User Guide for Classroom-Based Programs

The main intent of this user guide is to provide a step-by-step “how to” for the adoption and sustained use of evidence-based early literacy learning practices within a childcare program using tools and resources developed by the Center for Early Literacy Learning (CELL).
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Scaling Up Within a Child Care Program

The CELL initiative is designed as best-practice strategies that support adults in creating a literacy-rich environment that delivers interest-based, everyday literacy learning opportunities in a responsive manner for all children birth through five.

This user guide is designed as a self-guided manual that a coach, child care director, trainer, or technical assistance provider uses to teach himself/herself the content of CELL. By coach and technical assistance provider we mean the person who trains and provides ongoing support to a child care program. The coach, child care director, trainer, or technical assistance provider should read through the step-by-step guide and practice the multiple applications and evaluations in order to best support the classroom practitioner.

In order to implement CELL with fidelity, there are a few key questions that must be considered. One is the question: **Who will you train?** Who is ultimately going to be using CELL with children? If you have selected a classroom model, then you must consider **how** the CELL content will be disseminated. Who will provide not only the training but also follow-up training? How will the teacher be trained and supported with follow-up coaching? Follow-up training—also referred to as **coaching** or **technical assistance**—supports the teachers’ actual day-to-day implementation of early literacy practices with fidelity. Oftentimes professional development plans are created that support the one-time training of multiple teachers, but no follow-up or coaching has been incorporated into the plan. Teachers leave the one-day training with the pressure of returning to the classroom and implementing everything they have learned with little or no support. Follow-up support provides the teacher with multiple opportunities to put the training content into practice within the everyday context of the classroom. The other way follow-up support is provided is through the coach guiding the teacher in a process of self-reflection. Self-reflection helps a teacher recognize his/her strengths as well as the need for additional practice. The last aspect to consider should be the role of the administrator. Has the administrator attended a CELL training in order to fully support staff with implementation and sustainability? Does the administrator understand the needs of the coach and teacher in terms of time and resources? Is there a clear plan of action established with the team? Have guidelines been established for the trainer/coach, teacher, and administrator regarding expectations, responsibilities, and a specific action plan?

The **diagram** on page 4 provides one example of a scaling-up structure implemented using the trainer/coaching model for the classroom-based program. The arrows indicate the ways in which various participants may support each other. You may find that this diagram is compatible with your current staffing resources. Or you may find that this diagram is not compatible with your current resources, meaning you may have to think outside of the box in order to implement the CELL implementation model within your program. Is there a local resource-and-referral agency that could provide the training and coaching to your teachers? Perhaps you employ a teacher that could complete the self-guided training and then provide the training in segments over the course of many months to fellow teachers rather than one-time training. The key objective is that you provide training on early literacy practices to teachers along with repeated opportunities for practice and follow-up support.
Coach completes the CELL self-guided training provided within this user guide and on the website.

Teacher receives training and follow-up support from the coach or administrator. Teacher receives support from administrator, such as the necessary amount of time to attend training, time for coaching visits, materials or resources needed for the classroom, etc.

Administrator receives CELL training from the coach or completes the CELL self-guided training using this User Guide.

Parents receive information and CELL Parent Practice Guides in the context of weekly conversations with teachers and/or administrators. Parents have the knowledge and skills to support their child with early literacy experiences.

Children receive interest-based, everyday literacy learning opportunities from responsive teachers.
Introduction to the Center for Early Literacy Learning (CELL)

CELL is a research-to-practice technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, Research to Practice Division.

The main goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices by early childhood teachers, intervention practitioners, parents, and other caregivers of young children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes.

The CELL Overview Video provides an introduction to the CELL Early Literacy Learning Model. You may view the video from the following link: http://www.earlyliteracylearning.org/cell_overview_home.php
Framework and Implementation of Professional Development

Before you can begin to provide training on evidence-based literacy practices, you have to plan for full implementation. How many times have you sent staff to trainings or attended a training yourself only to return to your work environment feeling empty-handed? The presenter was a great motivator, but what strategies could you really apply when you returned to work the following day? How do you frame professional development in a way that is meaningful for practitioners?

CELL addresses these challenges through an evidence-based adult learning model called Participatory Adult Learning Strategy (PALS). The main ingredient of PALS is active learner involvement that promotes learner understanding and use of the knowledge and practice.

