

Lesson Plan: “Before the First Word” -- Language Acquisition in Early Childhood

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1. Context:

Community College Child Growth and Development Course

- Infant –Toddler Development
- Language and Literacy Development

2. Goals /Objectives

Learners will:

- a. Understand the developmental theories behind language acquisition
- b. Describe the basic elements of speech and language development in early childhood
- c. Exam the precursors of language infants and toddler develop before they are able to speak
- d. Observe infants and toddler to integrate their understanding of prelinguistic development in infants and toddler
- e. Utilize the CA Infant Toddler Learning Foundations to guide their observations and apply their understanding of language acquisition in young children [Research to Practice]

3. Key Points:

- Language acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate.
- How is Language Acquired? Nature vs Nurture OR Both...It is the intersection where nature meets nurture
- Research has demonstrated the importance of quality child care in the cognitive and language development of young children
- The development of language (communication) is uniquely tied to all domains of development, including sensory (vision, hearing, tactile), motor, cognition, and social/emotional
- Understanding the infant precursor developmental skills to communication, language and speech will help guide our observations of infant, toddlers and their caregivers

4. Contents

- There are four major theories of language development.
 - The behaviorist theory, proposed by B. F. Skinner suggests that language is learned through operant conditioning (reinforcement and imitation). This perspective sides with the nurture side of the nature-nurture debate.
 - The nativist theory, proposed by Noam Chomsky, argues that language is a unique human accomplishment. Chomsky says that all children have what is called an LAD, an innate language acquisition device that allows children to produce consistent sentences once vocabulary is learned.
 - The empiricist theory suggests, contra Chomsky, that there is enough information in the linguistic input that children receive, and therefore there is no need to assume an innate language acquisition device (see above).
 - The interactionist perspective, consists of two components. This perspective is a combination of both the nativist and behaviorist theories. The first part, the information-processing theories, tests through the connectionist model, using statistics. From these theories, we see that the brain is excellent at detecting patterns. The second part of the interactionist perspective, is the social-interactionist theories. These theories suggest that there is a native desire to understand others as well as being understood by others.

- OTHERS: How do other theories of development play into language acquisition:
 - Piaget:
 - Object permanence - related to naming performance
 - Causality - requirement for communication, and related to verb comprehension
 - Deferred imitation - related to naming performance
 - Vygotsky:
 - His interest in language and literature blended with his interest in psychology and lead him to theorize about language/ cognitive development in children. He hypothesized that development of inner speech in children developed in the same manner as all other mental processes. His theory can be used as a map of cognitive development in children. Vygotsky's theory leads one to believe that cognitive development takes place out of a need to communicate our needs to others.

- Before the First Word—What Do Children Need to Develop to Talk?

A great deal of learning about communication takes place long before a child uses speech or any formal language system. These skills are the foundation for later communication

 - Early Communication Skills:
 - Communicative Intent
 - Turn-taking
 - Requesting/Protesting
 - Social Communication Signals

 - Prerequisite Skills for Language:
 - Attention skills
 - Visual skills-
 - Visual reception (ability to see)
 - Reciprocal gaze
 - Visual tracking
 - Visual attending
 - Referential gaze
 - Auditory skills—
 - Auditory reception (ability to hear)
 - Auditory attending
 - Localization to sound
 - Attending to sounds
 - Auditory Association and listening
 - Tactile skills
 - Imitation/ Modeling skills—
 - Gestural imitation
 - Combining movements and sounds
 - Cognitive skills—
 - Object permanence
 - Cause and effect
 - Means-end
 - Referential knowledge
 - Pre-Speech Skills
 - Respiratory skills
 - Feeding skills
 - Oral motor skills
 - Sound production skills
 - Vocal imitation
 - Imitation of speech sounds

- Research to Practice Concepts:

From Early Child Develop: A Multicultural Perspective by Jeffrey Trawich-Smith

- Infants begin to understand language long before they can talk. At birth they can distinguish speech from other kinds of sounds and recognize the voices of significant adults. In the second year of life they understand word and phrase.
- Early in life, babies communicate through crying, making noises, smiling, gesturing, and pointing.
- Near age 1, babies can speak words. Vocabulary grows exceedingly quickly during the first 2 years of life. The first words babies learn are often names of things they can act upon, or words that have social meaning.

