

Hanen Programs



Involving teachers in language development

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Agenda



Who we are	What we do	Our underlying philosophy
Supporting research	Our program strategies	How we work with teachers to change their behavior



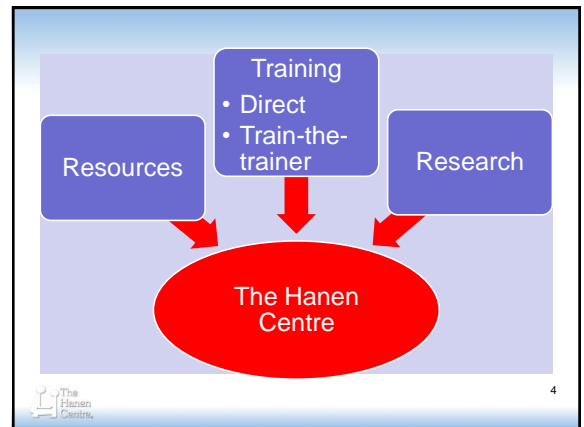
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Mission Statement

The Hanen Centre provides the important people in a young child's life with the knowledge and training they need to help the child develop the best possible language, social and literacy skills.




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How do children learn language?

- Daily routines, play and conversations
- Incidental learning
- Caregiver is the primary change agent



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How do children learn language?

Naturalistic approach




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How do children learn language?

Social-interactionist theories

- Responsiveness
- Extended interactions
- Developmentally appropriate language models



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How do children learn language?

What do children learn?

Interaction

- Joint attention
- Intentionality
- Turn taking
- Topic maintenance

Information

- Vocabulary
- Syntax
- Morphology
- World knowledge

Social-interactionist theories

- Responsiveness
- Extended interactions
- Developmentally appropriate language models


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How do children learn language?

Social-interactionist theories

- Responsiveness
- Extended interactions
- Developmentally appropriate language models

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What we teach

- Practical strategies for parents/educators to implement in daily routines in the home/classroom

How we teach

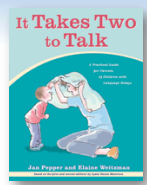
- Train-the-trainer model
- Group training and individualized coaching, videotaping and feedback
- Learner-centred approach

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It Takes Two to Talk® – The Hanen Program® for Parents

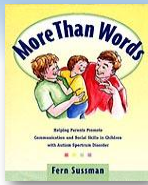


Target Word® – The Hanen Program® for Parents of Children who are Late Talkers

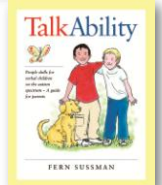


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More Than Words® – The Hanen Program® for Parents of Children with Autism Spectrum Disorder

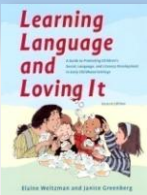


TalkAbility™ – The Hanen Program® for Parents of Verbal Children on the Autism Spectrum

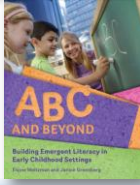



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Learning Language and Loving It™ – The Hanen Program® for Early Childhood Educators/Teachers




ABC and Beyond® – The Hanen Program® for Building Emergent Literacy in Early Childhood Settings

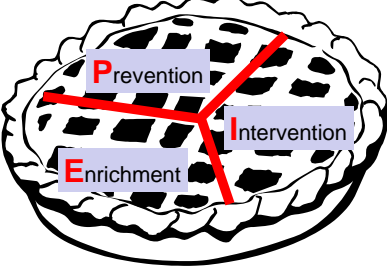
Learning Language and Loving It™




The Hanen Program® for Early Childhood Educators/Teachers




The Learning Language & Loving It Program




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Why is it also important to involve early childhood educators?

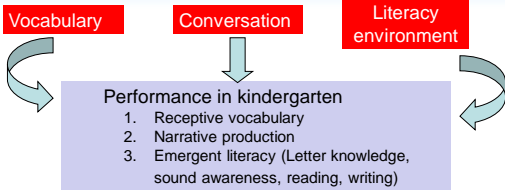


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Preschool experiences are important


Vocabulary Conversation Literacy environment



Performance in kindergarten


1. Receptive vocabulary
2. Narrative production
3. Emergent literacy (Letter knowledge, sound awareness, reading, writing)

Predict scores in reading comprehension and receptive vocabulary up to gr. 7



Dickinson & Tabors, 2002

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How do children learn language?

