


32ND ANNUAL INTERNATIONAL CONFERENCE **BRIDGES TO SUCCESS**
In Developmental and Learning Disabilities
May 2 - May 5, 2011, New York City

YAI Network **NEW YORK 2011**


***Increasing the Knowledge
of Early Care and Education Providers:
Reduce the Risk of Reading Failure***



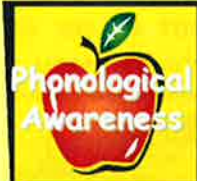
BUILDING BLOCKS FOR LITERACY®
Blanche Podhajski, Ph.D.
bpodhajski@sterncenter.org



President, Stern Center for Language and Learning
Clinical Associate Professor of Neurology
University of Vermont College of Medicine

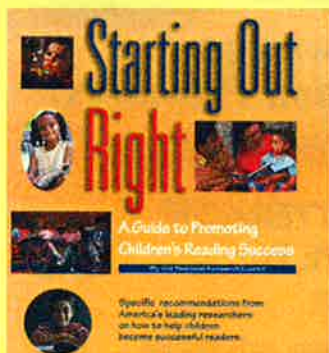
Session 257--At Risk
May 5, 2011 9:00-10:15
Room 2, Hilton Hotel, New York City

 **BUILDING BLOCKS FOR LITERACY®**



Over 13 years of research
Over 1,500 providers and participants
Over 25,000 preschoolers touched

Recommendations from
the National Research Council (1999)
and The National Early Literacy Panel (2008) include



Shared Book Reading
Phonological Awareness/Memory
Speech to Print
Alphabet Knowledge
Early Writing

 **National Institute for Literacy**
The Partnership for Reading

**National Early
Literacy Panel**

Synthesizing the Scientific Research on Development of
Early Literacy In Young Children



**BUILDING BLOCKS
FOR LITERACY®**




Stern Center
for Language and Learning


What do we *know*
about early literacy research?



- ✓ There is a 90% chance that a poor reader at the end of first grade will be a poor reader at the end of fourth grade (Juel, 1988)
- ✓ Of low-income fourth graders, 68% cannot read at the proficient level (National Assessment Educational Progress, 2000)
- ✓ A majority of reading problems can be prevented in preschool and the early grades (National Research Council, 1998)



BUILDING BLOCKS FOR LITERACY®




Illiteracy Contributes to National Dropout, Incarceration, and Special Education Costs

7,200 students drop out each day
(Alliance for Education, 2007)



The typical juvenile inmate is just over **15 years old** and reads at the 4th grade level.
(The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk, June 2006)

Special education rose an estimated **\$3 billion per year** (including inflation) to \$46,092,249,389
(Latest summary data available, 1998-99, Center for Special Education Finance, Parrish)

What is BUILDING BLOCKS FOR LITERACY®, and how does it help reduce the risk of reading failure?






BUILDING BLOCKS was developed in 1997 to provide early care and education providers with a robust professional learning opportunity to help prepare our youngest learners for literacy success.






Course Outline
Early Literacy Research
Language Development
Shared Book Reading
Phonological Awareness
Speech to Print Connection


Research-based and Research-proven


 **BUILDING BLOCKS FOR LITERACY®** **Grant Funders**  Stern Center for Language and Learning

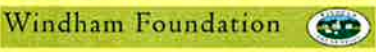

Turrell Fund
Why aren't you starting earlier with child care providers?
(Dr. Belvin Williams, 1997)


 **A.D. Henderson Foundation**

 **the permanent fund**
for the well-being of Vermont children



 **Tremaine Foundation**

 **Alma Gibbs Donohue Foundation**

 **Windham Foundation**

 **Newman's Own Foundation**

This is just too good to keep in Vermont.
(Stewart Hudson, Executive Director, 2006)


