

Cox Campus Guide: Talk with Me

NOTE: This tool was created to help guide you through the TALK with Me course in a meaningful and intentional way. The course has been broken down into smaller pieces with reflection and practice built into each. Also included are the Expected Child Outcomes that directly align to the strategies presented in Talk with Me. Users have found when they follow this guide; implementation of the strategies is more effective in the classroom.

Expected End-of-Year Child Outcomes for Talk with Me (Infants/Toddlers):

INFANTS 0-12	YOUNG TODDLERS 12-24	OLDER TODDLERS 24-36
<p>Engages in back and forth vocal play with adults</p> <ul style="list-style-type: none"> Imitates speech sounds (e.g., da-da-da) Babbles in response to teacher’s question <p>GELDS: CLL1.0c, CLL4.0a</p>	<p>Responds to social greetings</p> <ul style="list-style-type: none"> Waves bye-bye or hello Says “Thank you” in response to being given something <p>GELDS: CLL1.1c</p>	<p>Participates in brief conversations and group discussions, talking about past and present experiences</p> <ul style="list-style-type: none"> “Daddy got me juice at the store.” “It’s going to be my birthday.” <p>GELDS: CLL1.2c</p>

<p>Uses eye gazes, gestures, pointing, and vocalizations to communicate with others</p> <ul style="list-style-type: none"> • <i>Smiles when teacher begins to talk with her</i> • <i>squeals with delight when teacher engages in Peek-a-boo</i> <p>GELDS: CLL4.0b</p>	<p>Uses single word or 2-word phrases to communicate with others.</p> <ul style="list-style-type: none"> • <i>Says "uh oh" when she drops spoon on the floor</i> • <i>Says, "More" to ask for more juice or food</i> <p>GELDS: CLL4.1b</p>	<p>Combines 3-5 words in a sentence, in English or home language, to express wants and needs.</p> <ul style="list-style-type: none"> • <i>"More milk please"</i> • <i>"Please open this box"</i> <p>GELDS: CLL4.2b</p>
<p>Not applicable</p>	<p>Follows one-step direction when combined with gesture.</p> <ul style="list-style-type: none"> • <i>Returns cup to the table when teacher points to table and says, "Please put your cup on the table."</i> <p>GELDS: CLL1.1b</p>	<p>Follows two-step directions</p> <ul style="list-style-type: none"> • <i>Follows instructions to get blanket and lie down</i> • <i>Cleans up from centers and sits in space for story time</i> <p>GELDS: CLL1.2b</p>
<p>Produces a few single Tier 1 words or word approximations in English or home language</p> <ul style="list-style-type: none"> • <i>Says words that have meaning to child (e.g., mamma, book, doggie)</i> <p>GELDS: CLL4.0b</p>	<p>Uses two-word (Tier 1) sentences to communicate with others, in English or home language</p> <ul style="list-style-type: none"> • <i>"Car mine"</i> • <i>"Baby sleep"</i> 	<p>Uses tier 2 words, with prompting</p> <ul style="list-style-type: none"> • <i>Teacher asks an intentional question to pull out target tier 2 word, "How did you feel when your new shoes got wet? Were you happy or</i>

	GELDS: CLL4.1b	<i>upset?” child says, “I was upset!”</i> GELDS: CLL4.2d
<p>Responds to simple words, phrases, questions, and names of familiar people with gestures and vocalizations</p> <ul style="list-style-type: none"> • <i>Kicks feet when hears “Time to eat.”</i> • <i>Bounces when teacher says a familiar nursery rhyme</i> <p>GELDS: CLL4.0b, CLL1.0c</p>	<p>Responds to adult’s questions using a few words (simple answers) in English and/or home language</p> <ul style="list-style-type: none"> • <i>When asked, “Who is this?”, child responds, “baby cry”</i> <p>GELDS: CLL4.1b, CLL1.1c</p>	<p>Responds to simple questions using a few words</p> <ul style="list-style-type: none"> • <i>When asked, “What is this baby in the picture doing?”, child responds, “She is crying.”</i> <p>GELDS: CLL4.2b, CLL1.2c</p>

