

# Center on Everyday Child Language Learning

CECLL

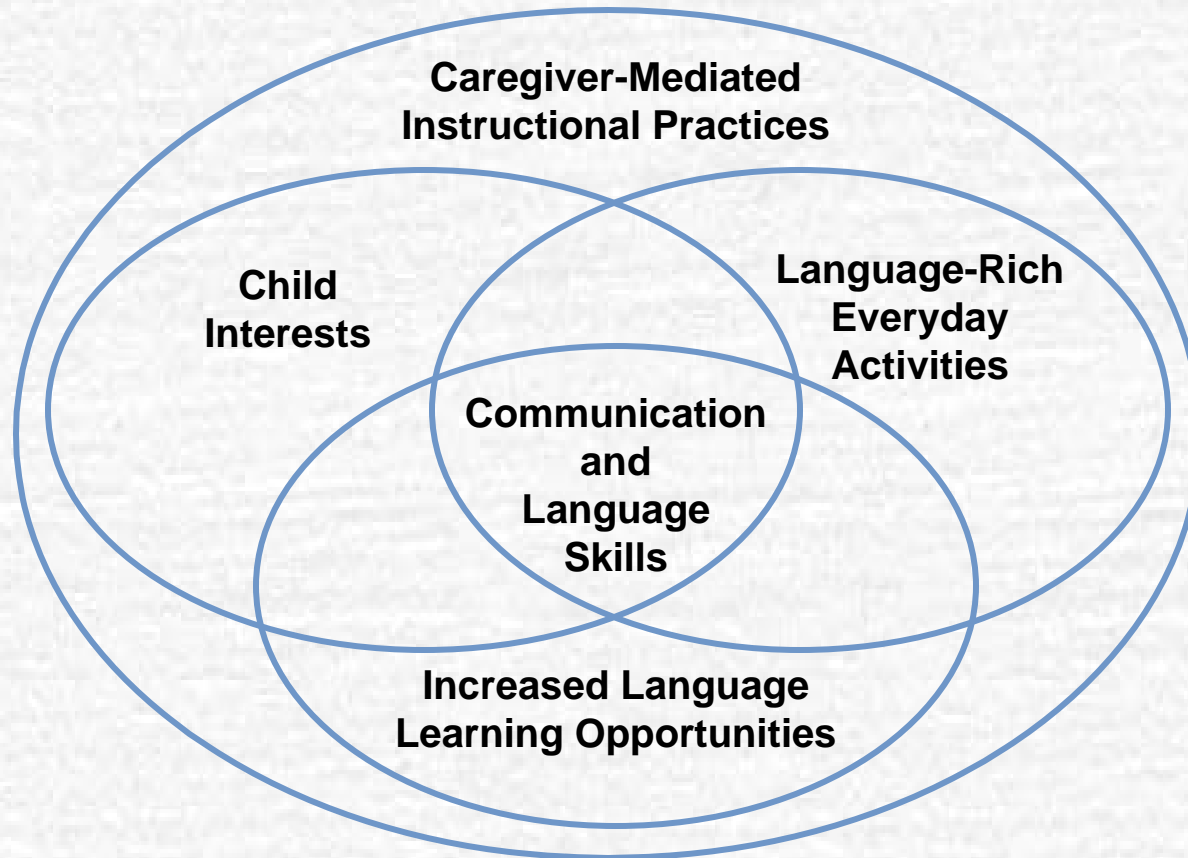
Orelena Hawks Puckett Institute  
Asheville and Morganton, North Carolina



CECLL

# What Is the Intervention?

## CECLL Model Components



# Who Is Participating?

- Children 8–28 months of age who are enrolled in early intervention
- The children's parents or other primary caregivers
- Part C Practitioners

