



## EXPRESSIVE LANGUAGE SCENARIO

**Activity overview:** In this activity, you will read the scenario and discuss how the teachers might adjust their instruction to help a specific child progress.

**Directions:** The teachers in the scenario below collect information from multiple sources to check the progress of a child who is reluctant to talk in the classroom. What changes could they make in their instruction to help Dina? Discuss and record your ideas below.

### DINA

Dina rarely speaks in the classroom. Her family says that Dina will talk with them at home, but she doesn't speak when others are there, or when she's out in the community.

Since Dina joined Tamika and April's class, the teachers have frequently recorded notes about her progress in communicating with others. As part of their ongoing child assessment plan, Tamika and April analyze children's errors and inconsistencies as they interpret the data they have gathered.

At first, Dina was silent. Now, a month into the school year, she occasionally says a word or two to a trusted adult in the classroom. One day during an outdoor gardening activity, Dina says a long sentence to peers and adults. Her teachers make a note of this unusual occurrence.

Dina usually continues to be silent in the classroom. Her teachers notice that while gardening, she uses sentences with peers and teaching staff several more times. They learn that Dina's family has a large garden and she spends time in the garden alongside them. When Tamika and April interpret their assessment information for Dina, they see an inconsistent pattern in her communication skills. They decide to make adjustments to their teaching for her.

Dina's Sentences	Date	Activity	Sentence
	9/9	play on slide	"up" "Dina go"
	9/10	art area	"crayon" "more"
	9/17	snack table	"apple" "more milk"
	9/19	planting seeds	"Push the seed down in the dirt."
	9/25	snack table	"red plate"

What changes could the teachers make to help this child express herself verbally? Record your ideas below.