



CECLL

Center on Everyday Child Language Learning

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Orelena Hawks Puckett Institute
Asheville and Morganton, North Carolina

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CECLL

Who Is Participating?



- Children 8–28 months of age who are enrolled in early intervention
- The children's parents or other primary caregivers
- Part C Practitioners

Who Is Delivering the Intervention?

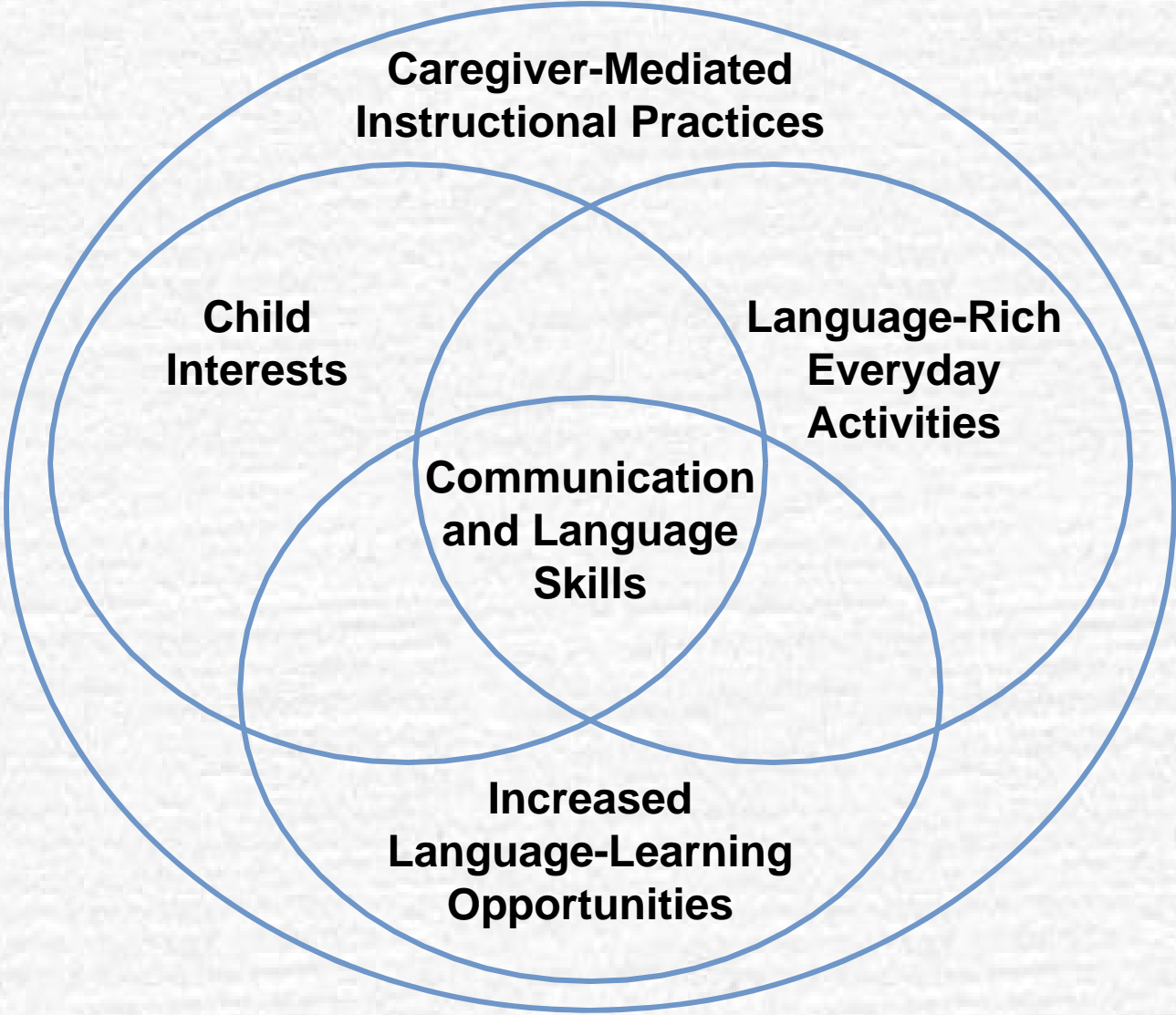
- Parents of the participating children
- Parents are guided in their use of the practices by
 - Child Development Specialists (DE)
 - Speech Pathologists (NC)
 - Early Interventionists (TN)



