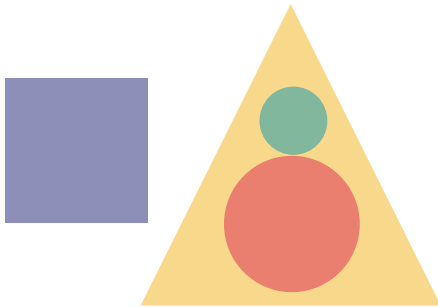


**Name** the child's toys or materials as they are playing with them.

You're playing with the stacking rings!

**Describe** the child's actions as they are doing them or as you are helping the child to do them. Be the "narrator" for children's actions.

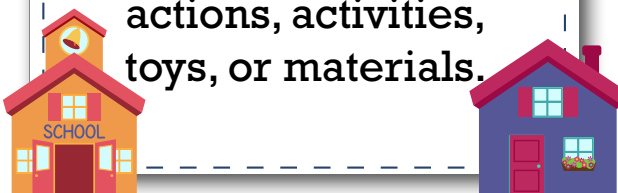
Action!



**Label** colors, shapes, sizes, or other descriptors - in/out, big/small, up/down, open/closed, fast/slow, warm/cold, on top/under, loud/quiet.

## Comment & Label

Describe, name, or talk about a child's actions, activities, toys, or materials.



**Talk about** what you are doing or what children are doing during daily routines, such as diapering, meals, or clean-up.



# Commenting & Labeling with Children Who Use Gestures & Sounds

## Ideas for Describing, Naming, and Talking During Activities



### Play

- When a child is playing ball, say, *"You're playing ball"* or *"You rolled the ball far."*
- During play time, notice what children are doing and say one thing about it. *"You are crawling!" "Up!" "You're cooking." "Rocking the baby."*
- When an infant is playing with an object while they are in a bouncy seat, comment about what they are playing with. *"You have the bunny."*
- When an infant is positioned near a window, comment on what they might see outside the window. *"I see a bird!"*



### Daily Routines

- While changing diapers, name the child's body parts as you point or touch them. *"Toes," "Knees,"* or *"Your tummy."*
- While diapering or changing clothes, describe what you are doing. *"I'm taking your diaper off." "Here's a clean diaper." "Let's clean up, then we can go play."*
- During bottle feeding, snack, or mealtime, name the foods. *"Yummy apples." "Spoon." "You are so hungry. Time for a bottle." "Push the switch to say 'more.'"*
- Talk about the pictures on children's clothing. *"You have Spiderman on your shoes!" "Katie has red flowers on her shirt."*



### Books

- A child may not listen to an entire story, but might be more interested in talking about the pictures. Describe what people in the story are doing or how they look. *"The boys and girls are playing ball." "That's so silly. The dog is wearing a hat!"*
- While looking at books together, comment on the story or comment about the pictures. *"The bird is singing. He must be happy."*
- Name what the child is looking at or pointing to in the book. You can help the child point if they aren't pointing yet.
- Make up stories to go with picture books. When looking at a book with pictures of people, talk about who the people are, what they are doing, or how they feel.

### Comment & Label

Describe, name, or talk about a child's actions, activities, toys, or materials.





# Commenting & Labeling with Children Who Use Words

## Ideas for Describing, Naming, and Talking During Activities



### Play

- While playing with sand, notice how children are playing and using the sand tools, and describe the activities that you see. *"You're pouring the sand in the bowl." "The sand feels cool on my fingers."*
- During play, comment on children's activities and describe what you are doing together. *"You're filling up the bucket!" "We're making music on the drum!"*
- During finger painting, label colors and describe what you see. *"Alex is using a lot of green." "That's a big tree." "You're mixing all the colors together."*
- While outside, describe children's actions. *"You're climbing so high." "You run so fast!"*



### Daily Routines

- During transitions, such as going from lunch to nap, describe what children are doing. *"Tyler is all ready for nap." "Maria put all her toys away."*
- Before and during meals, name the foods children will be eating, comment on children's interests, and describe food as they eat. *"We're having noodles and apples." "Sierra finished her apples." "Rabbits like to eat carrots, too."*
- During clean up, comment on what children are doing. *"Thank you for putting all the animals in the box." "Devin, you picked up all the puzzle pieces."*
- While dressing or diapering, name body parts. Point to a child's knees and say, *"Here are your knees."* If a child points to a body part, label it. *"You found your toes."*



### Books

- When looking at books, describe what is going on in the story. Describe the actions of the characters or what the pictures show.
- Label the colors, shapes, and sizes you find in books. Look for opportunities to compare objects. *"That's a yellow sun." "That house is big and the mouse is so small."*
- As you look at books together, label the characters' actions or feelings or name objects you see in pictures. *"The cat is sleeping on a bed." "She looks happy!" "There's the dump truck."*

### Comment & Label

Describe, name, or talk about a child's actions, activities, toys, or materials.





# Imitate & Expand

## What is it?

**Imitating** and **expanding** involves modeling two important conversational skills: listening and responding in a way that reflects understanding.

**Imitating** is *repeating* a child's sounds or words back to the child.

**Expanding** is both imitating the child and *adding new information*.



## Why is it important?

**Imitating** child vocalizations and words shows the child they were *heard and understood*.

**Expanding** by adding new words helps the child build vocabulary for concepts they already know.

Children are more likely to communicate in the future when caregivers are responsive to their communication.