5. Key Terminology:

- **Cognition** - Thinking skills that include perception, memory, awareness, reasoning, judgment, intellect, and imagination
- **Language** - System for communicating ideas and feelings using sounds, gestures, signs, or marks
- **Language acquisition** is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate.
- **Speech** - Making definite vocal sounds that form words to express thoughts and ideas

Others:

- **Language Acquisition Device (LAD):** Proposed biologically-based mental structure that theorists believe plays a major role in children's language learning. Linguist Noam Chomsky revolutionized the idea that an infant's innate ability to understand a language structurally, before actually being able to speak it, allows for the possibility that children can learn any language intuitively before a certain age.
- **Phonology** involves the rules about the structure and sequence of speech sounds.
- **Semantics** consists of vocabulary and how concepts are expressed through words.
- **Grammar** involves two parts. The first, **syntax**, is the rules in which words are arranged into sentences. The second, **morphology**, is the use of grammatical markers (indicating tense, active or passive voice etc.).
- **Pragmatics** involves the rules for appropriate and effective communication. Pragmatics involves three skills:
 - using language for greeting, demanding etc.
 - changing language for talking differently depending on who it is you are talking to
 - following rules such as turn taking, staying on topic

6. Rationale / Application to Early Childhood Learning Foundations and Guidelines

From CA Infant/Toddler Language Domain

The acquisition of language and speech seems deceptively simple. Young children learn their mother tongue rapidly and effortlessly, from babbling at six months of age to full sentences by the end of three years, and follow the same developmental path regardless of culture.” (Kuhl 2004, 831) As is true of human development in infancy overall, language development occurs in the context of relationships. Emotion and language development in the early years are linked, as “much of the form and content of communication between infants and their caregivers in the first year of life depends upon affective expression” (Bloom and Capatides 1987, 1513). The relationship basis of early language development appears right at the beginning of life. Newborns prefer the sounds of their mothers' voices (DeCasper and Fifer 1980). They also prefer the language spoken by their mother during her pregnancy (Moon, Cooper, and Fifer 1993).

Preverbal infants communicate through eye contact, facial expressions, gestures, and sounds. Understanding language precedes speaking it (Bloom and others 1996). In addition, before being able to use language effectively, infants acquire some

understanding of the social processes involved in communication. They learn about the social aspects of communication through engaging in turn-taking behavior in proto-conversations with their parents or infant care teachers. In proto-conversations, the adult usually says something to the preverbal infant, and the infant responds by making eye contact, cooing, smiling, showing lip and tongue movements, or waving arms. These “conversation-like” conversations go back and forth between the adult and the infant for several turns.

There is broad variability in language development in its pattern and pace (Bloom and Capatides 1987). However, the process of early language development is fundamentally the same across cultures and languages. In describing early language development, Kuhl (2002, 115) states: “One of the puzzles in language development is to explain the orderly transition that all infants go through during development. Infants the world over achieve certain milestones in linguistic development at roughly the same time, regardless of the language they are exposed to.”

Perceptual processes play an important role in language development. As Gogate, Walker-Andrews, and Bahrack (2001, 13) note: “A diverse set of experimental findings suggests that early lexical comprehension owes much to infants’ developing ability to perceive intersensory relations in auditory-visual events,” [for example, speech]. Experience also affects language development from very early in life. One of the ways experience influences language development is through its impact on perception early in infancy. Prior to infants’ first spoken words, or word comprehension, they have already “come to recognize the perceptual properties of their native language” (Kuhl 2002, 119).

Infants are learning about the prosodic or sound characteristics of their native language: by nine months of age, English-speaking infants demonstrate a preference for the sound stress pattern characteristic of words in the English language (Jusczyk, Cutler, and Redanz 1993). Kuhl (2002, 112) concludes: “At age one—prior to the time infants begin to master higher levels of language, such as sound-meaning correspondences, contrastive phonology, and grammatical rules—infants’ perceptual and perceptual-motor systems have been altered by linguistic experience. Phonetic perception has changed dramatically to conform to the native-language pattern, and language-specific speech production has emerged.”

Receptive Language

Infants excel at detecting patterns in spoken language (Kuhl 2000). The literature indicates that infants’ speech perception abilities are strong. Not only do infants understand more vocabulary than they are able to produce, but they also demonstrate awareness of the properties of the language or languages they are exposed to before they acquire words (Ingram 1999). During the first six months of life, infants are better than adults at perceiving various types of contrasts in speech (Plunkett and Schafer 1999). Infants improve in their ability to discriminate the sounds characteristic of their native language while losing their abilities to discriminate some sounds characteristic of languages other than their native language (Cheour and others 1998). According to Kuhl (2004), the way in which the infant’s brain processes repeated experiences with speech explains language acquisition in a social and biological context. According to this view, from early infancy young children use a mental filter to orient, with greater efficiency and accuracy, to the speech sounds characteristic of their native language. This strategy enables infants to identify the phonemic units most useful to them in their native language and serves as a building block to later word acquisition (Kuhl 2004).

