

CELL

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

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CELL and Outcomes

- Outcome 1: Child has positive social relationships
 - CELL practices support building attachment relationships and skills for successfully participating in social interactions with peers and adults

CELL and Outcomes

- **Outcome 2: Child acquires and uses knowledge and skills**
 - CELL practices are focused on promoting language and early literacy development
 - *This is where CELL practices would presumably have the biggest impact*

CELL and Outcomes

- Outcome 3: Child takes appropriate action to meet his/her needs
 - CELL practices support children in developing communication skills that help them get their needs met

The Center for Early Literacy Learning

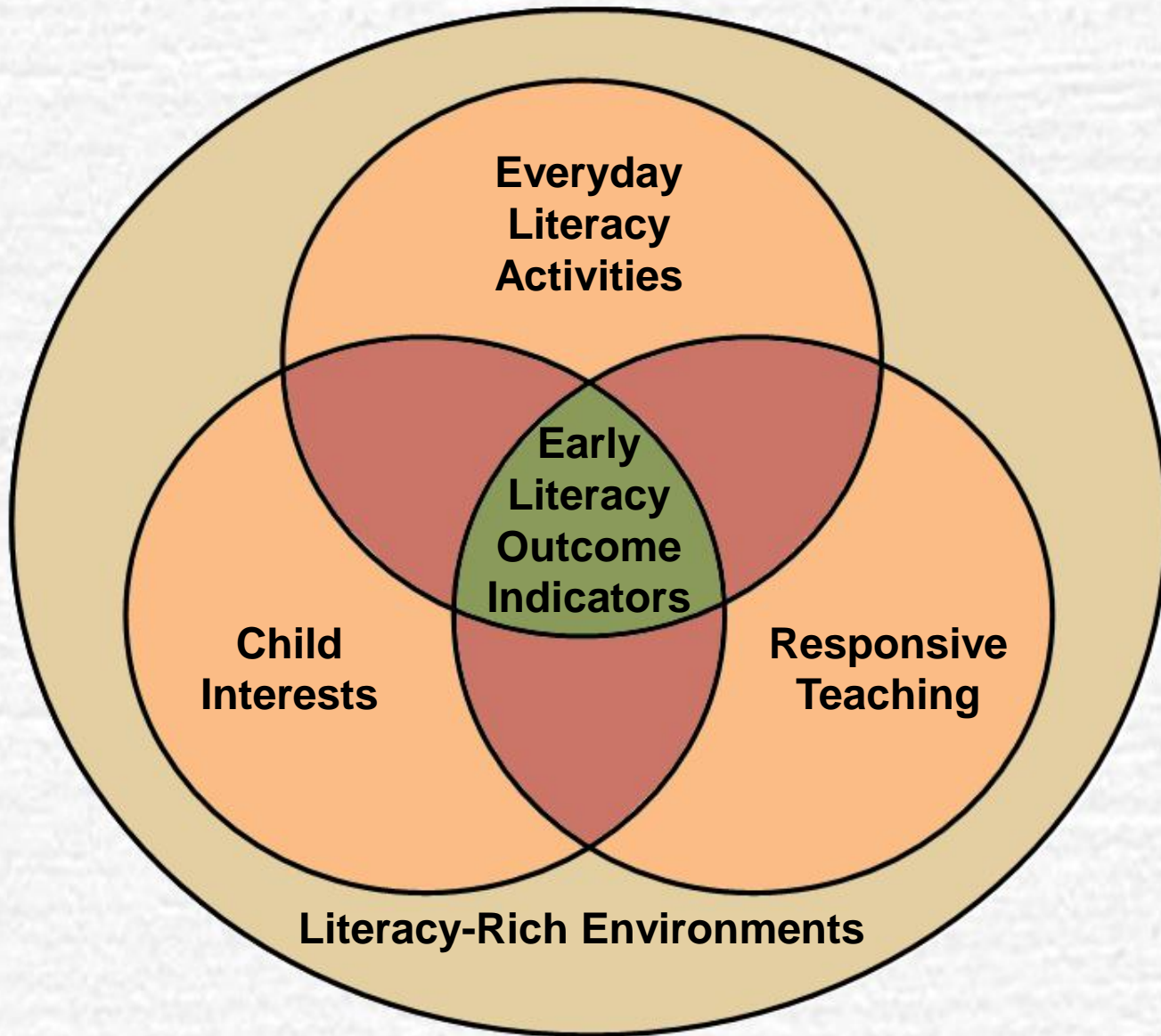
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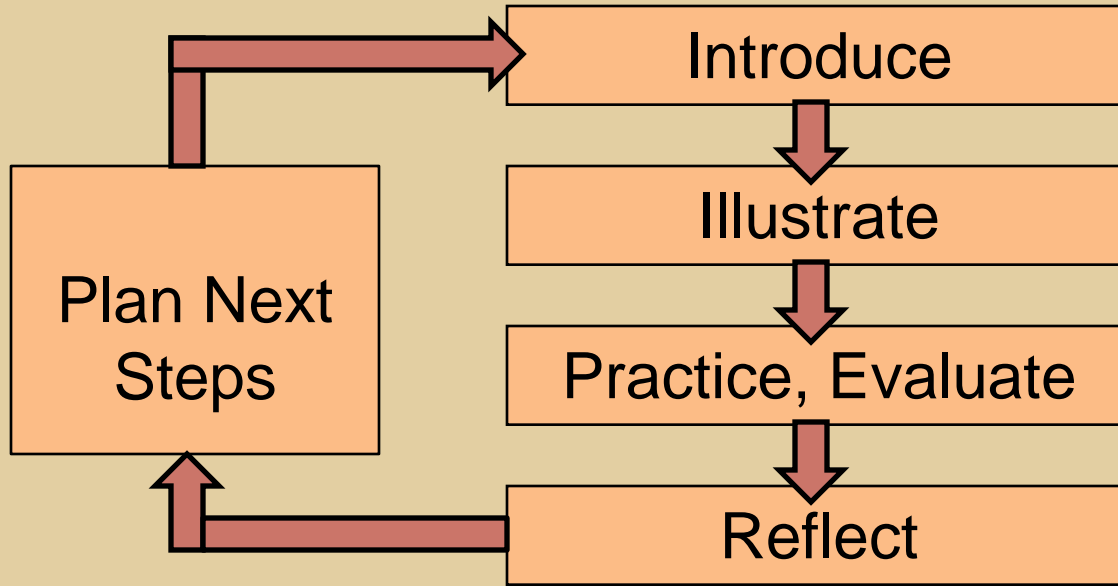
CELL Aims

