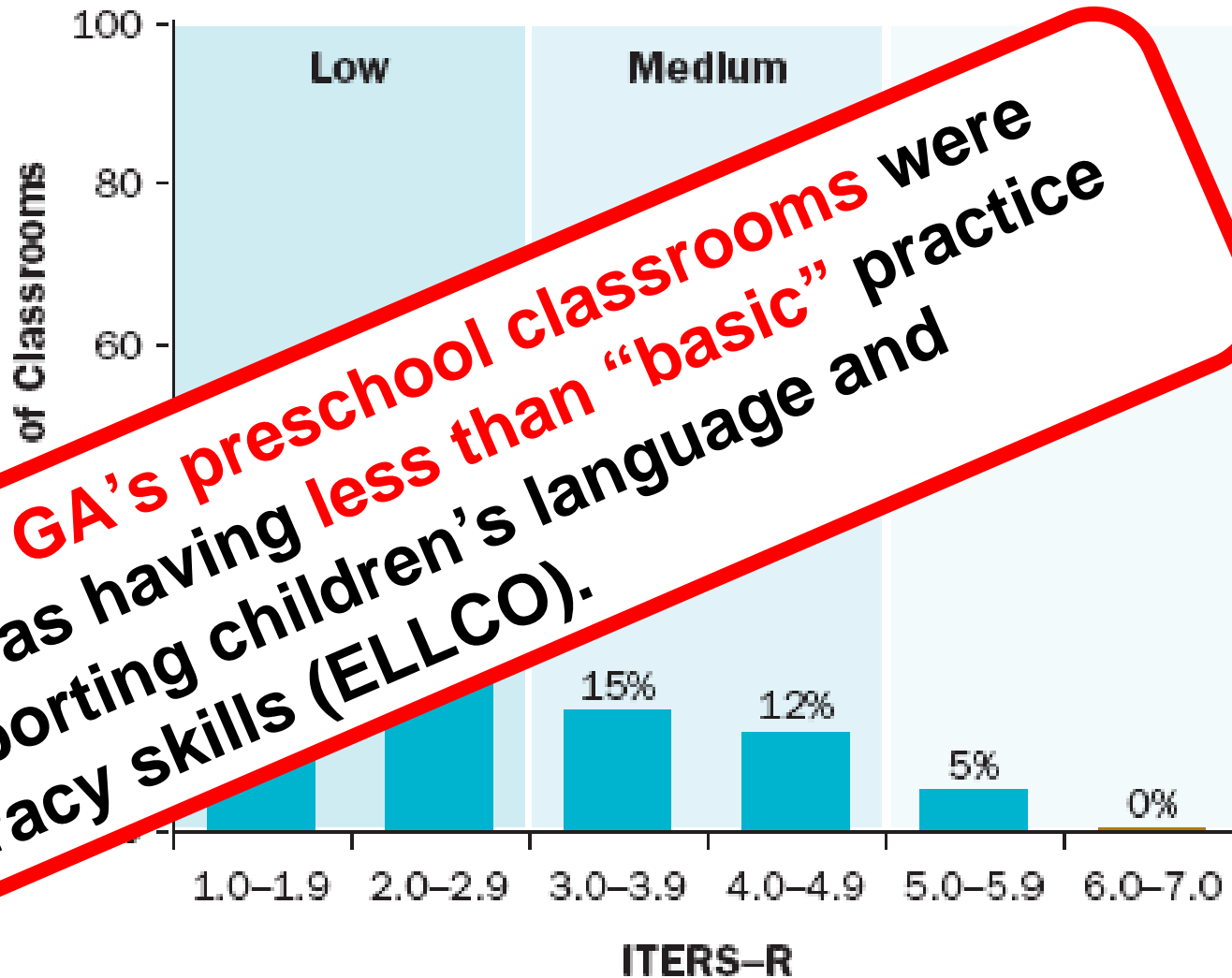


Increasing Infant/Toddler Teachers' Intentional Conversational Interactions

T.J. Ragan, M.A., CCC-SLP
Rollins Center for Language & Learning
Atlanta Speech School

FPG Findings: Infant/Toddler Classroom Quality





Partnerships Matter



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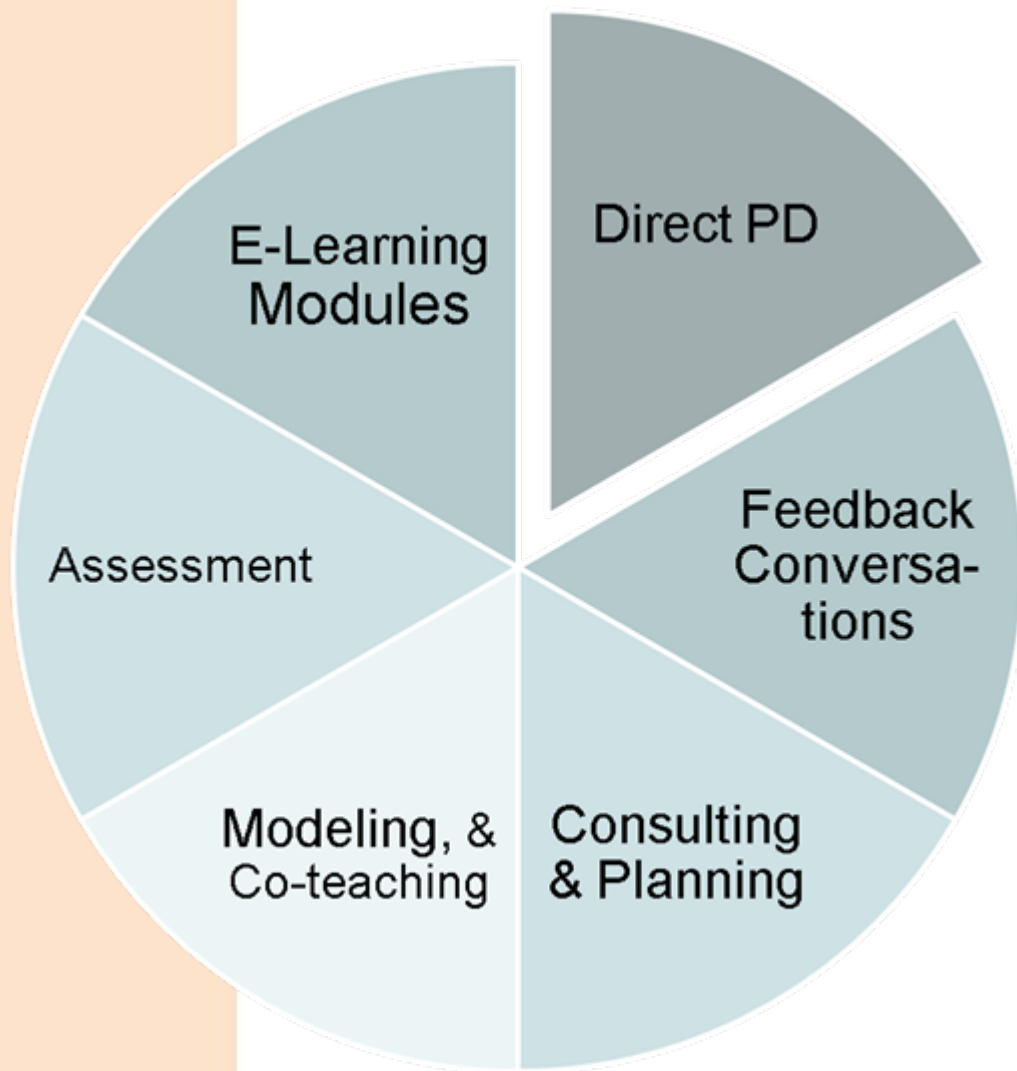
East Lake
FOUNDED 1900
20th Progress Report



