




The Power of Your Presence: Fostering Literacy from Birth

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Goal: Teach strategies that will enable parents to transform everyday interactions with their child into valuable brain building moments which develop literacy skills!



How will we accomplish this?

- Define Literacy and what it involves
- Show you how to build literacy skills through use of 3 key strategies
- How to apply these strategies during daily activities



Please know that while we are referring to “parents” we are also including:

- **Grandparents**
- **Caregivers**
- **Relatives**
- **Siblings**
- **Or anyone who is interacting with or caring for a child!**





What is Literacy?

The dynamic process of producing and receiving messages through spoken words, printed text, and visual images.

(Phelps, *Foundations of Reading and Literacy*)

Components of Literacy (Source: B. Phelps, 2003)

	Oral	Written	Visual
Understanding (Comprehension) “Incoming”	Listening	Reading (print, books)	Viewing (e.g., movie, road sign)
Expressing (Communicating to others) “Expressing”	Speaking	Writing (handwritten and typed information)	Visually Representing (drawing, artwork)

LITERACYcenter



So...

**What is the most accessible
way parents can transform
everyday ordinary moments
into literacy building
activities?**



Part I

Through Oral Language!

- Listening and Speaking
- Language is the foundation for everything; social/emotional, cognitive, communication and of course academics!



Let's take a moment and think about...

What makes an activity with your child frustrating ?

•



What makes an activity fun and enjoyable?



Enjoyable Activities...

- Share a common interest
- Have fun
- Give and take
- Relaxed
- “In the moment”



What's Really Happening?

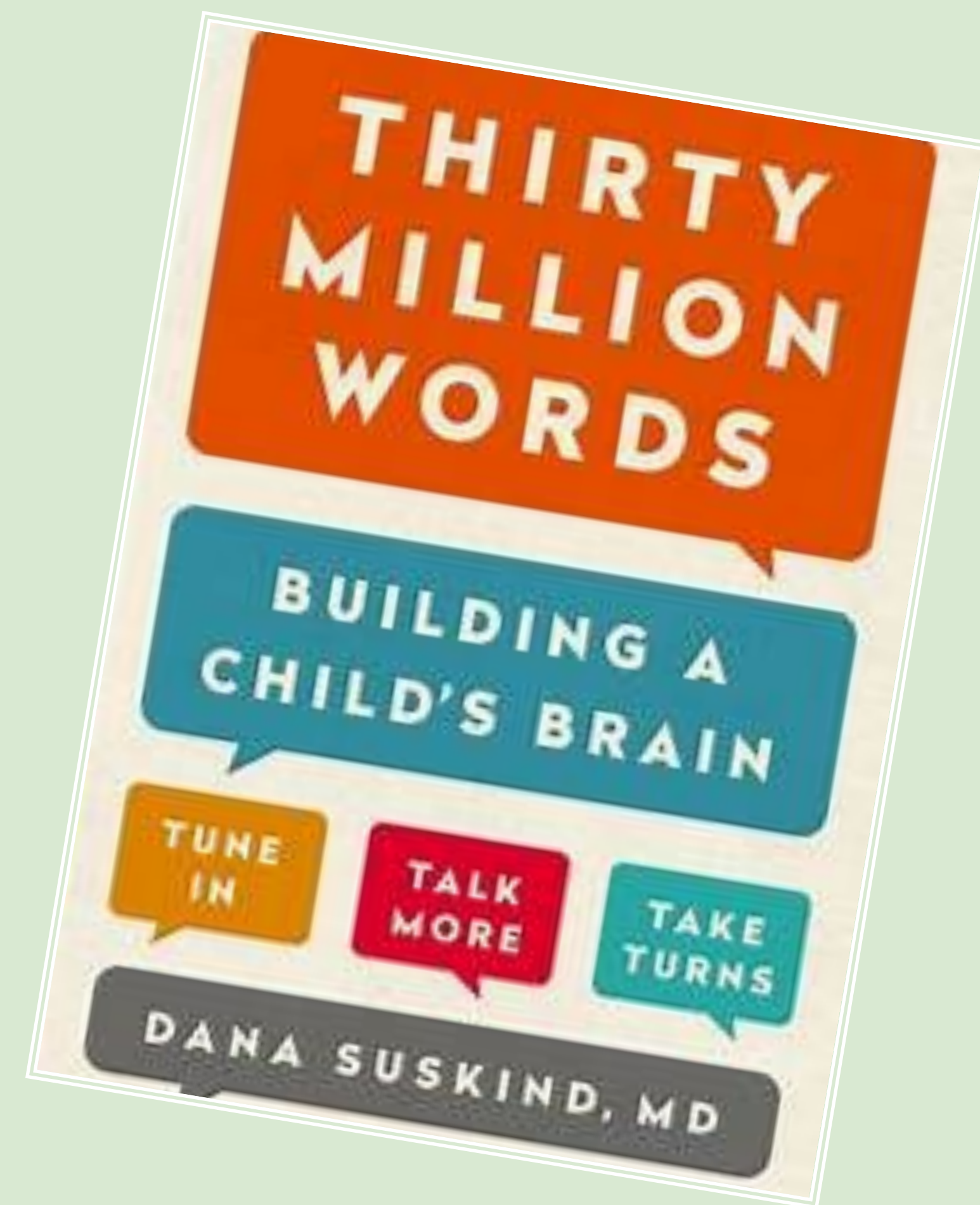
Most likely, you are:

- **Tuning in** to your child
- **Taking turns** with your child
- **Talking with** your child



Oral Language Strategies “3Ts”

Tune in, Talk More, Take Turns
by
Dana Suskind, M.D.



