



We Need
to Talk

engaging diverse early care and
education partners in collaboration

preschool
★ ★ ★ ★ ★
PROMISE

Who We Are

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Overview

1. Identifying and assessing the need for supporting infant/toddler programs
2. Building a plan for implementation
3. Establishing Partnerships
4. Identifying tools appropriate for partner sites and age groups
5. Program implementation
6. Sustainability



Miami Valley Early Language and Literacy Partnership

To support emerging language and literacy skills in infants and toddlers by increasing the **quality** and **quantity** of serve and return interactions between adults and children at in classroom settings and at home.



Rainbow Years

Six Key Indicators of Positive Early Learning Experiences

KEY

← Range of all state values →

▼ Ohio

○ National average

G Getting Started

R Reaching Forward

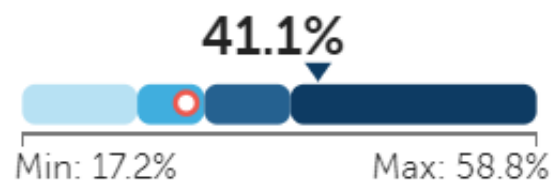
O Improving Outcomes

W Working Effectively

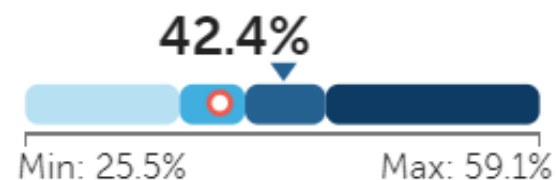
% Income-eligible infants/toddlers with Early Head Start access



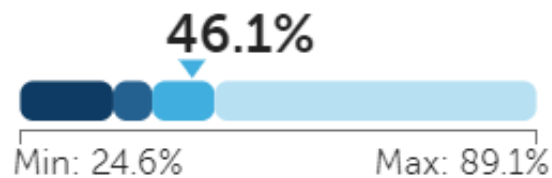
Developmental screening received



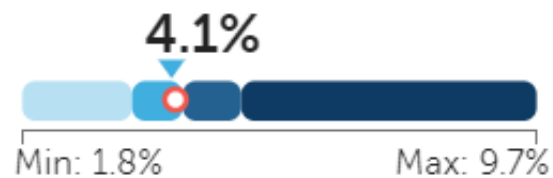
Parent reads to baby every day



Cost of care, as % of income single parents



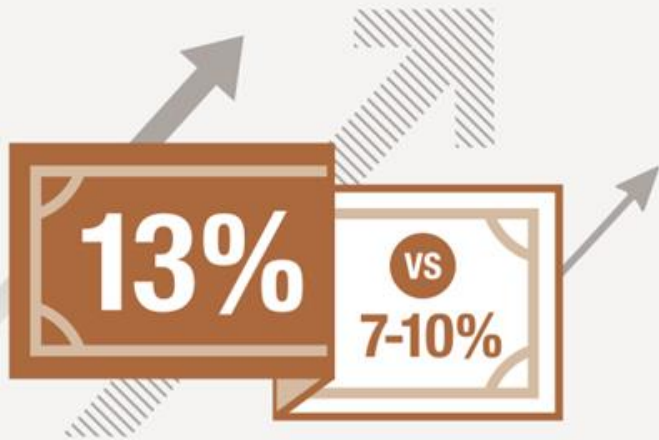
Low/moderate income infants/toddlers in CCDF funded-care



Percentage of infants/toddlers receiving IDEA Part C services



Return on Investment: Why zero-three matters



HIGHER RETURNS THAN PRESCHOOL ALONE Every dollar invested in high-quality birth-to-five early childhood education for disadvantaged children delivers a 13% annual return on investment, significantly higher than the 7-10% return delivered by preschool alone.

The importance of talk

Evidence from anatomical, physiological, and gene-expression studies **all suggest that basic brain architecture is in place by around 2 years old** and later brain development is mostly about refining "the major circuits and networks that are already established."



Research shows that kids who engage in more back-and-forth dialogue with adults when they're 18 to 24 months old tend to have a significantly higher IQ and better language skills as adolescents than kids who lack frequent back-and-forth adult-child interactions.