# Where Is This Being Done?

Homes of participating children are in

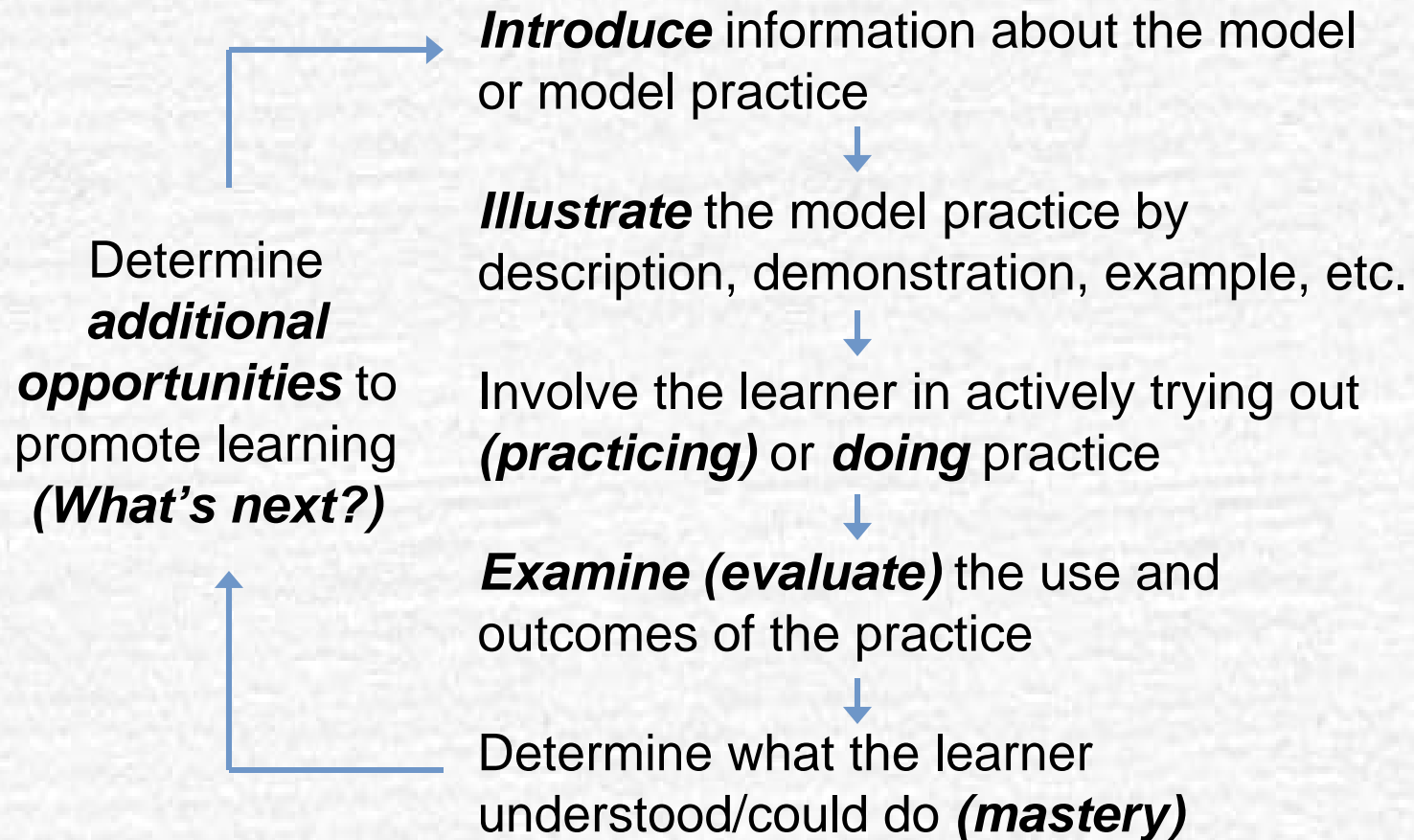
- **Delaware** (regional early-intervention program)
- **North Carolina** (pediatric rehabilitation program with independent contractors)
- **Tennessee** (university-based early intervention program)

# Who Is Delivering the Intervention?

- Parents of participating children
- Parents are guided in their use of the practices by
  - ◆ Child Development Specialists (DE)
  - ◆ Speech Pathologists (NC)
  - ◆ Early Interventionists (TN)

# How Is the Intervention Being Delivered?

## Participatory Adult Learning Strategy (PALS)



# How Is the Intervention Being Delivered?

## Language Intervention Model Component

**PALS Adult Learning Strategy**

Child  
Interests

Everyday  
Activities

Learning  
Opportunities

Responsive  
Teaching

Introduce

Illustrate

Practice

Evaluate

Mastery

What's  
Next?


# How Is the Intervention Being Delivered?



## Child Interests Checklist

This checklist includes questions for you to consider for helping a parent provide his or her child interest-based everyday communication and language learning opportunities. The checklist is used to ensure key characteristics of the communication and language learning practices are implemented during your interactions with a parent. Following your interactions with a parent, complete the checklist by indicating if you did (*Yes*) or did not (*No*) have the opportunity to help the parent use the practices.

<i>Did you help the parent...</i>	Yes	No
1. Identify the objects, people, activities, and actions that capture and hold the child's attention?		
2. Identify the objects, people, activities, and actions that are the child's favorites?		
3. Identify the objects, people, activities, and actions that make the child smile and laugh?		
4. Identify the objects, people, activities, and actions that are especially exciting to the child?		
5. Identify the child's preferences for different objects, people, activities, and actions?		
6. Identify the objects, people, activities, and actions that the child chooses most often?		
7. Identify the objects, people, activities, and actions that the child spends the most time with or doing?		
8. Identify the objects, people, activities, and actions that the child works hard at doing?		

The Center on Everyday Child Language Learning was developed, in part, by funding from the U.S. Department of Education, Office of Special Education Programs (Grant #H3261870001). Copyright © 2008, Chicago: Irvana Pickett Institute. All rights reserved.

Model  
component  
checklists are  
used to guide  
interventionists'  
practices with  
parents

# How Is Fidelity Measured?

<i>Fidelity of Practitioner Use of Everyday Learning Practices</i>	Consistency of interventionists' practices with the model	Completed by CECLL staff every contact with practitioners
<i>Practitioner Implementation of the Model Practices</i>	Extent of practitioner use of model practices with each family	Completed by practitioners monthly for each family
<i>Weekly Parent Feedback Form</i>	Number, frequency, and characteristics of learning activities	Completed by parents every week

# How Are Child Outcomes Measured?

- Common child outcome measures across projects (*Mullen; CSBS; Communication IGDI; PLS-4; Get It, Got It, Go!*)
- *Early Communication Development Scale*

# How Are Parent Outcomes Measured?

- *Parent Feedback Form*

(parent assessment of importance and acceptability of practices)

- *Everyday Parenting Practices Scale*

(measure of parenting competence, confidence, enjoyment)



# What Are We Finding?

