

## Module 2B: Session Handouts

### *Talk to Me, Baby! – Early Language Support for Infants*

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# Pre- and Post-Assessment

Module 2B: *Talk to Me, Baby!* – Early Language Support for Infants

Date: \_\_\_\_\_

Trainer's Name: \_\_\_\_\_ Participant's Name: \_\_\_\_\_

Job Title:   Teacher                      Assistant Teacher                      Director                      Other: \_\_\_\_\_  
(circle one)

Ages you work with:   infants                      toddler: ones                      toddler: twos                      preschool                      pre-k  
(circle all that apply)   6 weeks to 12 months                      13 to 23 months                      24 to 35 months                      3 to 4 years                      4 to 5 years

**Instructions:** Think about the following statements in relation to what you understand BEFORE and AFTER the training. Please check the box that best describes how you would rate your level of knowledge and skills based on the training topic: 1 (lowest) to 5 (highest).

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Identifying the Indicators of Early Language Support in the Infant CLASS® tool												
Understanding what Early Language Support looks and sounds like at a high level in an infant classroom												
Identifying what materials can most effectively support Early Language in the infant classroom and how												
Implementing Teacher Talk in the infant classroom												
Implementing Communication Support in the infant classroom												
Implementing Communication Extension in the infant classroom												
Understanding the connection between Early Language Support strategies and Facilitated Exploration, Relational Climate, and Teacher Sensitivity												

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# Learning About Developmentally-Appropriate Expectations

What are developmentally-appropriate language-related expectations for infants?

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## TS *GOLD*® Objectives Matching Activity

Read each scenario for various TS *GOLD*® Objectives and Dimensions. With a partner, determine which age group corresponds to which example behavior. Keep in mind that some behaviors might be typical of both age groups.

<p>10A. Shakes head for <i>no</i>; waves bye-bye</p>	<p>9a. Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm</p>
<p>10b. Looks at adult and says, “ball,” repeatedly until adult says, “Ball. You want the ball?”</p>	<p>8a. Goes to sink when told to wash hands</p>
<p>9d. Hears helicopter, stops and says, “copter.”</p>	<p>8b. Drops toy when teacher extends hand and says, “Please give it to me.”</p>
<p>8a. Looks at favorite toy when adult labels and points to it</p>	<p>9c. Uses one word, “Juice,” to mean, “I want some juice.”</p>

<p><i>9b.</i> Babbles with sentence-like intonation</p>	<p><i>9a.</i> Coos and squeals when happy</p>
<p><i>10b.</i> Pays attention to speaker during conversation</p>	<p><i>9b.</i> Says, “No go!” to indicate she doesn’t want to go inside</p>
<p><i>8b.</i> Puts the balls in the basket when told, “Put all the balls in the basket, please.”</p>	<p><i>8a.</i> Recognizes familiar voice before the adult enters the room</p>
<p><i>8b.</i> Waves when mother says, “Wave bye-bye,” as she waves her hand</p>	<p><i>10a.</i> Says, “Doggy.” Teacher responds, “You see a doggy.” Child says, “Doggy woof.”</p>

<b>Birth to 1 year</b>	<b>Birth to 1 year</b>
<b>Birth to 1 year</b>	<b>Birth to 1 year</b>
<b>Birth to 1 year</b>	<b>Birth to 1 year</b>
<b>Birth to 1 year</b>	<b>Birth to 1 year</b>
<b>Birth to 1 year</b>	<b>Birth to 1 year</b>
<b>Birth to 1 year</b>	<b>Birth to 1 year</b>
<b>Birth to 1 year</b>	<b>Birth to 1 year</b>

<b>1 to 2 years</b>	<b>1 to 2 years</b>
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<b>1 to 2 years</b>	<b>1 to 2 years</b>
<b>1 to 2 years</b>	<b>1 to 2 years</b>
<b>1 to 2 years</b>	<b>1 to 2 years</b>



## TS GOLD® Objectives Matching Activity Answers

Matched scenarios are listed below.

