

The checklists described in this paper were developed, in part, by funding from the U.S. Department of Education, Office of Special Education Programs (Grant # H326M070001). The opinions expressed, however, are those of the authors and do not necessarily reflect those of the Department or Office.

Checklists for Promoting the Use of Everyday Child Language Learning Activities

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The early communication and language intervention model developed at the *Center on Everyday Child Language Learning* includes four evidence-based components and specific practices in each component based on that evidence (Dunst, Valentine, Raab, & Hamby, 2013; Raab, Dunst, & Hamby, 2013; Raab, Dunst, Johnson, & Hamby, 2013; Trivette, Dunst, Simkus, & Hamby, 2013). The four components are interest-based child learning opportunities; the everyday activities that are sources of interest-based child learning opportunities; the methods and procedures for increasing child participation in interest-based everyday activities; and the use of responsive teaching as the instructional practice of choice to support and encourage child communication and language production while a child is engaged in everyday activities. This *Everyday Child Language Learning Tool* includes a description of performance checklists that were developed to promote a practitioner's understanding and use of the evidence-based characteristics of the practices in each of the four components of the *Center on Everyday Child Language Learning* model as well as two other checklists that can be used to evaluate the effects of and mastery of the use of the *Center* practices.

Performance Checklists

The checklists are included in the Appendix. Each checklist for each component of the *Center on Everyday Child Language Learning* model is formatted in the same way as are the

two supplemental checklists. The characteristics of each practice are stated as series of questions that are simply answered **Yes** or **No** in terms of whether a practitioner promoted a parents' use of the practice as part of planning or conducting a coaching or intervention session.

The checklist for evaluating the effectiveness of the *Center on Everyday Child Language Learning* intervention practices includes items for determining the child and parent benefits of the *Center* practices. A sixth checklist includes practices for each component of the *Center on Everyday Child Language Learning* model and an additional section for evaluating whether the use of the practices has expected child and parent benefits (Dunst, Trivette, & Raab, 2013a, 2013b).

The *Everyday Child Language Learning* checklists are based on checklists we have used in other kinds of projects and as part of other types of intervention practices (Dunst, Raab, Trivette, & Swanson, 2010; Raab & Dunst, 2006; Trivette, Raab, & Dunst, 2012). These checklists have proven especially useful in terms of specifying the performance standards for gauging how well different characteristics of a practice are used and for evaluating the effectiveness of the use of a practice.

Implications for Practice

The checklists can be used by a practitioner to plan intervention or coaching sessions with a parent or to conduct a self-assessment of his or her use of a checklist practice after a

coaching or intervention session has been completed. A practitioner and a coach or supervisor can use a particular checklist or the two or more checklists to have a practitioner evaluate his or her understanding and use of the practices where the results are used by the coach or supervisor to engage a practitioner in reflection on his or her mastery of the practices (Raab, Dunst, & Trivette, 2013). The checklists can also be used as tools for assessing how well a practitioner uses the practices with fidelity (e.g., Dunst, Trivette, & Raab, in press; Raab & Dunst, 2006).

The checklists for the individual components of the *Center on Everyday Child Language Learning* are especially useful for learning to understand and use the specific characteristics of each of the four model practices. The checklist that includes key characteristics of all four components as well as indicators for evaluating the consequences of the practices is useful for assessing a practitioner's overall understanding and mastery of the *Center on Everyday Child Language Learning* assessment and intervention model.

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Appendix

1. Child Interests Checklist
2. Everyday Learning Activity Checklist
3. Increasing Everyday Child Learning Opportunities Checklist
4. Caregiver Responsive Teaching Checklist
5. Everyday Child Language Learning Checklist
6. Caregiver-Mediated Child Learning Evaluation Checklist

Child Interests Checklist

Carl J. Dunst Carol M. Trivette Melinda Raab Jennifer Adkins

This checklist includes questions 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. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent use the characteristics of each of 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?		

Dunst, C.J., Trivette, C. M., Raab, M., & Adkins, J. (2013). Child interests checklist. In C. J. Dunst, M. Raab, & C. M. Trivette, Checklists for promoting parents' use of everyday child language learning activities. *Everyday Child Language Learning Tools*, 2013, Number 7.

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Everyday Learning Activity Checklist

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This checklist includes questions 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 learning practices are implemented during 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 characteristics of each of 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?		

Adkins, J., Dunst, C.J., Raab, M., & Trivette, C. M. (2013). Everyday learning activity checklist. In C. J. Dunst, M. Raab, & C. M. Trivette, Checklists for promoting parents' use of everyday child language learning activities. *Everyday Child Language Learning Tools*, 2013, Number 7.

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Increasing Everyday Child Learning Opportunities Checklist

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This checklist includes questions for helping parents increase the *breadth* and *depth* of interest-based everyday communication and language learning opportunities they provide their children. The checklist is used to ensure key characteristics of the communication and language learning practices are implemented during 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 characteristics of each of the practices.