If a child's words are unclear, imitating allows the child to hear the correct form of communication. For example, if a child says, "I goed there," the caregiver can say "I went there."

## Getting Started

*Having conversations takes many different skills. We have to first watch and listen, and then use those skills to respond in a way that shows others we **hear and understand** them.*

*The strategy we are going to focus on today - Imitating and Expanding - will help children develop these skills.*



# Ways to Imitate & Expand

## Imitate sounds

Imitate the child's sounds. Sometimes, a child will respond to your imitation with another sound. You can imitate the sound a second time and a third time, promoting reciprocal, or "back-and-forth," interactions. In this way, children practice skills they will need for having conversations.

Child

Ahhhhh

Caregiver

Ahhhhh

Ah-boo!

Ah-boo!

## Model back words

When a child comes close to saying words, imitate the child using the correct word.

Ba ba

**Bottle. Bottle, please!**

## Imitate, then expand to add more

Expand on what a child says by imitating the general idea the child expressed, and then add more to that communication.

Car

**That car is going fast!**

## Teach new names for objects

There are many words that mean the same thing: puppy, dog; kitty, cat; cup, glass. Teach children different names for objects.

My tummy.

**Yes, that's your stomach.**

## Imitate & Expand

Imitate a child's vocalizations or words back to the child, and expand by adding new information or words.



*Sometimes a child tries to say a word, but it's not quite right. Rather than repeating back exactly what the child says, say the correct form of the word. Try not to tell the child they said the word wrong. As they grow, they will be more able to say words correctly.*

Lellow.

**Yes, yellow!**



# Imitating & Expanding with Children Who Use Gestures & Sounds

## Ideas for Repeating Back & Adding New Information During Activities



### Play

- Imitate the sounds children make while playing so the child is more likely to make more sounds. As long as the child is making sounds, keep imitating those sounds.  
**Child:** "Ma ma ma."  
**Caregiver:** (while smiling and making eye contact) "Ma ma ma."
- Give ideas while playing dolls and listen and respond when a child makes sounds.  
**Caregiver:** "Baby is going to sleep."  
**Child:** "Ba."  
**Caregiver:** "Yes, baby is going to sleep."
- Finger paint together and imitate by saying the colors the child points to.  
**Child:** (points to green)  
**Caregiver:** "You want green paint."



### Daily Routines

- Talk about what is happening during diaper change. Listen and respond to the child.  
**Caregiver:** "It's time to change your diaper."  
**Child:** "Dah"  
**Caregiver:** "Yes, time to change your diaper."
- Watch for children to reach for or point at feeding items. Model how to ask for things.  
**Child:** (reaches for bottle)  
**Caregiver:** (while giving child bottle) "Milk, please."
- While playing outside, watch for children to sign words. Imitate and expand with signs.  
**Child:** (claps hands together in an attempt to sign "ball")  
**Caregiver:** (signs) "Ball, that's a red ball."



### Books

- Be responsive when a child comes to you with a book.  
**Child:** (holding book) "buh."  
**Caregiver:** "Book. You want to read this book about dogs." (reads with child)
- While looking at books, respond when children point to pictures by imitating and providing new information.  
**Child:** (points to a dog) "Woo woo."  
**Caregiver:** "Woof woof. That's what the dog says."
- Be responsive when a child is ready to move on to the next page of a book.  
**Child:** "Mah" (tries to turn page)  
**Caregiver:** "More - Let's see what's next." (turns page)

### Imitate & Expand

Imitate a child's vocalizations or words back to the child, and expand by adding new information or words.





## Imitating & Expanding with Children Who Use Words

### Ideas for Repeating Back & Adding New Information During Activities



#### Play

- Play puzzles together and expand when a child names a puzzle piece.  
**Child:** "Fire truck."  
**Caregiver:** "Yes, that's a red fire truck. Do you see the ladder on the side?"
- Build a block tower together and teach the child new words for what you are building.  
**Child:** "I build tower."  
**Caregiver:** "Yes, you're building a very tall tower. It's a skyscraper."
- Play kitchen together and look for ways to imitate and expand on sharing.  
**Child:** "Mine."  
**Caregiver:** "Mine – you want a plate, too. Let's find a plate for you."



#### Daily Routines

- Listen for opportunities to expand while children are cleaning up.  
**Child:** "I cleaning."  
**Caregiver:** "Yes, you're cleaning the table so nicely."
- Listen for your child to say action words during bath and expand on those words.  
**Child:** "We wash."  
**Caregiver:** "Yes, we are washing up."
- During dressing, ask the child to hold out their arms to encourage talking.  
**Child:** "Arms."  
**Caregiver:** (while pointing) "Yes, these are your arms, and here are your hands."



#### Books

- Let children "read" books to you. Listen and respond to their "reading."  
**Child:** "Dat big bird."  
**Caregiver:** "That is a big bird. It's an ostrich."
- Be responsive when a child comes to you with a book.  
**Child:** "Book."  
**Caregiver:** "Yes, let's read the book." (reads with child)
- Give time for children to respond to pages in books. Expand on child responses by adding more information.  
**Child:** "Boat."  
**Caregiver:** "It's a sail boat. The wind makes it go. This one is a fishing boat. They catch fish on that boat."

#### Imitate & Expand

Imitate a child's vocalizations or words back to the child, and expand by adding new information or words.



# Ask Open-Ended Questions

## What is it?

**Open-ended questions** are questions that encourage a response from the child that is more than a head nod or yes/no.

Questions that begin with **who, what, where, when, why, which,** and **how** are considered open-ended.

