CELL
Center for Early Literacy Learning
Evidence-Based Practices for Promoting the Literacy Development of Infants, Toddlers, and Preschoolers with Families
Home Visitor Training
Orelena Hawks Puckett Institute
Asheville and Morganton, NC
IDEAs that Work
CELL
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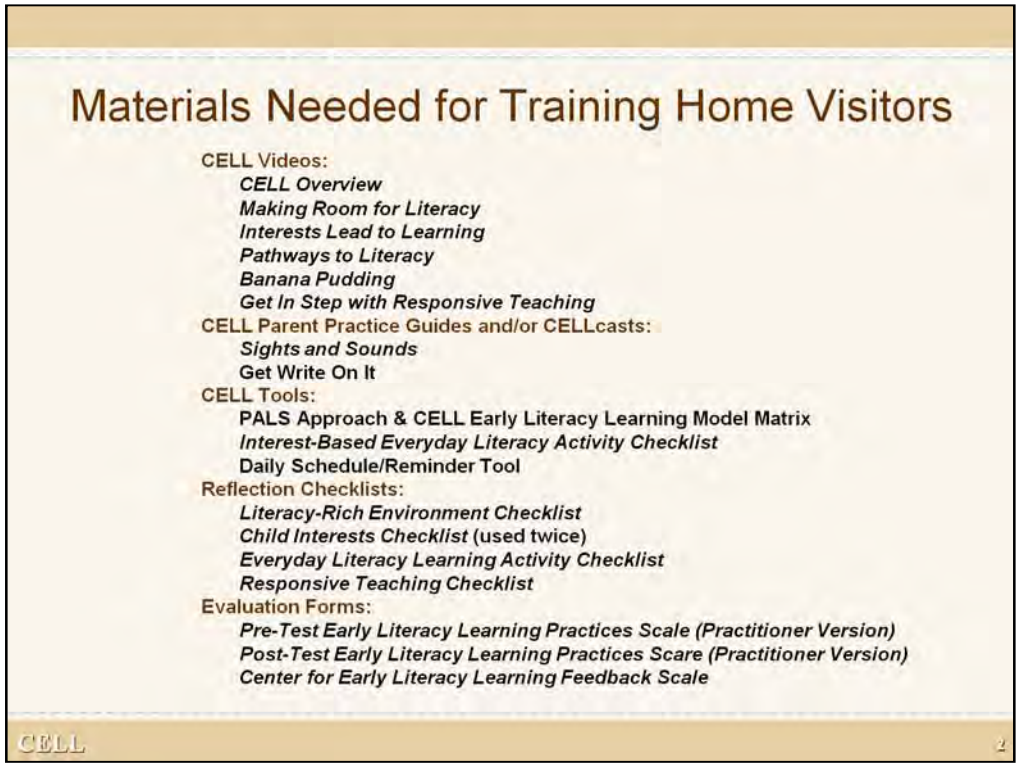
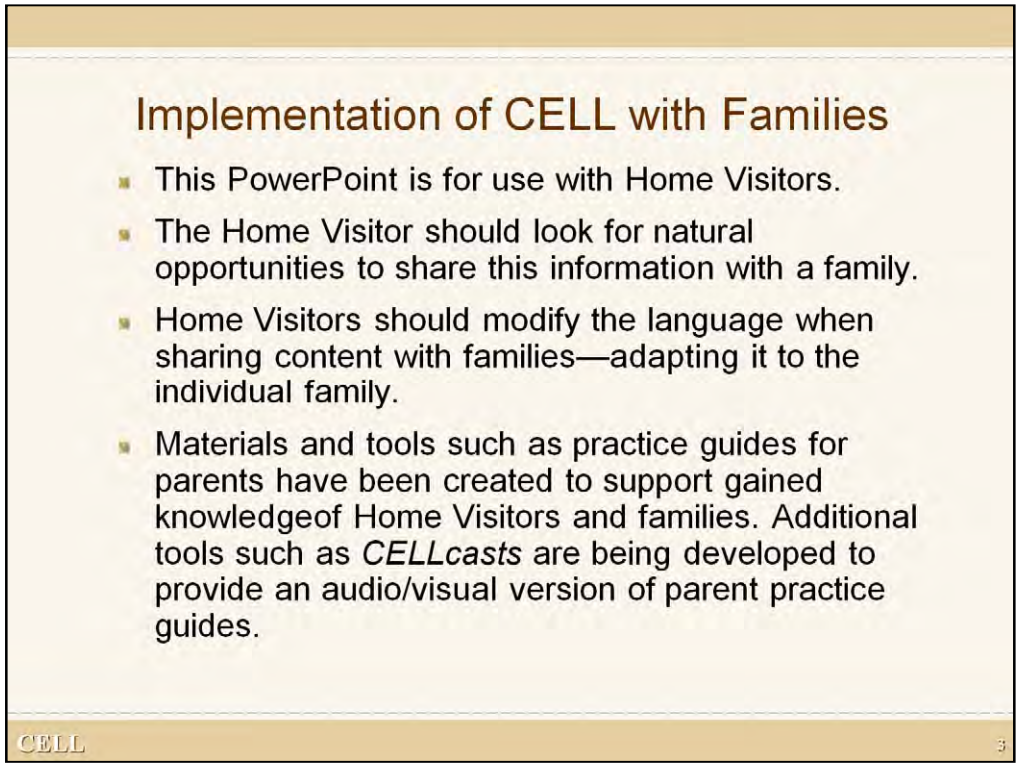


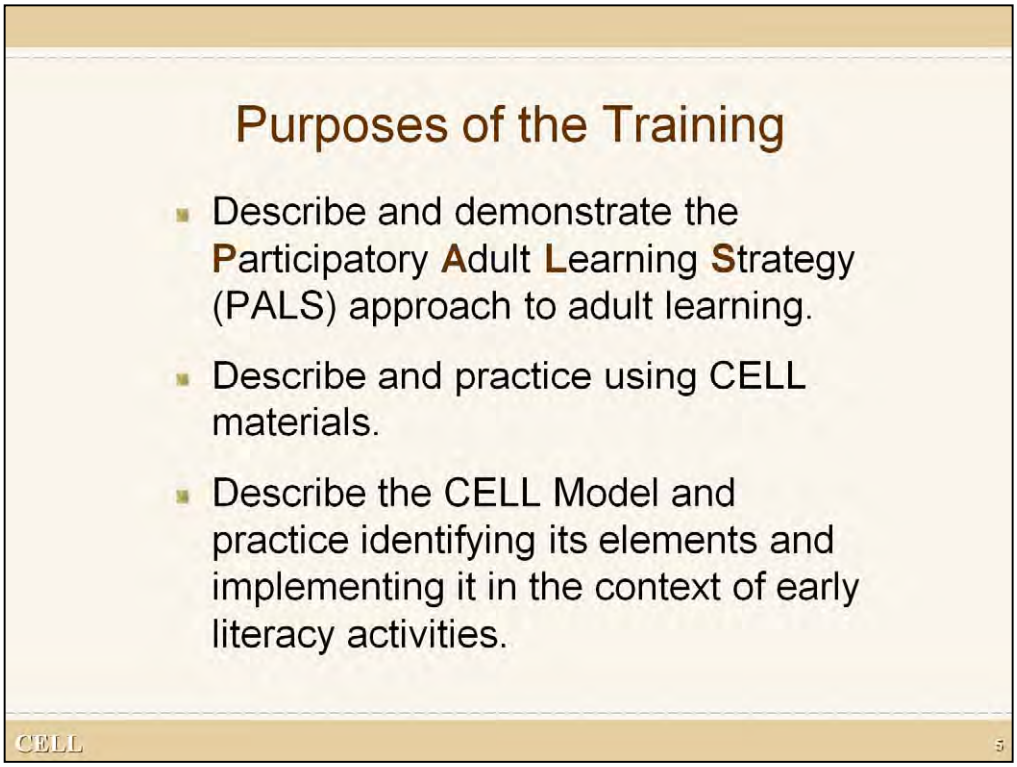
Materials Needed for training Home Visitors.

You should be able to locate these items on the CELL website in the Products section. Videos are hyperlinked and therefore may be viewed via internet by clicking the links within the powerpoint.



This power point was created as a guide of information for Home Visitors to use as a reference with families. The delivery of the CELL content to parents will vary for each professional and the family they are working with.

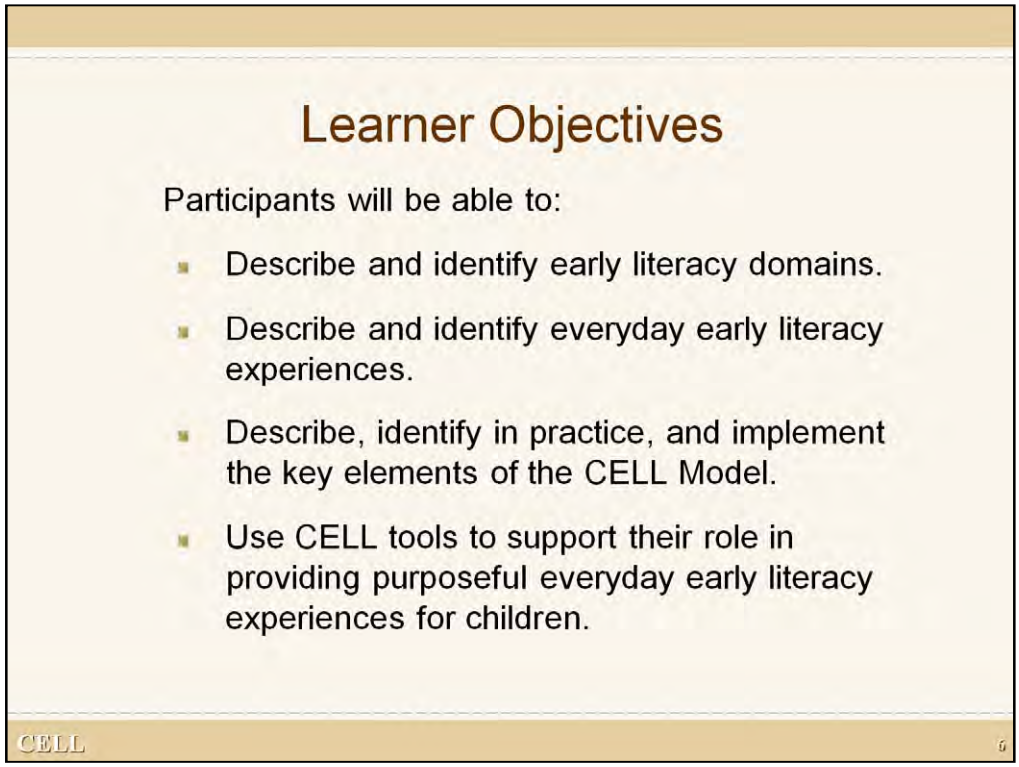
Introduction to the **C**enter for **E**arly **L**iteracy **L**earning (**CELL**)



The purpose of this training is to provide a brief overview of the PALS approach to adult learning (Participatory Adult Learning System).

To describe and pratice using CELL materials.

To describe the CELL Model and practice identifying its elements and implementing it in the context of early literacy activities



Upon completion of the training, participants will be able to:

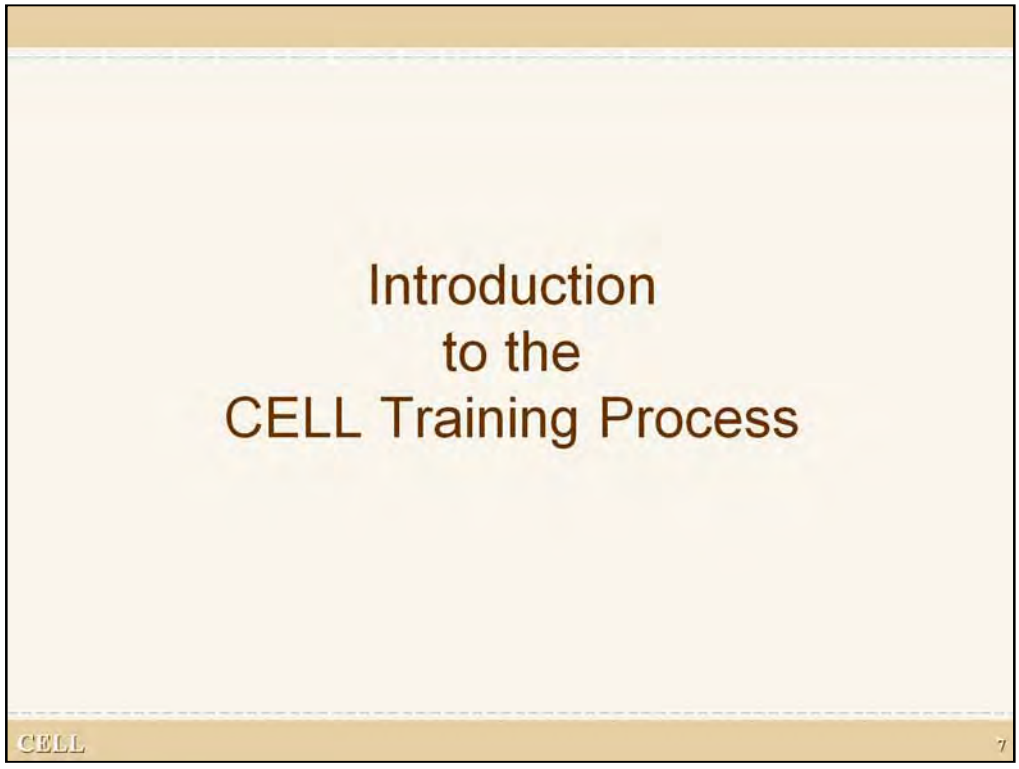
-Describe and identify early literacy domains

-Describe and identify everyday early literacy experiences

-Describe, identify in practice, and implement the key elements of the CELL Model

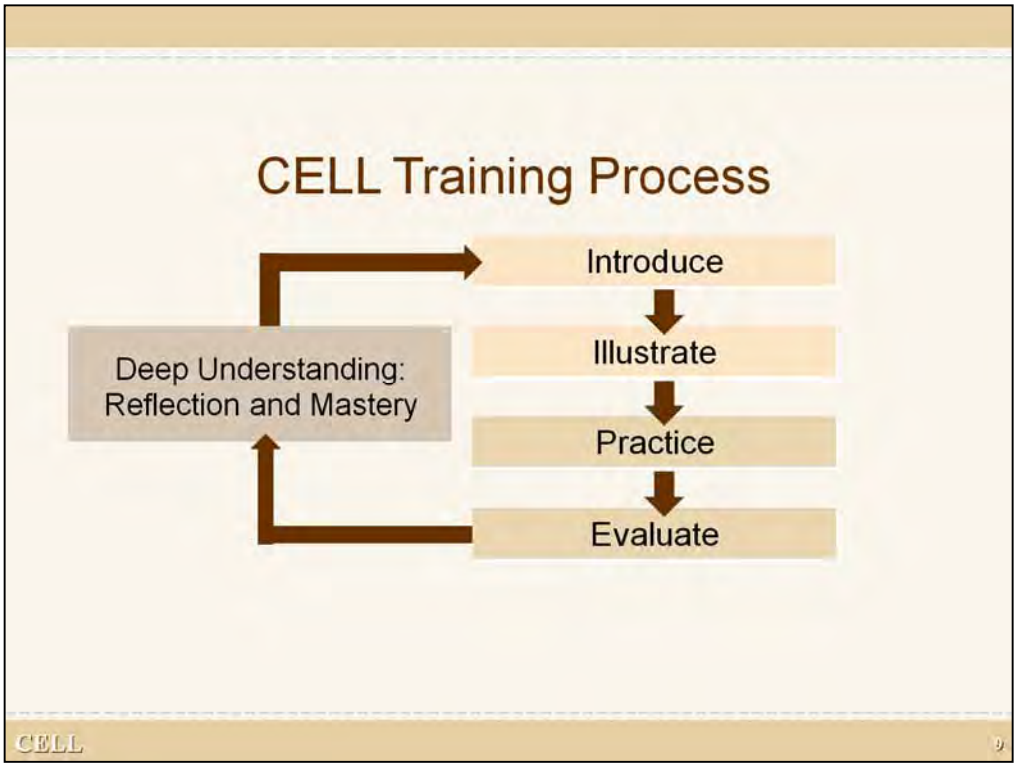
- Use CELL tools to support their role in providing purposeful everyday early literacy

experiences for children



The next two slides provide a brief overview of Participatory Adult Learning Strategy or PALS. PALS is an approach used when training adults.

CELL uses an evidence-based approach to training and technical assistance called the Participatory Adult Learning Strategy or PALS because no intervention practice is likely to be learned and adopted if the methods and strategies used to train are not effective. The PALS approach has several underlying aspects. First, it is not necessary for learners to fully understand all aspects of a practice to begin to use the practices. Through the use of the PALS process learners will develop a better understanding. Second, in order to develop a deep understanding of the practice, the learner needs multiple learning opportunities during any one learning session and multiple learning opportunities across sessions. Third, trainers do not direct learning or encourage only self-directed learning. Rather trainers guide learning based on observations of learners' experiences and evaluation of the use of the practice and learner self-assessment of understanding against established criteria.



It is important for the trainer and the Home Visitor to remember to deliver CELL content using the PALS approach.

The PALS approach includes six components: introduce, illustrate, practice, evaluate, reflection, and mastery.

