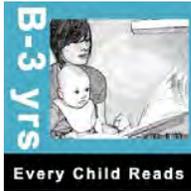


Module III
Engaging in Conversations with
Infants & Toddlers



Module III: Engaging in Conversations with Infants & Toddlers

Key Topics/Strategies Taught in Module III

At the conclusion of this module, participants will:

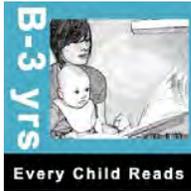
- Understand why it is important to talk with infants and toddlers.
- Talk individually with each infant and toddler every day about what the child is interested in.
- Positively acknowledge infants' and toddlers' comments and responses and follow their lead.
- Pause after making a comment or asking a question to give the infant or toddler time to respond verbally or nonverbally.
- Use rhymes, finger plays, songs, and simple language games when talking with infants and toddlers during routines, experiences and activities throughout the day.
- Use parentese, parallel talk, self talk and CAR (Comment, Ask questions, Respond and add a little more information) *when talking* with infants and toddlers during routines, experiences and activities throughout the day.



Module III: Engaging in Conversations with Infants & Toddlers

Notes to Trainer

1. This module is divided into three parts:
 - Part 1: “Talk Often with Infants and Toddlers: Why and How” (Training Session 4 continued, page 6).
 - Part 2: “Strategies to Encourage Language” (Training Session 5, page 27).
 - Part 3: “More Strategies to Encourage Language (Training Session 6, page 55).
2. When conducting two-hour training sessions, teach using the following plan:
 - Module III, Part 1, “Talk Often with Infants and Toddlers: Why and How” is taught following Module II Part 4, “Creating a Supportive Language and Literacy Environment” in Training Session 4 (Module II page 74 – Module III page 25).
 - Module III, Part 2, “Strategies to Encourage Language” is taught in Training Session 5 (pages 26 – 53).
 - Module III, Part 3, “More Strategies to Encourage Language” is taught during the first hour of Training Session 6 (pages 54 – Module IV page 28). The second hour of Training Session 6 will take you to Module IV “Reading with Infants and Toddlers Using Interactive Strategies” Part I “Read Often with Infants and Toddlers: Why and How.” Training instructions for Module IV are found in that module.
3. Handout 20, “PowerPoint Notes: Module III, Parts 1-3,” is a handout participants will use during all 3 parts of this module. At the end of Training Sessions 4 and 5, remind them to bring Handout 20 back with them.
4. Role-plays (called “practice sessions”) are included in this module. It is important that all participants complete the role-plays so they can practice the strategies. You may want to invite them to do the practice sessions in another room or in the hallway. Some people may feel more comfortable role-playing if they can do so where they can't be overheard.



Module III: Engaging in Conversations with Infants & Toddlers

Time

Module III approximate times do *not* include any breaks. The times for each part are as follows:

Part 1, "Talk Often with Infants and Toddlers: Why and How," one hour (Training Session 4 continued, page 6).

Part 2, "Strategies to Encourage Language," one hour and 50 minutes (Training Session 5, page 27).

Part 3, "More Strategies to Encourage Language," one hour (Training Session 6, page 55).

The times listed for each of the 3 parts and the activities within each part are guidelines. Some groups may take more or less time.

Materials Needed

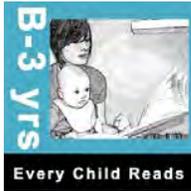
Materials pertaining to the individual parts of the module are listed with the information pages for the respective parts. (See pages 7, 28, and 56)

- *Supplemental Trainer Materials for Module III:*
 - Toddler Cards for Activity in Trainer Script #157, page 75 (Part 3 only) (Included at end of module)
 - Infant Cards for Activity in Trainer Script #157, page 75 (Part 3 only) (Included at end of module)
 - Examples: Parallel Talk and Self Talk (Part 3 only, Trainer Script #139, page 69) (Included at end of module)
 - First Words Project Session 2: Infant/Toddler Play Group. "Responding to Your Child's Communication." Tallahassee, FL: Florida State University. Available at <http://firstwords.fsu.edu/infoParents.html>.
 - First Words Project Session 4: Infant/Toddler Play Group. "Games for Young Children." Tallahassee, FL: Florida State University. Available at <http://firstwords.fsu.edu/infoParents.html>.



**Module III: Engaging in Conversations with
Infants & Toddlers**
Part 1: Talk Often with Infants & Toddlers, Why & How

Session 4 cont.



Module III: Engaging in Conversations with Infants & Toddlers

Part 1: Talk Often with Infants & Toddlers, Why & How

Key Topics/Strategies Taught in Module III, Part 1 Only

At the conclusion of Part 1, participants will:

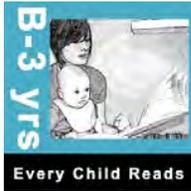
- Understand why it is important to talk with infants and toddlers.
- Talk individually with each infant and toddler every day about what the child is interested in.
- Positively acknowledge infants' and toddlers' comments and responses and follow their lead.
- Pause after making a comment or asking a question to give the infant or toddler time to respond verbally or nonverbally.

Notes to Trainer for Module III, Part 1 Only

1. Module III, Part 1 is taught during the second hour of Training Session 4 following Module II, Part 4.
2. There is no postcard distributed at the end of Training Session 4.

Time for Module III, Part 1 Only

Module III, Part 1 takes approximately one hour to teach with no break. The times listed for activities are guidelines. Some groups may take more or less time.



Module III: Engaging in Conversations with Infants & Toddlers

Part 1: Talk Often with Infants & Toddlers, Why & How

Materials Needed for Module III, Part 1 Only

- *Handouts (1 per participant unless otherwise indicated):*
 - H20: "PowerPoint Notes: Module III, Parts 1-3"
 - H21: "The Hart and Risely Study, 1995"

- *Other Supplies and Materials Needed for Part 1 Only:*
 - Computer
 - LCD projector with speakers
 - Chart paper, different colored markers, tape

- *DVD Clips Needed for Part 1 Only:*
 - None



Module III, Part 1 Trainer Script



PPT #1



#20

Distribute Handout 20, "PowerPoint Notes: Module III, Parts 1-3."



PPT #2

Module III: Engaging in Conversations with Infants and Toddlers

- Parentese
- Rhymes and finger plays
- Parallel talk, Self talk
- CAR:
 - Making comments
 - Asking questions
 - Responding to what the infant/toddler does or says and adding a little more information

1. During this module, you will learn several strategies you can use with infants and toddlers to encourage language development such as:
 - Parentese.
 - Finger plays and rhymes.
 - Parallel and self-talk.
 - CAR: making comments, asking questions, and responding to what an infant or toddler does or says and adding a little more information.



PPT #3

Iowa Early Learning Standard 4.1

- Infants and toddlers understand and use communication and language for a variety of purposes.
- Benchmarks for Infants/Toddlers:
 - Respond to vocalizations and communications of familiar caregivers.
 - Use vocalizations and gestures to gain attention from others.
 - Increases both listening and speaking vocabulary.

2. The strategies you will learn support Iowa Early Learning Standard 4.1:

- Infants and toddlers understand and use communication and language for a variety of purposes.



Module III, Part 1 Trainer Script

3. The benchmarks for the standard are what we need to look for to make sure the infants and toddlers in our care are meeting the standard. The benchmarks for infants and toddlers for Standard 4.1 are:

The infant or toddler:

- Responds to vocalizations & communications of familiar caregivers.
 - Uses vocalizations & gestures to gain attention from others.
 - Increases both listening & speaking vocabulary.
4. The term “listening vocabulary” refers to words infants and toddlers hear and understand but can’t say. “Speaking vocabulary” is words the infant and toddler can say. Infants and toddlers have a larger listening vocabulary than speaking; they understand more words than they can say.



PPT #4

Additional benchmarks for toddlers

- Uses simple sentences to communicate.
- Participates in conversations.

State of Iowa, Department of Education, Division of Early Childhood, Elementary, and Secondary Education, Bureau of Children, Family and Community Services, and Department of Human Services, Division of Behavioral, Developmental, and Protective Services for Families, Adults, and Children. (2006). *Iowa early learning standards*, 2006 (p. 35). Des Moines, IA: State of Iowa Department of Education and Human Services.

5. Additional benchmarks for toddlers are that the toddler:
 - Uses simple sentences to communicate. Simple sentences are usually sentences 2-3 words long.
 - Participates in conversations.¹
6. Why is it important to talk with infants and toddlers even if they can't respond with words to what you say?



Write responses on chart paper.

Mention the following if the participants don't. They learn:

- New words.
- Background knowledge.
- How to put words together to make sense and meaning so they convey a message others can understand.
- Grammar and sentence structure when they hear you say, "The big, black cat" and not, "The cat black big."
- How to take turns during conversations.
- How to start and stop conversations.
- How to ask and answer questions.
- How to look at the person you are talking with.
- What certain facial expressions mean and when to use them.
- How to speak with expression.

7. Let's look at some research that explains why it is so important to talk with children. This handout is a summary of some very important research conducted by Hart and Risely.



#21

Distribute Handout 21, "The Hart and Risely Study, 1995."



PPT #5

Read the article

- Discuss as a group what you thought:
 - Was the most surprising and/or interesting parts of the study, and
 - Why this information is important for you to know.



8. Please read the article. When you have finished, talk with your group about what each of you thought:

- Was the most surprising and/or interesting parts of the study.
- Why this information is important for you to know.



Module III, Part 1 Trainer Script

9. You have 8 minutes to read the article and discuss it with your group.

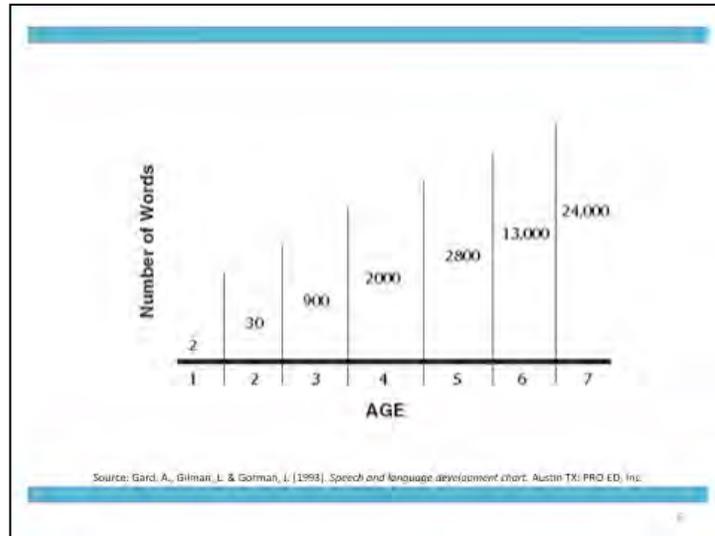
After 8 minutes, call the participants together and ask some of the groups to briefly explain what they thought were the most surprising or interesting parts of the study and why this information is important to know.

Mention the following if the participants don't:

- Children learn new words when adults talk with them.
- Some children don't have a lot of literacy-rich experiences at home so when they are in our care, we can provide them.



PPT #6



10. This slide shows the number of words most children know by a certain age. There is a tremendous amount of vocabulary growth during the early years of a child's life. The first words they learn are nouns—names of people and objects. Later, they learn action words or verbs such as eat, drink, go.²
11. Find Handout 19 "What I Want to Remember," and write what ideas you have heard so far that are important to you.

After 2 minutes, call the group back together.



PPT #7

To encourage language development,
adults need to:

- Talk often with infants and toddlers during daily routines and experiences.
- Talk with them at their level of understanding.
- Give infants and toddlers time to process what was said and respond.
- Acknowledge in some way their verbal and nonverbal responses to what you said.

12. There are 4 things you can do to encourage language development:

- Talk often with infants and toddlers during daily care giving routines and experiences.
- Talk with them at their level of understanding.
- Give infants and toddlers time to process what was said and respond.
- Acknowledge in some way their verbal and nonverbal responses to what you said. Smile, nod your head, respond with words, and so on.

Module III, Part 1 Trainer Script

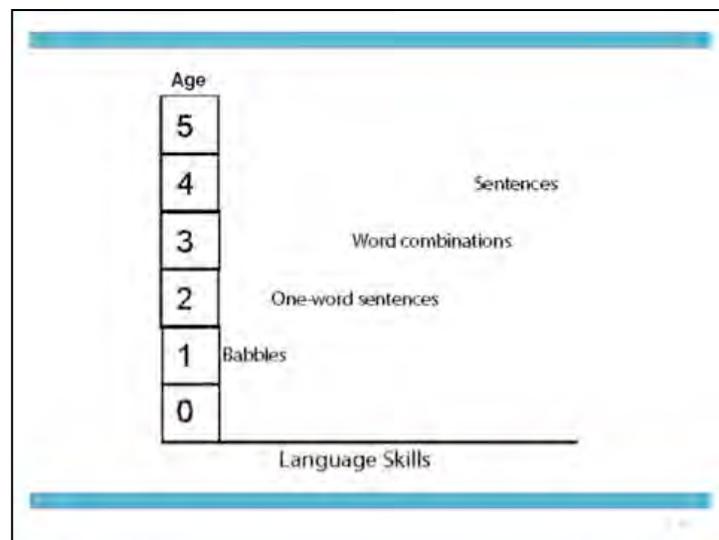
13. We discussed the first point at our last session. Find time each day to talk individually and in groups with each infant and toddler in your care. The more you talk, the more they learn!

14. Infants and toddlers in your care learn sounds and words from listening and watching you. Each routine and activity is an opportunity for an infant or toddler to develop language skills and learn background knowledge. Even if that diaper has been changed 10 times that day, each new diaper change provides the opportunity to engage an infant or toddler in a conversation. We need to intentionally plan how to talk with infants and toddlers during routines and activities.

15. Questions or comments about this point?



PPT #8



16. The second point is, talk with children at their level of understanding. During our first session, we discussed how infants and toddlers develop language. This slide is a quick review.



PPT #9

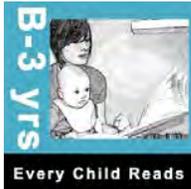
17. Questions?

Talk with children at their level of understanding

- Use short sentences and familiar words.
- Use short phrases.
- Use correct grammar. Avoid nonsense or made up words except when doing "sound play" games.

18. In order for infants and toddlers to understand what we are talking about, we need to use short sentences and familiar words, such as, "Here is your bottle."

19. For the child who speaks in 2 to 3 word sentences, we can say sentences that are a little longer when talking with him, "See the girl run fast," or, "Your green sweater is warm."



Module III, Part 1 Trainer Script

20. You can also use short phrases that the children may eventually learn to repeat such as “all gone” or “so big.”

21. As children grow older, you can increase the length and complexity of the sentences and words you use.

22. Always use correct grammar when talking with infants and toddlers because they are learning from listening to us. Avoid nonsense or made up words except when doing “sound play” games.

23. Some people find it difficult to talk with infants and toddlers because they don’t know what to talk about. Talk with them about what they are seeing, hearing, touching, tasting, feeling and doing—what they are experiencing in their world. These are the things that are meaningful to them.³

24. Follow the child’s lead. Pay attention to what he is interested in and talk about it using short sentences and familiar words.

25. Questions or comments?

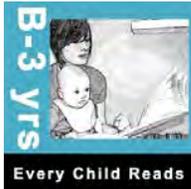


PPT #10

Give infants and toddlers time to process what was said and respond

- Wait 5 seconds after saying something and wait for the child to think about what was said and respond.
 - “Respond” is saying a word, making a sound, smiling, waving a foot, etc.
 - They need time to think and time to respond.