**Open-ended questions** can be answered with a single word or multiple words, as long as the response cannot be "yes" or "no."



## Why is it important?

**Open-ended questions** provide opportunities for children to *practice communication* through their responses.

They encourage children to respond with a *variety* of both verbal and nonverbal responses.

**Open-ended questions** promote *back-and-forth interactions*, extending adult-child conversations.

## Getting Started

*Did you know that children of any age benefit from being asked questions? Even infants may smile back or babble, but as they grow older, their responses will be related to the question that was asked, and become more meaningful. Asking the type of questions we are going to talk about today - Open-Ended Questions - is a fun and engaging way to encourage children to practice responding and teach **back and forth interactions**.*



# Ways to Ask Open-Ended Questions

Caregiver

## Ask questions and pause for a response

Ask questions about the child's play that begin with "who, what, why, where, or how." Then, pause to give the child time to think and respond.

What are you playing?

Child

...

Cars.

Where is your car going?

## Ask about routines you are doing together

When you are changing diapers, you can encourage engagement by asking open-ended questions. Try it with other routines, too!

Where is your leg?

\*wiggles legs\*

That's right! That's where your leg is.

## Ask questions that encourage a child to lead

When pretending to cook, you can ask questions that encourage the child to lead.

What should we cook?

We're making soup.

Oh, soup sounds yummy!

When asking questions to children who have difficulty with language, you can give extra support by providing choices or using fill in the blank.

**Choices:** "What do you want? Do you want the ball or the blocks?" (show choices)

**Fill in the Blank:** "Where is the ball? It's under the ..." (point to location)

## Open Questions

Ask questions in a way that encourages children to respond in different ways, rather than simply "yes" or "no."



Often, young children don't know how to answer questions, and very young children might not understand what a question is. If a child does not answer a question, pause and then fill in the answer yourself. By modeling, you are teaching the child how to answer!

Where is the ball?

...

Oh, the ball is under the table!

# Asking Open-Ended Questions with Children Who Use Gestures & Sounds

## Ideas for Asking Open-Ended Questions During Activities



### Play

- Notice the child's play and show you are interested and ready to engage by asking questions in a curious tone. *"What are you doing?" "What is that?"*
- Play with a puzzle or shape sorter and ask "where" questions. *"Where does it go?"* If the child doesn't answer, provide the response. *"I think the circle goes right here."*
- When you notice a child not involved in an activity, ask questions to get them playing. *"Which crayon do you want to color with?" "What would you like to do?"*



### Daily Routines

- During clean-up time, ask questions to keep children involved. *"Where does this go?" "Which toy are you going to put away?"*
- Encourage interactions between children by asking "who" questions during circle or meal times. *"Who are you sitting by?" "Who is here?"*
- During routines a child knows well, such as hand washing, pause during the routine to ask questions. *"What's next?" "What do we do now?"*



### Books

- When a child sits in the book area, show two or three books and ask, *"Which book do you want?"*
- When looking at books, allow the child to choose where they want to sit. *"Where should we sit to look at books?"*
- When looking at pictures in a book, ask about the story or the characters. *"Where is the duck?" "What is that?"*



*After you ask a question, pause and watch the child to see if they are going to respond. It's okay if the child doesn't respond. You can either provide the answer or ask the question in a new way. Asking questions and showing children how to respond will help them learn what to do!*

### Open Questions

Ask questions in a way that encourages children to respond in different ways, rather than simply "yes" or "no."



# Asking Open-Ended Questions with Children Who Use Words

## Ideas for Asking Open-Ended Questions During Activities



### Play

- Encourage friendship skills by asking open-ended questions. When a child is playing alone, ask, *"Who should we ask to come play with us?"*
- While playing outside together, ask questions that put the child in the lead. *"Where should we go next?" "What should we make with the sand?"*
- When small groups of children are playing together, ask questions that encourage them to notice each other. *"What do you think Sam is building?" "What song is Nina singing?" "What is Andre drawing?"*
- During creative play, such as art or building, ask questions about how to make things. *"How are we going to make this kite?" "How should we stack the blocks?"*



### Daily Routines

- Help a child get comfortable when arriving at a familiar place by asking, *"Who should we say hello to?"*
- During routines a child is learning to complete more independently, such as toileting or hand washing, pause at a familiar step and ask, *"What do we do next?"*
- Ask questions during transition activities, like standing in line or walking in the hallway. *"Who's in front of you?" "Where are we going?" "What animal should we pretend to be?"*



### Books

- Ask questions about the main idea of a picture. *"What is happening in this picture?" "What are these animals doing?"*
- Ask questions that encourage children to think about what might be happening in the story. *"What do you think will happen next?" "How do you think she feels?"*
- Choose books that show everyday events, such as eating, playing, or bathing. This can make it easier for children to answer questions like, *"What are they doing here?"* or *"Why is she doing that?"*



*It takes time and practice for children to be able to answer questions about pictures and books. If children look confused or don't respond, model how to answer the question.*

### Open Questions

Ask questions in a way that encourages children to respond in different ways, rather than simply "yes" or "no."





# Giving Praise & Positive Attention

## What is it?

**Praise\*** and **positive attention** encourage behaviors we want to see more of, including child communication.

**Praise** is making *specific positive comments* about a child's communication and behavior.

**Positive attention** is encouraging children in what they are doing by *paying attention to and being engaged* with them.



