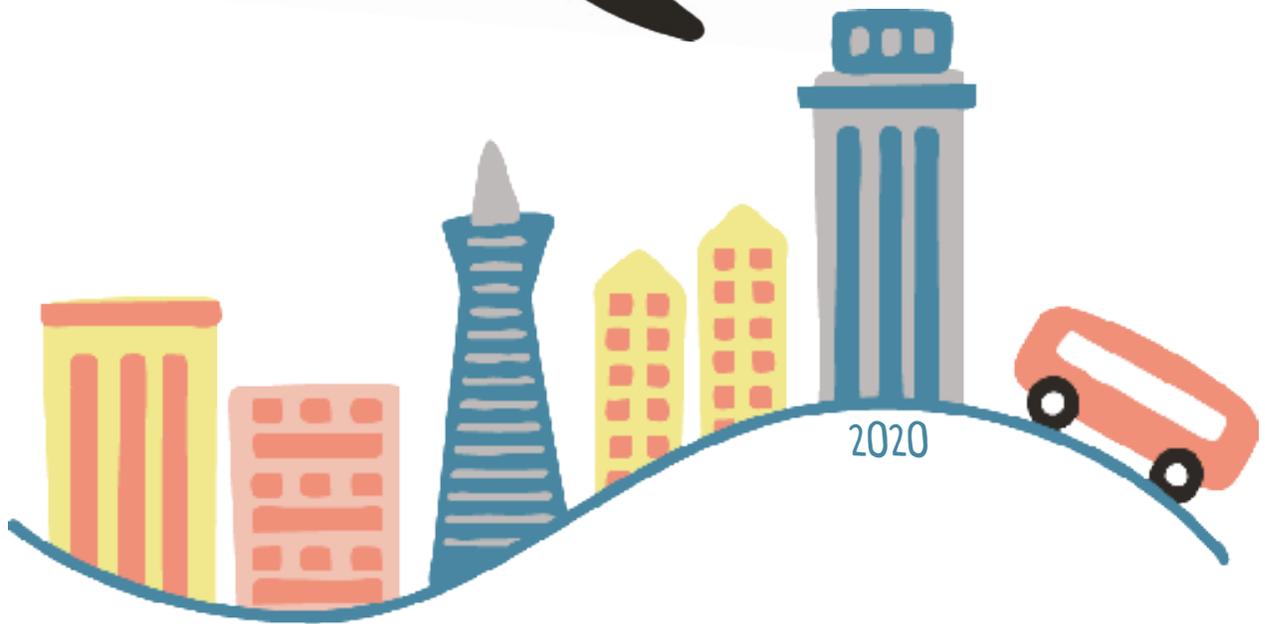


DETROIT/WAYNE COUNTY

TALKING IS TEACHING: TALK, READ, SING

COMMUNITY
CAMPAIGN GUIDE



TALKINGISTEACHING.ORG | #TALKINGISTEACHING



TALKING IS
TEACHING.



WELCOME

In 2014 Too Small to Fail launched “Talking is Teaching: Talk, Read, Sing,” a research-based public awareness and action campaign designed to share information with parents about the critical role they play in their child’s early brain and language development, and to support them with concrete tools to talk, read and sing with their young children from birth.

In 2017, with ongoing assistance, support and guidance from Too Small to Fails’ national “Talking is Teaching: Talk, Read, Sing” campaign staff, Great Start Collaborative-Wayne in partnership with Wayne RESA developed our local Detroit/Wayne County “Talking is Teaching: Talk, Read, Sing!” Community Campaign. We are honored to bring this impactful work to our community in ways that best meet the needs of our families.

Our Detroit/Wayne County “Talking is Teaching: Talk, Read, Sing” Campaign is designed to make small moments big by creating opportunities for meaningful family conversations anytime and anywhere. The Campaign will:

- Involve and provide information to trusted messengers such as pediatricians, home visitors, child care providers, faith leaders, librarians, social service providers, etc. who have established positive trusting relationships with parents and are conduits of information and strategies to support early language interactions within families.
- Provide high quality information and tools to families, early childhood professionals and the community at large including our unique one, five, 10 and 30 minute messages.
- Imbed messages in community spaces ranging from grocery stores, laundromats, playgrounds, WIC offices and the like to signage on public transportation vehicles, street level signage and social media as well as local media outreach.

In a nutshell:

The research is clear: the brain develops more rapidly in the first few years of life than at any other time in life.

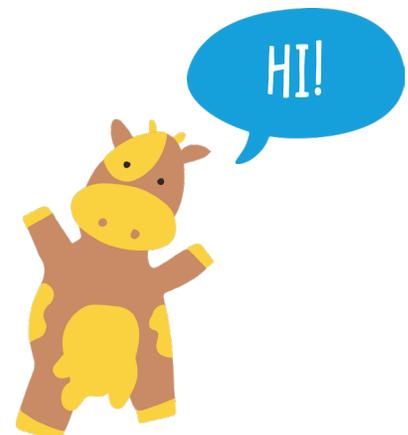
The need is critical: 67% of Wayne County third grade students are not achieving reading proficiency and approximately 85% of Detroit third grade students are not achieving reading proficiency.

Join us! Let’s all talk, read and sing to our little ones! Babies need loving words in order to build their brains for all future learning.

Sincerely,

Kathleen Alessandro, Director, Great Start Collaborative-Wayne

Elaine Koons, Education Leader, Great Start Collaborative-Wayne



TRAINING OVERVIEW

The Detroit/Wayne County Talking is Teaching: Talk, Read, Sing Community Campaign has been built to increase everyone's knowledge about the importance of talking and interacting with young children beginning at birth. Reinforcing messaging, skill building, esteeming adults for what they are already doing and working together to help each of us do more are the critical elements of this Campaign.

