



Helping Children Use Language

FCCERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> • Provider generally respond (75% of the time) in a timely and positive manner to children's attempts to communicate. <ul style="list-style-type: none"> ○ Crying is answered quickly. ○ Children's verbal requests are attended to. ○ Provider responds with interest to children's communication during play. ○ No negative responses to children and no ignoring children attempting to communicate. 	<ul style="list-style-type: none"> • A timely, positive response by the provider to meet the needs expressed by children encourages children to use language because they see it brings results.
<ul style="list-style-type: none"> • Provider frequently encourages children to communicate with her throughout the day. 	<ul style="list-style-type: none"> • Providers need to be able to interpret correctly what children are trying to communicate either verbally or non-verbally, in order to meet the children's needs appropriately
<ul style="list-style-type: none"> • Provider adds words and ideas to what children say. <ul style="list-style-type: none"> ○ When toddler says "juice" provider responds with "Here is your orange juice. It's in your cup." 	<ul style="list-style-type: none"> • In a short span of a few years children learn to transform crying into differentiated sounds and gestures and then into recognizable words that express exact meanings. No child can successfully accomplish this transformation without the help of adult language models.
<ul style="list-style-type: none"> • Provider encourages children to communicate with one another. 2 examples must be observed. <ul style="list-style-type: none"> ○ School-agers work on project together. ○ Toddlers shown how to use words to avoid conflicts. ○ Children taught sign language to use with others. 	<ul style="list-style-type: none"> • Providers can "encourage" communication among children by modeling conversation, by setting up activities that require communication such as games for 2 children, by having a relaxed social atmosphere, and by helping children communicate their thoughts and intentions to one another.
<ul style="list-style-type: none"> • Provider has many turn-taking conversations with children. <ul style="list-style-type: none"> ○ Back-and-forth baby conversation. ○ Repeat what toddler says and then wait for response. ○ Discusses ideas with older children. 	<ul style="list-style-type: none"> • Engaging infants and toddlers in conversation gives them the experience of taking turns to vocalize and to listen to someone else's vocalization. As children become older and more verbal, the balance between listening and talking should become more equal, because the provider is encouraging children to use language.
<ul style="list-style-type: none"> • Provider asks children simple questions to encourage more complex answers. <ul style="list-style-type: none"> ○ Asks and answers questions for infants. ○ Young children asked "what" or "where" questions. ○ Older children asked "why" or "how" questions. 	<ul style="list-style-type: none"> • Questions help focus children's attention on a particular topic and increase the possibility that they will listen to the answer, even if they cannot yet answer the questions themselves.

<ul style="list-style-type: none">• Provider usually maintains a good balance between listening and talking.<ul style="list-style-type: none">○ Give child time to process information and answer.○ More talking for infants and give toddlers more time to talk themselves.○ Even turns with older children.	<ul style="list-style-type: none">• Children learn to use language both by listening to others speak, and by having others listen as they speak.• Communicating with young infants requires providers to do most of the talking, because babies still have a limited range of vocal responses (crying and cooing).• Older infants and toddlers who can say some words need considerable time to think of what to say in a conversation. Therefore, it is very important for providers to maintain eye contact and listen attentively for some sounds to see if an answer is forthcoming, before answering the questions themselves.• Older children need to have back and forth conversations.
<ul style="list-style-type: none">• Provider links older children's talk with writing.<ul style="list-style-type: none">○ Writes what children dictate and reads it back.○ School-agers write stories or use email.	<ul style="list-style-type: none">•

SOURCE: Family Child Care Environment Rating Scale (FCCERS)

