

Little Talks: Growing Children's Communication & Language Together

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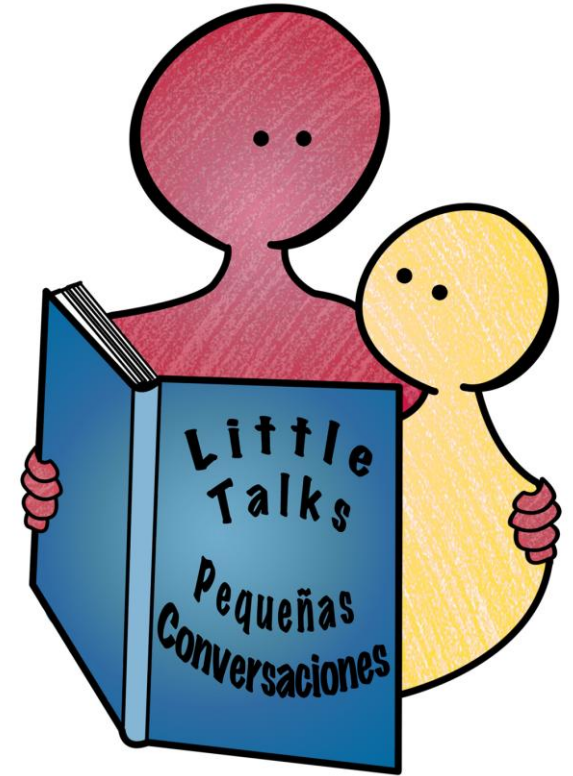
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What is the key ingredient for growth in children's language and literacy skills?



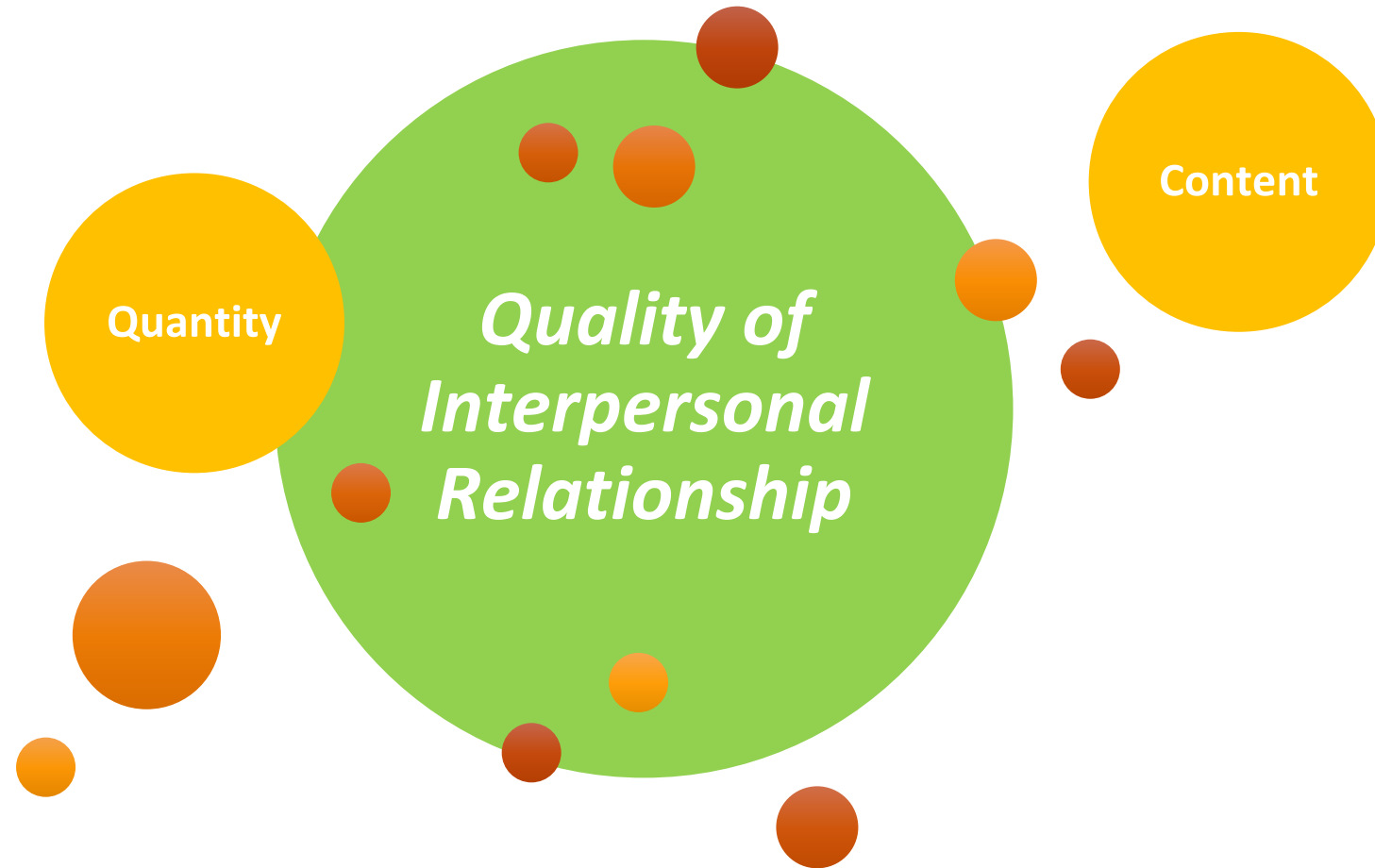
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Relationship with Parents & Caring Adults