Introduce- Engage learners in a preview of the material, knowledge, or practice

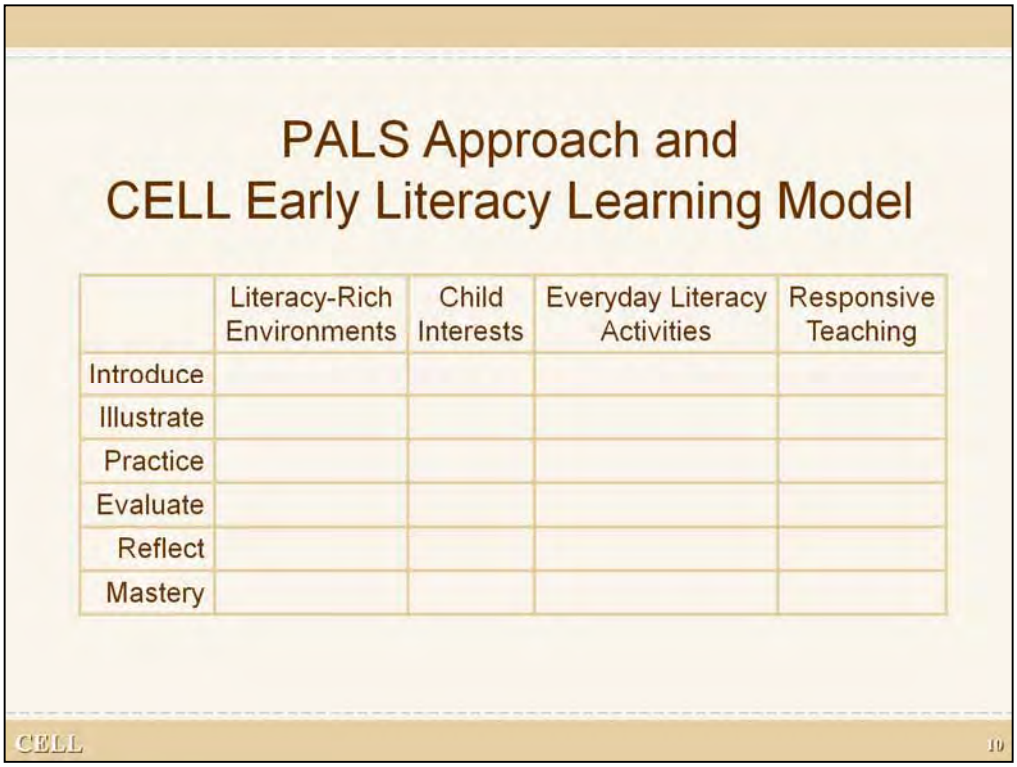
Illustrate- Demonstrate or illustrate the use of the material, knowledge, or practice for learners

Practice- Engage learners in the use of the material, knowledge, or practice with one or more activities

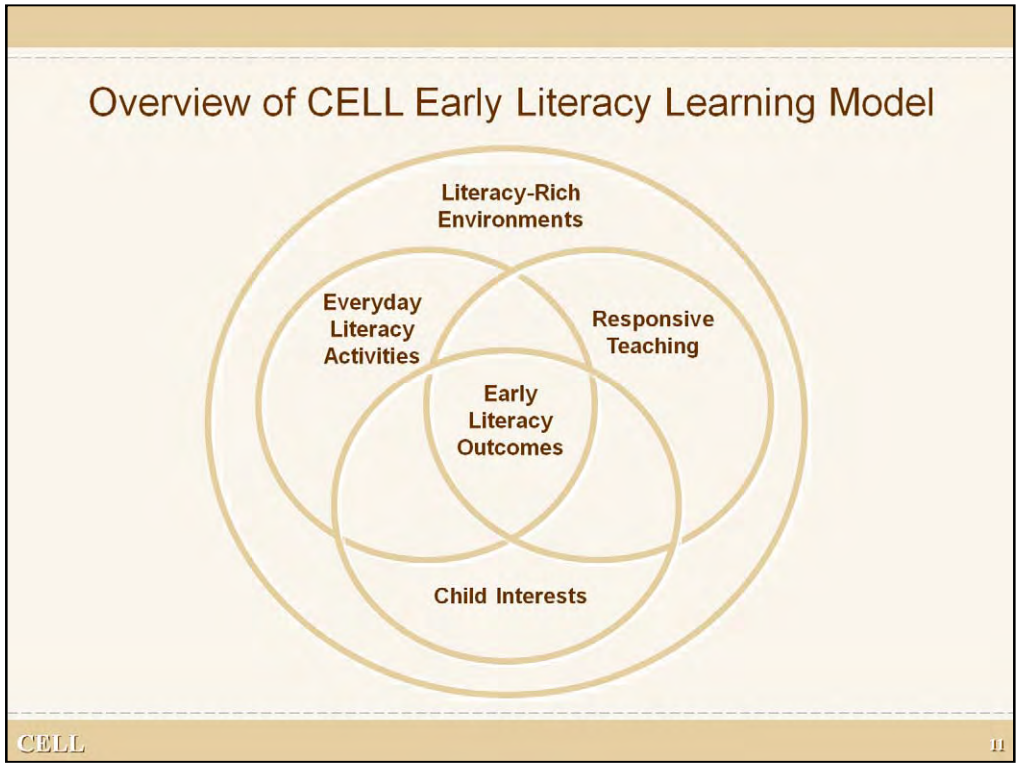
Evaluate- Engage learners in a process of evaluating the consequence or outcome of the practice activity

Reflection- Engage learners in self-assessment of their acquisition of knowledge and skills as a basis for identifying "next steps" in the learning process

Mastery- Engage the learner in a process of assessing his or her experience in the context of a practical model.

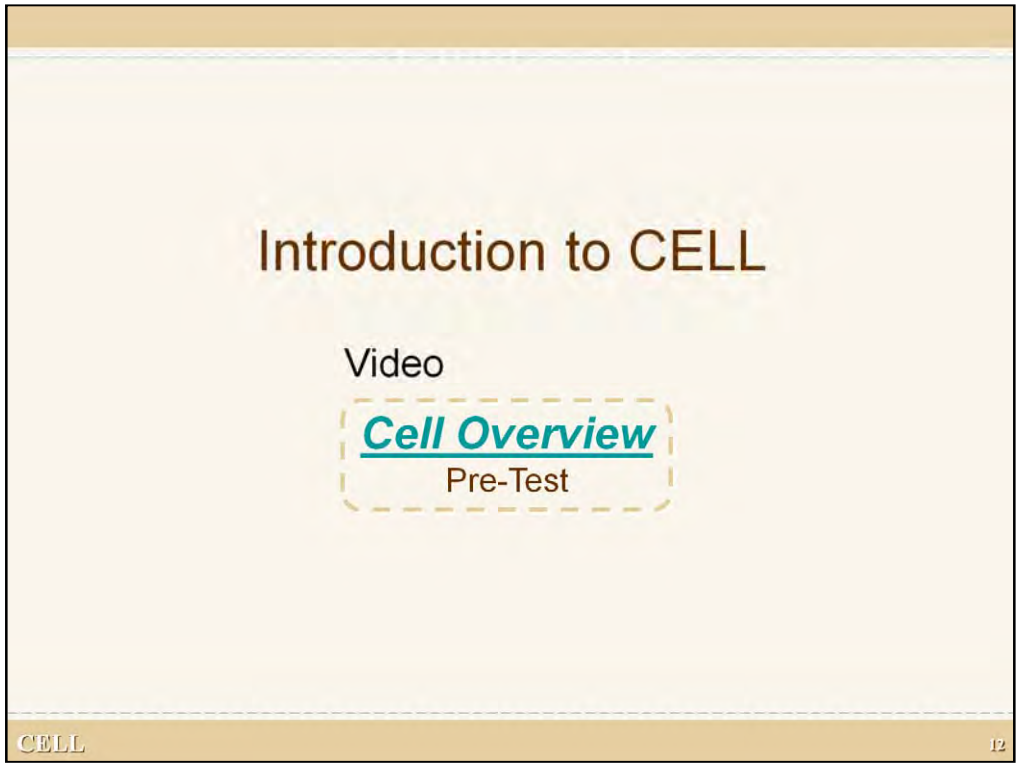


When Home Visitors are ready to share CELL content with parents, it is important that they use the PALS approach in their delivery. The matrix on this slide can be utilized to help Home Visitors ensure that they plan to use each PAL component when sharing the components of the early literacy learning model.

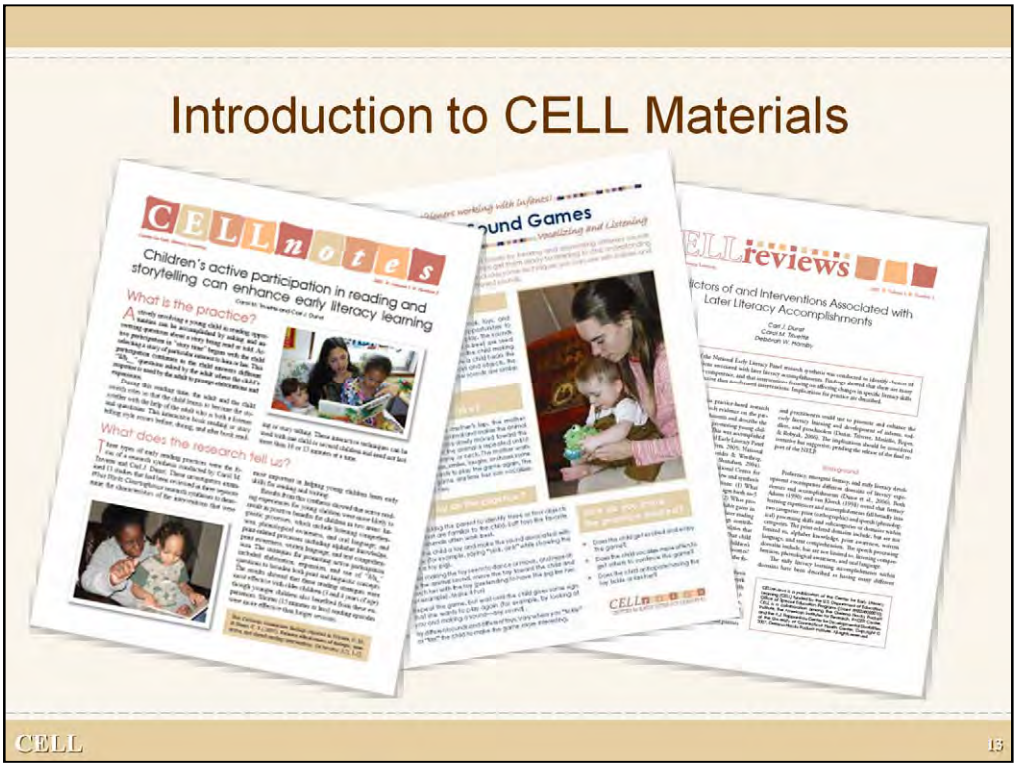


This is the CELL Early Literacy Learning Model. As you can see, the model includes five inter-related components. This powerpoint will focus on four components which are: Literacy-Rich Environments, Child Interests, Everyday Literacy Activities and Responsive Teaching.

The components of the early literacy learning model are displayed in an overlapping fashion because of the difficulty of separating them from each other in theory or in practice. We want you to understand that each component is important, but that early literacy learning results from an interrelated mix of these components in the context of your interactions with children. None of the components works independently of the others.



We will now watch a video that gives you an overview of the CELL Early Literacy Learning Model. You will see illustrations of the four components of CELL that were mentioned in the previous slide. We will then take a pre-test related to this content.



Slides 13-18 provide an overview of the CELL tools and materials. All were created based on current and relevant research.

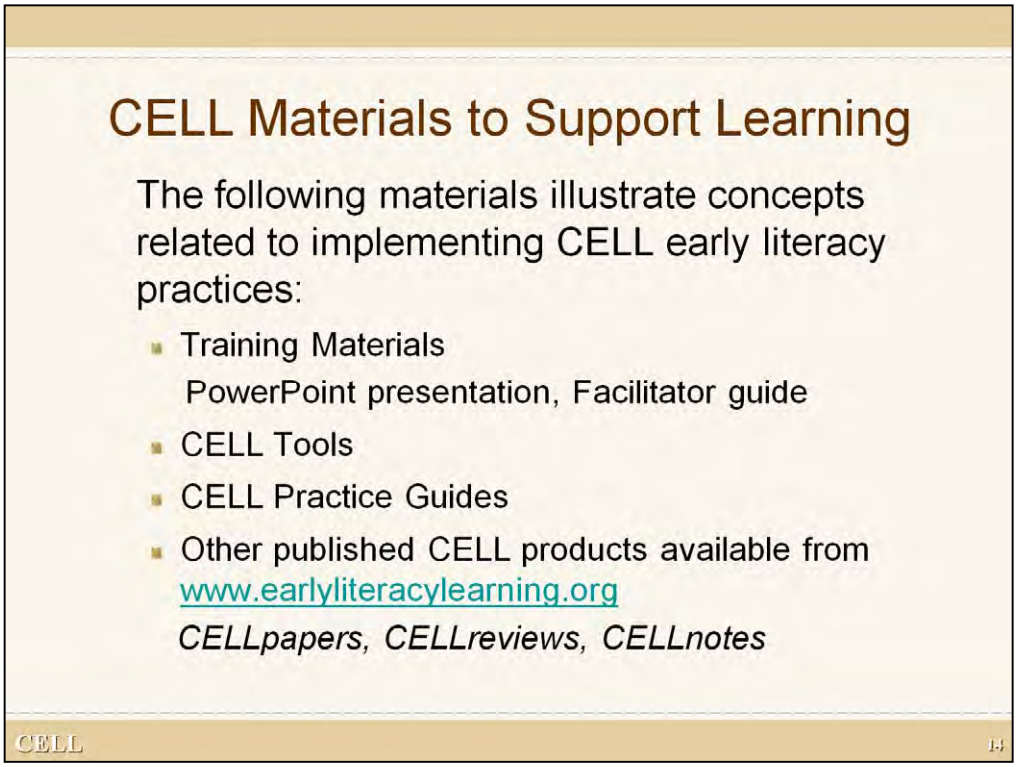
Products include:

CELL papers: Articles that provide background information about conceptual frameworks used to guide CELL activities and results of CELL evaluation and research studies

CELL reviews: Practice-based research syntheses of early communication, language, and literacy development

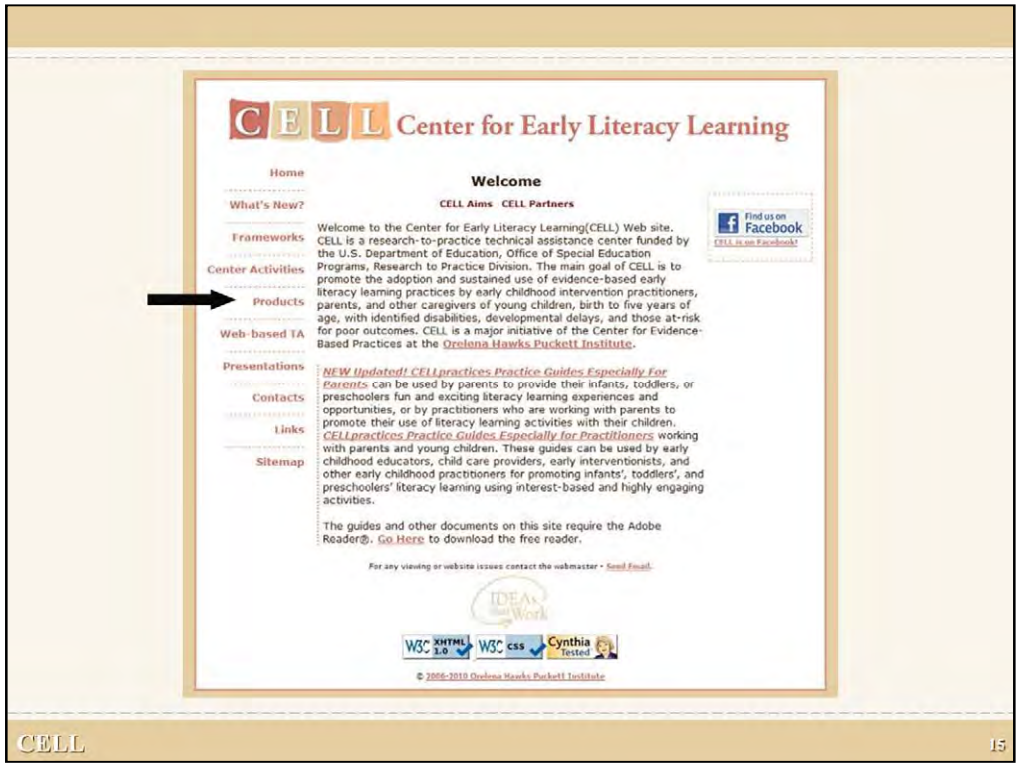
CELL notes: One- to two-page summaries of findings from practice-based research syntheses

CELL practice guides: How-to guides for promoting adoption and use of evidence-based literacy learning practices by parents and practitioners. The components of the Early Literacy Learning Model are the foundation for all of the early literacy practices found in the CELL practice guides. They are located on our website at www.earlyliteracylearning.org.

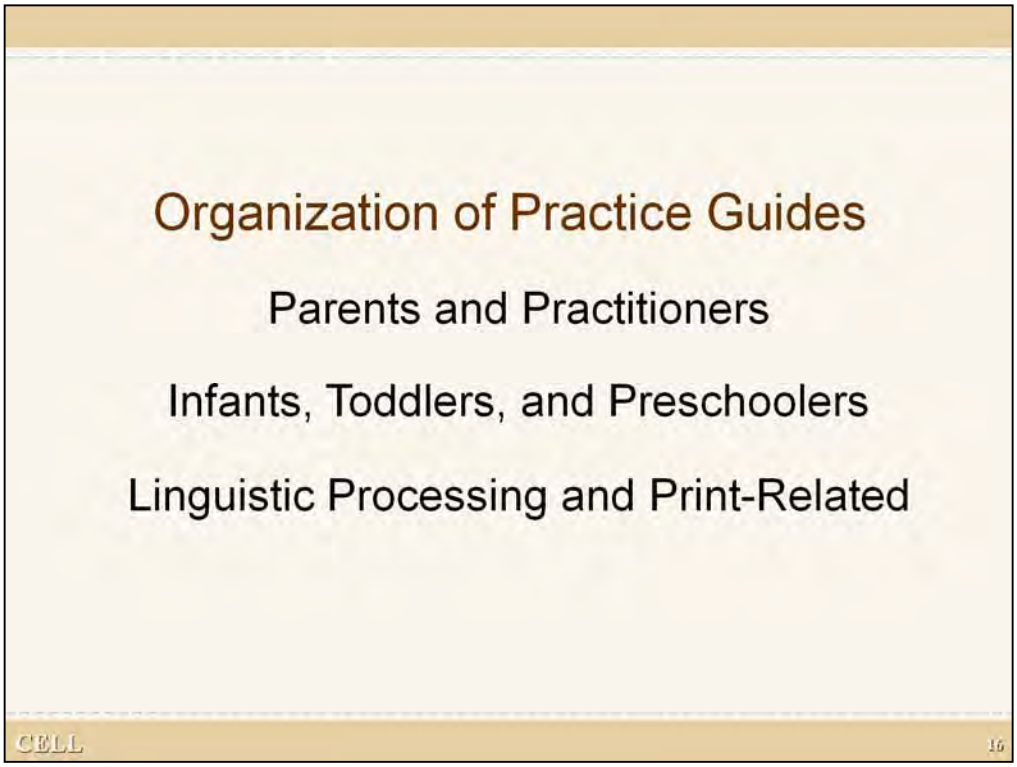


The following materials illustrate concepts related to implementing CELL early literacy practices:

- Training Materials
  - PowerPoint presentation, Facilitator guide
- CELL Tools
- CELL Practice Guides
- Other published CELL products available from www.earlyliteracylearning.org
  - CELL Papers, CELL Reviews, CELL Notes



Here is an example of the CELL webpage. You can see from this example where to locate the CELL Practice Guides especially for parents.



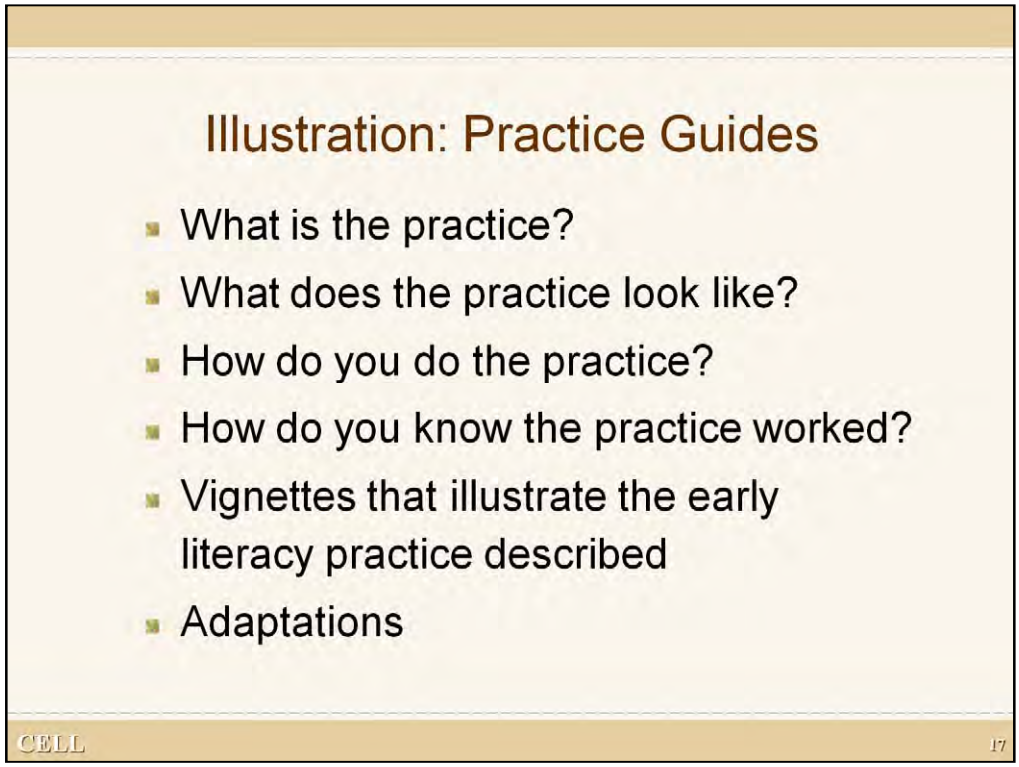
*If you use Practice Guides with families, be sure to do a walk through of the practice guide. If you are referring a parent to the website and the Parent Practice Guides explain that they are organized by the following categories:

Parent and Practitioners

Infants, Toddlers, and Preschoolers

Home Visitors may find it helpful to note: the Practice Guides are also organized by Linguistic Processing and Print-related

As a Home Visitor, be aware that CELLcasts are available for families that may have a challenge reviewing the print version of Practice Guides. CELLcasts are an auditory and visual form of the Parent Practice Guides.



