Module Description:

"Talk to Me, Baby!—Early Language Support for Infants"

This training module is designed for full-time, assistant, or floater teachers in infant classrooms or for Directors of centers with infant classrooms, to help them provide high-level Early Language Support in infant classrooms. In this training participants are expected to learn

- the Early Language Support dimension of the Infant CLASS® tool
- what Early Language Support looks and sounds like at a high level in an Infant classroom
- what materials can most effectively support Early Language in the Infant classroom
- practical strategies for implementing elements of teacher talk, communication support, and communication extension in the Infant classroom
- how these Early Language Support strategies in turn connect to Facilitated Exploration, Relational Climate, and Teacher Sensitivity in the Infant CLASS® tool

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Training Agenda:
Participant engagement activities are notated with an *.

Opening—10 minutes:
- Finishing/collecting Pre-Training Assessment Survey
- Welcome
- The Infant classroom experience
    *Poll of participants' years of infant experience
    *Group discussion through flipchart/whiteboard exercise to create picture of infant care and infant classroom environment
    *Individual reflection on experience caring for infants

Learning Objectives and Why This Matters—10 minutes:
- Review of training's learning objectives
- Basic introduction to brain development regarding language
- Basic review of influence of early language support on other early development

Developmentally-Appropriate Language-Related Expectations for Infants—20 minutes:

- Review of developmentally-appropriate language-related expectations and discussion of expectations for younger v older infants
  *Pair-and-share and then group share-out through flipchart/whiteboard exercise regarding language expectations in the classroom
- Review of Louisiana Early Learning and Development Standards (ELDS) for early language
- Review of Teaching Strategies GOLD® "Objectives for Development and Learning" regarding language
  *Small or whole group activity matching color bands to GOLD® Objectives and Dimensions

Overview of Infant CLASS® Tool Early Language Support dimension—25 minutes:

- Review overall structure (domain and dimensions) of Infant CLASS® Tool
- Review and define Early Language Support Indicators and Behavioral Markers
- Practice realistic strategies for implementing elements of teacher talk, in the Infant classroom
  *Small group or whole group diapering and feeding practice

What Early Language Support looks and sounds like at a high level—15 or 20 minutes

- Compare low-level to high-level Early Language Support
  *Group discussion of videos
- Identify specific examples of Early Language Support Indicators and Behavioral Markers
  *Group discussion of videos

Materials that most effectively support Early Language in the infant classroom and how—15 or 20 minutes

- Review of how widely available classroom materials can support Early Language Support
- Using classroom materials to demonstrate Teacher talk, Communication support, or Communication extension
  *Pair or small group practice with provided materials

How Early Language Support strategies connect to other Infant CLASS® Tool Dimensions—10 minutes

- Review of overlap with Facilitated Exploration, Relational Climate, and Teacher Sensitivity

Key Knowledge Gained—10 minutes

- Facilitate participants in share-out of their key learning from the training
  *Personal reflection of key point learned and action steps to take following training

Overview of Participant Handouts:

- <u>"Module Description" and "Training Agenda"</u>
  The Trainer can send the document above to participants in advance, to help them understand what they will be learning in the training and follow along even more successfully during the training.
- <u>"Pre-Training Assessment Survey"</u>
  The Trainer will distribute this to participants as they enter the training room.
- <u>"Reflecting on Your Care of Infants and Learning about Developmentally-Appropriate Expectations" handout</u>
  The Trainer will distribute this to participants during the training.
- <u>"TS GOLD® Objectives 9-10 Color Band" activity handout</u>
  The Trainer will distribute this handout to participants partway during the developmentally-appropriate language-related expectations portion of the training.
- <u>"TS GOLD® Objectives 8-10 Color Band" takeaway handout</u>
  The Trainer will print this handout in color and distribute this to participants at the conclusion of the TS GOLD® Color Band activity.
- <u>"3-2-1 Action Plan"</u>
  The Trainer will distribute this at the start of the Introduction to Early Language Support, so that participants may take notes about key points if they wish during the training, for participant reflection and share-out at the end of the training, and then as a takeaway and follow-up for participants.
- <u>"Post-Training Assessment Survey"</u>
  The Trainer will distribute this and allow participants to complete and return it before leaving the training.

Pre-Training Assessment Survey

Please indicate your current level of confidence in the following areas (now, before the training):

	Very Confident	Confident	Somewhat Confident	Not at all Confident
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 Langue 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				

Reflecting on Your Care of Infants and
Learning about Developmentally-Appropriate Expectations

<u>Your Acrostic Poem</u>

<u>What are developmentally-appropriate language-related expectations for infants?</u>

TS GOLD® Objectives 9-10 Color Band activity

Look at the "Not Yet" column, column 2, and column 4 and identify which color band(s) belong in each column:
(Remember that the red color band is for ages birth to 1 year old and the orange color band is for ages 1 to 2 years old.)

