Resources:

Resource for Preschool Teachers regarding Language and Dual Language Learners in Preschool:
www.Colorincolorado.org
http://www.parentingcounts.org/information/timeline/
This has an interactive timeline of child development with some videos how to encourage development.
http://csefel.vanderbilt.edu/resources/strategies.html
Website made possible from a grant from Head Start/US Dept of Health and Human Services. This is one of my favorite preschool social-emotional websites with actual materials teachers can use. There are scripted social stories, social-emotional book lists/FBA examples, strategies and example behavior plans. There are also some resources available in Spanish. Free videos/training modules are also available.
Parent resources/training modules also available.
DCYF Early Learning Guidelines
https://thrivewa.org/
Thrive WA – (previously Thrive by Five)

Watch Me!
A free training for early educators
cdc.gov/WatchMeTraining

This 1-hour, 4-module course focuses on:

Why monitoring children's development is important
Why you have a unique and important role in developmental monitoring
How to easily monitor each child's developmental milestones
How to talk with parents about their child's development

Learning objectives for the training include:

List three developmental concerns that early care and education providers should monitor.
Identify at least three developmental milestones for class's age group.
Describe how to use "Learn the Signs. Act Early." resources in early care and education work with children and parents.
Describe two communication strategies to use when talking with families about their child's development.

https://www.cdc.gov/ncbddd/watchmetraining/index.html
Gross Motor Development

2.5-3 year olds
- Carries large toy or several toys while walking
- Runs
- Begins to jump
- Kicks a ball
- Briefly stand on one foot
- Walks up and down stairs holding on to support

3-4 year olds
- Run around obstacles
- Able to walk on tip toes and across a line
- Goes upstairs and downstairs without support
- Kicks ball forward
- Catches a large ball with hands only (not trapping against body)
- Throws ball overhand
- Stand on one foot up to five seconds
- Hop on one foot
- Go down a slide independently

4-5 year olds
- Stands on one foot for 5-10 seconds
- Catches a small ball with hands only
- Walk across a balance beam
- May be able to skip
- Climb a playground ladder
Jumping Milestones

- Jumping forward with one foot leading: 18-24 months
- Jumping in place with two feet together: 22-24 months
- Jumping off small platform landing with two feet: 24-30 months
- Jumping over obstacles: 30-36 months
- Jumping forward with two foot take off and landing: 36 months
- Hopping on one foot: 48 months

Here are some things you can do to encourage jumping:

- Make sure your child is able to step over obstacles without support and without falling.
- Work on bouncing on soft surfaces, such as a trampoline or a pillow on the floor.
- Holding both of your child's hands, help them jump forward or down a few inches. Progress to 1 hand hold assist and then to 1 finger assist and then to no assist.
- Encourage jumping with both feet leaving the ground at the same time.

Activities to practice jumping

- Cut out shapes, bugs, or letters and practice jumping from shape to shape
- Blow bubbles and have child jump up to pop them
- Place various objects on the ground for child to jump over, such as a jump rope, hula hoop, garden hose, sticks, toys, etc.
- Suspend a ball in the air and have the child jump up and touch it
- Hopscotch, trampoline, jump rope
- Jump over (or in) puddles
Catching Milestones

- Catching Rolling Ball (in sitting child corrals rolling ball with arms and/or hands without losing balance): 6-13 months
- Catching Ball from 5 Feet (child presents with extended arms directly in front, palms upward or facing each other; attempts to secure ball by bending arms toward chest): 20-30 months
- Catching Ball from 5 Feet (catches ball with hands and arms extended): 30-40 months
- Catching Ball from 5 Feet (catches ball with hands with arms bent 45-90 degrees at the elbows and palms up or facing each other): 40-50 months
- Catching Tennis Ball from 5 Feet (catches ball on 2 of 3 trials using hands only): 50-60 months
- Catching Bounced Tennis Ball (bounces and catches ball on 2 of 3 trials): 62-72 months

Ideas to practice catching:

- Catching balloons
- Popping bubbles with two hands
- Velcro catching paddles
- Catching easier to catch items such as bean bags
Walking
Adapted from Mosaic Rehabilitation, Inc

Cruising: Cruising activities help to build leg and lower back strength while working on balance.