The importance of talk

Kids need a base level of language proficiency entering kindergarten to fully benefit from classroom instruction. Kindergarten language skills are the single best predictor of school achievement across all subjects in third and fifth grade.

In a 2019 reading assessment, only one-third of a nationally representative sample of U.S. fourth- and eighth-grade students scored at a proficient level.

Just 14% of U.S. 15-year-olds read well enough to comprehend lengthy texts, handle abstract or counterintuitive concepts, and evaluate content and information sources to separate fact from opinion.

Building Capacity and Planning for Implementation



Year 1

- Survey of Potential Sites for Overview of Existing Practices
- Year 1 Classrooms Identified
- Training: Training of Facilitators; SWIVL Training; CLASS Training; LENA Training
- PLCs: Pilot Teachers and Administrators, Subgrant Coordinator, Early Literacy Expert

Year 2

- Establishment of Peer Mentor Relationships where Possible
- Train Participating Classrooms: CLASS, LENA
- Expand to New Classrooms at Partner Sites
- PLCs Shift Facilitators: Subgrant Coordinator and Coach

Year 3

- Review Goodness of Fit for Sites: Drop 2, Add 2 Based on Program and Staff Capacity
- Expansion of Program to Remaining Classrooms at Partner Sites
- Review Local Literacy Plan, Staff Roles and Responsibilities, Shift to Coach Facilitated
- Increased Family Support and Outreach, Intentional Planning of Engagement Events

Year 4

- Goal Setting and Refined Practices: Analysis of CLASS and LENA Data; Address Areas for Growth
- Refining Skills: Identifying Personal Professional Development through PLC and Cox Campus
- Continued Implementation of LENA, CLASS; more direct coaching
- Establish Sustainability Plan: Literacy Event Toolkit; Administrator Toolkit; Ready Schools Guides

3-Pronged Approach



INTENTIONAL
LITERACY PRACTICE
THROUGH
PROFESSIONAL
LEARNING AND
COACHING



IMPROVED DATA
LITERACY THROUGH
CLASSROOM
TRAINING AND
ASSESSMENTS

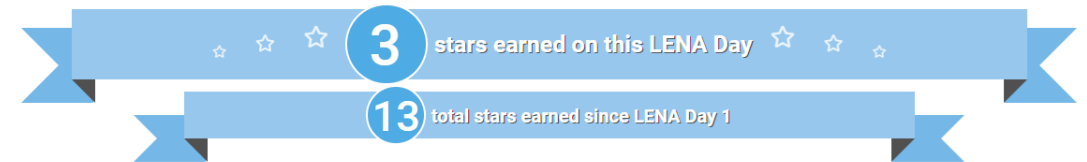


ENGAGING,
EDUCATING, AND
SUPPORTING
FAMILIES WITH
EVENTS AND
RESOURCES

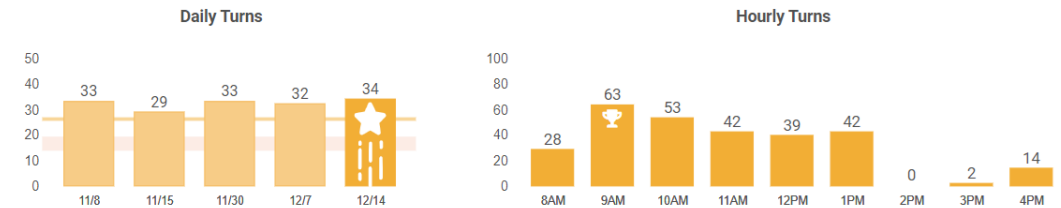


LENA

the *quantity* of interactions



You earned 1 Room Average Star because Daily Turns are 25 or more!



Conversational turns build brains.