Expressive Language

Infants use their expressive language skills to make sounds or use gestures or speech to begin to communicate. Even preverbal infants use vocalizing or babbling to express themselves. They also imitate the sounds and rhythm of adult speech. As they develop, infants generate increasingly understandable sounds or verbal communication. They demonstrate their expressive language abilities by asking questions and responding to them and repeating of sounds or rhymes. Children typically acquire their first 50 words between the ages of one and two (Ingram 1999). Kuczaj (1999, 145) notes: “The 24-

month-old child with a productive vocabulary between 50 and 600 words will easily quadruple or quintuple her vocabulary in the next year, and then add between 3000 and 4000 words per year to her productive vocabulary until she graduates from high school.”

Infants’ use of nonverbal gestures as a form of communication appears to be a typical feature of early language development, although there is considerable variability among children (Acredolo and Goodwyn 1988). The use of communicative gestures appears to generally precede the child’s first words (Carpenter, Nagell, and Tomasello 1998). Commenting on the infant’s motivation to use gestures, Acredolo and Goodwyn (1997, 30) state that the human infant has a special capacity to communicate with gestures. Acredolo and Goodwyn (1997) go on to say that typically developing infants seem so intent on communicating once they realize there is somebody out there “listening” that they find creative ways to do so before they have mastered words.

Communication Skills and Knowledge

Sensitivity to the timing of conversational exchanges has been demonstrated through research on back-and-forth communication involving young infants (Rochat, Querido, and Striano 1999). Infants use speech, gestures, and facial expressions as well as direct their attention to communicate to others. As they grow, they increasingly understand the rules or conventions of social communication. Infants also gain an expanded vocabulary that helps them express themselves through words. As they develop, infants benefit from communicating with both peers and adults, very different conversational partners. According to Pan and Snow (1999, 231), “Interaction with peers, who are less competent and usually less cooperative partners than adults, requires use of more sophisticated conversational skills, such as knowing how and when to interrupt, how to remedy overlaps and interruptions by others, and how to make topic-relevant moves.” One type of environment that typically offers abundant opportunities for communication with both adult and child conversational partners is high-quality child care settings.

Interest in Print

Infants show an interest in print at first through physically exploring, such as putting books in their mouths, handling books, or focusing on print in the environment around them. Turning the pages of books, looking at books or pictures, asking for a favorite book or telling a favorite story with an adult are other indicators of interest in print. As infants grow older, making intentional marks on paper with a crayon or marker, pretending to read and write, repeating stories, repeating rhymes, recognizing images in books, noticing common symbols and words, and enjoying books are all related to interest in print. Interest in print can be considered one aspect of emergent literacy, the idea that literacy develops from early childhood rather than something that becomes relevant only upon school entry (Whitehurst and Lonigan 1998). Because early experiences with print contribute to later literacy, shared book reading is recommended as a valuable way to promote emergent literacy (Whitehurst and Lonigan 1998).

7. Content/ Instructional Procedures / Materials

- a.** Lecture/ Power Point—“Before the First Word” What Infants Need to Do Before they Talk
- b.** Large Group Discussion/ Brainstorming:
Write out all of the Research to Practice Critical Concepts and have students give at least one application of what parents and caregivers need to do to support this concept
- c.** Small Group/ Partner /Individual Work:
Have students use an Infant Toddler Environment Observation sheet to observe and document how teachers/ caregivers and the child’s environment support language development within relationships, routines and the care giving environment
- d.** Reading Assignments:
Appropriate G &D text related to language development in infants and toddlers
- e.** Internet Assignments:

Zero to Three: Tips on How Infants Learn to Talk

<http://www.zerotothree.org/child-development/early-language-literacy/helping-learn-to-talk.html>

8. Evaluation procedures

a. Match the Behavior to the Developmental Skill Using the Infant/Toddler Desired Results Profile, or other Assessment Tool (ie: Age and Stages) Cross-match assignment

b. Midterm and/or Final Questions

c. Toddler Language Observation Assignment

Describe the toddler's ability to perceive sensory stimuli. What language skills does this toddler possess? What words does he use to communicate his needs? Give examples. How does he respond to commands and directions? What gestures does he use? Describe two of them. Is he using single holo-phrases or telegraphic speech? Give examples. Describe how he imitates sounds, movements, and words that he hears or sees. What about simple games like "peek a boo." Does he understand simple directions? Give 2 examples for each category. Make sure you describe the setting in which the toddler used his/her words to communicate to another person.

