

Pre-Conference Workshop: Embedding Early Childhood STEAM Learning into Family's Everyday Activities

The following is excerpted from *Inclusive STEAM Education in Early Childhood* (p. 12, Meré-Cook, 2025)

Table 1.2

Communication Strategies for Young Children

Self-talk	The adult narrates what they are doing as the child listens and watches. [Example: "I am pouring the watercolor slowly into the beaker so that I can mix the same amount of yellow and the green solution" (Salmon et al., 2016)]
Parallel talk	The adult describes what the child is doing. [Example: "I see Oliver using the magnatiles in the Science Area. It looks like he is building a castle." (Salmon et al., 2016)]
Child-directed speech	The adult repeats or rephrases a child's expressive speech to model rather than grammar and linguistic patterns. [Example: Child: "broke car"; Adult: "The car broke." (Gooch, 2019)]
Reflective speech	The adult describes the child's non-verbal communication and/or facial expressions to help child gain awareness of their emotions. [Example: "Connor, I see your arms are crossed and your brows your furrowed. You seem angry with Oliver." (Gooch, 2019)]
Open-ended questions	Asking questions that require more than a yes-no response to a question. [Example: Ruby, I see you are gluing the gems on the paper. What are you making? (Strasser & Mufson Bresson, 2017)]
