

ToddlerTalk Implementation Checklist

Indicators are adapted from [PRISM training and implementation materials](#) (developed at the University of Kansas), Pyramid Model implementation materials from the [National Center for Pyramid Model Innovations](#), and Enhanced Milieu Teaching-Sentence Focus Intervention materials (developed at Vanderbilt University, University of Illinois, and Northwestern; NIDCD U01 DC017135)

Play and Engage



- Follow children's lead and support children in switching activities when they have lost interest
- Provide children with meaningful choices during routines and activities
- Be a play partner: get face-to-face, join in on play, take turns with materials, and respond to children's verbal and non-verbal cues.
- Imitate and extend play by adding new play acts or objects
- Support children who are unengaged by handing them new objects, modeling, or suggesting a play act

Support Language and Communication



- Respond to children and wait at least 3 seconds for children to take a turn before talking again
- Build conversations: take at least 3 back-and-forth turns with children
- Make comments about what objects are doing, where they are going, or what they look like (limit questions and directions; comment, don't quiz)
- Pair gestures with labels and sentences (point, show, give, or act it out)
- Expand what children say by adding words to make sentences

Help Children Learn about their Emotions



- Label and describe children's emotions throughout the day
- Ask children about how they are feeling
- Use children's books as an opportunity to talk about emotions
- Immediately respond to children who are in distress
- Help children learn and use strategies to calm down when they are experiencing big emotions
- Provide positive descriptive feedback when children express or respond to emotions appropriately

Support Positive Peer Interactions



- Help children notice their peers: Point out peer's presence, absence, actions, and intentions
- Model and narrate the use of positive interaction skills (giving a turn, getting a peer's attention, etc.)
- Prompt and support children to use positive interaction skills
- Point out or discuss positive peer interaction skills during stories or other activities (puppets, pretend play, etc.)
- Provide positive descriptive feedback when children use positive interaction skills
- Model and support children in identifying and solving common social problems

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