9. Resources

• Books:

- Beyond Baby Talk: From Sounds to Sentences, A Parent's Complete Guide to Language Development by Kenn Apel Ph.D., Julie Masterson Ph.D.
- Early Communication Skills for Children with Down Syndrome: A Guide for Parents and Professionals by Libby Kumin, Ph.D., CCC-SLP
- How Babies Talk: The Magic and Mystery of Language in the First Three Years of Life, by R. M. Golinkoff Ph.D., and K. Hirsh-Pasek
- Nobody Ever Told Me (or my Mother) That: Everything from Bottles and Breathing to Health Speech Development by Diane Bahr, MS, CCC-SLP
- Talk to Me, Baby": How You Can Support Young Children's Language Development, by Betty. S. Bardige
- What's Going On In There?: How the Brain and Mind Develop in the First Five Years of Life by Lise Eliot, Ph.D.
- The Scientist In the Crib: What Early Learning Tells Us About the Mind by A. Gopnik, A. Meltzoff, P. Kuhl

• Internet Sites:

- http://en.wikipedia.org/wiki/Language_acquisition
- http://en.wikipedia.org/wiki/Language_development
- <http://www.nichd.nih.gov/health/topics/seccyd.cfm>
- <http://www.cde.ca.gov/sp/cd/re/itf09langdev.asp>
- <http://speech-language-therapy.com>
- <http://www.urmc.rochester.edu/speech-pathology/glossary.cfm>
- <http://www.sk.com.br/sk-vygot.html>

California Infant/Toddler Learning & Development Foundations.

Foundation: Receptive Language

The developing ability to understand words and increasingly complex utterances

8 months	18 months	36 months
At around eight months of age, children show understanding of a small number of familiar words and react to the infant care teacher’s overall tone of voice.	At around 18 months of age, children show understanding of one-step requests that have to do with the current situation.	At around 36 months of age, children demonstrate understanding of the meaning of others’ comments, questions, requests, or stories.
<p>For example, the child may:</p> <ul style="list-style-type: none"> • Smile and look toward the door when the infant care teacher says, “Daddy’s here.” • Wave arms and kick legs in excitement when the infant care teacher says, “bottle.” • Smile when the infant care teacher uses baby talk and make a worried face when she uses a stern voice. 	<p>For example, the child may:</p> <ul style="list-style-type: none"> • Go to the cubby when the infant care teacher says that it is time to put on coats to go outside. • Cover up the doll when the infant care teacher says, “Cover the baby with the blanket.” • Go to the sink when the infant care teacher says that it is time to wash hands. • Get a tissue when the infant care teacher says, “Please go get a tissue. We need to wipe your nose.” 	<p>For example, the child may:</p> <ul style="list-style-type: none"> • Look for a stuffed bear when the infant care teacher asks, “Where’s your bear?” • Get the bin of blocks when the infant care teacher asks what the child wants to play with. • Show understanding of words such as no, not, and don’t, and utterances such as when the infant care teacher says, “There’s no more milk,” or “Those don’t go there.” • Know the names of most objects in the immediate environment. Understand requests that include simple prepositions, such as, “Please put your cup on the table,” or “Please get your blanket out of your backpack.” • Laugh when an adult tells a silly joke or makes up rhymes with nonsense “words.” Show understanding of the meaning of a story by laughing at the funny parts or by asking questions.
<p>Behaviors leading up to the foundation (4 to 7 months) During this period, the child may:</p> <ul style="list-style-type: none"> • Vocalize in response to the infant care teacher’s speech. 	<p>Behaviors leading up to the foundation (9 to 17 months) During this period, the child may:</p> <ul style="list-style-type: none"> • Follow one-step simple requests if the infant care teacher also uses a 	<p>Behaviors leading up to the foundation (19 to 35 months) During this period, the child may:</p> <ul style="list-style-type: none"> • Show understanding of pronouns, such as he, she, you, me, I, and it; for example, by touching