26. The third point, “Give infants and toddlers time to process what was said and respond” is very important. Adults sometimes find this difficult to do because they are used to talking with other adults who process information more quickly than infants and toddlers.
27. A general rule is for the adult to pause about five seconds after saying some thing and wait for the child to think about what was said and then respond. Remember, responding is not only saying a word or making a sound. It is also smiling, clapping hands, waving a foot, and so on.^{4,5}
28. Waiting 5 seconds before you make another comment or ask a question may not seem long but it is. Let me demonstrate how long 5 seconds is.



Module III, Part 1 Trainer Script

Use your hand and 'chop' in the air one time per second, like a basketball referee for 5 seconds. Use a clock to time yourself if needed.

29. Again, infants and toddlers need this much time because they need both time to think and time to respond. It is easier for the infant or toddler to “break the language code if we’re speaking more slowly.”⁶

30. What could you do when talking with an infant or toddler to remind yourself to wait 5 seconds? To slow down?

Mention the following if the participants don't:

- Count silently to self: "One, one-thousand; two, one-thousand, etc.
- Tap thumb to each finger two times.

31. The fourth point is to acknowledge the responses the infants and toddlers make to what you say. If they make sounds, say words, or change their facial expressions, you should smile at them, make a comment, ask a question. Let them know you “heard” them. Reinforce their attempts to talk with you!

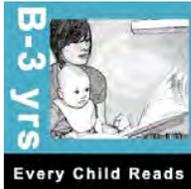


PPT #11

Child might respond “bababa”

- Acknowledge what he says.
- Restate or refine it: “That’s right. It is your bottle.”
- Add a little more information if you wish:
 - “That’s right. It is your bottle. It has milk in it.”

32. Let’s say you said to a child, “Here is your bottle.”
33. The child might respond, “bababa.” Acknowledge what he said and restate or refine it. “That’s right, it is your bottle.” You can also add a little more information: “That’s right. It is your bottle. It has milk in it.”
34. Questions or comments?
35. Keep in mind that you are helping infants and toddlers learn language. Infants and toddlers are trying to make sense of their world. They are learning words for everything they encounter and learning to connect words to express what they are thinking. That is a big, big job!



Module III, Part 1 Trainer Script

36. One of the Early Learning Standards benchmarks for toddlers is that they participate in conversations. A conversation is when two or more individuals talk with each other and take turns talking.
37. With toddlers and older children, there should be an even amount of turn taking when talking^{7,8}. Neither the adult nor the toddler should dominate the conversation.
38. Young children often take only one turn speaking and then they stop. We need to encourage them to take more turns. What can you say that would encourage them to talk more?

Mention the following if the participants don't:

- Ask a simple question about what they are doing/talking about.
- Say, "Tell me more."
- Say, "And then what happened?"

39. Find Handout 19 and take 1 minute to write what you want to remember about what we have discussed so far today.

After 1-2 minutes, call the group back together.

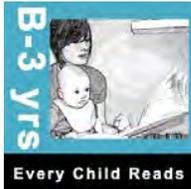


Module III, Part 1 Trainer Script

40. Please circle 2 or 3 things on Handout 19 that you want to try with the infants and toddlers in your care before we meet again.

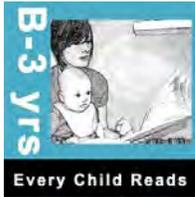
OPTIONAL: Ask participants to report some of the ideas they are going to try.

41. Our next session is (insert date, time, location of next class.) Please bring your "Back at Work" assignments, which are Handouts 16 and 17. Also bring Handout 20, "PowerPoint Notes: Module III, Parts 1-3."



**Module III: Engaging in Conversations with
Infants & Toddlers**
Part 2: Strategies to Encourage Language

Session 5



Module III: Engaging in Conversations with Infants & Toddlers

Part 2: Strategies to Encourage Language

Key Topics/Strategies Taught in Module III, Part 2 Only

At the conclusion of Part 2, participants will:

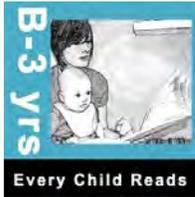
- Positively acknowledge infants' and toddlers' comments and responses and follow their lead.
- Pause after making a comment or asking a question to give the infant or toddler time to respond verbally or nonverbally.
- Use rhymes, finger plays, parentese and parallel talk when talking with infants and toddlers during routines, experiences and activities throughout the day.

Notes to Trainer for Module III, Part 2 Only

1. Gather materials and prepare for demonstration. See Trainer Script #87, page 45; and #88, page 46.
2. Gather materials for the prop box. See Trainer Script #95, page 48.
3. Watch DVD clip.
4. Post meeting guidelines.

Time for Module III, Part 2 Only

Module III, Part 2 takes approximately two hours to teach. The times listed for the activities are guidelines. Some groups may take more or less time.



Module III: Engaging in Conversations with Infants & Toddlers

Part 2: Strategies to Encourage Language

Materials Needed for Part 2 Only

- *Handouts (1 per participant unless otherwise indicated):*
 - H22: "Strategies to Use When Talking with Infants and Toddlers" (*Duplicate on colored paper. Use a different color than Handout 23.*)
 - H23: "What I Want to Remember"
 - H24: "Infant Cooing Activities"
 - H25: "Infant Babbling Activities"
 - H26: Staple these handouts together and distribute them as a packet:
 - H26-1: "Infant Nursery Rhymes and Fingerplays"
 - H26-2: "Everyday Infant Fingerplays"
 - H26-3: "Infant Nursery Rhymes"
 - H26-4: "Nursery Rhymes for Play and Learning"
 - H27: Staple these handouts together and distribute them as a packet:
 - H27-1: "Fingerplays and Rhymes with a Punch"
 - H27-2: "Action Rhymes"
 - H28: "Checklist for Practice Sessions"
 - H29: Three copies per participant of "Back at Work: Strategies to Encourage Language—Parallel Talk"



Module III: Engaging in Conversations with Infants & Toddlers

Part 2: Strategies to Encourage Language

- *Other Supplies and Materials Needed for Part 2 Only:*
 - Crackers for prop, #87 and #88 in script
 - Materials for prop box, #95 in script
 - 1 postcard for each participant, "Babies Learn Sounds & Words From You!"
 - Chart paper, different colored markers, tape
 - Computer
 - LCD projector with speakers
 - Screen

- *DVD Clips Needed for Part 2 Only:*
 - "Making Everyday Moments Count!" Chapter: "Parentese" (#67 in script, PPT#16, page 38)



Module III, Part 2 Trainer Script



PPT #12



As the participants arrive, ask them to sit in groups of 3.

Welcome the group.

Review the meeting guidelines and agenda for the session.



PPT #13

“Back at Work” Handouts 16 and 17

- Select either the infant or toddler checklist to talk about with your group:
 - What would you like to change in your environment to make it more supportive of language and literacy?
 - Why did you selected those changes?

42. Please find your “Back at Work” assignments that are Handouts 16 and 17. Also find Handout 19, “What I Want to Remember” and Handout 20, “PowerPoint Notes: Module III, Parts 1-3.”



43. Let's review the “Back at Work” assignments first. Select either the infant or toddler checklist to talk about with your group. Explain to them:

- What you would like to change in your environment to make it more supportive of language and literacy.
- Why you selected those changes.

44. These changes can be additions or “take aways.” Take 6 minutes.

Module III, Part 2 Trainer Script

After 6 minutes, call the participants back together.

45. Questions or comments about language and literacy supportive environments?

46. Look at Handout 19, "What I Want to Remember." I asked you to circle 2 or 3 things you wanted to try with the infants and toddlers in your care before today's session.



47. Take 4 minutes to discuss in your group what you tried and how it worked.

After 4 minutes, call the group back together. Ask 2 or 3 people to report what they tried and how it worked.



PPT #14

To encourage language development,
adults need to:

- Talk often with infants and toddlers during daily routines and experiences.
- Talk with them at their level of understanding.
- Give infants and toddlers time to process what was said and respond.
- Acknowledge in some way their verbal and nonverbal responses to what you said.

Module III, Part 2 Trainer Script

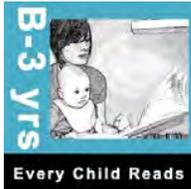
48. During our last session, we discussed 4 things adults can do to encourage language:
- Talk often with infants and toddlers during daily care giving routines and experiences.
 - Talk with them at their level of understanding.
 - Give infants and toddlers time to process what was said and respond.
 - Acknowledge in some way their verbal and nonverbal responses to what you said. Smile, nod your head, respond with words, and so on.
49. Do you have questions about these 4 ways to encourage language development?



#22

Distribute Handout 22, "Strategies to Use When Talking with Infants and Toddlers," to each participant.

50. We are going to now review some specific strategies that will help you encourage language development. You have probably been using some of these strategies for years. Take notes on Handout 22.



Module III, Part 2 Trainer Script

51. Strategy #1 is, "Speak in a friendly, pleasant voice," not harshly or loudly. Avoid using a monotone voice.^{9,10} Speak with enthusiasm.

Briefly demonstrate what it is like to talk in a monotone.

52. The second strategy is, "Establish eye contact/face-to-face contact." Look at the child^{11,12} and put your face close to his when you are talking with him. "Face-to-face contact helps infants see how we move our mouths to make sounds."¹³

53. Strategy #3 is to "use gestures". Gestures help convey meaning. For example, wave when saying "Bye, bye."¹⁴

54. What are other gestures you use?

Mention the following if the participants don't and make the appropriate gesture:

- Throwing a kiss.
- Clapping hands.
- "All gone."
- "So big."

Module III, Part 2 Trainer Script

55. The fourth strategy is, "Use the child's name" as often as you can when talking with him. "Pablo, come and look at this book with me."^{15,16} "Oooh, Meliiiiisa, you are soooo big."



#23

Distribute Handout 23, "What I Want to Remember."

56. Please take a minute to write what you want to remember.

After 1-2 minutes, call the group back together.

57. Strategy #5 is, "Repeat or imitate the sounds the infant or toddler made." If the child does not make many sounds, you may need to make them and encourage him to imitate you.¹⁷



#24 & #25

Distribute Handouts 24, "Infant Cooing Activities" and 25, "Infant Babbling Activities."

58. Read only the "How do you do the practice?" sections on page 1 of *both* handouts. Underline key words or phrases.

After 3-4 minutes, call the group back together.

59. What are some things you learned about cooking?
60. Babbling?
61. How will you be able to use this information?
62. The sixth strategy is, "Point and label objects, people, events, and actions during daily routines and experiences to teach new words." Don't over do this. You do NOT have to run around the room pointing and labeling everything!



PPT #15

Use some descriptive words

- "Cup" vs. "big cup"
- "Pick that up" vs. "Pick up your soft blanket."
- "Where is it?" vs. "Where is your yellow hat?"



Module III, Part 2 Trainer Script

63. Strategy 7 is, "Use descriptive words," when labeling objects and talking with the children. Instead of saying, "cup," say, "This is a *big* cup." You are describing the cup when you use the word, "big." ^{18,19}

64. Instead of saying, "Pick that up." say, "Pick up your soft blanket." Instead of, "Where is it?" ask, "Where is your *yellow* hat?"

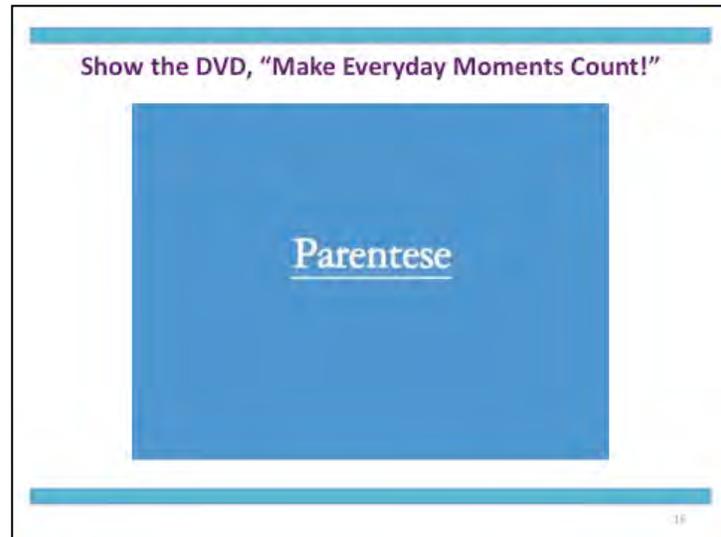
65. Again, don't overdo. For example, it is not necessary to say, "That is a big brownish-red pickup truck with 4 black wheels, 2 head lights and silver and black trim."

66. Another strategy is parentese, which is sometimes referred to as "motherese" or "caregiverese." Most caregivers across most cultures use this strategy when talking with infants. They will use a higher pitched, sing-song voice which often gets an infant or toddler's attention.²⁰ Researchers have found that infants and toddlers prefer parentese to normal speech.²¹

67. Let's watch a short clip where the father is speaking parentese. As you listen and watch him, write what he is doing when talking with his son.



PPT #16



Show DVD clip twice.

68. What did the father do when he was talking with his child?



Record responses on chart paper.

Mention the following if the participants don't. The father:

- Used a higher pitched, sing-song voice.
- Exaggerated the sounds in the words (maaaaaan).
- Used dramatic facial expressions.
- Repeated some words and phrases (my, my, my).
- Used short sentences.
- Used familiar words.
- Spoke slowly—didn't over do this but did speak more slowly than he would to another adult.
- Talked about what was happening at the moment.
- Talked about what he thought was of interest to his son.
- Pronounced words clearly.
- Looked at his child.

69. Our list describes the characteristics of parentese.

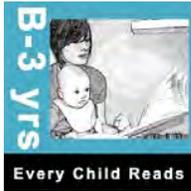
Module III, Part 2 Trainer Script

70. Parentese is not “baby talk.” Baby talk is when you make up nonsense words and babble nonsense sounds like “goo goo gaga.”²² Parentese is saying real words but delivering them in a higher, sing-song tone of voice.
71. Both parentese and baby talk teach infants and toddlers “the sounds of language but parentese is better because you are teaching them real words and building their vocabulary.”²³
72. It is important for caregivers to repeat some words and phrases because if an infant or toddler doesn’t understand what we’re talking about the first time, he might the second time.²⁴
73. Repetition may seem boring to you but it is not to the infant or toddler. It helps them learn to connect the word with the object or experience. You can always vary your voice when you repeat the words or phrases. For example, you could use a high voice the first time you say the word or phrase, and a soft voice the second time. That will keep you and the infant or toddler interested.

Model the above.



74. Questions or comments about parentese? Turn to your neighbor and greet him/her in parentese!



Module III, Part 2 Trainer Script



#26 & #27

Distribute Handout 26, (Packet of 4 CELL activity sheets H26-1, H26-2, H26-3, H26-4) and 27 (Packet of 2 CELL activity sheets H27-1, H27-2).

75. "Rhymes and finger plays" are another strategy to use to have conversations with infants and toddlers. When we say them to children, they will learn to listen to the sounds and words as well as hear new words.

76. Handout 26 is about infants and 27 is about toddlers. However, many of the finger plays and rhymes mentioned in the infant packet can also be used with toddlers.

Assign one half of the participants to read the first page of Handout 26, "Infant Nursery Rhymes and Fingerplays." Ask the other half to read the first page of Handout 27, "Fingerplays and Rhymes with a Punch."

77. As you read, identify what you want to remember when using the strategy and questions you have about it. Please read both the front and back of the handout you were assigned. Take about 6 minutes.

After 6-7 minutes, call the groups back together.



Module III, Part 2 Trainer Script

78. What do you want to remember about Handout 26?

Mention the following if the group does not:

- Use finger plays and rhymes to help children become familiar with sounds and new words.
- Start by identifying the movements and gestures the infant makes in response to being touched.
- Make sure the child is in a comfortable position.
- Start with finger plays and rhymes that involve body parts.

79. What about Handout 27?

Mention the following if the group does not:

- If you are teaching a new finger play, demonstrate it slowly with excitement.
- Help the child make the movements.
- Model it several times. Then ask the toddler to do it with you if he has not already started doing so.