## Why is it important?

Positive comments, smiles, and nonverbal interactions, such as a pat on the back, let the child know they are doing something important.

When you use positive comments after children use vocalizations, words, and other methods of communication, a child is more likely to use them again in the future.

**Positive attention** for communication and other prosocial behaviors encourage children to practice and develop those skills.

## Getting Started

*Today, we are going to talk about a strategy that encourages communication and increases the behaviors you want to see more of from a child. The strategy is Praise and Positive Attention. This specific type of praise works by letting children know exactly what they did that brought about the positive attention. We are also going to talk about why it is valuable to provide positive attention by **being present** for and **engaging** in activities with children.*

\*We all have different thoughts about praise, influenced by our own childhood experiences and, as adults, our exposure to differing perspectives. If the caregiver you are working with has concerns, take time to learn those concerns and where they come from. Then, assure the caregiver the type of praise we are talking about today is very specific and will encourage child communication and positive behaviors.



# Ways to Give Praise & Positive Attention



## Watch for opportunities to use positive attention and praise throughout the day

This includes play, meals, transitions, and routine care such as changing diapers, putting on coats, and washing hands.



## Ask questions to create opportunities for a child to receive positive attention

At dinner, model table manners and provide an opportunity for praise by saying, "Would you please pass me the bread? Thank you for passing me the bread! You're such a good helper."



## Talk about the specific behavior the child engaged in that you want to see more of

Positive attention can be given for specific behaviors, such as trying new things, playing nicely with other children, communicating with sounds or gestures, and helping.



## Notice when a child is using communication, then give attention and respond

When a child points to a favorite doll, label the doll and offer it to the child.



## Learn what types of positive attention the child prefers

Use the child's personal preferences to encourage them. A child might prefer a smile, hug, pat on the back, or high five. Sometimes, playing with the child is most valuable.

### Positive Attention

Pay attention, respond, and make positive comments to children when they use vocalizations, words, and gestures.



When you notice and talk about positive behaviors, that child and other children in the room have the chance to learn what is expected of them. It is especially important for children who often need to be redirected to hear when they are doing something positive, like listening, sharing, or helping.



# Giving Positive Attention to Children Who Use Gestures & Sounds

## Ideas for Giving Praise & Positive Attention During Activities



### Play

- Tell a child how nicely they are playing. *"Wow, look at how nice you are playing with that puzzle."* Then, sit down and play together.
- Be specific with positive attention when a child gives another child a hug or a soft touch. *"You gave Kyle such a nice hug!"*
- Playing with a child gives positive attention and encourages communication. They can receive this positive attention best when you are at eye level and engaged with them.



### Daily Routines

- Give a child attention for holding their bottle or cup by themselves by saying, *"You know just how to use that cup!"*
- Talk about how nicely the child is lying while you are changing their diaper. *"You are waiting so nicely for me to finish with your diaper."*
- Give positive attention as children are learning new skills, such as crawling, walking, or feeding themselves. *"Wow, look at you walking all by yourself!"*



### Books

- Notice when a child is interested in a book, and give them positive attention by sitting with the child and looking at it together.
- When a child is looking at a book with you and points to or tries to label pictures, name things with them. *"You pointed to the tree! That's a big tree with green leaves."*
- Ask the child to help you turn the pages or hold the book to increase opportunities to give positive attention for helping.

When giving positive attention to children who are sensitive to touch, you can watch carefully to figure out what kind of positive attention they prefer. If they stiffen or pull away when you hug them, try a high five or pat on the back instead. If that is too much, smile at their eye level and clap quietly.

### Positive Attention

Pay attention, respond, and make positive comments to children when they use vocalizations, words, and gestures.



## Giving Positive Attention to Children Who Use Words

### Ideas for Giving Praise and Positive Attention During Activities



#### Play

- Provide multiples of toys so children can share more easily, creating opportunities to give positive attention for sharing. *"You are sharing your toys so nicely with your friends."*
- Model asking for toys using *"please"* and *"thank you,"* so children are more likely to use those words. This can create more opportunities to give positive attention for good manners. *"Thank you for saying 'please' when you asked for that toy."*
- A puzzle can provide many opportunities to give positive attention, both to celebrate successes and encourage asking for help. *"You got the piece in!" "You used your words to ask for help!"*



#### Daily Routines

- Give positive attention to children for doing things on their own, such as putting their coat on by themselves. *"You put on your coat all by yourself, great job!"*
- Respond with positive attention when children are eating nicely during mealtimes. *"You are using your spoon so nicely to eat your corn."*
- During transitions between activities, such as getting ready to go outside, give positive attention to children who are waiting patiently. *"Thank you for standing so nicely with your hands to yourself."*



#### Books

- Notice when a child is interested in a book, and respond with positive attention by sitting with the child and reading it together.
- When a child is sitting and reading a book nicely, let them know that you notice. *"You are sitting so nicely with your book; it looks like you really like it."*
- Give positive attention to children when they are sharing their book with a friend. *"Thanks for sharing your book with your friend. That was really nice of you."*

#### Positive Attention

Pay attention, respond, and make positive comments to children when they use vocalizations, words, and gestures.

Children who are adjusting to a new place or who have experienced trauma might have a hard time sharing what type of positive attention they prefer.

You can offer a **choice** while showing options.