Methods



Professional Development Methods



Many components of evidence based professional development.

Professional Development Process



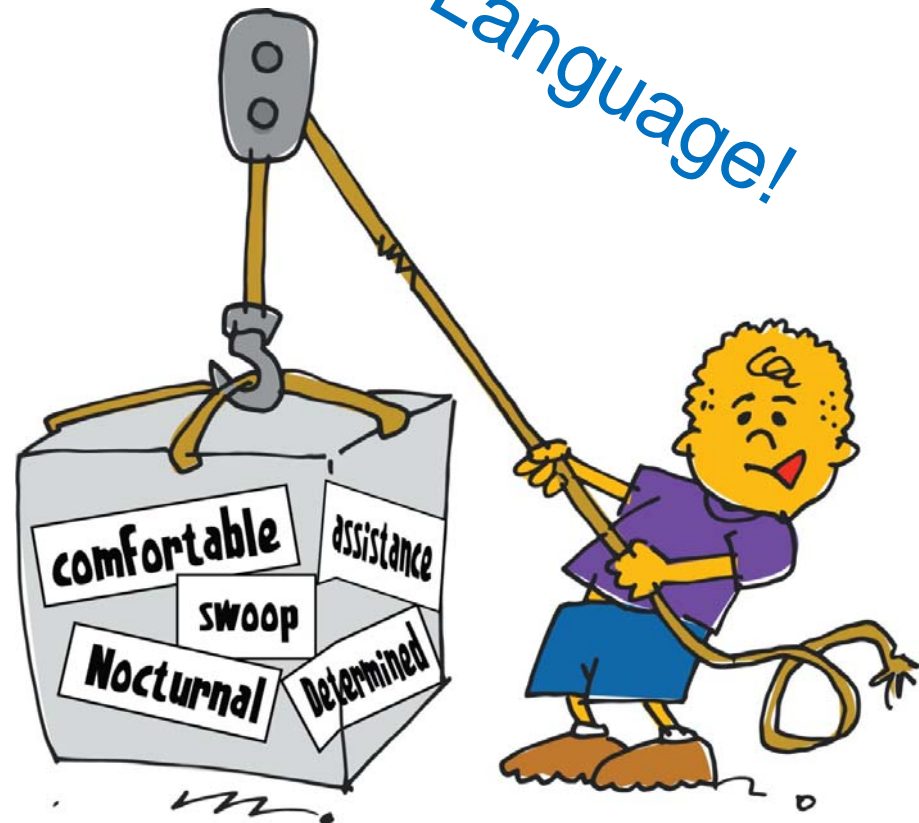
PD Content: Key Components



Push in Language!



Pull Out Language!



PD Content: Key Components



LET'S *TALK!*

- T** TUNE IN
- Watch and notice
 - Enter the child's world
 - Describe what you see: **I see, I think, I wonder, I notice**
- A** ASK QUESTIONS
- How do you know that?
 - Tell me about...
 - I wonder what will happen if...
- L** LIFT LANGUAGE— Vocabulary is key!
- Infants— Use verbs and descriptors
 - Toddlers— Use words that are useful high level words (ex: discover, structure, attach)
- K** KEEP IT GOING
- Strive for 5!*
 - Encourage turn taking



LET'S *READ!*

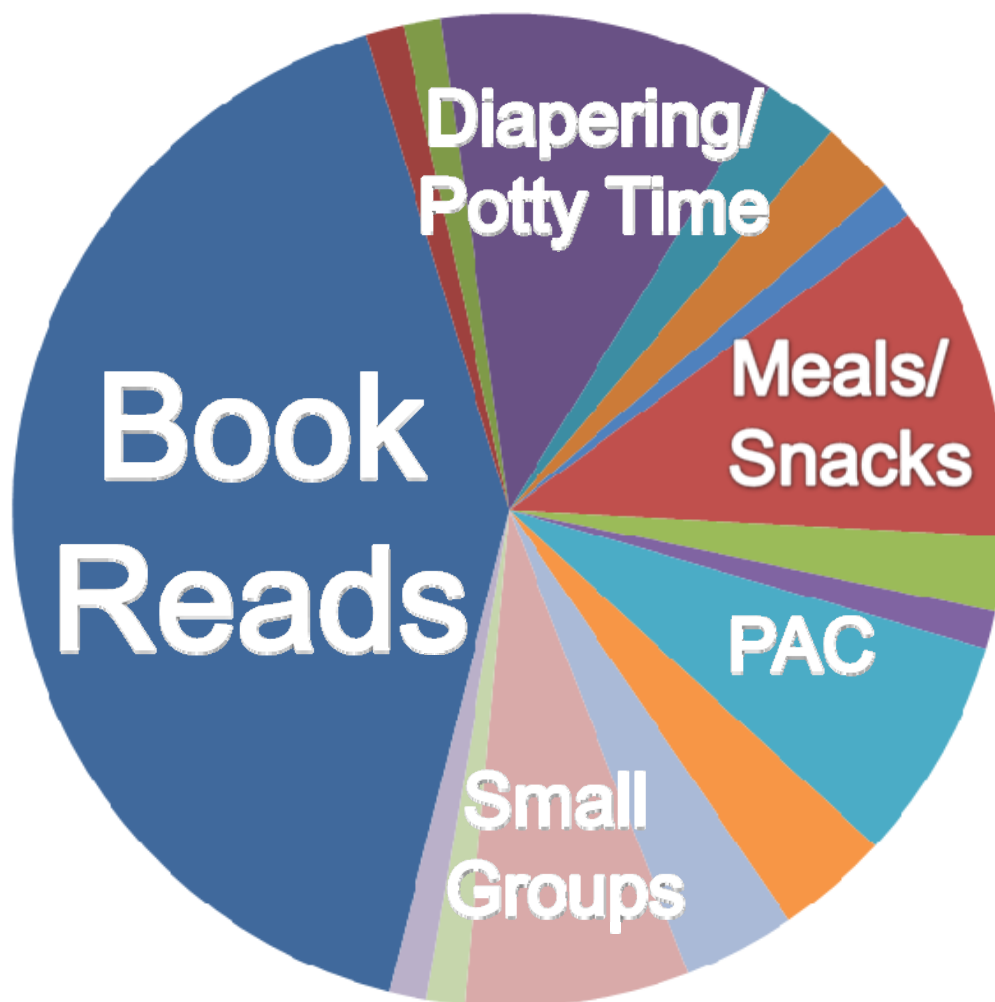
- R** REPEAT THE BOOK: 3-5 times each
Depth not Breadth is the goal!
1st— Push in events
2nd— Push in thoughts and feelings
3rd— Pull out language
- E** ENGAGE AND ENJOY: Make it fun!
Be silly, add gestures and sounds.
- A** ASK QUESTIONS: Ask a WHY question
Ex: Why was Greg sad when his brother left?
- D** DO MORE: Tie books to other parts of your classroom day. Ex.: Center time, snack time, arts and crafts, etc.