CELL uses this evidence-based approach to training and technical assistance—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 includes six components: introduce, illustrate, practice, evaluate, reflect, and mastery. In order to develop a deep understanding of a practice, the learner needs multiple learning opportunities during any one learning session and multiple learning opportunities across sessions. In addition, PALS 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. Below is a diagram illustrating the CELL training process using PALS.

The following tools and products support content knowledge and application of PALS:

2) The **PALS Journal**
When coaches are ready to train end-users (classroom teachers or parents) on CELL content, it is important that they use the PALS approach in their training. The PALS Journal was created to help the coach plan and evaluate the training methods. The PALS Journal provides coaches with a way to plan the specific way in which they are going to introduce, illustrate, practice, reflect and master each component of the CELL early literacy learning model.


3) More information about the PALS approach can be explored through the article listed below:


4) The **Participatory Adult Learning Strategy Checklist** can be used by the coach to reflect upon how he/she supported the teacher with the implementation of early literacy practices.

Early Literacy Learning: Domains and Practices

Early literacy refers to the knowledge and skills young children need to learn to communicate, read, and write. Early literacy development, like any area of development, is multifaceted and contains many interrelated skill sets. CELL organizes literacy-related abilities into two categories with seven domains of early literacy learning. Three of the domains fall under the linguistic processing category because each of these three domains is related to the understanding and production of speech. These domains include listening comprehension, oral language, and phonological awareness. The other four domains fall under the print-related category because each of these four domains is related to the understanding and production of print. These domains include alphabet knowledge, print awareness, written language, and text comprehension.

The tools and products below support in-depth content knowledge and application of early literacy domains.

1) **CELL Practice Guides Especially for Practitioners** include descriptions of methods and procedures for implementing evidence-based pre-literacy, emergent literacy, and early literacy learning practices. The practice guides can be used by early childhood educators, child care providers, early interventionists, and other early childhood practitioners for promoting infants, toddlers, and preschoolers' literacy learning using interest-based and highly engaging activities. [http://www.earlyliteracylearning.org/pgpracts.php](http://www.earlyliteracylearning.org/pgpracts.php)

2) **CELLcasts** are audio/visual presentations including podcasts, audio mp3s, downloadable Quicktime® and online versions of CELL practice guides. **CELLcasts** provide an audio/visual method of exploring the CELL Parent Practice Guides. [http://www.earlyliteracylearning.org/ta_cellcasts1.php](http://www.earlyliteracylearning.org/ta_cellcasts1.php)

3) **The Self-Guided Module: Literacy Domains**
This tool functions as a self-guided training module to support practitioners in gaining a deeper understanding of the content. [http://earlyliteracylearning.org/2012/earlylitlearning1c.php](http://earlyliteracylearning.org/2012/earlylitlearning1c.php)
4) More information about the early literacy domains and CELL Practice Guides can be found by reading CELLpapers. The link and titles are below:

http://earlyliteracylearning.org/2012/productscp.php

Social Validity of the Center for Early Literacy Learning Parent Practice Guides Carol M. Trivette, Carl J. Dunst, Tracy Masiello, Ellen Gorman & Deborah W. Hamby
CELLpapers, Volume 4, Number 1

Framework for Developing Early Literacy Learning Practices Carl J. Dunst, Carol M. Trivette, Tracy Masiello, Nicole Roper, & Anya Robyak.
CELLpapers, Volume 1, Number 1

Technical Assistance Providers’ Evaluation of the Center for Early Literacy Learning Practice Guides Carl J. Dunst, Tracy Masiello, Diana Meter, Jennifer Swanson & Ellen Gorman
CELLpapers, Volume 5, Number 3

Further Evidence for the Social Validity of the Center for Early Literacy Learning Practice Guides Carl J. Dunst, Carol M. Trivette, Ellen Gorman & Deborah W. Hamby
CELLpapers, Volume 5, Number 1

Development and Readability of the Center for Early Literacy Learning Parent Practice Guides Carl J. Dunst, Carol M. Trivette, Tracy Masiello & Diana Meter
CELLpapers, Volume 5, Number 2

Development of Nursery Rhyme Knowledge in Preschool Children Carl J. Dunst, CELLpapers, Volume 6, Number 1

5) Additional information about the early literacy practices and the CELL Practice Guides may also be found by reading CELLreviews. The titles and link are below:

http://earlyliteracylearning.org/2012/productscr.php

Relationship Between Young Children’s Nursery Rhyme Experiences and Knowledge and Phonological and Print-Related Abilities. Carl J. Dunst, Diana Meter, and Deborah W. Hamby
CELLreviews, Volume 4, Number 1.