This training will offer participants:

- An overview of the National Talking is Teaching: Talk, Read, Sing Community Campaign, designed by Too Small to Fail.
- An overview of the Detroit/Wayne County Talking is Teaching Campaign, part of the national effort.
- Research and rationale supporting the Campaign.
- A review of materials developed for the Detroit/Wayne County Campaign and materials available through the National "Talking is Teaching" Campaign. Discussion on how to utilize these materials.
- Specific training on how to facilitate the 30 minute Parent/Family Education and Empowerment Session.
- Evaluating our work.
- How to obtain additional support and/or materials.
- Pertinent Research

OVERVIEW OF NATIONAL AND LOCAL CAMPAIGNS

WHAT IS THE NATIONAL TALKING IS TEACHING: TALK, READ, SING COMMUNITY CAMPAIGN?

“Talking is Teaching: Talk, Read, Sing” is a public awareness and action campaign designed to share information with parents about the critical role they play in their child’s early brain and language development, and to support them with concrete tools to talk, read and sing with their young children from birth.

This Campaign is a community campaign, meeting parents where they are to help them prepare their children for success in school and beyond. Whether at the pediatrician’s office, laundromat, grocery store, library, playground or place of worship, Talking is Teaching makes small moments big by creating opportunities for meaningful family engagement anytime, anywhere.

The National Campaign, was launched by the Clinton Foundation in 2014 with flagship sites in Tulsa, Oklahoma and Oakland, California. In March, 2018, our Detroit/Wayne County Community Campaign was established as one of 13 sites in eight states participating in the National Talking is Teaching: Talk, Read, Sing Campaign. To date, there are close to 30 Community Campaigns throughout the nation.

WHAT IS THE DETROIT/WAYNE COUNTY TALKING IS TEACHING: TALK, READ, SING COMMUNITY CAMPAIGN AND WHY WAS IT CREATED?

The Detroit/Wayne County “Talking is Teaching: Talk, Read, Sing” Campaign, like all local campaigns utilizes the wealth of research, information, guidance and high quality materials provided by the National Campaign to create a local campaign based on local realities.

WHAT DROVE US TO CREATE OUR CAMPAIGN?

- Overwhelming research and literature about the importance of early brain development. Please see research list at in the addendum section..
- Overwhelming research and literature about the importance of early language interactions on brain development. Please see research list at the end of this manual.
- Overwhelming concerns about the percentage of children in our community not reading proficiently by third grade.
- Literacy skills will not be strong unless early language skills are enriched.

HOW DID WE SELECT “TALKING IS TEACHING: TALK, READ, SING COMMUNITY CAMPAIGN AS THE VEHICLE TO ADDRESS CONCERNS LISTED ABOVE?

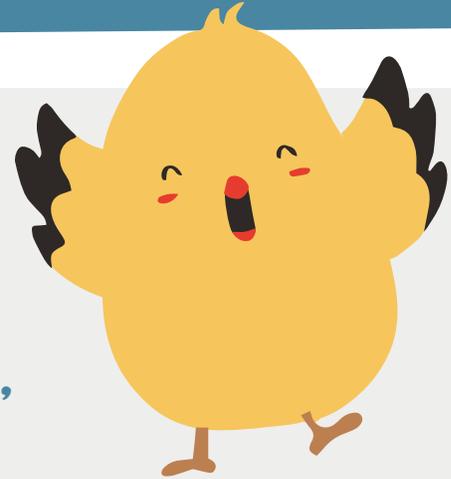
After a thorough review of nationally recognized early language and literacy initiatives, three of these initiatives were identified to meet the needs we had to promote and support early language development: “Talking is Teaching: Talk, Read, Sing” (Too Small to Fail), “Babies Need Word”, (Association for Library Services to Children) and “Thirty Million Words, Building a Child’s Brain, Tune In, Talk More, Take Turns” (Dana Suskind, M.D.) “Talking is Teaching: Talk, Read, Sing” was by far the most comprehensive initiative and has become the backbone of our local campaign. We have added aspects of “Babies Need Words” and “Thirty Million Words” to our local campaign.

The work of Great Start Collaborative-Wayne focuses on building and supporting the early childhood system in Wayne County consisting of three audiences that we always address: families, early childhood providers/professionals and the community at large. The “Talking is Teaching: Talk, Read, Sing Campaign” masterfully includes these three audiences.

TALKING IS TEACHING: BABIES NEED WORDS!

TALK, READ, SING COMMUNITY CAMPAIGN – DETROIT AND WAYNE COUNTY

Great Start Collaborative-Wayne and Wayne RESA have completed the work to establish Detroit and Wayne County as part of the national “Talking is Teaching – Talk, Read, Sing” Campaign. Your involvement will help assure that families not only understand the importance of early brain development on all future learning, but also have the information and tools to nurture learning from the minute their babies are born.



WHY JOIN THE “TALKING IS TEACHING: BABIES NEED WORDS!” COMMUNITY CAMPAIGN?

Working together to deliver messages about the importance of early learning as well as strategies to support early learning during everyday activities will make a profound, positive difference for children. Without strong language skills, strong literacy skills won't develop.

CONSIDER THESE FACTS:

1. The brain develops more rapidly in the first few years of life than at any other time in life.
2. Without positive interactions from loving adults, brain development won't reach its' potential.
3. By age four, some children hear up to 30 million words more than others. Parental knowledge about child development can positively impact this statistic.
4. Small and meaningful actions – such as talking, reading and singing to young children – support early learning and development, and strengthen the parent-child bond.
5. Reading aloud to young children is a habit that is essential in developing reading skills in children.
6. Learning to read is an eight-year process that begins the minute parents first interact with their newborn baby! Being able to read proficiently by the end of third grade is imperative.

WHAT ELEMENTS DEFINE A TALKING IS TEACHING COMMUNITY?

- Trusted messengers, such as pediatricians, home visitors, or faith leaders who have established positive, trusting relationships with parents and are conduits of information and tools.
- High quality materials and tools.
- Messages in community spaces and local media, ranging from grocery store signage to billboards and posters in and around public transportation to local radio ads and social media outreach.

HOW CAN YOUR ORGANIZATION GET INVOLVED?

- Know the facts. Become a trusted messenger.
- Display/distribute/discuss materials.
- Host learning sessions for parents, professionals and community members.
- Assist with costs associated with purchasing, designing and distributing materials.

