

## 1. Engagement and responsiveness

### 3b. Conversations (child/child or adult/child) are encouraged and observed

Quality indicators:

- Teachers talk with children about instructional and non-instructional activities.
- Teachers and children laugh and teachers seem genuinely interested in the children's attempt to communicate.
- Teachers do not use language and communication for the sole purpose of directing children, teaching a new skill or asking questions about activities.



Questions to ask:

- ✓ How / when do you have conversations with the children in the class?
- ✓ What types of things do you talk about?
- ✓ How do you encourage communication beyond instructional topics?



*Supports, Accommodations, Adaptations*

**Links for Additional Information**  
*Right click to open in new window*

#### **Universal Supports**

- Set up the room with items and displays that interest children, talk about them, and encourage children to express interests.
- Provide wait time and encouragement for children who are hesitant to talk or at beginning levels of communication.
- Accept communication from all children in the classroom in the manner they are able to respond. Support efforts of children who have difficulty.

[\*Talk, Read, and Sing Together Every Day - Ideas for engaging children in conversation\*](#)

[\*Reading with Children is an Opportunity for Conversation - project of National Institute of Literacy\*](#)

[\*Talking with Young Children\*](#)

#### **Targeted/Specialized Supports**

- Provide visuals such as core boards, communication boards, choice boards to support children.
- Provide opportunities for children to "talk about" what interests them and support them with visuals/pictures/objects.
- Support children in remembering words with visuals, songs, rhyming patterns.

[\*Word Games for Listening and Talking - resource from US Office of Special Education - pdf\*](#)

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

[\*Encouraging Oral Language and Conversations\*](#)

#### **Intensive Interventions**

- Collaborate with therapists to develop individualized communication systems.
- Be observant of each child's individual levels of development, modes of communication, and preferences for play and toys.
- Teach children to make choices and provide visual and object support.

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

[\*Supporting Children with Various Response Modes\*](#)

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