

CELL Tip Sheet for Home Visitors

Child Interest

- A child's interest forms the basis of their learning. This is the basis of CELL Early Literacy Learning practices
- Children are more likely to become engaged in an activity if they are interested in it, which increases the opportunity for learning
- Personal & Situational
- Formal & Informal
- Child Interests + Engagement + Competence = Mastery

Literacy-Rich Environments

- They are the contexts in which children engage in interest-based everyday literacy activities with responsive adults
- They stimulate children to participate in language and literacy activities
- They are interesting, inviting, comfortable and well stocked with easily accessible materials
- They are in classrooms, homes, and many other places around the community

Everyday Literacy Activities

- Be interest-based
- Provide opportunities for language learning
- Provide opportunities to acquire and use literacy abilities
- Happen frequently (or could happen frequently)
- Formal & Informal
- Should be increased both across (breadth) and within (depth) literacy activities

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
- Pay Attention
- Respond Promptly
- Introduce New Information
- Support & Encourage New Child Behavior

Adaptations

- Adaptations are made to the environment or teaching approach to maximize a child's ability to participate
- 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
- Things you may adapt include: Environment, Activity, Materials, Instruction, and Provide Assistance. Source: **Cara's Kit**, Millbourne & Campbell, 2007