

Language Enhancement for Early Childhood Children

Grant Application

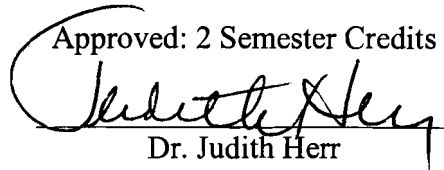
by

Crystal Rezny

A Project Report
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in

Education

Approved: 2 Semester Credits

A handwritten signature in black ink, appearing to read "Judith Herr", is written over a horizontal line. The signature is cursive and somewhat stylized.

Dr. Judith Herr

The Graduate School

University of Wisconsin-Stout

August, 2005

The Graduate School
University of Wisconsin-Stout
Menomonie, WI

Author: Rezny, Crystal L.

Title: *Language Enhancement for Early Childhood Children*

Graduate Degree/ Major: MS Education

Research Adviser: Judith Herr, Ph.D.

Month/Year: August, 2005

Number of Pages: 15

Style Manual Used: American Psychological Association, 5th edition

ABSTRACT

The most intense period of language development is within the first three years of life. The Child and Family Study Center serves children ages six weeks to six years of age and at the present time, there are children attending that lack the necessary language skills. Therefore, the purpose of this proposal is to address the need for enhancement of language development skills in young children through introducing specific software programs, curriculum materials and assistive language technology equipment.

The goals of this project are to: purchase equipment and materials, provide in-service training for use of computer software and assistive language technology devices.

This project will be evaluated through the use of questionnaires. The project's dissemination will be through presentation.

This project will benefit children by providing opportunities to enhance each of their individual language development processes. The teachers of the Child and Family Study Center will also benefit from the acquired materials by receiving essential teacher training, curriculum resources, classroom materials and assistive technology devices that will enhance language and decrease communication barriers.

4-1-05

AnnMarie Foundation
N4660 1165th Street
P.O. Box 185
Prescott, WI 54021

Dear AnnMarie Foundation,

This is my submission of the grant proposal titled Language Development In Early Childhood for the grant cycle of May 1st, 2005. The grant proposal components follow your guidelines outlined on the AnnMarie Foundation website. I have enclosed additional supplementary materials, which consist of a resume and letter of recommendation.

The aim of this grant proposal is to enhance the language development processes in young children. At the present time, the Child and Family Study Center lacks materials for promoting optimal development of receptive and expressive language skills in young children. With the materials, the children attending the Child and Family Study Center will be bathed in language exposure through appropriate materials, a print rich environment and effective teaching strategies.

Please find the materials for your review. I look forward to hearing from you. If you have any questions, please do not hesitate to contact me.

Sincerely,

Crystal Rezny
811 6th Street
Menomonie, WI 54751
reznyc@uwstout.edu
(715) 490-2731

Enclosure: Need Statement, Benefits, Goals and Objectives, Budget, Budget Narrative, Evaluation Plan, Dissemination Plan and Resources

Needs/Problem Statement

At the present time the Child and Family Study Center has an absence of materials to enhance expressive and receptive language development processes in young children. According to the National Institute of Health (2000), the most intense period of speech and language development is during the first three years of life. The Child and Family Study Center serves children ages six weeks to six years so the intense period of language development is happening during the time the children are enrolled. Currently, there are children enrolled who have not reached the age related developmental milestones for language development. In order to facilitate language development process quality materials are needed which is in keeping to the Child and Family Study Center mission statement. According to the statement it is imperative to address the needs of each child attending the center by providing a rich stimulating, environment to introduce age appropriate strategies and materials.

By acquiring language software programs we will be able to provide a print and language rich environment. According to the Northwest Regional Education Laboratory (2001) experiences in print-rich environments expose children to the processes of reading and writing for real purposes. This source also states that experience with written and oral language provides children with the tools to interact with others, and represent their thoughts, feelings, and experiences. The software will also aid the children in communication through pictures and spoken words. This software program will create picture print outs with the corresponding word. The classroom will then be labeled both pictorially and in print with the picture provided by the software program. The labeled pictures in the classroom will create a print-rich environment for the children. The

National Institute of Health (2000) states that “speech and language skills develop best in a world that is rich with sights, sounds and consistent exposure to the speech and language of others.”

