

The Virginia Early Childhood Administrator Professional Credential (VA-ECAP)

ONLINE CREDENTIALING PROGRAM
Recognized by NAEYC. Participants earn a combination of credit hours and clock hours.




Learn more:
sflece.org/vaecap

1



DON'T MISS

Webinars designed for Early Childhood Educators. View our upcoming webinars!

FREE EARLY CHILDHOOD WEBINARS
The Source for Learning makes it easy to connect to professional development through webinars designed to meet early childhood educator needs. Visit the link below to register for upcoming webinars and sign up to receive future announcements.

sflece.org

2



The Source for Learning, Inc.

Inclusive Learning Experiences that Support Multilingual Learners in an Early Childhood Environment

WHAT'S THE DIFFERENCE?
Culturally Responsive Teaching & Learning in Early Childhood Education

Copyright © 2023 by The Source for Learning, Inc. All rights reserved.

3

Brought to you by:



sflece.org

Copyright © 2023 by The Source for Learning, Inc. All rights reserved.

4

Like us [facebook.com/SFLECEI/](https://www.facebook.com/SFLECEI/)
Follow Us [@SFLECEI](https://twitter.com/SFLECEI)

LET'S GET SOCIAL

#ECE
#ECEprofessional
#ECEwebinar



5

Our Presenter

Alana Dresden
Adjunct Instructor
Early Childhood Education
ECE Consultant, The Source for Learning, Inc.

The University of Wisconsin-Whitewater



6

Supporting Dual Language Learners Certificate



Offered by
 University of Wisconsin
Whitewater
 College of Education
 and Professional Studies

For more info contact: Anne Tillet tilletta@uw.edu

7

Objectives

- Explore** Explore appropriate classroom experiences that create an enriching environment for young dual language learners (DLLs)/multilingual young children, from birth to Pre-K.
- Examine** Examine strategic grouping practices to use when working with dual language/multilingual learners to create an inclusive classroom culture that meets the needs of all children.
- Develop** Develop an understanding of diversity and inclusion practices that help early childhood educators be sensitive and responsive to multilingual children's cultural and linguistic needs.

8



DIVERSITY	INCLUSION
"Programs and educators support the uniqueness of each child and family, and value their language, culture, and strengths."	"Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society."

DEC/NAEYC: Diversity and Inclusion in Early Childhood Environments (2009)

9

Defining Features of Inclusion:



- 1. Access**
Access to a wide range of learning opportunities, activities, settings, and environments
- 2. Participation**
Individualized accommodations and supports to participate fully in play and learning activities with peers and adults
- 3. Supports**
Systems-level support to support the efforts of individuals and organizations providing inclusive services to children and families

10

Signs of a Learning Delay in Dual Language Learners:

Infants	Toddlers & Preschoolers	School Aged Children
<ul style="list-style-type: none"> • May have trouble feeding, for example sucking and digesting • May be delayed learning to sit or stand 	<ul style="list-style-type: none"> • May be slow to talk or have difficulty pronouncing words and short sentences, even in home language • May have difficulty learning new words 	<ul style="list-style-type: none"> • May find reading and writing difficult or have problems understanding information and instructions

11

How to Determine if Dual Language Learners Need Special Services:

- 1** Does the child talk when spending time with another child or staff member who speaks their language? Are they happy and talkative at home?
- 2** Is the child silent at school but talking happily when their grandmother comes to pick them up?
- 3** Does the child engage in general and pretend play and interact like other children their age?
- 4** Are other children teasing a child because they are different?
- 5** Can you detect any particular triggers for the child's challenging behavior, such as large group activities in which they may feel lost and out of place?

12

Can Children with a Learning Delay learn a Second Language?

- Similar to their typically developing peers, children with delays who are DLLs have the **capacity to learn multiple languages** and should have the opportunity to maintain their home language while also learning English.
- Children with delays who are DLLs who are **taught in both** or all their languages benefit more than their peers who are only taught in their second language.
- They may need **individualized supports** in their home language, in English, in sign language, or in other ways to help them learn and communicate effectively.