T1/ Which supportive strategy “tunes in” to the child?



Scenario One

Parent is reading a book he/she just bought for his/her child. The parent is trying very hard to get the child to look at the pictures, but the child just doesn't seem interested at this moment. Parent notices the child is looking out the window, but he/she continues to redirect the child's attention to the book (afterall, this is an educational ABC book and the child seemed very interested in it when the parent and child were at the store; that's why the parent bought this book). The parent continues to get the child's attention...

Scenario Two

Parent is reading a book he/she just bought for his/her child. The parent is trying very hard to get the child to look at the pictures, but the child just doesn't seem interested. Parent notices the child is looking out the window, so he/she closes the book and when looking closer sees that the child is staring at the birds outside...

Tune In: What did the Adult do?



- Noticed what the child was doing
- Observed child's body language and eye contact
- Changed his/her body position
- Gave up control of the idea to read the book
- Changed his/her plan

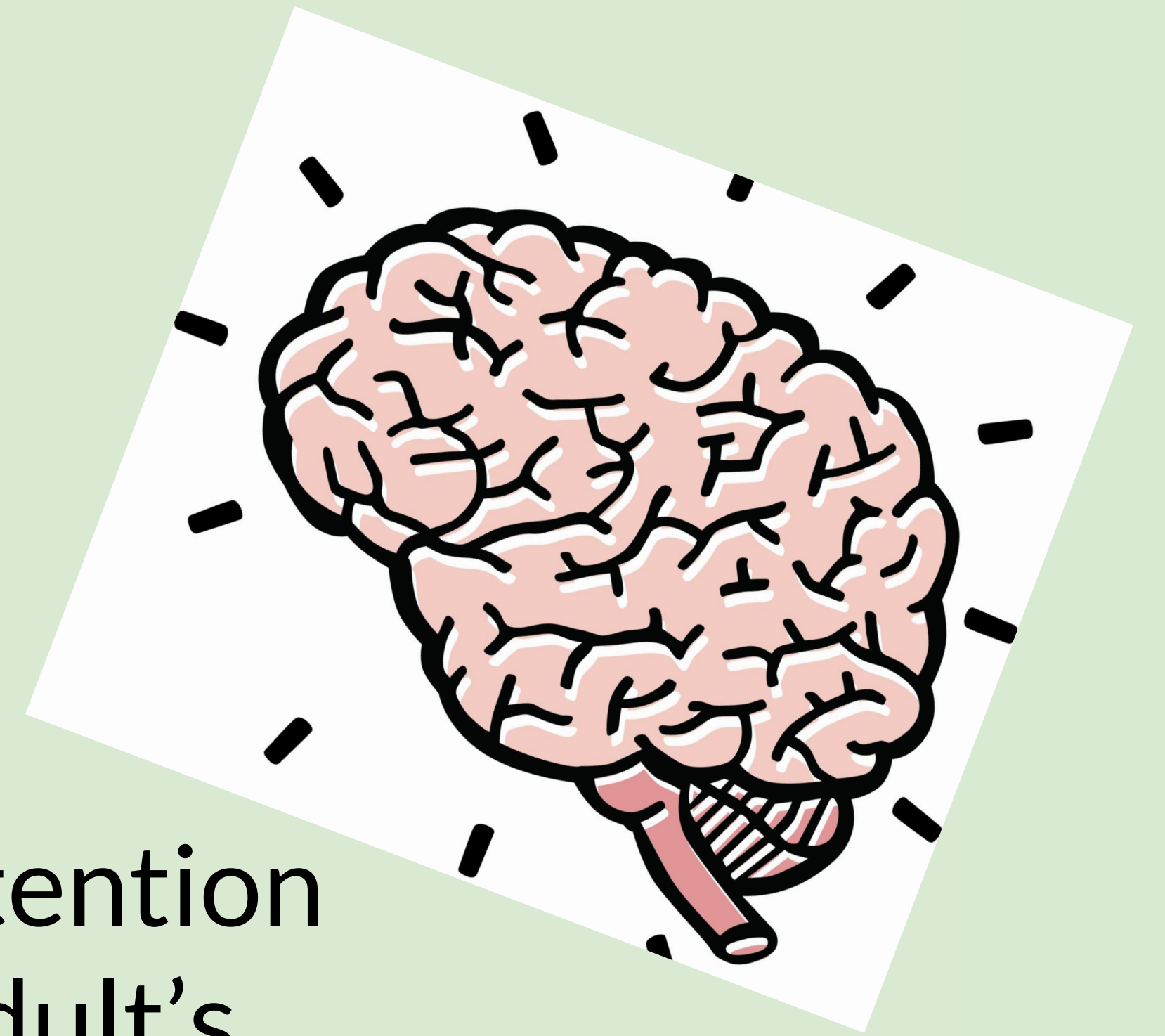
What does this involve? Why is it so challenging?



Wait a minute...

- **Why should we go with the child's interest? (After all, if children are going to learn, don't they need to learn to follow the adult?)**
- **How will doing this help my child with reading?**

Because...Brain!!!