Trainer does a walk-through of a Practice Guide with the home visitor, pointing out the following areas:

What is the practice? For example, the use of alphabet blocks

What does the practice look like? Example- How to make alphabet blocks interesting to your child

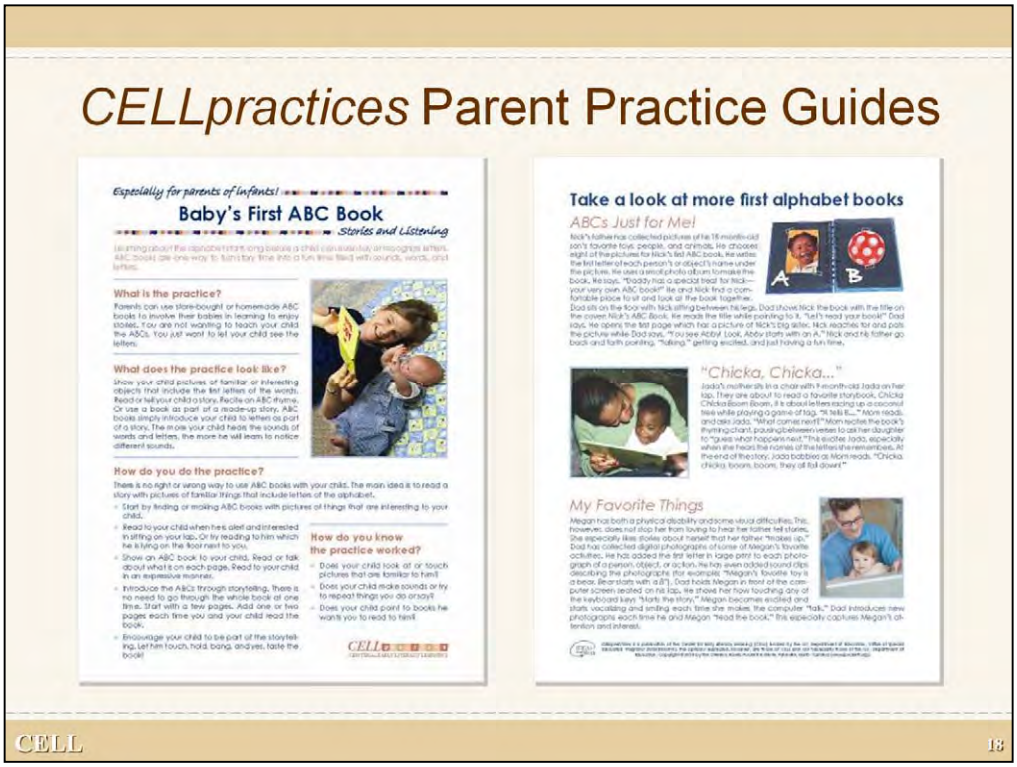
How do you do the practice? Ideas for having fun with alphabet blocks

How do you know the practice worked? These are questions for reflection

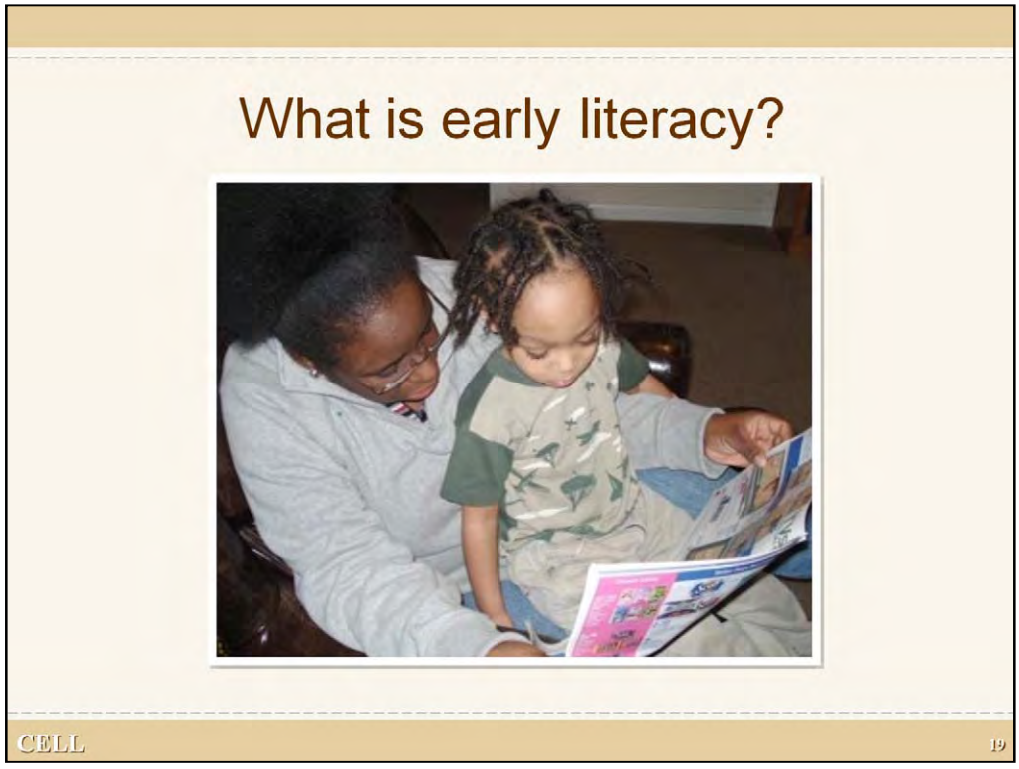
Vignettes: Stories that illustrate the early literacy practice described

Adaptations for those caring for children with varying degrees of ability.

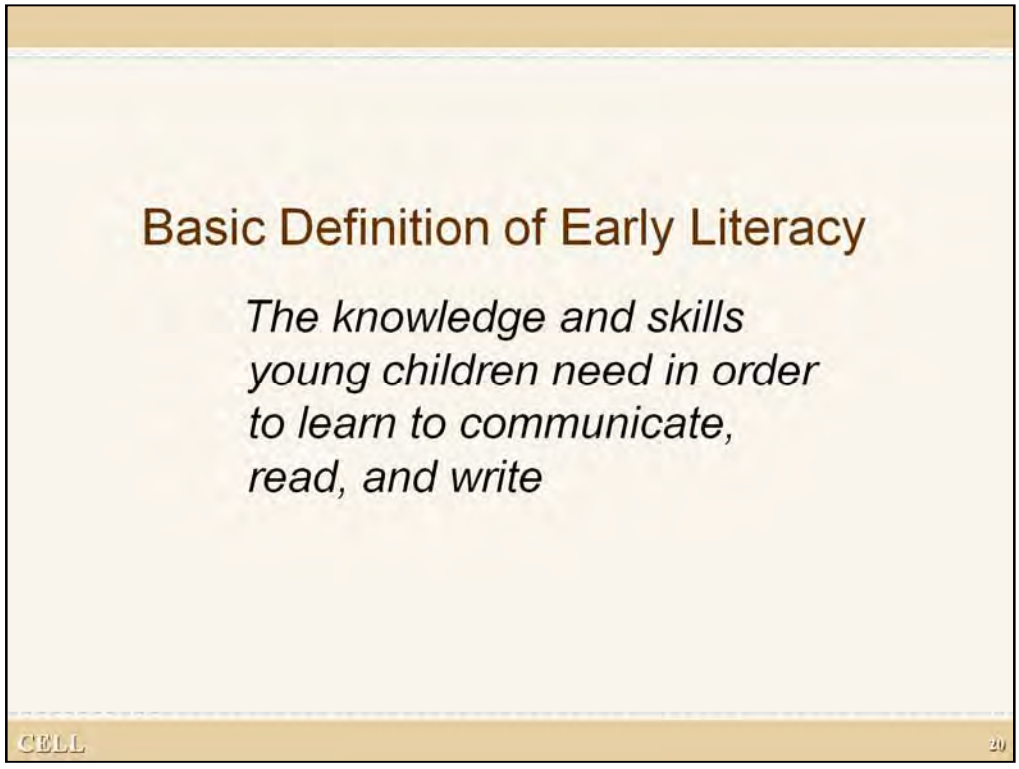
**The home visitor can use the content from CELL Practice Guides to guide a natural conversation with the parent. You may also choose to use the CELLcasts with parents. Remember to keep the interactions informal.*



An example of the CELL practice guides to use as a walk through.



Everyone brings some personal perspective to early literacy. Throughout this training we are going to identify early literacy experiences and how to create and facilitate these opportunities for children birth through five years of age. CELL provides a definition of early literacy on the next slide.



What do we mean by Early Literacy?

Before we talk about the CELL Early Literacy Learning Model, it's sometimes helpful to discuss the domains of early literacy learning. The next few slides introduce and illustrate domains of early literacy learning. We have found two strengths from incorporating Early Literacy Domains into the CELL training: It provides illustrations of Developmentally Appropriate Literacy Practices, and offers a foundation of knowledge for everyone.

Again, this is content for you the professional.

*You would not use this jargon with a parent on a home visit. You may prefer to use the illustrations on the slides that follow as examples and language you would use with families. CELL has organized these domains by two main categories, Linguistic Processing and Print-Related.

Introducing: Listening Comprehension

CELL'S Definition

Also known as receptive and expressive language, it is the ability to understand the meanings of words and sentences and their use in context.

*This illustration slide of Listening Comprehension offers examples using more family-friendly language. The examples are organized by infants, toddlers and preschoolers. These are things a parent may already be doing with their child.

Introducing : Oral Language

CELL'S Definition

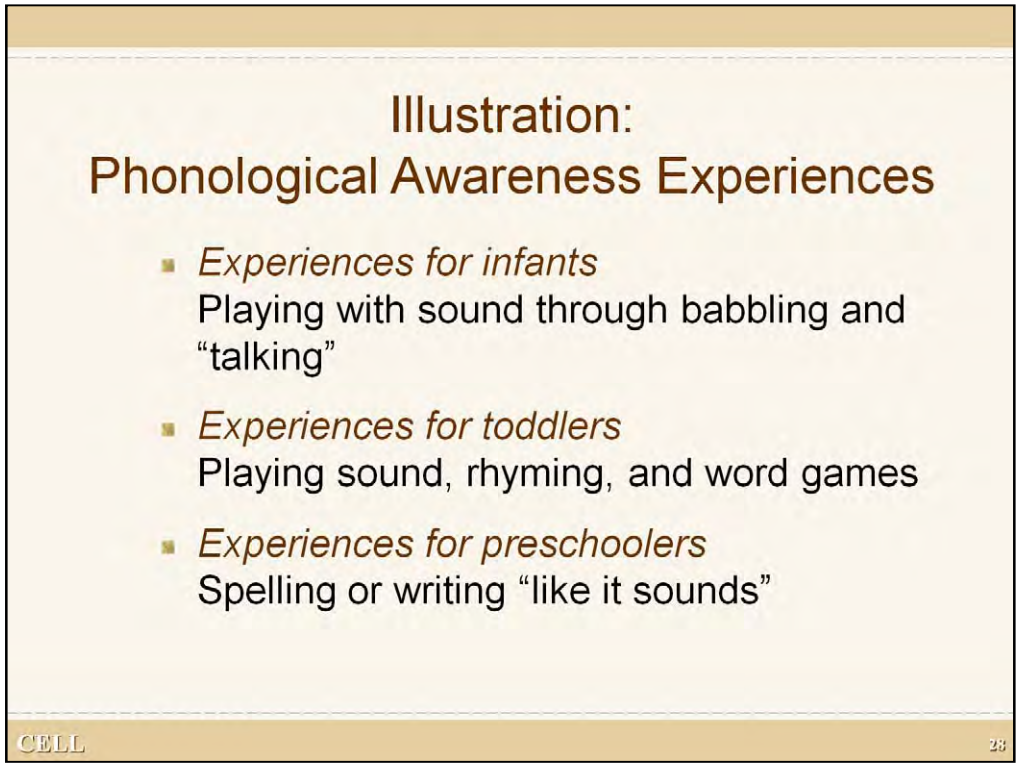
The ability to use expressive language to communicate with others

*Here is a family-friendly illustration of oral language experiences for children organized by infants, toddlers, and preschoolers. These are things a parent may already be doing with their child.

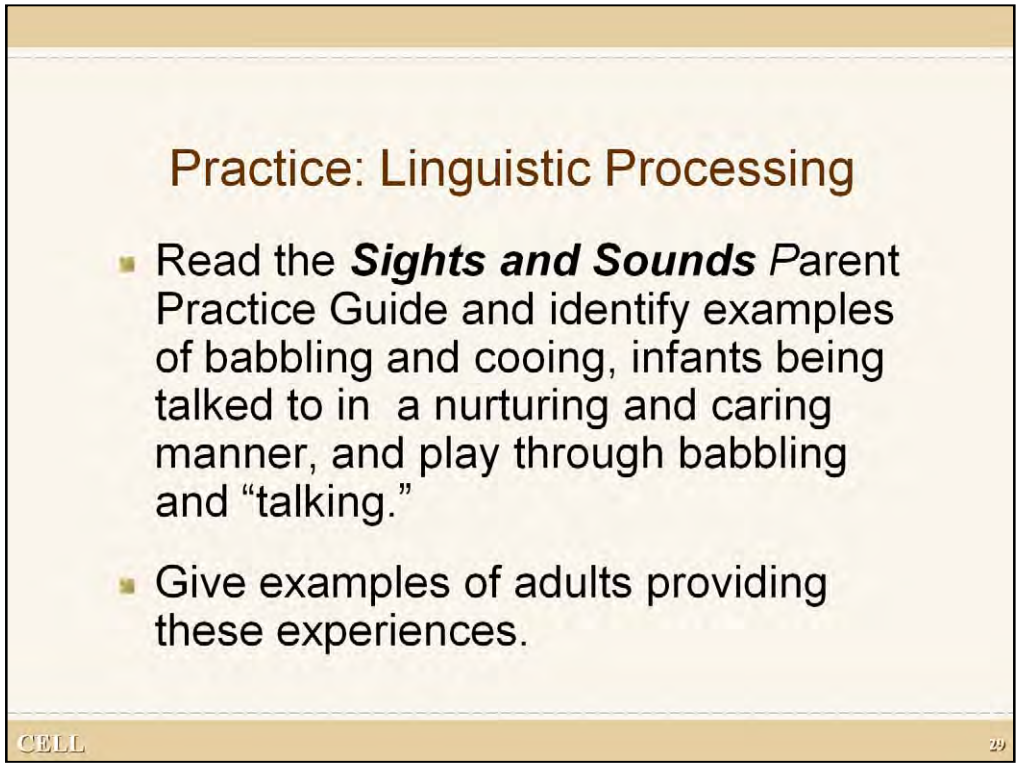
Introducing : Phonological Awareness

CELL'S Definition

The ability to distinguish between and manipulate sounds in spoken language; hear similarities, differences, and patterns in sounds



*Here is a family-friendly illustration of phonological awareness organized by infants, toddlers, and preschoolers. These are things a parent may already be doing with their child.



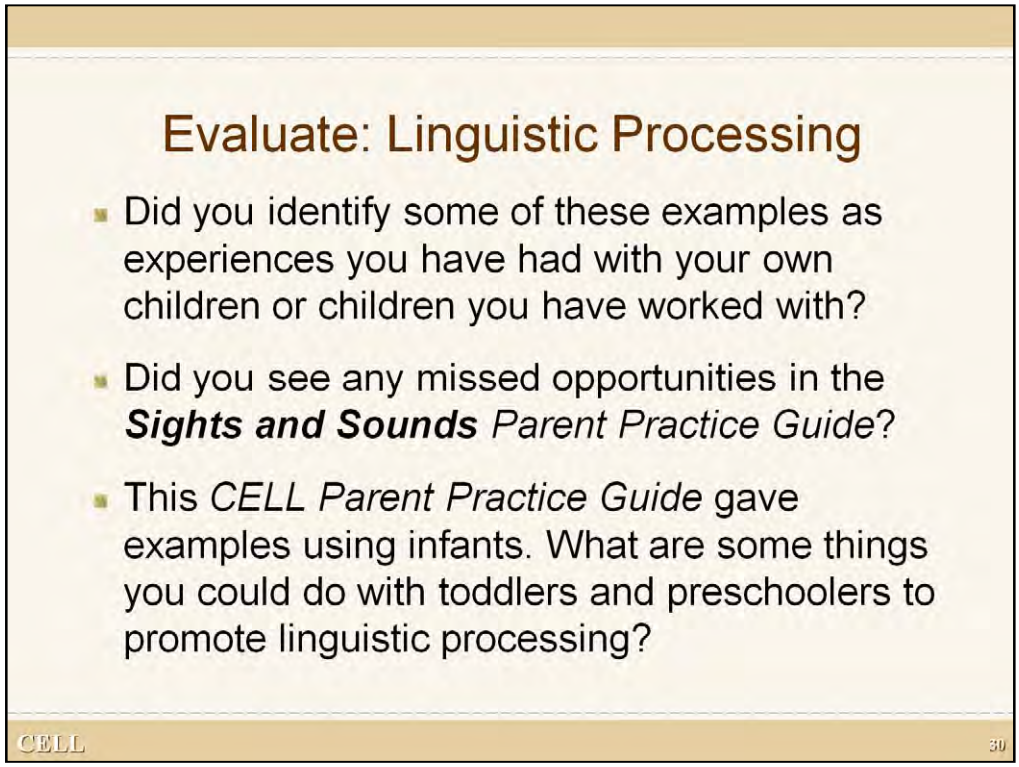
Distribute copies of the *Sights and Sounds* Parent Practice Guides.

Ask participants to read the vignettes on the back.

Ask participants to identify examples of babbling and cooing, infants being talked to in a nurturing,caring manner and play through babbling and "talking" in the vignettes.

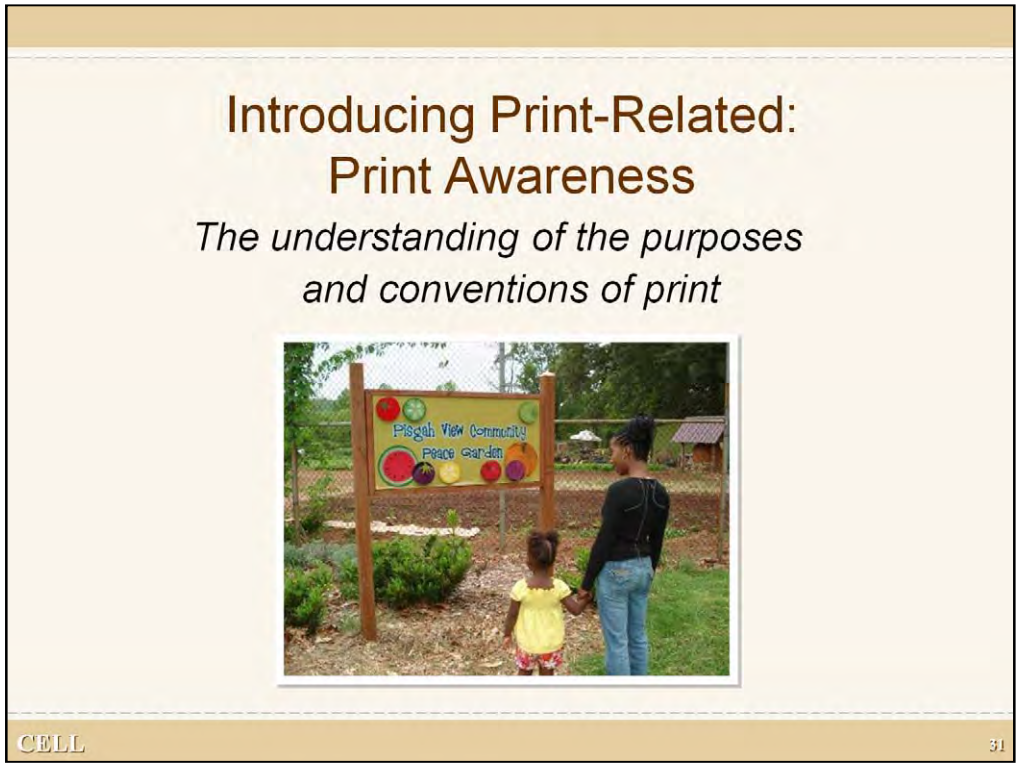
Give examples of adults providing these experiences.