- While standing and holding onto a piece of furniture, place a toy just out of the reach of your child and encourage them to go get the toy. To start, move the hands and feet one at a time in the direction of the toy. Practice going to both the right and the left. Gradually increase the distance your child has to cruise to reach the toy.
- Practice rolling a toy car along a low surface while walking.
- Work on cruising around corners to the right and the left.
- Practice walking sideways left and right while holding onto both of your child’s hands or while your child is holding onto a slowly moving toy, such as the side of a wagon.
- Progress to cruising at taller surfaces or by using a flat wall.

Standing: Independent standing demonstrates a child’s ability to keep their balance without support and shows adequate strength to maintain upright posture.

- Have your child stand while lightly holding on to their hands. Slowly release the support of one hand and practice maintaining balance. Start having your child reach for toys with the unsupported hand. Gradually decrease to one finger assist only.
- Complete the activities above with your child standing at a support surface.
- Have your child stand with his or her back against a couch or wall and reach for or play with toys.

Have your child stand on a stable floor and slowly release your support. Make sure that their feet are about shoulder width apart and that they are not leaning to one side or falling forward or falling backward you release your support. Be ready to catch them before they fall.

Walking: Walking is a lifelong motor skill that we use to access our environment, for recreation, and for exercise. Walking is a required prerequisite for advanced balance and coordination activities, such as running and jumping.

- Start practicing step taking while holding your child around the waist. Assist with weight shifting by leaning slightly to the side so that it is easier to un-weight the opposite foot and move it forward.
- Progress to holding onto both arms, then both hands, then one hand. Practice stepping on bubbles, bug stickers, etc.
- Have your child walk while holding onto a push toy. Weight the toy down to make it heavier so that it doesn't get pushed too far in front.
- Hold a hula hoop or dowel and have your child walk while holding onto the other end.
- To progress independent steps, place toys on two support surfaces (such as a couch and a coffee table) so that your child has to move between the two to get their toy.
  - To start, the support surfaces should be close enough together that no steps are needed but far enough away that they can't touch both sides at the same time.
  - Once your child is able to move easily between the two surfaces, gradually increase the distance between them until steps are required to get from one side to the other.

Once your child starts to take more than 5-10 steps, work on these activities:
- Walk to a toy, pick it up off the floor, and continue walking.
- Carry items of varying sizes from place to place.
- Walk around obstacles.
- Change directions. Start with small turns and work up to 180° turns.
- Walk over varying surfaces – hardwood, tile, carpet, grass, dirt, sand, etc.
Red Flags

Information adapted from cdc.gov

Consult with a physical therapist if you observe:

- Skill Regression
- Excessive clumsiness or falling
- Not reaching milestones
- Inability to physically access all necessary areas of the classroom
- Not participating meaningfully in playground time/other classroom motor activities

At age 3:

- Inability to ascend or descend stairs independently
- Inability to run
- Inability to throw a ball

At age 4:

- Inability to jump up off the ground
- Inability to catch a ball with arms

At age 5:

- Inability to balance or hop on one foot
- Inability to access playground equipment such as ladders, swings, and slides independently
Speech & Language Milestones

Speech
- Around 2 years, child begins to use different combinations of vowels & consonants.
- Speech is mostly understood by familiar people.
- Many words contain only a consonant and a vowel (e.g., "do" for "dog").

Language
- Combines 2-word phrases (e.g., "more juice").
- Uses more than 50 words, understands more than 300 words.
- Follows 1-step directions (e.g., "get the ball").
- Answers yes/no questions.
- Often uses gestures (e.g., pointing, reaching).

Speech
Sounds: p, b, m, n, w, h, t, d, k, g, ng, y are typically mastered.
Speech should be 50-75% understood by an unfamiliar listener.

Language
- Combines 3-word phrases (e.g., "I want juice").
- Starts to understand differences between opposites (e.g., big/little, go/stop, up/down).
- Begins to follow simple 2-step directions (e.g., "get your shoes and give them to Dad").
- Begins to name objects when requesting.
- Answers simple "wh" questions (e.g., "what is this?").

