Incorporating an Emphasis on Young Dual Language Learners on a Course-by-Course Basis

Course	Resources
Introduction to Early Childhood Education	**National Center on Cultural and Linguistic Responsiveness** (NCCLR) **https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic** (English) **https://eclkc.ohs.acf.hhs.gov/hslc/Espanol** (Spanish) *This website offers a wealth of free, downloadable resources, in English and Spanish, many of which relate directly to supporting young DLLs and their families. Go to the website to access handouts, webinars, videos, checklists, guiding principles, and more.* **Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education** http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF *NAEYC's position statement describes children who are linguistically and culturally diverse and outlines the challenges in responding to the needs these diverse families. It also provides recommendations for working with children, their families, as well as recommendations for preparing professionals, and programs and practice.*
Assessment	**Screening and Assessment of Young English Language Learners (0-9)** **http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf** (English) **http://www.naeyc.org/files/naeyc/file/positions/ELLSupplementShortSpanish.pdf** (Spanish) *The aim of this document is to explain and expand on the meaning of "linguistically and culturally responsive," to discuss other issues uniquely related to the screening and assessment of young English-language learners, and to make specific recommendations to increase the probability that all young English-language learners will have the benefit of appropriate, effective assessment of their learning and development.* **Where We Stand on Assessing Young English Language Learners (0-8)** **http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf** (English) **http://www.naeyc.org/files/naeyc/file/positions/ELLSpanishWWS.pdf** (Spanish) *The recommendations in this synthesis, along with with specific indicators of effective practice, are intended to help policy* *makers, program administrators, teachers, and others improve screening and assessment practices for young DLLs.*
Child Development	**California's Best Practices for Young Dual Language Learners: Research Overview Papers** http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf *As a set, these six research overviews reflect research related to the learning and development of young dual language learners. They provide insight into how young dual learners. They provide insight into how young DLLs learn two languages, and also how they learn and develop in other domains. At the same time, the research summaries provide guidance to early childhood educators on how to support the learning and development of young dual language learners.* ***Chapter 1:*** *Neuroscience Research: How Experience with One Language Affects the Developing Brain* ***Chapter 2:*** *Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social Emotional Development* **Social–Emotional Development of Dual Language Learners: Looking Back at Existing Research and Moving Forward with Purpose** http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/images/%232817_ResBrief%237_FinalRvsd-2.pdf *This 2014 review by Tamara Halle and her colleagues describes the state of existing knowledge with regard to dual language learners' (DLLs) social–emotional development birth to age 5. The review focuses on widely recognized dimensions of children's social–emotional development: self-regulation, social competence, social cognition, and problem behaviors. Results suggest that DLLs have at least equal (if not better) social–emotional outcomes compared to native English speakers. There is also evidence that the use of home language in early childhood classrooms can be a positive, moderating factor for DLLs' social–emotional development.*

Course	Resources
Infant-Toddler	**NCCLR - Language Modeling With Dual Language Learning Infants** https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-language-modeling-dll-infants.pdf **NCCLR – Language Modeling with Dual Language Learning Toddlers** https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-language-modeling-dll-toddlers.pdf
Child, Family, and Community	**California's Best Practices for Young Dual Language Learners: Research Overview Papers** http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf *Chapter 4: Family Engagement in Early Childhood Programs Serving Families of Dual Language Learners* **NCCLR - Inviting and Supporting Cultural Guides and Home Language Models** https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-supporting-cultural-guides-language-models.pdf
Language and Literacy	**Code Switching: Why it Matters and How to Respond** http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/code-switching.pdf *This workbook is designed to assist programs to understand code switching by children and teachers, and identify and implement effective program policies and practices that promote children's development and school readiness.* **Cultural Influences on Early Language and Literacy Teaching Practices** http://main.zerotothree.org/site/DocServer/ZTT27-1_Parlakian.pdf *This article presents five knowledge bases about the influence of cultural on teachers and how it impacts their teaching practices. It also offers suggestions on how teachers can create a more culturally sensitive learning environment for children from diverse backgrounds.* **Developing Literacy Skills With Dual Language Learners** https://www.teachingchannel.org/videos/dual-language-learners-literacy-skills *Carmen Ngan builds her students' expressive and receptive language skills through reading, writing, and speaking. Notice how Ms. Ngan grows her students' vocabularies and helps them develop an understanding of the relationship between spoken and written language.* **Frontloading for English Language Learners** https://www.teachingchannel.org/videos/vocabulary-english-language-learners *Watch this clip to see the different ways in which the teacher supports vocabulary development, engages children in a read-aloud and incorporates movement to facilitate learning.* **Importance of Home Language Series** http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html *This series of handouts is designed to provide early childhood professionals and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young dual language learners should know.* **Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners** http://www.naeyc.org/yc/files/yc/file/201303/Many_Languages_Margruder_0313_0.pdf *This article highlights effective strategies for monolingual English-speaking teachers to use to promote language and literacy growth for dual language learners, with emphasis on growth in the* **Meeting the Home Language Mandate: Practical Strategies for All Classrooms** http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/domains%20of%20child%20development/language%20development%20and%20communication/meetingthehomelangage.pdf *This article provides strategies that practitioners can use to support the home languages in their classrooms.*