Objective 9 Uses language to express thoughts and needs

b. Speaks clearly

Not Yet	1	2	3	4
		Babbles strings of single consonant sounds and combines sounds • Says, "M-m-m;" "D-d-d" • Says, "Ba-ba-ba" • Babbles with sentence-like intonation		**Uses some words and word-like sounds and is understood by most familiar people** • Refers to grandma as "Gum-gum" • Asks, "Where bankit?" and a friend brings his blanket to him • Says, "No go!" to indicate she doesn't want to go inside

c. Uses conventional grammar

Not Yet	1	2	3	4
		Uses one- or two-word sentences or phrases • Asks, "More?" • Says, "Daddy go." • Uses one word, "Juice," to mean, "I want some juice."		**Uses three- to four-word sentences; may omit some words or use some words incorrectly** • Says, "Bed no go." • Says, "Daddy goed to work." • Responds, "I want banana," when asked what she wants for snack

d. Tells about another time or place

Not Yet	1	2	3	4
		Makes simple statements about recent events and familiar people and objects that are not present • Says, "Got shoes." • Hears helicopter, stops and says, "'copter." • Tells, "Gran lives far away."		**Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end** • Dictates a simple story with few connections between characters and events • Says, "I've got new shoes. I went to the shoe store."

Objective 10 Uses appropriate conversational and other communication skills

a. Engages in conversations

Not Yet	1	2	3	4
		Engages in simple back-and-forth exchanges with others • Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds • Shakes head for *no*; waves bye-bye • Joins in games such as pat-a-cake and peekaboo		**Initiates and attends to brief conversations** • Says, "Doggy." Teacher responds, "You see a doggy." Child says, "Doggy woof." • Asks teacher, "Home now?" Teacher responds, "Yes, I'm leaving to go home." • Looks at teacher and points to picture of car. Teacher responds, "No, I'm going to walk home."

b. Uses social rules of language

Not Yet	1	2	3	4
		Responds to speech by looking toward the speaker; watches for signs of being understood when communicating • Hears siren and goes to adult pointing, "Fire tuck." • Looks at adult and says, "Ball", repeatedly until adult says, "Ball. You want the ball?"		**Uses appropriate eye contact, pauses, and simple verbal prompts when communicating** • Pays attention to speaker during conversation • Pauses after asking a question to wait for a response • Says "please" and "thank you" with occasional prompting

Objective 8 Listens to and understands increasingly complex language

a. Comprehends language

Not Yet	1	2	3	4	5	6	7	8	9
		Shows an interest in the speech of others • Turns head toward people who are talking • Recognizes familiar voice before the adult enters the room • Looks at favorite toy when adult labels and points to it • Responds to own name		**Identifies familiar people, animals, and objects when prompted** • Picks up cup when asked, "Where's your cup?" • Goes to sink when told to wash hands • Touches body parts while singing "Head, Shoulders, Knees, and Toes."		**Responds appropriately to specific vocabulary and simple statements, questions, and stories** • Finds his favorite illustration in a storybook when asked • Listens to friend tell about cut finger and then goes to the dramatic play area to get a Band-Aid® • Responds using gestures to compare the sizes of the three leaves		**Responds appropriately to complex statements, questions, vocabulary, and stories** • Answers appropriately when asked, "How do you think the car would move if it had square wheels?" • Builds on ideas about how to fix the broken wagon • Acts out the life cycle of a butterfly after the teacher reads a story about it	

b. Follows directions

Not Yet	1	2	3	4	5	6	7	8	9
		Responds to simple verbal requests accompanied by gestures or tone of voice • Waves when mother says, "Wave bye-bye," as she waves her hand • Covers eyes when adult prompts, "Wheeeere's Lucy?" • Drops toy when teacher extends hand and says, "Please give it to me."		**Follows simple requests not accompanied by gestures** • Throws trash in can when asked, "Will you please throw this away?" • Puts the balls in the basket when told, "Put all the balls in the basket, please." • Goes to cubby when teacher says, "It's time to put coats on to go outside."		**Follows directions of two or more steps that relate to familiar objects and experiences** • Washes and dries hands after being reminded about the hand-washing sequence • Completes a sequence of tasks, "Get the book bin and put it on the table. Then bring the paper and crayons."		**Follows detailed, instructional, multistep directions** • Follows instructions for navigating a new computer program • 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."	