LENA: Activity Settings

#AWC Peaks by Activity Setting

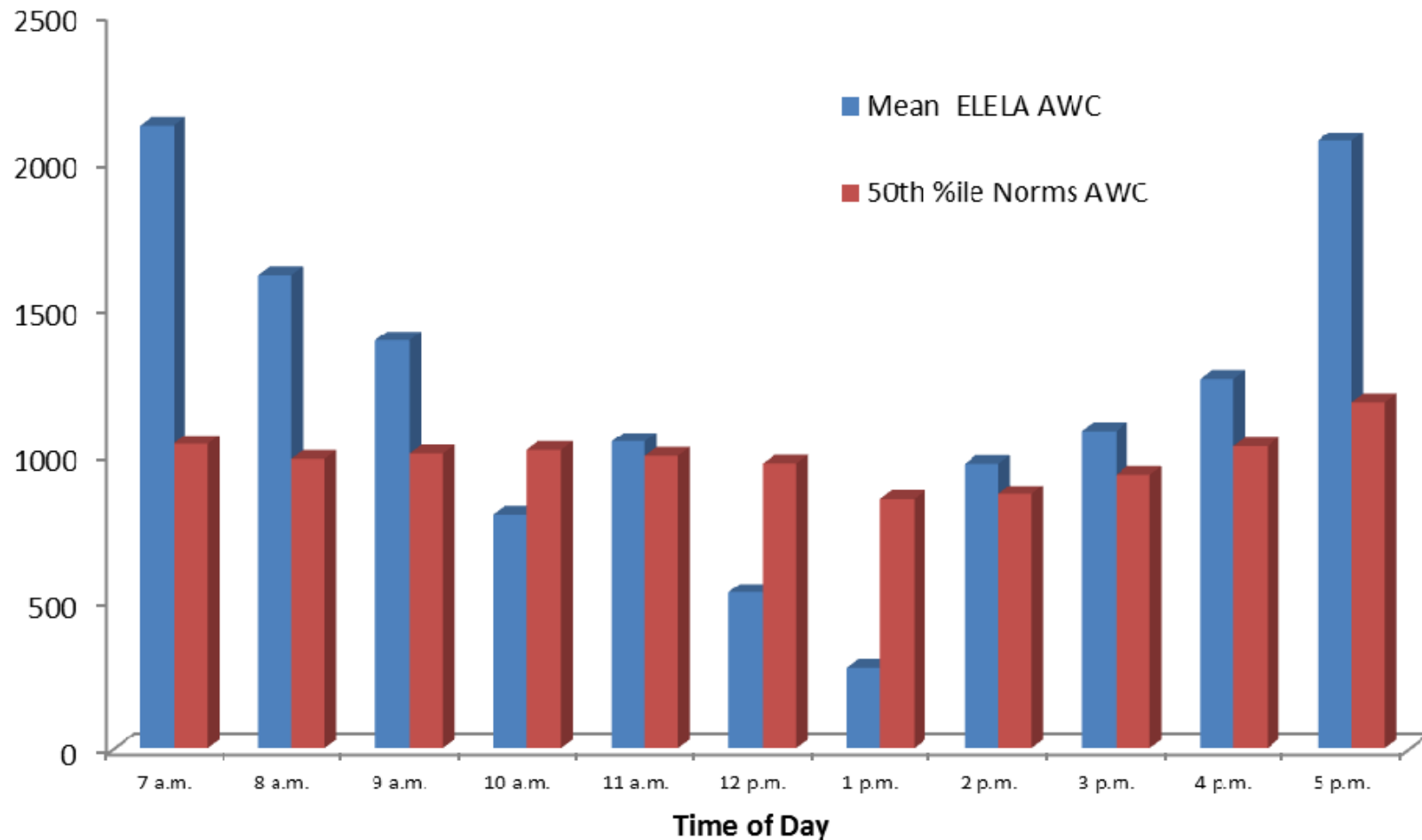


- Book Reads
- Center Time
- Changing Clothes
- Diapering/Potty Time
- French
- Transition in Hallway
- Intro to Centers
- Meals/Snack Time
- Morning Meeting
- Outside Play
- PAC Time
- Floor Play
- REAL Time
- Small Groups
- Assessment
- Washing faces