PPT #17

Rhymes and finger plays

- Watch the infant or toddler for cues that he is enjoying the activity. Follow his lead.
- Respond to what he says or does:
 - Acknowledge what he says
 - Restate or refine it
 - Add a little more information, if you wish

80. Some other points to remember when using finger plays and rhymes with infants and toddlers are:
- Watch the infant or toddler for cues that he is enjoying the activity. Follow his lead.
 - Respond to what he says or does: acknowledge what he says, restate it and add a little more information, if you wish.
81. Notice that some of the other pages in the packets contain examples of rhymes and finger plays. Please look at the second page of Handout 26. What are new words an infant or toddler would hear if you used these finger plays?



82. What are some of your favorite finger plays?

Record responses on chart paper, if you wish.



83. What rhymes or songs do you like to say or sing with children?

Record responses on chart paper, if you wish.

84. Please find Handout 23 and write what you would like to remember when you are back at work about parentese, finger plays and rhymes.

After 1-2 minutes, call the group back together.

85. The next strategy that will help an infant or toddler learn language and background knowledge is called parallel talk.

86. Please read #10 on Handout 22.

After 1 minute, call the group back together.

87. When you use parallel talk, you are describing what the infant or toddler is looking at, hearing, touching, tasting or doing as it is happening. You talk about what he is doing *now* and not what he will do in the future or has done in the past.

Model parallel talk using a prop. For example, give one of the participants a cracker and ask her to eat it like an older infant or toddler would. Describe what the participant is doing. For example, "You are putting the cracker in your mouth. You are eating the cracker."



PPT #18

Parallel talk: describe what the infant/
toddler is looking at, touching, etc.

- It is OK to repeat some words and phrases
- Use short sentences
- Use familiar words
- Use an appropriate amount of detail
- Speak a little more slowly
- Talk about what is happening at the moment
- Pronounce words clearly



Module III, Part 2 Trainer Script

88. With parallel talk, as with parentese:

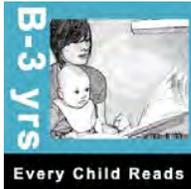
- It is OK to repeat some words and phrases.
- Use short sentences.
- Use familiar words.
- Use an appropriate amount of detail. Don't over do your descriptions of what the infant or toddler is doing. Too much detail will overwhelm them.

Repeat the demonstration you did previously but add more detail so it is a non-example of parallel talk. For example:

"You are holding a cracker. It is a big, white cracker shaped like a square. You are looking at it. Now, you are lifting your hand to your mouth and licking the cracker with your tongue. You are taking a tiny bite of the big, white cracker with tiny salt crystals on it."

89. Also when using parallel talk:

- Speak a little more slowly than you would when talking with an adult—wait 5 seconds before making another comment or asking a question.
- Talk about what is happening at the moment; talk about the "here and now."
- Pronounce words clearly.



Module III, Part 2

Trainer Script

90. When I modeled parallel talk, I did not ask questions. I described what the child was doing. Most of us ask questions automatically when talking with infants and toddlers. What we don't do as much is describe what is going on which gives infants and toddlers the chance to hear words and connect those words to what they are doing, seeing, hearing and so on.

91. It is fine to parallel talk, ask a question, and then do more parallel talk. I don't think anyone could describe what the child is doing without occasionally asking a question.

92. When the child responds to you with sounds, words, gestures, facial expressions or eye contact, acknowledge what he says, restate or refine it and add a little more information, if you wish. For example, if you are describing what a child is doing as he eats a cracker and he says, "ca, ca," or "cacker," you might say, "You are eating a cracker. It tastes good." Or, if he starts smiling, you could say, "You like your cracker."

93. Comments or questions about parallel talk?



94. We are now going to practice parallel talk. Please select a prop to use from my prop box. This prop should be something an infant or toddler could play with or use in some way.

95. After you do so, return to your small group.

The prop box could include:

- Blocks
- Dolls
- Stuffed animals
- Rattles
- Cups
- Spoons
- Toy cars



#28

Distribute Handout 28, "Checklist for Practice Sessions."



PPT #19

- Person #1: is the infant/toddler and will play with the prop.
- Person #2: is the adult and will describe what the infant/toddler is doing, following the guidelines on Handout 22
- Person #3: will observe person #2 using Handout 28

96. During this practice session, one of you will be the infant or toddler and will play with your prop. Another person in your group will be the adult and describe what the infant or toddler is doing, following the guidelines on Handout 22.
97. The third person will observe the adult and check, on Handout 28, which of the characteristics of parallel talk he/she used.
98. The adult will start the conversation. Keep talking until I tell you to stop. Infant or toddler, it is OK for you to respond to the adult in some way that you think is natural and age appropriate.



Module III, Part 2 Trainer Script

99. After I tell you to stop, you will have a chance to discuss what happened and then I will ask you to switch roles.

100. Any questions about what you are to do?

101. Any questions about the items on Handout 28?

102. Decide who will do what during the first round. If you are playing the role of the child, tell the others your age so they will know what to expect.

Give the participants 2-3 minutes to prepare. Remind them they are to describe what the "child" is doing with his/her prop.

103. Start round #1, please.

After 1-2 minutes, stop the practice session and ask the observer to report what he/she saw and heard to the others in the small group.

Repeat the same process for rounds #2 and #3 so everyone has a chance to play each role.

104. What was the hardest part of parallel talk to do?

Mention the following if the participants don't. To not:

- Go into too much detail.
- Ask questions instead of describing what the child was doing.

105. What problems or concerns do you have about using this strategy in your child care setting?

106. How can these be overcome?

107. Questions or comments about parallel talk?

108. Please take a minute to write on Handout 23 what you want to remember.

After 1-2 minutes, call the group back together.



#29

Distribute 3 copies of Handout 29, "Back at Work: Strategies to Encourage Language—Parallel Talk," to each participant.



Module III, Part 2

Trainer Script

109. Practice using parallel talk with 3 different children, all of whom have not had their third birthday. Write how old the child is in months at the top of the handout.
110. In column 1, first write what you said that you think is an example of parallel talk. Write exactly what you said.
111. Next, check "yes or "no" for all the other strategies you used. If you check "other," write what you did.
112. In column 2, check how the child responded when you used parallel talk. Then complete the 2 questions at the bottom of column 2.
113. In column 3, write what you would do differently the next time you used parallel talk. Also write questions you have about the strategy.
114. Questions about how to complete the form?
115. When practicing parallel talk, you may want to ask one of your co-workers who is taking this class or who has taken it, to observe you and complete the checklist, Handout 28. Then, the 2 of you could discuss what your co-worker observed. You could also ask someone to video record you using the strategy. You could watch the video by yourself and complete Handout 29 while viewing the recording.



Module III, Part 2

Trainer Script

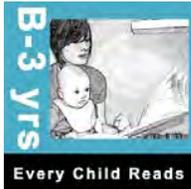
Distribute the postcards, "Babies Learn Sounds and Words From You!"

116. Find Handout 23, "What I Want to Remember." Write on your postcard 2 or 3 things you will do before our next session to encourage language development.

After 1-2 minutes, call the group back together.

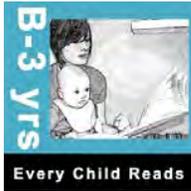
117. Put your postcard where you will see it every day so you are reminded of what you learned today and want to practice with the children in your care.

118. Our next session is (insert date, time, location of next class.) Bring a doll or stuffed animal with you as well as your "Back at Work" assignment and other handouts.



**Module III: Engaging in Conversations with
Infants & Toddlers**
Part 3: More Strategies to Encourage Language

Session 6



Module III: Engaging in Conversations with Infants & Toddlers

Part 3: More Strategies to Encourage Language

Key Topics/Strategies Taught in Module III, Part 3 Only

At the conclusion of Part 3, participants will:

- Positively acknowledge infants' and toddlers' comments and responses and follow their lead.
- Pause after making a comment or asking a question to give the infant or toddler time to respond verbally or nonverbally.
- Use self talk and CAR (comment, ask questions, respond and add a little more information) when talking with infants and toddlers during routines, experiences and activities throughout the day.

Notes to Trainer for Module III, Part 3 Only

1. Module III, Part 3 is the first hour of Training Session 6. Module IV, Part 1 is the second hour of Training Session 6.
2. Gather materials and prepare for the demonstration. See Trainer Script #124, pages 60-61.
3. Gather materials for the activity. See Trainer Script #128, page 63. Have extra dolls or stuffed animals available in case participants forget to bring them.
4. Prepare cards for the CAR activity. See Trainer Script #157, page 75. Masters for the cards are in the *Supplemental Trainer Materials* section of this module.
5. Watch optional DVD clips, "Language is the Key: Talking and Play," and decide if you want to use it. The CAR strategy (Comment, Ask Questions, Respond and Add a Little More Information) is demonstrated in the DVD. The children in the DVD are mostly preschool aged although there are a few two to three year olds. It is approximately 22 minutes. In the script, it is suggested that you show only one part of the DVD at a time. If you prefer, you could show the complete DVD after you have taught all 3 parts of CAR at #184 in the script. Do not use the DVD, "Language is the Key: Talking and Books," at this time.
6. Post meeting guidelines.



Module III: Engaging in Conversations with Infants & Toddlers

Part 3: More Strategies to Encourage Language

Time for Module III, Part 3 Only

Module III, Part 3 takes approximately one hour and ten minutes to teach with no break. The times listed for the activities are guidelines. Some groups may take more or less time.

Materials Needed for Module III, Part 3 Only

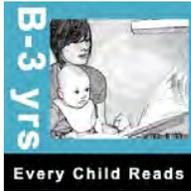
- *Handouts (1 per participant unless otherwise indicated):*
 - H30: "What I Want to Remember" (*Duplicate on colored paper.*)
 - H31: Three copies per participant of "Back at Work: Strategies to Encourage Language—Self Talk and CAR"
 - H32: "CAR Worksheet: Language"
 - H33: "Asking Questions"



Module III: Engaging in Conversations with Infants & Toddlers

Part 3: More Strategies to Encourage Language

- *Other Supplies and Materials Needed for Part 3 Only:*
 - Materials for prop box. See Trainer Script #128, page 63
 - 1 postcard for each participant, "Talk with Your Kids! It Helps Them Learn"
 - Chart paper, different colored markers, tape
 - Computer
 - LCD projector with speakers
 - Screen
 - Toddler Cards for Activity in Trainer Script #157, page 75 (Part 3 only) (Included at end of module)
 - Infant Cards for Activity in Trainer Script #157, page 75 (Part 3 only) (Included at end of module)
 - OPTIONAL: Examples: Parallel Talk and Self Talk (Part 3 only, Trainer Script #139, page 69) (Included at end of module)
 - OPTIONAL: DVD "Language is the Key: Talking and Play"
 - OPTIONAL: DVD player and TV
- *DVD Clips Needed for Part 3 Only:*
 - OPTIONAL: "Language is the Key: Talking and Play" Section: "Comment" (#150 in the script)
 - OPTIONAL: "Language is the Key: Talking and Play" Section: "Questions" (#173 in the script)
 - OPTIONAL: "Language is the Key: Talking and Play" Section: "Respond and Add a Little More Information" (#183 in the script)



Module III, Part 3 Trainer Script



PPT # 20



As the participants arrive, ask them to sit in groups of 3.

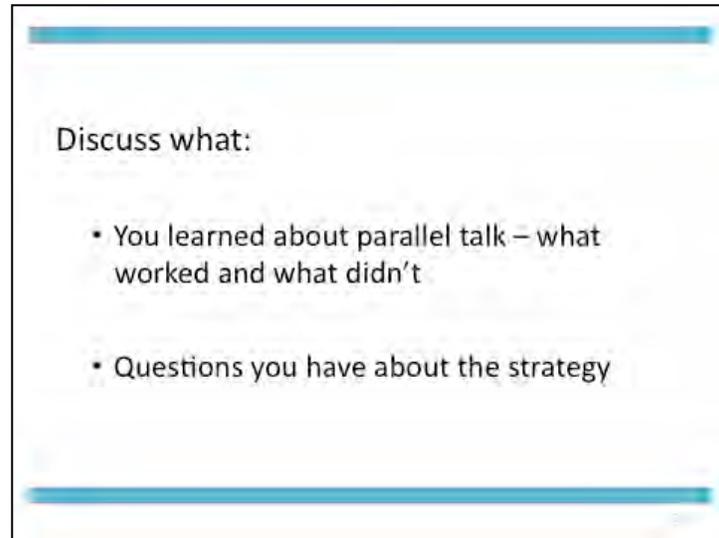
Welcome the group.

Review the meeting guidelines and agenda for the session.

119. Please find Handout 20, the PowerPoint Notes; Handout 22, the list of strategies; Handout 28, the checklist; and, Handout 29, your "Back at Work" assignment.



PPT # 21



120. Discuss in your small group:

- What you learned about the strategy parallel talk when you used it with infants and toddlers—what worked and what didn't?
- Questions you have about the strategy.

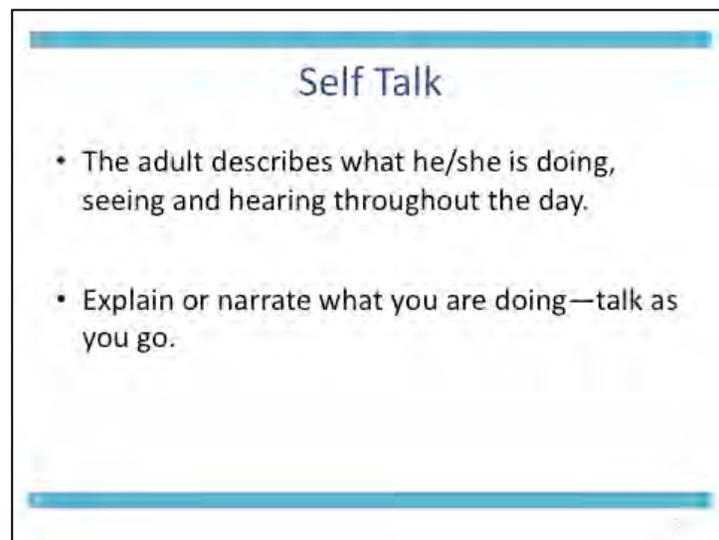
6. Take 4 minutes and then we will discuss as a large group.

After 4 minutes, call the group back together.

121. What worked and what didn't when you used parallel talk?
122. How did the infants and toddlers respond when you used the strategy?
123. What questions do you have about it?



PPT # 22



124. The next language strategy is called "self talk," #11 on Handout 22. You, the adult, describe what you are doing, seeing, touching, and hearing as you go about your day. You are explaining or narrating what you are doing. You talk as you go. Pretend you are describing your day to a friend on the phone or that you are a sports announcer announcing a game. However, instead of announcing a game, you are "announcing" what you are doing as you make lunch.

Module III, Part 3 Trainer Script

Model how to do self talk. For example, have a doll, a diaper and wipes and model self talk as you diaper the doll.

125. This strategy works especially well during care giving routines.²⁵

126. Using self talk helps infants and toddlers “know or predict what is coming next. After repeated experiences of hearing the same message, the child begins to connect the caregiver’s words like ‘dry’ with the child’s own sensory experience of being dry.”²⁶



PPT # 23

Self Talk

- Don't overdo
- It is OK to repeat some words and phrases
- Use short sentences
- Use familiar words
- Speak a little more slowly
- Talk about what is happening at the moment
- Pronounce words clearly



Module III, Part 3 Trainer Script

127. When using self talk, follow the same guidelines as parallel talk:

- Don't over do. Too much detail will overwhelm the infant and toddler.
- It is OK to repeat some words and phrases.
- Use short sentences.
- Use familiar words.
- Speak a little more slowly than you would when talking with an adult—wait 5 seconds before making another comment or asking a question.
- Talk about what is happening at the moment/here and now and not what you are going to do.
- Pronounce words clearly.