Social-interactionist theories

- Responsive language
- Extended interactions
- Developmentally appropriate language




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Talk matters!

"The most important aspect to evaluate in early childhood settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers."



Hart & Risley, 2002

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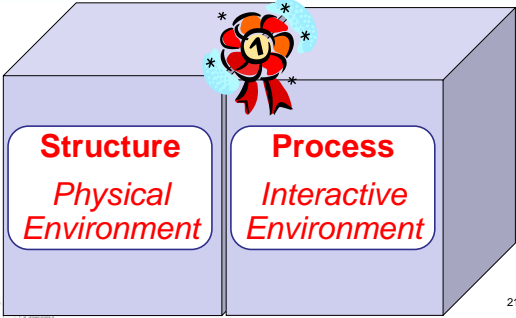
Quality programs are ones where **"responsive interpersonal relationships** with teachers nurture young children's dispositions to learn and their emerging abilities."

US National Research Council, 2000



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Quality in early childhood education settings

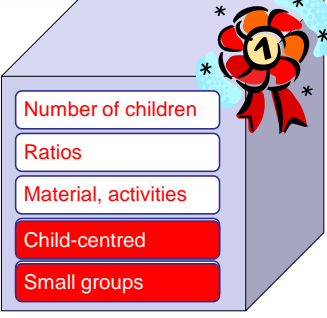


Structure
Physical Environment

Process
Interactive Environment

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Structural components of quality



Number of children

Ratios

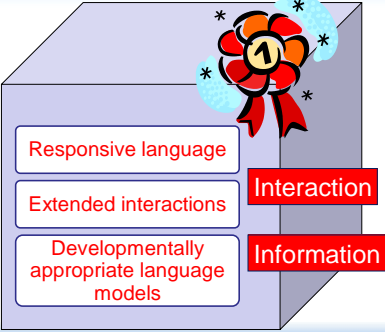
Material, activities

Child-centred

Small groups

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Process components of quality



Responsive language

Extended interactions

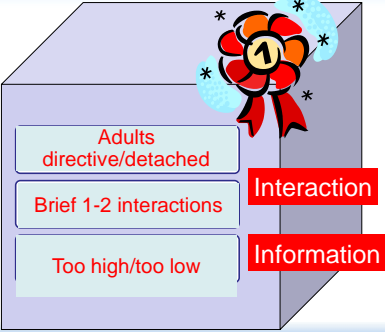
Developmentally appropriate language models

Interaction

Information

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Process components of quality



Adults directive/detached

Brief 1-2 interactions

Too high/too low

Interaction

Information

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What does the research say?

INTERACTION

- 8% time – elaborated interaction with teachers
- 73% time – no teacher interaction
- 50% time – children actively engaged

INFORMATION

- Less than 20% time – conversations stayed on and deepened a topic
- 33% time – beyond here and now



Dickinson, 2001

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Not so good. I can't read, I can't write and they won't let me talk!



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Child Care Providers' Interactions with Children with Language Impairments

- Ignore or respond infrequently to non-verbal initiations
 - reduced opportunities for joint interaction in group contexts (Rhyner et al, 1990)
- Use more directive language (twice as many utterances)
- Use less language-modelling input (labels & expansions)
- Did talk more to individual children & use lower MLU (but still twice as long as children's MLU)



(Girolametto & Weitzman, 2000) 27

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Roles teachers play

Timekeeper

Entertainer

Director

Too quiet watcher

Helper

Cheerleader

Responsive partner

Child's conversational style



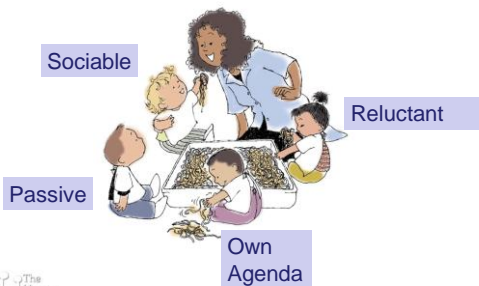
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Conversational styles are different



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Children's conversational styles impact on the teacher's interaction



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Hanen Programs: Involving parents and teachers in young children's language development

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Copenhagen, Denmark • August 15, 2013, 12:00 – 15:00

How do children learn language?

