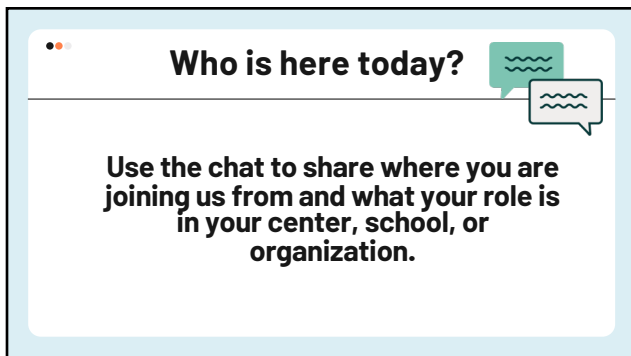
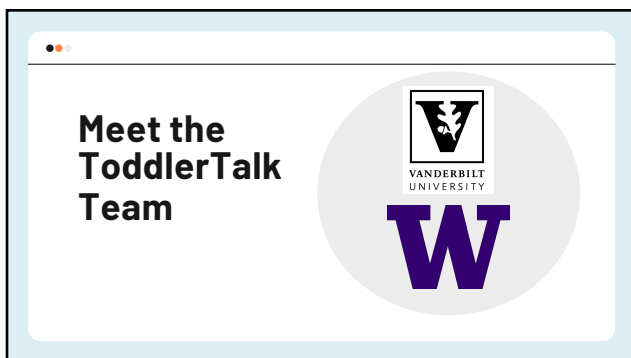




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Agenda

- Share about your experiences in toddler classrooms
- Introduce the ToddlerTalk model and how it was developed
- Introduction to core ToddlerTalk strategies
- Reflection, discussion, and planning

4


Interactive Virtual Session

5

Resources and Handouts!

6


What is ToddlerTalk?



Enhanced
Milieu
Teaching

The ToddlerTalk project is funded by the Institute of Education Sciences (R324A200193)

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When do you feel like you have the most opportunity to talk and connect with toddlers?

When is it the most challenging?

8

Why ToddlerTalk?

- Toddler's language and social-emotional development are closely connected^{1,2,3}
- Communication skills and social-emotional skills lay the foundation for how children^{4,5,6,7,8}
 - ✓ Interact with others
 - ✓ Form friendships and build relationships
 - ✓ Develop skills for learning in preschool and later grades

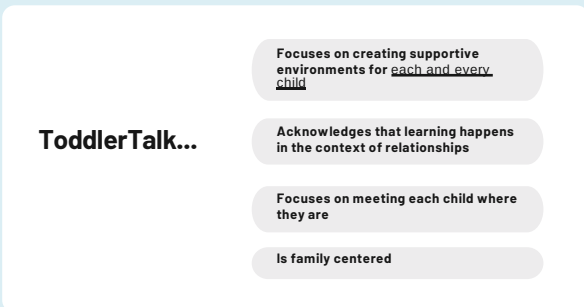
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ToddlerTalk Goal

Create learning environments where teachers and children have opportunities to connect, communicate, and learn with each other

10



ToddlerTalk...

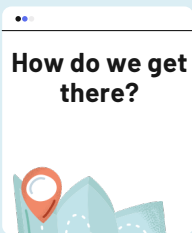
Focuses on creating supportive environments for each and every child

Acknowledges that learning happens in the context of relationships


Focuses on meeting each child where they are

Is family centered

11



How do we get there?



Prioritize family partnerships and connections.

Set the stage for conversation and interaction

Support children in joining in on play and activities

Respond intentionally:

Notice and respond to how toddlers are playing and communicating

12

Family Connections

What ways can we connect with families?

How can those connections support children's experiences at school?



13

Back and Forth Communication is Key!

How do we share information with families?

AND

How do families share information with us?