PPT # 24



Pretend: doll or animal = infant/toddler

- Scenario and props.
- Person #1: is the adult and will model what he/she would say to describe his/her actions, following the guidelines on H22.
- Persons #2, 3: Check on H28 which characteristics of self talk Person #1 uses.

128. Find the doll or stuffed animal you brought with you. We will pretend the doll or animal is an infant or toddler. I will give each of you a scenario such as “give a toddler juice to drink” and a few props. One person in your group will play the role of the adult and model what he/she would say to describe his/her actions. So, if your props were a cup and a bottle of juice, you would explain to the doll (infant or toddler) what you are doing as you are pouring the juice into the cup and giving it to him. You are narrating or explaining that part of your day.

129. Talk for at least 1 or 2 minutes and follow the guidelines on Handout 22 for self talk. The other two group members will listen to you and check on Handout 28 which of the characteristics of self talk you use.

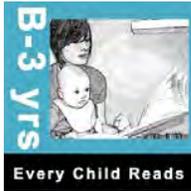
Module III, Part 3 Trainer Script

130. I will assign the scenarios and distribute props now but don't start until I tell you to do so.

131. While I am doing so, please read #11 on Handout 22, "Strategies to Use When Talking to Infants and Toddlers," and also the section on self talk on Handout 28, "Checklist for Practice Sessions."



Assign each person in each small group a different scenario. Then give each person one or two props he/she can use with the scenario to practice self talk. Two or three people can have the same scenario and props as long as they are in different small groups.



Module III, Part 3 Trainer Script

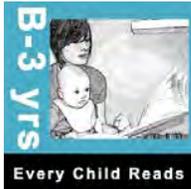
Possible scenarios are:

- A. pick up toys
- B. prepare a snack
- C. dress a doll (infant/toddler)
- D. feed the doll
- E. comb the doll's hair and put a barrette in it
- F. wash the doll's hands and face

Suggested props:

- box for toys (A)
- various toys (A)
- crackers, jelly, knife, paper plates and napkins (B)
- clothes for dolls (C)
- bib, dish, spoon, pitcher, cup, bottle (D)
- comb or brush, barrette, mirror (E)
- wipes, tissues or washcloth, small towel (F)

Do not use books as props.



Module III, Part 3

Trainer Script

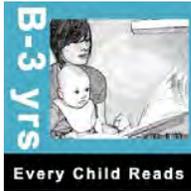
132. Before we begin, do you have questions about self talk?
133. Each of you should now take 5 minutes to prepare what you are going to say when you are the adult practicing self talk.

Give the participants 5 minutes to prepare their practice session.

134. Decide who is going to go first. Keep talking until you hear me say, "Stop." You will next have a chance to discuss what happened and then I will ask you to change roles.

After the groups have decided who will go first, start the practice session. After about 1 minute, stop it and ask the observers to report what they saw and heard.

Repeat the same process for rounds #2 and #3 so everyone has a chance to practice self talk.



Module III, Part 3 Trainer Script

135. What was the hardest part of self talk to do?

Mention the following if the participants don't. Not to:

- Ask questions.
- Describe what the child was doing or describe an object he was playing with, looking at, etc.
- Overwhelm the child with too much detail.

136. What problems or concerns do you have about using this strategy in your child care setting?

137. How can these be overcome?

138. Questions or comments about self talk?

OPTIONAL: #139, PPT #25



PPT #25

Which is Which?

1. "I put the block on top."
2. "You are trying to reach the tissue box."
3. "I'm petting the lizard."
4. "Pull your pants up."
5. "You are driving a bus."
6. "You will go home soon."



139. As a quick review, look at these examples and determine if they are parallel talk, self talk or neither. Some might be commands or directions the adult says to the child and not examples of self or parallel talk. Work in your same small groups. Take 4 minutes.



Module III, Part 3

Trainer Script

After 4 minutes, call the group together and review the statements. The following answers are correct:

- I put the block on top. (self talk)
- You are trying to reach the tissue box. (parallel talk)
- I'm petting the lizard. (self talk)
- Pull your pants up. (neither)
- You are driving a bus. (parallel talk)
- You will go home soon. (neither)

Ask participants to explain why 2 of the examples are not parallel or self talk.

If more practice distinguishing self and parallel talk is needed, see additional examples in the Supplemental Trainer Materials section of this module.

140. Self talk and parallel talk are easy to use with infants and toddlers and many of you have been doing so. If you use these strategies, you will never have to wonder what to talk about with infants and toddlers. Both can be used before you start a routine or activity, during it and after it is over.



#30

Distribute Handout 30, "What I Want to Remember."

141. Take one minute to write what you want to remember about what we have discussed so far.

After 1 minute, call the group back together.



#31

Distribute 3 copies of Handout 31, "Back at Work: Strategies to Encourage Language—Self Talk and CAR."

142. As part of your back at work assignment, practice using self talk with 3 different children—all of whom have not had their third birthday. Write how old the child is in months at the top of the page.

143. In column 1, write what you said that you think is an example of self talk. Write exactly what you said. For example, write "I am playing with the ball," rather than, "I told him I was playing with the ball." Questions?

144. Next, check "yes or "no" for all the other strategies you used. If you check "other," write what you did.



Module III, Part 3 Trainer Script

145. In column 2, check how the child responded when you used self talk. Complete the 2 questions at the bottom of column 2.

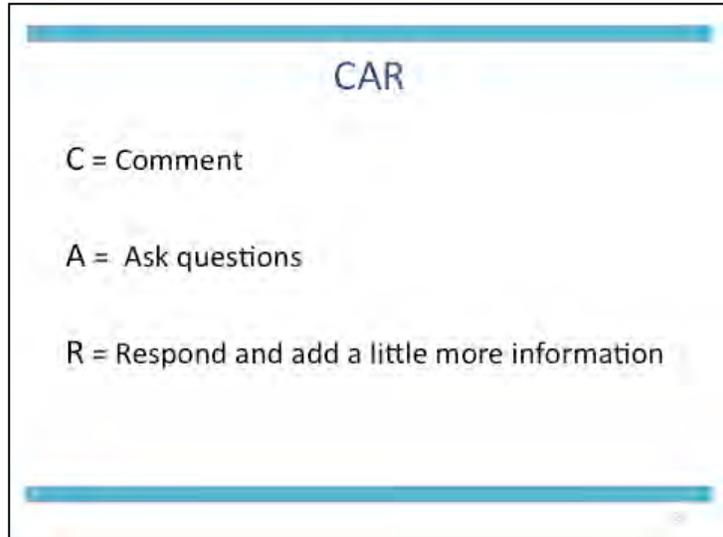
146. In column 3, write what you would do differently the next time you used it. Also write questions you have about the strategy.

147. Questions about how to complete the form?

148. We will talk about the other "Back at Work" assignment later.



PPT #26



149. The final strategy we will discuss that you can use when talking with infants and toddlers is CAR:

C=Comment

A=Ask Questions

R= Respond to what the infant/toddler says or does and add a little more information.^{27,28}



PPT #27

- Adult makes a COMMENT: "Here is a mirror. I can see you."
(Adult pauses. Child laughs, opens his mouth, leans closer to the mirror.)
- Adult asks a QUESTION: "Who is that?"
(Adult pauses. Child says his name and smiles.)
- Adult RESPONDS AND ADDS A LITTLE MORE INFORMATION:
"It is Ethan. He is smiling. He has a happy face."

150. This example illustrates all 3 parts of CAR.

151. Questions?



Comment

OPTIONAL: Show the DVD, "Language is the Key: Talking and Play," Section, "Comment." Ask the participants to write on Handout 30 examples of comments and then discuss them.

152. Let's start our discussion of CAR with "C"—comment. When we use the strategies parentese, parallel and self talk, we make comments when describing what the infant or toddler is doing or what we are doing. "You are playing with the blocks." "I am making sandwiches." These are examples of comments.

153. We are also commenting when we label or name objects, people and places within the infant and toddler's immediate environment. When you say "blanket" and point to the blanket, you are labeling or naming something.
154. When you describe a picture you are commenting. "That is a picture of a big airplane."
155. When you make a comment, it is important to wait 5 seconds for the infant or toddler to respond before making another comment or asking a question.
156. Please find a partner.



PPT #28

Draw one card from the bag

- One yellow card and one green card.
- Write on H32 two comments you could make if you were doing this routine/activity with an infant/toddler.
- Work together. Think about your own setting.



#32

157. In this bag are yellow and green cards with scenarios on them. Each of you should draw one card from the bag and read it. Make sure that one of you has a green card and one has a yellow.

Pass around the bag and distribute Handout 32, "CAR Worksheet: Language."

158. Write on your handout three comments you could make if you were doing the routine/activity on your card with an infant or toddler in your care. Those of you who have yellow cards, write comments you would make to an infant. Those with green cards, write comments you would say to a toddler.

159. Work together. First, work on one person's scenario and then the other person's scenario. Think of how this would work in your child care center or home.

160. Questions about what you are to do? Take 4 minutes. Then we will ask some of you to share your comments. Only write comments at this time.

After 4 minutes, call the group back together. Ask 2 participants to state their comments for infants and 2 for toddlers.

Module III, Part 3 Trainer Script

Give feedback as necessary. Make sure each comment is really a comment and not a question in disguise.

161. Now, work together and write how the infant or toddler would respond to each of your comments. A response can be verbal or nonverbal. Take 5 minutes.

After 5 minutes, call the group back together.

162. The second part of CAR is asking questions. Asking questions before, during, and after routines and activities helps infants and toddlers learn new words and background knowledge.



#33

Distribute Handout 33, "Asking Questions."

163. Please read this handout and underline what you want to remember.

After 5 minutes, call the group back together.

164. What were some of the new things you learned from this article?

165. Two ways to teach children how to respond to “yes/no” questions are mentioned in your handout. What else could you do?
166. One way to teach children to answer “who” questions is mentioned in your handout. What are other ways to teach this?



PPT #29

- Ask questions:
 - related to the activity the child is doing, hearing or watching and not about what happened in the past or will happen in the future.
 - about familiar items and activities.
- Avoid asking too many questions at once.
- Ask one question at a time and wait 5 seconds before asking another, or making a comment, to give the infant/toddler time to respond.

167. It is important to ask questions related to the activity the children are doing, hearing or watching. It is much easier for them to answer questions about familiar items and activities as well as things that are happening in the present. It is harder for them to answer questions about something that happened in the past, “What did you have for dinner last night?” or in the future, “Who is coming to pick you up?”

Module III, Part 3 Trainer Script

168. Sometimes, adults ask too many questions all at once. For example, an adult may say: "Do you like the kitty? Is she going to play with the ball? Is she going to drink her milk?" The infant or toddler will have no idea what question to answer.

169. Ask one question at a time and wait 5 seconds before asking another or making a comment to give the infant or toddler time to respond.



Write the following question, "Do you want your shoes on?" on chart paper.

170. Let's say you are talking with a toddler and you ask him, "Do you want your shoes on?" The child says, "wet." You don't need to correct the child or say something like, "That is not what I was asking."

171. Instead, try to follow his lead. What could you say to the child?

Mention the following if the participants don't:

- "You want your shoes on so your feet don't get wet."
- "Are your shoes wet?"
- "Is your diaper wet?"

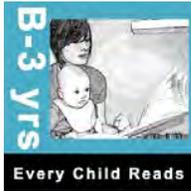
172. Speak in a friendly, pleasant voice. Watch your nonverbal reactions. You may be speaking pleasantly but if you are frowning as you do so, the child might not understand what you really mean or are feeling. He might think you are upset with him and then be less likely to want to talk with you in the future.



PPT # 30

Questions:

- Keep them short and simple
- Use familiar words
- Ask about familiar items and activities
- Ask about the "here and now"
- Ask only one question at a time
- Don't be upset about unexpected answers
- Wait 5 seconds for the infant/toddler to answer



Module III, Part 3 Trainer Script

173. When you ask questions, try to:

- Keep them short and simple.
- Use familiar words you think the child probably knows.
- Ask questions about familiar items and activities.
- Ask questions about the here and now and not what the infant or toddler thinks will happen next week or what did happen yesterday.
- Ask only one question at a time.
- Not be upset by answers you are not expecting. When you get them, acknowledge the response, follow the child's lead and respond to him.
- Wait at least 5 seconds for the infant or toddler to answer before asking another question or answering yourself. The infant or toddler may know the answer if you give him time.

174. Questions about questions?



Questions



PPT # 31

OPTIONAL: Show the DVD, "Language is the Key: Talking and Play," Section, "Questions." Ask the participants to write on Handout 30 examples of questions and then discuss them.

Work with your partner...

- Write 3 questions on H32 you could ask during the routine/activity on your card.
- Ask questions appropriate for the child's age.
- Write how the infant/toddler might respond to your question.

If you are short of time, do the next 2 parts of CAR (ask questions & respond) as a large, rather than small, group activity.



175. Work with your partner and write 2 questions on Handout 32, "CAR Worksheet: Language" you could ask during the routine or activity written on your card. Remember to ask questions appropriate for the age of your child. Also write how the infant or toddler might respond to your questions. What might he say or do? Take a guess and write that on your handout in the second column.

176. Take 5 minutes. Then we will discuss some of your examples.

After 5 minutes, call the group back together. Ask 4 participants to share their examples—2 infant and 2 toddler.

177. The third letter in CAR, "R," represents responding to what the infant or toddler says or does and adding a little more information. There are 2 parts to "R"—responding either verbally or nonverbally and then adding a little more information.



PPT # 32

R = respond and add a little more information

- Child: "Ball?" "Ball?" (as he sees a ball in the sandbox.)
- Adult: "You see a red ball in the sandbox."

- Adult: "Do you know where your coat is?"
- Child: Nods head, "yes."
- Adult: "You hung your coat next to your brother's."

178. Here are some examples of responding and adding more information.

179. Notice that the adult in these examples is not just repeating what the child said or saying the same words a little differently. The adult is adding new information. "Red ball in the sandbox" and "hung your coat next to your brother's" are examples of the new information the adult added.



PPT # 33

"NOT" Example

- Adult: "Is your French toast good?"
- Child: "Good."

(Adult pauses and says....)

- "Your French toast is good." OR
- "Do you want more?"

180. This is *not* a good example of "respond and add a little more information." The adult did respond to the child but he/she did not add new information. The adult's first statement was a repeat of what the child said and her second was another question.

181. Questions or comments?

182. Let's do a few examples together. What if it is snack time and a child says, "More" ? How would you respond and add a little more information?



Record responses on chart paper.

OPTIONAL: Give several more examples:

- Child brings his blanket to you and says, "My blankie."
- Infant is looking at you and says, "ahhhh."
- You are diapering an infant and he says, "eeeeoooh."

183. Questions about the "R" in CAR?



Respond &
Add a Little
More Info



PPT # 34

OPTIONAL: Show the DVD "Language is the Key: Talking and Play," section "Respond and Add a Little More Information." Ask the participants to write examples on Handout 30 and then discuss them.

- Read what you wrote about how the infant/toddler might respond to your comments and questions.
- Write how you could respond to what the infant/toddler said or did and add a little more information.
- Work together.

184. On Handout 32, "CAR Worksheet: Language," read what you wrote about how the infant and toddler responded to your comments and questions. Then write how you could respond to what the infant or toddler said or did and add a little more information.



185. Work together. Do 1 comment and 1 question. Take 4 minutes and then we will discuss.

Module III, Part 3 Trainer Script

After 4 minutes, call the group back together and ask 2-3 participants to read their comment or question, how the child responded and how they would respond to the child's response.

Make sure the participants:

- **Mention both parts of "R" (respond and add a little more information).**
- **Do not just repeat what the child said or did.**
- **Do not ask another question.**

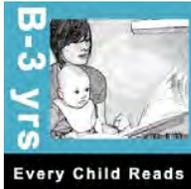
186. Please take a minute to add what you want to remember to Handout 30.