Course	Resources
Language and Literacy	**Phonological Awareness is Child's Play!** http://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf *This paper explains the importance of phonological awareness in reading development and describes useful and practical ways in which teachers can support children's phonological awareness development. Attention is paid to how English and Spanish phonemes vary, and the implications for supporting each young reader.* **PreK-3rd: Challenging Common Myths About Dual Language Learners: An Update to the 2008 Report (3-9)** http://www.buildinitiative.org/Portals/0/Uploads/Documents/PreK-3rd%20-%20Challenging%20Common%20Myths%20About%20DLLs.pdf *This brief presents two new and updates five commonly held beliefs about the development and learning of young children who are learning English as their second language and presents current research evidence that can better* *guide our policies and our support for young DLLs.* **Same, Different, and Diverse: Understanding Children Who Are Dual Language Learners** http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/same-different-diverse.pdf *Evidence-based examples highlight similarities among ALL young children – those who are learning one or several languages (e.g., children are born with natural capabilities for language and for learning), differences between children growing up with one language (monolinguals) and children who are DLLs (e.g., children may learn some ideas such as counting, in one of their languages but not the other), and diversity among children who are DLLs (e.g., differences of temperament, interests).* **Strategies for Supporting All Dual Language Learners** http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf *In addition to providing evidence-based expectations for young children who are dual language learners, this resource includes vignettes that describe young DLLs of different ages and circumstances, suitable for use in teaching and training.*
Health Safety Nutrition	**The State of Young Hispanic Children** http://www.childtrends.org/?publications=state-of-young-hispanic-children *This fact sheet includes information about demographics, education, the family, and the health of Hispanic children.*
Social Emotional/ Child Guidance	**Dual Language Learners with Challenging Behavior** http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/ecd/supportive_environments/DualLanguageLea.htm *Children communicate so much through their behavior. Teachers and caregivers will find this article useful in identifying strategies for working with dual language learners exhibiting challenging behaviors.* **NCCLR - Supporting Dual Language Learners with Classrooms Schedules and Transitions** https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-classroom-schedules-transitions.pdf **Understanding the Impact of Language Differences on Classroom Behavior** http://csefel.vanderbilt.edu/briefs/wwb2.pdf *This What Works Brief from CSEFEL explains second language learning and development and presents key features of assessment to identify the child's strengths and needs. Suggestions for teachers and other caregivers are provided.* **What You See Doesn't Always Show What's Beneath** https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2014.html *Children's behavior and social-emotional competence is linked to their home culture. This webinar shows how they are linked to culture and provides examples of behavioral and social competence diversity. The content also covers how to assess and address behavior in ways that are appropriate to children's cultures.*

Course	Resources
Young Exceptional Children	**California's Best Practices for Young Dual Language Learners: Research Overview Papers** http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf *Chapter 6: Early Intervention and Young Dual Language Learners with Special Needs* **Dual Language Learners with Disabilities: Supporting Young Children in the Classroom** http://iris.peabody.vanderbilt.edu/module/dll/ *This Module offers an overview of young children who are dual language learners. Further, it highlights the importance of maintaining children and families' home language at the same time they are learning a new or second language, discusses considerations for screening and assessing these children, and identifies strategies for supporting them in inclusive preschool classrooms.*
Curriculum	**NCCLR - Planning and Organizing Thematic Instruction** http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-planning-organizing-thematic-instruction.pdf **What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families** http://www.naeyc.org/files/tyc/file/WhatECENeedToKnow.pdf *This paper discusses issues commonly faced by second-language learners. It also describes the process of second-language acquisition, and provides ways in which this learning can be supported in the classroom and with parents.* **Young Dual Language Learners: Gathering Background Information** https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/young-DLL.pdf *In order to support learning and development for children who are Dual Language Learners (DLLs), early childhood staff need to understand children's backgrounds and experiences with more than one language. Staff should gather information from each child's parents and family to get the full picture of a child's overall language background. This helpful document offers suggestions for how practitioners can "put together the puzzle" of his/her languages and use this information for curriculum planning, individualizing and supporting continued progress.*
Practicum	**Competencies for Working Effectively with Young Dual Language Learners** http://afabc.org/getmedia/8c3e612e-7c2a-46cb-8c7e-b3f30f09c16f/DLLTCreport.allLOW-RES.aspx *This report thoroughly and thoughtfully lays out the competencies needed by teachers to work effectively with young dual language learners.*