Who Can Help?
Speech-Language Pathologists (SLPs) can help. SLPs are all Master's level educated individuals working to help children improve communication. An SLP can work with your child in the areas of receptive, expressive, and pragmatic language, articulation, phonology, fluency, voice, feeding and swallowing.

Speech
By age 3-3.5
- 75% understandable to unfamiliar listeners.
- Should produce: m, n, h, w, p, t, k, b, d, g, f, j.

By age 4-4.5
- 100% understandable to unfamiliar listeners.
- Should produce: v, j.

By age 5-5.5
- Should produce: s, sh, th.

*Common sound errors that may continue to present at age 6:
- r, l, z, th, ch.

Red Flags
- By age 1, child cannot:
  - Respond to their name.
  - Begin verbalizing first words.
  - No eye contact.

- By age 2, child cannot:
  - Begin combining 2-word phrases.
  - Child does not consistently add new words to expressive vocabulary.
  - Child does not follow simple instructions.
  - Child presents with limited play skills.

- By ages 3-5, child cannot:
  - Verbalize utterances without repeating parts of words or prolonging sounds (e.g., "m-m-m-my mother").
  - Seem to find the right words, describe an item or event without difficulty.
  - Begin combining four to five-word sentences.
  - Be understood by both familiar and unfamiliar listeners.
  - Repeat themselves to clarify without frustration.
  - Correctly produce vowels and majority of speech sounds (closer to 5 years old).
  - Does not ask or answer simple questions.
  - Child uses rote phrases and sentences.
  - Child prefers to play alone than with peers.
Typical Speech Development

Target each sound in

Conversation
Sentences
Words
Isolation
Routine for increasing language

After they acquire their first 50 words, children start to combine single words into phrases. Sentence length should be equal to their age (2 year olds use 2-word utterances and 3 year olds use 3-word utterances) until they are 5 years old.

The +1 Routine is a strategy to increase your child's utterance length.

The goal is to model a phrase just one word longer in length than what your child says. This will help your child by exposing him to language just above his current level. You should repeat what your child says and add one word. You will not expect your child to repeat the +1 phrase. Try to vary the type of word you add. Don't just add "please" to the end of every sentence. Use this idea when your child has already initiated the conversation. They need to speak first and you will just expand their utterance.

Child: "bird"  Parent: "little bird"
Child: "me up"  Parent: "pick me up"
Child: "help"  Parent: "help me"

Types of Combinations?
- noun + verb (mama go)
- action + object (kick ball)
- action + location (go bed)
- possessor + possession (my ball)
3:1 Rule for increasing language

When you're playing with your child it's important for him/her to use language spontaneously. It's really easy to ask your child questions all day. This limits his/her use of language. Instead, focus on saying a statement.

The 3:1 Rule will help you reduce the number of questions you ask your child and increase the number of statements you make.

Try to play intentionally with your child using the 3:1 Rule for a few minutes each day. Sit down with your child and his/her toys. While you play, make three comments for each question you ask.

Playing Kitchen:

Comments:  Question:
I'm the chef!  Do you want ketchup?
I made a hot dog.
Oh, that's cold!
Pass the milk please.

Build the 3:1 Rule into your daily routine too. Make comments while you're giving your child a bath, reading a goodnight book, or when you're getting him/her dressed.
Verbal Routines for increasing language

"Ready, set, go!" It's a verbal routine you probably use every day with your child, but do you know why your child can fill in the "go"? Verbal routines are words that become predictable because you say them the same way, in the same activity repeatedly.

Using verbal routines over and over again allows your child predictable practice with a limited set of words. Soon you can omit the last word from a sequence and they can fill in the blank.

Common verbal routines include familiar songs and nursery rhymes. They can also include a made up song you sing during an activity like "Wash, wash, wash your hands. Make them nice and clean!"

Verbal routines can include phrases that you use in many different settings such as counting "1, 2, 3" or "ready, set, go."

Sometimes your verbal routines might be specific to your child! If you make up a silly saying while you build and crash blocks, say it over and over again. If your child likes a superhero, put his/her name in a rhyme about being a superhero.
The best way to improve your child’s language is to talk to your child! It sounds simple, and it is! One of the best ways to model language is self-talk.