- Shakes head for *no*; waves bye-bye – *Birth to 1 Year*
- Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm – *1 to 2 Years*
- Looks at adult and says, “ball,” repeatedly until adult says, “Ball. You want the ball?” – *1 to 2 Years*
- Goes to sink when told to wash hands – *1 to 2 Years*
- Hears helicopter, stops and says, “copter.” – *1 to 2 Years*
- Drops toy when teacher extends hand and says, “Please give it to me.” – *Birth to 1 Year, 1 to 2 Years*
- Looks at favorite toy when adult labels and point to it – *Birth to 1 Year*
- Uses one word, “Juice,” to mean, “I want some juice.” – *1 to 2 Years*
- Babbles with sentence-like intonation – *Birth to 1 Year*
- Coos and squeals when happy – *Birth to 1 Year*
- Pays attention to speaker during conversation – *1 to 2 Years*
- Asks, “Where bankit?” and a friend brings his blanket to him – *1 to 2 Years*
- Puts the balls in the basket when told, “Put all the balls in the basket, please.” – *1 to 2 Years*
- Recognizes familiar voice before the adult enters the room – *Birth to 1 Year, 1 to 2 Years*
- Waves when other says, “Wave bye-bye,” as she waves her hand – *Birth to 1 Year, 1 to 2 Years*
- Says, “Doggy.” Teacher responds, “You see a doggy.” Child says, “Doggy woof.” – *1 to 2 Years*

## Objective 8 Listens to and understands increasingly complex language

### a. Comprehends language

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Shows an interest in the speech of others</b></p> <ul style="list-style-type: none"> <li>• Turns head toward people who are talking</li> <li>• Recognizes familiar voice before the adult enters the room</li> <li>• Looks at favorite toy when adult labels and points to it</li> <li>• Responds to own name</li> </ul>		<p><b>Identifies familiar people, animals, and objects when prompted</b></p> <ul style="list-style-type: none"> <li>• Picks up cup when asked, "Where's your cup?"</li> <li>• Goes to sink when told to wash hands</li> <li>• Touches body parts while singing "Head, Shoulders, Knees, and Toes."</li> </ul>		<p><b>Responds appropriately to specific vocabulary and simple statements, questions, and stories</b></p> <ul style="list-style-type: none"> <li>• Finds his favorite illustration in a storybook when asked</li> <li>• Listens to friend tell about cut finger and then goes to the dramatic play area to get a Band-Aid®</li> <li>• Responds using gestures to compare the sizes of the three leaves</li> </ul>		<p><b>Responds appropriately to complex statements, questions, vocabulary, and stories</b></p> <ul style="list-style-type: none"> <li>• Answers appropriately when asked, "How do you think the car would move if it had square wheels?"</li> <li>• Builds on ideas about how to fix the broken wagon</li> <li>• Acts out the life cycle of a butterfly after the teacher reads a story about it</li> </ul>	

### b. Follows directions

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Responds to simple verbal requests accompanied by gestures or tone of voice</b></p> <ul style="list-style-type: none"> <li>• Waves when mother says, "Wave bye-bye," as she waves her hand</li> <li>• Covers eyes when adult prompts, "Whheeeere's Lucy?"</li> <li>• Drops toy when teacher extends hand and says, "Please give it to me."</li> </ul>		<p><b>Follows simple requests not accompanied by gestures</b></p> <ul style="list-style-type: none"> <li>• Throws trash in can when asked, "Will you please throw this away?"</li> <li>• Puts the balls in the basket when told, "Put all the balls in the basket, please."</li> <li>• Goes to cubby when teacher says, "It's time to put coats on to go outside."</li> </ul>		<p><b>Follows directions of two or more steps that relate to familiar objects and experiences</b></p> <ul style="list-style-type: none"> <li>• Washes and dries hands after being reminded about the hand-washing sequence</li> <li>• Completes a sequence of tasks: "Get the book bin and put it on the table. Then bring the paper and crayons."</li> </ul>		<p><b>Follows detailed, instructional, multistep directions</b></p> <ul style="list-style-type: none"> <li>• Follows instructions for navigating a new computer program</li> <li>• Follows teacher's guidance: "To feed the fish, first get the fish flakes. Open the jar and sprinkle a pinch of food on the water. Finally, put the lid on the jar and put it back on the shelf."</li> </ul>	

