

Embedded instructional strategies in developmental domains

2d. Emphasis on language and communication

Quality indicators:

- Teachers actively engage children in social conversation beyond the scope of the prescribed curriculum.
- Teachers identify vocabulary or linguistic concepts and embed them into teaching and learning opportunities.
- Teachers provide opportunities to practice use of new vocabulary or linguistic concepts.



Questions to ask:

- ✓ How do you incorporate language or communication-building activities into all areas of the daily routine?
- ✓ What types of questioning strategies do you use to expand thinking and expressive/receptive communication skills?



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Support communication and language development with inclusion of visual supports throughout routines and schedules.
- Include vocabulary words with meaningful conversation and discussion with class staff and children throughout the day.
- Facilitate communication and language development during play and group activities.

[Universal Design in Early Childhood](#)

[Florida Early Learning and Developmental Standards](#)

[Strategies for Promoting Communication \(Ohio State University\)](#)

Targeted/Specialized Supports

- Provide visuals to support development of communication and language and vocabulary.
- Plan activities that provide opportunities for direct instruction with guided practice to children who require support in skills of answering questions, initiating comments, making choices for example.
- Provide direct instruction with guided practice for children to address varying modes and levels of development.
- Provide specialized materials for communication.

[TATS Focus on Communication and Language - links to strategies](#)

[Enhancing Children's Language Development \(series of seven articles\)](#)

[TATS Talk - Supporting Communication](#)

[TATS Talks - Supporting Communication and Literacy](#)

[Addressing Communication Skills in the Classroom \(correlations to FELDS and BDI2\)](#)

[Supporting Communication for Various Ages and Developmental Levels](#)

Intensive Intervention

- Consult and collaborate with service providers and therapists to implement specific specialized programs, such as AAC devices, to address significant needs.
- Communicate and coordinate with families to provide consistency of interventions.

[Teaching Communication of "Yes" and "No" \(Project Core\)](#)

[Helping Team Members Respond to Various Modes of Communication](#)

[Resources List Related to AAC](#)

[Supporting Children with Various Response Modes](#)