

SUPPORTING DUAL LANGUAGE LEARNERS (DLLS) IN EARLY CHILDHOOD EDUCATION

Administrators

- 1 Advocate for policies that support best-practices for DLLs, including supporting children's home language and viewing bilingualism as a strength.
- 2 Recognize how structures in our society, including immigration laws and myths favoring English-only instruction impact school policies, and caregivers' access to early childhood education.
- 3 Invest in professional development initiatives to equip teachers with the knowledge and resources to work effectively with children who are DLL.



Teachers

- 1 Boost the quality of general-classroom by embedding strategies shown effective in improving the educational outcomes of children who are DLL.
- 2 Monitor children's academic and social-emotional development using valid measures for DLLs and provide tiered instruction as needed.
- 3 Embed lessons and stories that show people who are ethnically and culturally diverse in a positive light.
- 4 Connect instruction happening at school with families in homes in ways that are culturally and linguistically appropriate.

Evidenced-Based Strategies

- Support the home language and English
- Small group instruction
- Language-scaffolding strategies (example: reduced rate of speech, model sentences, expand what child says)
- Teach vocabulary using visuals, gestures
- Act things out and accept responses that are non-verbal
- Explicit instruction and multiple response opportunities

Habla
DLL