Having participants practice the use of their new knowledge keeps them focused and engaged in learning.



Engage the learner in a process of evaluating the consequence or outcome of the application of the material.

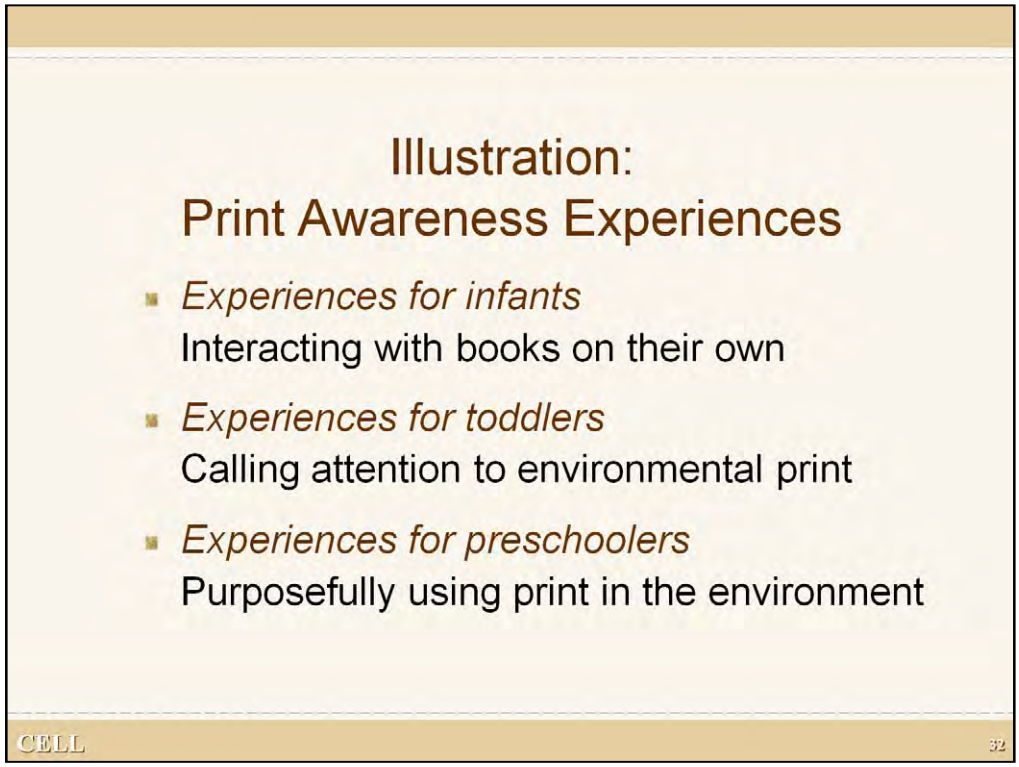
*If you were using this Parent Practice Guide with a parent, you could ask the parent if they can identify any activities that they already do with their child. You could then ask them if there were any activities they thought related to their child's interests? Is this something the parent could see doing with their child?



Introducing Print-Related: Print Awareness

CELL'S Definition

The understanding of the purposes and conventions of print

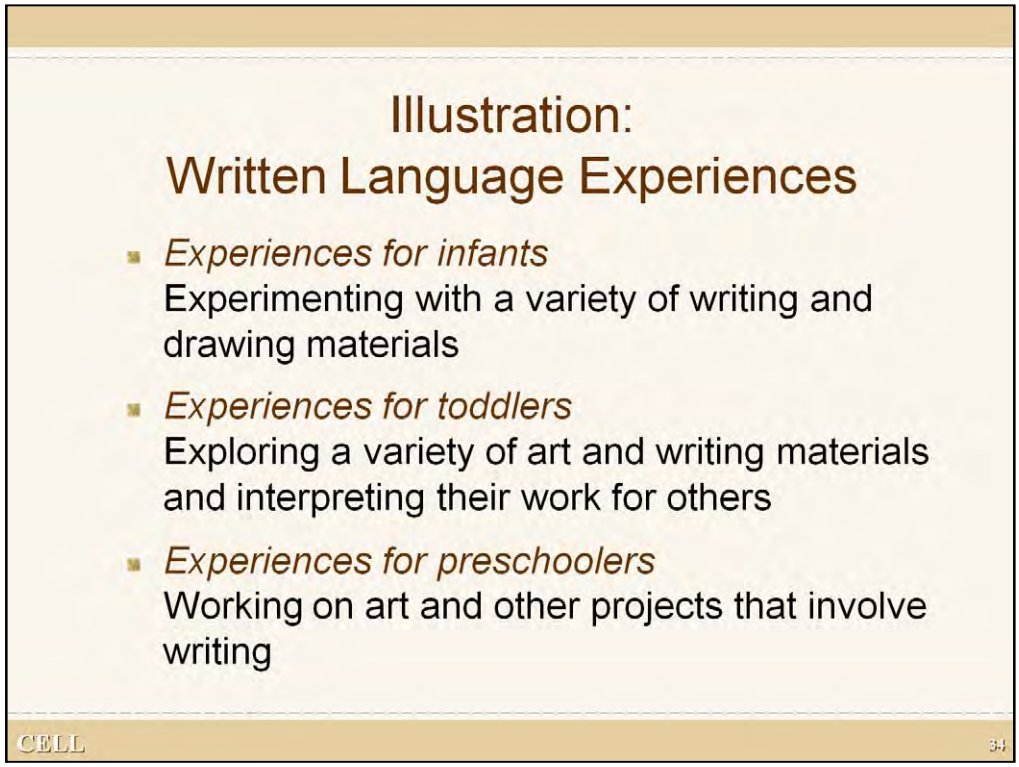


Here is a family-friendly illustration of written language experiences for children organized by infants, toddlers and preschoolers.

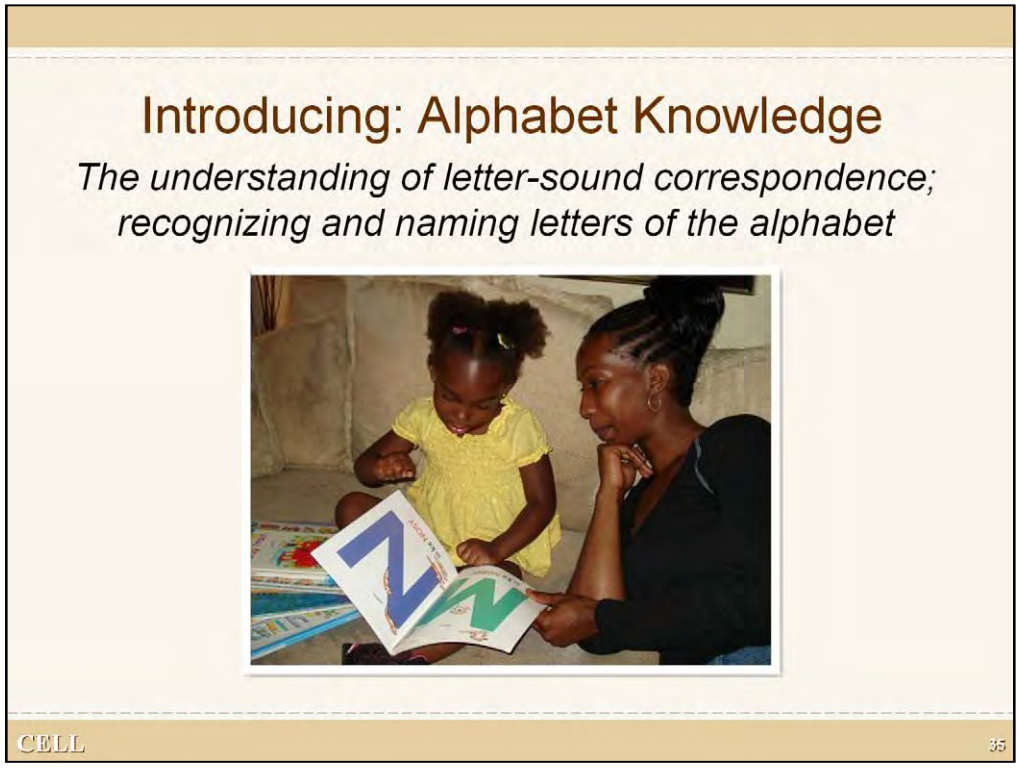
Introducing Print-Related: Written Language

CELL'S Definition

The ability to communicate through printed language



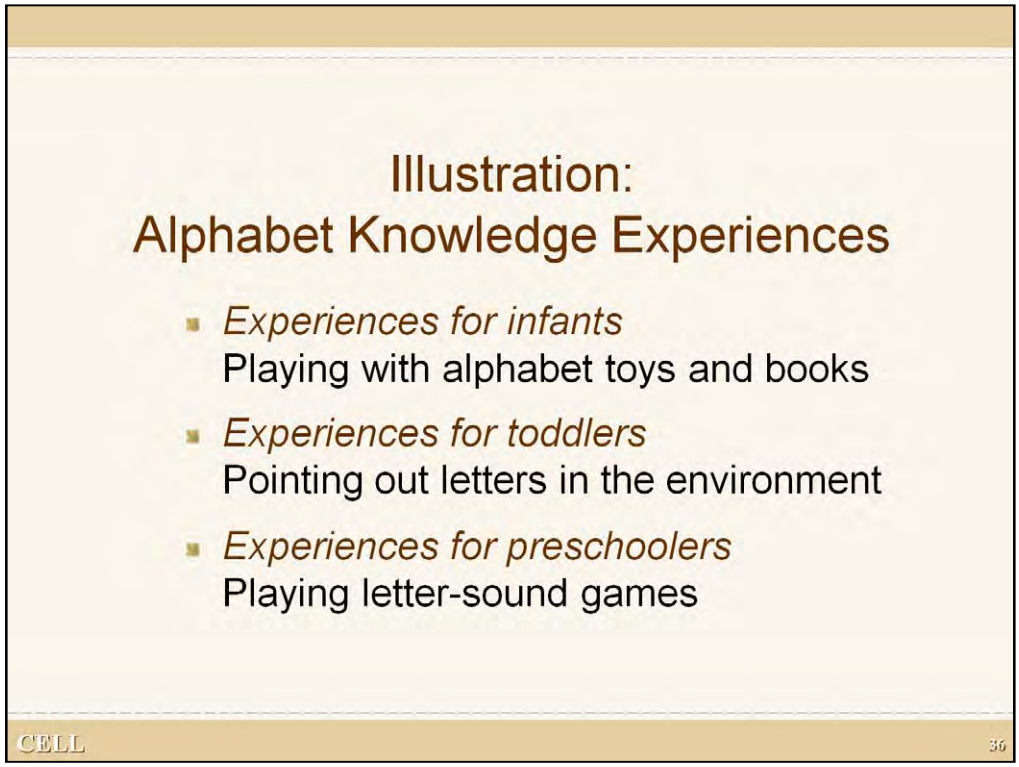
*Here is a family-friendly illustration of written language experiences for children organized by infants, toddlers, and preschoolers. These are things a parent may already be doing with their child. Can you think of other examples to illustrate written language experiences?



Introducing : Alphabet Knowledge

CELL'S Definition

The understanding of letter-sound correspondence; recognize and name letters of alphabet

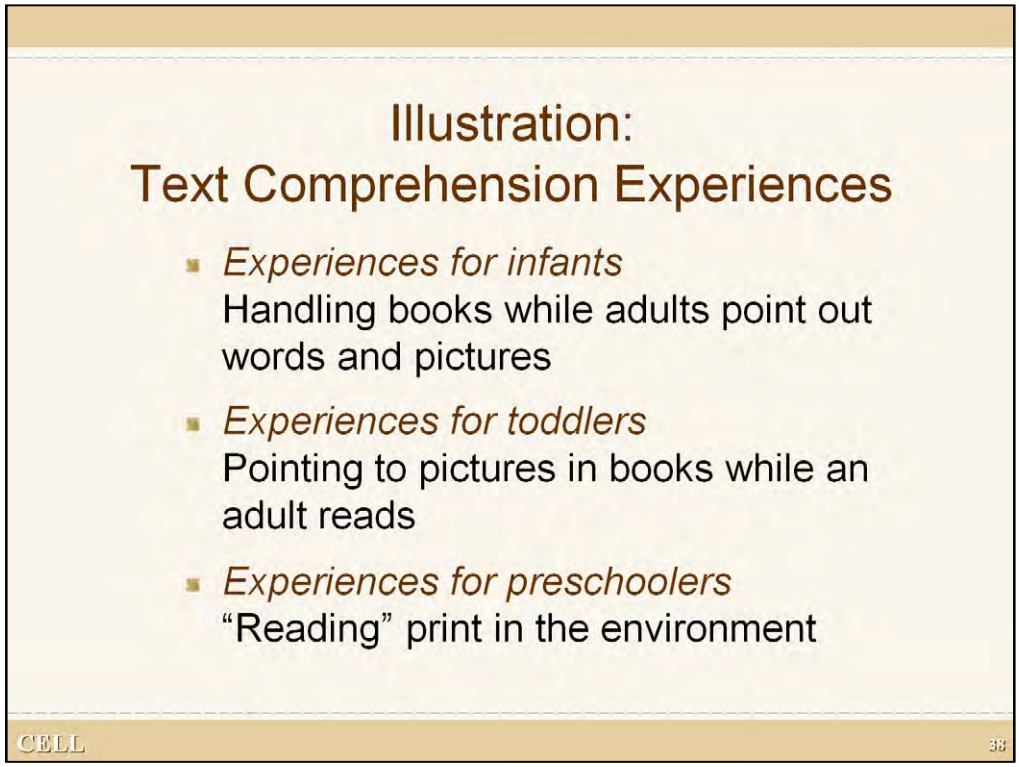


*Here is a family-friendly illustration of alphabet knowledge for children organized by infants, toddlers, and preschoolers. These are things a parent may already be doing with their child. Can you think of other examples to illustrate alphabet knowledge experiences?

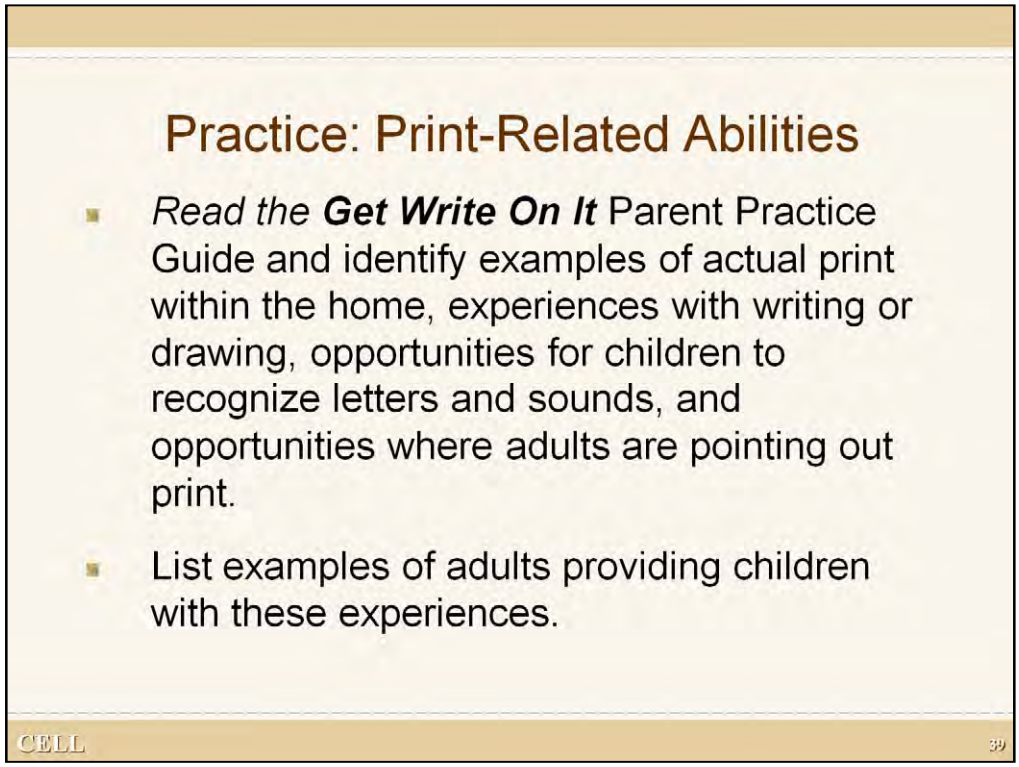
Introducing : Text Comprehension

CELL'S Definition

The ability to decode and comprehend written language



*Here is a family-friendly illustration of text comprehension for children organized by infants, toddlers, and preschoolers. These are things a parent may already be doing with their child. Can you think of other examples that illustrate text comprehension examples?



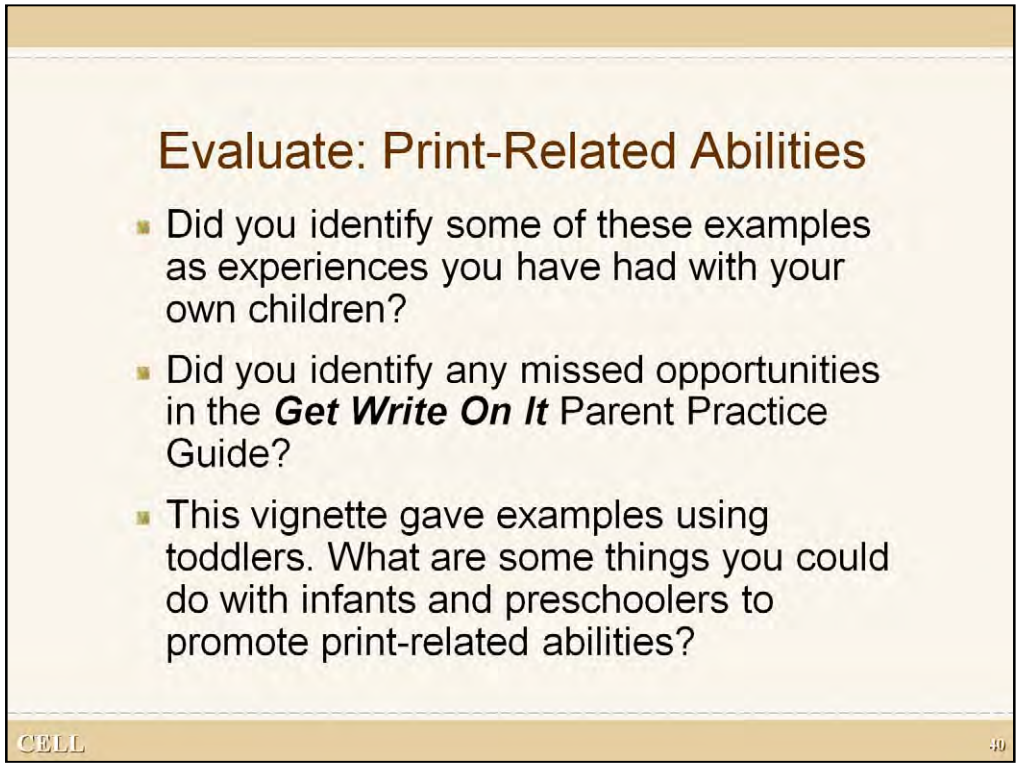
Ask participants to gather into groups.

Distribute copies of the *Get Write On It* Parent Practice Guide.