INFANTS 0-12	YOUNG TODDLERS 12-24	OLDER TODDLERS 24-36
Shows curiosity/interest in his/her surroundings GELDS: APL2.0b	Uses higher-pitched voice to say final babbling sound/word in string of babble sounds and/or words to ask questions <ul style="list-style-type: none"> • “ga- go-mi-da-ba?” • “More juice?” Asks yes/no questions GELDS: APL2.1b	Asks simple questions, including what, where, why <ul style="list-style-type: none"> • “Who is that?” • “Where doggie go?” GELDS: APL2.2b

Cox Guide: Talk with Me, Infants/Toddlers

Course/Lesson	Guiding Questions	Action Steps	How will I know I’ve been successful with my action steps?	Extra Support/ Resources available on Cox Campus
TALK Lesson 1: Talking Makes Babies Smarter Overview:	-What is language nutrition?	Practice: Be a conversational partner with children by feeding them words in the same	Expected Child Outcomes: See listed on first page Teacher Indicators:	Read the following document(s) in the <i>Resource Library</i> :

<p>Between birth and age 3 children's brains have the capacity to make 1,000 connections per minute.</p> <p>Lesson 1 introduces the TALK strategy to early childhood educators, providers, and families. The TALK strategy supports interaction with children as our conversational partners.</p>	<p>-Why is it important to view ALL children as conversational partners?</p>	<p>way you feed them bottles or food.</p> <p>Reflect: What stands out to you as you watch Trameka discuss <i>The Hungry Caterpillar</i> with her students? What does this clip inspire you to do with your own children?</p> <p>Watch: Videotape yourself having a conversation with a child. Watch and reflect: How do you interact with your children as conversational partners? How do your children respond?</p> <p>At the end of this course, we will ask you to film yourself a second time. By taking the time to film a conversation now, you will be able to look back and reflect on how you and your children have grown</p>	<p>NOTE: These 3 indicators below align with what you learned in Power of Language, but you will continue to see them as they are embedded in all of our strategies:</p> <ul style="list-style-type: none"> - Teacher creates a safe, nurturing, loving environment where children are given multiple opportunities throughout the day to hear and use spoken language, in English or in home language. - Uses elements of RI in his/her conversations to build relationships and promote language (positive facial expressions, touch, 	<p>-TALK with Me poster</p> <p>-Guide to Responsive Interactions</p>
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		as conversational partners by using the TALK strategy.	gestures, tune in and child-directed speech) - Responsive to children's interests and needs (i.e. feeding, cleaning, soothing, etc.)	
<p>TALK Lesson 2: A Closer Look at TALK</p> <p>Overview:</p> <p>The TALK strategy is explained and videos demonstrate how TALK creates a language rich learning environment for infants and toddlers because it helps us view children as our conversational partners.</p>	<p>-What is the purpose of the TALK strategy?</p> <p>-How can you make your conversations more meaningful?</p> <p>-Describe Sebastian's actions as his teacher implements the TALK strategy with him.</p>	<p>Plan: Complete an <i>Observation Guide and Safety Nets for Infants or Toddlers</i> (depending on which age group you work with.)</p> <p>Watch: Using the classroom video you filmed of yourself, reflect on the following:</p> <ul style="list-style-type: none"> - What elements of the TALK strategy do you already use? - Are there elements that you want to work on? (Share these with your 	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <p>NOTE: These 3 indicators below align with what you learned in <i>Power of Language</i>, but you will continue to see them as they are embedded in all of our strategies:</p> <ul style="list-style-type: none"> - Teacher creates a safe, nurturing, loving environment where children are given multiple opportunities 	<p>Read the following document(s) in the <i>Resource Library</i>:</p> <ul style="list-style-type: none"> -Observation Guide and Safety Nets for Infants/Toddlers -Tune in Sentence Starters