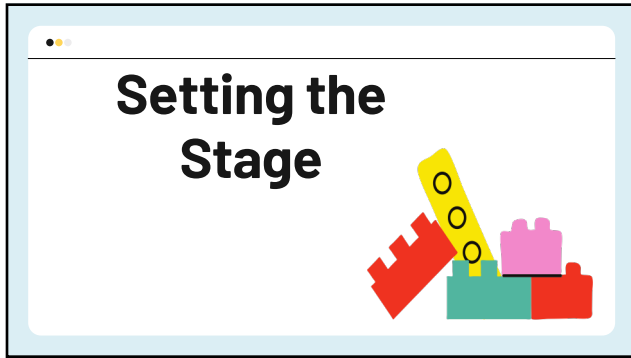
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Questions for Families

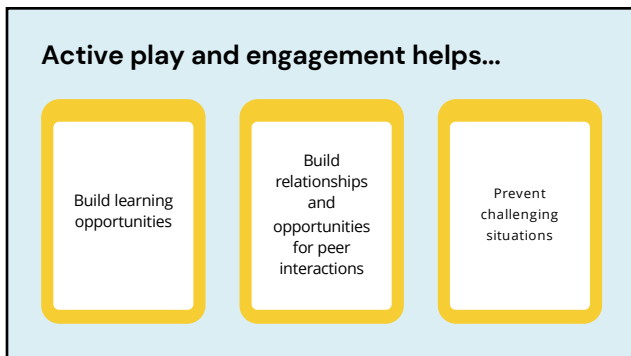
1. What does your child love to do? What are their favorite toys or activities?
2. How do you know when they are interested in or excited about something? How do you know when they are feeling anxious or upset?
3. How does your child communicate with you at home? What words, phrases, or gestures do they use?
4. What are your priorities and goals for your child's social-emotional development, friendship, and behavior expectations at home and at school?



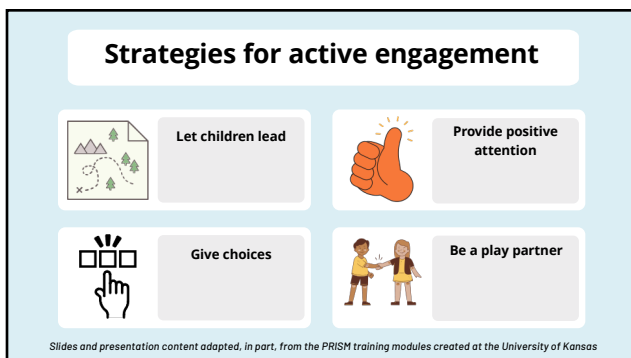
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17



18

Let children lead

- ✓ Notice what children are interested in and what they want to do with materials
- ✓ Be flexible in how you play with toys--avoid directing the play
- ✓ Join in on the play and start by imitating what children are doing



19

Give Choices

- ✓ Have multiple toy/material options available
- ✓ Offer meaningful choices throughout activities and routines
- ✓ Avoid offering choices as a yes/no question



20

Provide positive attention

- ✓ Notice and provide positive attention when children are engaged
- ✓ How you give attention may depend on the child and the situation
- ✓ Try positive descriptive feedback



21

**What does
it mean to
be a play
partner?**



22

What can play look like in Toddlerhood?

Exploration

*Banging
blocks
together
Dumping
materials*

Combination

*Putting
materials in
and out of
containers
Stacking
blocks*

**Pre-
Symbolic
Play**

*Drinking from
a teacup
Putting play
food in a
fridge
Building a
tower*

Symbolic

*Give a baby a
bath
Put pretend
people in a
bus and drive
to school*


23

**How do children in your
classroom play?**




24


Play Partner Basics



Notice children's actions, and imitate



Introduce new toys and actions




Talk about the toys!

Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICHD 001 0C07703)

25

Notice and imitate

- ✓ Watch what children do with materials and toys
- ✓ Join in with them by doing what they are doing
- ✓ Avoid directions




Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICHD 001 0C07703)

26

Introduce new toys/actions

- ✓ Once you've joined in and imitated the child's actions a few times, introduce a new toy so that you'll have more to talk about.
- ✓ Set the toy out to see if the child has ideas of their own. If not, model a new action for them.





Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICHD 001 0C07703)

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Make a sequence!

- Fill up the dump truck
- Drive the truck
- Empty the dump truck
- Put food in the oven
- Put food on a plate
- Eat food
- Stack the blocks
- Crash the blocks
- Re-build the tower






Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007135)

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Talk about the toys!

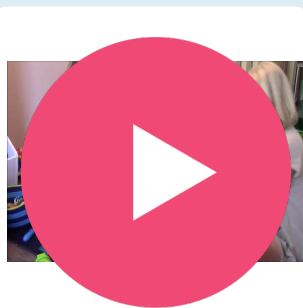
- ✓ As you set toys out, label them.
- ✓ As you model new actions, talk about what the toys are doing.
- ✓ Avoid asking lots of questions.

Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007135)

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See it in action!



30

Helping children join in

- ✓ Meet children where they are
- ✓ Give new objects or materials
- ✓ Show them how to join
- ✓ Point out positive peer behaviors
- ✓ Follow through on prompts

Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007133)

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Following up


- ✓ If needed, add in another level of support to help children join in:
 - Pair your verbal suggestions with modeling
 - Use gestures to emphasize what a child could do to join
 - Offer more specific choices

Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007133)

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What about materials?

- ✓ Consider positioning and accessibility
- ✓ Allow and encourage two or more children to interact
- ✓ Mix it up! Rotate to support interest
- ✓ Display culturally relevant and diverse materials



Slides and presentation content adapted, in part, from the PRISM training modules created at the University of Kansas

33

Reflecting on representation and materials



34

Types of toys and materials

Agents

*Play people
Baby doll
Animals
Stuffed animals
Robots*

Structures

*House
School
Playground
Garage
Tower*

Accessories

*Furniture
Pretend food
Blocks
Cars
Magnatiles
Ladders
Clothes
Buckets*

Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NDCD 001 DC07036)

35

Reflect and Plan



What strategies do you already use in your classroom?

What new strategy will you try first?

What steps will you take to implement the strategy?


What resources do you need?

How will you know the new strategy is working?

What will you look for?

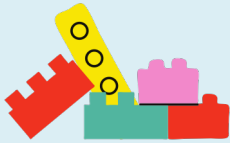
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Supporting Communication



Slides and presentation content adapted, in part, from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICCD U01 DC017135)

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Why is play so important for learning language?

- Supports engagement and interest
- Something to talk about!
- Predictable and familiar actions


Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICCD U01 DC017135)

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Language Development

Prelinguistic

- Point
- Show
- Give
- Vocalizations
- Reach
- Lifts arms up
- Shakes head



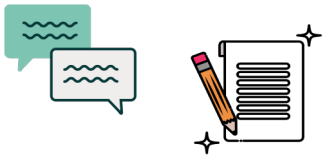
Linguistic

- Signs
- Pictures
- Symbols
- Words

Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICCD U01 DC017135)

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How do children in your classroom communicate?



Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICCD 001 0C07135)

40

Being a communication partner in the classroom



Notice how children are communicating, and be responsive partners to help them learn

Model simple sentences about what children are doing and what they find interesting

Use simple strategies during your normal routines and during play

Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICCD 001 0C07135)

41

We can support children's language by being intentional about...



When we talk

What we say

How we emphasize new words and concepts


Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICCD 001 0C07135)

42

When to talk

When a child is communicating:

- **Respond** to communication, then WAIT (3-5 seconds)
- If the child doesn't say anything, take a another turn and wait again
- If the child says something, **respond** back and **wait** again




Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007133)

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What if a child isn't communicating?


1. Join in on their play or routine
2. Make a comment
3. Wait!



Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007133)

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See it in action!




45

What to say

Model labels and simple sentences

Add on




Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007135)

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What to say

- Label objects and model simple sentences
- Remember: Comment, don't quiz!




Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007135)

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Effective modeling

- **Notice** what a child is interested in
- Label the object and say something about...
 - Where it is (location)
 - What it looks like or feels like (description)
 - What it is doing (action)



Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007135)

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Modeling Sentences During Play

Instead of...

"Where is the ball?"
 "What color is the ball?"
 "Can you make the ball go down?"

Try...

"The ball is in the basket"
 "This ball is squishy"
 "The ball is rolling!"

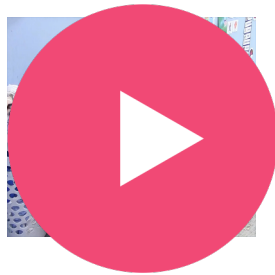
 "Is your baby going to sleep?"
 "You should feed the baby"
 "Is the baby drinking?"

 "The baby is in her high chair"
 "The baby is hungry"
 "The baby is drinking milk"

Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICHD U01 OC007103)

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See it in action!



50

Modeling Sentences During Care Routines

Cup:

"The cup is on the table" (location)
 "The cup is empty" (description)
 "The cup fell over!" (action)

Soap:


"The soap is on your hand" (location)
 "The soap smells good" (description)
 "The soap makes bubbles" (action)

Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICHD U01 OC007103)

51

Add on to children's language

If a child says a word (or words), respond by adding words to form a sentence



Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007135)


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Add on to children's language

Examples:
C "sock"
A "Your sock is off." (location)

C "hot"
A "The food is hot." (description)

C "pizza"
A "The pizza is cooking." (action)




Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007135)

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Recasting and Replacing

If a child says a more generic word (e.g. it, that, here, there) replace with a more specific word or phrase



Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NIDCD U01 DC007135)


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Recasting and Replacing

Examples:

C "It go here."
A "The cookie goes on the table"

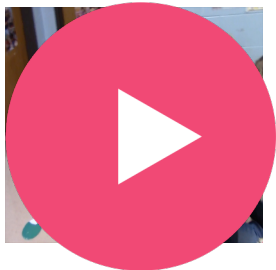
C "He coming!"
A "The dog is running!"



Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICCD U01 0C07133)

55


See it in action!



56

Emphasize words

Show it while you model



Adapted from Enhanced Milieu Teaching-Sentence Focus Intervention materials (NICCD U01 0C07133)

57

Help make your models clear: Show it!

- Point to or hold up an object as you are giving it its name
- When you are modeling location, description, or action words, pair a gesture with these words as you are saying them in a sentence:
 - "The tower is **tall**"
 - "The cat is **climbing**"



58

Social-Emotional Skills



59

Talking about feelings



Acknowledge and validate feelings



Talk about comfortable and uncomfortable emotions



Notice and describe emotions



Ask questions about how children are feeling

Adapted from PRISM training and implementation materials (developed at the University of Kansas) and Pyramid Model implementation materials from the National Center for Pyramid Model Innovations.

60

Supporting positive peer interactions

Help children notice one another

Help children initiate and respond to one another

Model positive interaction skills during play and routines

Provide specific positive feedback to children using positive interaction skills

Adapted from PRISM training and implementation materials (developed at the University of Kansas) and Pyramid Model Implementation materials from the National Center for Pyramid Model Innovations.

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See it in action!

Video credit: PRISM training and implementation materials (developed at the University of Kansas)

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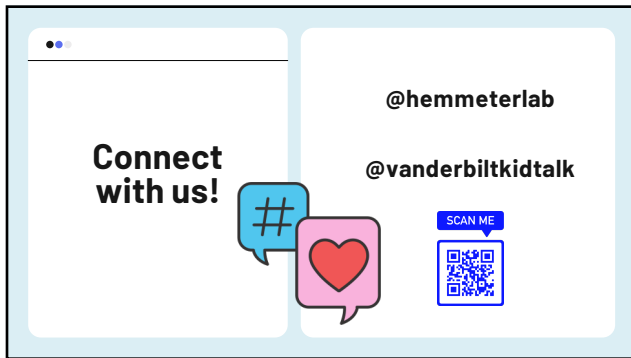
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