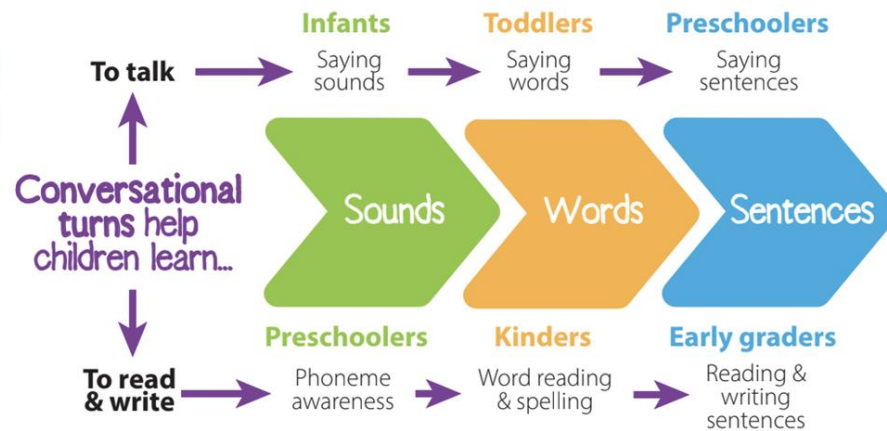
Conversational turns are simple back-and-forth alternations between a child and an adult. **LENA technology** counts that a turn has occurred when an adult speaks and a child follows, or vice versa, with no more than five seconds in between. Any speech-like, non-cry sound counts as a turn – from an infant's coos to a toddler's words (either real or made up). Conversational turns are LENA's proxy for quality "serve and return" interactions.



Conversational Turns and Future Learning

Did you know?

Learning to read & write starts earlier than you think!



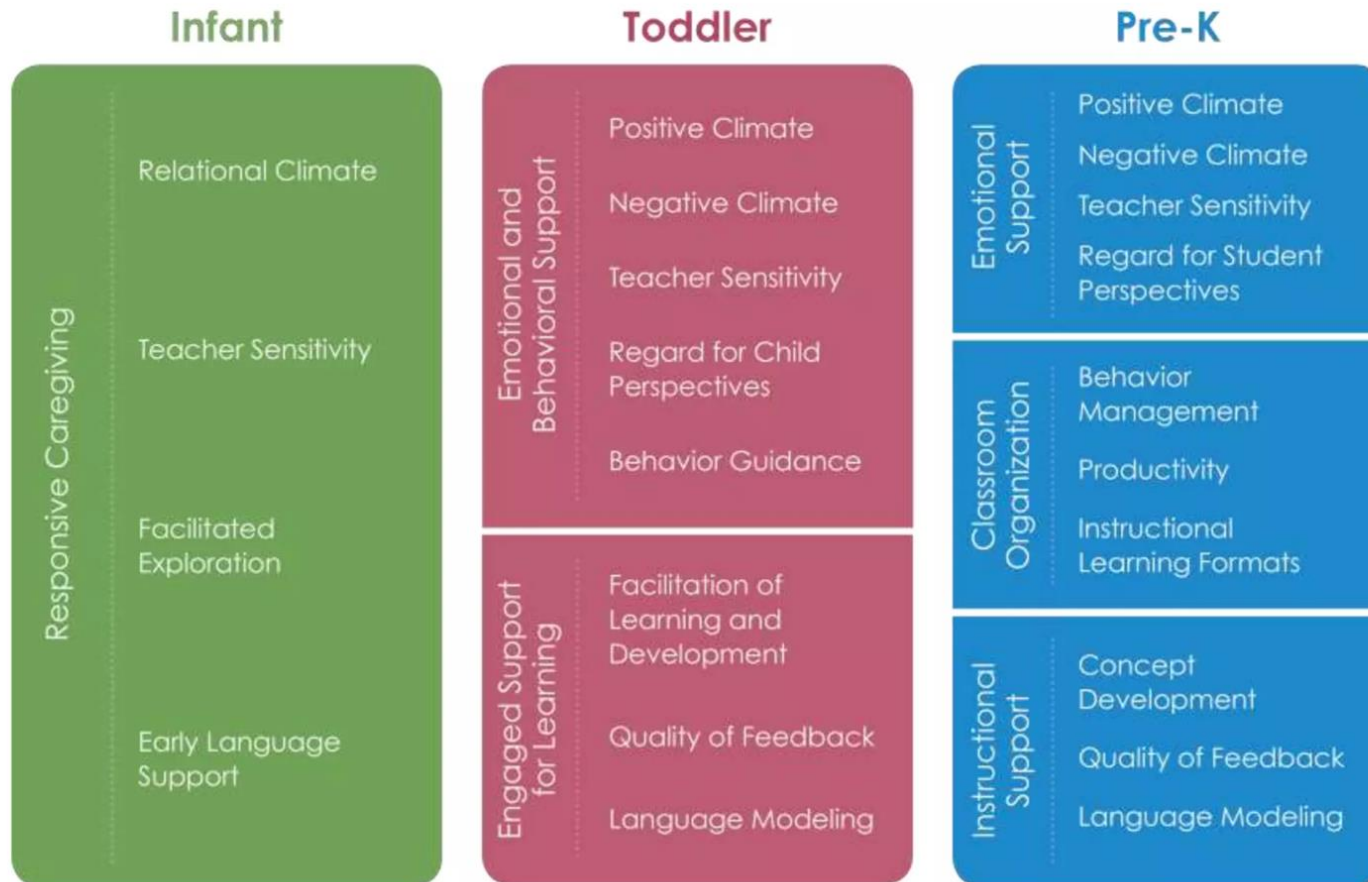
What are conversational turns? Just simple back-and-forth exchanges between adults and children. How do they boost literacy skills? By building background knowledge, verbal reasoning, and literacy knowledge. Visit [LENA.org/conversational-turns](https://www.lena.org/conversational-turns) to learn more about the science behind the power of conversational turns. This graphic was created in collaboration with Lucy Hart Paulson, literacy specialist and co-author of LETRS for Early Childhood Educators.