- Synthesize research evidence on effective early literacy learning practices and interventions
- Develop evidence-based practices from the findings of this research
- Support implementation and evaluate the use of evidence-based CELL Practice Guides
- Conduct general and specialized technical assistance promoting the adoption and use of evidence-based early literacy learning practices

CELL Early Literacy Learning Model



CELL Training Process



Purposes of the Training

- Describe early literacy development in children birth to five years of age
- Demonstrate the use of CELL Practice Guides and other materials (available on the website)
- Describe the CELL Early Literacy Learning Model, practice identifying its elements and implementing it in the context of early literacy activities

CELL Materials

CELLnot

Center for Early Literacy Learning

Children's active participation in reading storytelling can enhance early literacy learning.

Carol M. Tivette and Carl J. Dunst

What is the practice?

Actively involving a young child in reading opportunities can be accomplished by asking and answering questions in "story time" being read or told. Active participation in "story time" begins with the child selecting a story of particular interest to him or her. This participation continues as the child answers different "Wh..." questions asked by the adult where the child's response is used by the adult to prompt elaborations and expansions.

During this reading time, the adult and the child switch roles so that the child learns to become the storyteller with the help of the adult who is both a listener and questioner. This interactive book reading or story telling style occurs before, during, and after book reading.



or story telling. These interactive techniques can be used with one child or several children and need not last more than 10 or 15 minutes at a time.

What does the research tell us?

Three types of early reading practices were the focus of a research synthesis conducted by Carol M. Tivette and Carl J. Dunst. These investigators examined 13 studies that had been retrieved in three separate *What Works* Clearinghouse research syntheses to determine the characteristics of the interventions that were

most important in helping young children learn early skills for reading and writing.