LENA: Pushing Language



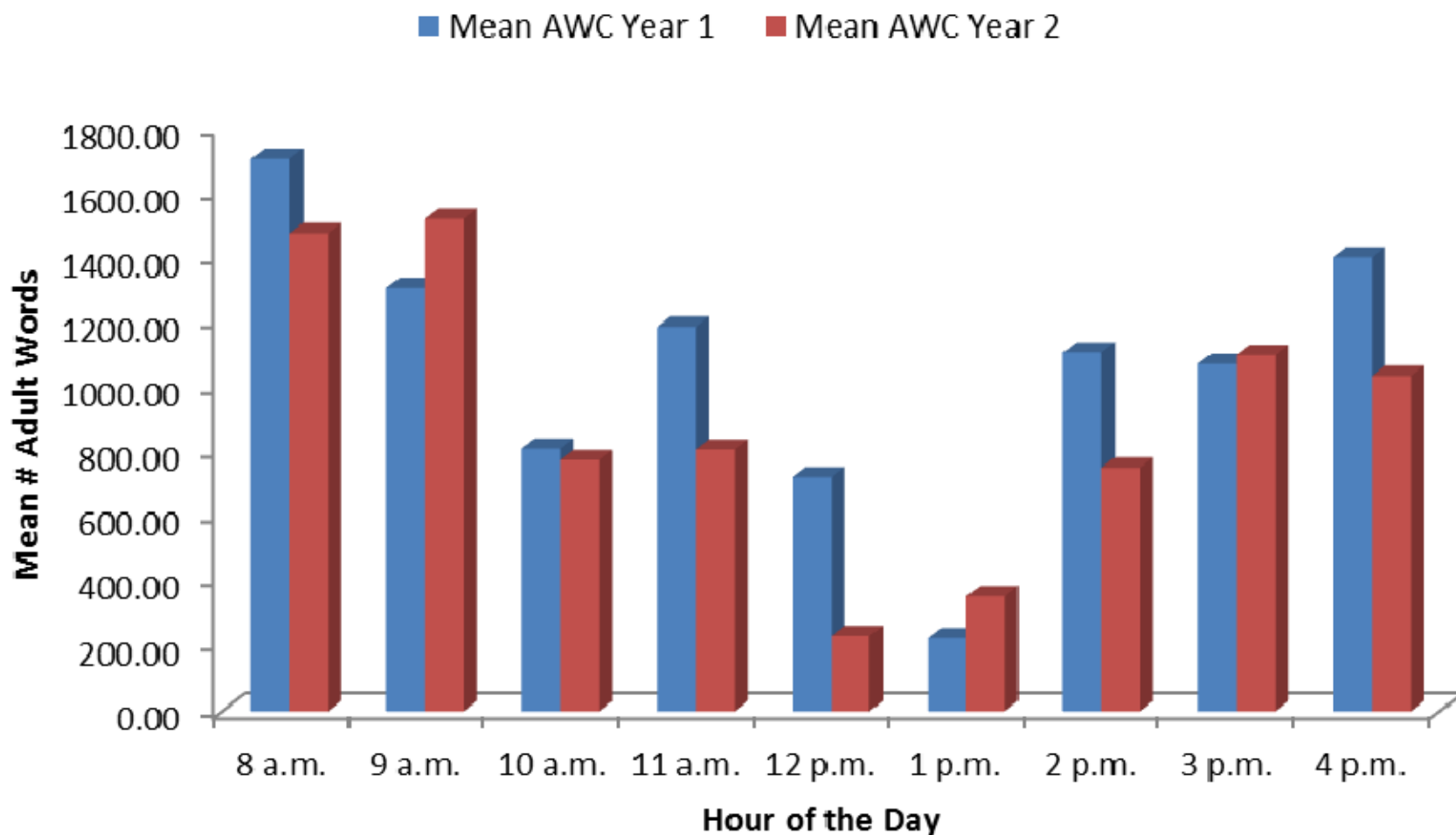
Mean Adult Word Count





LENA: Maintenance

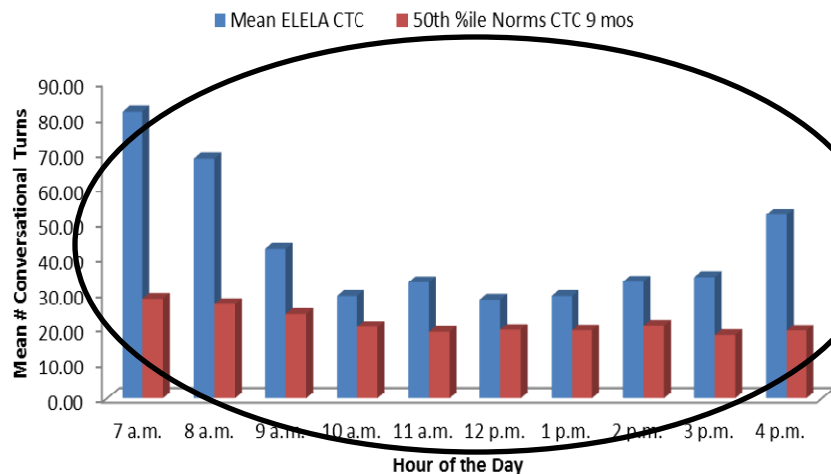
Year One vs. Year Two Adult Word Counts



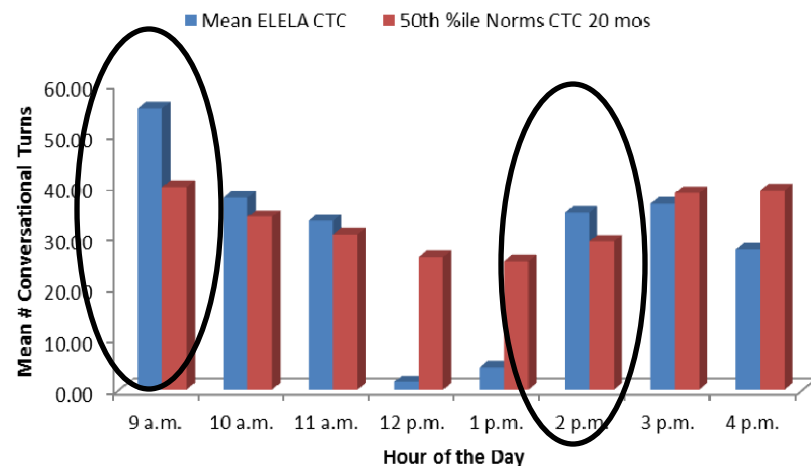
LENA: Pulling Language



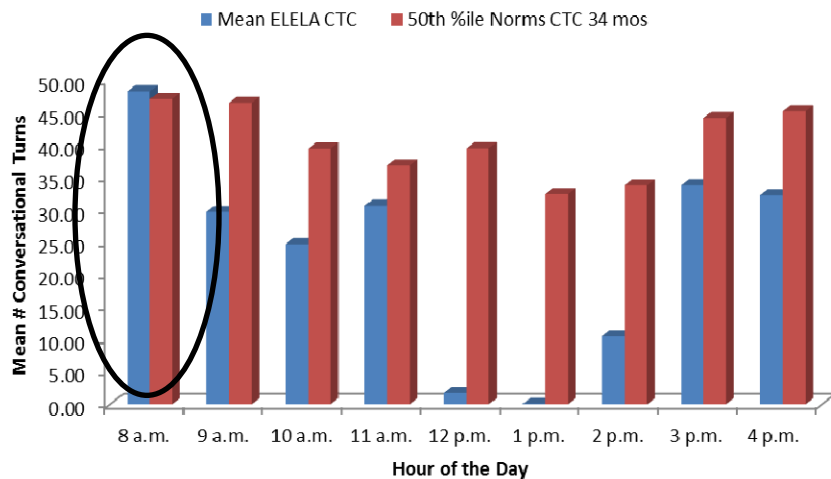
Infants Conversational Turns (approx 9 mos)