LENA®

CLASS

the *quality* of interactions

CLASS Domains & Dimensions



Focusing specifically on the following domains:

- Early Language Support (Infants)
- Facilitated Exploration (Infants)
- Language Modeling (Toddlers)
- Quality of Feedback (Toddlers)
- Facilitation of Learning and Development (Toddlers)

Partnership Across Site Types

Anticipated:

1. Family Child Care Provider
2. Single-Site Independent Owned/Operated
3. Head Start
4. Head Start Partner
5. Multi-Site Private Owned

Actual:

1. University-Affiliated Demonstration School
2. Head Start Partner
3. Public School Program
4. Multi-Site Private Owned
5. Head Start
6. Single-Site Independent Owned/Operated

Bombeck Family Learning Center



University
of Dayton



35 total teachers
116 total children

4 participating
infant/toddler classrooms
11 participating teachers
40 children

Dayton Christian Center



DAYTON CHRISTIAN CENTER

x teachers
x children
2 participating
infant/toddler classrooms

Kettering Early Childhood Education Center (KECEC)



29 total teachers
165 total children

6 participating teachers
33 participating children
3 infant/toddler classrooms

Demographics

	Below 200%: 38	IEP Services: 46		
Caucasian: 125	African/American: 25	Asian: 7	Hispanic: 8	

Hope Center for Families Mini University



117 Total Children
18 Total Teachers

4 participating
infant/toddler classrooms

Demographics

75% children eligible for free/reduced lunch

Caucasian:

Hispanic:

15

Black/African American

Asian:

102

Miami Valley Child Development Centers- Kings Highway



24 teachers total
133 children total

7 participating teachers
33 participating children
3 participating
infant/toddler classrooms

Demographics

100% children eligible for free/reduced lunch

Caucasian:

Hispanic:

5

Black/African American

122

Asian:

20

Rainbow Years



24 total staff
157 total children

3 participating teachers
9 participating children
1 toddler classrooms

Demographics (excluding school age)
77% children eligible for free/reduced lunch

Caucasian:

Black/African American

Asian:

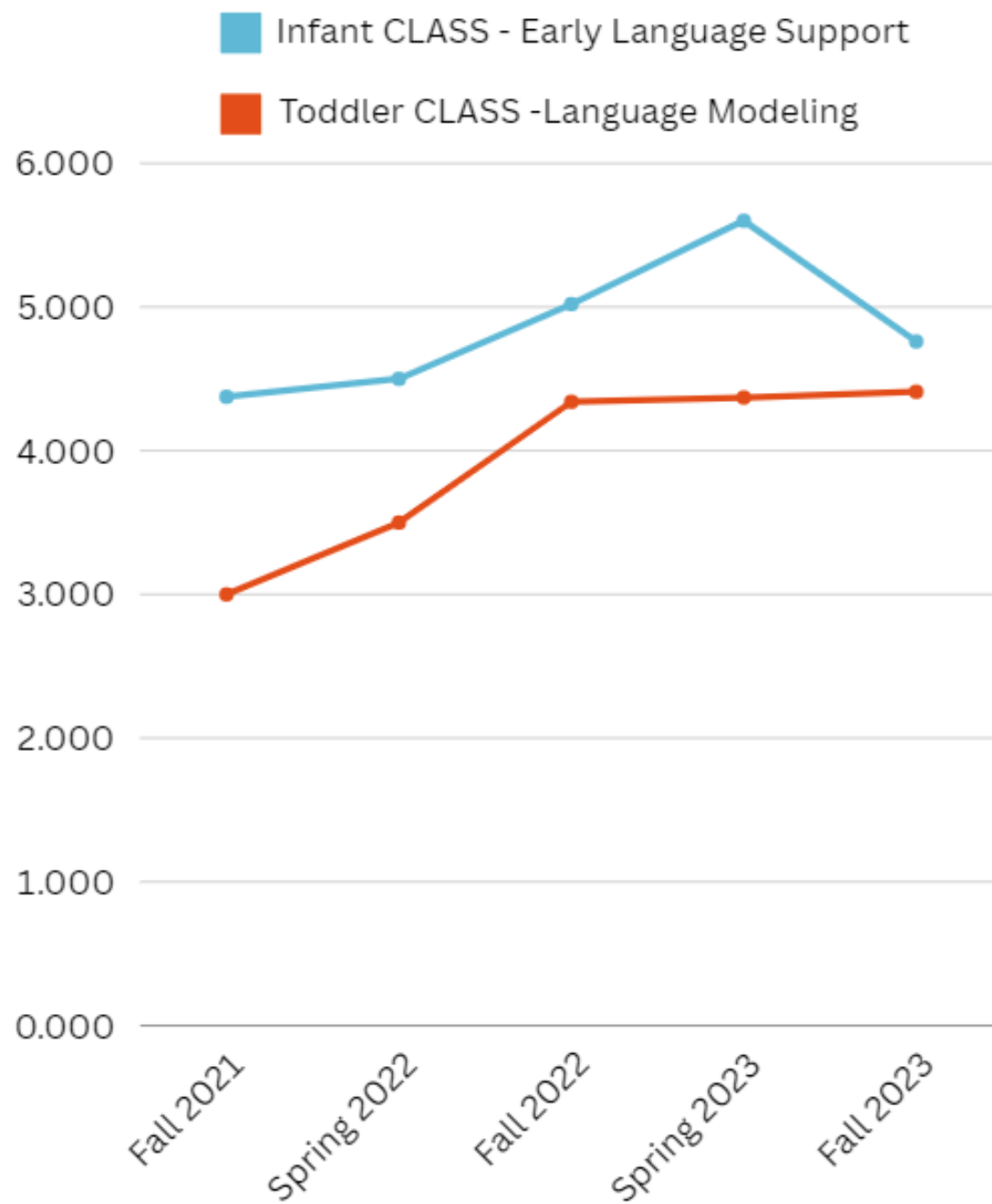
Hispanic:

35

7



CLASS measures effective teacher-child interactions. Early Language Support and Language Modeling dimensions capture the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques to encourage children's language development. Interactions are scored after 20 minute cycles and given a numerical value as defined below.

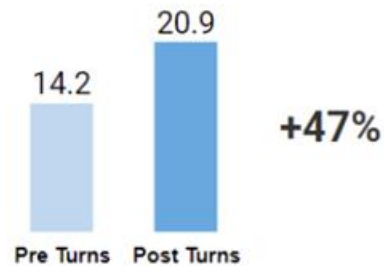


LENA Grow is designed to encourage more equitable talk environments and we are excited to see our educators' efforts have helped bring children out of "language isolation" (5+ turns or less per hour on average). Teachers have been reflective of their practices and have focused their observations and interactions more intentionally on children who are experiencing lower conversational turns. These children are now reaching the 15+ conversational turn benchmark, which is the national average hourly interactions in center-based childcare.

Child Impact: Equity

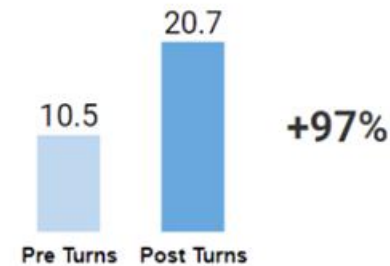
LENA Grow is designed to encourage more equitable talk environments. Two segments of children measure this impact.