Results from this synthesis showed that active reading experiences for young children were more likely to result in positive benefits for children in two areas: language processes, which include listening comprehension, phonological awareness, and oral language; and print-related processes including alphabet knowledge, print awareness, written language, and text comprehension. The strategies for promoting active participation included elaboration, expansion, and use of "Wh..." questions to broaden both print and linguistic concepts. The results showed that these reading strategies were most effective with older children (3 and 4 years of age) and that younger children also benefited from these experiences. Shorter (15 minutes or less) reading episodes were more effective than longer sessions.

This Cellnotes summarizes findings reported in Tivette, C. M., & Dunst, C. J. (2007). Relative effectiveness of dialogic, interactive, and shared reading interventions. *Cellnotes*, 1(2), 1-12.



Especially for parents of young children!

First ABC Books

Learning the alphabet starts long before a child is able to say the ABCs. ABC books are one way of turning story time into a fun time filled with sounds, words, and letters.

What is the practice?

This practice uses commercially available or homemade ABC books to involve an infant in learning to enjoy books and storytelling.

What does the practice look like?

You can use ABC books to show your child pictures of familiar or interesting objects and the first letters of words as you read or tell your child a story, recite an ABC rhyme, or use a book as part of a "make-up" story. ABC books will introduce your child to letters as part of having a story read or told to him. The more your child hears the sounds of words and letters of the alphabet, the more he will learn to notice the differences in sounds.



How do you do the practice?

There is not a right or wrong way of using ABC books with your child. The main idea is to use the books to read your child a story that has illustrations of familiar things that include letters of the alphabet.

- Start by finding or making ABC books that include things that are familiar and interesting to your child and that he likes and enjoys.
- Pick a time to read to your child when he is alert and interested in sitting on your floor next to you.
- Show the book to your child and read or talk about what is on each page, enthusiastically and entertainingly.
- Introduce descriptions of the ABCs into the storytelling. There is no need to read the book one time. Start with a few pages and add one or two pages at a time.
- Encourage your child to be part of the storytelling by having him touch the book.

How do you know the practice worked?

- Does your child point to or touch pictures that are familiar to it?
- Does your child make sounds or try to repeat things you do or say?
- Does your child hand you books to read to him?

CELLreviews

Center for Early Literacy Learning

Predictors of and Interventions Associated with Later Literacy Accomplishments

2007 ■ Volume 1 ■ Number 1

Carl J. Dunst
Carol M. Tivette
Deborah W. Hamby

A secondary analysis of the National Early Literacy Panel research synthesis was conducted to identify clusters of predictors of later literacy competence and that interventions focusing on affecting change in specific literacy skills were more likely to be effective than nonfocused interventions. Implications for practice are described.

The twofold purpose of this practice-based research synthesis was to summarize research evidence on the predictors of early literacy accomplishments and describe the characteristics of interventions for promoting young children's acquisition of literacy skills. This was accomplished by a secondary analysis of the National Early Literacy Panel (NELP) findings reported to date (Fitts, 2005; National Early Literacy Panel, 2006; Strickland & Skandrud, 2006; Skandrud, 2006; Strickland & Skandrud, 2006). The NELP in collaboration with the National Center for Family Literacy, involved an extensive review and synthesis of available research to answer four questions: (1) What are the skills and abilities of young children ages birth-to-5 years that predict later reading outcomes? (2) What processes and intervention contribute to or inhibit gains in children's skills and abilities that are linked to later reading outcomes? (3) What environments and settings contribute to or inhibit gains in children's skills and abilities that are linked to later reading outcomes? (4) What child characteristics contribute to or inhibit gains in children's skills and abilities that are linked to later reading outcomes? Available data to answer the first two questions was the focus of this *CELLreview*.

The conduct of this practice-based research synthesis was guided by a characteristics/consequence framework that attempted to isolate the particular early literacy skills and with later literacy accomplishments that were associated with later literacy accomplishments (Dunst, Tivette, & Campos, 2002). This was done by integrating findings from the NELP in a number of different ways with a focus on implications for developing practice guides that parents

and practitioners could use to promote and enhance the early literacy learning and development of infants, toddlers, and preschoolers (Dunst, Tivette, Mandell, Roper, & Kobayak, 2006). The implications should be considered tentative but suggestive, pending the release of the final report of the NELP.