13

16 Practices for Adapting Teaching Strategies

- Observe each child to understand a child's needs, interests, and abilities.
- Make a change to an activity or routine to support a child's access and participation.
- Differentiate instruction and provide more structured and specialized teaching.
- Take into account students with diverse needs.
- Maintain a predictable schedule. Children may not understand your words, but if a dual language learner knows what's coming next, she is more able to participate appropriately and learn more effectively.
- Reduce the use of large group lessons and find more time for small groups and one-on-one.



14

16 Practices for Adapting Teaching Strategies

- Speak slowly, avoid using slang, simplify sentences, and repeat keywords often. Be patient, giving children time to process what you've said and respond.
- Break down each skill into steps.
- Use visuals and pictures to demonstrate each step.
- Teach and model.
- Use lots of nonverbal cues—gestures, sign language, facial expression, and changes in voice tone—to enhance communication.
- Add graphic organizers such as props and pictures that add meaning to interactions.
- Assign language buddies. If there isn't another child in the class who speaks the same language, encourage a helpful, caring child to befriend the newcomer.



15

16 Practices for Adapting Teaching Strategies

- Group together children who speak the same language because of the support they can provide both in terms of language practice and social relationships.
- Provide a comfortable place where a child can spend time playing alone without the constant pressure of trying to understand and be understood.
- Minimize distractions and the possibility for over-stimulation.



16

Types of Learning Experiences for Dual Language Learners



- Reading
- Storytelling
- Music
- Math
- Science
- Transitions
- Outdoor/movement

17

Types of Learning Experiences

- #### 1 Reading: In English or Home Languages

 - A** Read a variety of books
 - B** Include books with:

 - Good Information
 - Good stories
 - Predictable text
 - Content should be at or slightly above the child's development level
 - Interesting plots are enjoyable and challenge children
 - Should have a clear beginning, middle, and end
 - Should contain cause and effect relationships among characters and events, and problem-solving
 - Stories should have human families with realistic illustrations to aid in comprehension
 - Avoid books with poetic language and abstract illustrations
 - Repetition of concepts makes it easier to develop phonological awareness, count, and learn vocabulary
 - Have an enjoyable rhythm

18

Types of Learning Experiences

1 Reading: In a Child's Home Language

Infants

- Read books, poems, and songs
- Use facial expressions and exaggerated tone
- Watch the baby's gaze or where they point to support language development
- Provide cloth and board books and talk about what the infant sees, feels, or hears

Toddlers & Preschoolers

Small Group Time gives children the opportunity to practice their home language and develop higher-order thinking skills.

- Introduce key vocabulary
- Pre-read a book in the home language
- Pre-teach thematic content before it's introduced to the whole class

19

Types of Learning Experiences

1 Reading: READ ALOUDS

Dialogic Reading
Reading and discussing a book at the same time

An interactive way of talking with young children about a book

Helps dual language learners engage more in the reading

The slow pace helps DLLs listen to the words while using visual cues to understand the story

Read-aloud in a small group prior to reading the book in English to the large group

Invite a family member in to read to a child or small group, or find an audiobook in the child's language

20

Types of Learning Experiences

1 Reading: Techniques in Dialogic Reading

PEER Sequence

P
Prompts

Prompt the child to say something about the book.

E
Evaluates

Evaluate the child's response.

E
Expand

Expand the child's response by rephrasing and adding information to it.

R
Repeat

Repeat the prompt to make sure the child has learned from the expansion.

21

Types of Learning Experiences

1 Reading:

Types of Prompts Used in Dialogic Reading to Begin PEER Sequences

Completion questions

Recall questions

Open-ended questions

WH- questions

Distancing questions

Ask children to fill in the blank.

Ask the children if they remember something about the story.

Encourage more than one-word answers.

Ask children who, what, where, when, how, and why.

Ask children to make connections between the story and their own personal experiences.