		coach, colleagues or the community on Cox Campus for support).	throughout the day to hear and use spoken language, in English or in home language. - Uses elements of RI in his/her conversations to build relationships and promote language (positive facial expressions, touch, gestures, tune in and child-directed speech) - Responsive to children's interests and needs (i.e. feeding, cleaning, soothing, etc.)	
TALK Lesson 3: Tune In: Make your way into the Child's World. Overview: "Tune In" initiates meaningful	-What does tuning into a child look like? -Name some benefits of "Tuning In."	Practice: -Practice "Tuning In" with children in your classroom. Get on the child's level and observe what he/she is looking at or doing,	Expected Child Outcomes: See listed on first page Teacher Indicators: - Gets down on child's level and observes	Read the following document(s) in the <i>Resource Library</i> :

<p>conversations, allows you to acknowledge and enter the child's world to create a conversation around the child's interests.</p>	<p>-How can you "Tune In" to a child?</p>	<p>comment on what you observe, wait for the child to respond and affirm response.</p> <p>Reflect: What did you notice? How did the students respond?</p>	<p>what he/she is looking at or doing</p> <ul style="list-style-type: none"> - Comments on what he/she observed - After commenting, waits for child to respond and affirms response 	<p>-Tune In Sentence Starters</p> <p>-All About Me and My Family Survey</p>
<p>TALK Lesson 4: Ask Questions: Invite Children to a Conversation</p> <p>Overview: "Asking Questions" invites children to engage in the conversation and keeps the conversation going.</p>	<p>-If a child is not verbal, what can you do to extend the conversation?</p> <p>-What types of questions could you ask infants and toddlers?</p>	<p>Plan: Create a list of questions that can be posted around the classroom.</p> <p>Practice: Tune-In to a student and ask questions based on the student's interest.</p> <p>Reflect: What did you notice about the child's engagement in the conversation?</p> <p>What would you like to work on to extend</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <p><i>Older Toddlers:</i></p> <ul style="list-style-type: none"> - Asks closed ended and open ended questions based on what he/she observed and commented on - Pauses for child's response 	<p>Read the following document(s) in the <i>Resource Library</i>:</p> <ul style="list-style-type: none"> - Observation Guide and Safety Nets for Infants and Toddlers.

		conversations with children?	<i>Infants/Young Toddlers:</i> <ul style="list-style-type: none"> - Asks questions based on what he/she observed and commented on - Pauses for child's response - Affirms and responds by verbally assigning meaning to all child's/children's attempts to communicate, both verbal (in any language) and nonverbal (eye gaze, gestures, facial expression); if applicable, honors child's home language 	
TALK Lesson 5: Lift Language Part 1:	-Why do we want to "Lift Language" with children?	Practice: Narrate what you and the child are doing by	Expected Child Outcomes: See listed on first page	Read the following document(s) in

<p>Discover the Sportscaster in You!</p> <p>Overview: The third element of TALK provides several components to lift language by using a loving voice, gestures, self-talk, parallel talk, and child- directed speech.</p>	<p>-What can you do to “Lift Language” with children?</p> <p>-Explain and describe the purpose of narration.</p>	<p>using parallel talk and self-talk.</p> <p>-Expand on the child’s responses to extend the conversation.</p> <p>Reflect: What were some barriers that you encountered as you narrated? How can you overcome those barriers? Set a goal to have 5 exchanges per child each day.</p>	<p>Teacher Indicators:</p> <ul style="list-style-type: none"> - Acknowledges child’s response and builds their language by restating and expanding upon what they said - Narrates what he/she is doing (self-talk) or the child is doing (parallel talk) 	<p>the <i>Resource Library</i>:</p> <ul style="list-style-type: none"> - 101 Tier 1 words in English and Spanish - 101 Tier 2 words in English and Spanish - Vocabulary for the First Weeks of School and Beyond (Infants/Young Toddlers) - Vocabulary for the First Weeks of School and Beyond (Young and Older Toddlers)
<p>TALK Lesson 6: Lift Language Part 2: Get Those Big Words Out</p>	<p>-Why is it important for children to hear varied and interesting words?</p>	<p>Plan: Choose tier 1 or tier 2 words you would like to incorporate in your students’ vocabulary and</p>	<p>Expected Child Outcomes: See listed on first page</p>	<p>Read the following document(s) in</p>

