



Connecticut Early Learning  
and Development Standards

Transcript for the [video](#):

## ***Supporting Language Development of Infants and Toddlers during Mealtime***

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**Heather Mulrooney, Infant/Toddler Teacher, Windham Early Head Start:** With infants and toddlers, daily, consistent routines are very powerful. The mealtime setting provides opportunities for language development—adults having conversations with adults, adults having conversations with children, children having conversations with children.

**Heather Mulrooney:** And then with language, we're also using different strategies based on where the child is developmentally. So with an infant we may be imitating sounds.

**Baby:** (Vocalizes)

**Teacher:** (Imitating his sounds)

**Baby:** (Makes noises back)

**Heather Mulrooney:** Children may be pointing. So if they're pointing to an object we would label that object for them.

**Heather:** What? What does Ava want? Milk? Ava milk.

**Heather Mulrooney:** We'll begin to introduce sign language.

**Heather:** Please? Please? (*signs with her hands*)

**Heather:** Milk? Here; milk.

**Heather Mulrooney:** The single words begin to emerge, and then we add a word on to that single word.

**Child:** Good.

**Teacher:** Is it good when you dip it?

**Heather Mulrooney:** And then, again, as they grow, we get them to use their words.

**Heather:** (*Encouraging boy to ask for soup*): More soup. Which one? More soup? Ok, ask Janette.

**Child:** Soup.

**Teacher:** ¿Mas sopa?

**Heather Mulrooney:** There should be lots of language going on.