Background

Proficiency, emergent literacy, and early literacy development encompasses diverse domains of literacy experiences and accomplishments (Dunst et al., 2006). Both Adams (1990) and van Kleeck (1998) noted that literacy learning experiences and accomplishments fall broadly into two categories: print (orthographic) and speech (phonological) processing skills and subcategories or domains within categories. The print-related domains include, but are not limited to, alphabet knowledge, print awareness, written language, and text comprehension. The speech processing domains include, but are not limited to, listening comprehension, phonological awareness, and oral language.

The early literacy learning accomplishments within domains have been described as having many different

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CELL Materials to Support Learning and Implementation

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

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



Center for Early Literacy Learning

Welcome

[CELL Aims](#) [CELL Partners](#) [CELL News](#)

Home

Welcome to the Center for Early Literacy Learning(CELL) Web site. 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 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. CELL is a major initiative of the Center for Evidence-Based Practices at the [Orelena Hawks Puckett Institute](#).

Research-to-Practice Model

Technical Assistance Approach

Frameworks

Major Center Activities



Products

[New! CELLpractices Practice Guides Especially For Parents](#) can be used by parents to provide their infants, toddlers, or preschoolers fun and exciting literacy learning experiences and opportunities, or by practitioners who are working with parents to promote their use of literacy learning activities with their children.

Contacts

Links

Sitemap

[Major Activities, Accomplishments and Next Steps](#): PowerPoint Presentation prepared for the Office of Special Education Program, "3+2" evaluation of the Center for Early Literacy Learning, Washington, DC, August 19, 2008



CELL Website:

www.earlyliteracylearning.org

- What you'll find there:
 - [CELLpapers](#) provide background information about the conceptual frameworks used to guide Center for Early Literacy Learning activities and the results of evaluation and research studies conducted by CELL staff.
 - [CELLreviews](#) are practice-based research syntheses of early communication, language, and literacy development. These syntheses analyze and integrate small bodies of research that have investigated the same or similar practices having the same or similar outcomes.

CELL Website (cont.)

- [CELLnotes](#) are one- to two-page summaries of the findings from practice-based research syntheses. These summaries, written in a user-friendly format, are designed specifically for practitioners and parents.
- *CELLpractices* include practice guides for implementing evidence-based preliteracy, emergent literacy, and early literacy learning practices. CELL practice guides are grouped into two categories: practice guides especially for parents and for practitioners working with parents, and practice guides for early childhood practitioners working with young children.

CELL Practice Guides

Especially for parents of young children!

First ABC Books

Stories and Listening

Learning the alphabet starts long before a child is able to say the ABCs. ABC books are one way of turning story time into a fun time filled with sounds, words, and letters.

What is the practice?

This practice uses commercially available or home-made ABC books to involve an infant in learning to enjoy books and storytelling.

What does the practice look like?

You can use ABC books to show your child pictures of familiar or interesting objects and the first letters of words as you read or tell your child a story, recite an ABC rhyme, or use a book as part of a "made-up" story. ABC books will introduce your child to letters as part of having a story read or told to him. The more your child hears the sounds of words and letters of the alphabet, the more he will learn to notice the differences in sounds.



How do you do the practice?

There is not a right or wrong way of using ABC books with your child. The main idea is to use the books to read your child a story that has illustrations of familiar things that include letters of the alphabet.

Start by finding or making ABC books that include things that are familiar and interesting to your child and that he likes and enjoys.

- Pick a time to read to your child when he is alert and interested in sitting on your lap or lying on the floor next to you.
- Show the book to your child and read or talk about what is on each page. Read to your child in an enthusiastic and entertaining manner.
- Introduce descriptions of the ABCs into the storytelling. There is no need to try to go through the entire book at one time. Start with a few pages and add one or two pages each time you and your child read the book.
- Encourage your child to be part of the storytelling by having him touch, hold, bang, and yes, taste the book!

How do you know the practice worked?