*"Do you want a high five or a fist bump?"*



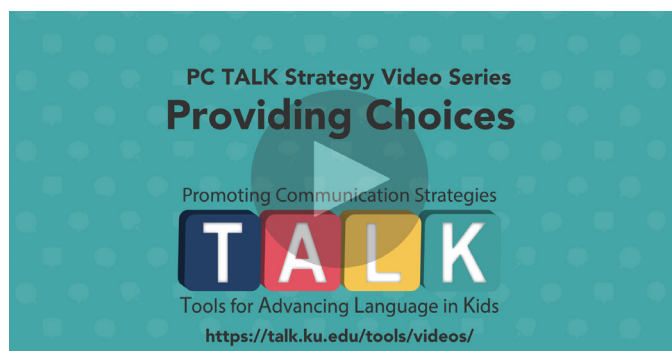
# Providing Choices

## What is it?

Caregivers **provide choices** by offering two objects or activities for a child to choose between, encouraging the communication of a choice by the child.

**Providing choices** includes setting up the environment to give children opportunities to choose activities, toys, and objects.

Use a communication board or pictures to help children with specific language needs make choices.



## Why is it important?

By having more than one object to **choose** from, children have more opportunities to practice communication and language.

**Providing choices** gives children a sense of control throughout their day. When children must do an activity, such as washing hands, choosing *how* to do it can help children follow directions.

**Giving choices** allows children to choose an object or activity in which they are most interested. When children are interested in what they are playing with or the activity they are doing, they are more likely to talk about it.

## Getting Started

*Think of some things young children have limited choices about. There are a lot! Children need certain things to stay healthy, like having their diapers changed and eating healthy foods. Sometimes these can be hard for young children and can cause frustration, crying, and even behavior issues like biting and hitting. We can help by **providing choices** as often as possible for things that can be optional, and providing choices about how to do activities or routines that aren't optional.*

# Ways to Provide Choices

## Present a child with two items and ask the child to pick one

*"What shoes do you want to wear today, your red shoes or your blue shoes?"*



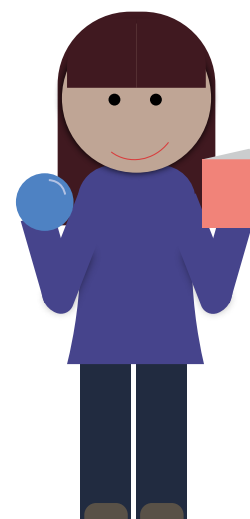
## Give choices only when children really have a choice

Ask yourself, would either choice I'm giving be acceptable for the child to choose?

- ✓ *"Would you like to play with the cars or the animals?"*
- ⊗ *"Do you want to put the toys away before going outside?"*

## Show visuals of choices

When possible, hold up the choices or some visual representation of the choices to which children can respond. This helps young children understand the words you are saying.



## When activities aren't optional, give choices about how to do them

There are certain things that aren't optional for children. Babies must have their diapers changed. Toddlers must wash their hands before and after meals. While the activities themselves are not optional, there are choices that can be made during those activities. *"Do you want to hold the rattle or the ball while I'm changing your diaper?" "Do you want to sing 'Row your Boat' or 'The Wheels on the Bus' while we wash hands?"*

## POP in choices!

Think "POP" when you are providing choices.

### **P**resent two choices.

Hold the two choices apart so it is easier to see which the child is choosing.

### **O**bserve the child.

Pause to see if the child looks at one choice longer or reaches for a choice.

### **P**rovide the name for the child's choice.

As you are handing the child the object they chose, label it.

## Provide Choices

Provide two objects or activities from which a child can choose, to encourage communication.



# Providing Choices to Children Who Use Gestures & Sounds

## Ideas for Providing Choices During Activities



### Play

- Put a variety of toys out during play times, giving a choice of activities.
- Hold up two toys, a car and a doll, and let the child point to or reach for the object they want to play with.
- When a child is working on a shape sorter or puzzle, present two pieces to the child and ask, *"Do you want the square or the circle?"*
- When playing music, ask the child what they want to hear and give a choice between musicians or songs the child knows.



### Daily Routines

- At snack or meal time, present two options. *"Do you want peas or carrots?"*
- During diapering, offer a choice of toys for the child to hold. *"Do you want the car or the rattle?"*
- Allow a child to choose their cup. *"Do you want the green cup or the blue cup?"*
- Set two outfits side by side to give the child a choice about what to wear. *"Do you want to wear the truck shirt or the flower shirt?"*



### Books

- Hold up two books and have the child point to or reach for the book they want to look at. *"Do you want the animal book or train book?"*
- During storytime, offer a choice of seating. *"Do you want to sit on the floor or in a chair?"*
- After finishing a book, offer a choice to continue reading or transition to a new activity. *"Do you want to read more books or build with the blocks?"*



*Did you know even infants make choices? Observe carefully to see what their choices are. Babies may kick more for a certain object, gaze at it, smile at it, or reach for it. If you hold objects at the baby's eye level, but farther apart from each other, it will be easier to tell which object they are choosing.*

### Provide Choices

Provide two objects or activities from which a child can choose, to encourage communication.