 **BUILDING BLOCKS FOR LITERACY®**  Stern Center for Language and Learning

BUILDING BLOCKS OFFERINGS

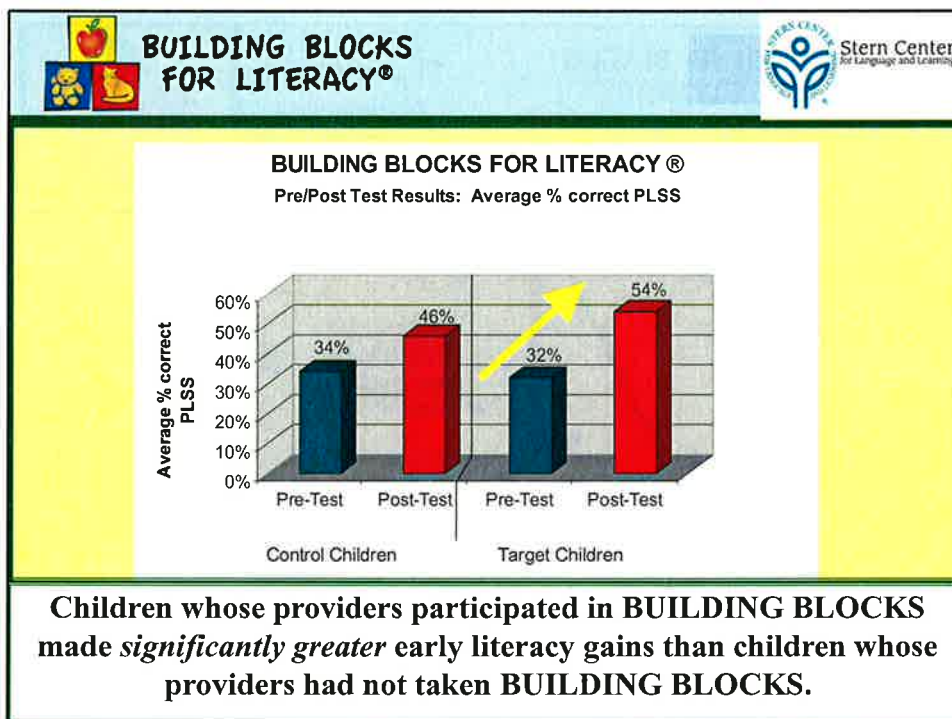
- 3-credit Graduate Course**
- 3-credit Undergraduate Course**
- Mentoring and Train the Trainers**
- 12-hour Live Workshop**
- www.buildingblocksforliteracy.org**
- 12-hour Online Course**
- Parent Activities**

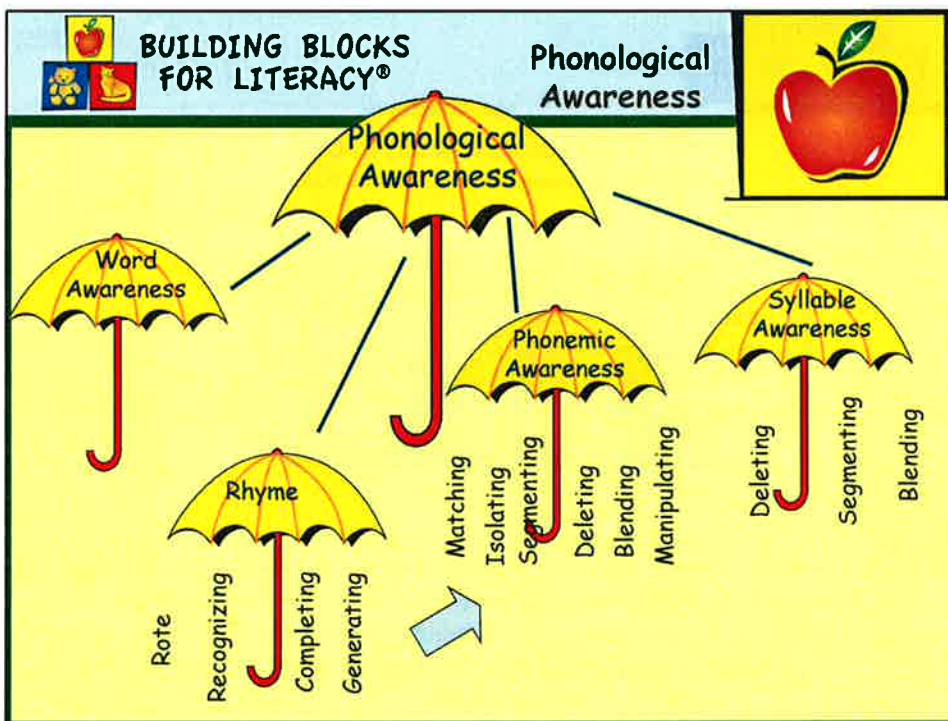
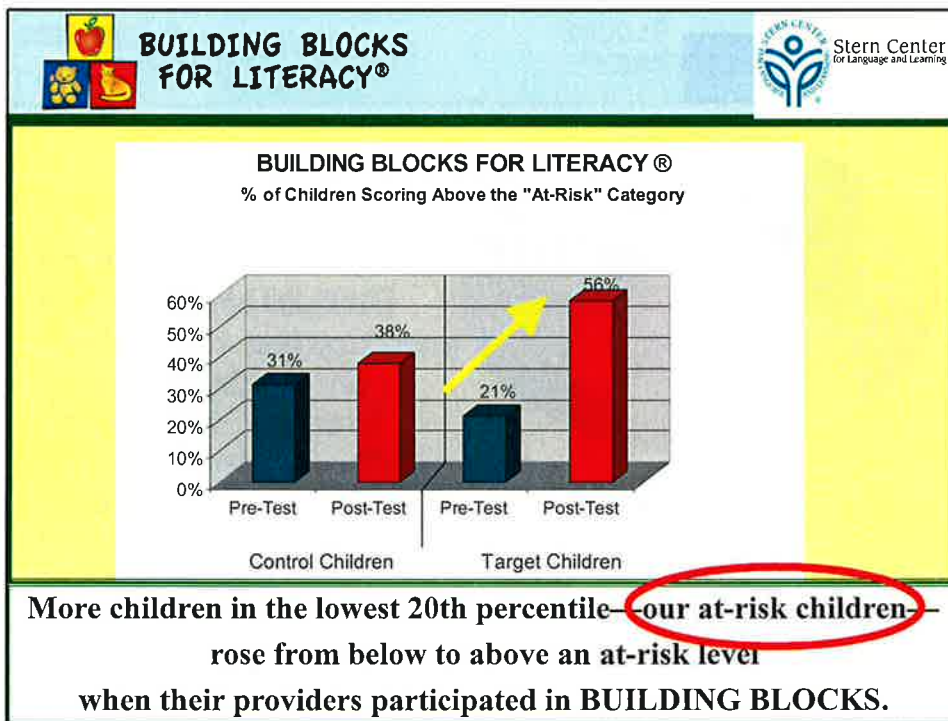
BUILDING BLOCKS FOR LITERACY®