PPT # 35

"Back at Work: Strategies to Encourage Language" Handout 31

- Practice CAR 3 times with 3 different children.
- Write what you said, how the infant/toddler responded and comments or questions you have about the strategy.



Module III, Part 3

Trainer Script

187. Find Handout 31, "Back at Work: Strategies to Encourage Language." Look at page 2. Before our next session, practice CAR with 3 different children, all of whom have not had their third birthday.

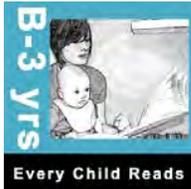
188. Any questions about how to complete this Handout?

189. When practicing Self Talk and CAR, you may want to ask one of your co-workers who is taking this class, or has taken it, to observe you using Handout 31. Then, the 2 of you could discuss what your co-worker observed. You could also ask someone to record you using the strategies. You could watch the video by yourself and decide if you would do anything differently the next time you used them.

Distribute the postcards, "Talk with Your Kids! It Helps Them Learn."

190. Find Handout 30, "What I Want to Remember." Select some ideas you want to try with the infants and toddlers in your care and write them on your postcard.

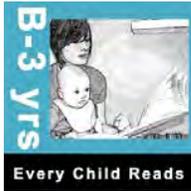
After 2 minutes, call the group back together.



Module III, Part 3 Trainer Script

191. Please put your postcard where you will see it every day so you are reminded of what you learned today and want to practice with your infants and toddlers.

GO TO MODULE IV, Part 1, Trainer Script on page 9 to finish teaching the last half of Session 6.



Module III Endnotes

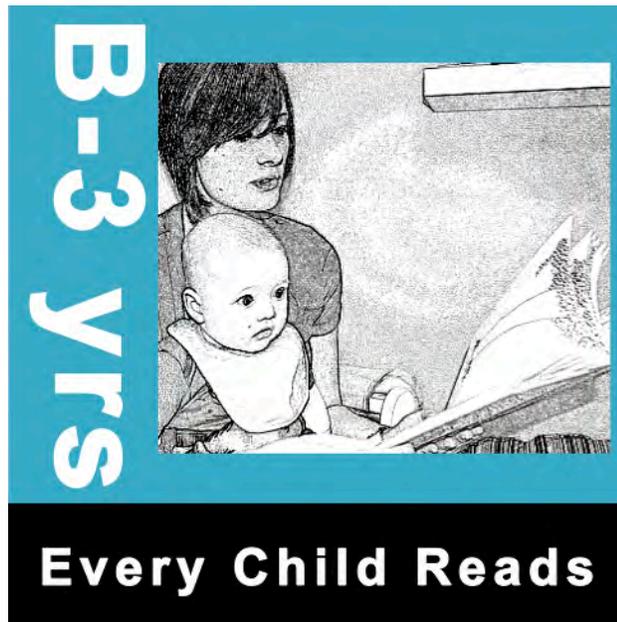
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10. Harms, T., Cryer, D., Clifford, R. M. (2006), p. 30.
11. Harms, T., Cryer, D., Clifford, R. M (2007), p. 30.
12. Same as 10.
13. Talaris Institute. (2008). Communicating. In *Parenting counts discussion manual* (p. 17). Seattle, WA: Talaris Institute.



Module III Endnotes

14. American Speech-Language-Hearing Association (n.d.) *Activities to Encourage Speech and Language Development*. Retrieved August 1, 2011 from www.asha.org/public/speech/development/Parent-Stim-Activities.htm
15. Same as 9.
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18. Same as 10.
19. Same as 9.
20. Greenberg, J., Parrish, H., & Jones, C. (2008). Vocabulary and language. In *Celebrating language & literacy for infants, toddlers, and twos: A user's guide* (p. 43). Washington, DC: Teaching Strategies.
21. Talaris Institute. (2008), p. 25.
22. Talaris Institute. (2008), p. 18.
23. Same as 22.
24. Same as 6.
25. Mangione, P. L., Lally, J. R., & Signer, S. M. (1998), p. 7.
26. Same as 25.
27. Same as 4.
28. Same as 7.

Handouts



Module III Engaging in Conversations with Infants & Toddlers

Welcome



Every Child Reads:
Birth to Three

Module III: Engaging in Conversations with Infants and Toddlers

1

Module III: Engaging in Conversations with Infants and Toddlers

- Parentese
- Rhymes and finger plays
- Parallel talk, Self talk
- CAR:
 - Making comments
 - Asking questions
 - Responding to what the infant/toddler does or says and adding a little more information

2

Iowa Early Learning Standard 4.1

- Infants and toddlers understand and use communication and language for a variety of purposes.
- Benchmarks for Infants/Toddlers:
 - Respond to vocalizations and communications of familiar caregivers.
 - Use vocalizations and gestures to gain attention from others.
 - Increases both listening and speaking vocabulary.

3

Additional benchmarks for toddlers

- Uses simple sentences to communicate.
- Participates in conversations.

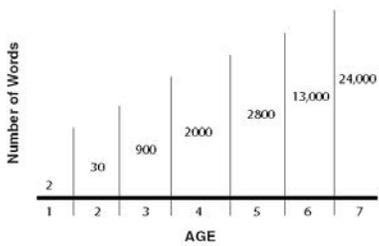
State of Iowa, Department of Education, Division of Early Childhood, Elementary, and Secondary Education, Bureau of Children, Family and Community Services, and Department of Human Services, Division of Behavioral, Developmental, and Protective Services for Families, Adults, and Children. (2006). *Iowa early learning standards*, 2006 (p. 35). Des Moines, IA: State of Iowa Department of Education and Human Services.

4

Read the article

- Discuss as a group what you thought:
 - Was the most surprising and/or interesting parts of the study, and
 - Why this information is important for you to know.

5



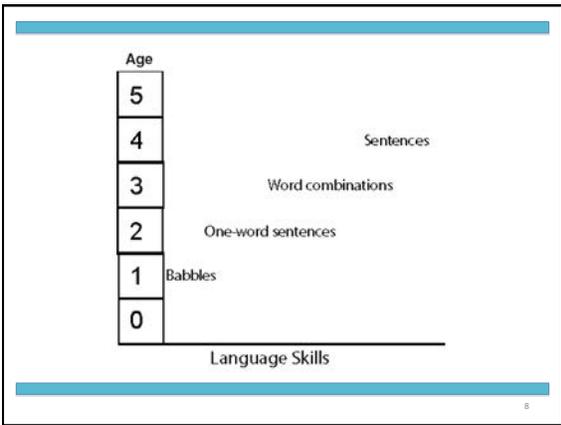
Source: Gard, A., Gilman, L. & Gorman, J. (1993). *Speech and language development chart*. Austin TX: PRO-ED, Inc.

6

To encourage language development, adults need to:

- Talk often with infants and toddlers during daily routines and experiences.
- Talk with them at their level of understanding.
- Give infants and toddlers time to process what was said and respond.
- Acknowledge in some way their verbal and nonverbal responses to what you said.

7



Talk with children at their level of understanding

- Use short sentences and familiar words.
- Use short phrases.
- Use correct grammar. Avoid nonsense or made up words except when doing “sound play” games.

9

Give infants and toddlers time to process what was said and respond

- Wait 5 seconds after saying something and wait for the child to think about what was said and respond.
 - “Respond” is saying a word, making a sound, smiling, waving a foot, etc.
 - They need time to think and time to respond.

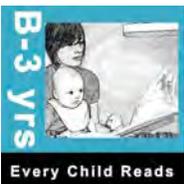
10

Child might respond “bababa”

- Acknowledge what he says.
- Restate or refine it: “That’s right. It is your bottle.”
- Add a little more information if you wish:
 - “That’s right. It is your bottle. It has milk in it.”

11

Welcome



B-3 yrs
Every Child Reads

Every Child Reads:
Birth to Three

Module III: Engaging in Conversations with Infants and Toddlers

12

“Back at Work” Handouts 16 and 17

- Select either the infant or toddler checklist to talk about with your group:

- What would you like to change in your environment to make it more supportive of language and literacy?

- Why did you selected those changes?

13

To encourage language development, adults need to:

- Talk often with infants and toddlers during daily routines and experiences.
- Talk with them at their level of understanding.
- Give infants and toddlers time to process what was said and respond.
- Acknowledge in some way their verbal and nonverbal responses to what you said.

14

Use some descriptive words

- “Cup” vs. “big cup”
- “Pick that up” vs. “Pick up your soft blanket.”
- “Where is it?” vs. “Where is your yellow hat?”

15

DVD clip from "Make Everyday Moments Count!"



16

Rhymes and finger plays

- Watch the infant or toddler for cues that he is enjoying the activity. Follow his lead.
- Respond to what he says or does:
 - Acknowledge what he says
 - Restate or refine it
 - Add a little more information, if you wish

17

Parallel talk: describe what the infant/ toddler is looking at, touching, etc.

- It is OK to repeat some words and phrases
- Use short sentences
- Use familiar words
- Use an appropriate amount of detail
- Speak a little more slowly
- Talk about what is happening at the moment
- Pronounce words clearly

18

- Person #1: is the infant/toddler and will play with the prop.
- Person #2: is the adult and will describe what the infant/toddler is doing, following the guidelines on Handout 22
- Person #3: will observe person #2 using Handout 28

19

Welcome



Every Child Reads:
Birth to Three

Module III: Engaging in Conversations with Infants and Toddlers

20

Discuss what:

- You learned about parallel talk – what worked and what didn't
- Questions you have about the strategy

21

Self Talk

- The adult describes what he/she is doing, seeing and hearing throughout the day.
- Explain or narrate what you are doing—talk as you go.

22

Self Talk

- Don't overdo
- It is OK to repeat some words and phrases
- Use short sentences
- Use familiar words
- Speak a little more slowly
- Talk about what is happening at the moment
- Pronounce words clearly

23

Pretend: doll or animal = infant/toddler

- Scenario and props.
- Person #1: is the adult and will model what he/she would say to describe his/her actions, following the guidelines on H22.
- Persons #2, 3: Check on H28 which characteristics of self talk Person #1 uses.

24

Which is Which?

1. "I put the block on top."
2. "You are trying to reach the tissue box."
3. "I'm petting the lizard."
4. "Pull your pants up."
5. "You are driving a bus."
6. "You will go home soon."

25

CAR

C = Comment

A = Ask questions

R = Respond and add a little more information

26

- Adult makes a COMMENT: "Here is a mirror. I can see you."
(Adult pauses. Child laughs, opens his mouth, leans closer to the mirror.)
- Adult asks a QUESTION: "Who is that?"
(Adult pauses. Child says his name and smiles.)
- Adult RESPONDS AND ADDS A LITTLE MORE INFORMATION:
"It is Ethan. He is smiling. He has a happy face."

27

Draw one card from the bag

- One yellow card and one green card.
- Write on H32 two comments you could make if you were doing this routine/activity with an infant/toddler.
- Work together. Think about your own setting.

28

- Ask questions:
 - related to the activity the child is doing, hearing or watching and not about what happened in the past or will happen in the future.
 - about familiar items and activities.
- Avoid asking too many questions at once.
- Ask one question at a time and wait 5 seconds before asking another, or making a comment, to give the infant/toddler time to respond.

29

Questions:

- Keep them short and simple
- Use familiar words
- Ask about familiar items and activities
- Ask about the “here and now”
- Ask only one question at a time
- Don’t be upset about unexpected answers
- Wait 5 seconds for the infant/toddler to answer

30

Work with your partner...

- Write 3 questions on H32 you could ask during the routine/activity on your card.
- Ask questions appropriate for the child's age.
- Write how the infant/toddler might respond to your question.

31

R = respond and add a little more information

- Child: "Ball?" "Ball?" (as he sees a ball in the sandbox.)
- Adult: "You see a red ball in the sandbox."

- Adult: "Do you know where your coat is?"
- Child: Nods head, "yes."
- Adult: "You hung your coat next to your brother's."

32

"NOT" Example

- Adult: "Is your French toast good?"
- Child: "Good."

(Adult pauses and says...)

- "Your French toast is good." OR
- "Do you want more?"

33

• Read what you wrote about how the infant/toddler might respond to your comments and questions.

• Write how you could respond to what the infant/toddler said or did and add a little more information.

• Work together.

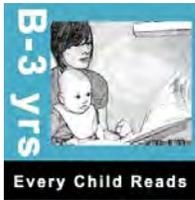
34

“Back at Work: Strategies to Encourage Language” Handout 31

• Practice CAR 3 times with 3 different children.

• Write what you said, how the infant/toddler responded and comments or questions you have about the strategy.

35



Module III

Engaging in Conversations with Infants & Toddlers

The Hart & Risley Study, 1995

"Meaningful Differences in the Everyday Experiences of Young American Children" describes the remarkable finds of Betty Hart, Ph.D., and Todd R. Risley, Ph.D. Their longitudinal study of parent-child talk in families in Kansas was conducted over a decade. A team of researchers recorded one full hour of every word spoken at home between parent and child in 42 families over a three year period, with children from seven months to 36 months of age. The team then spent six additional years typing, coding, and analyzing 30,000 pages of transcripts.

Follow-up studies by Hart and Risley of those same children at age nine showed that there was a very tight link between the academic success of a child and the number of words the child's parents spoke to the child to age three.

Hart & Risley's Three Key Findings:

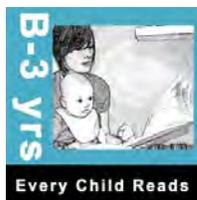
1. The variation in children's IQs and language abilities is relative to the amount parents speak to their children.
2. Children's academic successes at age nine and ten are attributable to the amount of talk they hear from birth to age three.
3. Parents of advanced children talk significantly more to their children than parents of children who are not as advanced.

"With few exceptions, the more parents talked to their children, the faster the children's vocabularies were growing and the higher the children's IQ test scores at age three and later."

"The data revealed that the most important aspect of children's language experience is the amount."

"Differences in the amount of cumulative experiences children had...were strongly linked to differences at age three in children's rates of vocabulary growth, vocabulary use, and general accomplishments and strongly linked to differences in school performance at age nine."

(Retrieved August 16, 2011 from www.lenababy.com/Study.aspx.)



Module III

Engaging in Conversations with Infants & Toddlers

Strategies to Use When Talking with Infants and Toddlers

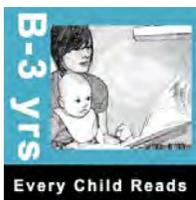
- Talk individually with each infant and toddler every day about what they are interested in.
- Talk at their level of understanding using short sentences and familiar words.
- Wait 5 seconds after making a comment or asking a question for the child to respond verbally or nonverbally.
- Acknowledge the child's verbal or nonverbal response to what you say.

When you talk with infants and toddlers, use some of these strategies. You do not need to use every strategy each time you talk with children.

1. Speak in a friendly, pleasant voice.
2. Establish eye contact/face-to-face contact with the infant or toddler.
3. Use gestures.
4. Use the child's name.
5. Repeat or imitate the sounds the infant or toddler made.
6. Point to and label objects, people, events and actions during daily routines and experiences to teach new words.
7. Use descriptive words.
 - Instead of saying, "Pick that up" say, "Pick up your soft blanket."
 - Instead of, "Where is it?" say, "Where is your yellow hat?"
8. Parentese

Caregivers talk with infants or toddlers about objects the children are focused on and/or what they are doing. With this strategy:

- Use a sing song, higher pitched voice
- Make dramatic facial expressions
- Exaggerate sounds in words
- Speak in short sentences



Module III

Engaging in Conversations with Infants & Toddlers

- Use familiar words
- Repeat some words and phrases
- Speak slowly and
- Pronounce words clearly

9. Rhymes and finger plays

- Use rhymes and finger plays, as well as songs, stories and games, to introduce infants and toddlers to new words and ideas.