FOR MORE INFORMATION ON HOW TO SUPPORT THIS WELL-RESEARCHED, IMPERATIVE INITIATIVE PLEASE EMAIL FEEDBACK@GREATSTARTWAYNE.ORG.

RESEARCH & RATIONALE

What is the Research and Rationale supporting the Detroit/Wayne County “Talking is Teaching: Talk, Read, Sing” Community Campaign?



CONSIDER THESE FACTS:

1. The brain develops more rapidly in the first few years of life than at any other time in life. **Brain development is all about neurons making connections. More connections build stronger brains.**

<https://developingchild.harvard.edu/resources/experiences-build-brain-architecture/>

2. Without positive interactions from loving adults, brain development won't reach its' potential. **This is why parents are the first and most important teachers. Children love and need their parents' attention, voice and presence.**

<https://www.youtube.com/watch?v=tpeBlz1ec18>

3. By age four, some children hear up to 30 million words more than others.
-
-
-

4. Small and meaningful actions – such as talking, reading and singing to young children – support early learning and development, and strengthen the parent-child bond.
Small actions = big results.

<https://developingchild.harvard.edu/resources/serve-return-interaction-shapes-brain-circuitry/>

5. Reading aloud to young children is a habit that is essential in developing reading skills in children. **Comprehension, or understanding is the reason we read. Young children need to know how books work.**

<https://vimeo.com/103169733>

6. Learning to read is an eight-year process that begins the minute parents first interact with their newborn baby! Being able to read proficiently by the end of third grade is imperative. **Age eight marks the end of the period of life called “early childhood” It is also the time when we transition from “learning to read” to “reading to learn.”**

SPECIFICS



SPECIFICS OF DETROIT/WAYNE COUNTY CAMPAIGN, 30 MILLION WORD PROJECT, BABIES NEED WORDS

ONE MINUTE LESSONS, DISCUSSION ON WHEN AND HOW TO USE

TALKING IS TEACHING.

SO TALK, READ AND SING WITH YOUR LITTLE ONES. IT'S THE BEST WAY TO BOOST THEIR BRAIN POWER (IT'S ALSO A GREAT WAY TO HAVE THEM)





The more words children hear and understand, the better prepared they will be to learn. Talk to your baby about what you are doing and about what your baby is doing every day.



The brain develops more rapidly in the first few years of life than at any other time in life. Talk, sing and read with your little one to boost this development.



Loving words and caring touches help your baby's brain develop. Hold your baby and sing a soothing song. It's your voice and touch that matter.



Read aloud to your little one. It's a great way to introduce new words as well as a love of reading. Make up your own stories, it's your voice that your baby wants to hear.



Everywhere you go, use words to talk about what you see and what your baby is looking at or pointing to.



Babies begin learning to talk by taking turns with you. When baby makes sounds, make the same sounds back. These are your first loving conversations!



Sing songs to your baby that you remember from your childhood. Pass your family heritage on to your baby.



Healthy food helps grow a healthy baby, but to grow a healthy brain, babies need more. Babies need lots of loving words.



Use words of encouragement. Instead of saying "No, Stop, Be quiet," use positive words and a happy voice. "Here, play with this toy instead of the remote control."



The very best way to increase your baby's learning and opportunities for future success is to talk with your baby throughout the day every day.



"Babies aren't born smart, they're made smart by parents talking with them."
- D. Suskind, M.D.



Use new and interesting words. You can call a big truck an enormous truck, call good food delicious food, and call a dirty hand a grimy hand.



Add to what your little one says. If baby says "doggie", you can say, yes it's a furry doggy. If baby says "up" you can say "I'm picking you up."



Tell stories to your little ones about your day, about you when you were little, about places you have been, about how you felt when you first met them.



SPECIFICS OF DETROIT/WAYNE COUNTY CAMPAIGN, 30 MILLION WORD PROJECT, BABIES NEED WORDS

FIVE MINUTE LESSONS, DISCUSSION ON WHEN AND HOW TO USE

LEARNING IS EVERYWHERE,
SO TALK, READ AND SING
WITH YOUR CHILDREN ABOUT
EVERYTHING!
IT WILL BUILD THEIR BRAINS
AND MAKE ALL FUTURE
LEARNING EASIER!
IT'S ALSO A GREAT WAY TO
LOVE THEM!

TALKINGISTEACHING.ORG
ISMAIL TO FALL
LAESA
DETROIT

TALKING IS TEACHING.
TALK READ SING

IN YOUR HOME

- Find matching socks while sorting laundry. Talk about why they match.
- Talk about colors or shapes of things in your home.
- Talk about hot and cold in the kitchen.
- Talk about the number of plates you will need for everyone in your family when setting the table.
- See what floats and sinks in the water at bath time.
- Sing and dance together.
- Tell your children stories about your life and about their life – the day they were born, good memories from your childhood, pets you had, the places you have been, foods you loved...
- Always make time to answer your child's questions.

WHEN YOU ARE OUTSIDE

- Talk about the weather, the sun, the breeze, the rain. Use descriptive words like "chilly, crisp, sweltering, mild, bright, gloomy..."
- Talk together about sizes, shapes and colors that you see.
- Notice the sounds that you hear; birds chirping, dogs barking, leaves rustling, cars running, doors slamming... Talk together about all of it.
- Walk, run, heir, skip, hop, and jump together. Have fun and talk together about what you are doing and how it makes you feel.
- Count things like sidewalk squares, houses, cars, people, bugs and birds.
- Touch things – trees, grass, fences, parked cars, stones, flowers, snow... and talk together about how each thing feels.
- Always make time to answer your child's questions.

AT THE GROCERY STORE

- Talk about sizes, shapes and colors of fruits and vegetables. Use words such as bigger/smaller, lighter/darker, rough/smooth...
- Talk about foods that are for breakfast, lunch, dinner or snacks. Talk about items that are "food" and "not food."
- Count items as you put them in your cart and as you unload them.
- Ask your child to find things of a certain color or shape. Let your child ask you to find things of a certain color or shape.
- Talk about aisles, rows, uniforms, carts and signs and anything else that you can discover and learn about in the store.
- Talk about what you did before you came to the store and what you will do when you get home.
- Always make time to answer your child's questions.