Two Types of Evidence-Based Practices

- Evidence-Based Implementation Practices
 - Adult Learning Methods
- Evidence-Based Intervention Practices
 - Early Childhood Intervention Practices

CECLL Model Components

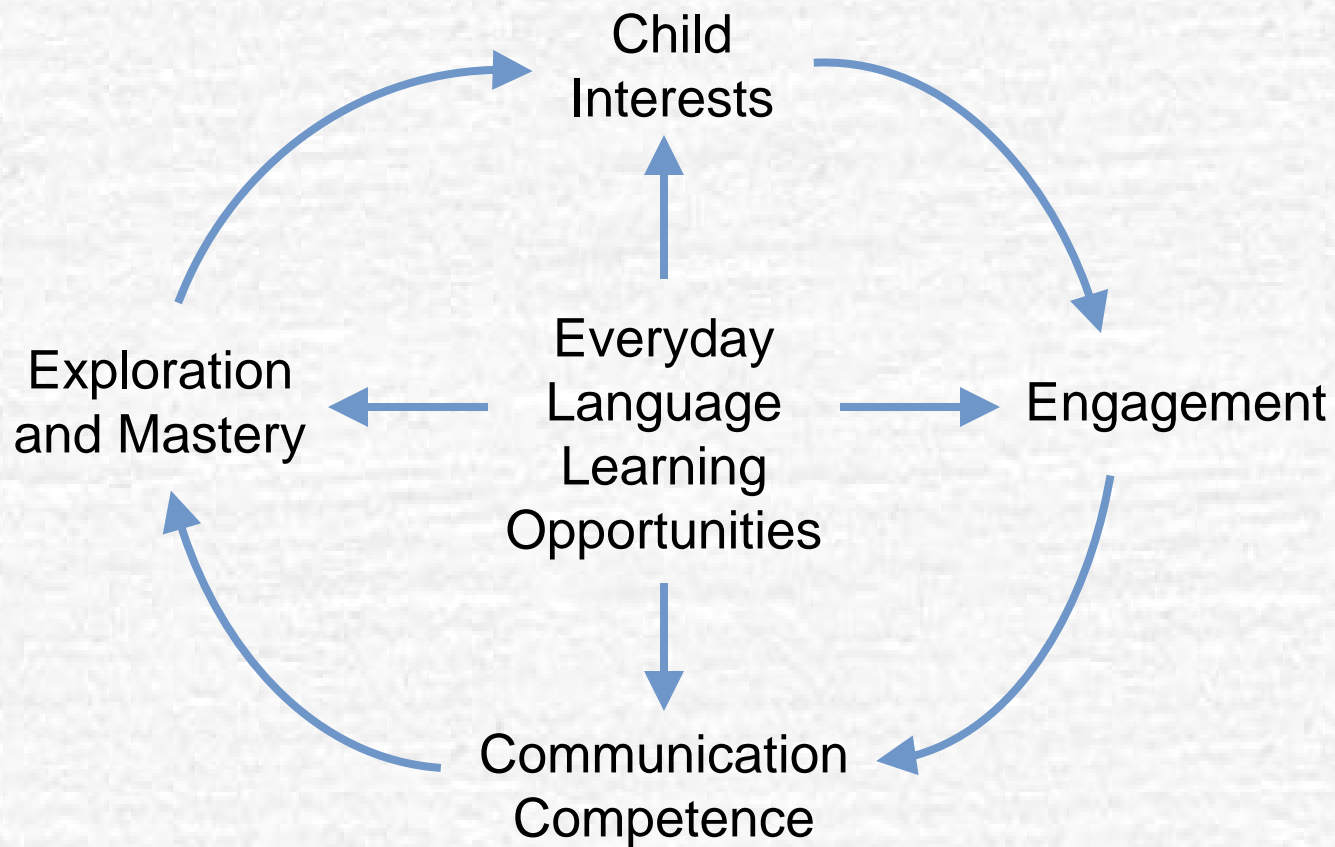


Child Interests

The use of child interests for promoting communication and language learning is an important foundation of this everyday language intervention model.