# Providing Choices to Children Who Use Words

## Ideas for Providing Choices During Activities



### Play

- Offer a choice of two different kinds of toys to play with. *"Do you want the wooden blocks or the little people?"*
- When a child needs some direction in their play activity, offer a choice. *"Which would you like to play with - the dinosaurs or the puzzles?"*
- During an art activity, offer a choice of writing utensils, colors, and/or materials. *"Do you want markers or crayons?" "Which color paper would you like to use?"*
- Give choices that encourage social play. *"Do you want to play blocks with Lilly or kitchen with Malik?"*



### Daily Routines

- Encourage children to help serve food by providing choices. *"Would you like to pass out the cheese or the grapes?"*
- During clean-up time, ask the child which toys they want to put away. *"Would you like to put away the blocks or the cars?"*
- When diapering, give choices of songs to sing. *"Do you want to sing 'ABCs' or 'Wheels on the Bus?'"*
- As a child becomes more independent with self-care, offer a choice of going alone or with an adult. *"Do you want to go potty by yourself or do you want me to come?"*



### Books

- Make a variety of books available to children throughout the day.
- Present two books for children to choose to read. *"Do you want to read 'There was an Old Lady' or 'The Very Hungry Caterpillar'?"*
- Have children choose where they want to sit and look at books. *"Would you like to sit at the table or sit on a pillow while you read?"*
- Let children choose who will read. *"Do you want to read the story or do you want me to read it to you?"*

Providing choices allows dual language learners to see words paired with objects and equips children with the words they need. If you speak both of the child's languages, offer the choice in one of their languages, and if they do not respond, offer the choice in their other language.

### Provide Choices

Provide two objects or activities from which a child can choose, to encourage communication.





# Fill in the Blank

## What is it?

**Fill in the Blank** is a back-and-forth interaction that gives the child an opportunity to use a familiar word or sound to finish a phrase the caregiver started.

Caregivers are using **Fill in the Blank** when they pause before a word in a familiar story, song, or phrase to give the child an opportunity to say the missing word or phrase, or react in some other way.



## Why is it important?

Planning a delay during a predictable routine with a child can encourage communication.

Children can demonstrate what they know and can say.

It provides children with the opportunity to practice communication while having fun **filling in the blank**.

It emphasizes the child's success when they know what word to use to fill in the blank.

**Filling in the blank** uses familiar phrases and situations to encourage quiet children to speak.

## Getting Started

*Have you ever noticed how excited children get when you use the phrase, "Ready, set, go!" Sometimes we tease by waiting a bit to say "go" and get giggles from the children as they get ready for what comes next. Or, think about when you play "I'm going to get you" with a baby, and they kick and coo as you pause and hold up your hands to tickle. Even from a very young age, children know what to expect in familiar routines, and we can use these routines to encourage communication through a strategy called*

***Fill in the Blank.***



# Ways to Use Fill in the Blank

## Pause when singing a familiar song

Leave off a word and pause to give children an opportunity to finish the phrase.

*"The wheels on the bus go round and..."*

## Use the same familiar phrase to encourage talk during book reading

A phrase such as, "I see a..." can be used in any book, so children can become familiar with filling in the blank to name the picture you are pointing at.

## When a child needs something but isn't talking, help them with a starter phrase

Look at the child expectantly and wait 3-5 seconds. If the child doesn't initiate some communication, start a phrase for them such as, "I want the ..." and let them fill the word in or help them point to what they need.

## Think PEAR when you are using Fill in the Blank

### Pace

Pace your pause. Give children enough time to process and respond, but say the word and move on if they do not.

### Express

Your facial expression and tone of voice can cue your child to fill in the blank. It is okay if the child doesn't respond, but act as if they will.

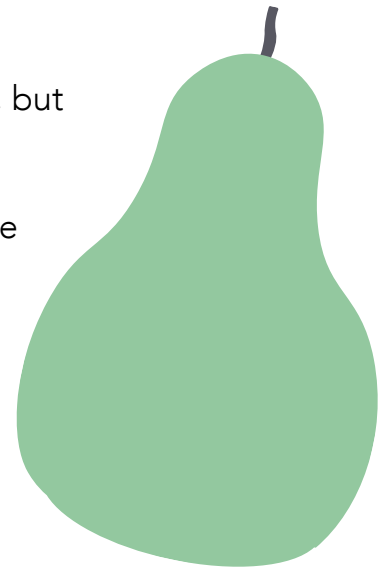
### Acknowledge

The child may make a noise, gesture, or say the word. Say something positive back!

### Repeat

Repeat the phrase often. The more you say the phrase over time, the more likely the child is to respond when it becomes familiar to them.

## Blank



## Fill in the Blank

Plan a delay in a predictable routine, song, or common phrase to encourage the child to communicate.



*Fill in the Blank is also called "time delay," and is used when the child is familiar with the routine and knows what to expect. If the child doesn't communicate during the pause, simply model the word and continue. Your interactions should remain positive when children do not fill in the blank. After waiting for the child to fill in the blank, fill it in for them.*



## Using Fill in the Blank with Children Who Use Gestures & Sounds

### Ideas for Using Fill in the Blank During Activities



#### Play

- Play a game of peek-a-boo. After 2-3 turns, hide your face and say, "Peek-a-..." Wait for the child to try to say "boo." Once the child responds, show your face and smile.
- Blow bubbles for children. Hold the bubble wand to your mouth and say, "1, 2, ..." Once a child makes a sound or gesture to fill in the blank with "3" and blow the bubbles.
- When playing with pop-up toys, establish a "Ready, set, go" routine before each turn. After 2-3 opportunities, say, "Ready, set..." and allow the child the opportunity to make a sound or gesture to indicate "go."