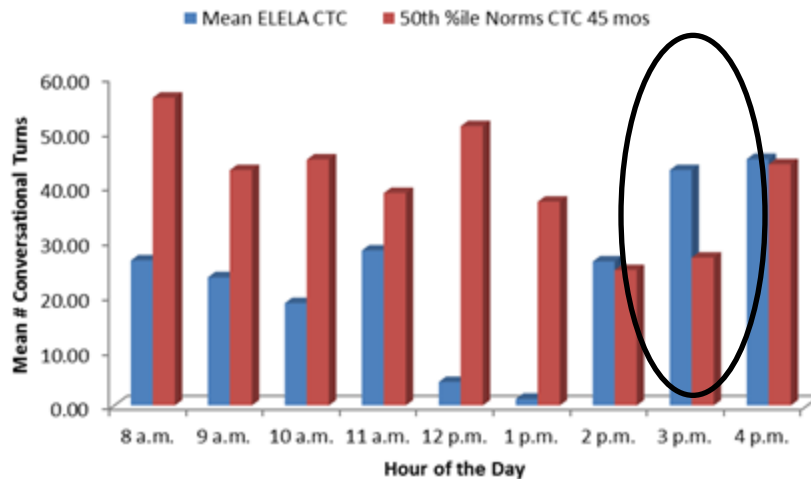
Ones Conversational Turns (approx 20 mos)



Twos Conversational Turns (approx 34 mos)



3s Conversational Turns (approx 45 mos)



Bright Spots

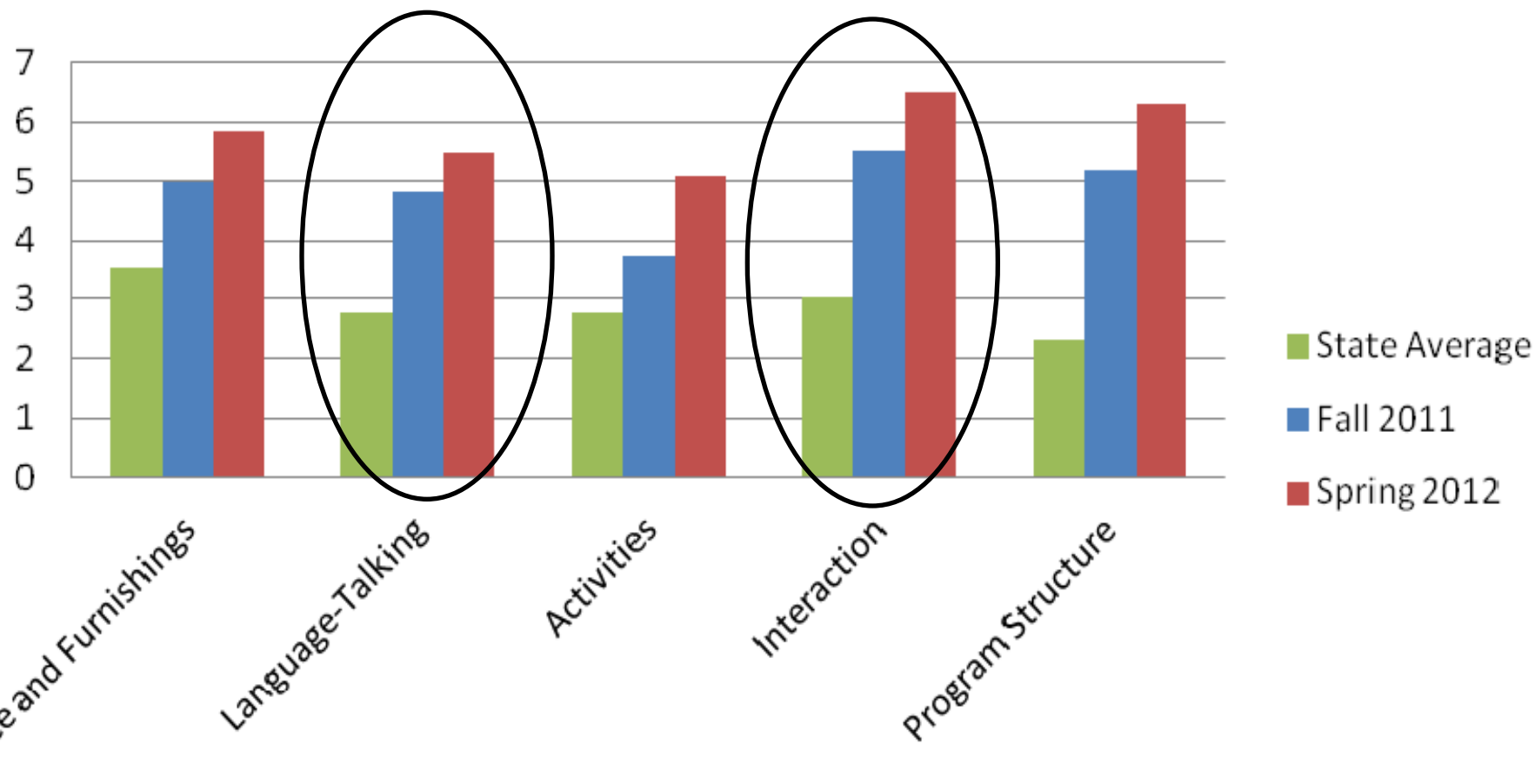




How did we do?