AT BEDTIME

- Have a routine and talk about what happens first, next and last. Something like: "First we put on our jammies, then we brush our teeth, then we read a book or sing a song and then you go to bed."
- On evenings when you have time, talk with your child about the things you both did during the day. Ask your child to remember with you, take turns.
- On evenings when you have time, talk with your child about what the plans are for tomorrow. Ask your child what he/she is looking forward to.
- Close the day with a hug and a kiss. Children always need the security of knowing they are loved.
- Always make time to answer your child's questions.

AT THE FARM

- On the way to the farm, talk about what you might or might not see there.
- Talk about the different types of animals you see.
- Talk about the sizes and colors of the animals. Find the biggest one and the smallest one.
- Talk about how the animals move.
- Talk about the sounds they make.
- Talk about what they eat.
- Sing "Old MacDonald Had a Farm"
- On the way home, talk about what you saw, heard and smelled at the farm.
- Always make time to answer your child's questions.

DESIGN YOUR OWN

AT CHURCH, IN THE MORNING, IN THE CAR, VISITING FRIENDS,
HOLIDAYS, AT THE BEACH, AT THE PARK...

SPECIFICS OF DETROIT/WAYNE COUNTY CAMPAIGN, 30 MILLION WORD PROJECT, BABIES NEED WORDS

TEN MINUTE LESSON, DISCUSSION ON WHEN AND HOW TO USE

TALKING IS TEACHING: TALK, READ, SING!
BUILDING YOUR CHILD'S FUTURE ONE WORD AT A TIME

PARENTS:
The more words your little one hears in conversations with you, the more connections their brain makes about words and what they mean. Understanding lots of words makes all learning easier, so talk, read and sing with your child!



BECAUSE:

- The brain develops more rapidly in the first few years of life than at any other time in life.
- Loving words and caring touches help your baby's brain develop.
- The more words children hear and understand, the better prepared they will be to learn.
- Reading aloud to your child is a great way to introduce new words as well as a love of reading. If you are not a confident reader, "read" the pictures. It's your voice that is important.

TALKINGISTEACHING.ORG
SMALL TO FAIL IRESA
TALKING IS TEACHING. TALK READ SING

TUNE IN

- Notice what your child is focused on.
- Tune in, join in, and talk about it.

TALK MORE

- Talk about what you are doing, talk about what your child is doing.
- Expand on what your child says.

TAKE TURNS

- Respond to your child's sounds, gestures and eventually, words.
- Give your child time to respond to you.
- Ask lots of questions that require more than a "yes" or "no" answer.

WHAT AM I ALREADY DOING? WHAT ELSE CAN I DO?
When, where and how can I make sure that my child hears and knows lots and lots of words?

THIRTY MINUTE FACILITATED PARENT MEETING, TRAINING ON HOW TO ORGANIZE AND FACILITATE

TALKING IS TEACHING: TALK, READ, SING!
BUILDING YOUR CHILD'S FUTURE ONE WORD AT A TIME

PARENTS:
The more words your little one hears in conversations with you, the more connections their brain makes about words and what they mean. Understanding lots of words makes all learning easier, so talk, read and sing with your child!



SO:

TUNE IN
TALK MORE
TAKE TURNS

BECAUSE:

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TALKINGISTEACHING.ORG
SMALL TO FAIL IRESA GREATSTART.ORG
TALKING IS TEACHING. TALK READ SING

MY NOTES:

TUNE IN
Notice what your child is focused on.
Tune in, join in, and talk about it.

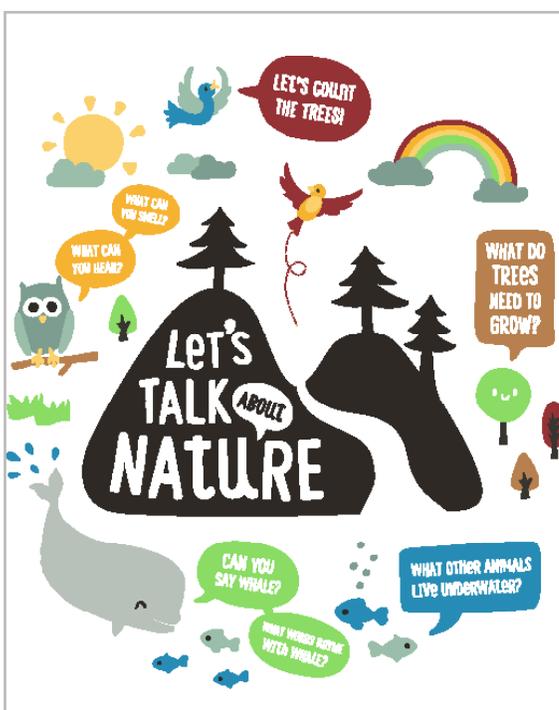
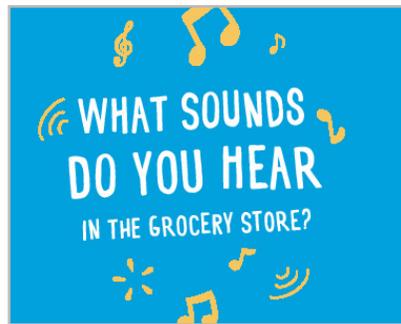
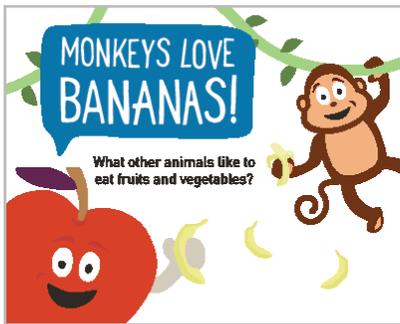
TALK MORE
Talk about what you are doing, talk about what your child is doing.
Expand on what your child says.

TAKE TURNS
Respond to your child's sounds, gestures and eventually, words.
Give your child time to respond to you.
Ask lots of questions that require more than a "yes" or "no" answer.

WHAT AM I ALREADY DOING? WHAT ELSE CAN I DO?
When, where and how can I make sure that my child hears and knows lots and lots of words?