#### Daily Routines

- Name food items while pointing to them during lunch. After 2-3 labels, point to a food and pause to give an opportunity for children to label the food.
- Sing a familiar song during diapering, then pause so the child can fill in the blank. "Head, shoulders, knees, and..." As soon as the child gestures or makes a sound, sing the word and continue the song.
- Teach children greetings with fill in the blank. When a familiar person comes into the room, say, "Look, it's..." and see if the child will gesture or make a sound for the person's name. Then, model the name. "It's Cameron. Hi, Cameron!"



#### Books

- Read books with simple sounds, such as animal, car, or silly sounds. This will make it easier for children to respond when you use fill in the blank. "The dog says..."
- Add familiar songs to picture books to encourage fill in the blank. If you are looking at a picture book with animals, you can point to a picture of a cow and sing, "The cow says..." to the tune of "Farmer in the Dell," pausing so the children can attempt the animal sound.
- Count books as you and the children are putting them away in a basket. Then, pause to see if the children will try to say "book." "1 book, 2 books, 3 books, 4..."

#### Fill in the Blank

Plan a delay in a predictable routine, song, or common phrase to encourage the child to communicate.



## Using Fill in the Blank with Children Who Use Words

### Ideas for Using Fill in the Blank During Activities



#### Play

- Sing a familiar song to the child and pause. *“Three little monkeys jumping on the...”* Wait for the child to fill in the blank before continuing the song.
- When a child is placing puzzle pieces into a puzzle board, establish a phrase such as, *“Hi pig, hi cow, hi horse,”* as the child places each piece. After a few pieces are completed, begin the phrase and pause to allow the child to finish. *“Hi...”*
- When handing blocks to a child, hold one back and wait for the child to request the block. Once the child requests the block, give the child the block and continue playing. If the child doesn't respond, start a phrase like, *“I want...”* If the child still doesn't respond, model *“more blocks,”* and give the child the block.



#### Daily Routines

- When setting the table for lunch, pause before handing a plate to a child, waiting for a request for the plate. Or, the child can finish a sentence such as, *“I want a...”*
- If a child sees a cup of water and reaches for the cup, the adult may model, *“May I please have some...?”* to see if the child will say *“water.”*
- Review rules with the children and allow them to fill in the blanks about how to behave. *“In the hallway, we have calm...”*



#### Books

- Pause during familiar stories to allow children to fill in the blank about what happens next. This should be used at meaningful points during familiar stories.
- Look at the cover of a book together and name the title of the book, pausing for key words you think the children know. If they don't fill in the blank, say the word for them.
- Pause when reading familiar books to give children the opportunity to participate. To help children know what to say, use books that repeat the same lines often. When reading *“Brown Bear, Brown Bear,”* say, *“I see a red bird looking at...”* and allow the children to say *“me.”*

To help children who have difficulty saying words, combine actions with fill in the blank. This helps children with certain language issues get words out more easily. For each word, jump, wave your arms, or gesture with the child, then pause both your words and actions to encourage the child to fill in the blank.

#### Fill in the Blank

Plan a delay in a predictable routine, song, or common phrase to encourage the child to communicate.



# Bibliography of Supporting Resources

1. Romeo, Rachel R, Julia A Leonard, Sydney T Robinson, Martin R West, Allyson P Mackey, Meredith L Rowe, and John DE Gabrieli. "Beyond the 30-Million-Word Gap: Children's Conversational Exposure Is Associated with Language-Related Brain Function." *Psychological science* 29, no. 5 (2018): 700-10. <https://doi.org/10.1177/0956797617742725>.
2. Burchinal, Margaret R, Joanne E Roberts, Jr Riggins, Rhodus, Susan A Zeisel, Eloise Neebe, and Donna Bryant. "Relating Quality of Center-Based Child Care to Early Cognitive and Language Development Longitudinally." *Child development* 71, no. 2 (2000): 339-57. <https://doi.org/10.1111/1467-8624.00149>.
3. Rodriguez, Eileen T, and Catherine S Tamis-LeMonda. "Trajectories of the Home Learning Environment across the First 5 Years: Associations with Children's Vocabulary and Literacy Skills at Prekindergarten." *Child development* 82, no. 4 (2011): 1058-75. <https://doi.org/10.1111/j.1467-8624.2011.01614.x>.
4. Hart, Betty, and Todd R Risley. "The Early Catastrophe." *Education review* 17, no. 1 (2003). [https://educationpublishing.com/wp-content/uploads/2019/06/Education\\_Review\\_Vol.17\\_No.1.pdf#page=116](https://educationpublishing.com/wp-content/uploads/2019/06/Education_Review_Vol.17_No.1.pdf#page=116).
5. Walker, Dale, Charles Greenwood, Betty Hart, and Judith Carta. "Prediction of School Outcomes Based on Early Language Production and Socioeconomic Factors." *Child development* 65, no. 2 (1994): 606-21. <https://doi.org/10.1111/j.1467-8624.1994.tb00771.x>.
6. Burchinal et al., Relating Quality of Childcare to Development, 339-57.
7. Huttenlocher, Janellen, Wendy Haight, Anthony Bryk, Michael Seltzer, and Thomas Lyons. "Early Vocabulary Growth: Relation to Language Input and Gender." *Developmental psychology* 27, no. 2 (1991): 236. <https://doi.org/10.1037/0012-1649.27.2.236>.
8. National Institute of Child Health and Human Development (NICHD) Early Child Care Research Network. "Characteristics and Quality of Child Care for Toddlers and Preschoolers." *Applied Developmental Science* 4, no. 3 (2000): 116-35. [https://doi.org/10.1207/S1532480XADS0403\\_2](https://doi.org/10.1207/S1532480XADS0403_2).
9. Kaiser, Ann P, Terry B Hancock, and Jennifer P Nietfeld. "The Effects of Parent-Implemented Enhanced Milieu Teaching on the Social Communication of Children Who Have Autism." *Early Education and Development* 11, no. 4 (2000): 423-46. [https://doi.org/10.1207/s15566935eed1104\\_4](https://doi.org/10.1207/s15566935eed1104_4).
10. Tannock, R., L. Girolametto, and L. S. Siegel. "Language Intervention with Children Who Have Developmental Delays: Effects of an Interactive Approach." [In eng]. *American journal of mental retardation : AJMR* 97, no. 2 (1992/09 1992): 145-60. <http://europepmc.org/abstract/MED/1384566>.
11. Bigelow, Kathryn M, Dale Walker, Fan Jia, Dwight Irvin, and Amy Turcotte. "Text Messaging as an Enhancement to Home Visiting: Building Parents' Capacity to Improve Child Language-Learning Environments." *Early Childhood Research Quarterly* 51 (2020): 416-29. <https://doi.org/10.1016/j.ecresq.2019.12.010>.
12. Justice, Laura M, Jessica R Logan, and Laura Damschroder. "Designing Caregiver-Implemented Shared-Reading Interventions to Overcome Implementation Barriers." *Journal of Speech, Language, and Hearing Research* 58, no. 6 (2015): S1851-S63. [https://doi.org/10.1044/2015\\_JSLHR-L-14-0344](https://doi.org/10.1044/2015_JSLHR-L-14-0344).