Child interests are a child's personal likes, preferences, favorites, strengths, and so forth that encourage child participation with people and things.

Influence of Child Interests on Learning and Development



Child Interests Checklist



Child Interests Checklist

This checklist includes questions for you to consider for helping a parent provide his or her child interest-based everyday communication and language learning opportunities. The checklist is used to ensure key characteristics of the communication and language learning practices are implemented during your interactions with a parent. Following your interactions with a parent, complete the checklist by indicating if you did (Yes) or did not (No) have the opportunity to help the parent use the practices.

<i>Did you help the parent...</i>	Yes	No
1. Identify the objects, people, activities, and actions that capture and hold the child's attention?		
2. Identify the objects, people, activities, and actions that are the child's favorites?		
3. Identify the objects, people, activities, and actions that make the child smile and laugh?		
4. Identify the objects, people, activities, and actions that are especially exciting to the child?		
5. Identify the child's preferences for different objects, people, activities, and actions?		
6. Identify the objects, people, activities, and actions that the child chooses most often?		
7. Identify the objects, people, activities, and actions that the child spends the most time with or doing?		
8. Identify the objects, people, activities, and actions that the child works hard at doing?		

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Consider your understanding of and ability to use the practices.

Everyday Activities and Routines



Everyday Activities and Routines



Everyday Learning Activity Checklist



Everyday Learning Activity Checklist

This checklist includes questions you can use to help a parent identify and select everyday family and community learning activities that would provide a child interest-based language learning opportunities. The checklist includes indicators for ensuring the most appropriate everyday activities are selected as sources of language learning opportunities. Following your interactions with a parent, complete the checklist by indicating if you did (*Yes*) or did not (*No*) have the opportunity to help the parent use the practices.

<i>Did you help the parent ...</i>	Yes	No
1. Identify the family and community activities that are the child's everyday life experiences?		
2. Identify those family activities that do or could provide the child interest-based language learning opportunities?		
3. Identify those community activities that do or could provide the child interest-based language learning opportunities?		
4. Select interest-based family and community activities that provide many different kinds of interest-based language learning opportunities?		
5. Select interest-based family and community language learning activities that do or could happen often?		
6. Select interest-based family and community learning activities where each activity provides lots of different language learning opportunities?		
7. Select interest-based family and community learning activities that are especially likely to help the child practice emerging language abilities and develop new ones?		
8. Select interest-based family and community activities that allow the child to try to use language in different ways?		

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Responsive Teaching

- Attend to child when he/she is interested in something
- Provide child time to initiate interactions
- If the child does not initiate interactions, prompt by asking a question around what the child is doing
- Respond promptly and positively matching amount, pace, and intent of the child's behavior
- Encourage child's use of language in a variety of ways:
 - Open-ended questions
 - Repeating and extending what the child says.
 - Provide a label or new word for an object the child initiates toward or for an action the child initiates.
 - Make a suggestion that encourages the child to say or describe something in another way (in a more complex way).
 - Give the child information about what he/she is showing interest in.
 - Add materials to an activity to encourage more or different language.
 - Arrange materials within an activity in ways that encourage the child to use language.

Caregiver Responsive Teaching Checklist



Caregiver Responsive Teaching Checklist

This checklist includes questions you can use to help a parent understand how to use responsive teaching for supporting and encouraging child language learning in interest-based everyday activities. The checklist includes those features of responsive teaching that are most likely to increase child language in the context of interest-based everyday learning activities. Following your interactions with a parent, complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent use the practices.