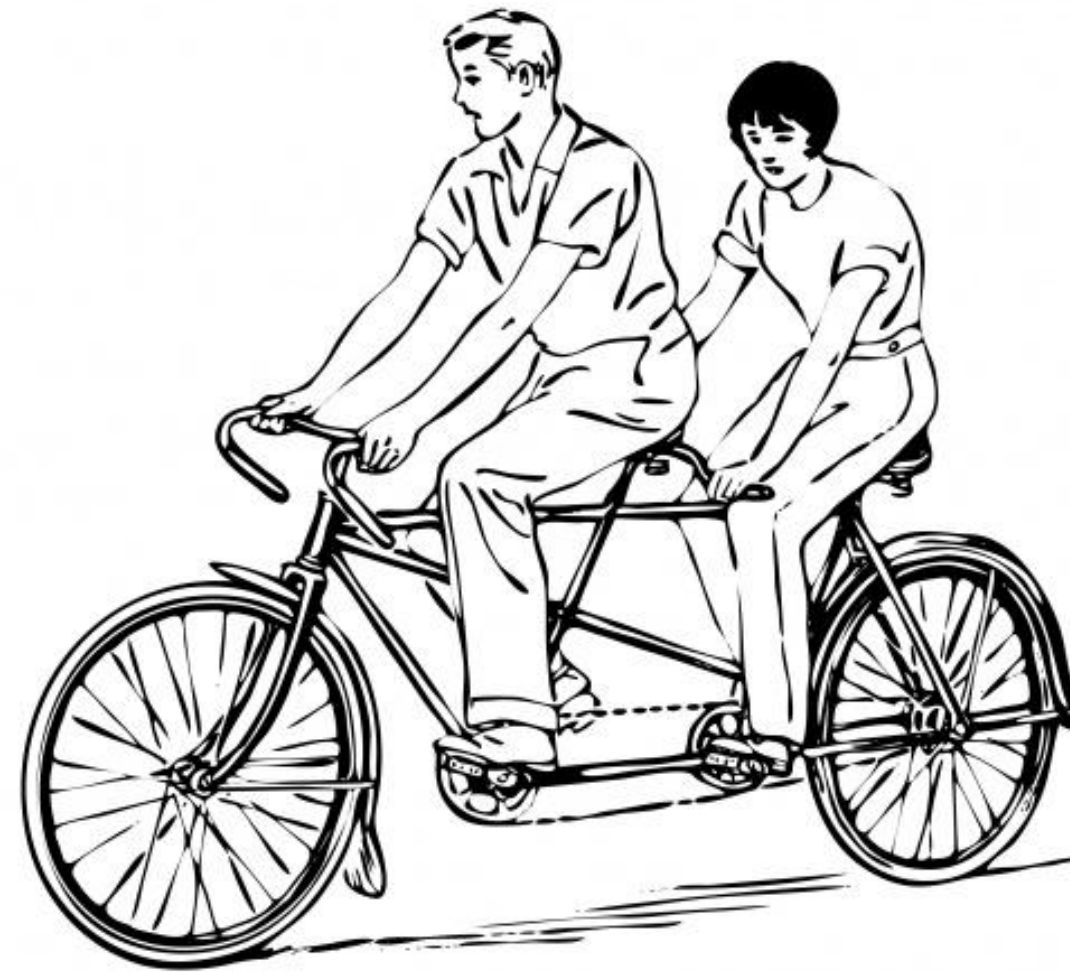
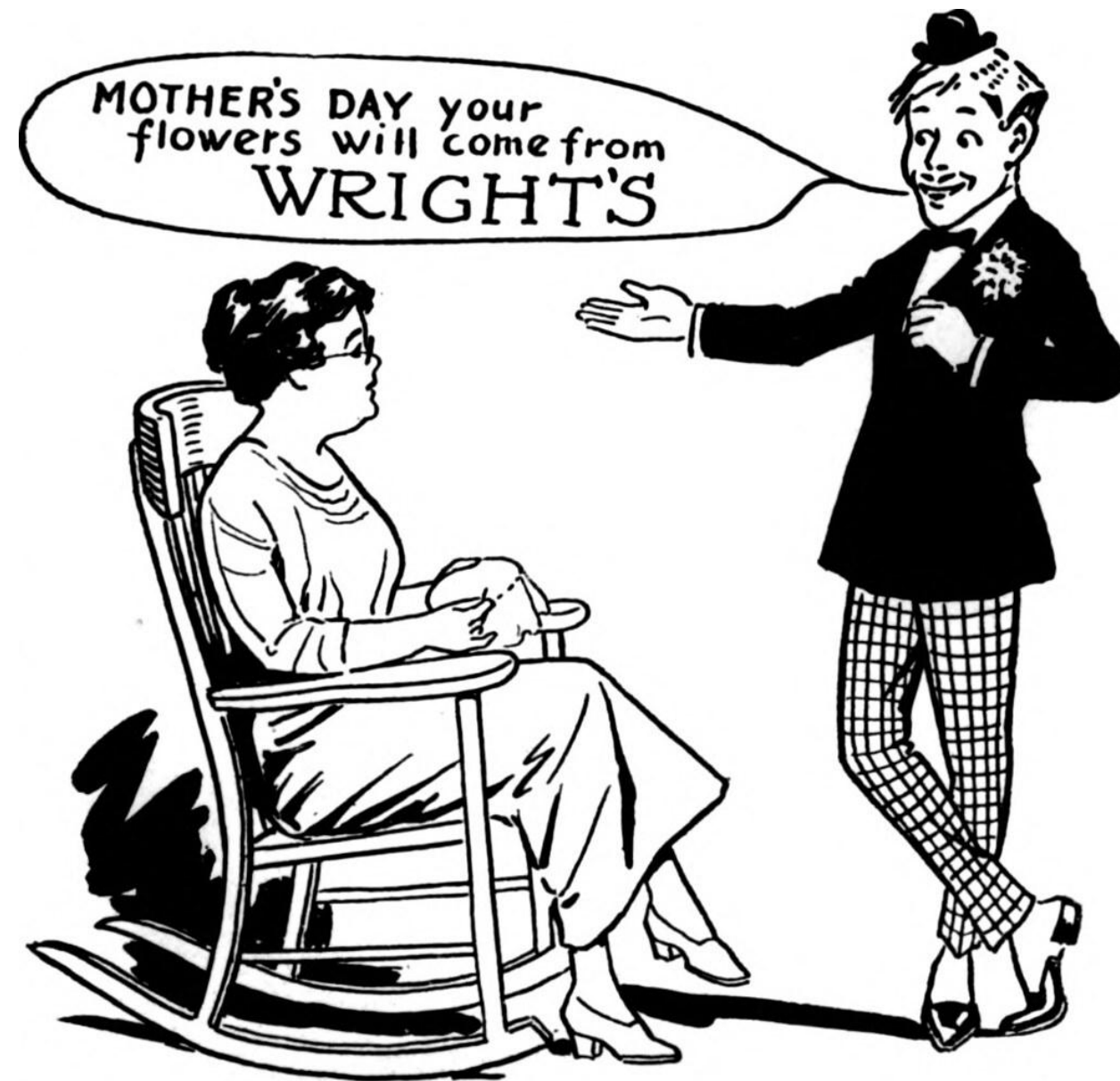
- Child's immature frontal lobe can't shift attention and take in NEW information the way an adult's brain can, so when a child's attention is focused on something then that's a prime time to add information! Sets the stage for learning to occur!
- Also enables the adult to model listening skills (important for many language and pre-reading skills)