Influences of Sign and Oral Language Interventions on the Speech and Oral Language Production of Young Children with Disabilities Carl J. Dunst, Diana Meter, and Deborah W. Hamby CELLreviews, Volume 4, Number 4.

Tactile and Object Exploration among Young Children with Visual Impairments Carl J. Dunst and Ellen Gorman. CELLreviews, Volume 4, Number 2.

Effects of Parent-Mediated Joint Book Reading on the Early Language Development of Toddlers and Preschoolers Carol M. Trivette, Carl J. Dunst, Ellen Gorman. CELLreviews, Volume 3, Number 2.

Effects of Adult Verbal and Vocal Contingent Responsiveness on Increases in Infant Vocalizations Carl J. Dunst, Ellen Gorman, Deborah W. Hamby. CELLreviews, Volume 3, Number 1.

Development of Infant and Toddler Mark Making and Scribbling Carl J. Dunst, Ellen Gorman. CELLreviews, Volume 2, Number 2.

Research Informing the Development of Infant Finger Drawing Carl J. Dunst, Ellen Gorman. CELLreviews, Volume 2, Number 1.

Predictors of and Interventions Associated with Later Literacy Accomplishments Carl J. Dunst, Carol M. Trivette, Deborah W. Hamby. CELLreviews, Volume 1, Number 3.
Relative Effectiveness of Dialogic, Interactive, and Shared Reading Interventions
Carol M. Trivette, Carl J. Dunst. CELLreviews, Volume 1, Number 2.

Mapping the Contemporary Landscape of Early Literacy Learning. Anya Robyak, Tracy Masiello, Carol M. Trivette, Nicole Roper, Carl J. Dunst. CELLreviews, Volume 1, Number 1.
The CELL Early Literacy Learning Model

The Early Literacy Learning Model includes five inter-related components including literacy-rich environments, child interests, everyday literacy activities, responsive teaching, and early literacy outcome indicators. These important components are the foundation for all of the early literacy practices found in the CELL practice guides that are located on our website at www.earlyliteracylearning.org.

Each component is important, but 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.

The CELL Overview Video provides an introduction to the CELL Early Literacy Learning Model along with several illustrations of early literacy practices occurring within the classroom, home and community. You may view the video from the following link: http://earlyliteracylearning.org/2012/cell_overview.php
Literacy-Rich Environments

The literacy-rich environment is the context in which children engage in interest-based everyday literacy activities provided by responsive adults. All interactions with children occur in the greater context of the physical environment. This involves the availability and arrangement of materials as well as print and oral language availability in the environment. Keep in mind that providing materials and access to materials is just the first step. The adult should also model the use of the materials so that children have the opportunity to see the function of the pencil, paper, menu, coupons, etc. Provide several examples using the literacy materials, such as making a grocery list using a pencil and paper. Provide opportunities for children to actively participate in these activities so that he/she can experience the functionality and purpose of literacy materials.

The tools and products below support content knowledge and application of literacy-rich environments.

1) **The Self-Guided Module: Literacy-Rich Environments**
   This tool functions as a self-guided training module to support practitioners in gaining a deeper understanding of literacy-rich environments.
   [http://earlyliteracylearning.org/2012/literacyrichenviron1c.php](http://earlyliteracylearning.org/2012/literacyrichenviron1c.php)

2) **Books, Nooks and Literacy Hooks** is a video that illustrates how to create a literacy rich-environment within a classroom setting.  [http://www.earlyliteracylearning.org/ta_pract_videos1.php](http://www.earlyliteracylearning.org/ta_pract_videos1.php)

3) **Examples of Classroom Literacy Materials**
   This is a list of literacy materials that may be found in the classroom, but not a required list of items. Many of the materials listed are free or low in cost. The expectation is that this list will be used to identify the literacy materials a teacher may already have available in the classroom. It is not intended to be used as a checklist or shopping list. [http://www.earlyliteracylearning.org/ta_pract_tools1.php](http://www.earlyliteracylearning.org/ta_pract_tools1.php)
4) **Additional Practices: Literacy-Rich Environments**