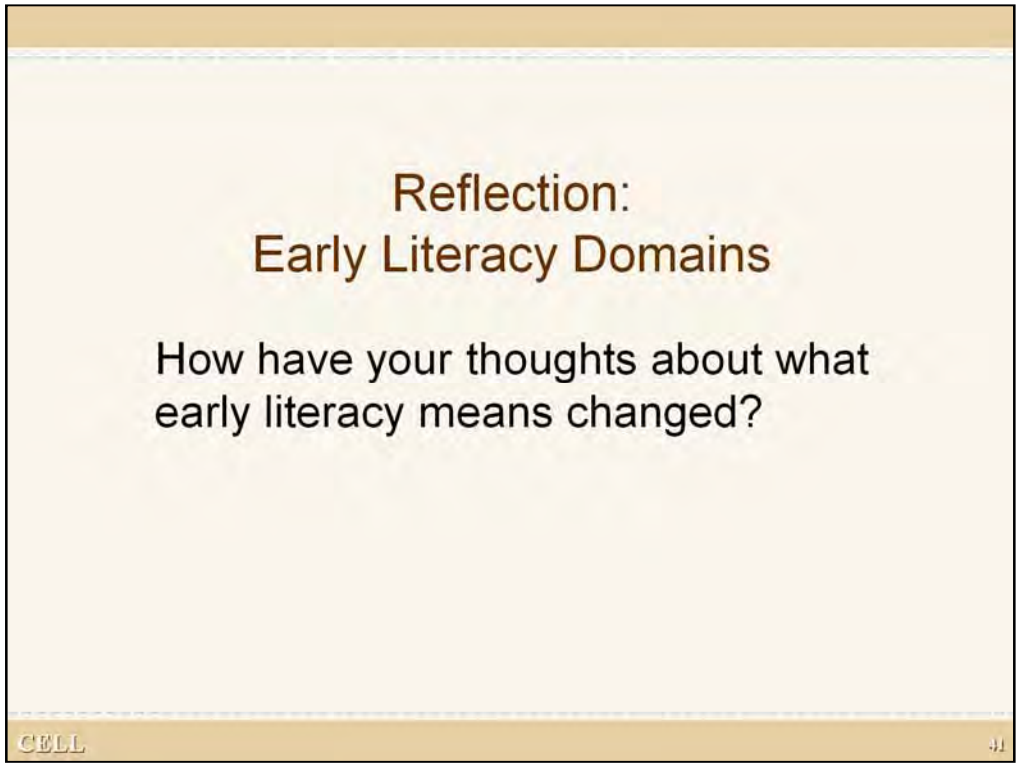
Ask participants to read all of the vignettes on the back of the Practice Guide.

Ask the participants to then identify examples of actual print within the home, experiences with writing and drawing, opportunities for children to recognize letters and sounds, and opportunities where adults are pointing out print.

Having participants practice the use of their new knowledge keeps them focused and engaged in learning.



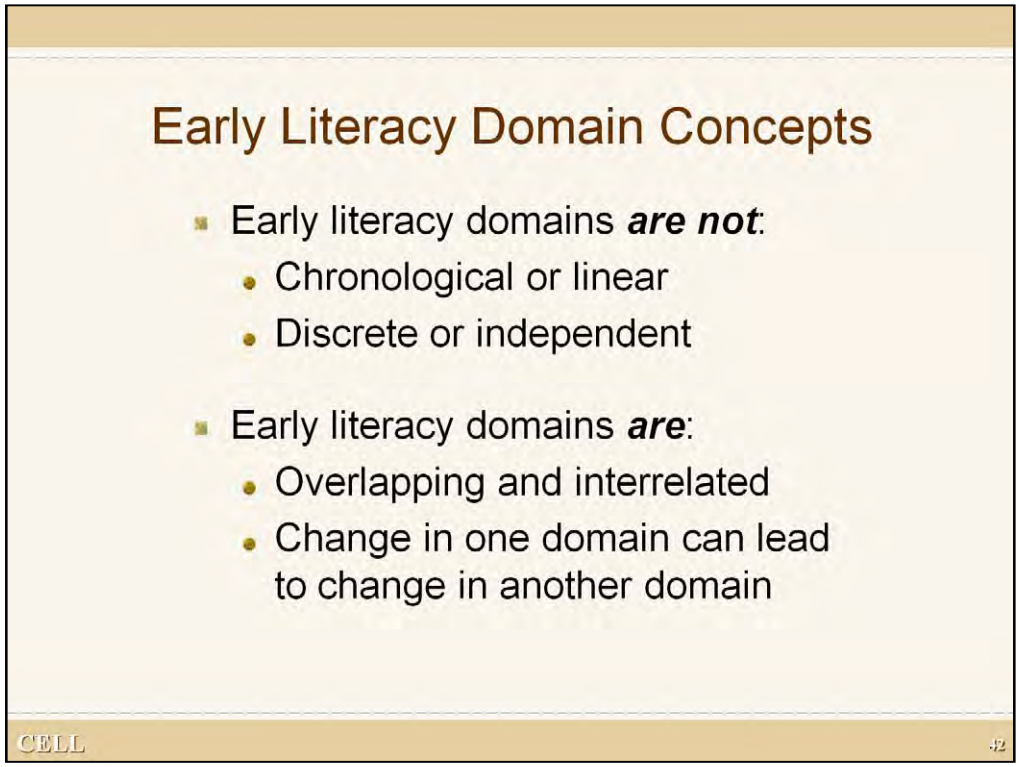
Engage the learner in a process of evaluating the consequence or outcome of the application of the material.



Engage participants in a self-assessment of their newly acquired knowledge.

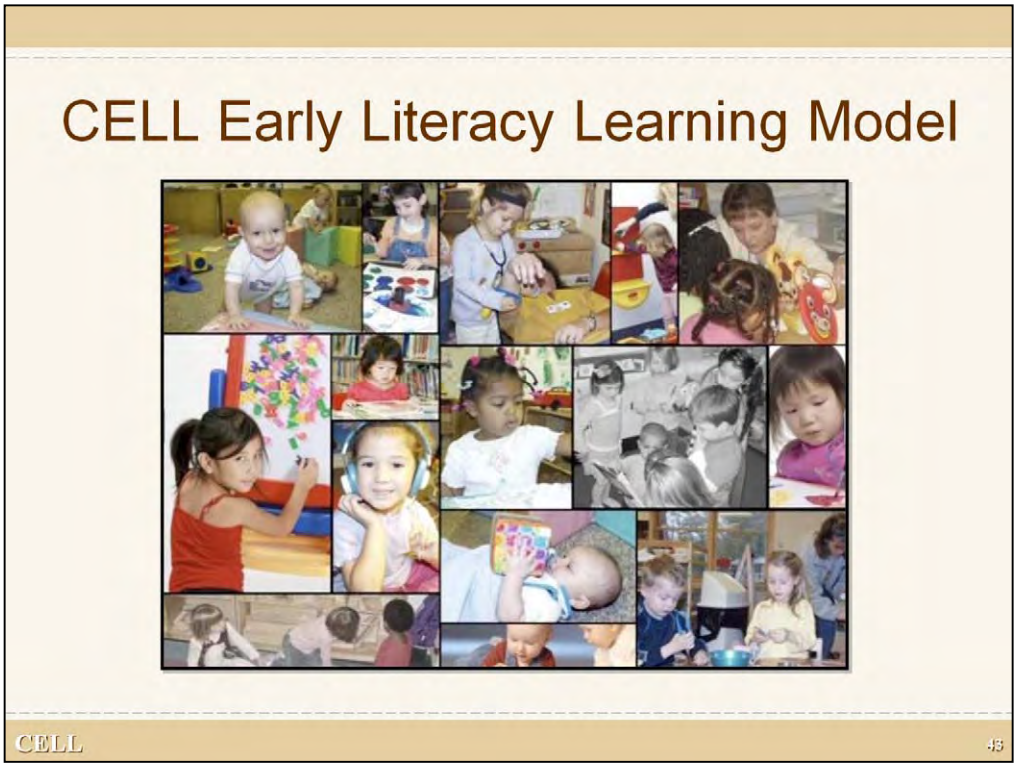
Encourage participants to describe what literacy in the home means. Have their thoughts changed after engaging in this training?

Reflection assists participants in determining the outcome of their practice. Do they need to engage in additional practice? Or have the participants acquired the appropriate amount of knowledge to continue?

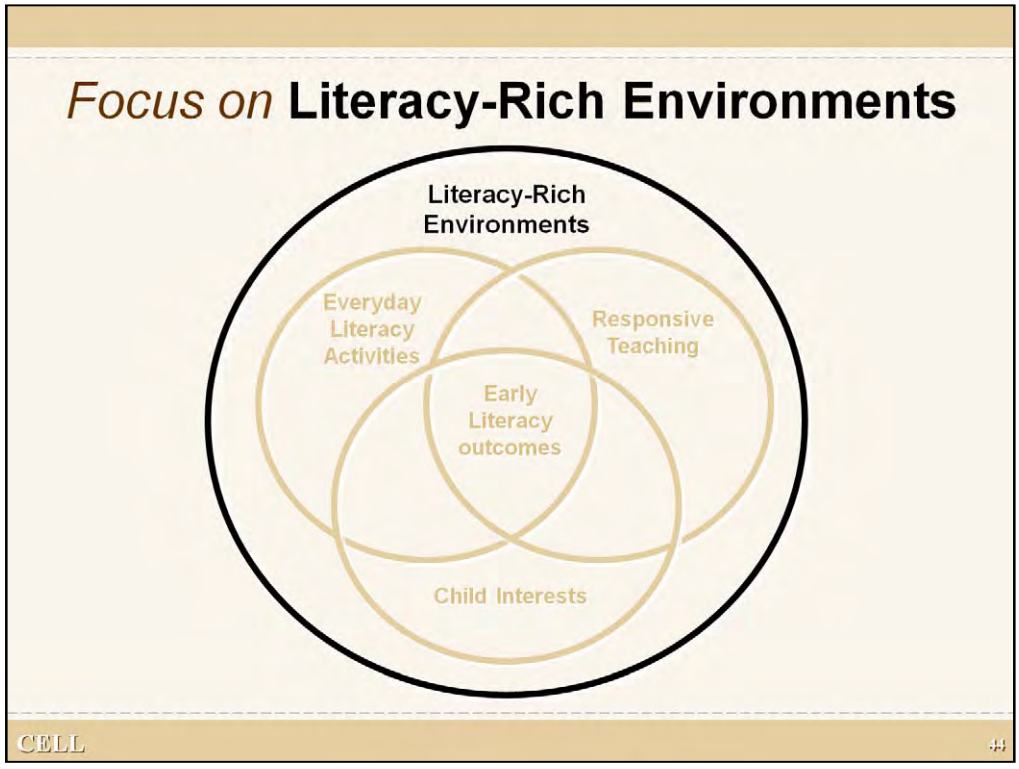


Early literacy domains overlap and are interrelated, they do not develop or occur one right after the other, nor are they independent.

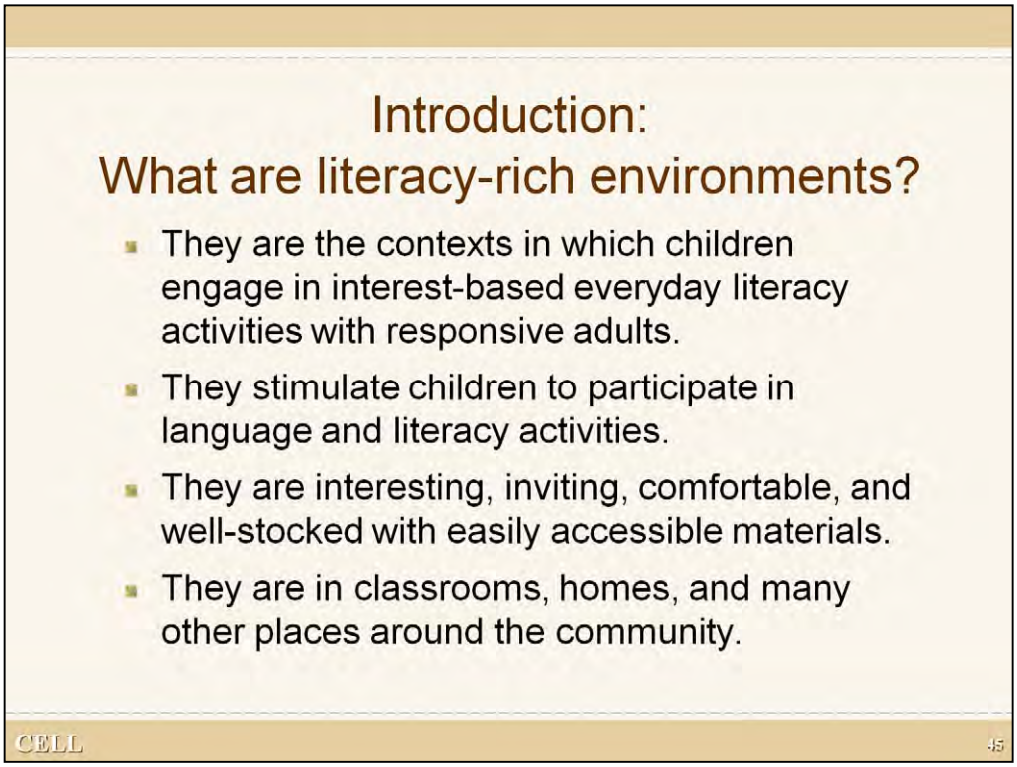
Remember that change in one domain, for example alphabet knowledge, can lead to change in another domain-text comprehension for example.



Now we will begin to look at the CELL Early Literacy Learning Model. Notice that Participatory Adult Learning Strategies (PALS) are used in this section.



We will begin our focus on the Literacy-Rich Environments component of CELL.



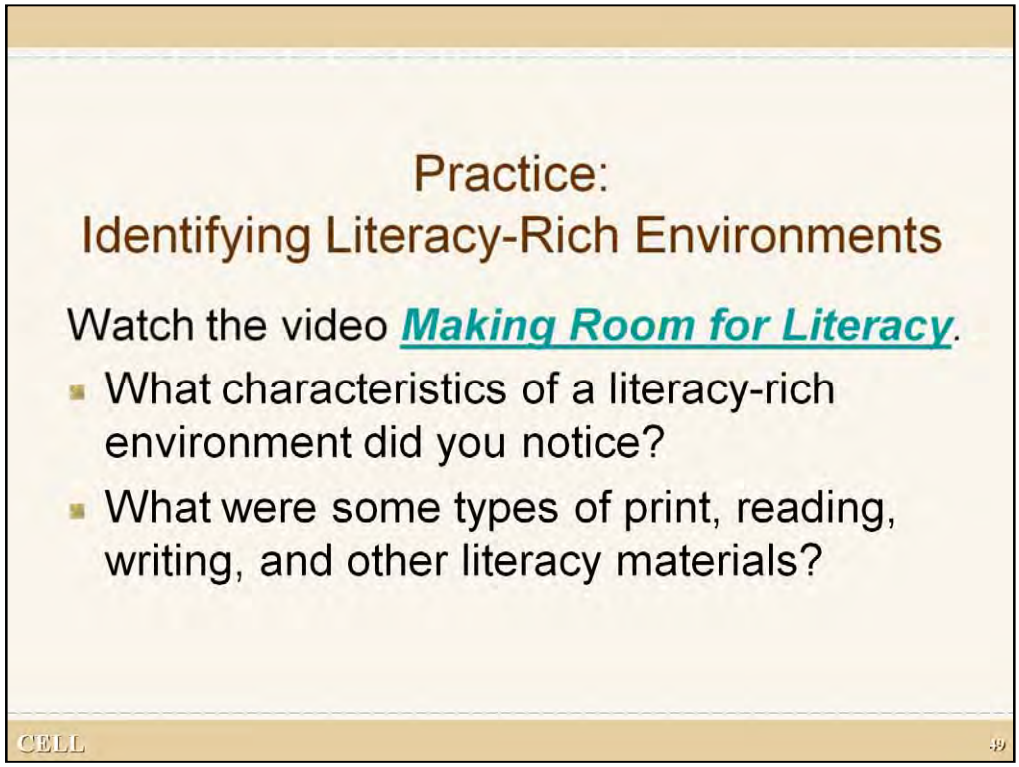
Notice that literacy-rich environments can include classrooms, homes, and many other places around the community. Literacy experiences do not just happen in the classroom.

Presenter gives specific examples that may appear in these areas. i.e. Indoors- kitchen would have a refrigerator with photos and alphabet magnets, grocery lists, etc. Outdoors: You may use sidewalk chalk on the patio. Ask participants to name additional examples?

Introduction:
Incorporating Materials in Functional Ways

- Focus on incorporating materials throughout the environment in functional and natural ways.
- Functional use of materials means that children use the materials for a specific purpose.

Ask participants to name more examples.

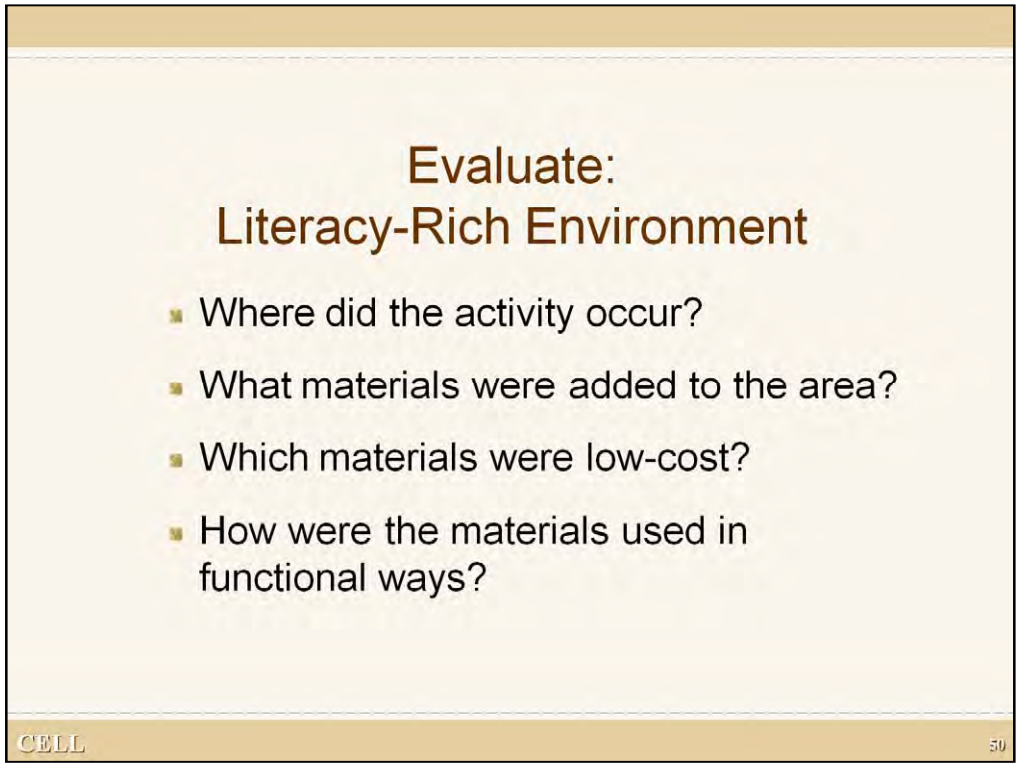


Watch the CELL video *Making Room for Literacy*

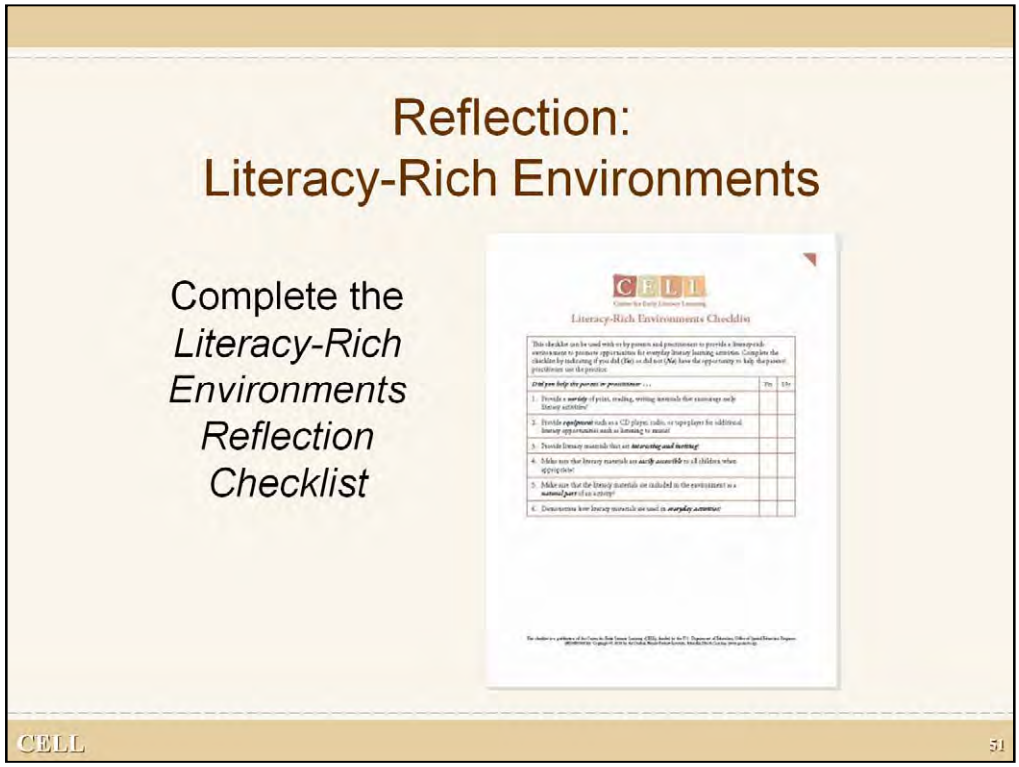
Description of Video

The CELL video *Making Room for Literacy* describes how to create a literacy-rich home environment.