Developmentally
Appropriate
Language and
Literacy
Experience



Empowered
and
Prepared
Adult



Language
and
Literacy
Growth

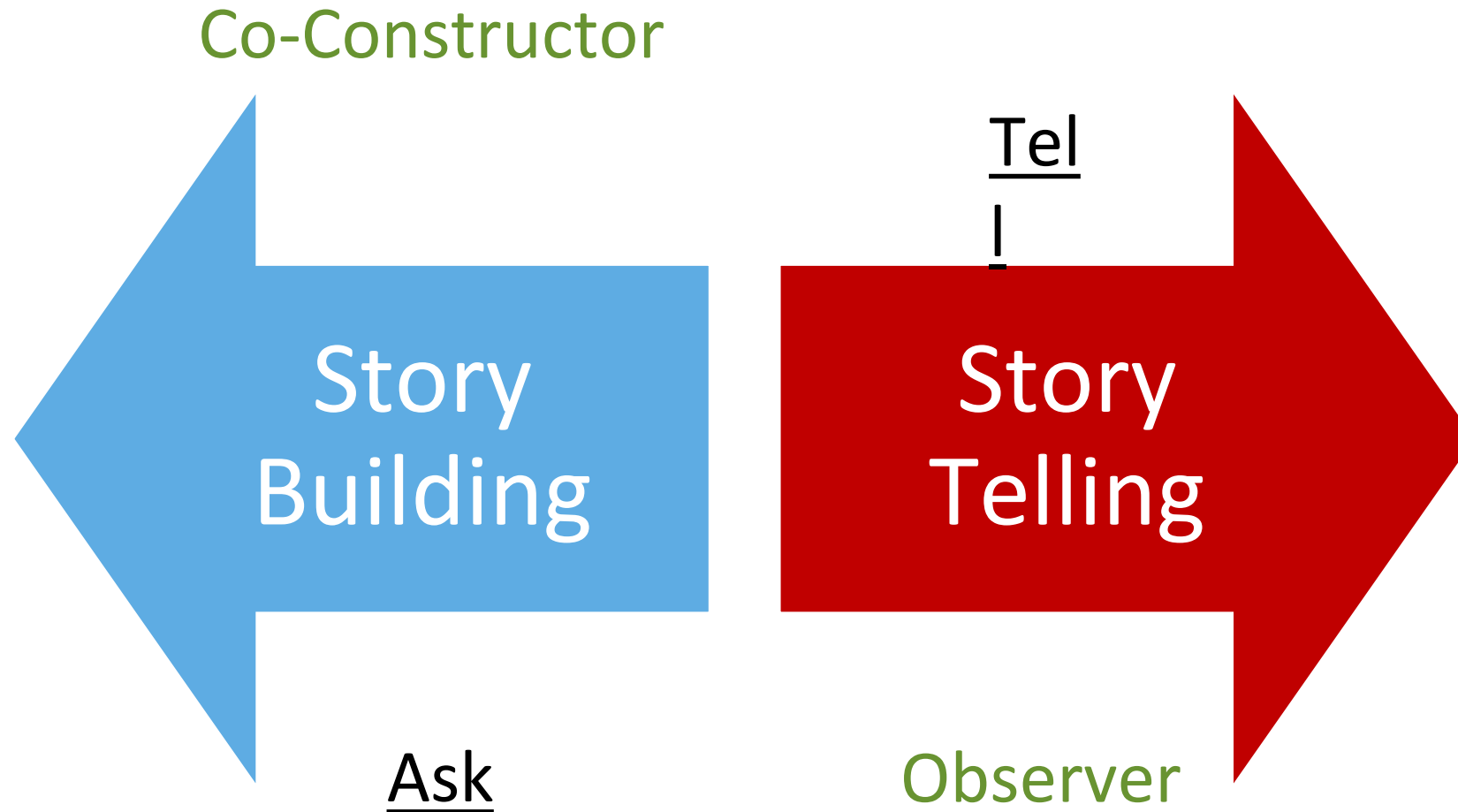


Frequent Language & Literacy Engagement

Turn & Share

- How do you believe children learn language and literacy from adults?
- How do you prefer to speak with or read to children?

Parenting & Communication Styles



Which Style?

Beliefs about how
children learn



Parenting beliefs

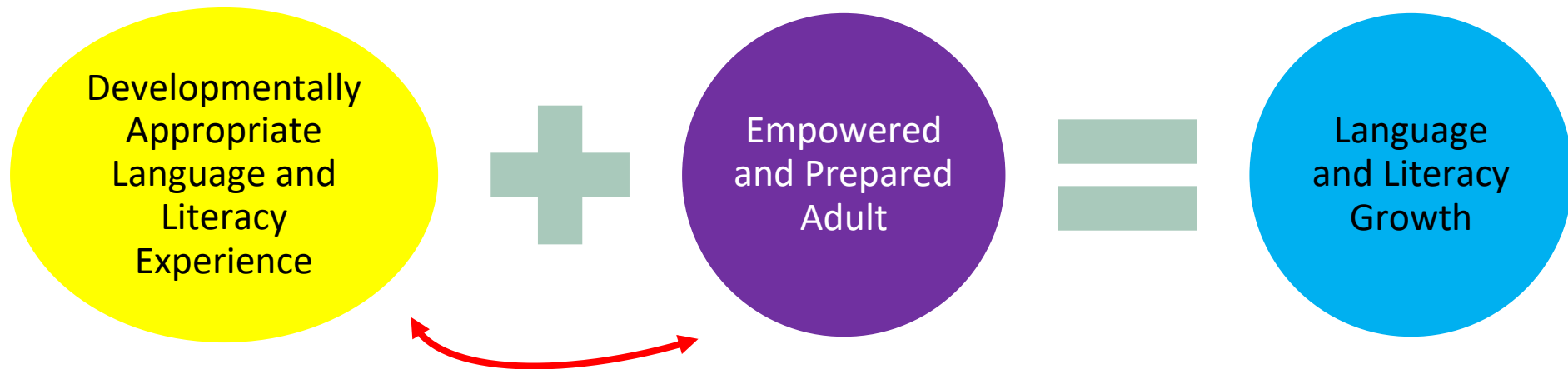


Expectations for
Adult-Child Interactions



Routines
and
Traditions

Essential for Intervention



Individualization to style and child's skills

Little Talks

Intervention & Professional
Development
for
Home Visiting Programs



Little Talks Lessons



Getting Started
& Keeping it
Going



Launching