ITERS Outcomes Infants and 1s 2011-2012

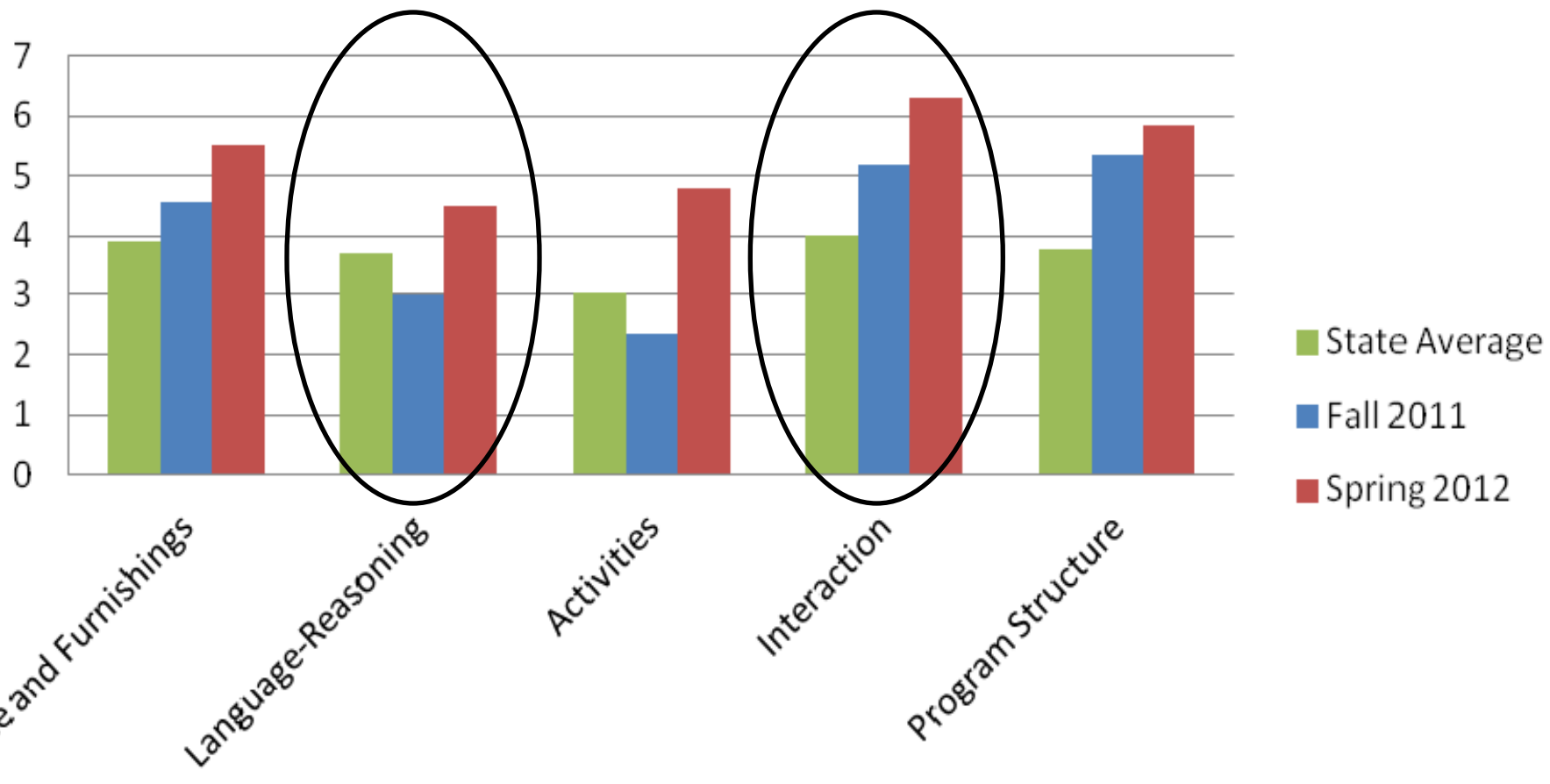




How did we do?



ECERS Outcomes 2s 2011-2012

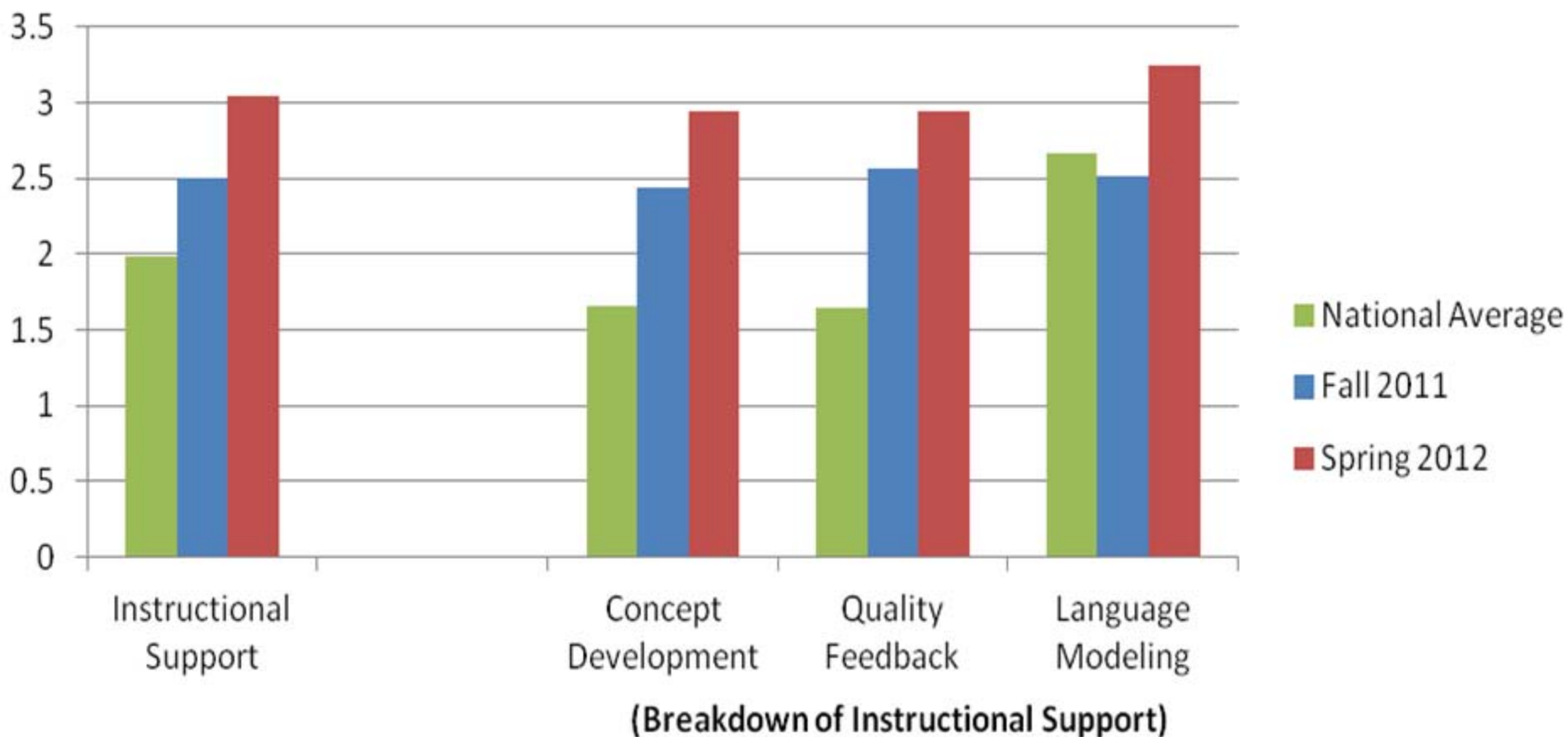




How did we do?