Asking participants to practice new knowledge keeps them engaged and focused on learning.



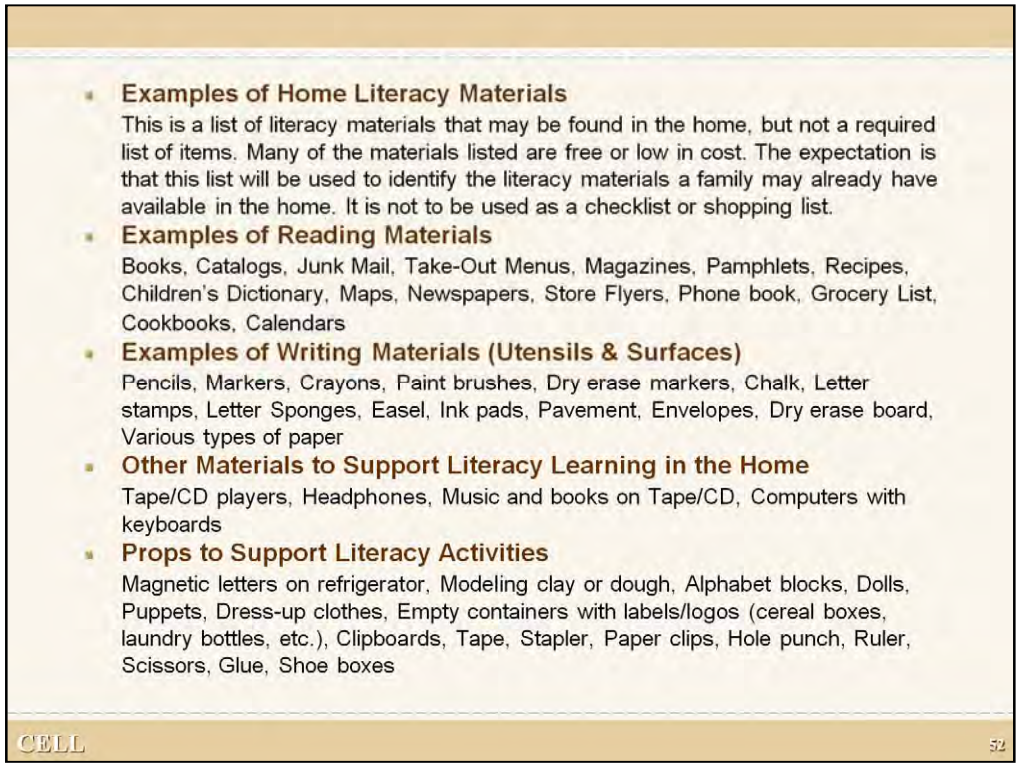
Evaluation assists in the assessment of participants strengths and weaknesses related to the practice conducted.



Provide the Home Visitor with the Literacy-Rich Environments Reflection Checklist to complete. Ask each participant to complete the form on their own.

Using this checklist enables participants to reflect on their knowledge about literacy-rich environments. Indicating "yes" tells the practitioner that sufficient knowledge has been acquired. A "no" response tells the participant that more practice needs to be done in order to more fully understand the literacy-rich environment component of CELL.

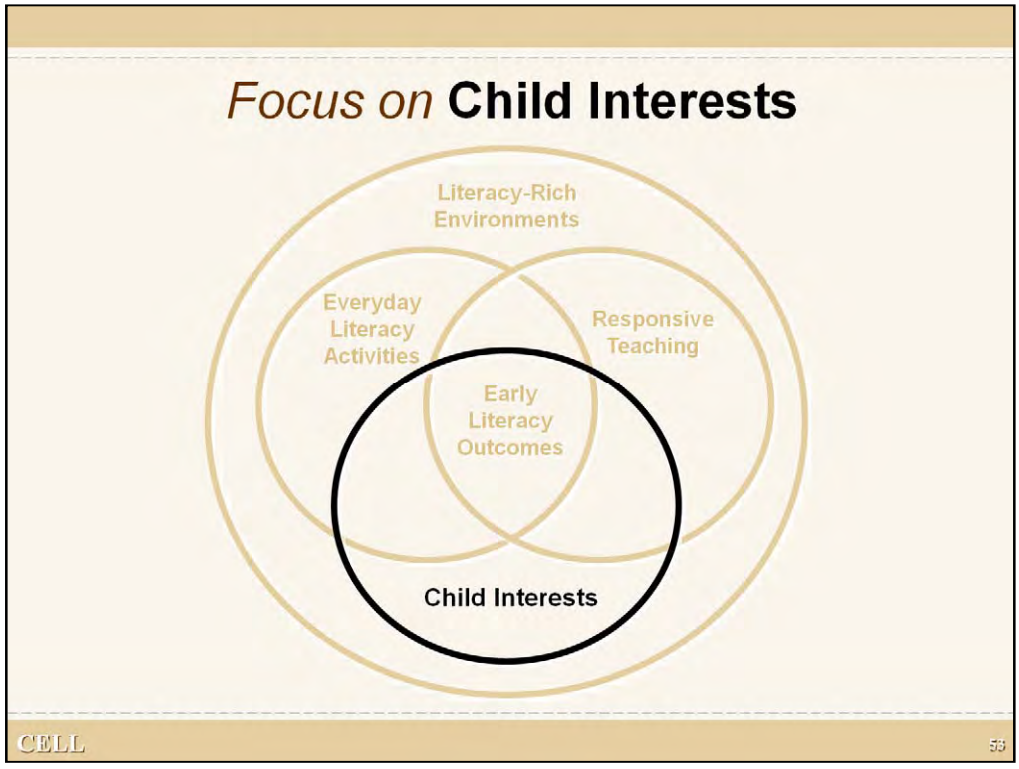
*When a Home Visitor has finished sharing a component of CELL with a family they may want to read and talk through the reflection tool together with parents rather than give the form to families to complete on their own.



Here is a list of *Examples of Home Literacy Materials*

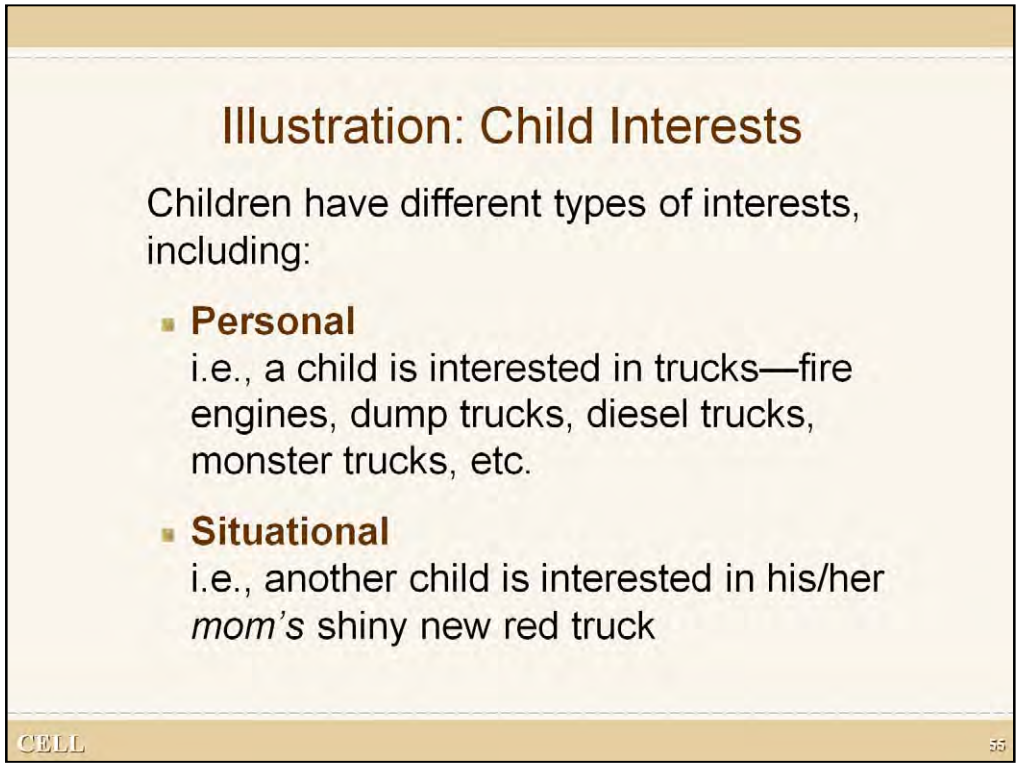
The list may be used as a reminder for the home visitor of things to look for when working with the family.

*It is not intended to be given to the family as a checklist or a shopping list.



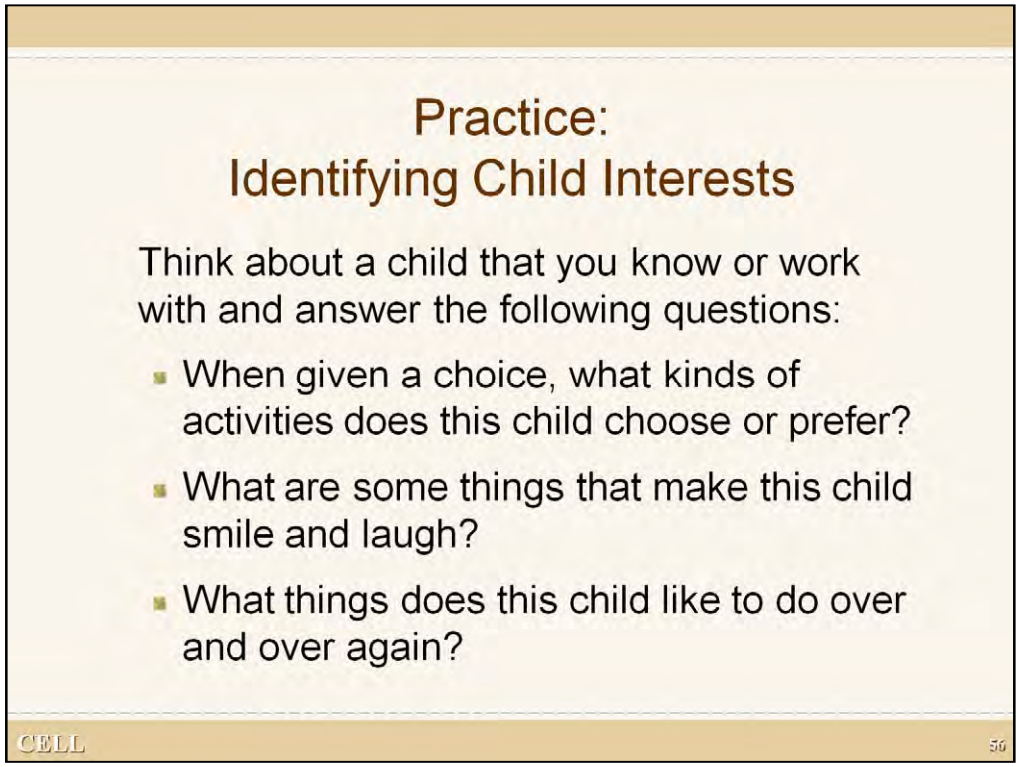
Child Interest is the second component of the CELL model and is also the basis for child learning.

Tell participants that it may be difficult to identify the interest of a young child or children with more severe challenges, but they do have them.



The trainer may want to point out more specific examples in addition to the ones provided.

*When working with a family, the home visitor will use a specific example related to that child and family.



Ask participants to think about a child that they know or work with and answer the questions.

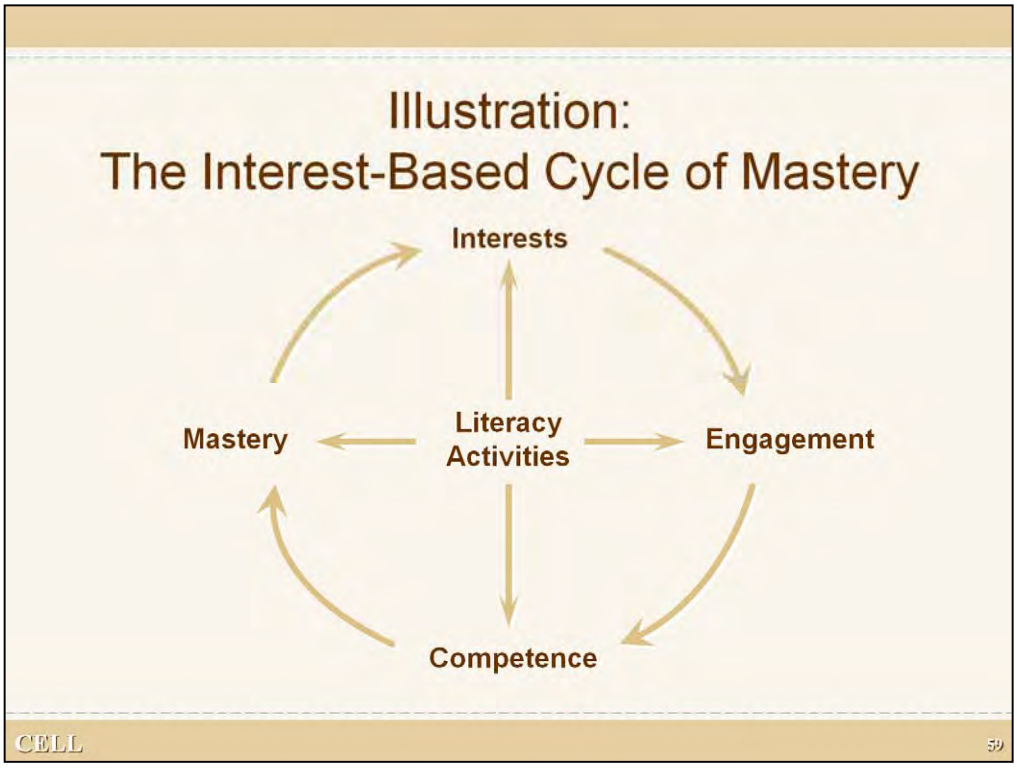
Practicing the use of new knowledge keeps the learner engaged and focused.

Evaluation:
Child Interests

- What interests did you identify?
- What were the top interests? Did you identify any passions of the child?
- What are themes or clusters of interests that you see?
- What surprised you?

Introduction:
Why are child interests important?

- Children's interests form the basis for their learning. This is the basis of CELL early learning practices.
- Children are more likely to become engaged in an activity if they are interested in it, which increases their opportunities for learning.



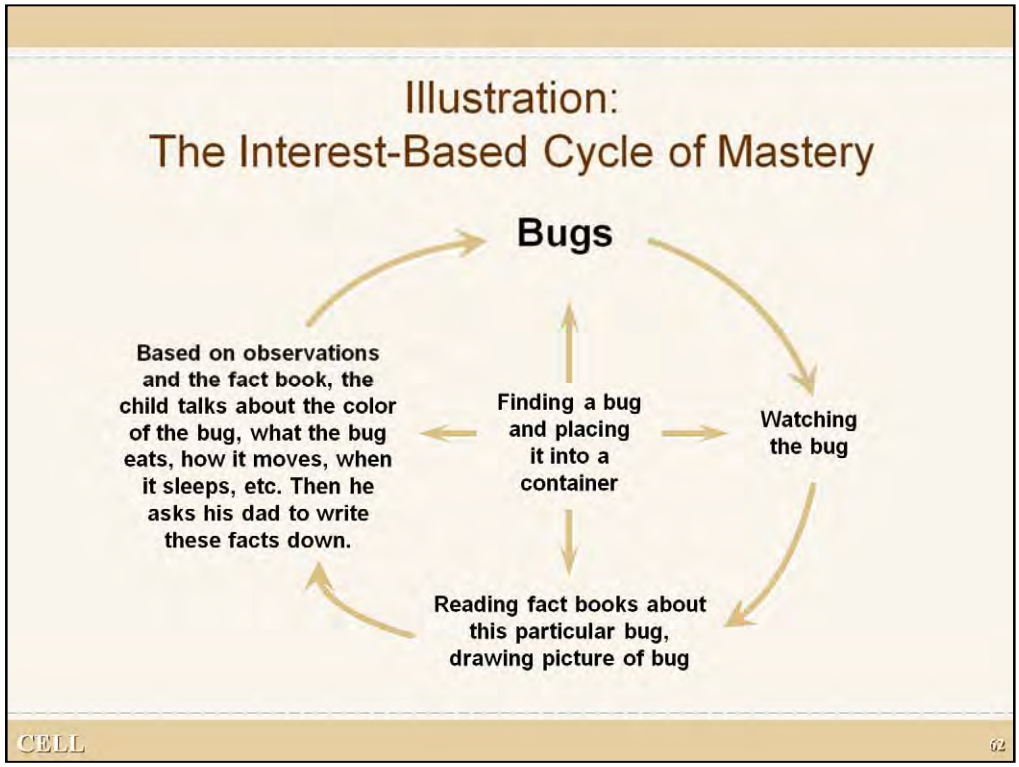
This is a visual representation of the cycle of mastery. Notice that it begins with a child's interests, moves to engagement, competence and then mastery. A full description with examples follows.

Illustration: The Interest-Based Cycle of Mastery

- **Interests**: Children master new behaviors faster if they are interested in the experiences that promote those behaviors.
- **Engagement**: Participating in an activity that is interesting helps engage the child in the process. Engagement comes from being an active participant in the activity both verbally and physically.

Illustration:
The Interest-Based Cycle of Mastery

- **Competence**: Competence develops through repeated experiences of engagement. The more frequently a child participates, the more competent he or she becomes.
- **Mastery**: Once children achieve sufficient competence to have mastered a task, their success will encourage them to continue experimenting with similar activities, generating and expanding further interests.