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- Joint attention
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- Vocabulary
- Syntax
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- World knowledge



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Strategies to promote responsiveness

- Observe, Wait and Listen
- Be face to face
- Follow the child's lead
- Join in the play

Strategies to promote developmentally appropriate language

- Imitate
- Interpret
- Provide vocabulary
- Expand
- Extend the topic

Strategies to extend interactions

- Use social routines
- Use comments and questions to cue turns
- Encourage extended turn taking
- SSCAN to encourage group interaction



Learning Language and Loving It™

The Hanen Program® for Early Childhood Educators/Teachers

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Learning Language and Loving It™ - The Hanen Program® for Early Childhood Educators/Teachers

1. Take a Closer Look at Communication	5. Adjust Language, Extend the Topic
2. Follow Child's Lead	6. Language Leads to Literacy
3. Take Turns	7. Peer Interaction
4. Encourage Group Interaction	8. Wrap-up



Video

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Post-Program Outcomes

- Increased talkativeness
- Become more child-centred
- Promoted children's active participation & turn-taking
- Moved to viewing book-reading as a conversational activity
- Increased direct and indirect peer referrals
- Maintained changes over 9 month period

- Initiated more utterances to teacher & peers
- More diverse vocabulary
- Longer utterances
- Engaged in longer peer interactions
- Used more complex utterances in book reading

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Girolametto, Weitzman & Greenberg, 2002, 2003

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- Extend the topic



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Child-centred strategies

Follow the child's lead

- OWL
- Be face to face
- Imitate
- Interpret
- Comment or ask an appropriate question



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Join in the play

Be a play partner

Build on the child's focus

Don't dominate

Have fun



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Strategies to promote responsiveness

- Observe, Wait and Listen
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Strategies to extend interactions

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Strategies to promote developmentally appropriate language

- Imitate
- Interpret
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Keep the conversation going

Strive for 5

OWL

Follow the child's lead

- Repeat what the child says
- Make a comment on the child's topic
- Ask a question about the child's topic

Wait for another turn



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Turn 1
Look, I made a giant car with the blocks.

Turn 2
What an amazing car! Where are you going in your car?

Turn 3
I am driving to Africa to see the elephants.

Turn 4
All the way to Africa! Africa is very far. I think it will take you a long time to get there!

Turn 5
No, it won't. My car can fly and go really fast!

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Keep the Conversation Going

Facial Expression

Eye Contact

Body Language

Gestures



Waiting

Repetition

Questions

Comments

Intonation

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Social Routines

- Specific way of being played
- Only a few actions, sounds, words
- Predictable and repetitive turns
- Clearly defined turns
- Obvious cues to take a turn
- Fun!!



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Keep the Conversation Going



Facial Expression	Repetition
Eye Contact	Questions
Body Language	Comments
Gestures	Intonation
Waiting	

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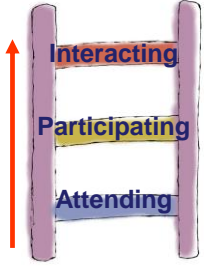
Encourage interaction in small groups



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Carefully observe each child's level of involvement

Adapt your response to each child's needs




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<h4>Strategies to promote responsiveness</h4> <ul style="list-style-type: none"> Observe, Wait and Listen Be face to face Follow the child's lead Join in the play 	<h4>Strategies to promote developmentally appropriate language</h4> <ul style="list-style-type: none"> Imitate Interpret Provide vocabulary Expand Extend the topic
<h4>Strategies to extend interactions</h4> <ul style="list-style-type: none"> Use social routines Use comments and questions to cue turns Encourage extended turn taking SSCAN to encourage group interaction 	