SPECIFICS OF DETROIT/WAYNE COUNTY CAMPAIGN, 30 MILLION WORD PROJECT, BABIES NEED WORDS

PLACES AND SPACES MESSAGING, DISCUSSIONS ON WHERE AND HOW TO USE



**FACILITATOR
TRAINING**



FACILITATOR TRAINING

“TALKING IS TEACHING: TALK, READ, SING! BUILDING YOUR CHILD’S FUTURE ONE WORD AT A TIME”

- The parent/family education, discussion and action piece “TALKING IS TEACHING: TALK, READ, SING! BUILDING YOUR CHILD’S FUTURE ONE WORD AT A TIME” is designed to be a 30 minute facilitated conversation based on precise, research based information about the importance of talking, reading and singing with young children from the minute they are born. Make sure you have taken the time, through reviewing this Facilitator’s Guide, to become knowledgeable about the research and strategies that define this premise.

Why facilitated conversation rather than lecture?

<https://developingchild.harvard.edu/resources/building-adult-capabilities-to-improve-child-outcomes-a-theory-of-change/>

PLANNING YOUR MEETING

Since this is designed to be a short (30 minute) meeting, it makes the most sense to either add it to an event or gathering where parents of young children will be in attendance or add something else to it – a meal, a play group, book sharing or read aloud, music experience...

If possible, host the meeting in a space where parents can sit at tables in a U shape in order to make conversation easier. Because it is a short meeting aimed at parents of babies and toddlers, it is typically best not to provide childcare, but let the children attend with their parents. If childcare is already provided, and children are used to the space and the provider, it may work for children to be separated from their parents/family.

The number of participants will vary, but in order to have rich conversation, at least three participants should be in attendance. A maximum of 15

participants is suggested so that everyone has a chance to participate.

SAMPLE INVITATION is in Addendum Section.

FACILITATING THE MEETING – GETTING STARTED

Give participants the hand out as they enter the room.

Begin by welcoming attendees and telling them in your words, that they are about to be part of an uplifting experience that will:

- Teach them about the importance of early language for brain development, reading, and all future learning.
- Help them realize all of the good they are doing for their little ones by talking, reading and singing to them.
- Share ways to do even more!

Introduce yourself and mention the young children that are in your life (children, grandchildren, children in your care, neighbors...)

Ask each of them to introduce themselves and talk about the young children in their lives.

This type of introduction gets everyone’s voice in the room so that right away, you all become part of a learning community.

FACILITATING THE MEETING

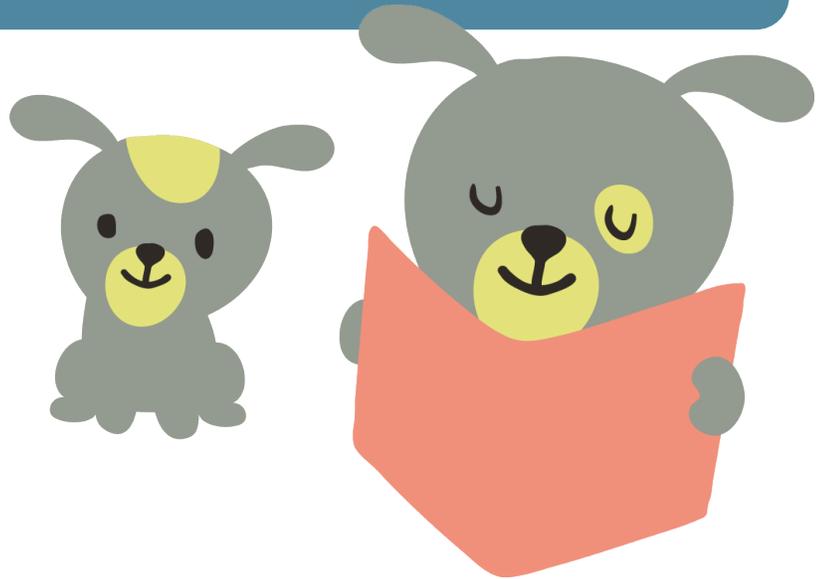
Please keep in mind that you will be introducing information during the beginning (front page of handout) of the meeting and then facilitating conversation about that information and how it relates to people’s lives during the second part of the meeting (back page of handout).

TALKING IS TEACHING: TALK, READ, SING!

BUILDING YOUR CHILD'S FUTURE ONE WORD AT A TIME

PARENTS:

The more words your little one hears in conversations with you, the more connections their brain makes about words and what they mean. Understanding lots of words makes all learning easier, so talk, read and sing with your child!



SO:

TUNE IN
TALK MORE
TAKE TURNS

Citation, Thirty Million Words at the University of Chicago



BECAUSE:

- The brain develops more rapidly in the first few years of life than at any other time in life.
- Loving words and caring touches help your baby's brain develop.
- The more words children hear and understand, the better prepared they will be to learn.
- Reading aloud to your child is a great way to introduce new words as well as a love of reading. If you are not a confident reader, "read" the pictures. It's your voice that is important.

MY NOTES:



Notice what your child is focused on.
Tune in, join in, and talk about it.



Talk about what you are doing, talk about what your child is doing.
Expand on what your child says.



Respond to your child's sounds, gestures and eventually, words.
Give your child time to respond to you.
Ask lots of questions that require more than a "yes" or "no" answer.

WHAT AM I ALREADY DOING? WHAT ELSE CAN I DO?

When, where and how can I make sure that my child hears and knows lots and lots of words?