Children in Bottom Third of Room



Children who started out experiencing **less talk compared to other peers in their classroom** had an average increase of **+6.7 turns per hour**.

Children Experiencing Low Talk



Children who started out experiencing **less talk than the national median of 15 turns per hour** had an average increase of **+10.2 turns per hour**.

In Their Own Words



Educators are supported with resources that honor their ideas

Infant/Toddler Emergent Literacy and Language Development Grant

Try a Tip Tuesday!

9.27.2022

Infant CLASS

Domain:
Responsive Caregiving

Dimension:
Relational Climate

Indicators:
Relational behaviors
Emotion expression
Respect for infants' state
Lack of adult negativity

Toddler CLASS

Domain:
Emotional and Behavioral Support

Dimension:
Positive Climate

Indicators:
Relationships
Positive affect
Respect

"Stay at their level at all times." --Staying near to children helps them to feel connected to you. You are also more likely to notice what they are interested in or if they are in need of help or support.

"Let my children know I am there for them." --Providing reassurance to children through your words and actions because this helps them to build trusting relationships.

"Slow down. Touch base with each child throughout the day to see how they are doing." -This helps us to model feeling words and helps each child feel seen and heard, which in turn helps them feel respected.

"Sit with the children at mealtimes." -Sitting with children as they come together around the table helps us to model respectful language and communication for them, such as please and thank you.

"Stay calm." --Pause. Breathe. Using a calm tone, respectful language, and gentle touch when working with young children helps prepare them for what is about to happen. For infants, use language to describe what you are doing before you pick them up or help them by wiping their nose or putting a bib on. This is another great way to show respect!

"Talk to each child during their diaper change or while feeding their bottle." --Taking the time to engage in these one-on-one interactions throughout the day helps to build warm relationships between you and the children.





Educators are tuned in to children's needs and cues and respond in ways that build meaningful relationships





Experiences are planned with children's needs and interests in mind - creating YES environments!



Infant Lesson Plans
Topic: Splish Splash Fun - May 15- May 25
(Creative Curriculum/ CC)

Title of Activity	Description and Objective of Activity	Developmental Domain	Materials Needed
Sink or Float - M05	This experience builds of children's natural curiosity about water. Obj. encourages them to predict to see if objects sink or float.	Cognitive Development and General Knowledge (C)	2 large containers of water, trays or plates, variety of objects ball, car, block, large feathers, marble
Wheres The Water - M20	Invite babies to explore the dry painting materials - paint on soft mat with sponges and items to explore and take pictures of art work before it dries.		Soft mat, paint brushes, ice cubes, spray bottles, paint rollers
Books from Lesson Plan Box	Read books at table time and one on one time. Obj. Point out words to babies also bonding time with babies.	Language Literacy Development (LL)	Books: "Where's Spot?" "Look what I found" "My first book of colors" "The sea"
Baby Doll Circle Time: Everyday	Have babies put in a circle - Sing "Love your baby" song - Read Hello Book - Sing songs with shakers. Obj. Show love and care for babies and reinforce emotions. Demonstrate attention skills with each other and teacher	Social Emotional Development (SE)	Baby time basket with Babies, Shakers and book
Car Wash	-Play with water and bubbles on the table to clean cars and animals. Obj. fine motor skills to hold cars and animals.	Approaches Toward Learning (ATL)	Water, baby shampoo, cups, bubbles, animals, small rags
Water Soup: P32	-Invite children to join us at the water table to help us "make soup" - have small cups and bowls to pour "soup" into and pretend to eat and serve. Obj. enhance pretest play promote language learning		Water table, bowls, spoons, ladles, whisk
Beach Ball Fun: LEARN ABOUT: On days LEARN activities	Have babies sit in a circle on the floor and pass the ball and also play with the beach ball as we toss it in the air	Physical Well Being & Motor Development (PMD)	Large beach ball, large blanket - to roll or toss the ball around
Music and Movement	"Splish Splash I was taking a Bath"		



Educators engage in serve and return interactions with children to build language skills



Plans for Sustainability

- Grant-end report
- Identifying free resources and training
- Toolkits
 - Administrator Tool Kits
 - Literacy Event Toolkits
- Supporting Partners

Talking Tips

- Which are you most likely to use in your work?