The additional practices can be used with classroom teachers to offer hands-on applications that can be implemented within the context of the classroom. The practice exercises provide more opportunity to practice, evaluate, and reflect about a particular component of the CELL early literacy learning model. Remember from the PALS model that effective adult learning is about active participation and involvement that promotes learner understanding and use of the knowledge and practice.

http://earlyliteracylearning.org/2012/ta_pdf/addtpractices/AddPrac_LitRichEnvir_CLASS.pdf

5) The **Literacy-Rich Environments Checklist** can be used as a tool for reflection with the teacher once he/she has had several opportunities to practice implementing a literacy-rich environment.

**Child Interests**

All children, with and without disabilities, have different types of interests and preferences which can be personal or situational. Children are more likely to become engaged in an activity if they are interested in it. The more they engage the more competent they become and over time this leads to mastery. CELL refers to this process as the Interest-Based Cycle of Mastery. Therefore we should follow a child’s interests to choose and shape the early literacy activities we use with him or her. A child’s interests are the driving factor in helping a child to learn literacy skills and behaviors.

The tools and products below support content knowledge and application of child interests.

1) The **Self-Guided Module: Child Interests**
   This tool functions as a self-guided training module to support practitioners in gaining a deeper understanding of child interests. [http://earlyliteracylearning.org/2012/childinterests1c.php](http://earlyliteracylearning.org/2012/childinterests1c.php)

2) The **Interests Lead to Learning** video explores personal and situational interests and how to identify them. [http://www.earlyliteracylearning.org/ta_pract_videos1.php](http://www.earlyliteracylearning.org/ta_pract_videos1.php)

3) The **Interest-Based Cycle of Mastery Tool** supports teachers with purposefully exploring individual child interests and planning responsive ways to guide his/her exploration from engagement to competence and eventually mastery. [http://earlyliteracylearning.org/ta_pdf/cycleofmastery_form_rev.pdf](http://earlyliteracylearning.org/ta_pdf/cycleofmastery_form_rev.pdf)
4) **Additional Practices: Child Interests**
The additional practices can be used with classroom teachers to offer hands-on applications that can be implemented within the context of the classroom. Remember from the PALS model that effective adult learning is about active participation and involvement that promotes learner understanding and use of the knowledge and practice.

http://earlyliteracylearning.org/2012/ta_pdf/addtpractices/AddPrac_ChildInts_CLASS.pdf

![Image of Child Interests Checklist](http://earlyliteracylearning.org/2012/ta_pdf/child_intts_chklist_tri.pdf)

5) The *Child Interests Checklist* can be used as a tool for reflection with the teacher once he/she has had several opportunities to practice using child interests to create literacy learning opportunities.

6) More information about child interests can be found at CELLreviews. The link and title follow: 
http://earlyliteracylearning.org/2012/productscr.php

Role of Children’s Interests in Early Literacy and Language Development
Carl J. Dunst, Tara Jones, Molly Johnson, Melinda Raab, and Deborah W. Hamby
CELLreviews, Volume 4, Number 5
**Everyday Literacy Activities**

It is important that practitioners and parents provide children with specific experiences and activities that enhance and expand early literacy learning. These everyday literacy activities need to be interest-based, provide opportunities for early language and literacy learning, provide opportunities to acquire and use early literacy abilities, and either happen frequently, or have the potential to happen frequently. We call them everyday literacy activities because they are ordinary activities, such as grocery shopping, signing in at preschool, doing the laundry, writing a list, riding in the car, going on walks, and ordering at a restaurant. Paying attention to everyday literacy activities is an important way to ensure that children are learning literacy behaviors in a developmentally appropriate, real-life context.

The tools and products below support content knowledge and application of everyday literacy activities.

