



Facilitator's Guide

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Video

Accompanying video for *Supporting Young Infants' Learning* can be streamed at http://resourcesforearlylearning.org/educators_pd/.

“Supporting Young Infants' Learning” (07:19)

Segment 1: “Build a Special Bond with Each Baby” (0:52–3:41)

Segment 2: “Talk Together—All Day Long” (3:41–4:59)

Segment 3: “Help Babies Connect with their World” (4:59–7:19)

Introduction

This professional development module is designed to help you lead educators in using best practices to support young infants' learning. It is one of several modules developed for early childhood educators by the Department of Early Education and Care of the Commonwealth of Massachusetts. For more information about this professional development module, visit http://resourcesforearlylearning.org/educators_pd/.

About this Guide

This Facilitator's Guide provides instructions and narrative for delivering a video-based training for early childhood educators. You'll find an agenda, learning goals, preparation suggestions, talking points, activities, and handouts. You'll also find general tips and resources to help you facilitate the training. Use these materials with the accompanying video to lead family child care and center-based educators in an engaging, content-rich training.

Note: To view the video referenced in this guide, go to http://resourcesforearlylearning.org/educators_pd/. Select *Supporting Young Infants' Learning*. Be sure you are able to stream the video prior to and while leading this training.

Key Ideas

- Babies come into the world wired for relationships and ready to learn. Young infants are completely dependent upon adults to meet their basic needs and to provide them with a sense of security.
- Young babies build relationships with the important adults in their lives through responsive, face-to-face interactions. In these interactions, the baby and the adult get “in tune” with one another or are “on the same wavelength” and get to know each other. They may break the connection briefly and then reestablish it. Repeated experiences of getting in tune promote a mutual love and trust that allows babies to feel secure, engage with people, explore, and learn.
- Young babies express their needs and feelings as they fuss, cry, are startled, gaze intently or turn their eyes away, squirm, reach out, and smile. When an adult responds to these movements and sounds, the baby learns that she can make things happen by communicating. She also begins to build a trusting relationship with the adult.
- The more words babies hear (spoken directly to them) between 2 and 6 months, and the more they respond and are responded to, the richer their language will be as toddlers. The high-pitched, enticing, sing-song voice that most of us naturally use when we engage babies helps them to learn sounds and words.

- Each baby takes the world at his own pace. A curious, watchful caregiver learns how much and what kind of stimulation engages this particular child at this point in his development. The tuned-in caregiver will also recognize the signs a baby shows when he has had enough singing, touching, talking, or other stimulation.

Learning Goals

After participating in this training, educators will be able to:

- Know how to get in tune with individual babies and follow their leads.
- Understand how face-to-face interaction and verbal mapping build babies' language and thinking skills.
- Use responsive interactions and verbal mapping to help babies explore interesting materials and connect with other children.
- Reflect upon how their current practices support babies' learning and identify ways to be more effective.
- Plan how they might partner with families to support their children's learning.

Agenda

| | |
|--------------------------------------|-----------------------|
| Introduction | 10–15 minutes |
| Supporting Young Infants' Learning | 15 minutes |
| Build a Special Bond with Each Baby | 15–20 minutes |
| Talk Together—All Day Long | 15–20 minutes |
| BREAK (optional) | 0–5 minutes |
| Help Babies Connect with Their World | 15–20 minutes |
| Try It | 15 minutes |
| Wrap Up | 5–10 minutes |
| Total Time | 90–120 minutes |

Preparation

Before leading this training, you should:

- Watch the video and get to know the featured best practices.
- Read through the training module. Think about your own questions and how you might respond to your participants' questions. Become familiar with the key ideas (page 2) so that you can share them in a natural, conversational way and address any questions that might arise. You may want to use the Resources for Further Learning handout to support and extend your expertise.

- Obtain and test the technology you need to share the video with participants and make sure you have a reliable Internet connection during the training.
- Gather any props or materials needed for the Try It activity.
- Rehearse and fine-tune your presentation to “make it your own.” Time yourself to make sure you are within the allotted time.
- Create a packet with copies of the following handouts for each participant:
 - Self-Assessment
 - Learning Log
 - Try It
 - Best Practices
 - Learning Guidelines and Standards
 - Resources for Further Learning
 - Training Evaluation
- Consider working with a partner the first time you lead this training. You can learn from and support each other when preparing, practicing, and facilitating. After the training, you can reflect on participants' evaluations together.

Facilitation Tips

Whether you're a new or experienced facilitator, these tips can help your training run smoothly.