CLASS Outcomes- Instructional Support Domain 3's Classroom

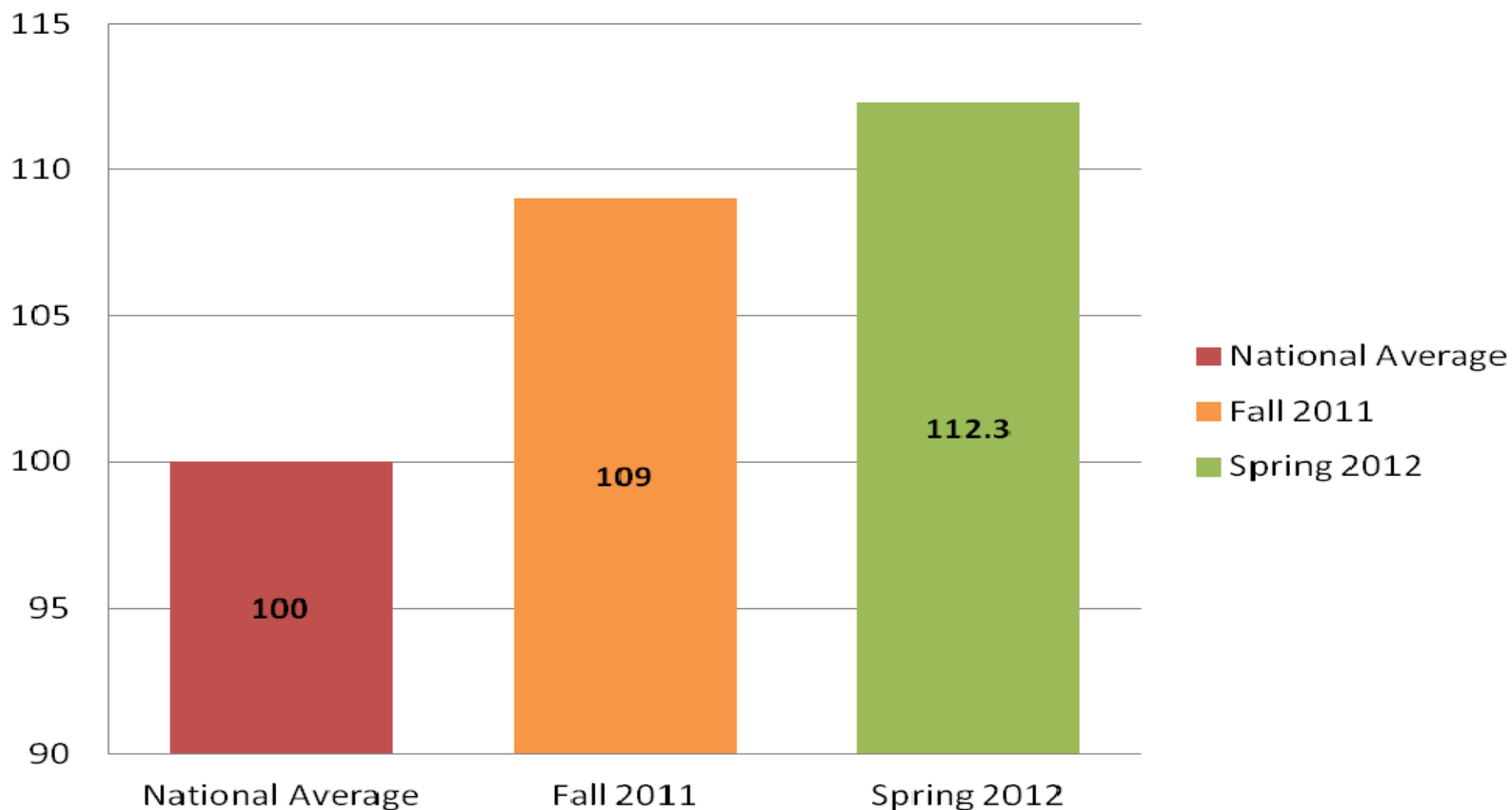




How did we do?