10. Parallel talk

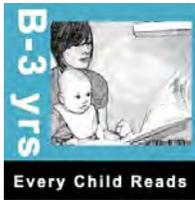
Caregivers describe what the infants or toddlers are doing, touching, tasting, seeing, and hearing *as they are doing it*.

Examples:

- "You are playing with your toy car. You are making it go fast."
- "You are pointing at your bib."

With this strategy:

- Speak in short sentences
- Use familiar words
- Repeat some words and phrases
- Use an appropriate amount of detail
- Speak slowly
- Wait 5 seconds after making a comment for the child to respond verbally or nonverbally
- Talk about what is happening as it is happening—not what the child will do in the future or has done in the past
- Pronounce words clearly



Module III

Engaging in Conversations with Infants & Toddlers

11. Self talk

Caregivers explain what *they are doing*. This technique works especially well when doing care giving routines.

Examples:

- "I am putting my boots on."
- "I am wiping your hands because they have dirt on them."

With this strategy:

- Speak in short sentences
- Use familiar words
- Repeat some words and phrases
- Use an appropriate amount of detail
- Speak slowly
- Wait 5 seconds after making a comment for the child to respond verbally or nonverbally
- Talk about what is happening as it is happening—not what the child will do in the future or has done in the past
- Pronounce words clearly

12. CAR

C=Comment on what the infant or toddler is looking at, hearing, feeling or doing.

A=ask questions about what he is looking at, hearing, feeling or doing.

R=respond to what he says or does and add a little more information.

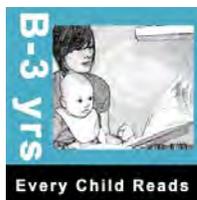
Adult makes a *comment*: "You are holding your shoe."

(Adult pauses. Child looks at the adult.)

Adult *asks a question*: "Do you want to put your shoe on?"

(Adult pauses. Child nods head, "yes.")

Adult *responds and adds a little more information*: "I will help you put your shoes on. Shoes go on our feet."

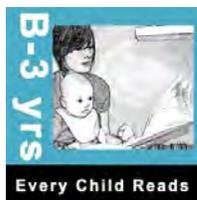


Module III

Engaging in Conversations with Infants & Toddlers

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Module III Engaging in Conversations with Infants & Toddlers

What I want to remember

Infant Cooing Activities

Vocalizing and Listening

What is the practice?

This practice guide includes ways to get infants to vocalize more to their parents, caregivers, and others. Listen for cooing sounds like ah, ooh, eee, uh, and ah-ee. Infants who learn to use cooing to communicate are able to start and continue interactions and play with other people.



What does the practice look like?

Increasing infant vocalizations is best done during face-to-face interactions between the baby and yourself. Any kind of play episode is likely to encourage infant vocalizations. The practice simply involves repeating or imitating the sounds the infant makes. It will not take long for the child to learn that any time he vocalizes to you, you respond by repeating what he said.



How do you do the practice?

Following these simple steps will most likely get the infant to vocalize more and more.

- Start by placing the child in a comfortable position. Very young infants often like lying on their backs or being held in your lap, looking up at you.
- Talk to the infant while gently tickling his tummy or neck. Sometimes, touching the infant's mouth with light pats will get him to make sounds.
- Anytime the infant makes a sound, imitate what he says. At first, the sound you repeat should match or be about the same as the sound he makes. It is best to wait until the child is finished "talking" before imitating his sounds.
- Every once in a while, vary the sounds you use to imitate or repeat what the infant has said. If he says "ah," you might say "ah goo." Adding variation to the infant's sounds is likely to capture his interest.
- Be sure to show the infant that the sound play is fun. Smile, laugh, and show that you are excited. If you are enjoying the game, he will likely show the same enjoyment.

How do you know the practice worked?

- Does the infant vocalize more often when he sees a game partner?
- Is the infant using different kinds of cooing sounds?
- Does the infant get more and more excited while playing sound games?

Take a look at more infant cooing activities

After-Nap Cooing Game

Seven-month-old Tyler lies in his crib after waking up from a nap. He makes his favorite babbling sounds and tries to make new sounds. His repertoire now includes ah, ah-ha, eee, ooh, and ohh-goo. Tyler is also trying to make sounds like blowing raspberries. His caregiver, Miriam, waits until he is “talking away” before going to pick him up. Before Tyler can see her, Miriam repeats whatever sounds he happens to be making. This is a game that Tyler and Miriam have been playing for some time. Tyler smiles and laughs whenever he hears her voice. She moves into Tyler’s line of vision and says, “You hear Miriam, don’t you?” This gets him to make even more sounds, which Miriam repeats. Then she says something just a little different to get him to repeat the new sound. He does not always get it just right, but he clearly loves this exchange.



Time To Play

Four-month-old Alexis knows that it is “time to play” whenever her father places her on her back on a favorite blanket. Her home visitor gives Dad some ideas about how to talk to Alexis to get her to respond. Alexis’s father starts a game of vocal play by asking, “Is my little girl going to talk to her daddy?” This gets Alexis to start making different cooing sounds. As Alexis’s home visitor suggests, each time she makes a cooing sound, her dad waits for her to finish. Dad then repeats the sounds to Alexis’s delight. Dad has learned that imitating his daughter’s sounds gets her to “talk” more and more to him.

Turning Up the Volume

It is sometimes hard for 9-month-old Cindy to make sounds loud enough for her mother to hear. Cindy’s early interventionist has helped her mom find a simple way for Cindy “to be heard.” They use a child’s microphone and amplifier to “turn up the volume.” The first time Cindy heard her own cooing sounds loud and clear she was startled. But now she starts “talking” whenever Mom brings out the microphone. Mom imitates Cindy and sometimes makes other sounds for Cindy to hear as they go back and forth “talking” to each other. Cindy is now able to make louder sounds since she has started her own version of karaoke!



Infant Babbling Activities

Vocalizing and Listening

Not long after infants have learned to produce lots of cooing sounds, they start to experiment with babbling sounds. Babbling includes the production of the same consonants over and over (ba-ba-ba, da-da-da, ga-ga-ga, ma-ma-ma-ma). As infants become good at babbling, they often experiment with putting combinations of sounds together (da-ga-ba, ba-mi-ma).

What is the practice?

This practice simply involves imitating and repeating an infant's babbling sounds as part of interacting and playing with a child. Soon the child will realize that she can get you to be responsive to what she is saying. Once this happens, you can respond to her babbling by varying the sounds she makes. This will capture her interest and get her to try different sounds.

What does the practice look like?

A caregiver has a little girl seated on her lap facing her. The caregiver is holding onto the child's hand and asks "How is my little girl doing today? Can you say hello?" Anytime the little girl makes a babbling sound or any other kind of sound, the caregiver repeats it. She then waits to see what the girl will do and say. They go back and forth talking to each other. Every once in a while the caregiver changes how she responds to see what the child will do. When the caregiver's response is different, the little girl looks intently at her and tries to make the new sounds.



How do you do the practice?

Here are some simple things you can try to get children in your care to babble more and more. You can also try to get them to make different babbling sounds.

- Encouraging the child to babble and "talk to you" is more likely to happen during face-to-face interactions between you and the child.
- Vocal play activities should be ones that the child enjoys and finds interesting. The idea is to create a situation where vocalizing occurs naturally.
- Any time the child makes a babbling sound or any other kind of sound, imitate what she says.
- As part of vocal play, use a babbling sound that the child already makes to see if she will repeat the sound.
- Lap games and vocal play activities generally work best.
- Every once in a while, introduce new babbling sounds into the play activity and watch to see what the child does. Imitate what she says and then repeat the new sound she has made.
- Make the activity as fun and enjoyable as possible. The more the child sees that you are excited, the more she will likely be the same.

How do you know the practice worked?

- Does the child repeat the sounds that you imitate?
- Does the child try to make different babbling sounds?
- Does the child use babbling sounds to get your attention?

Take a look at more fun babbling activities

Puppets and Papa

Eight-month-old Taylor and her father are playing together on the floor with her favorite toys and stuffed animals. Shira, Taylor's home visitor, encourages Dad to describe what Taylor is doing. He engages Taylor in "conversations" about all that is going on even though Taylor is too young to understand all the words. Dad uses animal sounds like baa-baa and moo-moo as part of playing with toy animals. He then asks Taylor to say the sounds. She tries her best to repeat what her dad said. No matter what she says (e.g., me-me for moo-moo), her father repeats the sounds, which gets Taylor to "say it again." These little exchanges have become a favorite activity for Taylor who watches, listens, and tries to repeat the sounds her dad says.



Babbling Back and Forth

It has been a couple of months since Riley has learned to say da-da, ga-ga, ba-ba, and other babbling sounds. Riley loves to just lie in her crib after waking up from a nap at child care. During this time she goes through everything she can say over and over! Her teacher, Pilar, plays a sound game with her when she picks Riley up. Pilar looks at Riley and asks, "Has Riley been talking again? What have you been saying?" This gets Riley excited and she starts babbling again. Pilar repeats the sounds while talking to and describing what Riley is doing. ("You are so good at saying ba-ba. Say ba-ba again!") After about three or four back-and-forth bouts of talking, Pilar asks, "Can you say ga-ga, ga-ga?" Riley tries to repeat what she has heard. She does not always get it right, but she certainly is pleased with her effort.

Mouth-Patting Game

Anton's early interventionist, Hailey, has found some fun ways to help him make babbling sounds as part of games that Anton plays. Anton has difficulties with muscle strength, especially in his facial muscles, which makes it hard for him to make sounds. With Hailey's help, Anton's mom has created some games to provide him with assistance and incentives to babble on! One game they play is Mouth Patting, which involves Mom gently patting Anton's mouth while saying ma-ma-ma or some other babbling sound. This gets her son to make the same or similar sounds each time his mouth is patted. When Mom stops, Anton gets excited and starts moving his lips to tell Mom to "do it again." Anton's mother tries different babbling sounds each time the game is played, and Anton does his best to repeat the sounds.



Especially for practitioners working with infants!

Infant Nursery Rhymes and Fingerplays

Sound Awareness

Games that include rhymes and other repetitions help infants become familiar with sounds and words. This practice guide includes ways you can use fingerplays and nursery rhymes to help infants become “talkers.”

What is the practice?

Age-old and well-loved fingerplays and nursery rhymes provide infants many different kinds of opportunities to hear sounds and be part of fun and enjoyable activities. The activities in this practice guide include ideas for how to introduce simple fingerplays and nursery rhymes to an infant. It explains how to use them with a young child to encourage her to learn sounds and to become part of the storytelling.

What does the practice look like?

Long before infants learn to say words, they use gestures and other movements to tell us what they want and what they enjoy. Infant fingerplays and simple nursery rhymes are especially enjoyable ways of adding sounds and words to movements in fun ways. Made-up fingerplays — as well as many fingerplays you can find on the Web by searching **infant fingerplays** — are likely to get the child into the game.



How do you do the practice?

This practice is simple and straightforward. Find different kinds of movements and gestures the child enjoys and incorporate short, repetitive nursery rhymes into the movements and gestures.

- Start by identifying the movements and gestures the child makes in response to being touched. Does the child like to be tickled? Will she let you put her hands together like clapping? Does she like having raspberries blown on her tummy?
- Be sure the child is in a comfortable position. Lying on her back is often best when first using fingerplays and nursery rhymes. If she is a sitter, that position will work just as well.
- Fingerplays and nursery rhymes that involve body parts are generally the easiest and best to do. Play Pat-a-Cake by gently putting the child’s hands together and saying the nursery rhyme. This Little Piggy is a good game for infants because they get to see a parent touch their toes while hearing the nursery rhyme. A baby’s first fingerplays and nursery rhymes should be short and very repetitive.

How do you know the practice worked?

- Does the child try to make any movements when she hears the nursery rhyme?
- Does the child try to get you to play the game again?
- Does she make sounds more often while hearing the rhymes?

Take a look at more rhymes and fingerplays

Tickled by Rhymes

Five-month-old Mary loves to be tickled when playing games with her teacher, Britt. Britt uses tickling as the climax to nursery rhymes that she sings to Mary. One of Mary's favorites is "Jack and Jill." As soon as Mary hears the words, she smiles and vocalizes. Britt uses her fingers and pretends to be walking up Mary's legs. She continues "walking" up her chest and ends by tickling Mary's neck as she says, "... and Jill came tumbling after." Brett asks Mary if she wants to hear "Jack and Jill" again. Mary wiggles all over to tell her yes.



Happy Hands

Eight-month-old Mack has "happy hands!" He reaches for and touches everything in view. With the help of his home visitor, Mack's father has turned reaching toward him into a game of Pat-a-Cake. His dad holds his hands out for Mack to grab at as he reaches toward him. His dad begins the game by saying the Pat-a-Cake rhyme while gently moving Mack's hands together in a clapping motion. When saying "roll it," his father wraps his arms around Mack's hands. When saying "pat it," he takes Mack's hands and touches his son's tummy. At the end of the nursery rhyme, when saying "Put it in the oven for Mack and me," he blows raspberries on Mack's tummy. Mack has started initiating games of Pat-a-Cake by grabbing anyone's hands and pushing them together!

This Little Piggy . . .

Ten-month-old Mandy's visual impairment does not stop her from enjoying fingerplays. Her favorite game is This Little Piggy. Her teacher knows that all she has to do is mention the game, and Mandy gets excited. She starts kicking to 'say' that she wants to play the game. Her teacher has turned this well-liked nursery rhyme into a special game for Mandy. She grabs and wiggles each of Mandy's toes as she recites the nursery rhyme. When saying "wee, wee, wee, all the way home," she tickles the bottom of Mandy's feet. This starts the baby kicking and "talking," and the game begins again.



Especially for practitioners working with infants!

Everyday Infant Fingerplays

Sound Awareness

Baby games that combine simple, rhyming phrases and interesting movements help infants become familiar with the meanings of sounds and words.

What is the practice?

Simple, repetitious fingerplays introduce infants to the world of rhymes. Use these delightful games to provide infants opportunities to listen, hear, and master the sounds in words.

What does the practice look like?

Fingerplays include short rhyming phrases together with movements of the hands or arms to mimic the fingerplay "story." The best infant fingerplays are ones that are short and repetitious and are about things that are likely to capture the child's interests.



How do you do the practice?

Here are some fingerplays that will surely delight your young child. Search the Internet using the term **infant fingerplays** for more ideas. Select ones that you think your child will especially like. Experiment with two or three fingerplays until you find one that excites your little one.

Baby's Eyes

Blue-eyed babies (Point to your eye).
Brown-eyed, too. (Point to your other eye).
Pat-a-cake, pat-a-cake (Clap your hands).
I see you. (Cover your eyes and uncover).

Fe Fi Fo Fum

Fe fi fo fum (Touch each finger with thumb—one finger per syllable).
See my fingers (Hold up four fingers).
See my thumb (Hold up thumb).
Fe fi fo fum (Touch each finger with thumb again).
Good-bye fingers (Close fingers toward palm).
Good-bye thumb (Close thumb under fingers).

Baby's Fingers

These are Baby's fingers. (Touch the baby's fingers).
These are Baby's toes. (Touch the baby's toes).
This is Baby's tummy button. (Touch the baby's stomach).
Round and round it goes! (Gently circle belly button).

Beehive

Here is the beehive, where are the bees?
(Clench your fist).
Hidden away where nobody sees. (Pretend to look inside your fist).
Open it up and out they fly. (Open fist and bring out fingers quickly one by one).
One, two, three, four, five, buzzzz. (Tickle your child's neck while saying "buzz").

How do you know the practice worked?

- Does the child look and listen intently?
- Does she get excited during the fingerplay?
- Does the child try to do any of the fingerplay movements?

Take a look at more infant fingerplays

"I See You!"