- Arrive early to prepare the training room for optimal learning.
 - Place handout packets where participants check in.
 - Have pens or pencils, paper, and sticky notes or index cards on every table.
 - Check your technology setup to make sure the video plays without problems.
 - Create an area in the room (a “parking lot”) where participants can submit questions (on sticky notes or index cards) that may be beyond the scope of the current discussion.
- Create a space that is inviting and comfortable.
 - Play soft music as people arrive.
 - Greet participants with a smile and a handshake. A personal introduction helps set the stage for collaboration and learning.
- Invite partner or small group discussion.

Facilitator's Guide (CONTINUED)

- Before the training begins, invite educators to identify a partner. Explain that people learn best when they have a chance to talk about what they are learning or thinking.
 - Allow a few minutes for partners to introduce themselves to each other.
 - During the training, provide opportunities for partner interaction.
- Keep participants engaged.
 - Follow the “ten-two rule” as you present the training: Speak for no longer than ten minutes at a time and then provide participants at least two minutes of interaction or activity.
 - Avoid simply reading the talking points that have been provided. Become familiar with each point so that you can keep the training engaging, fluid, and conversational.

Training

Introduction

(10–15 minutes)

Welcome Participants to the Training

- Introduce yourself and share your background and experience. You may want to mention why you enjoy working with infants and/or educators of infants.
- Announce the length of the training (1½–2 hours) and note other logistics, such as break times, restroom location, and so on.
- Review the agenda and explain the structure of the training.
 - Participants will watch a video that explores how experienced educators support young infants' learning.
 - Participants will then watch segments of the video again, each segment focusing on a different key idea.
 - After each segment, participants will briefly discuss the main points and reflect on what they have learned. You will share your expertise as you build on participants' insights and address their questions.
 - Participants will also have the opportunity to share and reflect on their own practices. They will try out some strategies and identify practices they would like to do more often or with more intention.
- Share the learning goals and objectives. Participants will:
 - Learn how to get in tune with individual babies and follow their leads.
 - Explore how face-to-face interaction and verbal mapping build babies' language.
 - Practice using responsive interactions and verbal mapping to help babies explore interesting materials and connect with other children.
 - Reflect upon how their current practices support babies' learning and identify ways to be more effective.
 - Plan how they might partner with families to support their children's learning.
- Introduce the Learning Log.
 - The Learning Log includes questions to help participants identify best practices and distill the important points made in each video segment. The *viewing questions* help focus participants' observations on key themes and strategies.

The *reflection questions* help participants draw connections to their own experiences.

- The Learning Log can also be used to jot down notes, questions, and ideas.
- Explain the “parking lot”—if, during the training, participants have questions that are not addressed or are beyond the scope of the current discussion, they can quietly display them in the “parking lot.” Assure participants that you will address their questions either one-on-one or in the group. In the case that you don’t know an answer, try to suggest a helpful resource.
- Do an icebreaker activity to introduce participants to this module’s themes and to get them ready to learn and interact. Play The Mirror Game to explore face-to-face, or *en face* (pronounced “on fas”), interactions.

The Mirror Game

- Ask participants to find a partner, preferably someone they don’t already know. Explain that they will play a mirror game to explore how it feels to be *en face* (face-to-face with another person). Ask participants to stand up and face each other. Explain that when one person starts to move, the other person should pretend to be a mirror reflection and mimic that person’s movements. After playing the game for several minutes, ask participants, *What did you experience while being in tune with your partner?*
- Briefly explain that when interacting with infants, being face-to-face helps caregivers bond with babies, read their communications, and establish a connection with them. When *en face*, infants are better able to read adults’ facial expressions and respond, which is the beginning of developing back-and-forth communication.
- Some infants may prefer caregivers to be closer to or further away from them during these interactions. Some cultures encourage or discourage eye contact and are accustomed to more or less personal space. Call attention to the role culture plays in interpersonal communication and in forming attachments. Point out these varying responses as you notice participants standing closer or further away from each other.
- To let participants experience what it is like to be face-to-face but not in tune, try some of these variations:
 - Have partners maintain eye contact, but move in opposite directions. For example, when the leader tips her head to the left, the “mirror” tips hers to the right.
 - Have partners try to mirror each other while one crouches and the other stands.

- Ask partners to get in tune, break eye contact, and then reconnect.
- Ask a few participants to talk about how these experiences were similar to or different from the first *en face* experience. Ask, *How does being en face impact the connection you feel with someone else?*
- After the icebreaker activity, ask each participant to identify a partner to work with during the training and encourage them to share ideas. (You can offer small group discussions if you prefer.)