<ul style="list-style-type: none"> • Quiet down when hearing the infant care teacher’s voice. Turn toward the window when hearing a fire truck drive by. • Quiet down and focus on the infant care teacher as he talks to the child during a diaper change. • Look at or turn toward the infant care teacher who says the child’s name. 	<p>gesture to match the verbal request, such as pointing to the blanket when asking the child to get it.</p> <ul style="list-style-type: none"> • Look up and momentarily stop reaching into the mother’s purse when she says “no no.” • Show understanding of the names for most familiar objects and people. 	<p>own nose when the infant care teacher says, “Where’s your nose?” and then touching the infant care teacher’s nose when he says, “And where’s my nose?”</p> <ul style="list-style-type: none"> • Follow two-step requests about unrelated events, such as, “Put the blocks away and then go pick out a book.” • Answer adults’ questions; for example, communicate “apple” when a parent asks what the child had for snack.
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Foundation: Expressive Language

The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances

8 months	18 months	36 months
<p>At around eight months of age, children experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.</p>	<p>At around 18 months of age, children say a few words and use conventional gestures to tell others about their needs, wants, and interests.</p>	<p>At around 36 months of age, children communicate in a way that is understandable to most adults who speak the same language they do. Children combine words into simple sentences and demonstrate the ability to follow some grammatical rules of the home language.</p>
<p>For example, the child may:</p> <ul style="list-style-type: none"> • Vocalize to get the infant care teacher’s attention. • Repeat sounds when babbling, such as “da da da da” or “ba ba ba ba.” • Wave to the infant care teacher when he waves and says, “bye-bye” as he leaves for his break. • Lift arms to the infant care teacher to communicate a desire to be held. 	<p>For example, the child may:</p> <ul style="list-style-type: none"> • Look at a plate of crackers, then at the infant care teacher, and communicate “more.” • Point to an airplane in the sky and look at the infant care teacher. • Use the same word to refer to similar things, such as “milk” while indicating the pitcher, even though it is filled with juice. • Use two words together, such as “Daddy give.” • Shake head “no” when offered more food. • Jabber a string of 	<p>For example, the child may:</p> <ul style="list-style-type: none"> • Use the past tense, though not always correctly; for example, “Daddy goed to work,” “She falled down.” • Use the possessive, though not always correctly; for example, “That’s you car” or “Her Megan.” • Use a few prepositions, such as “on” the table. • Talk about what she will do in the future, such as “I gonna get a kitty.” • Use 300–1000 words. • Use the plural form of nouns, though not always correctly; for example, “mans,” and

	<p>sounds into the toy telephone.</p> <ul style="list-style-type: none"> • Gesture “all gone” by twisting wrists to turn hands up and down when finished eating lunch. • Use made-up “words” to refer to objects or experiences that only familiar adults will know the meaning of; for example “wo-wo” when wanting to go next door to visit the puppy. 	<p>“mouses.”</p> <ul style="list-style-type: none"> • Express, “Uncle is coming to pick me up.”
<p>Behaviors leading up to the foundation (4 to 7 months) During this period, the child may:</p> <ul style="list-style-type: none"> • Squeal when excited. • Make an angry noise when another child takes a toy. • Make a face of disgust to tell the infant care teacher that she does not want any more food. 	<p>Behaviors leading up to the foundation (9 to 17 months) During this period, the child may:</p> <ul style="list-style-type: none"> • Babble using the sounds of his home language. • Consistently use utterances to refer to favorite objects or experiences that only familiar adults know the meaning of; for example, “ba ba ba ba” for blanket. • Express “Mama” or “Dada” when the mother or father, respectively, enters the room. • Say a first word clearly enough that the infant care teacher can understand the word within the context; for example, “gih” for give, “see,” “dis” for this, “cookie,” “doggie,” “uh oh” and “no.” • Name a few familiar favorite objects. • Change tone when babbling, so that the child’s babbles sound more and more like adult speech. • Use expressions; for example, “uh oh” when milk spills or when 	<p>Behaviors leading up to the foundation (19 to 35 months) During this period, the child may:</p> <ul style="list-style-type: none"> • Tend to communicate about objects, actions, and events that are in the here and now. • Use some words to refer to more than one thing; for example, “night-night” to refer to bedtime or to describe darkness. • Use many new words each day. • Begin to combine a few words into mini-sentences to express wants, needs, or interests; for example, “more milk,” “big doggie,” “no night-night” or “go bye-bye.” • Have a vocabulary of about 80 words. • Start adding articles before nouns, such as, “a book” or “the cup.” • Use own name when asked • Ask questions with raised intonations at the end, such as “Doggy go?” • Communicate using sentences of three to five words, such as “Daddy go store?” or “Want more rice.”