Six-month-old Sophia looks like she is going to be a really good listener. Whenever her home visitor does her favorite fingerplay, Sophia becomes bright-eyed, giggles, and laughs. Sophia hangs onto every word out of her home visitor's mouth. Baby's Eyes is a fingerplay that Sophia's mom has changed to make it her special rhyme. While reciting the nursery rhyme, she first points to Sophia's right eye, then her left eye. Mom helps her clap her hands together. Next she covers Sophia's face with a towel. Mom says "I see you" when Sophia removes the cloth from her face. The baby has started putting the cloth on her own face to get her mom to repeat the game.



"What's the Buzz?"

Nine-month-old Christopher and his caregiver, Melina, are taking a break at the end of the day. They are having fun playing together. Melina knows that Chris especially likes hearing Beehive. She shows him a bumble bee pull toy, which is her way of saying it is time for the fingerplay. Chris lets her know he wants to play by getting excited and trying to make a buzzing sound. Melina responds by reciting the words to the fingerplay and making all the hand movements. She finishes by having the toy bee nibble on Chris' neck. She repeatedly says, "Buzz, buzz, the bee is going to get you!"

Signs + Tickles = FUN!

Eleven-month-old Eli is not able to hear. His early interventionist helped his mom find an interesting way to play fingerplays with him. She uses sign language together with the words of fingerplays. This helps Eli make the connection between the signs, words, and movements. Eli especially likes These Are Baby's Fingers. He enjoys getting to see the signs and having his body parts tickled while playing the game. He especially likes seeing the sign for round and round. It tells him he is about to have his tummy tickled. Eli has started to make attempts at using sign language to have his mother repeat the fingerplay.



Especially for practitioners working with infants!

Infant Nursery Rhymes

Sound Awareness

This practice guide includes nursery rhymes that are likely to be especially engaging and entertaining to infants and young children. Repeating nursery rhymes is one way you can help infants learn about sounds, words, and simple stories.

What is the practice?

Saying nursery rhymes is a way of using simple, repetitive poems with a young child. They can be especially fun and enjoyable adult-child activities. Rhyming games help infants pay attention to sounds, become familiar with words, and have opportunities to “ask for more.”

What does the practice look like?

The best nursery rhymes are ones that include some type of movement or some type of touching. The movement or touching helps the child learn the connection between different sounds and words and different things that happen as part of hearing a nursery rhyme. Imagine a mother reciting the words of the rhyme “Baby’s Name” while tickling and touching her daughter. The daughter listens to every sound and watches every movement. You can see why nursery rhymes are so much fun!



How do you do the practice?

Nursery rhymes are not only fun and enjoyable; they serve an important purpose. They are the context for interactive play episodes that help children be active partners in doing and saying the nursery rhyme. Try different rhymes with a child to find ones that he especially enjoys.

Baby’s Name

What is your name? (Point to the child).
I just want to know. (Point to yourself).
Your name is _____. (Say the infant’s name.)
Hello, hello, hello! (Wave to the child).

Dancing Fingers

Fingers are up, (Wiggle the fingers, pointing up)
Fingers are down. (Wiggle the fingers, pointing down).
Fingers are dancing, (Make the fingers appear to dance)
All over town. (Run dancing fingers on the child’s tummy).

Blow Me A Kiss

Tell me you love me, (Cross your heart)
And blow me a kiss. (Blow the child a kiss).
Aim good and straight (Gently place the child’s hand on his or her mouth)
So you don’t miss. (Pretend to catch the kiss).

Make Baby Smile

I can make baby smile. (Gently touch the child’s mouth).
By tickling her toes. (Tickle the child’s feet).
I can make baby smile. (Gently touch the child’s mouth).
By kissing her on the nose! (Kiss the child on his or her nose).

Blow Wind Blow

See the trees move
To and fro
(Move you arm back and forth)
See the trees move
Blow wind, blow.
(Gently blow on child’s tummy or face).

How do you know the practice worked?

- Does the child try to make any of the nursery rhyme movements?
- Does the child show signs that he knows what is about to happen?
- Does the child make sounds and vocalize while playing the games?

Take a look at more nursery-rhyme activities

Let's Play Again

Four-month-old Charlene is lying stretched out on her back on her mother's legs looking up at her. This is a position Charlene's home visitor recommended as a good one for this kind of game. Her mother says, "Can you smile for me? I can make Charlene smile by tickling her toes. I can make Charlene smile by kissing her nose!" Charlene has learned to lift her leg to have her toes tickled. She starts to blink her eyes in anticipation of having her nose kissed. Her mom asks, "Do you want to play again?" Charlene squeals and gets excited to tell her mom to "do it again!"



Sing-Along Time

Ten-month-old Daphne is in her highchair while her caregiver, Sue, fixes her something to eat. Sue and Daphne have turned this everyday routine into a kind of sing-along. Sue says, "It's time to eat (pointing to her mouth while making the sign for eat). You're in your seat (pointing to Daphne highchair). Let's fill your tummy (pats her stomach), With something yummy! (hugs herself and smiles)." Daphne tries to continue the game by putting her hand up to her mouth. Sue repeats the made-up nursery rhyme, but this time Daphne touches Sue's mouth and then hers. The more they play, the more excited Daphne gets, showing delight in playing the game.

Dancing Fingers

Nine-month-old Suzette is not able to lift her hands or arms because of a rare muscular condition. With the help of her early interventionist, her mother has figured out how to entertain her daughter with nursery rhymes. She plays Dancing Fingers with Suzette by holding her daughter's arm up in the air and using her fingers to move Suzette's fingers. Suzette shows she enjoys this game by paying close attention to her mother's face. She even tries to get her mother to continue the game by vocalizing to her mom and by getting excited. Mom recites the nursery rhyme again. Suzette's early interventionist notices that Suzette is trying as hard as she can to move her fingers on her own.



Especially for practitioners working with infants!

Nursery Rhymes for Play and Learning

Sound Awareness

What is the practice?

Nursery rhymes that include repetitious sounds accompanied by adult hand movements often have tremendous child entertainment value! Rhymes can be used to provide infants opportunities to listen to and hear sounds that are similar and different.

What does the practice look like?

Infant nursery rhymes are short, nonsensical poems that entertain the child and have long been used to introduce infants to the world of sounds. They encourage a child's active involvement in getting you to repeat the rhymes. Infant nursery rhymes inspire a child to try to do part of the hand movements himself and to make sounds and try to repeat words that he hears.

How do you do the practice?

Here are a few nursery rhymes that any child will find fun and enjoyable. Pick a nursery rhyme that you think will capture the child's interest. Nursery rhymes are best played when you and the child are facing one another.

Bumble Bee, Bumble Bee

Bumble bee, bumble bee,
Straight from the farm. (Move your index finger in circles and "make it fly" toward your child.)
Bumble bee, bumble bee, (Repeat the index finger movements)
Flies under your arm. (Tickle the child under the arm while making a bee sound).

Little Fishes

Little fishes in a brook.
(Make hands move like fish.)
Baby caught them with a hook.
(Pretend to hook a fish on a fishing rod.)
Fry them, fry them in a pan.
(Pretend to make a frying motion.)
Eat the fish as fast as you can.
(Pretend to eat the "fish.")

Rock a Bye Baby

Rock a bye baby on a tree top.
(Cradle the baby in your arms.)
When the wind blows, the cradle will rock.
(Rock the baby back and forth.)
When the bough breaks, the cradle will fall.
(Gently put the baby on a sofa or bed.)
And down will come baby, cradle and all.
(Tickle or kiss the child after placing him down.)



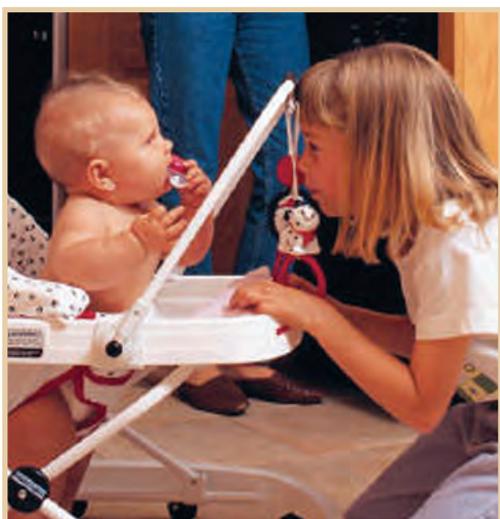
How do you know the practice worked?

- Is the child particularly attentive to the different hand movements?
- Does he anticipate the "punch line" in the nursery rhyme?
- Does he squeal and get excited as part of hearing the nursery rhyme?

Take a look at more fun with nursery rhymes

Your Turn/My Turn

Nine-month-old Chloe is sitting on the floor facing her caregiver, Greg. Greg asks Chloe if she wants to play Bumble Bee. Chloe immediately starts moving her hands and fingers in a back-and-forth motion. Bumble Bee is a nursery-rhyme game Greg has played with Chloe for many months. He knows her parents use it at home with her as well. Greg recites the words of the nursery rhyme while using his index fingers to simulate the movements of some bees. While reciting the last verse of the rhyme, he tickles Chloe under her arms while saying "Bzzzz!" Chloe smiles and laughs. Greg says, "It's Chloe's turn." Chloe tries to make bee movements and sounds as Greg recites the nursery rhyme. She tries to tickle Greg while saying something that sounds like a bee sound. The back-and-forth your-turn/my-turn game is played over and over.



Gone Fishin'

Six-month-old Ethan is sitting in his bouncy chair while his mom is making him some lunch. His home visitor, Louisa, teaches Ethan's big sister, Andi, to entertain Ethan with Little Fishes. "Does Ethan want to hear Little Fishes?" Andi asks. Louisa encourages Ethan's mom and sister to do nursery rhymes with him regularly. Ethan smiles and starts slapping his seat's tray. Louisa starts the nursery rhyme and puts her hands around Ethan's to make a back-and-forth motion to simulate a fish swimming. Andi and Mom join in with the words. When Louisa says "Ethan caught them with a hook" she pretends to catch a fish, which Ethan tries to imitate. Soon she comes to the last verse of the nursery rhyme. Both she and Ethan pretend to eat the fish by putting their hands up to their mouths and making "eating" sounds.

Do It Again!

Ten-month-old Ananda has limited mobility and has difficulties making the kinds of physical movements that are part of nursery rhymes. Ananda's early interventionist has helped Ananda's mom find a way for Ananda to participate in nursery rhyme play. They have collected a number of stuffed animals that recite nursery rhymes when they are touched or squeezed. Mom shows Ananda one of the animals that Ananda has learned to "activate" to hear the nursery rhyme. As the nursery rhyme is playing, Mom makes the movements associated with the nursery rhyme for Ananda. Mom waits for Ananda to "tell her" she wants to hear the nursery rhyme again by vocalizing or trying to reach for the stuffed animal.



Especially for practitioners working with toddlers! 

Fingerplays and Rhymes with a Punch

Sound and Phonemic Awareness

For most toddlers, exploring the world of language while moving their fingers, arms, and whole bodies, is motivating and exciting. Fingerplays and action rhymes provide opportunities for young children to combine fun with language exploration. These entertaining activities enhance a toddler's word skill and vocabulary, both of which are important for emergent literacy.

What is the practice?

Fingerplays and action rhymes are very brief stories that may rhyme and that include finger or body motions. Fingerplays and action rhymes help toddlers learn about rhyming and poetry. They provide opportunities for listening and speaking, and encourage the coordination of words with movements.

What does the practice look like?

Lots of toddlers like to say or sing rhymes while using their fingers, hands, or bodies to "act it out." Everytime they do this, they are doing a fingerplay or action rhyme. A toddler singing and doing the motions to "Eensy Weensy Spider" is an example of a fingerplay.



How do you do the practice?

Fingerplays and action rhymes can be done frequently, offering toddlers the opportunity to have fun playing with language and moving their bodies. Depending on which fingerplay or action rhyme is being done, toddlers can perform them in many locations. In a car, at a bus stop, in the yard, or on a walk are just some of the places you can engage a toddler in fingerplays and action rhymes. They can be done while waiting for a table at a restaurant, watching a brother's soccer game, or with friends when they come over. Fingerplays allow squirming toddlers to become active when they are required to sit and wait. There are resources on the Internet for fingerplays and action rhymes. If you feel the urge to make one up, do so.

- Fingerplays and action rhymes can be about any subject that interests a young toddler. They can be about animals, trains, food, or anything else. The sillier and more fun they are, the more the toddler will enjoy doing the rhyme over and over.
- If the fingerplay or action rhyme is a new one, demonstrate it with excitement. It does not matter if you get it right. Your excitement will capture the toddler's attention.
- Repeat the fingerplay or action rhyme slowly, helping the child make the finger or hand movements.
- You can lead or demonstrate the fingerplay or action rhyme a couple of times. Then, encourage the toddler to do the rhyme with you if he has not already begun to do so.
- Let him lead the fingerplay or action rhyme as much as possible, even if he makes mistakes. Let him direct the rhyme and watch how proud he is.

Adding new fingerplays or action rhymes is always fun for the toddler, but do not forget the old favorites. Using children's favorites over and over is important for toddler learning. Therefore, try to play previously learned fingerplays or action rhymes along with the new ones.

Homes

A nest is a home for a bird. (Cup hands to form a nest.)

A hive is a home for a bee. (Turn cupped hands over.)

A hole is a home for a rabbit. (Make a hole with hands.)

And a house is a home for me. (Hands form a roof.)

Where Is Thumbkin?

(Start with hands behind back.)

Where is Thumbkin? Where is Thumbkin?

Here I am. (Bring right hand to front, with thumb up.)

Here I am. (Bring left hand to front, with thumb up.)

How are you this morning? Very well, I thank you. (Wiggle thumbs as if they are "talking" to each other.)

Run away. (Hide right hand behind back.)

Run away. (Hide left hand behind back.)

(Repeat rhyme with each finger: "pointer," "tall man," "ring man," and "pinkie.")

How do you know the practice worked?

- Does the toddler do fingerplays or action rhymes more often?
- Is the toddler having fun doing the fingerplays or action rhymes?
- Does the toddler try to make up his own fingerplays or action rhymes?

Take a look at more fingerplays and action rhymes

Fingers on the Move

Dora, an early childhood specialist, consults in a classroom of 2-year-olds. She sees a teacher with a group of three children in the free play area looking a little lost. With permission from the teacher, Dora suggests playing a new game. As she starts wiggling her fingers, Dora asks the children if they like to play games with their fingers. The toddlers start wiggling their fingers too. She puts her hands behind her back and starts singing "Where Is Thumbkin?" She brings out her thumbs when it is time. As she does this fingerplay, two of the toddlers pick up the idea and start doing the motions. When they finish, the children want to do it again. As they start the fingerplay over, Dora helps them get their fingers moving in the correct ways.



Join Us!

Jay's home visitor comes to visit him and his mom weekly. At 20 months of age, Jay enjoys spending his time running, being chased, and using his body. Jay also has a sister who is 3 years old and just as active. One summer day when she arrives, the home visitor watches them running around in the yard. She suggests that their mother teach the children some action rhymes. Mom knows Ring Around the Rosies, so they decide to try it. The children keep on chasing each other around. Their mom suspects that if she asks them to stop they will just get more energized. The home visitor and Mom decide to just start doing the activity by themselves. The two children notice by the second time the adults go through the rhyme. Both Jay and his sister come over to see what they are doing and join in the action rhyme.

Even More Fun!

Luke has cerebral palsy, which sometimes makes it hard for him to get his fingers to make all of the motions for some fingerplays. Still, he very much likes to do them. His mom knows the importance of fingerplays in encouraging the development of language and rhyming. With Luke's home visitor, Mom modifies the finger motions so that Luke can do them. For Eensy-Weensy Spider, instead of touching each finger together, Luke and his mom just touch their hands together as they raise their arms. They bring down their arms when they say "Down came the rain." They swing their arms in front of them when they say "And washed the spider out." With "Out came the sun and dried up all the rain," they lift their arms high in a circle. Next, with "The eensy-weensy spider climbed up the spout again," they touch their hands together as they lift them up high.