To meet the needs of children who are lacking in language development, assistive language technology devices are being requested. The Northwest Regional Educational Laboratory (2001) encourages technology use with young children. Their research has found that technology has a place in this environment; and language and literacy development are major strengths of technology use with young children. The assistive equipment requested repeats oral language upon the child’s request through touching a corresponding picture. This technology supports the need for more oral language in young children’s environment.

To supplement the software and assistive technology equipment there is a need for additional books and puppets. These curriculum materials are needed to assist with language development enhancement strategies. The items will be selected upon teacher specified topics that are lacking in literature and assistive literacy aids. This need for additional literacy materials is in conjunction with Perry’s (2005) research on what teachers can do when working with language delays. He states that “teachers need to engage children in listening exercises such as having the children relate back key elements of a story or activity.” By acquiring these curriculum materials, the teachers will have updated language, age appropriate and interesting materials to present to the children, which in turn leads to increased storytelling and reading time.

In conclusion, the Child and Family Study Center is in need of supplemental materials and effective teaching strategies to enhance children’s language development.

According to National Institute of Health (2000) the “critical period” for speech and language development is in infants and young children. This means that the developing brain is best able to absorb a language during this period. Therefore, with the corresponding ages of the “critical period” and the ages of the children served at the Child and Family Study Center appropriate materials and strategies are introduced to enhance language development. This enriching experience can be used to promote optimal development in young children.

Benefits/Significance

There are many benefits to having language facilitating, a print rich environment, materials and effective strategies to promote language development in young children. The resources requested will address many educational implementations. Each classroom at the Child and Family Study Center will be equipped with an assistive language device, which will aid the children who are lacking in language skills to be able to communicate more effectively. The language software purchased through this grant will provide each classroom the opportunity to become a print-rich environment by labeling the classroom in pictures as well as written text. The supplemental literacy materials will benefit both the children and teachers. Through increased storytelling time in the classroom, the children will be exposed to more oral and written language. The teachers will benefit directly by having accessible and current storytelling and literacy materials to present to the children. Most importantly, with these additional language facilitating strategies each child's needs will be addressed to provide a quality environment for all of the children attending the Child and Family Study Center.

Goals and Objectives

Goal #1

To provide curriculum implementation that supports the development of receptive and expressive language skills for young children attending the Child and Family Study Center.

Objective(s)

To purchase language facilitating classroom materials that will enrich the environment thereby, promote children's language development.

Goal #2

To provide in-service training for the teachers at the Child and Family Study Center related to the use of acquired software, curriculum materials and assistive language technology equipment.

Objective(s)

1. To provide the Child and Family Study Center staff with in-service training for proper use of the *Boardmaker* software program.
2. To provide the Child and Family Study Center staff with in-service training for proper use of assistive technology materials.

Budget

Non-Personnel

Service Supplies

Refreshments for 12 people @ \$5.00 per person= \$60.00	\$60.00
---	---------

Curriculum Storytelling Materials

Hispanic Family Puppets 1@ 37.50/ea.=37.50	\$37.50
---	---------

African American Boy Puppet 1@9.95/ea.=9.95	\$9.95
--	--------

Japanese Girl Puppet 1@9.95/ea.=9.95	\$9.95
---	--------

Mexican Girl Puppet 1@9.95/ea.=9.95	\$9.95
--	--------

Storytelling Glove Set 1 1@22.50/ea=22.50	\$22.50
--	---------

Computer Software

Boardmaker Addendums Software Program 1@ 389/ea=389.00	\$389.00
---	----------

Boardmaker Engineering Preschool Displays Software Program 1@129.00/ea=129.00	\$129.00
--	----------

Augmentative Communication Devices

Go Talk Communication Devices 2@179=\$358.00	\$358.00
---	----------

Total	\$1025.85
Shipping	<u>\$29.00</u>

Total Non-Personnel

\$1054.85

Personnel

Training workshop given by Crystal Rezny \$50.00/hr x 2=\$100.00	\$100.00
Teacher Stipends of 12 teachers 12 teachers @ 25.00/hr 50.00 each= \$600.00	\$600.00
Work Study \$5.25/hr x 20=105	\$105.00
Work Study \$5.25 x 18 hours=94.50	\$94.50
Graduate Assistant \$15.09 x 5 hours=75.45	\$75.45
Clerical Support \$11.84 x 2 hours=23.68	\$23.68

Total Personnel Costs	\$998.63
Total Non-Personnel Costs	\$1054.85

Total Costs

\$2053.48

Budget Narrative

Personnel

The training workshop in May 2005 is needed to train the current teachers and pre-service teachers on the proper use of the acquired software, augmentative communication devices and curriculum story telling materials.

