Increasing Infant/Toddler Teachers’ Intentional Conversational Interactions

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80% of GA’s preschool classrooms were rated as having less than “basic” practice supporting children’s language and literacy skills (ELLCO).
Partnerships Matter
Methods
Professional Development Methods

Many components of evidence based professional development.
Professional Development Process

Coaching Cycle

Action
Observation
Joint Plan
Reflection
PD Content: Key Components

Push in Language!

Pull Out Language!

- Determined
- Delight
- Comfortable
- Muddle
- SWOOP
- Assistance

- Comfortable
- Swoop
- Nocturnal
- Determined
- Assistance
**LET'S TALK!**

**TUNE IN**
- Watch and notice
- Enter the child’s world
- Describe what you see: *I see, I think, I wonder, I notice*

**ASK QUESTIONS**
- How do you know that?
- Tell me about...
- I wonder what will happen if...

**LIFT LANGUAGE**—Vocabulary is key!
- Infants—Use verbs and descriptors
- Toddlers—Use words that are useful high
  level words (ex: discover, structure, attach)

**KEEP IT GOING**
- Strive for 5!*
- Encourage turn taking

**LET'S READ!**

**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

**ENGAGE AND ENJOY:** Make it fun!
- Be silly, add gestures and sounds.

**ASK QUESTIONS:** Ask a WHY question
- Ex: Why was Greg sad when his brother left?

**DO MORE:** Tie books to other parts of your classroom day.
- Ex: Center time, snack time, arts and crafts, etc.

*From Dickinson (2011)*
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

Time of Day

Mean ELELA AWC

50th %ile Norms AWC
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

- Space and Furnishings
- Language-Talking
- Activities
- Interaction
- Program Structure

- State Average
- Fall 2011
- Spring 2012
How did we do?

ECERS Outcomes
2s 2011-2012

- Space and Furnishings
- Language-Reasoning
- Activities
- Interaction
- Program Structure

- State Average
- Fall 2011
- Spring 2012
How did we do?

CLASS Outcomes - Instructional Support Domain
3's Classroom

(Breakdown of Instructional Support)

- Instructional Support
- Concept Development
- Quality Feedback
- Language Modeling

National Average
Fall 2011
Spring 2012
How did we do?

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

- National Average: 100
- Fall 2011: 109
- Spring 2012: 112.3
How did we do?

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

- National Average: 100
- Fall 2011: 103.3
- Spring 2012: 111.4
How did we do?

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2011</th>
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<td>Young Toddlers, n=9</td>
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How did we do?

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

Winter:
- Exceeding Level: 21%
- On Level: 67%
- Below Level: 12%

Spring:
- Exceeding Level: 67%
- On Level: 33%