Challenges: We Understand!



- **Tuning in does not mean following the child's lead in terms of their behavioral choices!**
- Can't do it all of the time... overwhelming!
- Decide what's best for you...a specific time? routine? etc...

Tune in Exercise adapted from the Hanen Language Program “Lets Get Talking!”



Tuning In sets the stage for the next step....T2, “Talk More”

Which scenario is most likely to generate a more interesting conversation?



Scenario One

The child continues to stare out the window, but the parent thinks it's very important to look at the book (afterall the child is going to go to kindergarten soon and the parent wants to be sure the child knows his her letters) the parent continues to try to redirect the child's attention to the book asking questions like "What's this?" "What letter is that?"

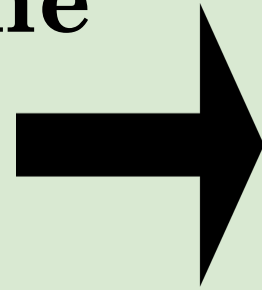
Scenario Two

Parent notices the child is looking out the window, so he/she closes the book and sees that the child is staring at the birds outside. Since the parent is right next to the child, he/she can see that the child is looking intently at a Cardinal that is in the middle of the other birds. The parent leans over and says... "That red bird is a Cardinal. A Cardinal is a type of bird. The parent and child go on to have a conversation all about cardinals and other kinds of birds.

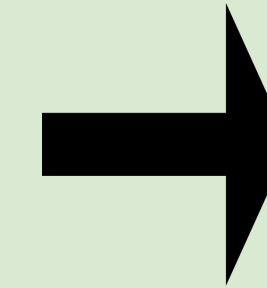
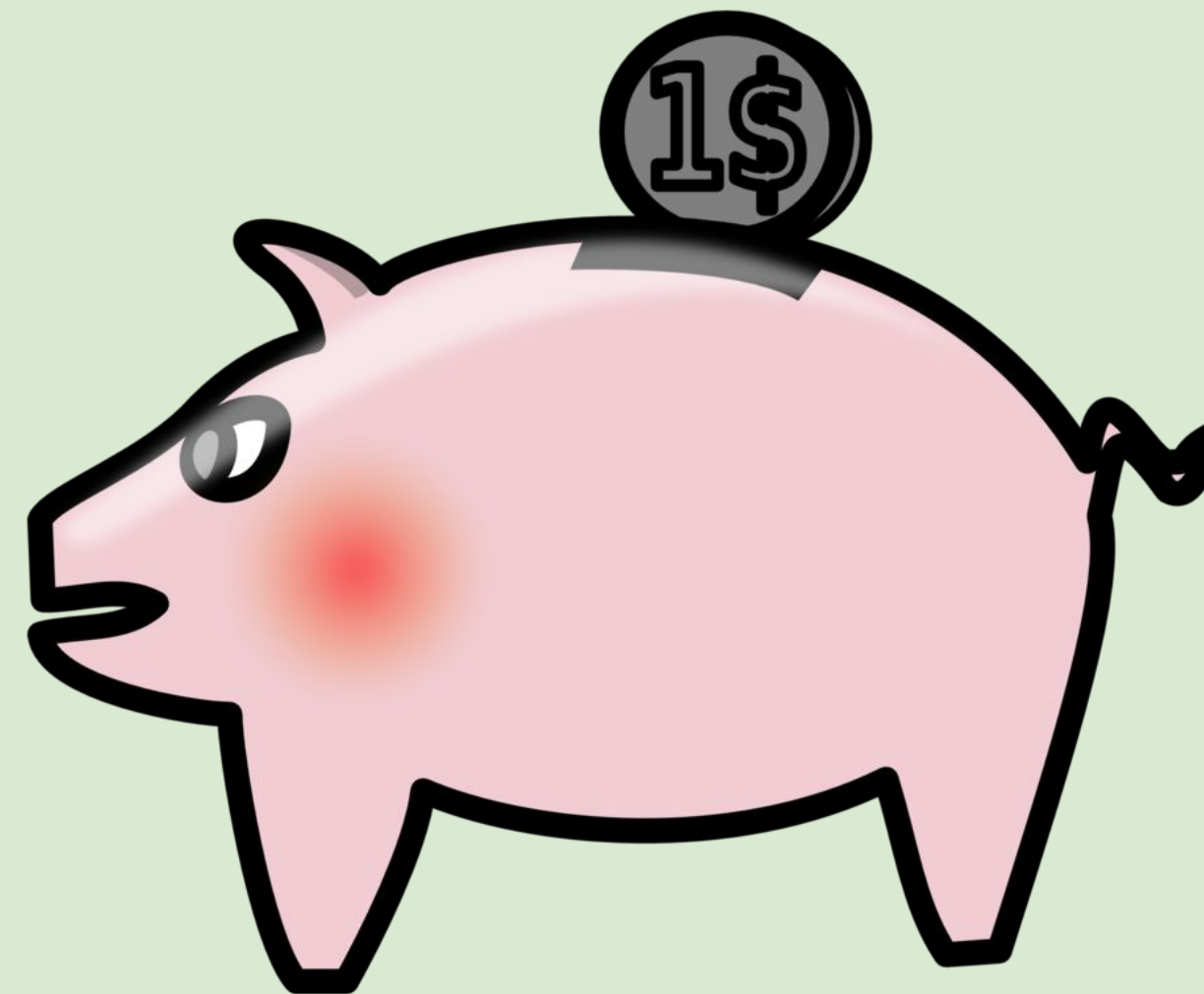