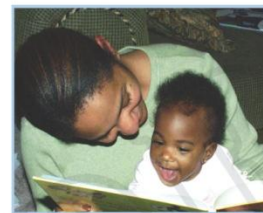
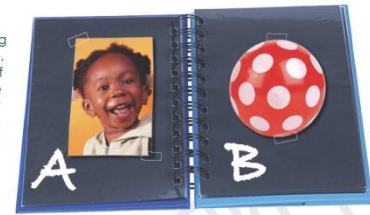
- Does your child point to or touch pictures that are familiar to him?
- Does your child make sounds or try to repeat things you do or say?
- Does your child hand you books to read to him?

CELL practices
CENTER for EARLY LITERACY LEARNING

Take a look at more first alphabet books

ABCs Just for Me!

Nicholas' father has been collecting pictures of his son's favorite toys, people, animals, and other things. He chooses five of the pictures for Nicholas' first ABC book. He writes the first letter of each person or object on the picture and uses a small photo album to make the book. He introduces the book to his son by saying, "Daddy has a special treat for Nicholas. His very own ABC book." He and Nicholas find a comfortable place to sit and look at the book together. Dad sits on the floor with Nicholas sitting between his legs while holding the book in front of his son. Dad shows Nicholas the book which has the title "Nicholas's ABC Book." He reads the title while pointing to it. "Let's read your book!" Dad says. He opens the first page which has a picture of Nicholas' big sister. Nicholas reaches for and pats the picture while Dad says, "You see Abby! Abby starts with an A." They continue looking at the ABC book where Nicholas and his father go back-and-forth pointing, "talking," getting excited, and just having a fun time.



"Chicka, Chicka..."

Jada's mother is sitting in a chair with Jada seated in her lap. They are getting ready to read what has become a favorite story of ABCs racing up a coconut tree playing a game of tag. "A tells B..." Mom reads, and asks Jada, "What comes next?" Mom recites the book's rhyming chant pausing between verses to ask her daughter to "guess what happens next." This has the effect of getting Jada excited, especially when she hears the names of the letters she remembers. At the end of the story, Mom and Jada say "Chicka, chicka, boom, boom, they all fall down!"

My Favorite Things

Samantha has both a physical disability and some visual difficulties. This, however, does not stop her from being interested in being told stories by her father. She especially enjoys stories about herself that her father "makes up." Dad has collected digital photographs of some of Samantha's favorite activities. He has added an initial letter in large print to each photograph a person, object, or action. He has even added sound describing the photographs (for example: "Samantha's favorite toy is a bear. 'Bear' starts with a B"). Dad places Samantha in front of the computer screen seated on his lap. He shows Samantha how touching any of the keyboard keys "starts the story." Samantha becomes excited and starts vocalizing and smiling each time she makes the computer "talk." Dad introduces new photographs each time he and Samantha "read the book" which especially piques Samantha's attention and interest.



CELL practices is a publication of the Center for Early Literacy Learning (CELL), funded by the U.S. Department of Education, Office of Special Education Programs (H298A00010). The opinions expressed, however, are those of CELL and not necessarily those of the U.S. Department of Education. Copyright © 2008 by the Orelena Hawks Puckett Institute, Asheville, North Carolina (www.puckett.org).

Inside the CELL Practice Guides

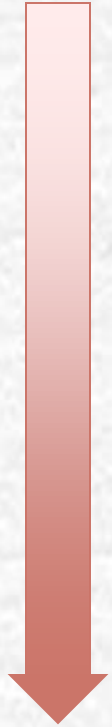
- What is the practice?
- What does the practice look like?
- How do you do the practice?
- How do you know the practice worked?
- Vignettes that illustrate the early literacy practice described
- Adaptations

Letters the right way

Keoni, a toddler with motor impairments, and his mom are playing with an alphabet puzzle where each letter piece fits into a letter-shaped cutout. Keoni struggles to get some of the pieces to fit, even when he holds them by the thick knobs in the center of each piece. “Look, Keoni,” his mom says. “See these letters on your alphabet poster, how they are all standing in the right direction? Your puzzle letters need to stand in the right direction too or they won’t fit.” She helps him run his hands over the pieces to feel their shapes, and compare them to his poster to see if they are right side up and facing the right way or not. “That will help you know which one comes next,” she says. “If it’s backwards or upside down it won’t fit.”



Adaptations



- Adapt Environment
- Adapt Activity
- Adapt Materials
- Adapt Instruction
- Provide Assistance

Source: ***Cara's Kit***, Milbourne & Campbell, 2007