Especially for practitioners working with toddlers! 

Action Rhymes

 *Sound and Phonemic Awareness*

Exploring the world of language while moving their bodies is great fun for most toddlers. Rhymes combined with body movements also provide toddlers opportunities to enhance their language skills.

What is the practice?

Action rhymes involve the use of rhymes and body movements that promote the development of oral language. While engaging in action rhymes with adults or other children, toddlers hear and begin to understand that certain words sound similar. This is an important step in phonological awareness.



What does the practice look like?

Action rhymes are short rhymes, either sung or spoken, that include body movements and tell a story. Ring Around the Rosie is an example of an action rhyme. It involves a toddler singing the rhyme while walking in a circle and then falling down when the rhyme says "...We all fall down." You can find other action rhymes that will help build a toddler's word skills by searching on the Web for action rhymes. You can also find rhyming words to use in making up your own action rhymes by searching the Web with the term *rhyming words*.

How do you do the practice?

The practice guide *Fingerplays and Rhymes with a Punch* offers some suggestions about how to introduce action rhymes. Using action rhymes about a topic that is interesting to the child is an important starting point. Help the child's parent or caregiver think about different times of the day when action rhymes might be used. Suggest trying some out with the toddler while playing in the yard or at the playground. Here you will find a number of action rhymes you could use with a toddler.

Little, Bigger, Biggest

A little ball (Make ball with finger and thumb)
A bigger ball (Make ball with two hands)
And a great big ball (Make ball with arms)
Now help me count them
One, two, three! (Repeat gestures for each size)

Row Your Boat

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream
(Sitting on the floor with the child facing you, hold her hands and rock backward and forward)

Stretching

When I stretch up, I feel so tall (Reach high)
When I bend down, I feel so small (Bend over)
Taller, taller, taller, taller (Reach up high)
Smaller, smaller, smaller, smaller Into a tiny ball
(Get low on the floor)

Ring Around the Rosies

Ring around the rosies
A pocket full of posies (Hold hands and go around in a circle for the first two lines)
Ashes, ashes, we all fall down! (Fall to the ground)

How do you know the practice worked?

- Does your toddler participate more in these action rhymes?
- Is your toddler smiling and laughing while doing the action rhyme?
- Does your toddler try to change or make up new action rhymes?

Take a look at more fun with fingerplays

Tuneful Fingerplays

Knowing that fingerplays are often fun for young children, Lynette's home visitor asks her mom if they ever do fingerplays together. Mom says that she has never tried fingerplays but thinks Lynette might enjoy them because she likes to sing. Mom mentions that she knows Eensy Weensy Spider, or at least parts of it. The home visitor suggests that Mom do the fingerplay with her daughter. She tells her that she will chime in if Mom forgets the words. With Lynne settled next to her on the couch, Mom helps Lynne do the hand motions while both adults sing the rhyme. Lynne enjoys the fingerplay, lifting her arms and smiling to show she wants to do it again.



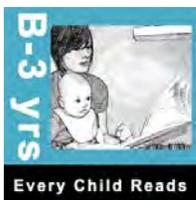
A Way To Wait

Noah spends much of the day in a childcare center with the other children in his class of 2-year-olds. Noah's early childcare provider is always looking for ways to provide early literacy development. One of the things she often does is use fingerplays with the children when they have to wait. If children are waiting for others to clean up and join the group, she will ask: "Who has a fingerplay they'd like us to do?" She has been introducing new fingerplays to the children since the beginning of school, so the children have a large repertoire. She lets the children make the choices and take the lead.

Moving Together

Kai is a 32-month-old with some motor skill issues that cause him to have trouble moving his fingers in certain ways. Kai's home visitor understands the importance of rhymes for supporting early literacy development. She talks with Kai's dad about the fingerplays he knows, and which ones he thinks Kai might like. Together they identify several, including Eensy Weensy Spider, that they think Kai would like. The adults talk about how to modify the finger motions for each rhyme so that Kai can do them. Dad tries one with Kai, and although he needs help with the motions, Kai really tries to do both the words and the motions.





Module III

Engaging in Conversations with Infants & Toddlers

Checklist for Practice Sessions

Parallel talk

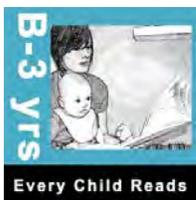
The provider:

- Described what the infant/toddler was doing, seeing, touching, or hearing
- Used an appropriate amount of detail
- Repeated words and phrases (List some examples)

- Used short sentences
- Used familiar words
- Waited 5 seconds after making a comment for the child to respond verbally or nonverbally
- Pronounced words clearly

What did the infant/toddler do?

Other comments?



Module III

Engaging in Conversations with Infants & Toddlers

Self talk

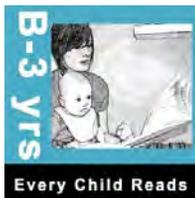
The provider:

- ___ Described what he/she was doing
- ___ Used an appropriate amount of detail
- ___ Repeated words and phrases (List some examples)

- ___ Used short sentences
- ___ Used familiar words
- ___ Waited 5 seconds after making a comment for the child to respond verbally or nonverbally
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Module III

Engaging in Conversations with Infants & Toddlers

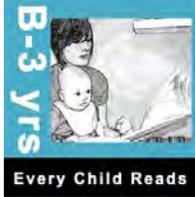
Back At Work: Strategies to Encourage Language—Parallel Talk

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Complete 1 form for each child.

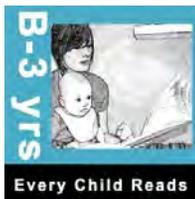
Age of child: _____months

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Module III
Engaging in Conversations with Infants & Toddlers

What I want to remember



Module III

Engaging in Conversations with Infants & Toddlers

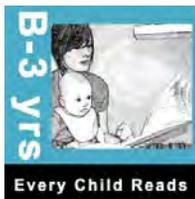
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Was he interested in what you were talking about?	<input type="checkbox"/>	<input type="checkbox"/>																											
How do you know?	<input type="checkbox"/>	<input type="checkbox"/>																											



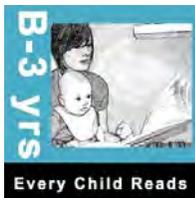
Module III

Engaging in Conversations with Infants & Toddlers

Back At Work: Strategies to Encourage Language—CAR

Comment, Ask questions, Respond and add a little more information. Practice 3 times with 3 different children. Complete 1 form for each child
Age of child: _____months

What comments did you make?	How did the child respond? What did he say/do?	What did you say to respond to what the child said/did AND add a little more information?	What would you do differently next time you used the strategy? Questions?	
		YES NO		
	Responded with words or sounds	<input type="checkbox"/>		<input type="checkbox"/>
	Made a gesture	<input type="checkbox"/>		<input type="checkbox"/>
	Changed his facial expression	<input type="checkbox"/>		<input type="checkbox"/>
	Changed where he was looking	<input type="checkbox"/>		<input type="checkbox"/>
	Moved his body	<input type="checkbox"/>		<input type="checkbox"/>
	Pointed/touched something	<input type="checkbox"/>		<input type="checkbox"/>
Other (describe)	<input type="checkbox"/>	<input type="checkbox"/>		
What questions did you ask?	How did the child respond? What did he say/do?			
	Responded with words or sounds	<input type="checkbox"/>	<input type="checkbox"/>	
	Made a gesture	<input type="checkbox"/>	<input type="checkbox"/>	
	Changed his facial expression	<input type="checkbox"/>	<input type="checkbox"/>	
	Changed where he was looking	<input type="checkbox"/>	<input type="checkbox"/>	
	Moved his body	<input type="checkbox"/>	<input type="checkbox"/>	
	Pointed/touched something	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (describe)	<input type="checkbox"/>	<input type="checkbox"/>	



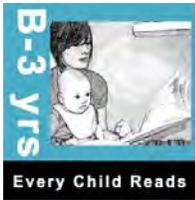
Module III

Engaging in Conversations with Infants & Toddlers

CAR Worksheet: Language

Infant _____ Toddler _____ Daily Routine/Activity: _____

Comments:	How do you think the child will respond? What might he say or do?	What could you say to respond to what the child said/did AND add a little more information?
Questions:		



Module III

Engaging in Conversations with Infants & Toddlers

Asking Questions

It is important to ask infants and toddlers questions from birth. Questions that have “yes/no” answers are the easiest for infants and toddlers to answer. Most can answer these questions by their first birthday. They may not say “yes” or “no” but eventually they will be able to nod their heads, point or indicate in some way that, “yes” they want that toy or, “no” they don’t.

You might ask an infant, “Do you want milk?” Wait 5 seconds for the child to respond in some way. Watch for cues. Then, say the appropriate response based on the cues, “Yes, you do.” Or, “No, you don’t” and nod your head.

For the toddler who can combine a few words you might ask, “Do you want help reaching the ball?” Wait 5 seconds and watch for cues. If the child answers by shaking his head “yes”, respond by saying, “You do want help. I will help you get the ball.” If the child does not respond, answer your own question based on what you have observed.

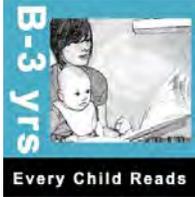
For a toddler, you could combine a comment with a “yes/no” question. “I see you want to play with the ball. Do you want to play in the yard?”

When you are asking “yes/no” questions of infants, model the answer to your question by nodding your head and saying the word, “yes” or “no.” Eventually the infant will begin to imitate the “yes/no” answers.

Another way to teach a child how to answer “yes/no” questions is to hide a toy or other object in one of several containers and play a game. “Is it here?” “No.” “Is it here?” “Yes.”

Begin “yes/no” questions with “is/are, do/ does, can/will/would/should.” Be careful how the question is stated because in some situations the questions should not give the child a “choice” when the situation does not allow choice. “Do you want to take a nap?” is an example. Don’t state the question this way if you really will only accept one answer.

“WH” questions are “what”, “who”, “when”, “why” and “what if” questions. “What” questions are the easiest “WH” question for children to answer. Most children can answer a “what” question such as “What is it?” when they are one year to one and one-half years old. Again, with younger children you will have to answer your own question until they begin responding to questions either verbally or by pointing. When they respond verbally, they will usually answer with one or two words.



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Children can also answer simple “who” questions at a young age. One way you can teach them to answer a “who” question is to show them pictures of their family or pets, or pictures of other children in the child care setting. Point to the picture and ask, “Who is this?” They won’t be able to answer more difficult “who” questions like, “Who is coming over to play tomorrow?” until they are 3-4 years old.

Most children can’t answer “when” questions until they are 2 ½ to 3 years old. “Why,” “When,” “What if,” and “How” questions are also harder questions for children to answer. Most won’t be able to answer them until they are 3 to 4 years old. Remember, all of these ages are estimates! Children develop at their own rates.

Examples of questions that would be too difficult for most toddlers to answer are:

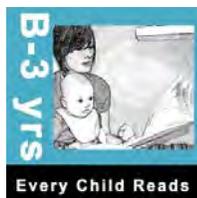
- Why did you take off your sock?
- How do you put this together?
- What if you put your hat on your head?
- When do you go home?

It is important to ask questions related to the activity the child is doing or watching. It is much easier for them to answer questions about familiar items and activities. It is harder for them to answer questions about something that happened in the past, “What did you have for dinner last night?” or in the future, “Who is coming to pick you up?”

Sometimes, adults ask too many questions all at once. For example, an adult may say: “Do you like the kitty? Is she going to play with the ball? Is she going to drink her milk?” The infant or toddler will have no idea what question to answer! Ask one question at a time and wait 5 seconds before asking another to give the infant or toddler time to respond.

Let’s say you are talking with a toddler and you ask him, “Do you want to swing?” He answers the question but not in the way you might expect. For example, he says, “kitty.”

Don’t get upset. The infant or toddler is learning. Don’t say, “No, that’s wrong.” Or, “No, that’s not a kitty; it is a swing.” Or, “We are going to swing.”



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Engaging in Conversations with Infants & Toddlers

Instead, acknowledge what the child says. Don't ignore him. Then follow his lead and respond to him: "Do want to play with the kitty or swing?"

What we don't want to do is act mad because the toddler didn't answer the question the way we think he should or ignore him. He is learning.

When you are asking questions, try to:

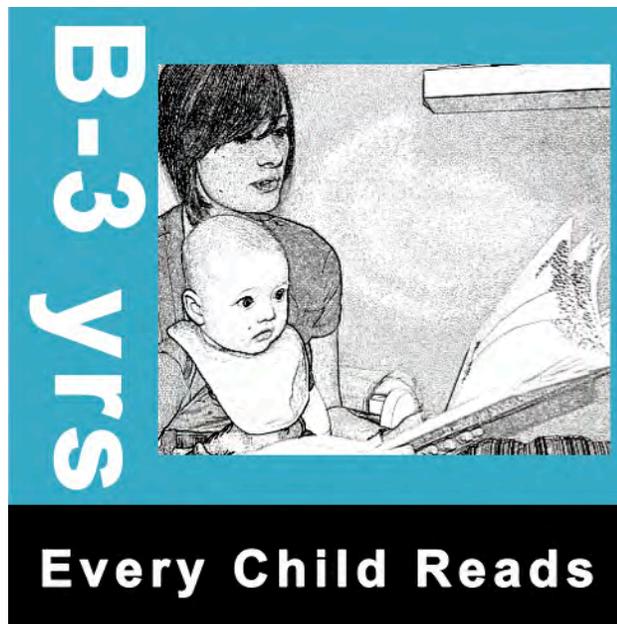
- Keep your questions short and simple.
- Use words you think the child probably knows.
- Ask questions about familiar items and activities.
- Ask questions about the here and now and not what the infant or toddler thinks will happen next week or what did happen yesterday.
- Ask only one question at a time.
- Not be upset by answers you are not expecting. When you get them, acknowledge the response, follow the child's lead and respond to him.
- Wait at least 5 seconds for the infant/toddler to answer before asking another question or answering yourself. The infant or toddler may know the answer if you give him time.

Get in the habit of asking questions and then listening to the answer. Everyone loves to be asked a question and have the person who asked listen to the response.

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Supplemental Trainer Materials



Module III Engaging in Conversations with Infants & Toddlers



Module III

Engaging in Conversations with Infants & Toddlers

Examples: Parallel Talk and Self Talk

Parallel Talk:

- You are building with soft blocks.
- You are looking at your book.
- You are pushing the baby in the stroller.
- You are dancing to the music.
- You are turning the puzzle piece to make it fit.

Self Talk:

- I am putting on a blue construction hat.
- I am buttoning your coat.
- I am putting the purple peg in the board.
- I am turning the water on.
- I am filling the bucket with sand.

Neither:

- Sit on my lap. (command)
- It's time to change your diaper. (command)
- What color is the apple? (question)
- After we finish painting, we will wash our hands. (direction)

Toddler Cards for Activity #156

Duplicate this page on green paper. Cut along the lines. Put one strip in a hat or bag for each participant.

Putting on a sock

Playing with a doll and doll blanket

Pushing a toy lawnmower

Doing a simple puzzle

Eating lunch

Drawing with chalk on a chalkboard

Taking a walk

Playing a drum or other musical instrument

Finger painting

Playing in a sandbox

Infant Cards for Activity #156

Duplicate this page on yellow paper. Cut along the lines. Put one strip in a hat or bag for each participant.

Playing with nesting cups

Playing with a rattle

Laying on the floor kicking legs

Looking in a mirror

Arriving at child care

Playing a toy piano

Leaving child care

Moving to music

Waking up from a nap

Playing with an overhead gym