**Self-talk is when a parent talks about what the parent is doing.** You should use an animated and excited voice to make it really fun and engaging.

Self-talk can be done throughout normal daily routines and many parents automatically use self talk. When using self talk, use short and simple language. Don’t use baby talk, but keep your sentences at a level your child understands.

**Shopping:**

“What do we need? We need bananas. I found the bananas! I need four bananas. One, two, three, four. I’ll put them in the cart.”

Children need to hear and be exposed to thousands and thousands of words. The more words they hear and are exposed to, the more words they will use!
Withholding to increase language

If your child has several words, but isn’t using them independently, try using the withholding strategy. Withholding is a simple strategy where you intentionally wait before you give him something until he communicates with you.

You know your child so well that you can anticipate most of his needs. Sometimes this limits the verbal communication your child needs to use throughout the day. When your child points to what he wants, look at him and say “tell me what you want”. Then wait and see if your child responds. If he doesn’t respond you can give a verbal model, i.e. “say milk”. Once your child responds verbally, give him what he wants. This strategy only works if your child has demonstrated that he has that word in his vocabulary.

Let’s Practice!

Get your child engaged in an activity. Grab a laundry basket and a ball. Start shooting the ball into the basket. Be silly and make it fun. Once your child is really excited and engaged, grab the ball and hold it. Withhold the ball until he asks for it saying “ball” or “my turn”.
Your child has the opportunity to speak all day, but sometimes opportunity isn’t enough. Your child needs a motivating reason and reward in order to communicate!

Communication Temptations set up the environment in a way that entices your child to make a request that results in a positive experience. With a highly desired activity there is a high likelihood she will ask for it again!

There are thousands of ways to set up communication temptations! You just need to find something highly motivating so the child enjoys it.

Let’s Try It! Start with bubbles. Get the type of bubbles with a twist lid that your child can’t open by herself. Hand her the bubbles but don’t anticipate her needs! Wait until she communicates to you that she needs the lid unscrewed. Blow some bubbles and then put the lid back on. Let her ask again. If she can’t blow the bubbles by herself, you’ve got another temptation! Wait until she asks for you to blow them. Remember to keep it fun and avoid letting her get frustrated!

Other great activities:
- wind up toys
- balloons
- snacks in pouches
- toys put in jars
Picking books to read with your young child is almost as important as reading them! Picking books with repetitive texts allows you to work on many language and pre-literacy skills. Sit with your child facing you so your child can watch your face and mouth.

Books with repetitive texts provide a rhythm to speech much like music. They become easily memorized and children know what to expect next. This allows them to begin to use words to finish parts of the books.

Favorite Repetitive Texts:

*Goodnight Moon* by Margaret Wise Brown
*Brown Bear, Brown Bear, What do you see?* by Bill Martin Jr. & Eric Carle
*Are You My Mother?* by P.D. Eastman
*Pete the Cat* by Eric Litwin
*The Napping House* by Audrey & Don Wood

It's okay to read a book over and over again. Use inflection to make your voice interesting. Use hand gestures and facial expressions that exaggerate your meaning.
QUESTIONS TO EXTEND PLAY AND LEARNING DURING CENTERS

I wonder what might happen if ...

If we change ______, what do you think might happen?

Let's try? Were we right?

What do you think will happen if we do it again?

How might we find out?

How can we make it (taller, shorter, longer, thicker, thinner, etc.)?

Tell me how you made that?

What does this do?

What's happening over here?

What are you thinking?

What else could we do?

What do you think (friend's name) is making?

What do you think (Friend's name) is going to do next? Why do you think that? Let's find out!

What else is possible here?

What do you need to make your idea?

This reminds me of _____. What does it remind you of?

Who would you like to share this with?

How will we share it with _______?

I notice ...
QUESTIONS TO MATHEMATIZE PLAY – BEYOND COUNTING

How could you sort these?
How many ways can you find to ....?
What happens when we ....?
What can be made from ...?
How many different _____ can we find?
What is the same?
What is different?
Can you see a pattern? Tell me about it.
What do you think comes next?
What made you decide to do it that way?
What have you discovered?
Who is doing it the same way as you? What is the same?
Who is doing it in a different way? What is different?
Have we found everything? What else can we find?