<i>Did you help the parent...</i>	Yes	No
1. Engage the child in interest-based family and community language learning activities?		
2. Provide the child time to initiate interactions with people or objects in the activities?		
3. Pay attention to and notice when and how the child uses or tries to use language in interactions with people and objects in the everyday activities?		
4. Respond promptly and positively to the child's language use in ways that match the amount, pace, and intent of the child's behavior?		
5. Respond to the child's language use with comments, joint interaction, and gestures to support child engagement in the activity?		
6. Respond to the child in ways that encourage the child to use language in new and different ways?		
7. Use different materials or arrange the environment to encourage the child to use language in new and different ways?		
8. Encourage the child to elaborate on his or her language in ways that are increasingly more complex?		
9. Provide the child frequent opportunities to use and practice newly learned language abilities in the everyday activities?		

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Sand Table Video

- Child's Level of Intensity
- Mother's general style when participating
- Mother's communication style and strategies
- Child's response to mother

View video

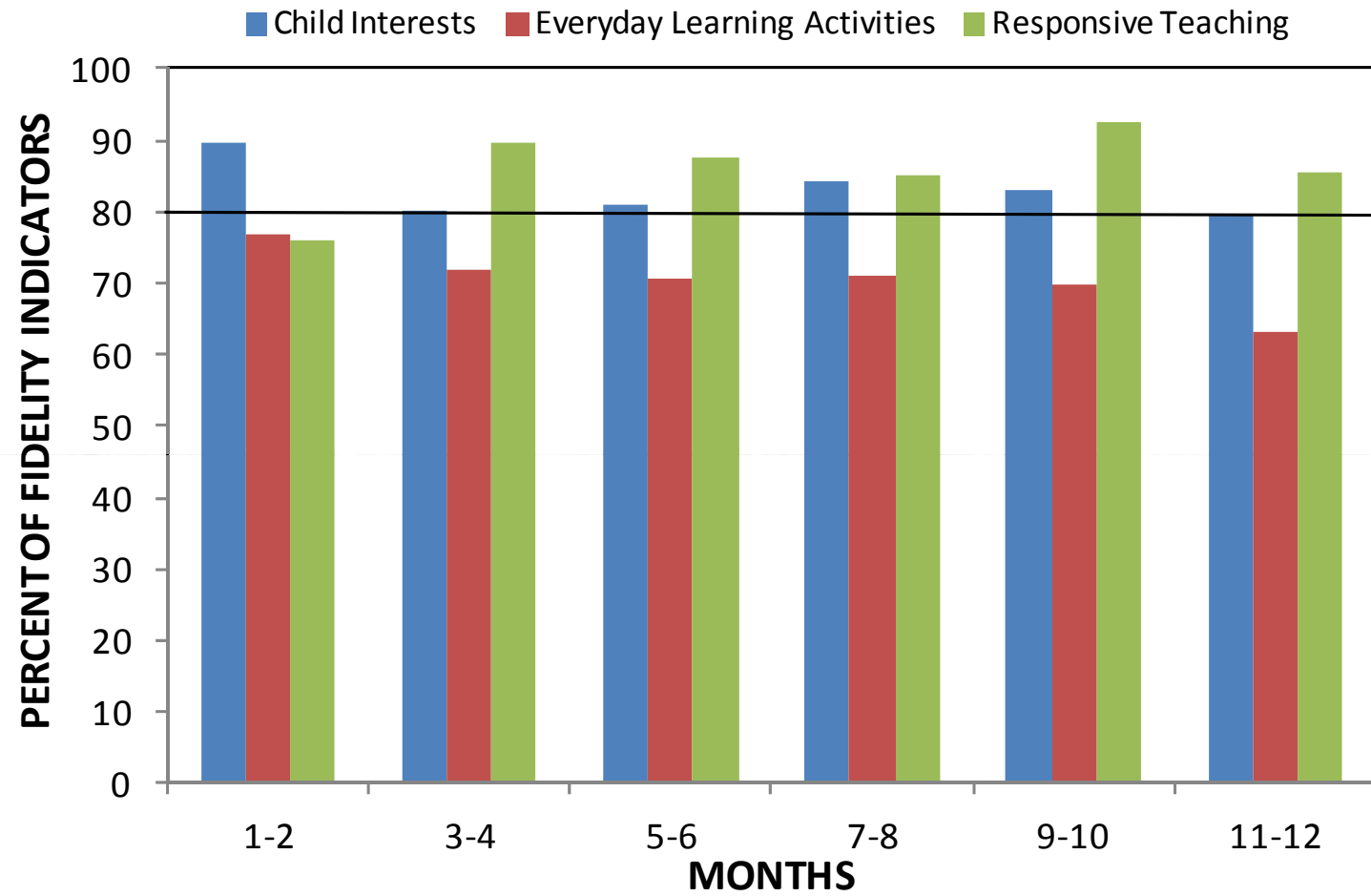
Outside Water Table_2

Video

- The child is so focused on this activity
- Mother was also very engaged in the activity and was a active participant and so is a obvious communication partner
- Responded promptly and positively
- Encouraged new the child's use of language
- Asked open-ended questions, encouraged her son to elaborate

Fidelity Measures

<i>Fidelity of Practitioner Use of Everyday Learning Practices</i>	Consistency of interventionists' practices with the model	Completed by CECLL staff every contact with practitioners
<i>Practitioner Implementation of the Model Practices</i>	Extent of practitioner use of model practices with each family	Completed by practitioners monthly for each family
<i>Weekly Parent Feedback Form</i>	Number, frequency, and characteristics of learning activities	Completed by parents every week



Fidelity of Early Intervention Practitioners' Training of Parents on the CECLL Practices

Parent Fidelity Scale