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Adjust the way You talk



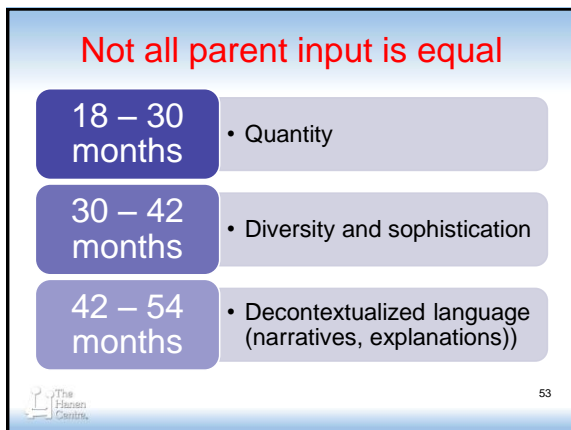
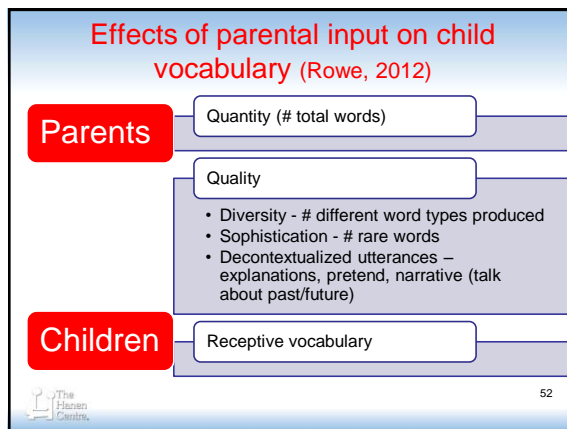
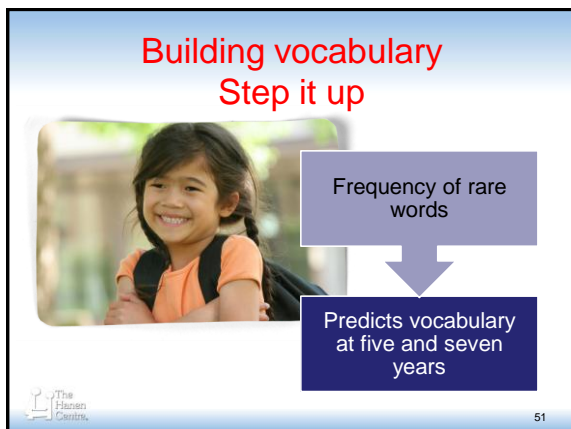
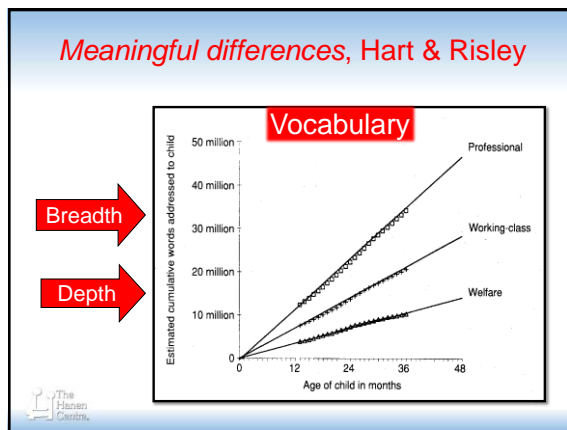
Say less and stress Go slow and show	
Imitate	Interpret
Label	Expand

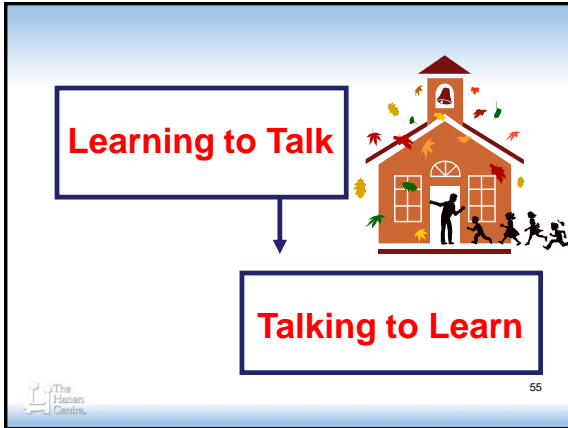
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Vocabulary is key