1) **The Self-Guided Module: Everyday Literacy Activities**
   This tool functions as a self-guided training module to support practitioners in gaining a deeper understanding of everyday literacy activities. [http://earlyliteracylearning.org/2012/everydaylitact1c.php](http://earlyliteracylearning.org/2012/everydaylitact1c.php)

2) The video **Pathways to Literacy** illustrates how literacy learning opportunities can be found in everyday places, in everyday activities. This video can be used to introduce, illustrate or practice everyday literacy activities. [http://earlyliteracylearning.org/2012/pathways_to_literacy.php](http://earlyliteracylearning.org/2012/pathways_to_literacy.php)

3) The **CELL Early Childhood Classroom Interest Tool** offers teachers a quick and easy way to identify and chart the interests of each child within their classroom. Teachers are also able to identify literacy activities already occurring and available to children every day. Versions are available for both for Infant/Toddler and Preschool classrooms. This is one of the most popular CELL tools for practice and application of child interests within everyday literacy activities. [http://earlyliteracylearning.org/2012/ta_pdf/ec_classrm_ints_tool.pdf](http://earlyliteracylearning.org/2012/ta_pdf/ec_classrm_ints_tool.pdf)
4) The **Daily Schedule** helps teachers identify when and where literacy learning experiences and opportunities can occur for children throughout the school day. The teacher can plan “how” to facilitate and support the children during these opportunities.


5) **CELLpops** and **Mini Posters** are organized into parent or classroom teacher versions. They provide parents and teachers with simple ways to enhance daily activities and routines with literacy specific opportunities. CELL Pops are interactive versions you may use online.

http://earlyliteracylearning.org/2012/ta_cell_pop2.php
6) **Additional Practices: Everyday Literacy Activities**

The additional practices can be used with classroom teachers to offer hands-on applications that can be implemented within the context of the classroom. Remember from the PALS model that effective adult learning is about active participation and involvement that promotes learner understanding and use of the knowledge and practice. [http://www.earlyliteracylearning.org/ta_cell_ad_pract.php](http://www.earlyliteracylearning.org/ta_cell_ad_pract.php)

7) The **Everyday Literacy Activities Checklist** can be used as a tool for reflection with the teacher once he/she has had several opportunities to practice implementing everyday literacy learning activities. [http://www.earlyliteracylearning.org/ta_pdf/reflections_chk_lists.pdf](http://www.earlyliteracylearning.org/ta_pdf/reflections_chk_lists.pdf)
8) The *Increasing Everyday Child Learning Opportunities Checklist* can be used as a tool for reflection with the teacher once he/she has had several opportunities to practice implementing breadth and depth. [http://www.earlyliteracylearning.org/ta_pdf/reflections_chk_lists.pdf](http://www.earlyliteracylearning.org/ta_pdf/reflections_chk_lists.pdf)
**Responsive Teaching**

Although there is likely no single definition of responsive teaching, CELL has chosen to define it as the adult being tuned in to the child’s interests and supporting the child’s participation in everyday activities. Responsive teaching supports children’s engagement and competence within activities, increasing the opportunities for early literacy learning and the child’s mastery of literacy-related concepts. There are four techniques involved in responsive teaching that can be used by adults with children during interest-based early literacy activities. The first technique involves the adult paying attention to the child’s interests, actions, and behaviors by tuning in to the child. In the second technique the adult responds to the child’s interests, actions, or behaviors by repeating or imitating the child. The third technique involves the adult introducing new information that elaborates on what the child does or says, such as by labeling or naming objects and pictures. In the fourth technique, the adult supports and encourages new child behavior by asking questions or making comments. These techniques are explained more fully in the *Self-Guided Module: Responsive Teaching*

The tools and products below support content knowledge and application of responsive teaching.

1) The *Self-Guided Module: Responsive Teaching*
   This tool functions as a self-guided training module to support practitioners in gaining a deeper understanding of responsive teaching.
   [http://earlyliteracylearning.org/2012/responsteach1c.php](http://earlyliteracylearning.org/2012/responsteach1c.php)

2) The video *Get In Step With Responsive Teaching* describes how caregivers can support and encourage children’s listening, talking and early reading and writing. This video can be used to introduce, illustrate or practice responsive teaching.
   [http://earlyliteracylearning.org/2012/responsteach1c.php](http://earlyliteracylearning.org/2012/responsteach1c.php)

3) *Additional Practices: Responsive Teaching*
   The additional practices can be used with classroom teachers to offer hands-on applications that can be implemented within the context of the classroom. The practice exercises provide more opportunity to practice, evaluate, and reflect about his/her understanding and mastery of responsive teaching.
   [http://earlyliteracylearning.org/2012/ta_pdf/addtpractices/AddPrac_ResponTeach_CLASS.pdf](http://earlyliteracylearning.org/2012/ta_pdf/addtpractices/AddPrac_ResponTeach_CLASS.pdf)

