

## APPENDIX. TEACHER INTERACTION AND LANGUAGE RATING SCALE®

Item	Almost Never	Sometimes	Frequently	Consistently				
1. <i>Wait and Listen.</i> Teacher encourages most of the children in the group to initiate verbally and/or nonverbally by waiting expectantly for initiations, using a slow pace which allows lots of time for children to initiate, and listening to allow children to complete their messages.	1	2	3	4	5	6	7	N/A
2. <i>Follow the Children's Lead.</i> When the children initiate verbally or nonverbally, teacher follows their lead by responding verbally to their initiations, using animation, and avoiding commands and vague acknowledgments (e.g., uh huh, yeah, that's right).	1	2	3	4	5	6	7	N/A
3. <i>Join In and Play.</i> <sup>a</sup> Teacher actively joins in the children's play as a partner by building on their focus of interest and playing without dominating.	1	2	3	4	5	6	7	N/A
4. <i>Be Face to Face.</i> Teacher adjusts her physical level by sitting on the floor or in child-sized chair, leaning forward to facilitate face to face interaction, and if above children's level, bending to be close whenever possible.	1	2	3	4	5	6	7	N/A
5. <i>Use a Variety of Questions.</i> Teacher encourages conversation with most of the children in the group by asking a variety of WH questions, only using Yes/No questions to obtain information and clarify messages, waiting expectantly for a response, and avoiding test and rhetorical questions.	1	2	3	4	5	6	7	N/A
6. <i>Encourage Turn-Taking.</i> Teacher encourages extended verbal turn-taking by linking comments and questions to invite children to take turns, responding with animation, waiting expectantly for a response, balancing the number and length of adult to child turns, and using sentence completion only with children at one word stage. Note: must achieve four or more turns on a topic with one or more children for a score of 5.	1	2	3	4	5	6	7	N/A
7. <i>Scan.</i> Teacher facilitates the participation and interaction of all children in group activities by encouraging uninvolved children to participate and/or interact, and ensuring that no one child dominates the interaction.	1	2	3	4	5	6	7	N/A
8. <i>Imitate.</i> <sup>a</sup> Teacher imitates the actions, gestures, sounds or words of most of the children in the group. Note: evaluate only if children are preverbal or at one-word stage.	1	2	3	4	5	6	7	N/A
9. <i>Use a Variety of Labels.</i> Teacher uses a variety of vocabulary (nouns, verbs, adjectives, adverbs) by emphasizing key words; repeating words; labeling objects, actions, attributes, and events; avoiding non-specific words (e.g., it, this, that, there, thank you); and adjusting complexity of vocabulary for different children in the group.	1	2	3	4	5	6	7	N/A
10. <i>Expand.</i> Teacher expands by repeating the children's words and correcting the grammar or by repeating the children's words and adding another idea.	1	2	3	4	5	6	7	N/A
11. <i>Extend.</i> Teacher provides information related to the children's topics or the ongoing activity by using comments and questions to inform, project, pretend/imagine, explain, talk about the future, talk about feelings. Note: to obtain a rating of 5, adult must extend frequently and include at least two functions other than informing.	1	2	3	4	5	6	7	N/A

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<sup>a</sup> The two items, *Join In and Play* and *Imitate*, were not used in the present study. *Join In and Play* was not used because it does not apply to book reading and *Imitate* was not used because it is not applicable to preschool-aged children.

Copies of the rating scale may be obtained from the second author by writing to [info@hanen.org](mailto:info@hanen.org).