





Infant Toddler Language and Communication-Setting the Foundation

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Outcomes

Participants will be able to:

- **summarize the connection between brain development and language.**
- **apply hands on strategies to the language and literacy developmental progression.**




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Brain Development

- Children are born into a foreign country
- They have to learn the language
- While learning so much more



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Brain Development

3 Steps of Brain Development

- Step 1: Making the initial neural connections
- Step 2: Making the connections stronger and expanding the networks
- Step 3: Streamlining - Making connections faster and more efficient



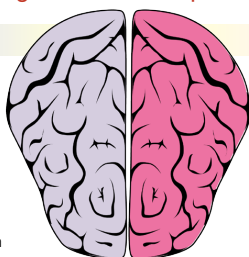
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Brain Development

Right & Left Hemispheres

LEFT

Mathematics
Language
Analysis
Logic
Writing
Reading
Sequencing
Linear Information



RIGHT

Color
Creativity
Daydreaming
Imagination
Holistic Thinking
Graphics
Rhythm
Music



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Repet what you say and do – when you start a game, are engaged in play, end an activity, or involve different people
Offer opportunities for your children to take their turn – plan opportunities
Cue your child to take their turn – remember explicit but natural cues
Keep it fun! Keep it going! Learn to recognize when to wrap things up, and when interest is high enough keep expanding interaction



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Developmental Progression and Indicators

Attending and Understanding



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Attending and Understanding

Developmental Progression and Indicators

Attending and Understanding

- Attends to, understands, and responds to communication
 - Reciprocal interactions
 - Responding with facial expressions and gestures
 - Shows understanding with actions

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Attending and Understanding

Developmental Progression and Indicators

Attending and Understanding

- Learns from communication and language **experiences with others**
 - Changing focus
 - Joint attention
 - **lengthy periods**

Use your resource and come up with 3 ways to lengthen a child's engagement.

Hint: remember what our brains are 1st wired for

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Developmental Progression and Indicators

Communicating and Speaking



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Communication and Speaking

Developmental Progression and Indicators

Communicating and Speaking

- Communicates **needs** and **wants non-verbally** and by using **language**
 - **Learns** to use different means of communication
 - **Uses** different means of communication
 - **Combines** words signs and languages

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Communication and Speaking

Developmental Progression and Indicators

Communicating and Speaking

- Child uses non-verbal communication and language to **engage others**
 - Uses facial expressions, gestures, and sounds
 - **Repeats** actions and words to initiate, continue or extend
 - Uses words about feelings, experiences, or thoughts

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Communication and Speaking

Developmental Progression and Indicators

Communicating and Speaking

- Child **initiates** non-verbal communication and language to **learn and gain information**.
 - **Ask simple questions** with gestures, signs, and with various **tones** and **pitch**
 - Repeats questions until receiving response

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Developmental Progression and Indicators

Vocabulary



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Vocabulary

Developmental Progression and Indicators

Vocabulary

- Child **understands** a number of words used in communication with others.
 - Shows understanding non-verbally
 - Shows understanding with with gestures and follows simple directions.
 - Shows understanding of words in simple sentences

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Vocabulary

Developmental Progression and Indicators

Vocabulary

- Child **uses** a number of words used in communication and conversations with others.
 - **Imitates** new words and signs
 - Uses words in communication and conversations
 - Asks questions about meaning of words

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Developmental Progression and Indicators

Emergent Literacy



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Emergent Literacy

Developmental Progression and Indicators

Emergent Literacy

- Child use of **rhymes**, **phrases**, or **refrains** from stories or songs
 - Repeats simple rhymes, phrases, or refrains
 - Retells familiar stories using props

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Emergent Literacy

Developmental Progression and Indicators

Emergent Literacy

- Child **handles** books and **relates** them to their stories or information
 - **Explores** books with touch
 - **Holds** books and turns pages
 - Uses sounds, signs, and words to identify actions or objects in book
 - **Pretends** to read

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Emergent Literacy

Developmental Progression and Indicators

Emergent Literacy

- Child **recognizes** pictures, symbols, signs, and words.
 - Looks at things that an adult points at or names
 - Child points at and talks about things in books and pictures
 - Child **attributes meaning** to some symbols

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Emergent Literacy

Developmental Progression and Indicators

Emergent Literacy

- Child **comprehends** meaning from pictures and stories
 - Uses pictures as a guide to talk about story
 - Ask questions about what is happening in a book or story
 - **Identifies the feelings** of characters

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Emergent Literacy

Developmental Progression and Indicators

Emergent Literacy

- Child makes marks and uses them to represent objects and actions
 - **Draws pictures** using scribbles
 - **Talks about scribbles** with others
 - Draws **straight** and **curved** lines
 - Makes **letter-like marks**

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