**So when words are added at
the precise moment when
the child's attention is
focused...**

It's like "striking" while the
iron is
HOT



Which then
"makes" a Deposit
into the
Vocabulary
"Bank"



In order to develop
vocabulary for
background knowledge
needed for academic
learning experiences



**Tune in FIRST for MAXIMUM
Effectiveness!**

Research supports
strong link between
vocabulary and reading
comprehension!



T2 Talking More: Two Types of Talk

Talking TO children:

- Business Talk
- Important!
- But not everything



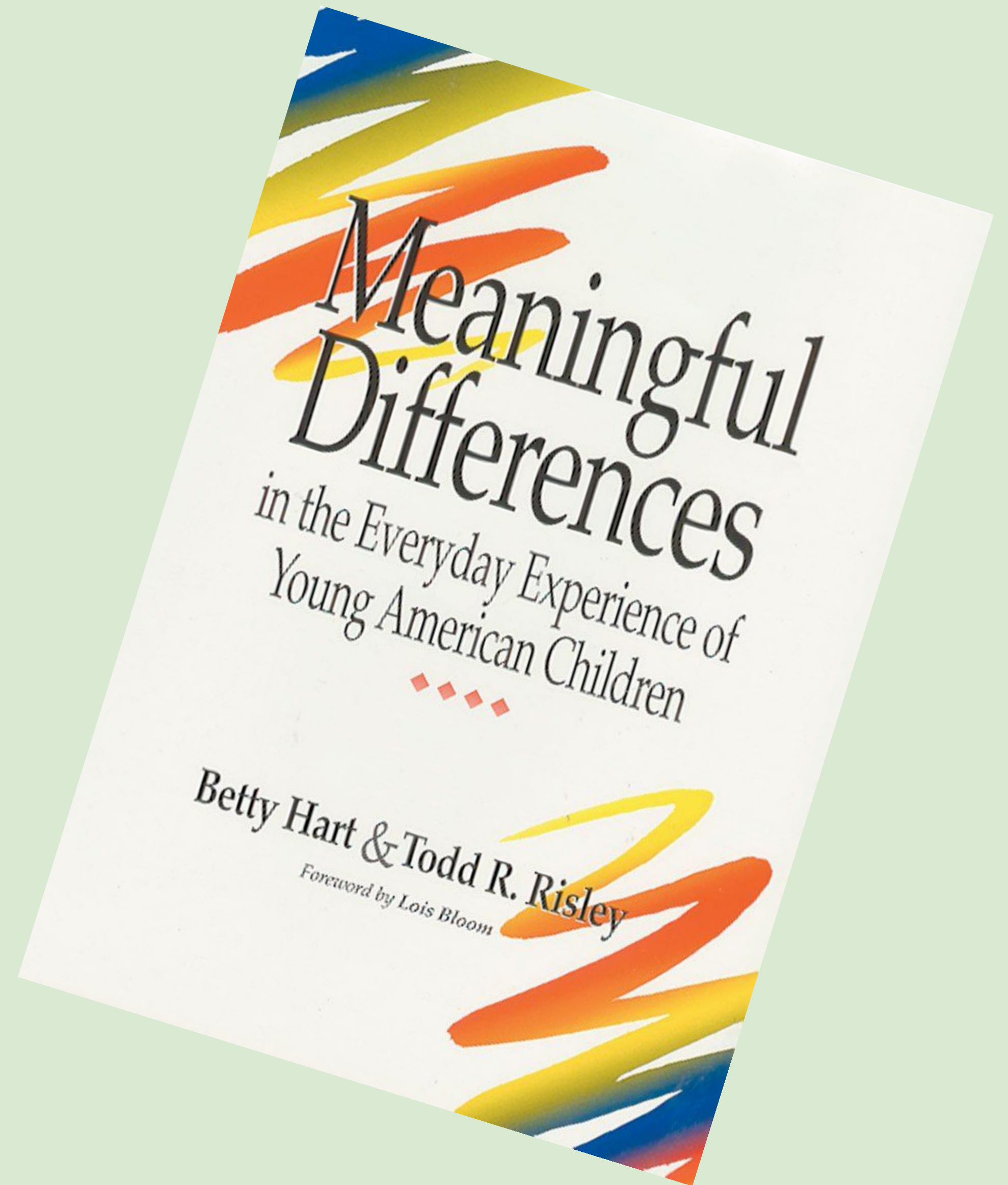
Talking WITH children:

- Chit Chat: Talk WITH children. Conversing
- **Extra Chit Chat** is what provides the rich verbal nutrients for "Brain Growth." Dana Suskind, M.D

What's another difference between these two types of talk?