FACILITATOR TRAINING

STEP BY STEP SUPPORT FOR FACILITATING THE MEETING

- The front page of the **“TALKING IS TEACHING: TALK, READ, SING! BUILDING YOUR CHILD’S FUTURE ONE WORD AT A TIME”** handout is meant to outline all of the reasons that talking to, reading with and singing to children builds their brains and supports their social emotional development for learning and life.
- Facilitators can read the **“PARENTS”** paragraph directly from the sheet.
- The four points in the **“BECAUSE”** section can be read aloud by the facilitator, or by participants taking turns and the facilitator can say something like, “And this is all illustrated very well in the following video” and show the HEART video. <https://www.youtube.com/watch?v=tpeBlz1ec18>. After the video is shown, the facilitator can ask, “What is one thing you saw in this video that is meaningful to you?”
- The **“SO: TUNE IN, TAKE TALK MORE, TAKE TURNS”** Can be introduced as a simple, achievable enrichment of what parents are already doing with their children. I would introduce it kind of like a “magic prescription” that we are all already doing, but can do more of now that we are aware of how much it matters.
- **NOTE:** Feel free to use any of the other short videos introduced to you during the first half of our training if you would like to.

Then go to the back of the sheet to talk more about Tune In, Talk More, Take Turns. Tell parents the sheet is designed to take notes for themselves in case they remember or hear something that they want to do when they get home.



- For **“TUNE IN”** ask parents what it looks and feels like when someone is tuning in to what they are doing or saying. (eye contact, body language, facial responses, verbal responses...) You could even have participants pair up and tune in to each other for one discussion and ignore each other for another. <https://tinyurl.com/y9ogsh8d> NOW you can have a group discussion lead by these types of questions:
 - How do you tune in to your child first thing in the morning?
 - How do you tune into your child when you are in the car or on the bus?
 - How do you tune into your children when they are afraid?
 - How do you tune into your children when they are happy?
 - How do you tune into your children when they are watching TV?
 - How do you tune into your children when they don’t understand something?
- For **“TALK MORE”** – point out that more words matter. That children who hear and learn more words have more “brain power” to learn new things. Talk about the “business talk” of life, which we all have to include in our day to day words with children, and the “chit-chat talk of life where meaningful language enrichment occurs.”
 - How can you talk more at the grocery store?
 - How can you talk more while watching TV together?
 - How can you talk more before or after childcare or preschool?
 - How can you talk more while doing laundry?
 - How can you talk more while grocery shopping?
 - How can you talk more at mealtime?

FACILITATOR TRAINING

- For **“TAKE TURNS”** – Point out that turn taking while talking with your child lengthens conversations as well as your child’s conversational skills, feelings of self-esteem and connection to you. The number of turns taken in a conversation is as or more important as the number of words your child hears!
 - How do you encourage more turn taking while reading a book?
 - How do you encourage more turn taking while shopping?
 - How do you encourage more turn taking while playing?
 - How do you encourage more turn taking when traveling about town?
 - How do you encourage more turn taking after seeing a movie or TV show/
 - How do you encourage more turn taking when your child is confused about something.

TO CLOSE MEETING:

It is very important that participants leave feeling “nourished” about what they are already doing and encouraged and committed to do more. That is why the last two questions are so important.

Have participants take time to answer “What am I already doing? What else can I do? Ask people willing to share to do so.

Upon closing – give participants the “five minute” lesson cards to take home – if time, ask what time or space they might use to design their own card.

Thank participants and have them complete three question feedback form and leave with you (in Addendum Section).



WHERE TO SEND FEEDBACK FORMS

Send participant feedback forms with your feedback form (in Addendum Section) to: Great Start Collaborative-Wayne, 7445 Allen Rd., Suite 160, Allen Park, MI 48101 in the SASE given to you at training.

HOW TO GET MORE MATERIALS

Please email feedback@greatstartwayne.org

QUESTIONS?

ADDENDUM



DO YOU LOVE AND CARE FOR A CHILD WHO IS A BABY, TODDLER OR PRESCHOOLER?

If so, don't miss this meeting! You will learn and share proven, easy, everyday ways to boost their brain power now and for the rest of their lives.

TALKING IS TEACHING: TALK, READ, SING!
BUILDING YOUR CHILD'S FUTURE ONE WORD AT A TIME

WHEN:

WHERE:

TO REGISTER:



**TALK
READ
SING**

TALKING IS TEACHING.ORG

DO YOU LOVE AND CARE FOR A CHILD WHO IS A BABY, TODDLER OR PRESCHOOLER?

If so, don't miss this meeting! You will learn and share proven, easy, everyday ways to boost their brain power now and for the rest of their lives.

TALKING IS TEACHING: TALK, READ, SING!
BUILDING YOUR CHILD'S FUTURE ONE WORD AT A TIME

WHEN:

WHERE:

TO REGISTER:



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READ
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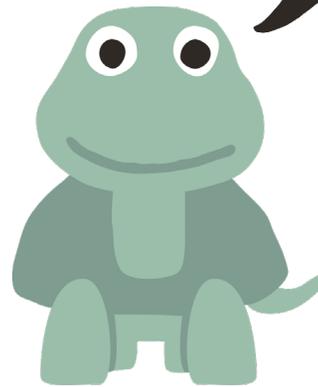
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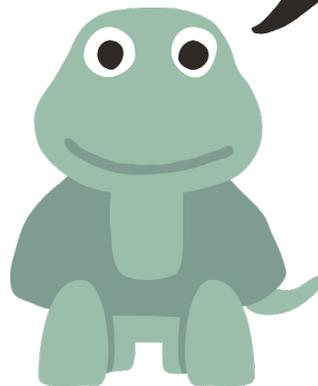
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WE NEED YOUR FEEDBACK!

On a scale of 1 – 5 did you find this meeting

1

2

3

4

5

Not Helpful

Somewhat Helpful

Very Helpful

What did you like or dislike about this meeting?

What is something you will do as a result of what we shared at this meeting?

THANK YOU!!

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FACILITATOR EVALUATION

Facilitator:

Date/Time of Meeting:

Location:

in Attendance:

Your reflection on this experience for yourself and for participants:

Please submit this along with the participant feedback forms from your meeting to: Great Start Collaborative-Wayne, 7445 Allen Rd, Suite 160 Allen Park, MI 48101 in the SASE given to you at training.

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UNDERSTANDING THE 30 MILLION WORD GAP

Elaine Koons, Education Leader, Great Start Collaborative-Wayne

THE HISTORY OF THE LANDMARK STUDY

In 1965, during the War on Poverty, Betty Hart and Todd Risley, Child Psychologists at the University of Kansas, wanted to identify how to improve the poor academic achievement of low-income children. They challenged the conventional wisdom of the time that if you do well in school it's because you are smart, if you don't, it is because you are not.