Children's
Language



Talking Points



Getting Started & Keeping it Going



Praising child through words and actions	Following child's lead	Engaging child in activities
<ul style="list-style-type: none">- "Great job saying cat!"- "I love how you're sitting next to me"- *High five when child asks/answers a question*- Tickles/hugs/cuddles	<ul style="list-style-type: none">-In-tune with child's interest/attention-Encourage child to lead the activity-Let child move around	<ul style="list-style-type: none">-Playfully invite child to activity-Keep book sharing and activity brief-Repeating activities and sharing books-Read books during other activities (e.g., bath time)

Launching Children's Language

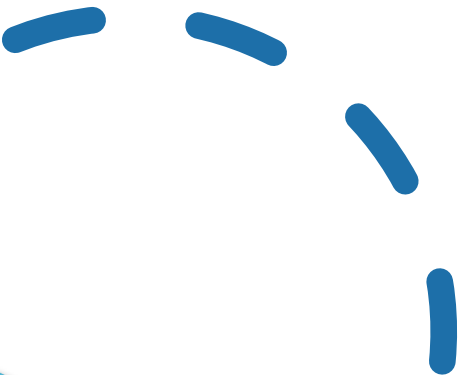
- **Reflecting**

- Child: *Points to a cat*
- Parent: Cat!