# Objective 9 Uses language to express thoughts and needs

## a. Uses an expanding expressive vocabulary

	Not Yet	1	2	3	4	5	6	7	8	9
<b>Vocalizes and gestures to communicate</b>		<ul style="list-style-type: none"> <li>• Coos and squeals when happy</li> <li>• Cries after trying several times to get toy just out of reach</li> <li>• Waves hands in front of face to push away spoon during a feeding</li> <li>• Uses hand gestures to sign or indicate "more"</li> </ul>								
<b>Names familiar people, animals, and objects</b>				<ul style="list-style-type: none"> <li>• Says, "Nana," when grandmother comes into the room</li> <li>• Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm</li> </ul>						
<b>Describes and tells the use of many familiar items</b>					<ul style="list-style-type: none"> <li>• When making pancakes, says, "Here is the beater. Let me beat the egg with it."</li> <li>• Responds, "We used the big, red umbrella so we both could get under it."</li> </ul>					
<b>Incorporates new, less familiar or technical words in everyday conversations</b>									<ul style="list-style-type: none"> <li>• Uses a communication device to say, "My bird went to the vet. He has a disease. He's losing his feathers."</li> <li>• Says, "I'm not sure I can put it together. It's complicated."</li> </ul>	

## b. Speaks clearly

	Not Yet	1	2	3	4	5	6	7	8	9
<b>Babbles strings of single consonant sounds and combines sounds</b>		<ul style="list-style-type: none"> <li>• Says, "M-m-m;" "D-d-d"</li> <li>• Says, "Ba-ba-ba"</li> <li>• Babbles with sentence-like intonation</li> </ul>								
<b>Uses some words and word-like sounds and is understood by most familiar people</b>				<ul style="list-style-type: none"> <li>• Refers to grandma as "Gum-gum"</li> <li>• Asks, "Where bankit?" and a friend brings his blanket to him</li> <li>• Says, "No go!" to indicate she doesn't want to go inside</li> </ul>						
<b>Is understood by most people; may mispronounce new, long, or unusual words</b>					<ul style="list-style-type: none"> <li>• Says, "I saw ants and a hoppergrass" (grasshopper)</li> <li>• Speaks so is understood by the school visitor</li> </ul>					
<b>Pronounces multisyllabic or unusual words correctly</b>									<ul style="list-style-type: none"> <li>• Says, "Oh, that one has layers. it's a sedimentary rock."</li> <li>• Says, "What does ostracize mean?" after hearing the word read in Abiyoyo</li> </ul>	

## Objective 9 Uses language to express thoughts and needs

### c. Uses conventional grammar

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Uses one- or two-word sentences or phrases</b></p> <ul style="list-style-type: none"> <li>• Asks, "More?"</li> <li>• Says, "Daddy go."</li> <li>• Uses one word, "Juice," to mean, "I want some juice."</li> </ul>		<p><b>Uses three- to four-word sentences; may omit some words or use some words incorrectly</b></p> <ul style="list-style-type: none"> <li>• Says, "Bed no go."</li> <li>• Says, "Daddy goed to work."</li> <li>• Responds, "I want banana," when asked what she wants for snack</li> </ul>		<p><b>Uses complete, four- to six-word sentences</b></p> <ul style="list-style-type: none"> <li>• Says, "I chose two books."</li> <li>• Says, "We are going to the zoo."</li> <li>• Says, "Momma came and we went home."</li> </ul>		<p><b>Uses long, complex sentences and follows most grammatical rules</b></p> <ul style="list-style-type: none"> <li>• Says, "We are going to the zoo to see the animals. We'll learn where they live and what they eat."</li> <li>• Notices when sentences do not make sense; tries to correct them</li> </ul>	