Predicts literacy success	
Tool for thinking and learning about the world	
Linked to overall school achievement	

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Language for thinking and learning is key since it:

- Builds vocabulary
- Takes children beyond the here and now
- Mediates children's thinking
- Impacts positively on literacy development

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Use Language to Think and Learn About the World

Go beyond:

- the here and now
- our personal experiences
- the real world into the imagined world

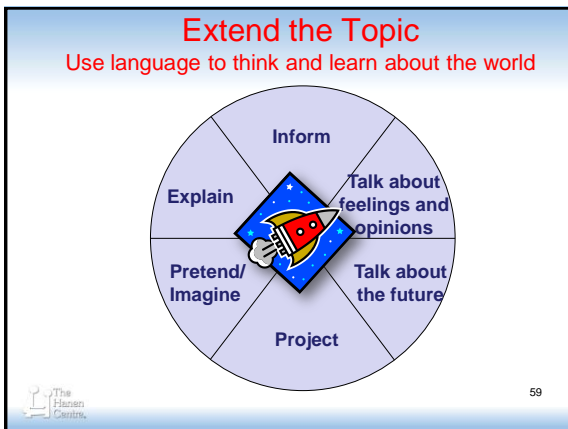
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Compare the type of language Sean uses in these examples.

Look, it's getting leaves!

Our plant at home died because my mother gave it too much water. The water made the plant sick just like when I ate too much ice cream.

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Extend the topic all through the day

- Daily routines
- Creative activities
- Sensory activities
- Dramatic play
- Playtime
- Science
- Circle

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Foster peer interaction



Plan ahead

Support the interaction

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Support Peer Interaction

1. Make best use of space.
2. Plan appropriate groupings and activities
3. Limit teacher-child interaction.

Plan ahead

1. Step in, set up and fade out.
2. Set up a small group and stay to play.
3. Make suggestions to keep it going.
4. Direct conversation away.
5. Raise the child's profile.

Support the interaction



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What we teach

- Practical strategies for parents/educators to implement in daily routines in the home/classroom

How we teach

- Train-the-trainer model
- Group training and individualized coaching, videotaping and feedback
- Learner-centred approach

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Why might teachers resist?



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Why might teachers resist?

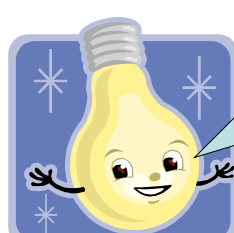
- Lack of time
- Overwhelmed
- Lack confidence
- Competing priorities

Different philosophy (knowledge, values, beliefs, experiences)



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How many psychologists does it take to change a light bulb?



Only one, but the light bulb has to want to change!


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Seek to understand not to be understood.



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A wise old owl sat in an oak
The more he saw, the less he spoke
The less he spoke, the more he heard
Why can't we all be like that wise old bird?



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Seeking to understand in the Learning Language and Loving It Program



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Learning Language and Loving It™ - The Hanen Program® for Early Childhood Educators/Teachers

1. Take a Closer Look at Communication Video	5. Adjust Language, Extend the Topic Video
2. Follow Child's Lead Video	6. Language Leads to Literacy Video
3. Take Turns Video	7. Peer Interaction Video
4. Encourage Group Interaction Video	8. Wrap-up

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Delivering effective group training sessions

Interactive	• Participative • Non-judgmental
Relevant	• Personal experiences • Specific examples
Include practice	• "Don't know it till you try it" • Step by step
Include personal Action Plans	• Transfer to classroom • Accountability



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Seeking to understand in the Learning Language and Loving It Program

Group training sessions

Individualized videotaping, coaching and feedback sessions

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Videotaping and feedback is powerful

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How we use videotaping

Videotape teachers applying their Action Plan

Provide on-line coaching if necessary

View the video with the teacher

Seek to understand Ask don't tell

Pause the video at specific points
Ask don't tell. Have teacher reflect on the effectiveness of the interaction

- Teacher's use of strategies?
- Children's responses?

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Involving parents and educators in language development

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