Chit Chat?

Researchers Hart and Risley found that children with **larger vocabularies** had an environment where there were many opportunities for “EXTRA CHIT CHAT” in addition to the “Business” talk of life.



Talking More: HOW? ...DESCRIBE, DESCRIBE, DESCRIBE

Narration

Talk about what you are doing while you are doing it!

Parallel Talk

Talk about what the child is doing.

Take the “IT” away

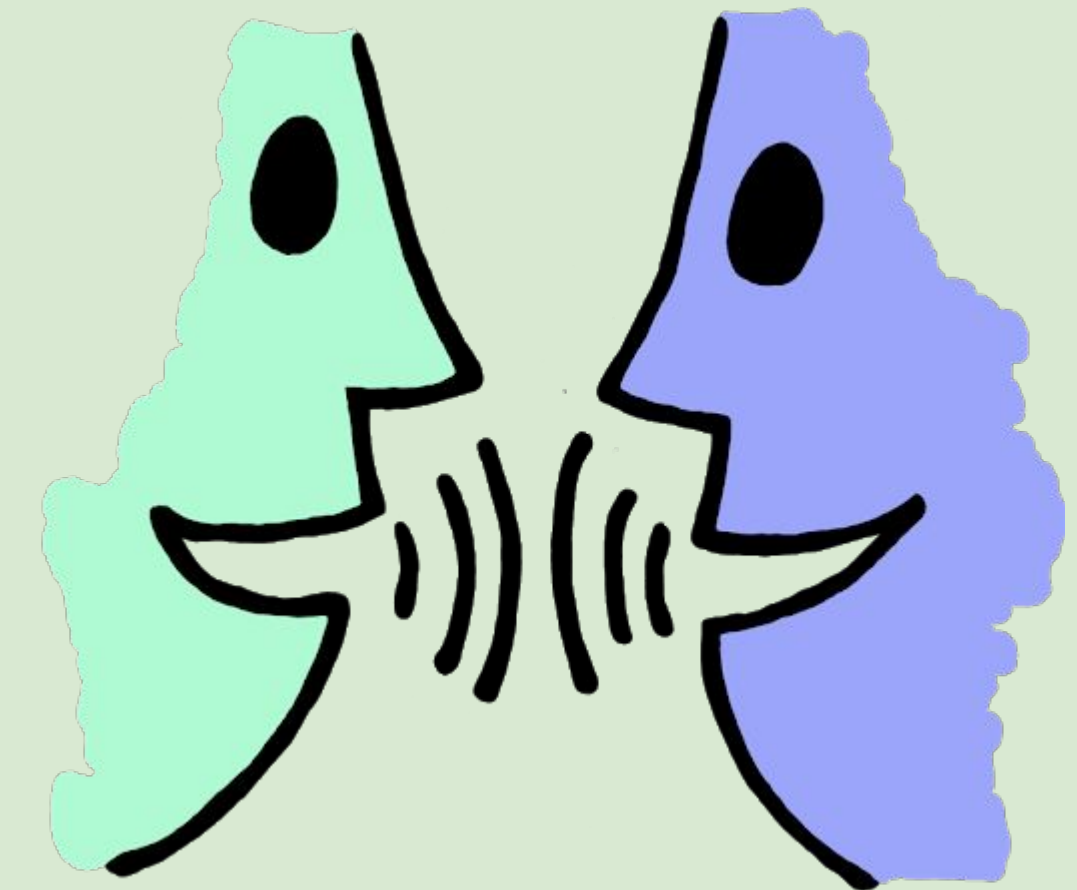
Use specific nouns instead of non-specific pronouns.

“Because” Thinking

Model complex thoughts for your child: “I am doing x because.....”

Process based praise

“You painted with red and yellow.
Wow. You really worked hard!”
instead of “Good Job.”



**Let's Have Some
Fun With Our
Babydoll!**



How to keep it going? T3 Taking Turns by Tuning in and Talking More



Taking Turns Conversation

Parent observes that the child is closely watching the birds who are eating quickly and says: “Those birds must be starving.” He/she waits and sees the child looks puzzled. “Starving means they are so hungry, they eat quickly!” Child says “I get hungry too.” And then looking at the birds eating, the child asks “What are they eating?” Parent replies “Birdseed.” They continue to have a conversation about the birds that lasts several minutes.

*Meanwhile **Scenario One:** Child obediently answered the questions but continued staring out the window...*

the Ts are a...

Dynamic

Human

Process!

Take Turns

Ask open ended questions

Tune In

Monitor and re-adjust

Child learns new words
and concepts

Dynamics of real life
Conversation with eye
contact, tone of voice,
many components

Talk More

interesting words like
"Starving"



WHY?

***Basically, there is information out there
that your child will not or cannot learn
without the guidance and
encouragement from a knowledgeable
person--YOU!***

Lev Vygotsky 1896-1934

Soviet Psychologist/Learning Theorist





Dr. Patricia Kuhl

Mandarin Language Study demonstrated that children exposed to Mandarin via a real live human were able to identify the sounds of Mandarin unlike those exposed via TV.

Brain is Social; Needs real live human interaction!



“Tuning In” is strongly deterred by digital distractions. Computers, tablets, and smart phones are addictive and attention absorbing. Only when the child is the parent’s primary focus will the necessary attention for optimum brain building occur.”