<p>Overview: Children gain important information and vocabulary as we describe the world. How you talk with infants and toddlers matters.</p>	<p>-How can you create vocabulary for infants and toddlers?</p>	<p>add them to your lesson plan. Post them around the classroom. (Focus on tier 1 words for infants and young toddlers and tier 2 for older toddlers).</p> <p>Practice: Use the tier 1 or tier 2 words you have chosen in a conversation with the students.</p> <p>Reflect: Connect with another teacher to describe the glows and grows from the conversation you had with a student using tier 1 or tier 2 words. You can also share your reflections in the Cox Campus community!</p>	<p>Teacher Indicators:</p> <p><i>Older Toddlers:</i></p> <ul style="list-style-type: none"> - Uses tier 2 words and gestures <p><i>Infants/Young Toddlers:</i></p> <ul style="list-style-type: none"> - Uses interesting, age appropriate words (tier 1 and/or tier 2) and gestures 	<p>the <i>Resource Library:</i></p> <ul style="list-style-type: none"> - 101 Tier 1 words in English and Spanish - 101 Tier 2 words in English and Spanish - Vocabulary for the First Weeks of School and Beyond (Infants/Young Toddlers) - Vocabulary for the First Weeks of School and Beyond (Young and Older Toddlers)
<p>TALK Lesson 7: Keep it Going: Take Turns Over and Over again</p>	<p>-Describe the importance of keeping conversations going.</p>	<p>Practice: Find a student to practice the TALK strategy with.</p>	<p>Expected Child Outcomes: See listed on first page</p>	<p>Read the following document(s) in</p>

<p>Overview: When you finish this lesson, you'll be ready to keep conversations going by tuning in, asking questions, lifting language, taking turns, while using all the elements of responsive interactions.</p>	<p>-Why should you focus on the child when you are tuning into a conversation?</p>	<p>(Tune-In to the child's interests, Ask questions to expand the conversation, Lift language by utilizing rich vocabulary, and Keep it Going). Remember to stay tuned in to the child's interest!</p> <p>Reflect: Were you able to keep the conversation going with at least 5 exchanges? What would you like to improve on when it comes to the TALK strategy? Make sure to share your experiences and see what others are working with TALK in the community on Cox Campus.</p>	<p>Teacher Indicators:</p> <p>- Keeps the conversation going by continuing to tune in, ask questions and lift the language</p>	<p>the <i>Resource Library</i>:</p> <p>-TALK with Me Poster (infants and toddlers)</p> <p>-Let's TALK</p>
<p>TALK Lesson 8: Let's Practice TALK</p> <p>Overview: Take time to practice all you've learned about TALK</p>	<p>Which component of TALK do you feel most successful with? (T, A, L or K?)</p>	<p>Plan: Consider what vocabulary you might use during different times of your day. Trameka chose to use the word <i>pediatrician</i> in the dramatic</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p>	<p>Read the following document(s) in the <i>Resource Library</i>:</p>