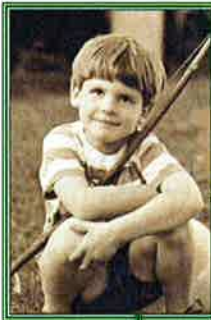
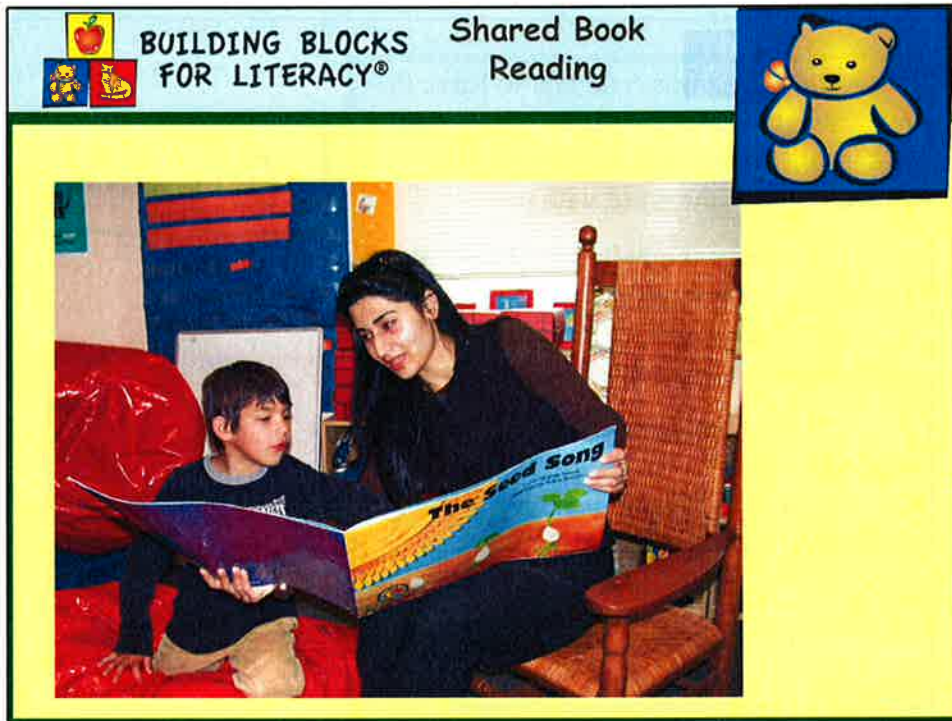
Stern Center for Language and Learning



Research on **BUILDING BLOCKS** investigated the effect on children's early literacy skills when early childhood professionals (home and center based providers; preschool and kindergarten teachers) were systematically educated on how to enhance specific early literacy skills.