Dana Suskind, M.D., Thirty Million Words

Turn Off Technology!

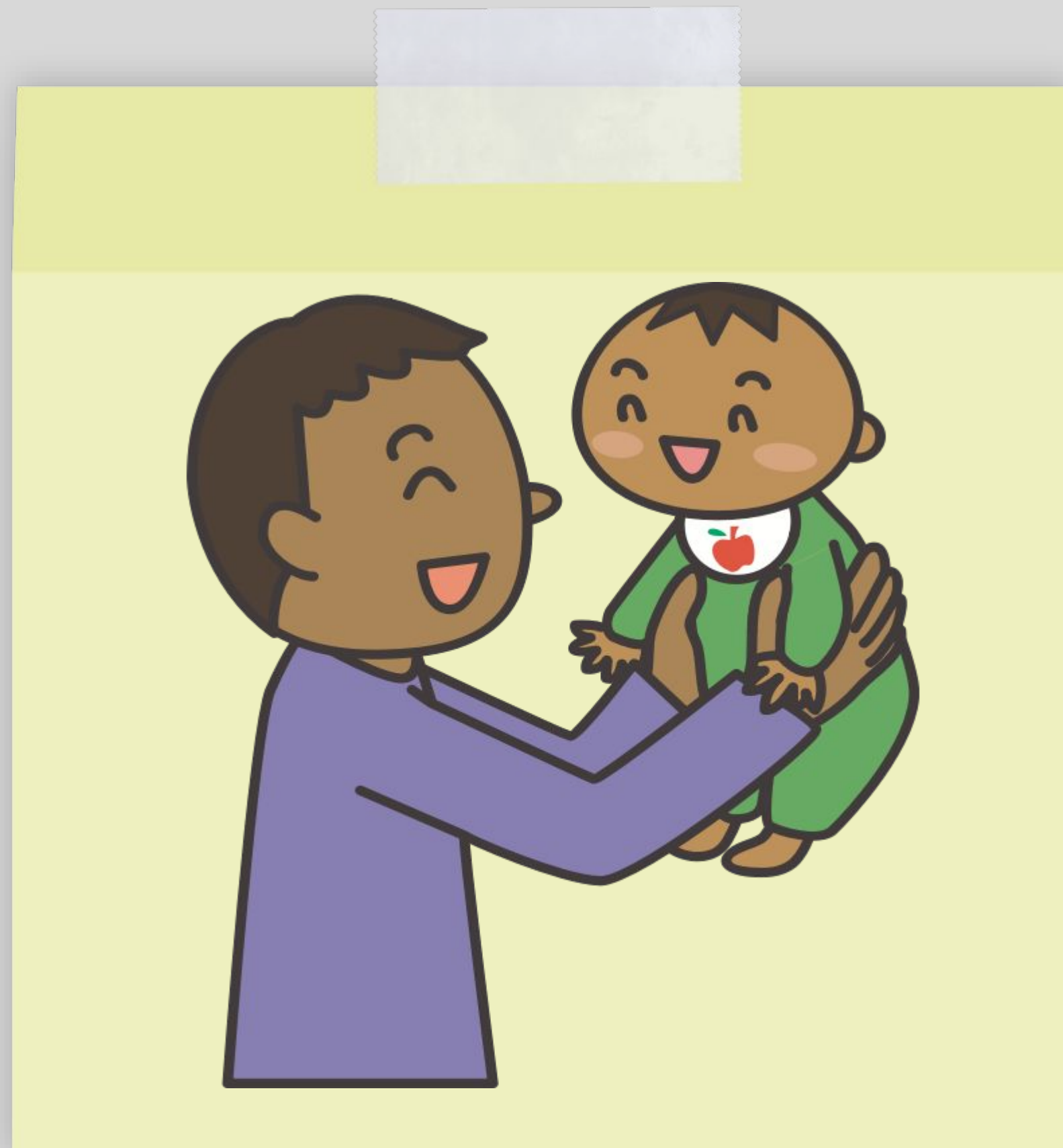
American Academy of
Pediatrics
Recommendation

**NO SCREENS FOR
CHILDREN UNDER 2
YEARS OF AGE**

4th “T” Turn off
Technology and Talk!



Technology cannot replace what you can do!



Three Ts Conclusion

“Creating a rich language environment does not mean carving out dedicated blocks of times in an already busy life. The Three Ts are designed to become a natural part of everyday activities, no matter how mundane. By adding words, a parent or caregiver transforms making the bed or peeling an apple or sweeping the floor into a brain-building experience.”