<p>by stepping into Trameka's older toddler classroom. You will watch brief clips of conversations between the teacher and her children and consider how you might interact with the child if you were the teacher.</p>	<p>Which part of TALK do you need the most practice with? How might you practice?</p>	<p>play area. Go into your lesson plan and add a few words you want to focus on this week. Consider posting these words in different areas of the classroom to remind you to use them throughout the day.</p> <p>Practice/Reflect: Videotape yourself in a conversation with one (or more) of your children. Go back and watch the clip; consider how you tuned in, asked questions, lifted language, and kept it going. What did you do well? If you could have this conversation again, what would you do differently? Use the teacher indicators to help you reflect.</p> <p>Thinking about your reflections, keep</p>	<p>TUNE IN</p> <ul style="list-style-type: none"> - Gets down on child's level and observes what he/she is looking at or doing - Comments on what he/she observed - After commenting, waits for child to respond and affirms response <p>ASK QUESTIONS</p> <p><i>Older Toddlers:</i></p> <ul style="list-style-type: none"> - Asks closed ended and open ended questions based on what he/she observed and commented on - Pauses for child's response 	<ul style="list-style-type: none"> -101 Tier 1 Words in English and Spanish -101 Tier 2 Words in English and Spanish - Vocabulary for the First Weeks of School and Beyond (Infants/Young Toddlers) - Vocabulary for the First Weeks of School and Beyond (Young and Older Toddlers)
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practicing TALK in your classroom!

Infants/Young Toddlers:

- Asks questions based on what he/she observed and commented on

- Pauses for child's response

- Affirms and responds by verbally assigning meaning to all child's/children's attempts to communicate, both verbal (in any language) and nonverbal (eye gaze, gestures, facial expression); if applicable, honors child's home language

LIFT LANGUAGE

- Acknowledges child's response and

			<p>builds their language by restating and expanding upon what they said</p> <ul style="list-style-type: none"> - Narrates what he/she is doing (self-talk) or the child is doing (parallel talk) <p><i>Older Toddlers:</i></p> <ul style="list-style-type: none"> - Uses tier 2 words and gestures <p><i>Infants/Young Toddlers:</i></p> <ul style="list-style-type: none"> - Uses interesting, age appropriate words (tier 1 and/or tier 2) and gestures <p>KEEP IT GOING</p> <ul style="list-style-type: none"> - Keeps the conversation going by continuing to tune in, 	
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			ask questions and lift the language	
<p>TALK Lesson 9: There's always time to TALK</p> <p>Overview: Teachers share challenges they face when using the TALK strategy and consider ways to make time for TALK in each part of every day.</p>	<p>How are you integrating TALK into routines and transitions?</p> <p>What challenges are you facing as you work to use the TALK strategy?</p>	<p>Reflect and Collaborate: In the Cox Campus Community, check out the post called "Solutions Toolkit" for TALK with Me. Post challenges you are facing as you work to use the TALK strategy. Discuss with other teachers these challenges as well as possible solutions.</p> <p>Sit with other teachers who work in your center and look over classroom schedules. Put a star next to areas where you would like to include more meaningful conversations. Circle the time of the day you feel like you have the most meaningful conversations. Why do you think you have richer conversations during this</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <ul style="list-style-type: none"> - Intentionally plans opportunities (i.e. extension activities tied to books, activities based on child's interests) throughout all parts of the day (caregiving routines, meal time, centers, outdoor activities, etc.) to engage with children in meaningful conversations using the TALK strategy 	<p>Read the following document(s) in the <i>Resource Library</i>:</p> <ul style="list-style-type: none"> - Tune In Sentence Starters

		<p>time than other times? How can you replicate these rich conversations into other parts of the day?</p> <p>Plan: Post questions (closed ended for infant/young toddler and open-ended for older toddler) and Tune In sentence starters around the room to remind you to engage in conversations throughout the day.</p>		
<p>TALK Lesson 10: Personalize TALK: Different Strokes for Different Folks</p> <p>Overview:</p> <p>This lesson focuses on getting to know the children in your classrooms and taking into account all you learn about them</p>	<p>How can I partner with the families of my children in order to better understand who they are and have more meaningful conversations?</p> <p>What makes a conversation meaningful for a child?</p>	<p>Reflect, Collaborate, and Plan: Use the Observation Tool and Safety Nets document to gather information on each of your children. Find a partner who teaches the same or similar age group and work together to think about how to use the TALK strategy to support each child. Check out the American Speech</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <ul style="list-style-type: none"> - Progress monitors children's development using anecdotes, checklists, assessments, etc. and plans intentionally based on this 	<p>Read the following document(s) in the <i>Resource Library</i>:</p> <ul style="list-style-type: none"> -Observation Tool and Safety Nets (for infants/for toddlers)