22

Types of Learning Experiences

1 Reading: Tips for Read Alouds

Read one featured book several days in a row

Read with expression

Teach oral language skills

Involve families

Evaluate your reading



23

Types of Learning Experiences

2 Storytelling

- Sharing ideas, language, and stories for oral language development and comprehension
- Provides an engaging and authentic way of embedding language in a learning experience
- Can engage in storytelling in small groups utilizing their home language or large groups in English.
- Can be led by an educator or child



Examples of storytelling:

- Cultural/traditional
- Fables and fairytales
- Myths and legends
- Other fictional stories
- Recounts and personal stories

24

Types of Learning Experiences

2 Storytelling

- Builds empathy and cultural awareness
- Offers insights into different traditions and values
- Helps children consider new ideas
- Increases children's communication skills
- Develops concepts and vocabulary



- Encourages active participation
- Encourages the use of imagination and creativity
- Encourages cooperation between students
- Engages the listener and enhances listening skills

25

Types of Learning Experiences

2 Storytelling: Components of Storytelling

Using spoken words:

- Clearly pronounce the words of the story
- Include all the parts of the narrative (setting, characters, plot, resolution)
- Emphasize words and phrases and use pauses to create suspense

Voice:

- Use your voice to support children to make meaning
- Use changes in your pitch (voice highs and lows), tempo (speed), and rhythm to show the emotions of the characters
- Use pitch and speed to build suspense and enhance the story's meaning

Gestures, body language and facial expressions:

- Use gestures to match key phrases in the story to help improve meaning
- Use facial expressions to show the emotions of the characters

Characterization:

- Use different voices, body language, and gestures for different characters

26

Types of Learning Experiences

2 Storytelling: Open-Ended Questions



- Invite children to reflect or interpret
- Use open questions to encourage children to share their ideas
- Check for understanding
- Encourage children to consider what might happen next
- Check which facts from the story the children remember

27

Types of Learning Experiences

3 Music



- Introduce children to different kinds of music from a variety of cultures and traditions
- Incorporate other languages into class songs
- Let students create music and musical instruments
- Involve families
- Compile a repertoire of useful, multilingual songs around curriculum and vocabulary

28

Types of Learning Experiences

3 Music: In An Inclusive Early Childhood Environment



- Helps children acquire language
- Improves memory and focusing attention
- Aids in physical coordination and development

29

Types of Learning Experiences

4 Math: Supporting the Mathematical Abilities of DLLs



- Relate learning experiences to what children already know and can do.
- Teach math vocabulary using words in the home language that parallel the counterpart in English.

EXAMPLE
circle (English)
círculo (Spanish)

- Point out mathematical concepts and attributes that are part of the everyday environment and young children's daily experiences.
- Make informal math talk a part of your daily practice.
- Use photographs, pictorial cognate charts, and word walls to introduce new concepts and vocabulary and deepen comprehension.

30

Types of Learning Experiences

4 Math: Supporting the Mathematical Abilities of DLLs

Making comparisons	Number sense	Numeral recognition
Computation	Geometric shapes	Patterns

Classification / Sorting Graphic representations Measurement

Spatial awareness Time awareness Data collection / Analysis

31

Types of Learning Experiences

5 Science

Develops language and content knowledge through hands-on learning and observation

- Use pictures to introduce new vocabulary
- Post keywords in home language
- Reinforce vocabulary by doing a picture walk through a book
- Utilize graphic organizers
- Reinforce key concepts through drawing, labeling, reading and writing

32

Types of Learning Experiences

6 Transitions & Meal Times

- Post a schedule that uses pictures, photos, or graphics, as well as words, to describe each activity. Try to use each language represented in the classroom.
- Review the schedule with the children at the beginning of the day so they know what to expect.
- Keep the routine as similar as possible every day.
- Before or during transitions, use simple, repetitive songs or chants that children can easily learn and sing as they are learning English.

33

Types of Learning Experiences

6 Transitions & Meal Times

- Before or during transitions, use simple motions or actions that all children can do together.
- Transition in pairs occasionally by pairing a DLL with an English speaker.
- Remain calm and model appropriate behaviors and attitudes during transitions.
- Provide vocabulary in the target language and extend.
- Repeat the words after they have been introduced.
- Share new words with families and therapists or related services.

EXAMPLE a quiet sign

34

Types of Learning Experiences

7 Outdoor/ Movement

Builds motor skills while acquiring language and listening skills

- Nature Walks
- Hopscotch
- Simon Says
- Outdoor Scavenger Hunt
- Obstacle Course
- I Spy

35

Grouping Children in Early Childhood Environments

Grouping Practices by Language Proficiency

Homogeneous **Heterogeneous**

36

Grouping Children in Early Childhood Environments

Homogenous Grouping by Language Proficiency



Each group's needs can be better met by providing second language learning activities and approaches for the second language learners or struggling students.