Please fill out this form for the week of _____.

Parent's Name: _____ Child's Name: _____

Date Completed: _____ Home Visitor: _____

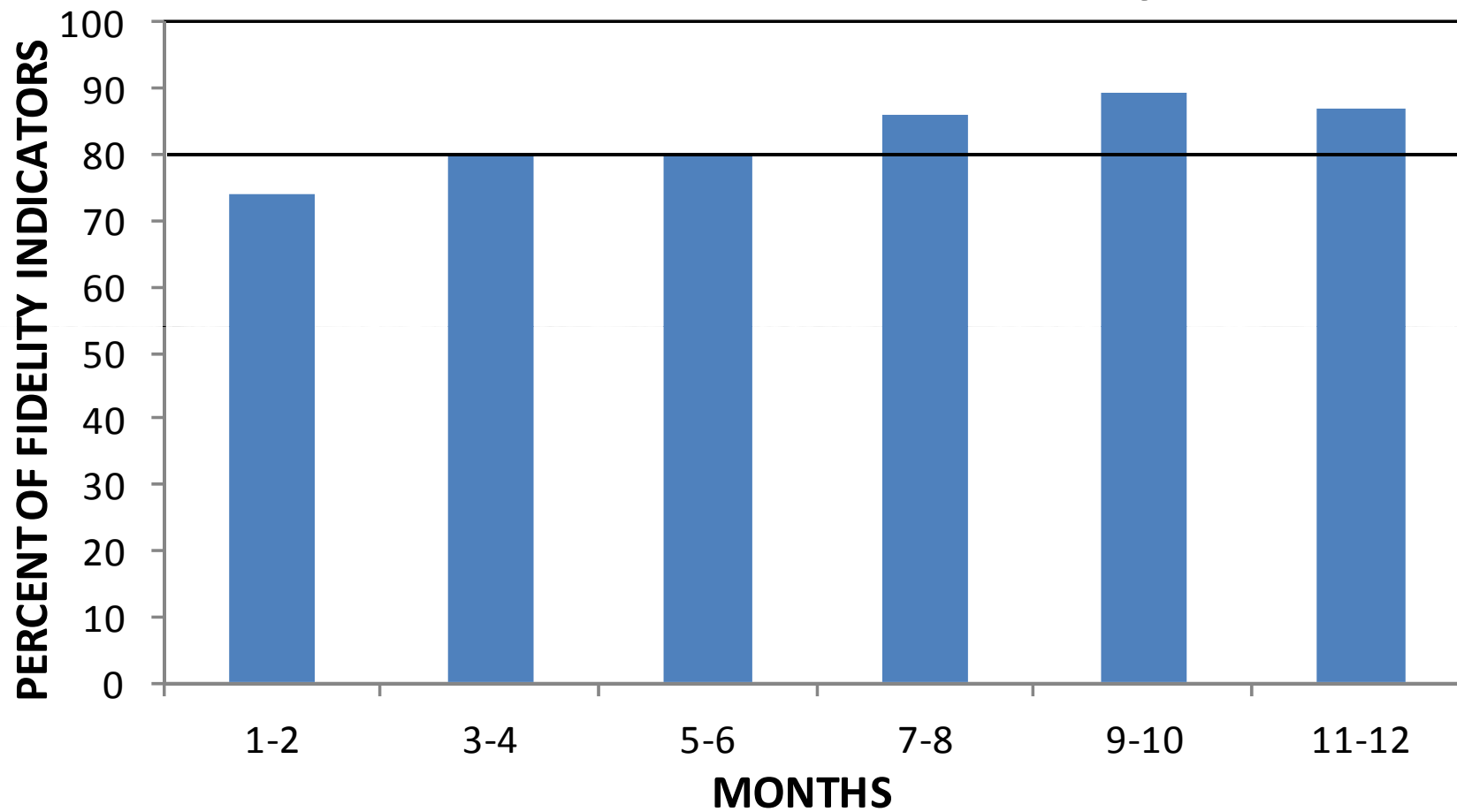
Everyday Language Activities				
<i>Please answer the following four questions about what you did during the past week as part of providing your child everyday language learning activities.</i>				
How many days were you able to provide your child everyday language learning opportunities during the past week?				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	Just a Few Days	About Half	Most Days	Every Day
How many different everyday language learning activities were you able to do with your child during the past week?				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1-2	3-5	6-10	More than 10
How many different places or settings were you able to do language activities with your child during the past week?				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1-2	3-5	6-10	More than 10
How many different practice guides or other project materials did you look at or use during the past week?				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	1-2	3-5	6-10	More than 10

