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**Title: Embedding Instruction in Communication and Language Throughout the Day (based on components of Rock Your Classroom)**

**Number of Inservice Points**: \_\_\_

**Course Description:** *Embedding Instruction in Communication and Language Skills – Focus on Developmental Domains* is designed as a \_\_-hour learning experience. Participants are expected to engage in small-group discussions and exchange of information related to strategies for embedding instruction of language concepts throughout the day in early childhood settings. Participants are expected to apply knowledge of strategies and resources to develop supports to address communication needs of children. The participants will be provided a variety of information, strategies and resources.

**Upon completion of this course participants will demonstrate an awareness of the following:**

1. Developmental skills and milestones as they relate to children’s participation in activities and interactions that require communication and language concepts and skills.
2. Uses of Florida Early Learning and Developmental Standards (FELDS) for planning developmentally appropriate activities with a focus on listening, understanding and using language concepts.
3. Uses of Florida Early Learning and Developmental Standards (FELDS) for planning strategies to support the communication skills requesting, commenting, answering questions, and interacting.
4. Levels of support (universal, individualized, intensive) for planning strategies to address communication and language development for all children and specifically for those children who experience difficulties, delays, and disabilities.

**The content has been organized around six topics. Below, suggested professional development topics and objectives are listed:**

***Topic 1: Overview of child development in the communication and language domain*** - Participants will recognize impacts of delays and disabilities on the development of communication and language skills of young children. Participants will identify the components and benchmarks that are included in the Language and Literacy domain of development.

***Topic 2: Strategies for varying needs of support*** ***(language development)*** – Using resources provided, participants will identify and give examples of classroom strategies for supporting children’s development in the use of language concepts (including vocabulary for themes, routines, self-expression).

***Topic 3: Strategies for varying needs of support*** ***(communication skills)*** – Using resources provided, participants will identify and give examples of universal and targeted strategies for supporting children’s development of receptive and expressive communication skills (including following directions, requesting, commenting, answering questions, social interactions).

***Topic 4: Various modes of communication*** - Participants will recognize communication systems that are used to support children with significant needs. Participants will identify the components of developing and facilitating (instruction, modeling, prompting) communication systems.

**Topic objectives reference the following resources**:

* [*Florida Early Learning and Developmental Standards*](http://flbt5.floridaearlylearning.com/), Florida Department of Education Office of Early Learning. (2017).
* [*Addressing Communication in Early Childhood Programs*, TATS Document includes correlation with FELDS)](https://tats.ucf.edu/wp-content/uploads/sites/9/2019/12/addressing-communication-correlation-standard-module.pdf)
* [*Supporting Communication - TATS Talks to Professionals*](https://tats.ucf.edu/wp-content/uploads/sites/9/2019/12/tats-talks-pro-communication-supporting-comm.pdf) (TATS Document)
* [*Communication and Language Skills*](https://tats.ucf.edu/wp-content/uploads/sites/9/2019/01/Embedded-language-2d-1.pdf)*,* Rock Your Classroom - Embedding Instructional Strategies for Developmental Domains*,* TATS document.
* Building Blocks for Teaching Preschoolers with Special Needs, 2nd Edition, by Mary Louise Hemmeter, Ilene Schwartz, Susan Sandall. <http://products.brookespublishing.com/>

**Professional Learning Delivery, Implementation, and Evaluation:**

Participants will be required to attend the full training session (in alignment with Florida’s Professional Development System Staff Development Protocol). To earn credit, participants must complete post-test “knowledge check” question/response document.

Following successful completion of the course participants must complete **one** of the follow-up activity options. The follow-up activities may be completed in small groups or individually at the end of the sessions **or** completed later and sent back to the session presenter at an assigned time. The options include the following:

* Statement (verbal or written) of plans for using the session information in the development of supports for helping young children develop communication skills (must include specific strategies such as visuals, communication systems, prompting)
* Verbal or written reflection of experience(s) related to the impact of delays and disabilities on children’s development in the communication and language domain
* Contribute to small-group discussion of examples of use of information in Florida Early Learning and Developmental Standards for planning lessons and activities that address language concepts
* During small-group sharing, provide examples of reliable family resources related to development of communication and language skills
* During small-group discussion, provide information related to needs for staff professional development in facilitating communication, barriers to staff training and possible solutions

Verification of completed follow-up activities by the participants' supervisor is required.