



Support for Dual Language Learners: Unit 6, Key Topic 4

1

## Young Dual Language Learners

### Considerations

*California Preschool Program Guidelines, pages 87-90*

- **Assessment of Young Dual Language Learners**
- **Family Engagement**
- **Inclusion of Young Dual Language Learners Who Have Special Needs**
- **Support for the Transition to Kindergarten**
- **Early Childhood Educator Competencies**

Support for Dual Language Learners: Unit 6, Key Topic 4

2

## Young Dual Language Learners

1. Read the text relating to your topic.
2. Identify 1-2 key ideas and record them in 1-2 sentences.
3. Describe what is most interesting to you about this topic.
4. Describe why this topic matters when working with young dual language learners.

Support for Dual Language Learners: Unit 6, Key Topic 4

3

## Young Dual Language Learners

- What was most interesting to you?
- What was new information?
- What can you take from this into your work with young children who are dual language learners and their families?

Support for Dual Language Learners: Unit 6, Key Topic 4

4

## Young Dual Language Learners



- Which information was new to you?
- Which information were you very familiar with?
- Where did you find yourself surprised by some of the information?

Support for Dual Language Learners: Unit 6, Key Topic 4

5

## Young Dual Language Learners



- What did you think was missing?
- Did you discover any obstacles of your own in working with young dual language learners and their families? What are they? How can you work to overcome them?
- What do you want to learn about more deeply? How can you do that?

Support for Dual Language Learners: Unit 6, Key Topic 4

6

## Young Dual Language Learners



- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Support for Dual Language Learners: Unit 6, Key Topic 4

7

## Young Dual Language Learners



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Support for Dual Language Learners: Unit 6, Key Topic 4

8

## Young Dual Language Learners



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

Support for Dual Language Learners: Unit 6, Key Topic 4

9

## Young Dual Language Learners

### **Research Overview Paper 5: Assessment of Young Dual Language Learners in Preschool**



Support for Dual Language Learners: Unit 6, Key Topic 4

10

## Young Dual Language Learners

- What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs? (pp. 174-182)
- What are the most appropriate methods for assessing young DLLs for certain purposes? (pp. 176-189; Table 1 pp. 205-206)

Support for Dual Language Learners: Unit 6, Key Topic 4

11

## Young Dual Language Learners

- What technical considerations are required for testing DLLs? (pp. 189-192)
- What do preschool teachers need to know about valid assessment of DLLs? (pp. 192-194; Figure 1 pp. 202-204)

Support for Dual Language Learners: Unit 6, Key Topic 4

12

## Young Dual Language Learners

- How would you answer the question?
- What are two or three key ideas?
- What are two or three research findings that are presented?
- Are there any recommendations in the section reviewed?

Support for Dual Language Learners: Unit 6, Key Topic 4

13

## Young Dual Language Learners

- What is it especially important for professionals working with young children who are dual language learners and their families to know based on the information covered?

Support for Dual Language Learners: Unit 6, Key Topic 4

14

## Young Dual Language Learners

### **Research Overview Paper 4: Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners**



Support for Dual Language Learners: Unit 6, Key Topic 4

15

## Young Dual Language Learners

- **Mismatch and Obstacles (pp. 124–128)**
- **Engaging Families to Support their Children's Development in the Program Setting (pp. 131–144)**
- **Engaging Families to Support Their Children's Development at Home (pp. 144–150)**

Support for Dual Language Learners: Unit 6, Key Topic 4

16

## Young Dual Language Learners

- Utilizing Community Resources to Support Family Engagement (pp. 150–151)
- Promising Practices (pp. 151–157)
- Recommendations for Supporting Children’s Development in the Program Setting (pp. 157–160)

Support for Dual Language Learners: Unit 6, Key Topic 4

17

## Young Dual Language Learners

- What are the key ideas?
- What most interested you about the information?
- What can you use in your work with young dual language learners and their families?

Support for Dual Language Learners: Unit 6, Key Topic 4

18

## Young Dual Language Learners

### **Research Overview Paper 6: Early Intervention and Young Dual Language Learners with Special Needs**



Support for Dual Language Learners: Unit 6, Key Topic 4

19

## Young Dual Language Learners

- Are preschool-age children with special needs capable of learning more than one language?
- How will exposure to more than one language influence the language development of preschool-age children with special needs?

Support for Dual Language Learners: Unit 6, Key Topic 4

20

## Young Dual Language Learners

- What are key considerations in choosing the language for intervention when working with young DLLs with special needs?
- What are implications for practice with DLLs in preschool with special needs?