- **Expanding**

- Child: *Points to a cat*
- Parent: That is an orange cat! A cat is a pet.





Praise
Follow child's lead
Encourage
Reflect
Expand



How is this parent
“**Getting Started
& Keeping it
Going**” and
“**Launching**” the
child’s language”?

Talking Points

Ask or **Tell:**

- Labels
- Events
- Character emotions
- Personal events



Increasing complexity



	Labeling	Events	Character feelings	Personal Experience
Tell	<p>That's the lion.</p> <p>A frog!</p>	<p><i>Simple:</i> The frog jumped up high!</p> <p><i>Complex:</i> The strong wind blew the umbrella across the beach.</p>	<p>The pig is so happy!</p> <p>The frog looks angry.</p>	<p>We went to the beach with grandma just like Little Critter.</p>
Ask	<p>Where is the boy?</p> <p>What is this? (a Wild Thing)</p> <p>What color is that?</p>	<p>What did the boy do?</p> <p>What is happening on this page?</p>	<p>How did the little boy feel?</p> <p>Does the lion feel happy or scared?</p>	<p>"Do you remember when we went to the beach?"</p>

**In the great green room
There was a telephone
And a red balloon
And a picture of—**



Turn, Practice, & Share

- Turn to a neighbor & practice using **Talking Points** as you read the story
 - Role play with “child” in the group.
 - How does the “child” respond?
- Consider
 - How can you use “Getting Started” and “Launching” strategies with the **Talking Points** to engage the child?
 - What worked? What was challenging?
 - How might the various **Talking Points** benefit children?

Ask or Tell:

- Labels
- Events
- Character emotions
- Personal events

Goodnight light
And the red balloon

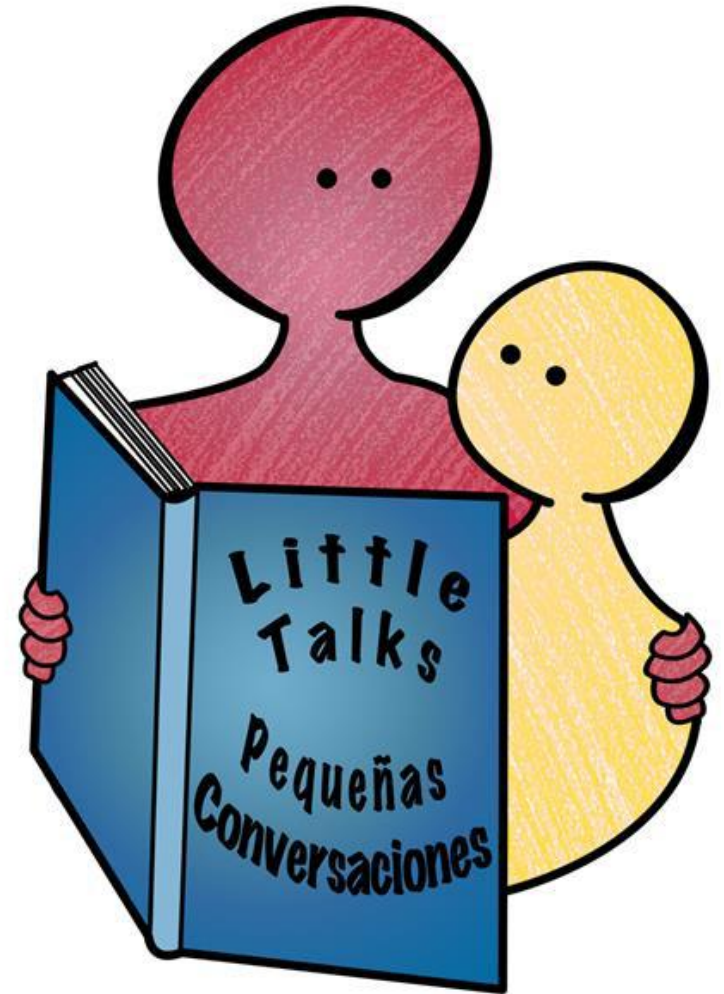
Goodnight bears
Goodnight chairs



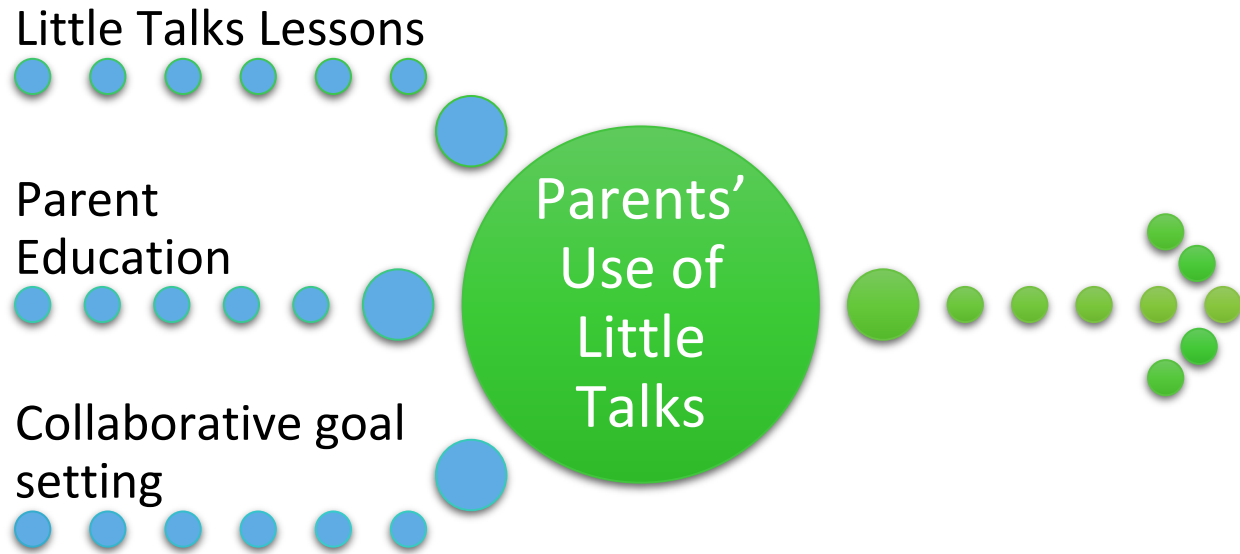
Little Talks Parent Education Topics

- Birth-to-Three Communication & Language Development
 - Typical Development
 - Atypical Development
- Relationship of Communication and Language Development to Social-Emotional Development
- Joint Attention
- Daycare/Early Intervention Involvement
- Sibling Influence

Using Little Talks in Home Visits



Little Talks Aligns with Home Visitors' Distinct Competency: Facilitating Parent-Child Interaction