THE 14 TALKING TIPS

Use these tips to increase words & turns when talking, reading, or singing with a child.

1. **Talk about** what you're doing and thinking.
2. **Comment on** what they're doing or looking at.
3. **Name things** that they're interested in.
4. **Get down to their level:** face to face.
5. **Touch, hug, hold.**
6. **Tune in and respond** to what they look at, do, and say.
7. **Wait for their response.**
8. **Imitate them,** and add words.
9. **Make faces, use gestures.**
10. **Take turns** – don't do all the talking.
11. **Repeat and add** to what they say and do.
12. **Follow their lead,** do what interests them.
13. **Encourage them,** be positive.
14. **Be silly!** Relax and have fun!

LENA®

Early talk shapes a child's life. LENA shapes early talk.
Visit LENA.org to learn how our programs put powerful data in the hands of families and teachers to improve outcomes for children.

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Cox Campus

- Free professional development and resources for infancy-third grade

“Young children whose parents read them five books a day enter kindergarten having heard about 1.4 million more words than kids whose parents never read to them.”

- Ohio State's Crane Center for Early Childhood Research



The TALK strategy

- Having meaningful interactions and conversations with children



Let's TALK

TUNE-IN

- Watch and notice
- Describe
- Get into child's world

ASK QUESTIONS

- Open-ended questions often
- Closed and either/or questions sparingly

LIFT LANGUAGE

- Encourage
- Respond using complex sentences, correct grammar, and rich vocabulary

KEEP IT GOING

- Strive for 5! *
- Reinforce target vocabulary: Vocabulary is key!
- Allow for think time

**From Dickinson (2011)*

Literacy Event Toolkit

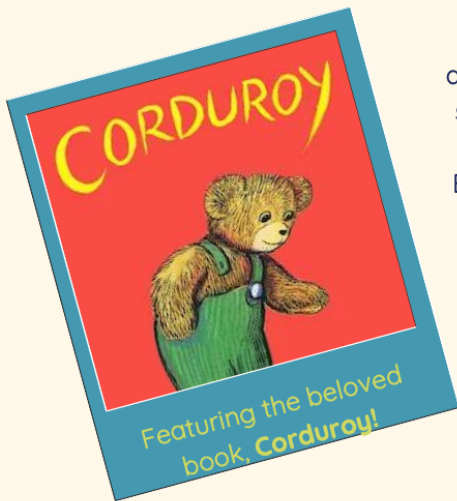
LITERACY



EVENT



LEARN ABOUT EARLY LITERACY
WITH FUN, FOOD, AND FAMILIES!



Join us for a fun-filled
afternoon with activities,
snacks, and story time!

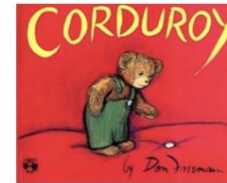
Each family will receive

DATE:

DETAILS:

RSVP QR
CODE
HOLD

Literacy Event Book: Corduroy



Activity 1: Sensory Table

*For infants - remove playdough

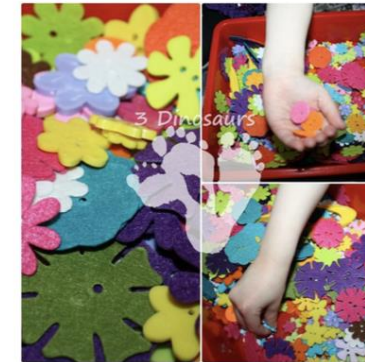
*For toddlers - provide close supervision with playdough

Materials: Pieces of fabrics (various shapes, colors, sizes, and textures), play-doh, larger buttons, a large shallow bin or placemats on a table

Set-Up: Laying out the various fabrics on a table and allowing children to experiment with the different patterns, textures, and noises (ex: crinkly fabrics) in addition to tubs of playdoh and buttons that can be mixed and played with

Guiding Questions for Families:

- Which material is your favorite?
- Is this one softer than the other fabric?
- What else can you make with your playdough?



Partnerships and Toolkits

Administrator Toolkit:

- recommendations for practices
- walk-through guides
- materials purchased for classrooms
- contact information for partners

Partners:

- Dayton Metro Library
- Goodwill/Easter Seals for ASQ Screenings