Hart and Risley designed a prevention model, a half day program for the Turner House Preschool, located in an impoverished neighborhood in Kansas City, Kansas. This model focused on building the everyday vocabulary children were using and evaluating the growth of that vocabulary. The Turner House children experienced a spurt of new vocabulary, but the language enrichment did not accelerate new vocabulary usage beyond direct teaching of new words. The developmental trajectory of the Turner House students did not change.

THE STUDY PRODUCING FINDINGS OF A 30 MILLION WORD GAP BY AGE THREE

Thankfully, Betty Hart and Todd Risley did not give up! They insisted on finding out why their 1965 project failed. In 1982 they initiated a study to see what was happening to children in their homes at the very beginning of their vocabulary development. Families entered the study when their children were seven to nine months old and stayed until their children were three years old. Betty Hart, Todd Risley and their research team spent two and a half years observing 42 families from all socioeconomic strata for an hour each month to learn what went on in homes with babies and toddlers as they were learning to talk. The researchers

observed, recorded and analyzed over 1300 hours of casual interactions between parents and their language-learning children. Analyzing this data in multifaceted ways in order to provide as much information as possible took an additional three years.

THE RESULTS

The researchers expected to find differences but also found important similarities among families from all socioeconomic levels.

“Our surprise was... how naturally skillful all the parents were and the regularity with which we saw optimum conditions for language learning.”

The data also showed striking differences in not only how many words children heard, but the types of words and the amount of responses parents gave to their children.

IN ONE HOUR:



The highest SES children heard an average of 2,000 words while children in the lowest SES families heard 600 words.



Highest SES parents responded to their children about 250 times, lowest SES parents responded less than 50 times.



Children in the highest SES heard about 40 expressions of verbal approval per hour. Children in the lowest SES homes, about four.

The cumulative effect of these hourly numbers showed an ever widening gap. Follow up studies show that these differences had lasting effects on a child's performance later in life. The word gap became the achievement gap. However; parental knowledge about child development and the importance of talking with children can positively impact this gap!



MORE ABOUT THE RESULTS

The study followed children to age three, but the data has been extrapolated to estimate the amount of early experience children of different SES groups might bring to preschool at age four. The researchers estimated that by age four, children in a professional family would have accumulated experience with almost 45 million words, children in a working class family, would have accumulated experience with 26 million words and children in a poor family would have accumulated experience with 13 million words. This extrapolation indicates a word gap of 32 million words between the highest and lowest SES by age four.

The word count is the total number of words, not the number of different words.

PRACTICAL IMPLICATIONS

The data revealed that the most important aspect of children's language experience is its amount... there is less need for programs to try to teach parents to talk differently to their children or to change parent styles of interacting and more need for programs to help parents learn to talk more to their children.

- Betty Hart, Todd Risley

**PROFESSIONAL FAMILY
45 MILLION WORDS**



**WORKING CLASS FAMILY
26 MILLION WORDS**



**LOWEST INCOME FAMILY
13 MILLION WORDS**



32 MILLION WORD GAP

Hart and Risley's groundbreaking study showed with statistical force that the preliminary factor in what would eventually become known as the achievement gap was the difference in early language exposure. And while at first glance their data seemed to relate this to socioeconomic status, careful analysis linked it solidly to a child's early language experience, which was often, but not always linked to socioeconomic status.

- Dana Suskind, MD

SO...

With ongoing assistance, support and guidance from Too Small to Fail's national "Talking is Teaching: Talk, Read, Sing" campaign staff, and knowledge gained from Dana Suskind MD's "Thirty Million Words Initiative," Great Start Collaborative-Wayne has developed our local Detroit/Wayne County "Talking is Teaching: Talk, Read, Sing!" Community Campaign.

Our goal is to provide community wide knowledge, support and esteem to families for what they are already doing by talking, reading and singing with their children and to also offer ideas and strategies to do more to reduce the gap. **TALKING IS TEACHING!**

CITATIONS

Hart, Betty, and Todd R. Risley. 1995. "The Early Catastrophe: The 30 Million Word Gap by Age 3"

Hart, Betty, and Todd R. Risley. 1995. Meaningful Differences in the Everyday Experiences of Young American Children. Baltimore: Paul H. Brooks Publishing Co.

Suskind, Dana and Beth Suskind. 2015. Thirty Million Words. New York: Dutton-Est 1852

TALKING IS
TEACHING.

TALK
READ
SING

RELEVANT RESEARCH

WORD GAP

Dickinson, David K., and others. 2012. "How Reading Books Fosters Language Development around the World." *Child Development Research* 2012: 1-15.

This piece pulls evidence from a number of studies that show the importance of making language the primary focus for early interventions, specifically through book reading. It highlights how book reading provides an ideal setting for fostering language while at the same time building strong affective bonds between parents and children; and how reading comprehension is critical for long-term academic success and is dependent on language abilities that emerge early in life.

Fernald, Anne, and Adriana Weisleder. 2012. "SES differences in language processing skill and vocabulary are evident at 18 months." *Developmental Science* 16 (2): 234-248.

This research finds that by 18 months of age, toddlers from disadvantaged families are already several months behind more advantaged children in language proficiency. According to the study, toddlers from wealthier homes could identify pictures of simple words they knew — "dog" or "ball" — much faster than children from low-income families. By age 2, the study found, affluent children had learned 30 percent more words in the intervening months than the children from low-income homes.

Greenwood, Charles R., and others. 2011. "Children's Home Language Environments Using Automatic Speech Recognition and Technology." *Communication Disorders Quarterly* 32 (2): 83-92.

This research replicated and extended the findings of the Hart & Risley study using automatic speech processing instead of human transcription of language samples. Thirty-seven children between the ages of 12 and 20 months were recruited, and their families' educational attainment was used as a socioeconomic indicator. The study lasted 10 months, and researchers collected audio recordings in the children's homes via LENA's automated speech processing technology. Similar to the key findings in Hart & Risley, this study found that children in lower income households heard fewer words compared to children from middle or higher-income households.