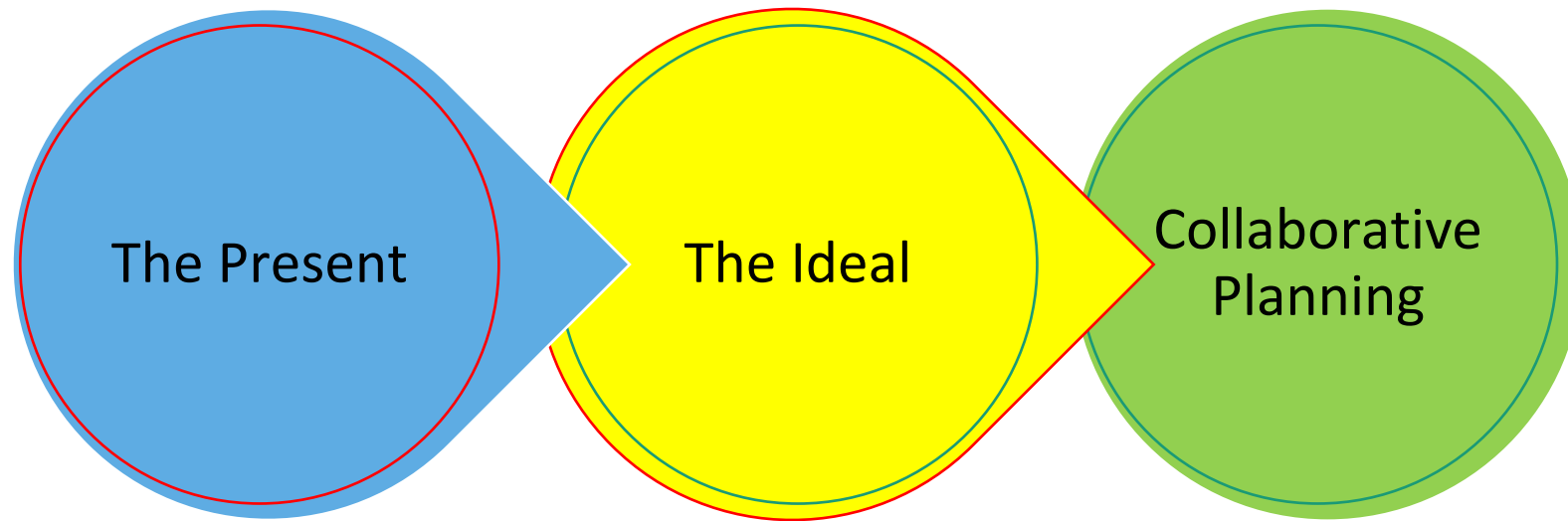


Starting Point: What information or actions will help you chart the journey with parents?



- **Observing**
 - Parents and children together
 - Child's communication & language skills
- **Discuss** with parents
- **Screening** measures
- Others?

The Pathway



How, when & where *do they* converse and book share with their child?

How, when & where *would they like to* converse and book share with their child?

Let's *do it*, together


Envision sharing your recommendations for Little Talks lessons and collaboratively planning with parents.



- What would successful collaborative planning look like?
- How would you achieve this success?
- What challenges may you or the parent face?

Speed Limit





Let's Practice Individualizing Little Talks Lessons

Where would you start this family?

Maria's goal is to establish a reading routine with her preschool-aged son John. It is difficult for her to get John interested in books, and she does not know what to do when she reads to him, other than reading the words printed in the book.

A

Give choices, sing, use body movements or make it a game.

Name shapes, colors and animals in the book.

B

Ask your child to name shapes, colors and animals in the book.

Repeat what your child says and name what he points to.

C

Name the character's feelings and emotions.

Add more details to what your child says.



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A

Ask your child to name shapes, colors and animals in the book.

Repeat what your child says and name what he points to.

B

Ask your child what is happening in the story.

Ask your child to name the character's feelings and emotions.

C

Read the pages your child turns to and comment on his interests.

Give hugs and kisses or say "that's right, great job!"

After 10 weeks of progress, what would you do next?

Maria expresses that she having a difficult time keeping John on track. She does not let her son turn the pages and redirects his attention when he begins to talk about something else.



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Following six more weeks, what lessons can come next?

Maria tells and asks her child about labels and events throughout the story, but she does not know how else she can add to the story. Also, she mentions that she has started labeling things for John throughout the day.

A

Ask your child to name the character's feelings and emotions.

Give hugs and kisses or say "that's right, great job!"

B

Name the character's feelings and emotions.

Talk to your child more during meal times and bath time.

C

Repeat what your child says and name what he points to.

Add more details to what your child says.



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Coaching Parents to Engage Children in Language and Literacy Activities

- Goal: To *facilitate* parent-child interaction
- Indirect provision of services to child