Your Child's Involvement in the Activities					
<i>Think about the language learning activities you did with your child during the past week. How true is each of the following statements about the activities?</i>	<i>Not at All True</i>	<i>A Little True</i>	<i>Somewhat True</i>	<i>Mostly True</i>	<i>Very True</i>
My child got excited while involved in these everyday activities	1	2	3	4	5
These everyday activities maintained my child's attention	1	2	3	4	5
Doing these everyday activities fits into my daily routine and schedule	1	2	3	4	5
My child tried his/her hardest during these everyday activities	1	2	3	4	5
My child tried to start or initiate interactions with me during these everyday activities	1	2	3	4	5
It makes sense to use my child's interests to help him/her learn to talk	1	2	3	4	5
The everyday activities I did were worth my time and effort	1	2	3	4	5
My child smiled or laughed a lot during these everyday activities	1	2	3	4	5
Using everyday activities to improve my child's ability to talk and communicate makes sense to me	1	2	3	4	5

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Measures the number, frequency, and characteristics of the learning activities in which the child participated during the last week

Parent Intervention Fidelity



Parent Interviews

- What did you like about the approach?
- Did your understanding of how to help your child's language change as a result of this project?

Parent video

Parent Outcomes



Everyday Parenting Practices Scale

Name: _____ Date: _____

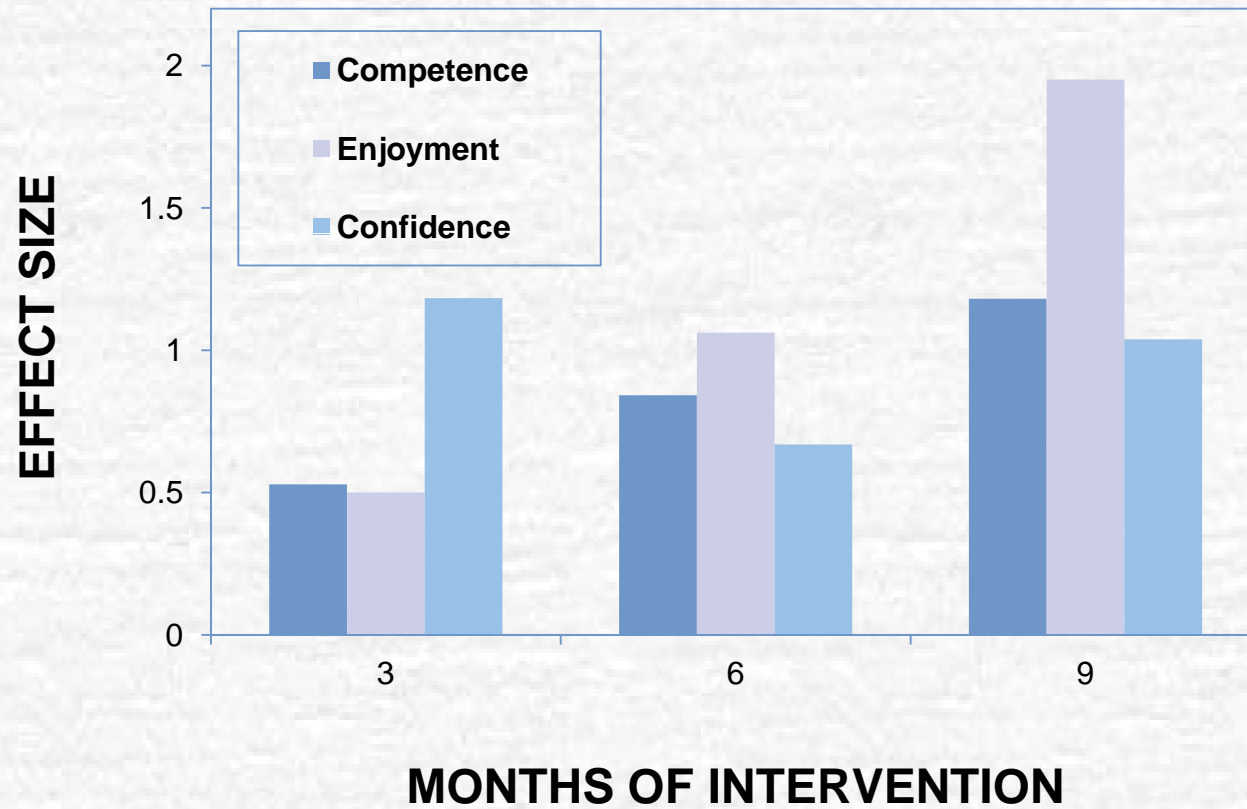
Please tell us what you think about the **Everyday Language Learning Project**. The scale asks about different kinds of parenting that this project might have affected. Please answer the following items thinking about your child who is in this project.

<i>To what extent do you agree with each statement concerning your involvement in the Everyday Language Learning Project</i>	<i>Not At All True</i>	<i>A Little True</i>	<i>Somewhat True</i>	<i>Mostly True</i>	<i>Always True</i>
Using everyday language activities with my child feels natural to me	1	2	3	4	5
Getting my child to participate in everyday language activities is easy for me	1	2	3	4	5
I really enjoy seeing all the things that interest my child	1	2	3	4	5
Trying to get my child to learn new language skills as part of everyday activities is something I do easily	1	2	3	4	5
It is a lot of fun spending time with my child in everyday activities	1	2	3	4	5
My ability to provide my child everyday learning activities makes me feel good about my parenting	1	2	3	4	5
My interactions with my child during the everyday learning activities are gratifying for me	1	2	3	4	5
I enjoy finding ways to provide everyday learning activities for my child	1	2	3	4	5
I'm great at figuring out and using what my child likes and enjoys doing	1	2	3	4	5

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Assesses parent's sense of parenting confidence, competence, and enjoyment

Parenting Outcomes



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