	<p>something falls off the table.</p> <ul style="list-style-type: none"> • Say “up” and lift arms to be picked up by the infant care teacher. 	
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Foundation: Communication Skills and Knowledge

The developing ability to communicate nonverbally and verbally

8 months	18 months	36 months
At around eight months of age, children participate in back-and-forth communication and games.	At around 18 months of age, children use conventional gestures and words to communicate meaning in short back-and-forth interactions and use the basic rules of conversational turn-taking when communicating.	At around 36 months of age, children engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.
<p>For example, the child may:</p> <ul style="list-style-type: none"> • Put arms up above head when the infant care teacher says, “soooo big.” • Try to get the infant care teacher to play peek-a-boo by hiding her face behind a blanket, uncovering her face, and laughing. • Pull the infant care teacher’s hands away from his face during a game of peek-a-boo. • Try to clap hands to get the infant care teacher to continue playing pat-a-cake. • Make sounds when the infant care teacher is singing a song. • Interact with the infant care teacher while singing a song with actions or while doing finger plays. 	<p>For example, the child may:</p> <ul style="list-style-type: none"> • Respond to the infant care teacher’s initiation of conversation through vocalizations or nonverbal communication. • Initiate interactions with the infant care teacher by touching, vocalizing, or offering a toy. • Jabber into a toy phone and then pause, as if to listen to someone on the other end. • Shake head or express “no” when the infant care teacher asks if the child is ready to go back inside. (18 mos. • Respond to the infant care teacher’s comment about a toy with an additional, but related, action or comment about the same toy; for example, make a barking sound when the infant care teacher pats a toy dog and says, “Nice doggie.” 	<p>For example, the child may:</p> <ul style="list-style-type: none"> • Persist in trying to get the infant care teacher to respond by repeating, speaking more loudly, expanding on what the child said, or touching the infant care teacher. • Repeat part of what the adult just said in order to continue the conversation. • Make comments in a conversation that the other person has difficulty understanding; for example, suddenly switch topics or use pronouns without making clear what is being talked about. • Answer adults’ questions, such as “What’s that?” and “Where did it go?” Begin to create understandable topics for a conversation partner. • Sometimes get frustrated if the infant care teacher does not understand what the child is trying to communicate • Participate in back-and-forth interaction with the infant care teacher

		by speaking, giving feedback, and adding to what was originally said.
<p>Behaviors leading up to the foundation (4 to 7 months)</p> <p>During this period, the child may:</p> <ul style="list-style-type: none"> • Respond with babbling when the infant care teacher asks a question. • Laugh when a parent nuzzles her face in the child’s belly, vocalizes expectantly when she pulls back, and laugh when she nuzzles again • Move body in a rocking motion to get the infant care teacher to continue rocking. • Babble back and forth with the infant care teacher during diaper change. 	<p>Behaviors leading up to the foundation (9 to 17 months)</p> <p>During this period, the child may:</p> <ul style="list-style-type: none"> • Copy the infant care teacher in waving “bye-bye” to a parent as he leaves the room. • Purse lips after hearing and seeing the infant care teacher make a sputtering sound with her lips. • Repeat the last word in an adult’s question in order to continue the conversation; for example, saying “dat” after the infant care teacher asks, “What is that?” • Respond with “yes” or “no” when asked a simple question. • Hold out a toy for the infant care teacher to take and then reach out to accept it when the infant care teacher offers it back. • Show an understanding that a conversation must build on what the other partner says; for example, expressing, “bear” when the infant care teacher points to the stuffed bear and asks, “What’s that?” • Initiate back-and-forth interaction with the infant care teacher by babbling and then waiting for the infant care teacher to respond before babbling again. • Say “mmm” when eating, after a parent says, “mmm.” 	<p>Behaviors leading up to the foundation (19 to 35 months)</p> <p>During this period, the child may:</p> <ul style="list-style-type: none"> • Ask and answer simple questions, such as “What’s that • Say, “huh?” when interacting with the infant care teacher to keep interaction going. • Repeat or add on to what she just said if the infant care teacher does not respond right away. • Engage in short back-and-forth interactions with a family member by responding to comments, questions, and prompts. • Respond almost immediately after a parent finishes talking in order to continue the interaction. • Get frustrated if the infant care teacher does not understand what the child is trying to communicate. • Attempt to continue conversation, even when the adult does not understand him right away, by trying to use different words to communicate the meaning • Sustain conversation about one topic for one or two turns, usually about something that is in the here and now. • Respond verbally to adults’ questions or comments.