<i>Did you help the parent...</i>	Yes	No
1. Use a reminder list, calendar, or other kind of activity schedule to provide the parent a way of ensuring a child experiences interest-based everyday language learning activities?		
2. Increase <i>how often</i> the child gets to participate in interest-based everyday language learning activities?		
3. Increase the <i>number</i> of interest-based everyday child language learning activities?		
4. Increase the <i>variety</i> of interest-based everyday child language learning activities?		
5. Increase the <i>number</i> of child language learning opportunities <i>in any one</i> family or community activity?		
6. Increase the <i>variety</i> of child language learning opportunities <i>in any one</i> family or community activity?		
7. Increase participation in those activities that occur frequently enough to provide lots of child language learning opportunities?		

Dunst, C.J., Raab, M., Trivette, C. M., & Adkins, J. (2013). Increasing everyday child learning opportunities checklist. In C. J. Dunst, M. Raab, & C. M. Trivette, Checklists for promoting parents' use of everyday child language learning activities. *Everyday Child Language Learning Tools*, 2013, Number 7.

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Caregiver Responsive Teaching Checklist

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This checklist includes questions for helping a parent understand how to use responsive teaching for supporting and encouraging child communication and language learning in interest-based everyday activities. The checklist is used to ensure key characteristics of the communication and language learning practices are implemented during your interaction 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 characteristics of each of 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?		

Raab, M., Trivette, C. M., Dunst, C.J., & Adkins, J. (2013). Caregiver responsive teaching checklist. In C. J. Dunst, M. Raab, & C. M. Trivette, Checklists for promoting parents' use of everyday child language learning activities. *Everyday Child Language Learning Tools*, 2013, Number 7.

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Everyday Child Language Learning Checklist

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This checklist includes questions 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. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent use the characteristics of each of the practices.

<i>Did you help the parent...</i>		Yes	No
Child Interests	1. Identify the objects, people, activities, and actions that capture and hold the child's attention ?		
	2. Identify the objects, people, events, and activities that the child prefers , are the child's favorites , and make the child smile and laugh ?		
	3. Identify the actions and behaviors that the child enjoys doing, chooses to do, does most often , or works hard at doing ?		
Everyday Learning Activities	4. Identify the activities, events, and experiences that make up the child's everyday family and community life ?		
	5. Identify which everyday family and community activities provide the child interest-based learning opportunities ?		
	6. Select the interest-based activities that are used to provide the child everyday language learning opportunities ?		
Increasing Learning Opportunities	7. Use a reminder list or other activity schedule to increase how often the child participates in the interest-based language learning activities?		
	8. Increase the number and variety of everyday activities providing interest-based language learning opportunities?		
	9. Increase the number and variety of interest-based language learning opportunities in any one activity ?		
Responsive Teaching	10. Pay attention to when and how the child uses or tries to use language in interactions with people or objects in the everyday activities?		
	11. Respond to the child's language use in ways (e.g., comments, gestures, joint interaction, etc.) that support the child's engagement in the activities?		
	12. Respond to the child's language use in ways that support and encourage the child to use new and increasingly complex language skills ?		
Evaluation	13. Determine whether the child used a greater variety of and more complex language in interactions in the everyday activities?		
	14. Determine what the caregiver did that supported and encouraged the child's language learning?		
	15. Use the evaluation information to continue, modify, or provide new everyday language learning activities?		

Raab, M., Dunst, C.J., & Trivette, C. M. (2013). Everyday child language learning checklist. In C. J. Dunst, M. Raab, & C. M. Trivette, Checklists for promoting parents' use of everyday child language learning activities. *Everyday Child Language Learning Tools*, 2013, Number 7.

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Caregiver-Mediated Child Learning Evaluation Checklist

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This checklist includes questions 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. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent use the characteristics of each of the practices.

<i>Did you help the parent...</i>	Yes	No
1. Determine if the child had the opportunity to participate in many different family or community activities providing language learning opportunities?		
2. Determine if the child had chances to use language in different ways in any one family or community activity?		
3. Determine if the child initiated using more language in interactions with people and objects in the everyday activities?		
4. Determine if the child displayed a greater variety of communicative behaviors in the everyday activities?		
5. Determine whether the child used more complex language in interactions with people and objects in the everyday activities?		
6. Determine whether the child smiled, laughed, or showed enjoyment in response to his/her accomplishments using language during everyday activities?		
7. Determine those parenting behaviors that supported and encouraged child language learning in the activities?		
8. Determine which aspects of their provision of interest-based child language learning opportunities were most gratifying to the parent?		
9. Recognize the important role the parent had in providing his or her child interest-based language learning opportunities?		
10. Use the evaluative information to change the everyday activities used for interest-based language learning?		

Trivette, C. M., Dunst, C. J., Raab, M., & Adkins, J. (2013). Caregiver-mediated child learning evaluation checklist. In C. J. Dunst, M. Raab, & C. M. Trivette, Checklists for promoting parents' use of everyday child language learning activities. *Everyday Child Language Learning Tools*, 2013, Number 7.

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