13. Schwartz, Ilene S, Judith J Carta, and Suzanne Grant. "Examining the Use of Recommended Language Intervention Practices in Early Childhood Special Education Classrooms." *Topics in Early Childhood Special Education* 16, no. 2 (1996): 251-72. <https://doi.org/10.1177/027112149601600208>.
14. Smith, Janediane, Steven F Warren, Paul J Yoder, and Irene Feurer. "Teachers' Use of Naturalistic Communication Intervention Practices." *Journal of Early Intervention* 27, no. 1 (2004): 1-14. <https://doi.org/10.1177/105381510402700101>.
15. Lonigan, Christopher J. "Development, Assessment, and Promotion of Preliteracy Skills." *Early Education and Development* 17, no. 1 (2006): 91-114. [https://doi.org/10.1207/s15566935eed1701\\_5](https://doi.org/10.1207/s15566935eed1701_5).
16. Storch, Stacey A, and Grover J Whitehurst. "Oral Language and Code-Related Precursors to Reading: Evidence from a Longitudinal Structural Model." *Developmental psychology* 38, no. 6 (2002): 934. <https://doi.org/10.1037/0012-1649.38.6.934>.
17. Warren, Steven F, and Dale Walker. "Fostering Early Communication and Language Development." In *Handbook of Research Methods in Developmental Science*, edited by D. M. Teti, 249-70. Malden, MA: Blackwell Publishers, 2005.
18. Hart, Betty, and Todd R Risley. *Meaningful Differences in the Everyday Experience of Young American Children*. Paul H Brookes Publishing, 1995.
19. Kaiser, Ann P, Terry B Hancock, and J Alacia Trent. "Teaching Parents Communication Strategies." *Early Childhood Services: An Interdisciplinary Journal of Effectiveness* (2007).
20. Walker, Dale, K Bigelow, and Sanna Harjusola-Webb. "Increasing Communication and Language-Learning Opportunities for Infants and Toddlers." *Young exceptional children monograph series* 10 (2008): 105-21.
21. Tannock, Girolametto, Siegel, *Language Intervention with Children who have Developmental Delays*, 145-60.
22. Kaiser, Hancock, Nietfeld, *Effects of Parent-Implemented Teaching on Social Communication*, 423-46.
23. Peterson, Pete, Judith J Carta, and Charles Greenwood. "Teaching Enhanced Milieu Language Teaching Skills to Parents in Multiple Risk Families." *Journal of Early Intervention* 27, no. 2 (2005): 94-109. <https://doi.org/10.1177/105381510502700205>.
24. Warren, Steven F, Marc E Fey, Lizbeth H Finestack, Nancy C Brady, Shelley L Bredin-Oja, and Kandace K Fleming. "A Randomized Trial of Longitudinal Effects of Low-Intensity Responsivity Education/Prelinguistic Milieu Teaching." (2008). [https://doi.org/10.1044/1092-4388\(2008/033\)](https://doi.org/10.1044/1092-4388(2008/033)).
25. Cole, Kevin N, Mary Maddox, and Young Sook Lim. "Language Is the Key: Constructive Interactions around Books and Play." In *Treatment of Language Disorders in Children* edited by R. J. McCauley and Fey M. E., 149-73: Paul H Brookes Publishing, 2006.
26. Justice, Laura M, and Paige C Pullen. "Promising Interventions for Promoting Emergent Literacy Skills: Three Evidence-Based Approaches." *Topics in early childhood special education* 23, no. 3 (2003): 99-113. <https://doi.org/10.1177/02711214030230030101>.
27. Whitehurst, Graver J, and Christopher J Lonigan. "Child Development and Emergent Literacy." *Child development* 69, no. 3 (1998): 848-72. <https://doi.org/10.1111/j.1467-8624.1998.tb06247.x>.
28. Bigelow et al., *Text Messaging to Enhance Home Visiting*, 416-29.