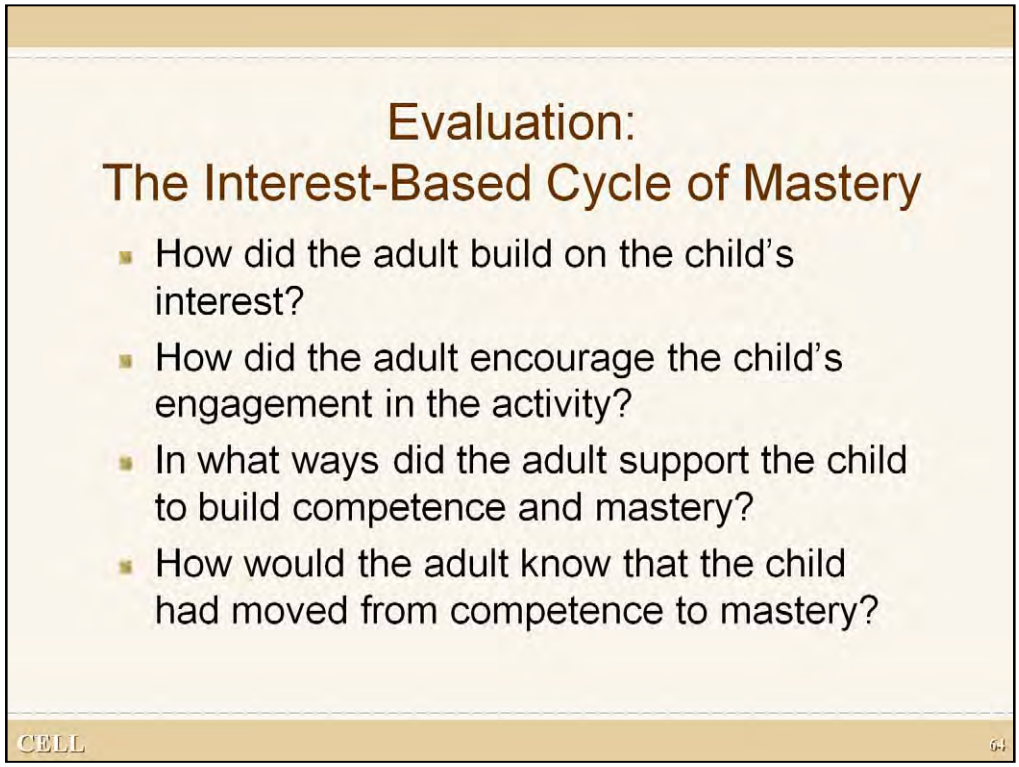


This slide illustrates the interest-based cycle of mastery using the example of a child's interest in bugs. The child is interested in bugs. The initial activity is finding a bug and placing it into a container. The child engages in his interest by watching the bug. Next the child becomes more competent in bug knowledge by reading fact books about a particular bug, and drawing a picture of the bug. Then, it appears the child has mastered his knowledge of bugs when using his knowledge from past experiences when he talks about the color of the bug, what the bug eats, how it moves, when it sleeps, etc. The child then asks his dad to write down what he has learned about the bug.

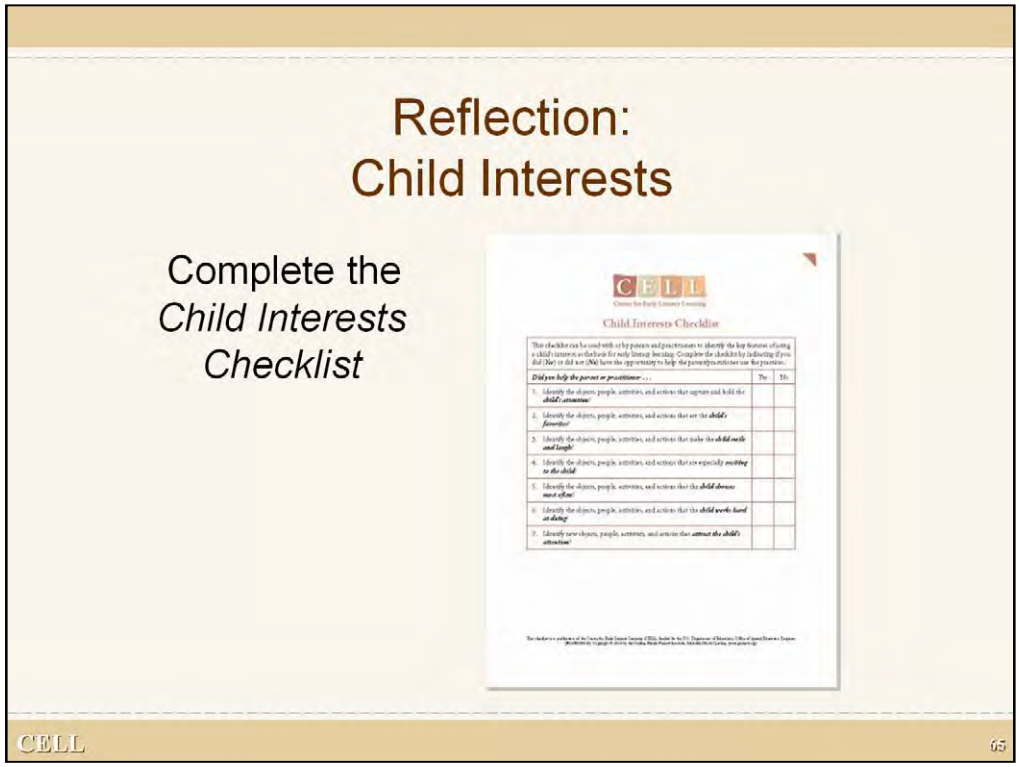
Participants will watch the CELL video *Interests Lead to Learning* and answer the questions that follow.

Description of the video

Child interests are the foundation of the CELL approach to early literacy learning. The CELL video *Interests Lead to Learning* explores the two types of child interests (personal and situational) and how to identify them.



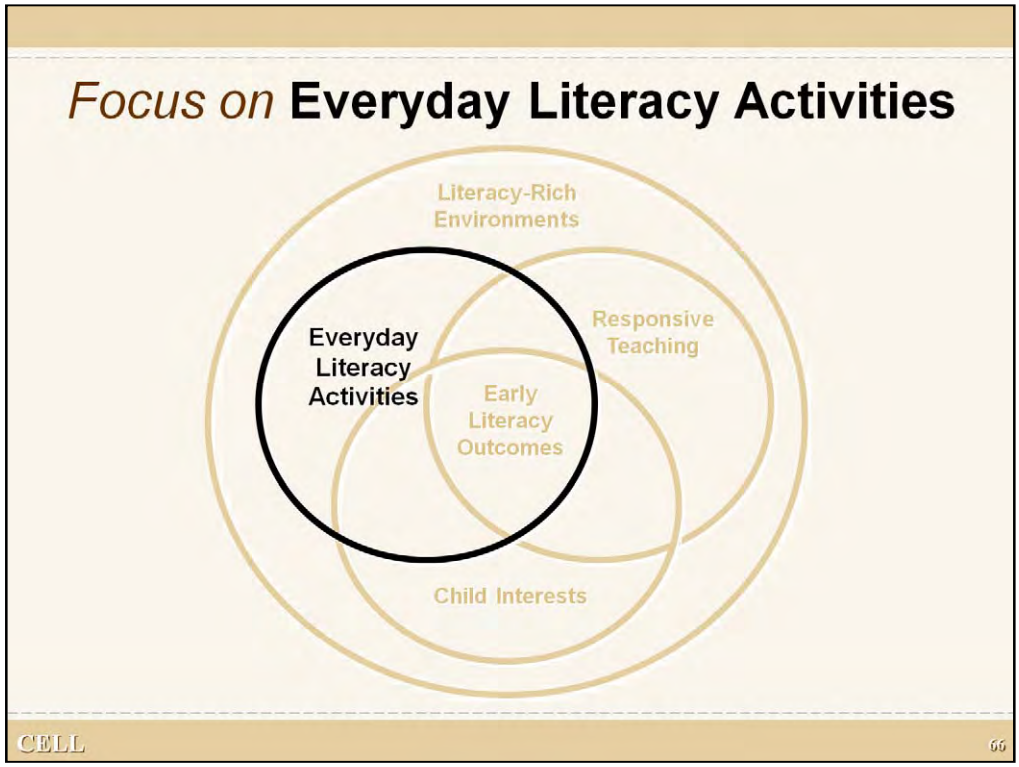
Engage the learner in a process of evaluating the consequence or outcome of the application of the material.



Complete the *Child Interest Checklist*

Reflecting assists participants in determining the outcome of the practice. Does the participant need to engage in additional practice? Is the participant comfortable with his or her current level of knowledge?

**Home Visitors may want to read and talk through the reflection tool with the parents rather than give the form directly to families to complete on their own. Or simply ask some of the questions during a natural conversation with the parent.*



Everyday Literacy Activities is the third component of the CELL model.

Notice that the first thing mentioned in Everyday Literacy Activities is “interest-based”.

Introduction: What are Everyday Literacy Activities

Everyday literacy activities need to:

- Be interest-based
- Provide opportunities for literacy and language learning
- Provide opportunities to acquire and use literacy abilities
- Happen frequently (or could happen frequently)

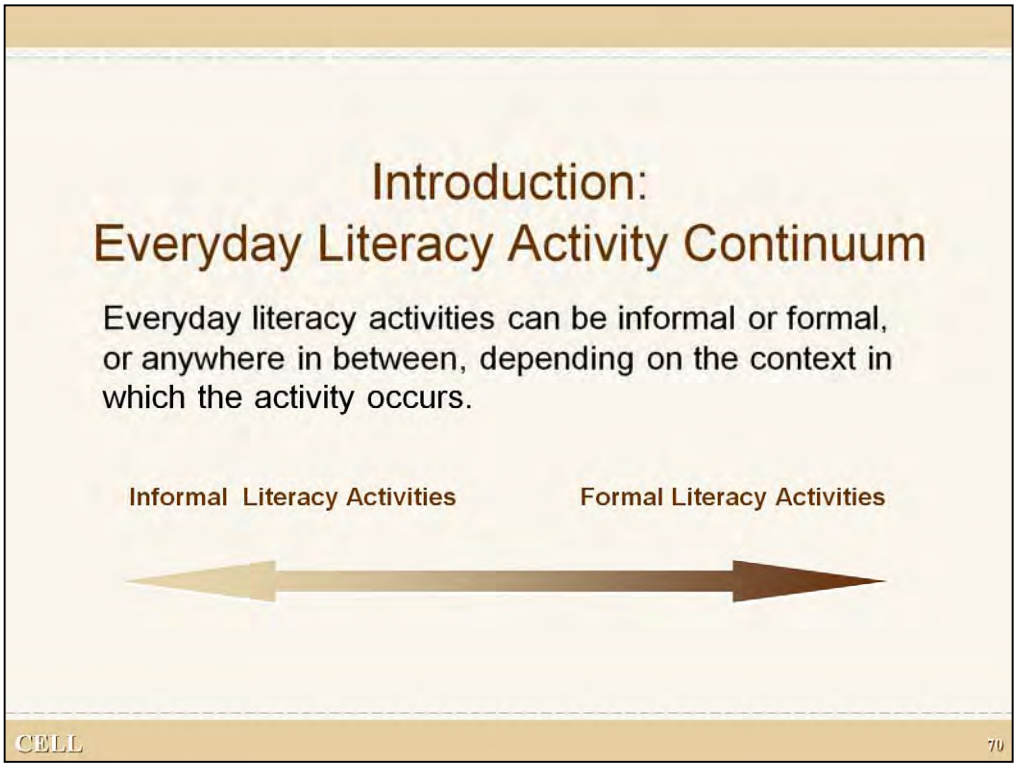
Watch the video *Pathways to Literacy*

Description of Video

The CELL video *Pathways to Literacy* illustrates how literacy learning opportunities can be found in everyday places, in everyday activities.

Illustration: Everyday Literacy Activities

- Interest-based:
  A child who loves birds will enjoy drawing, writing, talking, and reading about birds
- Opportunities for language learning:
  Conversation with peers and adults during everyday activities, such as talking about the birds seen during a walk outside
- Opportunities to practice literacy skills:
  Such as with reading and writing materials: reading a book about birds, finding bird-related items in a catalog



*Key point for families- you don't have to do "school" type formal activities. Parents should feel empowered to provide literacy experiences for their child through simple everyday activities. Some activities may be formal, and some informal. Parents should not feel guilty or overwhelmed about providing literacy experiences for their child. Create opportunities for families to be successful, so that they will feel confident and more importantly see the benefits for their child. Remember examples of the benefits or outcomes for the child are highlighted in the Parent Practice Guides in the section titled, "How do you know the practice worked?"

Illustration: Informal Literacy Activities

- Unstructured activities
- Primarily directed by child, with adult being a facilitator (i.e., less adult-directed)
- Tend to occur within daily routines rather than in planned learning situations
  - For example: car rides, grocery stores, diapering, getting dressed
  - Occur in the context of literacy-rich environments

Illustration: Formal Literacy Activities

- Structured activities
- Tend to be more adult-directed
- Tend to occur in more planned learning situations
- Can occur when an adult organizes or leads a child in a learning activity with a specific goal of enhancing literacy development
- Occur in the context of literacy-rich environments

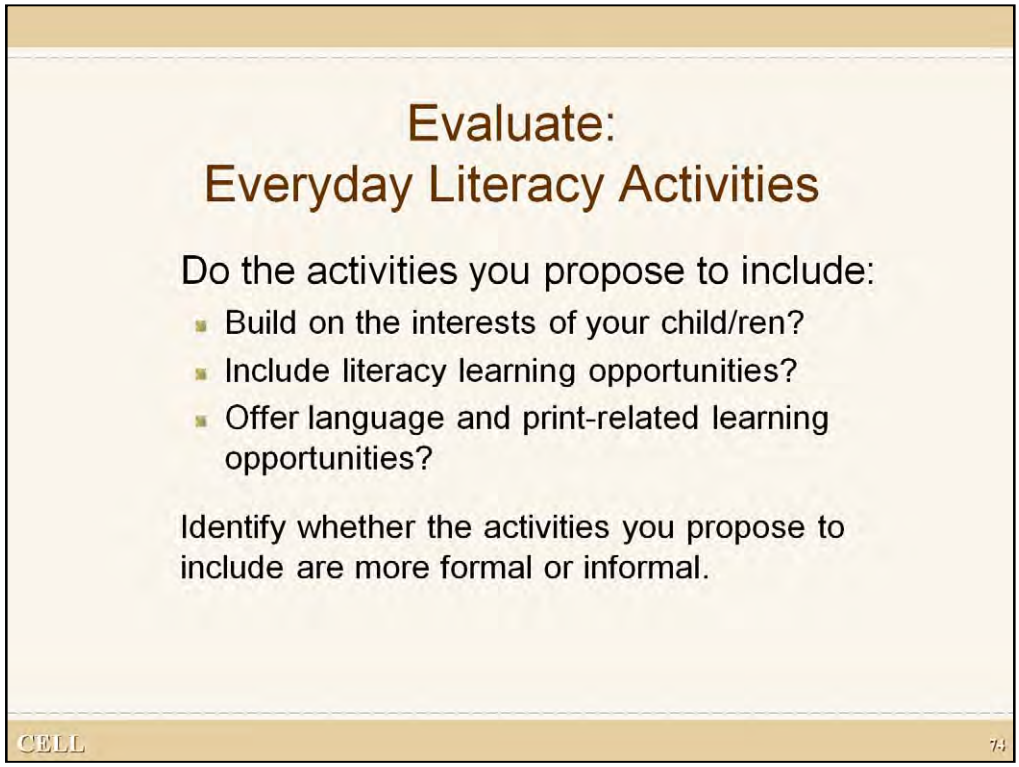
Trainer provides each participant with the *Interest-Based Everyday Literacy Activity Checklist*

The *Interest-Based Everyday Literacy Activity Checklist* is a tool that parents can use to help them with identifying their child's interests, including:

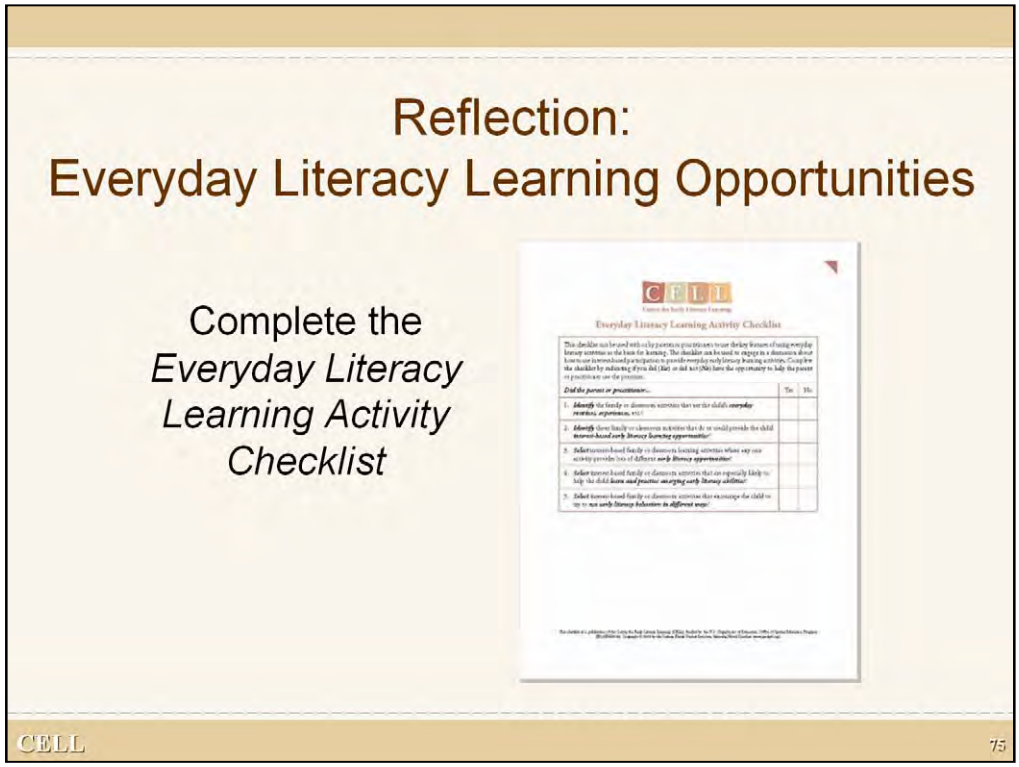
Activities that *are* of interest for their particular child

and

Activities that *would be* interesting for their particular child



This activity creates an awareness of everyday literacy learning opportunities, as well as encourages the participant to evaluate newly acquired knowledge.



This activity encourages a participant to think about his or her child, or a child they work with in regard to literacy-related activities.

Completing the CELL Everyday Literacy Activity Checklist assists the participant in reflecting on the outcome of the current practice. If the participant answers “no”, he or she may need to engage in more practice in order to increase the level of knowledge.

*When providing a home-based training you may want to read and talk through the reflection tool with the parents rather than give to families to complete on their own.

Introduction: Learning Opportunities

- Everyday literacy activities provide opportunities for early literacy learning at home, in classrooms, and in a child's community.
- Opportunities for early literacy learning need to be provided frequently.
- Opportunities for early literacy learning should be increased both across (breadth) and within (depth) literacy activities.

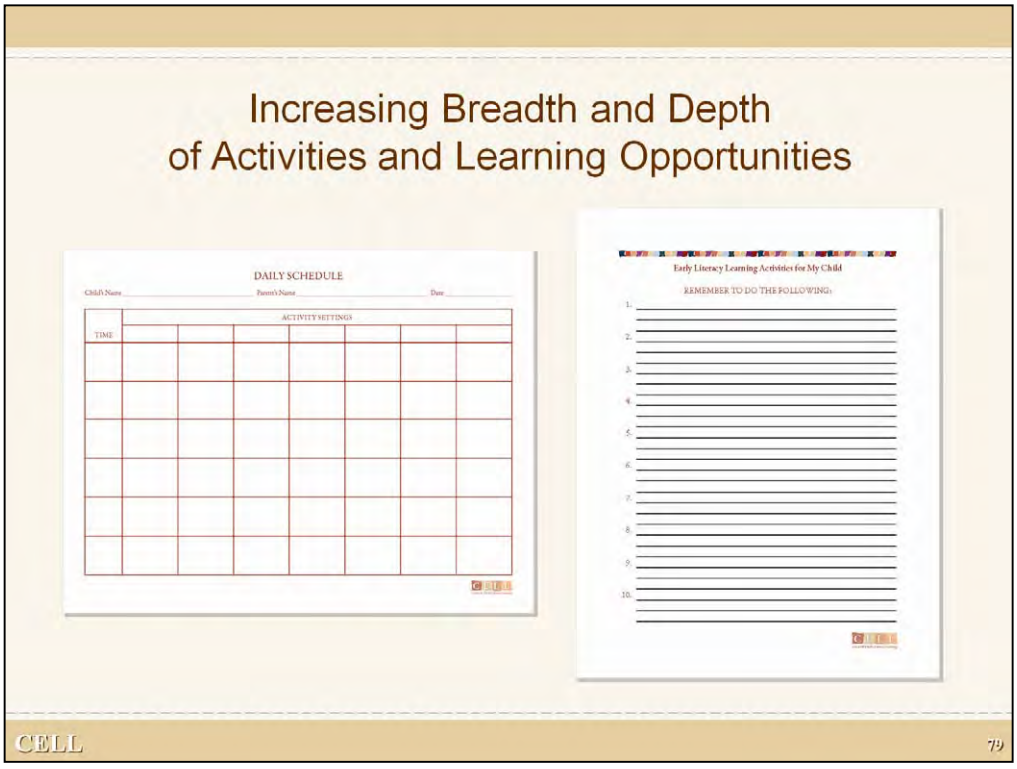
Illustration: Breadth and Depth

- Breadth—provide a wide range of activities.
- In other words, focus on one interest and provide a wide range of activities based on that interest.
- Depth—spend time engaging in the activity Explore and expand on the child's interest.
- Depth is about opportunities within an interest-based activity.
- In other words, find opportunities within a specific interest-based activity.