<p>as you use the elements of TALK.</p>		<p><u>Language and Hearing Developmental Milestones</u> in order to consider where each child is in relation to the milestones. Plan how you can support each child.</p> <p>Reflect: Think about a child you seem to have fewer meaningful conversations with. What do you know about this child's family and interests? How might you engage in a conversation with this particular child?</p> <p>Partner: Have families create a poster displaying family photos of their child. Display these in your classroom as launching pads for conversation with the children throughout the day.</p>	<p>information; over time sees growth in children's development (see expected child outcomes)</p>	<p>-All About Me and My Family Survey</p> <p>-Family Culture and Language Survey</p>
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<p>TALK Lessons 11 and 12: TALK and Dual Language Learners and Supporting Home Language</p> <p>Overview: This pair of lessons considers the unique development of dual language learners and how you can partner with families and adapt the TALK strategy to support development of the child's home language and English.</p>	<p>Do you have dual language learners in your classroom? How do you know? What are ways to adapt the TALK strategy to support the dual language learners in your classroom?</p> <p>If you have dual language learners in your classroom, how might you incorporate a song in their home language into your day?</p>	<p>Plan and Practice: Ask parents of Dual Language Learners to teach you some key words and phrases in their home language. Using a voice recorder on your phone or a computer, record them saying these words so that you can replay and hear proper pronunciation. Practice using some of these words with the children and notice how they react.</p> <p>Reflect: Videotape yourself having a conversation with a dual language learner in your class. How are you using the TALK strategy to support them? Are you using gestures and giving extended wait time after asking questions? How might you improve in your</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <ul style="list-style-type: none"> - Evidence of engaging families <ul style="list-style-type: none"> • Shares relevant resources • Invites families into the classroom • Updates families on child's progress - Intentionally plans and makes adaptations for DLLs, i.e. looks up a few words in HL, plans culturally relevant activities, etc. 	<p>Read the following document(s) in the <i>Resource Library</i>:</p> <ul style="list-style-type: none"> -Family Language and Culture Survey (in English and Spanish) -Vocabulary and Common Phrases in Spanish
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next conversation with this child?

- Supports the language development of Dual Language Learners:

- Uses gestures to demonstrate what you are saying
- Uses some words in the child's home language
- Asks closed questions or either-or questions
- Pauses a little longer after asking a question
- Gives a word or two to get the child started on the answer

<p>TALK Lesson 13: TALK Beyond the Classroom Walls</p> <p>Overview: Hear from the teachers you've met throughout this course about why the TALK strategy is important, consider the role meaningful conversations have in building relationships with your children, and think about how you can share the message of the power of engaging with children as conversational partners with people in your community.</p>	<p>How will you share the message of the power of engaging with children as conversational partners with people in your community?</p>	<p>Watch and Reflect:</p> <p>Remember after the first lesson how you videotaped yourself having a conversation with a child? Videotape yourself a second time (with the same child if possible). Watch both videos. What growth do you see? How has the TALK strategy transformed the way you engage with your children? What differences do you see in yourself? What differences do you see in how the child responds and interacts? <i>(Hint: look at all of the teacher indicators listed in this resource to help you reflect on your videos)</i></p> <p>Share: Think about someone in your community (colleague, family member, friend, or acquaintance) who might</p>	<p>Expected Child Outcomes: See listed on first page</p> <p>Teacher Indicators:</p> <p>- Evidence of engaging families</p> <ul style="list-style-type: none"> • Shares relevant resources • Invites families into the classroom • Updates families on child's progress 	
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		benefit from hearing about the power of engaging with children as conversational partners. When can you share with them? What will you share?		
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