4) The *Caregiver Responsive Teaching Checklist* can be used as a tool for reflection with the teacher once he/she has had several opportunities to practice implementing the steps to responsive teaching.
PowerPoint for classroom staff group training on the entire CELL initiative

Evidence-Based Practices for Promoting the Literacy Development of Infants, Toddlers, and Preschoolers

For those training or providing technical assistance to the classroom teacher, this PowerPoint introduces and illustrates the components of the CELL Early Literacy Learning Model. Included are practices, questions for evaluating the practices, and checklists for reflection. An overview of the literacy domains is also included. http://www.earlyliteracylearning.org/ta_pract_present1.php

Classroom Teacher PPT*
Classroom Teacher PPS*
Slides and Notes**

The Classroom Teacher PPT is the power point used to train classroom-based staff. The Classroom Teacher PPS offers a power point that can be viewed from the internet with the CELL media embedded. The Slides and Notes link offers a way to pull up the entire presentation along with the notes and script.
Adaptations

Since, the goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices for all children, there are resources for early childhood classroom teachers, intervention practitioners, parents, and other caregivers of children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes. Adaptations have been identified as a way to support the participation of children with disabilities in early literacy activities.

Adaptations are a modification or change made to an environment, activity, materials, or interaction to maximize a child’s ability to participate in everyday interest-based learning opportunities. Adaptations ensure that children with disabilities:

- Can express their interests and have them interpreted correctly
- Can engage in early literacy activities
- Can become skillful and competent in early literacy activities and behaviors
- Can master early literacy behaviors

The tools and products below support content knowledge and application of Adaptations.

1) **The CELL Practice Guides with Adaptations** make it easier for young children with disabilities to participate in early literacy learning activities. Written for both parents and practitioners, the practice guides describe everyday home, community, and childcare learning opportunities that encourage early literacy learning. Appendix 2d. [http://earlyliteracylearning.org/2012/pg_tier2.php](http://earlyliteracylearning.org/2012/pg_tier2.php)

2) **The All Things Considered poster** guides teachers through the steps of using an adaptation with an individual child from beginning to end.
3) **Evidence-Based Practices for Promoting Literacy Development of Infants, Toddlers, and Preschoolers: Adaptations for Children with Disabilities.**

Based on the CELL Early Literacy Learning Model, a trainer, coach, or technical assistance provider can utilize this PowerPoint to introduce and illustrate a continuum of adaptations. Opportunities for the practitioner to practice, evaluate, and reflect on the implementation of adaptations are provided.

![Adaptations PPT*](image1.png)

![Adaptations PPS*](image2.png)

**Slides and Notes**

4) **Getting Kids Involved: Creating Opportunities for Learning (12:20)**

This video introduces and illustrates many ways that adaptations can be used to promote the active participation of infants, toddlers, and preschoolers in everyday literacy activities. You will see examples of adaptations in home and classroom environments, activities, materials, and/or instructions.

*Low bandwidth version for slower connections.*

*For use with Parents and by Teachers*

![Adaptations PPT*](image3.png)

5) More information about adaptations can be found by reading **CELLpapers** and **CELLreviews**. The link and titles are below:

http://www.earlyliteracylearning.org/productscp.php

*Acceptability and Importance of Adaptations to Early Literacy Learning Practices for Young Children with Disabilities* Carol M. Trivette, Carl J. Dunst, Deborah Hamby, Volume 5, Number 4

*Desired Versus Actual Literacy Learning Practices in Early Intervention and Preschool Special Education* Carol M. Trivette, Kassie Morgan, Tracy Masiello, Anya Robyak, Carl J. Dunst, Volume 2, Number 2
Influences of Sign and Oral Language Interventions on the Speech and Oral Language Production of Young Children with Disabilities Carl J. Dunst, Diana Meter, and Deborah W. Hamby CELLreviews, Volume 4, Number 4

Tactile and Object Exploration Among Young Children with Visual Impairments
Carl J. Dunst and Ellen Gorman CELLreviews, Volume 4, Number 2

Nursery Rhymes and the Early Communication, Language, and Literacy Development of Young Children with Disabilities Carl J. Dunst, Ellen Gorman, Volume 4, Number 3

Thank you for your interest in the Center for Early Literacy Learning.

CELL is a research-to-practice technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, Research to Practice Division.