The teacher stipends are needed to pay the teachers for the non-contractual time required for attending the necessary training session.

The work study students will organize the library's new and existing materials as well as tend to the general cleanliness and organization of the environment.

The main focus for the work study students will be introducing the children to a library curriculum hour and exposure to the new materials available.

The graduate assistant will be updating and evaluating existing materials for anti-biased and outdated selections.

The classified employee will be responsible for ordering the requested materials, and maintaining the budget in accordance with the University of Wisconsin Stout practice and procedures.

Service and Supplies

The puppets and story telling glove are needed for introducing new language and storytelling strategies to the students.

The *Boardmaker* software programs are needed for creating a print rich environment for all classrooms.

The augmentative communication devices are needed to aid the communication skills of students who have language delays.

The refreshments for the teachers, graduate assistants and pre-service teachers are needed considering the time of the training is during a meal time. Moreover, remaining in the facility will help ensure a focus on the agenda and utilization of time.

Project Timeline

Activity	Persons Involved	Date	Expected Outcome
Relates to Goal #1 1. Purchasing materials and equipment	Crystal Rezny Patti Kettenacker Jacky Hasse	Date: May, 2005	The materials will be ordered and shipped to the Child and Family Study Center.
Relates to Goal #2 2. In-service training for use of computer software	Trainer: Crystal Rezny Training: The total teaching staff of 12 current and pre-service teachers at the Child and Family Study Center	Date: May, 2005	Staff will demonstrate knowledge of proper use and uses of Boardmaker software program. Every teacher will be responsible for creating their own picture with the new software program.
Relates to Goal #2 3. In-service training for use of assistive language technology devices.	Trainer: Crystal Rezny Training: The total teaching staff of 12 current and pre-service teachers at the Child and Family Study Center	Date: May,2005	Staff will demonstrate knowledge of proper use and uses of the <i>Go Talk 4</i> assistive language technology devices. Each teacher will be recording voice messages with the corresponding pictures they have printed out from the software program.

Evaluation Plan

This project will be evaluated through the use of questionnaires that will be given to all teachers at the Child and Family Study Center. The first questionnaire will be based upon the current knowledge the teachers have in the area of language development in young children. Following this questionnaire, the staff will be presented with materials and strategies for enhancement of language development. Following the training, teachers will be required to implement materials and strategies into the classrooms.

The second questionnaire will be distributed to the staff of the Child and Family Study Center during a weekly staff meeting. This questionnaire will determine if:

- The language facilitation materials and strategies were effective in the classroom and if the teachers view them as effective
- the software and materials enhanced the language development process
additional training or classroom materials are needed to further continue the enhancement of the language development process

Dissemination Plan

The projects dissemination is as follows:

- The results from both questionnaires will be presented during a staff meeting in the month of May of 2005. The agenda will provide time to discuss the results and to develop make a plan for furthering language facilitation enhancement at the Child and Family Study Center.
- Language must be assessed over time due to diverse growth patterns in each child. To ensure that the growth is measured, there will be additional time added to one weekly staff meeting each quarter. Each staff member will discuss the impact of teaching strategies, up-dated print rich environment, new language in their children and materials.

Resources

Perry, Bruce D., MD. Ph.D. (2005). How Young Children Learn Language. *Early*

Childhood Today, (2), 1-2. Retrieved February 1, 2005,

from: http://teacher.scholastic.com/products/ect/learn_language.htm

National Institute of Health. (2000, April.) Speech and Language: Developmental

Milestones. *National Institute of Health*, 4781(4), 1-2. Retrieved February 7,

2005, from: www.nidcd.nih.gov/health/voice/speechandlanguage.asp

Northwest Regional Education Laboratory. (2001, June). Technology in Early Childhood

Education. *Northwest Regional Educational Laboratory*, (6), 1-4. Retrieved

February 15, 2005, from: www.nwrel.org/request/june01/child.html