

Suggested Presentation Timeline: Verbal Development

This lesson outline is designed to be a teaching tool for early learning professionals who teach this information in a wide variety of settings. Therefore, please use the outline below as a guide and modify it as necessary to meet the needs of your audience and schedule.

Minutes 0 - 10 Welcome and Introductions

- Begin your presentation or workshop by creating a comfortable environment.
- Introduce yourself to your group / audience and orient them to the environment (restrooms, important announcements).

Minutes 10 - 40 Presentation of Topic

Provide your group with an overview of the topic you will be presenting. This brings all the participants together quickly as well as to engage the group in the learning. Here are some options for how to do this:

1. Tell a story that engages the audience.

Picture this: A mom is walking through the bakery aisle of the grocery store with her two and a half year old. The child points and says, "Cookie!" The mom replies, "Yes, those are cookies." The child then says, "Me want cookie!" The mother explains, "I know you want a cookie, but we are not going to get one today." The child cries, "No! Me want cookie now!" You can only imagine where this conversation is going. The interesting part though is that the parent and child are in fact having a conversation.

2. Provide a definition of the topic / terms that are being discussed.

Definition of Verbal Development: Verbal development refers to the way in which children begin to both understand and produce language as a form of communication. This module examines verbal development as it occurs between the ages of 18 months and three years.


3. Some educators find it helpful to begin with a general question. For example:

- What do you think of when you hear the phrase "verbal development"?
- How does the way a two year old speaks differ from that of a one year old? A four year old?

4. Provide an overview that introduces your audience to the research-based information about the topic.

Research shows that there are two aspects to language acquisition in young children: receptive language describes children's ability to understand spoken language and productive language refers to children's ability to produce language. As toddlers, children's receptive language skills are generally more advanced than their productive skills, meaning they understand much more

than they are able to say. Children between the ages of 18 months and three years experience tremendous growth in both their ability to understand and produce language. Parents play a key role in helping their children learn to communicate using language, and research shows that this learning is the foundation for later literacy success.

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- Review the goals of what you intend to teach, describe what tools/resources they can expect to gain by attending the event, and present the Parenting Counts Program Curriculum.

Minutes 40 - 50 Applied Learning Activity

- Most audiences are ready for a change in activity after 20-30 minutes of lecture. Consider the composition of your group and decide what type of activity best meets their needs.
- Some educators choose to have participants work in pairs to maximize comfort with the topic, others opt for a group discussion to allow a variety of opinions to be heard and validated.
- Parenting Counts offers multiple video options that can be used during this time to encourage discussion or to continue the learning experience.

Minutes 50 - 60 Closure and Evaluation

- Closure: Be sure to recap the key messages of the presentation as well as provide tools that incorporate the learning into parenting practices.
- Evaluation: Please distribute an evaluation form as part of your presentation. It is important to give participants an opportunity to comment on the presentation as well as to provide you with an assessment of their learning.