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
		Vocalizes and gestures to communicate • Coos and squeals when happy • Cries after trying several times to get toy just out of reach • Waves hands in front of face to push away spoon during a feeding • Uses hand gestures to sign or indicate "more"		**Names familiar people, animals, and objects** • Says, "Nana," when grandmother comes into the room • Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm		**Describes and tells the use of many familiar items** • When making pancakes, says, "Here is the beater. Let me beat the egg with it." • Responds, "We used the big, red umbrella so we both could get under it."		**Incorporates new, less familiar or technical words in everyday conversations** • Uses a communication device to say, "My bird went to the vet. He has a disease. He's losing his feathers." • Says, "I'm not sure I can put it together. It's complicated."	

b. Speaks clearly

Not Yet	1	2	3	4	5	6	7	8	9
		Babbles strings of single consonant sounds and combines sounds • Says, "M-m-m;" "D-d-d" • Says, "Ba-ba-ba" • Babbles with sentence-like intonation		**Uses some words and word-like sounds and is understood by most familiar people** • Refers to grandma as "Gum-gum" • Asks, "Where bankit?" and a friend brings his blanket to him • Says, "No go!" to indicate she doesn't want to go inside		**Is understood by most people; may mispronounce new, long, or unusual words** • Says, "I saw ants and a hoppergrass" (grasshopper) • Speaks so is understood by the school visitor		**Pronounces multisyllabic or unusual words correctly** • Says, "Oh, that one has layers, it's a *sedimentary* rock." • Says, "What does *ostracize* mean?" after hearing the word read in *Abiyoyo*	

Objective 9 Uses language to express thoughts and needs

c. Uses conventional grammar

	Not Yet	1	2	3	4	5	6	7	8	9
			Uses one- or two-word sentences or phrases • Asks, "More?" • Says, "Daddy go." • Uses one word, "Juice," to mean, "I want some juice."		**Uses three- to four-word sentences; may omit some words or use some words incorrectly** • Says, "Bed no go." • Says, "Daddy goed to work." • Responds, "I want banana," when asked what she wants for snack		**Uses complete, four- to six-word sentences** • Says, "I chose two books." • Says, "We are going to the zoo." • Says, "Momma came and we went home."		**Uses long, complex sentences and follows most grammatical rules** • Says, "We are going to the zoo to see the animals. We'll learn where they live and what they eat." • Notices when sentences do not make sense; tries to correct them	

d. Tells about another time or place

	Not Yet	1	2	3	4	5	6	7	8	9
			Makes simple statements about recent events and familiar people and objects that are not present • Says, "Got shoes." • Hears helicopter, stops and says, "'copter." • Tells, "Gran lives far away."		**Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end** • Dictates a simple story with few connections between characters and events • Says, "I've got new shoes. I went to the shoe store."		**Tells stories about other times and places that have a logical order and that include major details** • Tells about past experiences, reporting the major events in a logical sequence • Says, "I went to the shoe store with Gran. I got two pairs of new shoes."		**Tells elaborate stories that refer to other times and places** • Dictates an elaborate story of her recent visit to the bakery, including details of who, what, when, why, and how • Tells many details as he acts out his recent trip to the shoe store	

Objective 10 Uses appropriate conversational and other communication skills

a. Engages in conversations

Not Yet	1	2	3	4	5	6	7	8	9
		Engages in simple back-and-forth exchanges with others		**Initiates and attends to brief conversations**		**Engages in conversations of at least three exchanges**		**Engages in complex, lengthy conversations (five or more exchanges)**	

Engages in simple back-and-forth exchanges with others
- Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds
- Shakes head for *no*; waves bye-bye
- Joins in games such as pat-a-cake and peekaboo

Initiates and attends to brief conversations
- Says, "Doggy." Teacher responds, "You see a doggy." Child says, "Doggy woof."
- Asks teacher, "Home now?" Teacher responds, "Yes, I'm leaving to go home."
- Looks at teacher and points to picture of car. Teacher responds, "No, I'm going to walk home."

Engages in conversations of at least three exchanges
- Stays on topic during conversations
- Maintains the conversation by repeating what the other person says or by asking questions

Engages in complex, lengthy conversations (five or more exchanges)
- Offers interesting comments with communication device
- Extends conversation by moving gradually from one topic to a related topic

b. Uses social rules of language

Not Yet	1	2	3	4	5	6	7	8	9
		Responds to speech by looking toward the speaker; watches for signs of being understood when communicating		**Uses appropriate eye contact, pauses, and simple verbal prompts when communicating**		**Uses acceptable language and social rules while communicating with others; may need reminders**		**Uses acceptable language and social rules during communication with others**	

Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
- Hears siren and goes to adult pointing, "Fire tuck."
- Looks at adult and says, "Ball", repeatedly until adult says, "Ball. You want the ball?"

Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
- Pays attention to speaker during conversation
- Pauses after asking a question to wait for a response
- Says "please" and "thank you" with occasional prompting

Uses acceptable language and social rules while communicating with others; may need reminders
- Takes turns in conversations but may interrupt or direct talk back to self
- Regulates volume of voice when reminded

Uses acceptable language and social rules during communication with others
- Uses a softer voice when talking with peers in the library and a louder voice on the playground
- Says, "Hello," back to the museum curator on a trip

Objectives for Development & Learning

Planning How to Implement Early Language Support in Your Classroom

Reflections on CLASS® Overview and your own classroom practice:

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: _____

Post-Training Assessment Survey

Please note all areas that you learned more about today —
Please also indicate your current level of confidence in the following areas (now, after the training):

	Areas I learned more about:	Very Confident	Confident	Somewhat Confident	Not at all Confident
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 Langue 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					