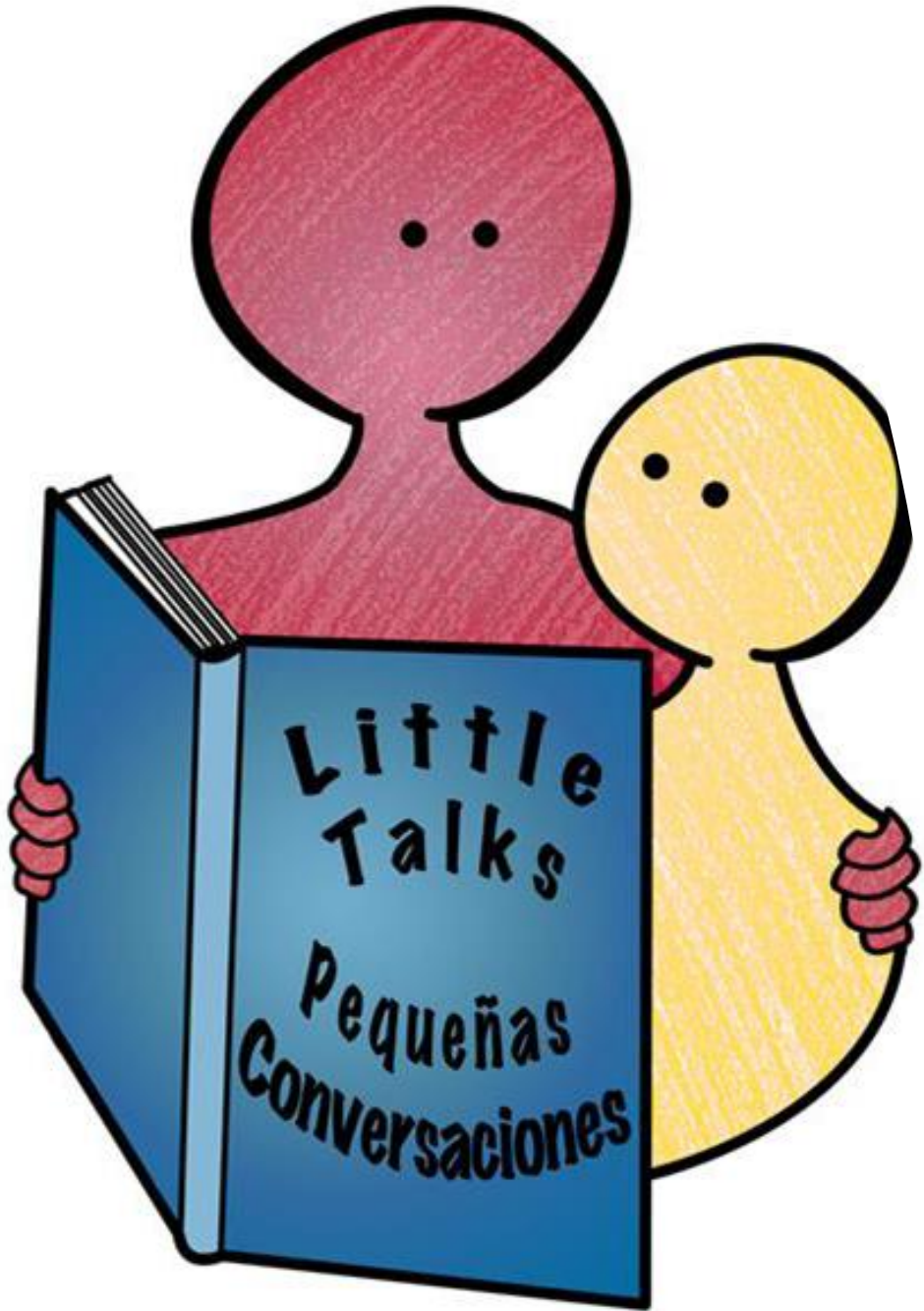




Home Visitor as Parent Coach

Coaching Strategies

- Prompt
- Role Play
- Reflection
- Performance Feedback (observe and reflect)



Guiding home visitors' use of Little Talks

Little Talks Professional Development

Little Talks Coaching for Home Visitors

Reflective, Collaborative, & Goal-Oriented

- Strength-based focus
- Training goals & action plans

Incorporated into program-provided supervision

- Bi-weekly
- Expected to be less than 30 minutes



Little Talks Effectiveness

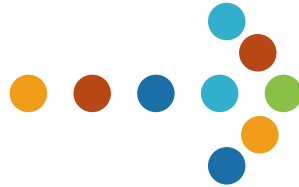
Home Visit
Quality



Home Visitors'
Practices



Parent
Involvement
in Early
Learning
Maternal
Depression



Acculturation

- Parent Impacts stronger for Spanish-speaking immigrant families
 - Parent involvement in early learning
 - Maternal depressive symptoms
- Children's communication and language growth



Benefits to Home Visitors

- Mastered learning and teaching Little Talks lessons
- Individualized Little Talks lessons
 - Most often, repeated lessons
- Elicited parent input throughout home visits at higher frequency





Questions & Comments