### d. Tells about another time or place

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>Makes simple statements about recent events and familiar people and objects that are not present</b></p> <ul style="list-style-type: none"> <li>• Says, "Got shoes."</li> <li>• Hears helicopter, stops and says, "copter"</li> <li>• Tells, "Gran lives far away."</li> </ul>		<p><b>Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</b></p> <ul style="list-style-type: none"> <li>• Dictates a simple story with few connections between characters and events</li> <li>• Says, "I've got new shoes. I went to the shoe store."</li> </ul>		<p><b>Tells stories about other times and places that have a logical order and that include major details</b></p> <ul style="list-style-type: none"> <li>• Tells about past experiences, reporting the major events in a logical sequence</li> <li>• Says, "I went to the shoe store with Gran. I got two pairs of new shoes."</li> </ul>		<p><b>Tells elaborate stories that refer to other times and places</b></p> <ul style="list-style-type: none"> <li>• Dictates an elaborate story of her recent visit to the bakery, including details of who, what, when, why, and how</li> <li>• Tells many details as he acts out his recent trip to the shoe store</li> </ul>	

## Objective 10 Uses appropriate conversational and other communication skills

### a. Engages in conversations

Not Yet	1	2	3	4	5	6	7	8	9			
	<b>Engages in simple back-and-forth exchanges with others</b>	<ul style="list-style-type: none"> <li>• Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds</li> <li>• Shakes head for no; waves bye-bye</li> <li>• Joins in games such as pat-a-cake and peekaboo</li> </ul>		<b>Initiates and attends to brief conversations</b>	<ul style="list-style-type: none"> <li>• Says, "Doggy." Teacher responds, "You see a doggy." Child says, "Doggy woof!"</li> <li>• Asks teacher, "Home now?" Teacher responds, "Yes, I'm leaving to go home."</li> <li>• Looks at teacher and points to picture of car. Teacher responds, "No, I'm going to walk home."</li> </ul>		<b>Engages in conversations of at least three exchanges</b>	<ul style="list-style-type: none"> <li>• Stays on topic during conversations</li> <li>• Maintains the conversation by repeating what the other person says or by asking questions</li> </ul>		<b>Engages in complex, lengthy conversations (five or more exchanges)</b>	<ul style="list-style-type: none"> <li>• Offers interesting comments with communication device</li> <li>• Extends conversation by moving gradually from one topic to a related topic</li> </ul>	

### b. Uses social rules of language

Not Yet	1	2	3	4	5	6	7	8	9
		<b>Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</b>		<b>Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</b>		<b>Uses acceptable language and social rules while communicating with others; may need reminders</b>		<b>Uses acceptable language and social rules during communication with others</b>	
		<ul style="list-style-type: none"> <li>• Hears siren and goes to adult pointing, "Fire truck."</li> <li>• Looks at adult and says, "Ball", repeatedly until adult says, "Ball. You want the ball?"</li> </ul>		<ul style="list-style-type: none"> <li>• Pays attention to speaker during conversation</li> <li>• Pauses after asking a question to wait for a response</li> <li>• Says "please" and "thank you" with occasional prompting</li> </ul>		<ul style="list-style-type: none"> <li>• Takes turns in conversations but may interrupt or direct talk back to self</li> <li>• Regulates volume of voice when reminded</li> </ul>		<ul style="list-style-type: none"> <li>• Uses a softer voice when talking with peers in the library and a louder voice on the playground</li> <li>• Says, "Hello," back to the museum curator on a trip</li> </ul>	

## 3-2-1 Action Plan

Training Topic: \_\_\_\_\_

Date of Training: \_\_\_\_\_

**3** – things that I learned in this training were...

**2** – things that I will share with a colleague and/or parent are...

**1** – thing that I will implement...

Name: \_\_\_\_\_

Center: \_\_\_\_\_

Director: \_\_\_\_\_