South Dakota State University

ECE 470: Early Childhood Education Inclusion Strategies

Concepts addressed in this course: Understanding the influences of individual experiences, talents, and prior learning, as well as language, culture, family, and community values on students’ learning: linguistic patterns and differences

Students should refer to:

Specifically, students should review:
I. Communication Differences – Identifying Linguistic Patterns and Differences
   a. Communicating in an age-appropriate way?
   b. Can she/he be understood by others?
   c. Does the child need to be prompted?
   d. Given simple directions, can the directions be followed?
   e. Does the child speak up during group time?
   f. When the child speaks, can you understand most of the words or some of them?
   g. Given free choice, does the child choose activities that require language?
   h. Next consider adaptability – Does the child adapt his/her speech to a variety of situations?
   i. Does the child’s language differ in school vs. at home?
   j. Important to find out the child’s level of speech and quality of speech at home
II. Linguistic Tools: Communication, Language, and Speech
   a. Communication – process by which information is transmitted between two or more individuals
   b. Language – has functions of communication and cognitive processing. It is a cognitive tool for organizing information and influences thinking and memory skills.
   c. Speech – an aspect of spoken language.
III. Language Rules
   a. Form – concerned with rules that determine which sounds and words are combined to express meaning (phonology and grammar).
   b. Function – relates to rules that govern the meaning specific words convey (semantics) and the sociolinguistic use of language (pragmatics).
IV. Developmental Differences in Language Development
   a. Genetic
   b. Neurological
   c. Physiological – maturation rates
   d. Environmental – amount of stimulus in environment

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V. Family/cultural Differences in Language Development
   a. Using different sets of linguistic rules
   b. Holds different expectations for language development
   c. Holds different perspectives of language intervention
   d. Become familiar with Native American, Asian, Middle Eastern, Pilipino, Latino, and Chinese/Japanese cultural expectations.

Helpful websites include:
Center for Applied Linguistics: http://www.cal.org
University of Illinois Culturally and Linguistically Appropriate Services Early Childhood Research Institute: http://clas.uiuc.edu