**PPVT-4 Average Standard Score
3's (n=35), 2011-2012**

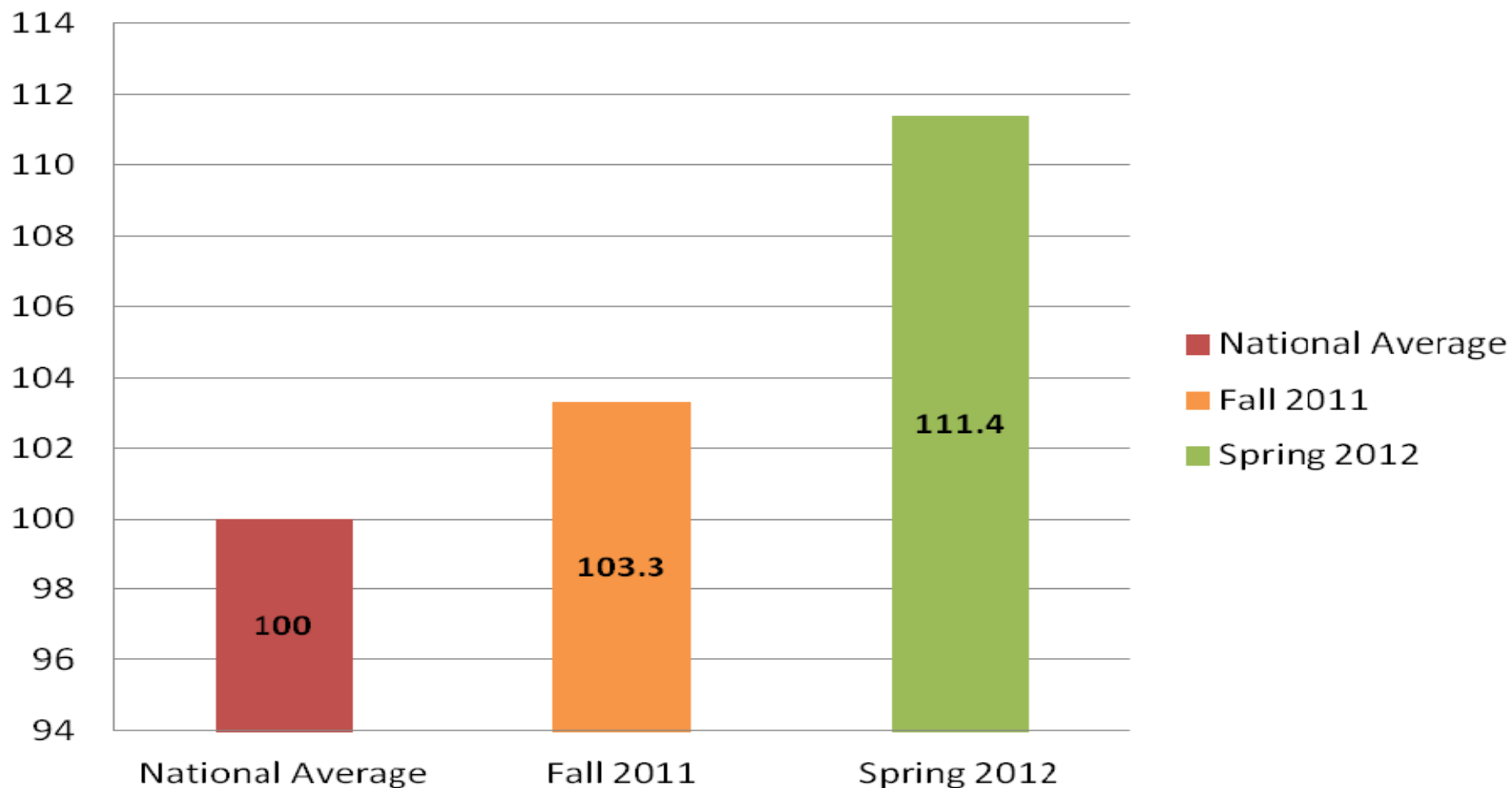




How did we do?



**PPVT-4 Average Standard Score
Older 2's (n=16), 2011-2012**

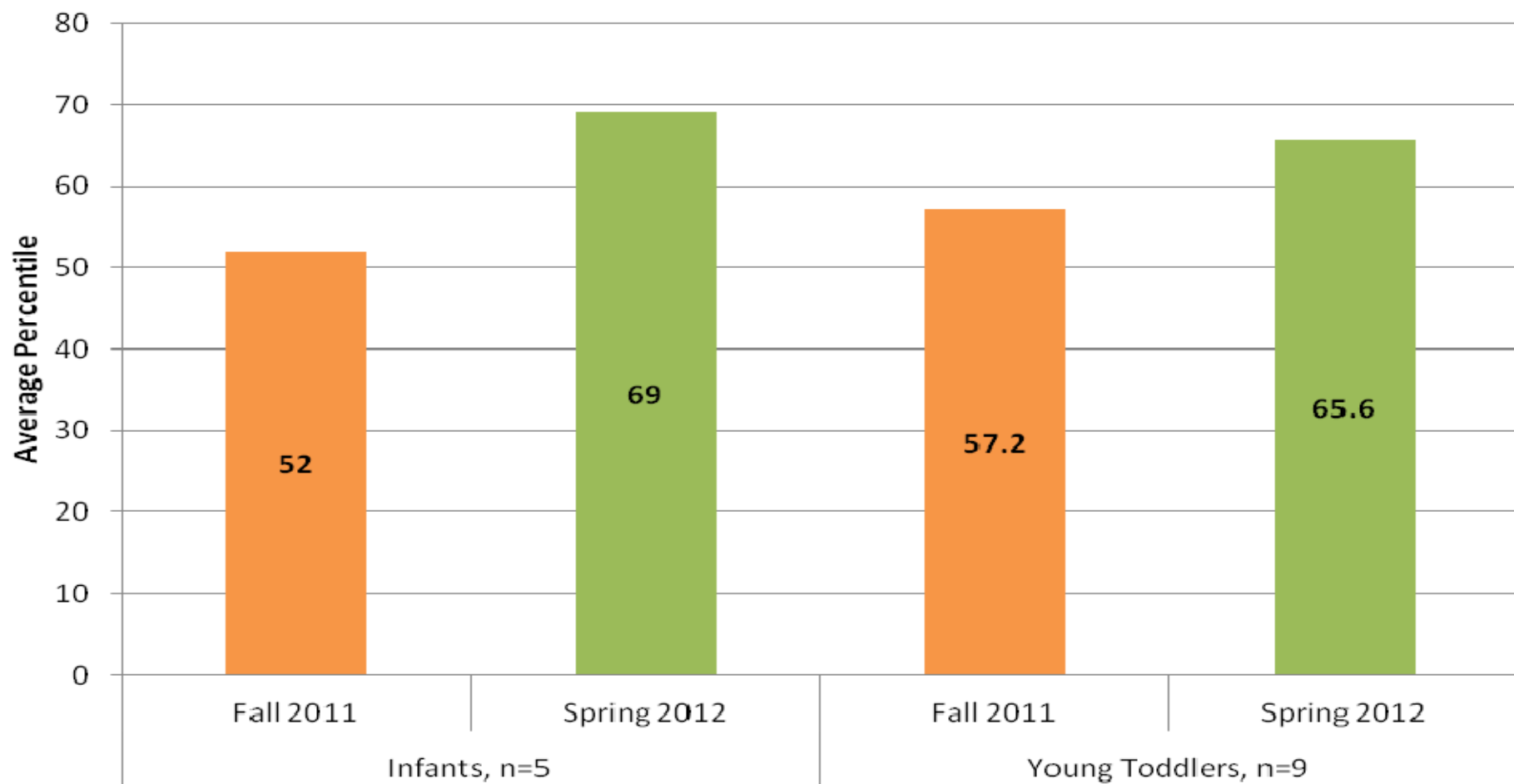




How did we do?



**MacArthur-Bates CDI-2
Words Produced Percentile
Infant & Young Toddler Performance, 2011-2012**





How did we do?

Percentage of Students Scoring in Each Category on the Preschool Language Assessment Instrument-2 3's Classroom Performance, 2011-2012