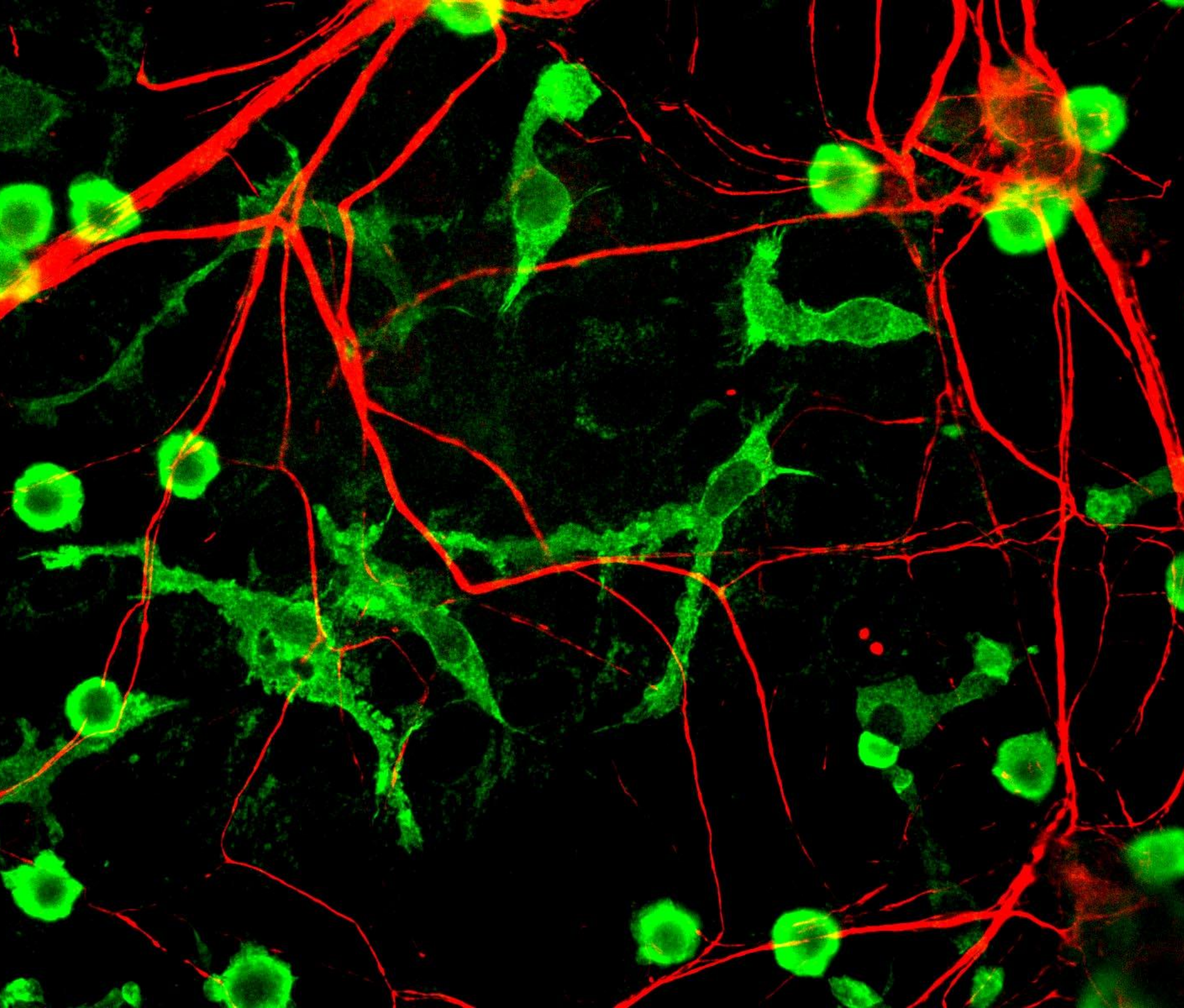
Dr. Dana Suskind, Thirty Million Words





Why now?

Early childhood is the most critical time in a child's life for brain development because...



Neuroplasticity of the Brain:

- Brain is efficient and prunes away pathways not used
- Major time period is during the first 3 years of life
- Maximize pathways for Language (foundation)!

T Strategy Wrap Up

	Tune In	Talk More	Take Turns	Turn off Technology and Talk
Understanding Non-Verbal	Notice/observe child's body language and interests	Knowing what to do and when to do it	How you Continue to Monitor and Adjust	Understand that passive screen time completely derails 3 T interaction
Expressing Verbal	Your body language and eye contact	How You Use Talking and Describing Strategies	How you use questions, conversational prompts	Use Technology to interact , such as Face Time, or if using Tech for other reasons, use as a tool during a dynamic interaction

Real Life Application



Remember?? Literacy involves...

Components of Literacy (Source: B. Phelps, 2003) ***OUR MAIN FOCUS**

	*Oral	Written	Visual
Understanding (Comprehension)	*Listening Tune In/ Turn off Technology	Reading print books	Viewing 2-D Images, Pictures, Movies 3-D Art
Expressing (Communicating to others)	*Speaking Talk More Take Turns	Writing symbols, letters, words, sentences, paragraphs, etc	Visually Representing Drawing, Art, graphics 2-D, 3-D

How to do Ts while Reading....

Notice the books your child just loves and it know it's OK to...

- Just look at pictures
- Not to read whole book
- Read the same books over and over
- ENJOY! (Remember if you are having fun, so is your child!)



How to do the Ts with Writing/Drawing/Creating

- Have materials and routines to pique your child's interests and opportunities with crayons, markers, etc.
- Marks on paper have meaning; it's ok just to talk about what marks and scribbles may represent. Talk about what you see.
- Narrate while you write a note or list





Build Digital Literacy Use Technology Interactively

How to T when viewing technology

- Set up environment, good habits, and routines.
- Needs you, your guidance, and ACTIVE participation!
- You play a role in the active construction of meaning and understanding
- Model appropriate uses to gain necessary information and communication.

Some Interactive Apps

- ABC Mouse (2-8 yo)
- Splingo (Direction Following App)
- Drawing and Coloring Apps

Completely Interactive!

- Face Time-Use technology to facilitate a real life interaction

THIS IS NOT PASSIVE SCREEN TIME!!!

USE INTERACTIVELY the 3T Way!
In moderation as a tool for social sharing!



Etc...





Please Know...

***All of this is only possible because of you and your role
with your child...***

***Don't ever underestimate the power of your presence in
order to ...***

**Build your child's path to Literacy
EVERYDAY!**

Thank you for attending!

Slide Show and Materials are posted on

<https://mi01000971.schoolwires.net/domain/1049>

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