37

Grouping Children in Early Childhood Environments

Heterogeneous Grouping by Language Proficiency



Provides opportunities for diverse groups of students to interact in ways that do not segregate by ability

38

Grouping Children in Early Childhood Environments



Teachers should consider:

- the design of the task
- the training of the native speakers in working with and promoting the language development of language learners
- the language proficiency level of the language learners

Social equity in the group and in the classroom

Accountability for all group members

Grouping should be switched up

39

Strategies for Parents to Strengthen the Home Language



Telling and reading stories using the home language

Sharing songs, rhymes, and chants

Playing games

Talking about new experiences and words

Talking about traditions

Reiterating words and concepts from early childhood classroom

40

References

DEC/NAEYC. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute.

Dialogic Reading: An Effective Way to Read Aloud with Young Children
<https://www.readtogether.org/parental-dialogic-reading-effective-way-read-aloud-young-children>

Supporting Dual Language Learners With Classroom Schedules and Transitions
<https://earlychildhood.edu/naeyc/dec/default.aspx?cid=2011-classroom-schedules-transitions.pdf>

Defining Features of Inclusion
<https://www.naeyc.org/sites/default/files/2016-03/position-statement-on-inclusion-dec-naeyc-ec.pdf>

Teaching Bilingual Learners with Disabilities in an Integrated Co-Teaching Dual Language Program
<https://www.collegeboard.org/article/teaching-bilingual-learners-disabilities-integrated-co-teaching-dual-language-program>

Big 5 for All and Children with Disabilities Who Are Dual Language Learners
<https://dec.state.nj.us/files/2019/05/Big-5-for-All-Children-with-Disabilities-who-are-Dual-Language-Learners>

41

References

Literacy Teaching Toolkit: Storytelling
https://www.education.gov.au/childhood-professionals/learning/edl-literacy/interacting-with-parents/parent-storytelling.aspx#_ftoc_t=parent-storytelling

The Benefits of Storytelling for Language Learning
<https://www.fabulous.com/blog/the-benefits-of-storytelling-for-language-learning>

Video: Dialogic Reading with Expository Text
<https://www.readtogether.org/article/dialogic-reading-effective-way-read-aloud-young-children>

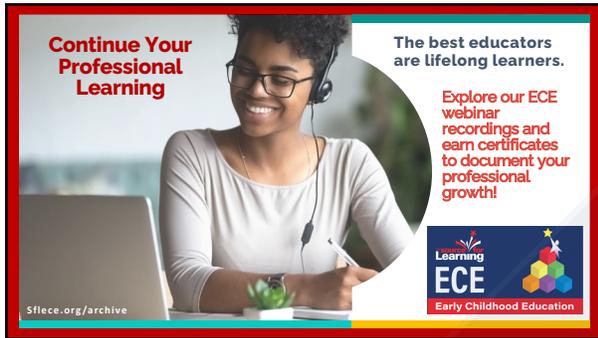
Sancho Passe, Angèle. (2013). Dual-Language Learners: Birth to Grade 3: Strategies for Teaching English. St. Paul, MN: Redleaf Press.

Video: Where is Thumbkin?
<https://www.youtube.com/watch?v=1C1H-5g8Xc>

Why use rhythm, rhyme and repetition in language class?
<https://www.bellincouncil.org/voices/maazee/why-use-rhythm-rhyme-and-repetition-in-language-class>

Supporting Mathematical Learning of Young Dual Language Learners
<https://www.collegeboard.org/sites/default/files/resources/microteach-dual-language-learners-5-20-20.pdf>

42



Continue Your Professional Learning

The best educators are lifelong learners.

Explore our ECE webinar recordings and earn certificates to document your professional growth!

sflince.org/archive

Learning ECE Early Childhood Education

43



Need to connect with us regarding these FREE webinars?

Email: ece-pd@sflince.org

sflince.org
sflince.org/vaecap

Copyright © 2023 by The Florida Learning, Inc. All rights reserved.

44

Learning
ECE
Early Childhood Education