“ I told my mother that I was going to act more *mature*. and she took me to

ToysRUs .”

Beck, McKeown, Kucan, 2002

In the story, Lisa was *reluctant* to leave the laundromat without Corduroy. *Reluctant* means you are not sure you want to do something. Say the word with me.

Someone might be reluctant to eat a food that he or she never had before, or someone might be reluctant to ride a roller-coaster because it looks scary.

Tell something you would be reluctant to do. Try to use *reluctant* when you tell about it. You could start by saying something like "I would be reluctant to _____."

What's the word we've been talking about?

Text Talk

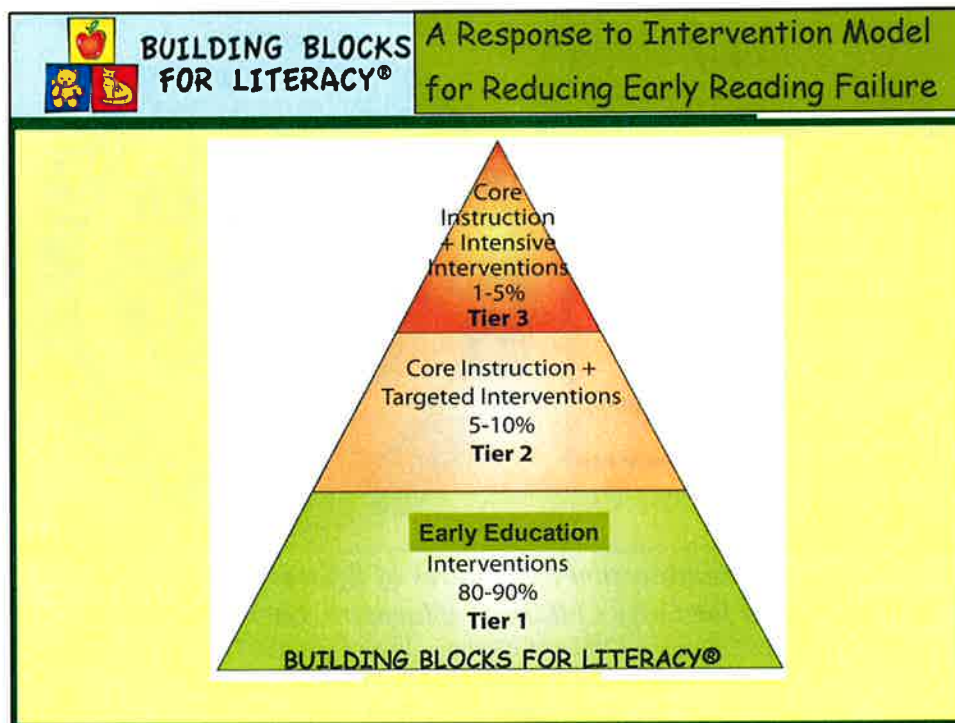



Beck, McKeown, Kucan, 2002

The Alphabetic Principle Bridging Speech and Print



Understanding that sounds heard in spoken words are represented by letters AND knowing the sound each letter or group of letters can make.




BUILDING BLOCKS FOR LITERACY® 


We need to seize this opportunity to recruit high-quality individuals into the early education field.

Lack of qualified teachers is one of the biggest obstacles to improve educational quality in general and access to high quality pre-K in particular.


(Sara Mead, 2008)


 BUILDING BLOCKS FOR LITERACY®

Podhajski, B. and Nathan, J.
Promoting Early Literacy Through Professional Development for Childcare Providers.
Early Education and Development Journal, January 2005, 16 (1). 24-40.




Toward the Identification of Features of Effective Professional Development for Early Childhood Educators, Literature Review.
U.S. Department of Education, Office of Planning, Evaluation and Policy Development,
Policy and Program Studies Service,
Washington, D.C., 2010.

 BUILDING BLOCKS FOR LITERACY®

 Stern Center
for Language and Learning

"For most of us,
dreams come true
only after they
do not matter.
Only in childhood
do we ever have
the chance of making
dreams come true
when they mean
everything."
(Unknown)





**BUILDING BLOCKS
FOR LITERACY®**



*Please visit the website,
feed the forums,
and offer us your impressions!*
www.buildingblocksforliteracy.org

Blanche Podhajski, Ph.D., CCC-SLP
President, Stern Center for Language and Learning
Clinical Associate Professor of Neurology,
University of Vermont College of Medicine



bpodhajski@sterncenter.org
135 Allen Brook Lane
Williston, Vermont 05495-9209
802-878-2332
800-544-4863
Fax: 802-878-0230