Hart, Betty, and Todd R. Risley. 1995. "The Early Catastrophe: The 30 Million Word Gap by Age 3." *Meaningful Differences in the Everyday Experiences of Young American Children*. Baltimore: Paul H. Brookes Publishing Co.

During the 1960s, Kansas psychologists Betty Hart and Todd Risley observed 42 families at different socioeconomic levels - welfare homes, working-class homes, and professionals' homes - for an hour each month to learn about what typically went on in homes with 1- and 2-year-old children learning to talk. Results showed that children in professionals' homes were exposed to an average of more than fifteen hundred more spoken words per hour than children in welfare homes. By age four, this amounted to a total gap of 32 million words.

Putnam, Robert D. 2015. *Our Kids: The American Dream in Crisis*. New York: Simon & Schuster.

There is a startling gap between parents based on education and the amount of time that they spend engaging in activities that support cognitive development, or so-called "Goodnight Moon" time. "Goodnight Moon" time includes activities such as reading, talking, and playing—activities that have increased dramatically among families with highly educated parents. In the 1960s and 1970s, highly educated and less educated parents were spending similar amounts of time reading to their children. More recently, the total gap between high- and low-educated parents' time spent on "Goodnight Moon" activities was more than half an hour daily. This gap adds up over weeks, months, and years culminating in a significant gap in time investment in young children.

RELEVANT RESEARCH

Snow, Kyle. 2013. "New Research on Early Disparities: Focus on Vocabulary and Language Processing." National Association for the Education of Young Children.

Web review of recent research findings regarding the word gap and implications for child policy and practice.

BRAIN DEVELOPMENT

Burr, Jean, and Rob Grunewald. 2006. "Lesson Learned: A Review of Early Child Development Studies."

Research review of various high-profile early intervention programs. The paper provides a summary of model programs and summarizes major findings and implications.

Caskey, Melinda, and others. 2014. "Adult Talk in the NICU with Preterm Infants and Developmental Outcomes." Pediatrics: e578-e584.

The authors of this study compared adult word counts heard by pre-term babies with Bayley Scores of Infant and Toddler Development at 7 and 18 months to investigate the relationship between early exposure to language and later cognitive and linguistic outcomes. The authors found a link between exposure to adult speech in NICU and better cognitive/linguistic outcomes at 7 and 18 months. The impact of parental speech on outcomes for preterm infants indicates an opportunity for intervention with parents beginning in the NICU.

Center on the Developing Child at Harvard University. 2007. "A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children." Cambridge.

This report is concerned with applying scientific knowledge to the formation of early childhood policy. Key insights include: 1) Ensuring safe environments, healthy and warm caregiver relationships, and learning opportunities are important for healthy development in young children. 2) Early programs are likely a better investment than later remediation, both in terms of developmental outcomes and return on investment.

Center on the Developing Child at Harvard University. 2007. "The Science of Early Childhood Development (InBrief)." Cambridge.

This two-page summary from the Harvard Center on the Developing Child highlights key insights from the science of early brain development.

Committee on Integrating the Science of Early Childhood Development. 2000. From Neurons to Neighborhoods: The Science of Early Childhood Development. J. P. Shonkoff and D. A. Phillips, eds. Washington: National Academy Press.

This landmark study is an update and synthesis of current scientific knowledge of child development from birth to age five. Key findings include: 1) Early experiences affect the development of the brain and lay the foundation for intelligence, emotional health, and moral development, but the focus on the period from "zero-to-three" is too narrow. 2) Healthy early development depends on nurturing and dependable relationships. 3) How young children feel is as important as how they think, particularly with regard to school readiness. 4) Although society is changing, the needs of young children are not being met.

RELEVANT RESEARCH

Gertler, Paul, James Heckman, and others. 2014. "Labor market returns to an early childhood intervention in Jamaica." *Science* 344 (6187): 998-1001.

This randomized controlled study examines the long-term benefits of early childhood interventions, specifically a home visiting model in Jamaica that promotes children's cognitive and social development through positive parent-child interactions. Children in the home visiting intervention demonstrated better skills than those in the control group, and their parents had improved parent-child interactions in the early years that translated into greater parental investments later on in life. Most notably, these children also earned 25 percent more as adults than those in the control group, and they also caught up (in earnings) to their advantaged peers.

Gros-Louis, Julie, and others. 2014. "Maternal Responsiveness and the Development of Directed Vocalizing in Social Interactions." *Infancy* 19 (4): 385-408.

This study finds how parents respond to infant babbling can speed the child's language development. Researchers discovered that infants whose mothers responded to what they thought their babies were saying showed an increase in developmentally advanced, consonant-vowel vocalizations, which means the babbling has become sophisticated enough to sound more like words. The babies also began directing more of their babbling over time toward their mothers. On the other hand, infants whose mothers did not try as much to understand them and instead directed their infants' attention at times to something else did not show the same rate of growth in their language and communication skills.

Kuhl, Patricia K. 2011. "Early Language Learning and Literacy: Neuroscience Implications for Education." *Mind, Brain, and Education* 5 (3): 128-142.

In this article, Patricia Kuhl uses evidence from neuroscience research to propose that it is the interaction between computational skills and social cognition that opens plasticity for language learning. Findings from her research show that early in infancy a child is able to detect the phonetic and prosodic patterns of speech, and transition from universal to language-specific listeners.

Luby, Joan, and others. 2013. "The Effects of Poverty on Childhood Brain Development: The Mediating Effect of Caregiving and Stressful Life Events." *JAMA Pediatrics* 167 (12): 1135-1142.

Several sources have demonstrated a link between poverty and the areas of the brain that are involved in stress regulation and emotion processing, and a link between supportive parenting and brain development. This study investigates the relationship between poverty, total white and total cortical gray matter volume, and hippocampus and amygdala volumes. It supports the conclusion that poverty "is associated with smaller white matter, cortical gray matter, and hippocampal and amygdala volumes" (p. 1140). However, these effects may be mediated by caregiving, and the research underscores the critical role of nurture for child well-being.