Illustration: Tools for Increasing Breadth and Depth of Learning Opportunities

- CELL has two more tools to assist parents and practitioners to remember literacy learning opportunities and activities they want to do with their child/ren:
  - Daily Schedule
  - Reminder Tool

- These tools are designed to help parents and practitioners increase opportunities for literacy learning across (breadth) and within (depth) literacy activities.



*These forms may help a parent visualize everyday learning opportunities or organize activities in a way that's more intentional. A family may choose to use these forms, or they may already have their own method of being intentional with literacy opportunities.

Watch the video clip *Banana Pudding*

Participants need to listen and watch how the adult delves more deeply into and expand on the child's interest.

Description of Video

This CELL video illustrates how a grandmother provides breadth and depth to an activity when making banana pudding with her grandson.

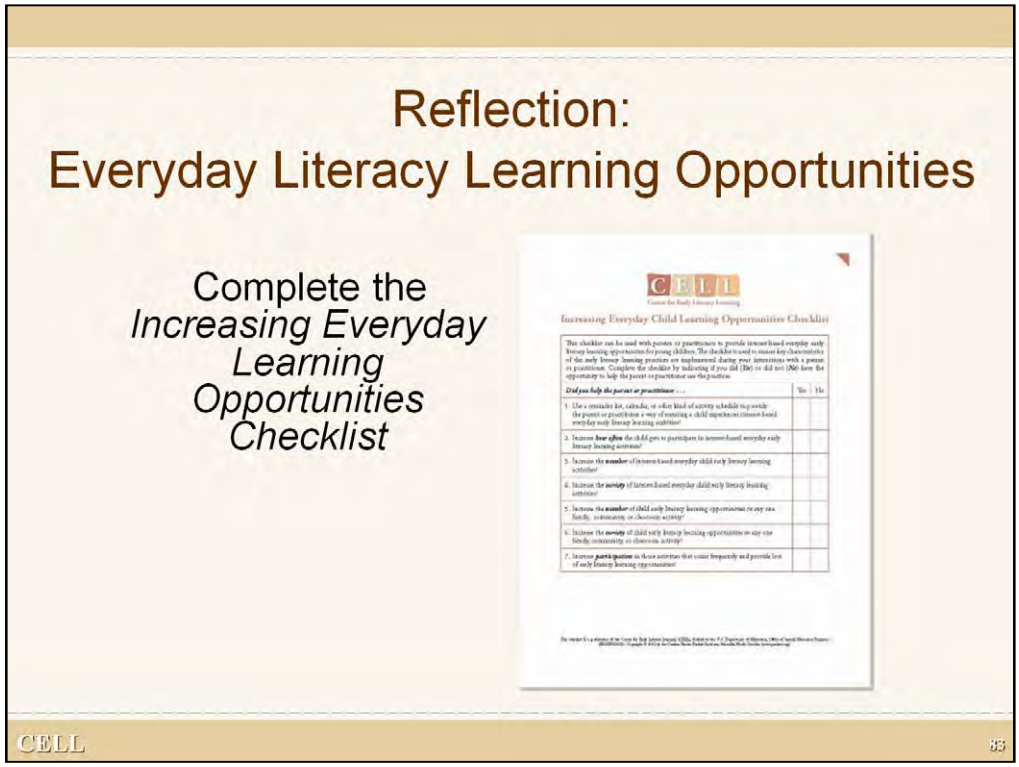
Practice: Everyday Learning Opportunities

Looking at the picture below, identify and describe ways in which you could create breadth and depth to expand the current learning experience. Provide literacy specific opportunities as well.

Be specific with LITERACY opportunities

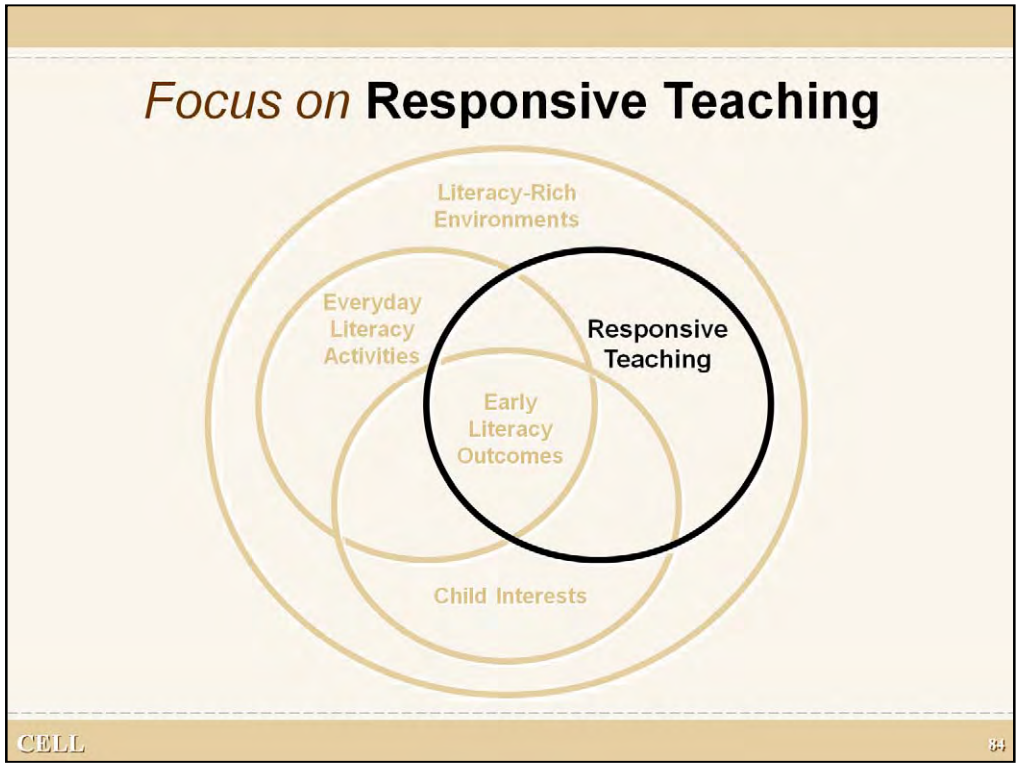
Evaluate: Everyday Learning Opportunities

- Were the learning opportunities part of the child's everyday life experiences?
- Did they provide several interest-based literacy learning opportunities?
- Were they likely to help the child practice emerging literacy abilities and develop new ones?
- Do they happen often?



Completing the Increasing Everyday Learning Activity Checklist allows participants to reflect on their newly gained knowledge. They can ask themselves, “Do I need more practice to gain a better understanding of this material or do I fully understand it?”

*Home Visitors use this reflection checklist **ONLY** with families that already have a good understanding of the basic Everyday Literacy Learning Opportunities. This should be used after you have addressed breadth and depth.



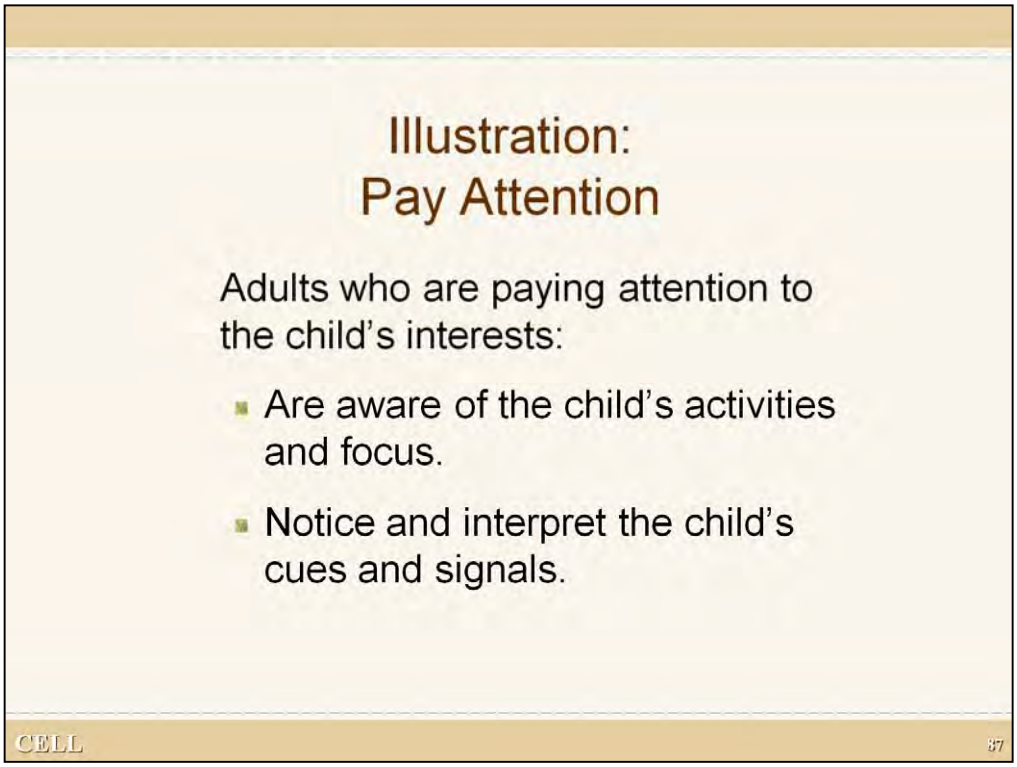
The last component in the CELL Early Learning Model is Responsive Teaching. Responsive Teaching emphasizes the role of the adult in interest-based learning.

Introduction: What is Responsive Teaching?

- In responsive teaching, the adult is tuned in to the child's interests and participation in everyday activities.
- Responsive teaching supports children's engagement and competence within activities, increasing the opportunity for early literacy learning (mastery).

Introduction: Responsive Teaching Techniques

- ***Pay Attention*** to the child's actions and behaviors.
- ***Respond*** to the child's actions or behaviors by repeating or imitating her.
- ***Introduce new information*** that elaborates on what the child does or says (labeling, naming).
- ***Support and encourage new child behavior*** by asking questions or making comments.



An example of paying attention- Your child plays with blocks each time you go to playgroup. He is not interested in any other toys at playgroup. You notice while at the park, he stacks rocks.

An example of responding promptly- A child points to the top of the cabinet at the new blocks you bought last week at the store. You respond by saying, "You are pointing to the blocks. Do you want to play with the blocks?" The adult then promptly gets the blocks for the child.

Or

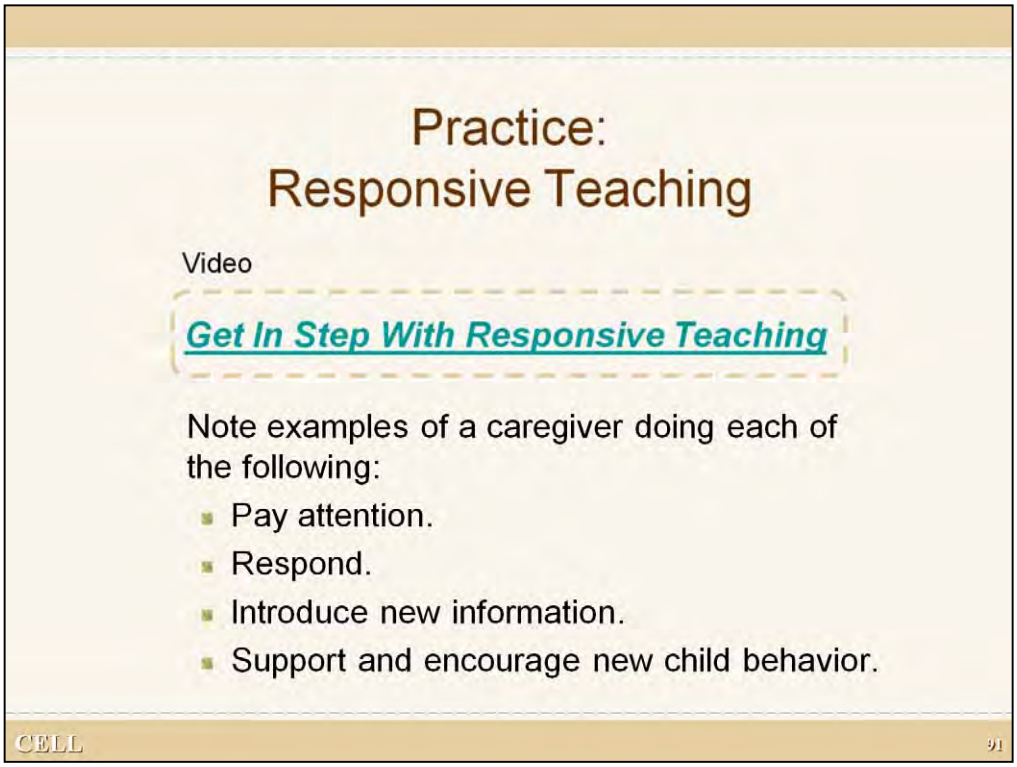
"Wow, you stacked six blocks".

An example of Introducing New Information- The adult says, "You stacked five blocks. Two are red and three are yellow. I wonder if you could add two more blocks? What colors will you add?" or "What do you think would happen if you stacked 4 more blocks to your building?"

An example of supporting and encouraging new child behavior- The adult says, "You stacked those blocks this morning. I wonder if you could stack the nesting boxes?

And/or

How do you keep them from falling down? You stacked blocks AND the nesting boxes. You must know how to stack lots of things."



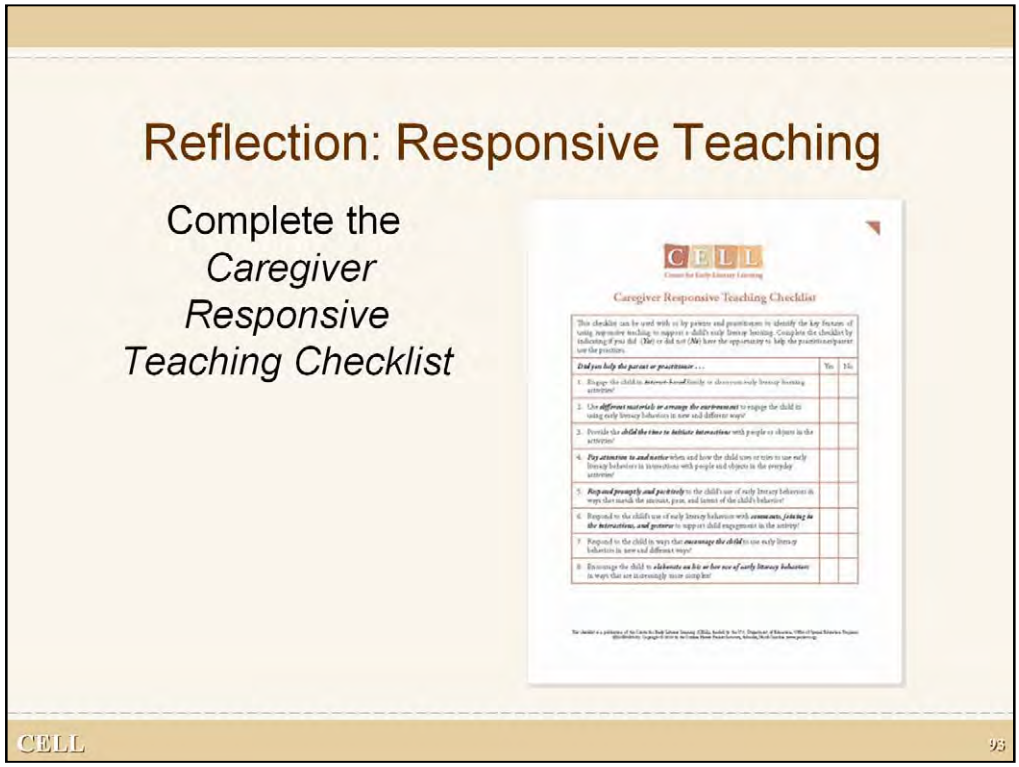
Watch the CELL video *Get In Step With Responsive Teaching*

Description of the Video

The CELL video *Get in Step With Responsive Teaching* describes how caregivers can support and encourage children's listening, talking and early reading and writing.

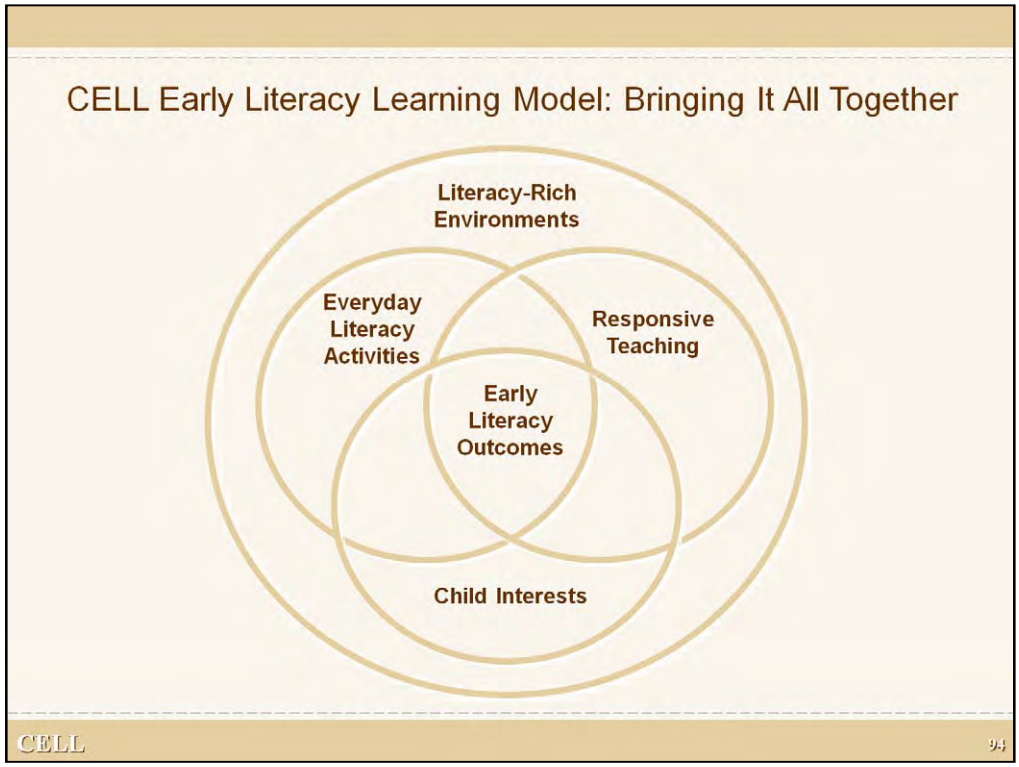
Evaluate: Responsive Teaching

- Did you see anything change in the child's behavior when the adults supported or elaborated on what the child was doing?
- What aspects of responsive teaching are you good at? What aspects of responsive teaching do you struggle with?



Complete the *Caregiver Responsive Teaching Checklist*

**The home visitor may want to read and talk through the reflection checklist with the parents, rather than give to the families to complete on their own.*



Presenter will now administer the CELL Post-Test

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Additional Information and Resources

- Additional information on CELL can be found at: www.earlyliteracylearning.org