Complete the Self-Assessment

Educators grow and hone their skills by continually identifying their own strengths and training needs and reflecting on their own practices.

- Invite participants to complete the first half of the Self-Assessment to help them discover the skills they already possess and to identify those they would like to work on.
- Explain that toward the end of the training, participants will complete the second half of the Self-Assessment to measure their growth and learning.

Supporting Young Infants' Learning (15 minutes)

Introduce the Topic

In order to learn, young infants need to feel safe and secure. As an educator responds to a baby and engages with her in back-and-forth interaction, they build a special bond—the educator learns to understand the baby's communications and to follow her lead. Their back-and-forth, face-to-face “conversations” with smiles, coos, babbles, and words strengthen their connection and build the baby's language and cognitive skills. When the educator tells the baby what she is going to do or what is happening (verbal mapping), she helps the baby feel secure. As the educator talks with the baby throughout the day, she helps her discover interesting things to look at and explore. The educator uses their special relationship to help the infant pursue her curiosity and connect with other people.

Introduce and View the Video

Introduce the video featuring Eleonora Villegas-Reimers, Associate Professor of Education at Wheelock College, along with family child care and center-based educators.

In the video, Professor Villegas-Reimers explains that babies are learning all the time. Participants will follow Demetria, a center-based educator, and Kathy, a family child care educator, and observe some of the strategies they use to build relationships with the infants in their



“Supporting Young Infants' Learning” (07:19)

care. These caring, supportive relationships help the babies build a sense of security and trust that supports babies' learning.

Explain that participants will view the video as a whole, discuss it briefly, and then look at specific strategies in more depth. Ask participants to pay close attention to how the educators and babies respond to each other.

Group Discussion

Ask a few volunteers to share something they noticed or wondered about as they watched the video. Encourage others to respond. Link participants' contributions to the key ideas and learning goals (pages 2–3) as you note what you will be exploring in more depth during the training. Put questions that are not directly related to the main ideas in the “parking lot” so you can be sure to address them later.

Build a Special Bond with Each Baby (15–20 minutes)

Introduce the Best Practice

Babies are learning all the time—everything they do, see, hear, and feel is a learning experience. Babies are unique individuals, with their own personalities, activity rhythms, and ways of exploring the world and engaging with people. When an educator and a baby are in tune, the educator can respond to the baby's needs and communications in the moment. She can recognize when to engage, when to offer more, and when to pull back. Over time, their bond deepens as they play, explore, and read together. Their loving connection helps the baby to feel secure as he engages with new people and explores his environment.

- **Tune in to the baby's communications and make an emotional connection.** An educator and a baby get in tune as they take turns looking, vocalizing, and smiling in response to each other.
- **Follow the baby's lead.** During play, the baby will show the educator what he is interested in, when he wants more, and when he needs a break.
- **Identify a primary caregiver for each baby in a group of children.** With a primary caregiver, a baby has his own special person who can get to know him and his family well. As primary caregiver, an educator can help the baby build relationships with her coworkers and with other children in the program, just as the baby's family helps him build a special bond with his primary caregiver.

Introduce and View the Video

Invite participants to watch again a segment of the video that focuses on how the educators—Demetria, Kathy, and their colleagues—build strong bonds with each of the infants in their care. Explain that they will see the educators talk and play with babies face-to-face and respond to

their moment-to-moment communications. Participants may notice some very brief disconnects and then see a baby and adult come back together. They'll also see educators making and maintaining connections with babies even when they are not face-to-face.

In this video, participants will also see an educator adjust her comforting to the baby's rhythms as she rocks the upset baby to sleep before transferring her to a crib (not shown). Remind participants that it is never okay to leave a baby unattended in a bouncy chair, car seat, or swing.

Begin at 0:52 as Kathy asks the baby to show Talia her hand and end at 3:41 as Demetria asks baby Avery if she is comfortable. Ask participants to look for effective strategies that the educators in the video use. Use these questions to guide participants' viewing:

- *As you watch, notice how the educators and the babies make emotional connections with each other. What are the ways they do this? How can you tell when they are in tune?*
- *What do you notice about the way the educators maintain connections with babies when they are not face-to-face?*
- *What verbal and nonverbal strategies (for example, talking, singing, hugging, catching a child's eye) do you notice educators using as they respond to babies' communications and follow their leads?*

Partner/Small Group Share

After viewing the video, get participants thinking, talking, and learning together.

- Invite participants to share with each other, in pairs or small groups, what they noticed as they watched. Challenge them to use the language stem *I noticed...* or *I wonder if...* rather than *I liked....*
- Suggest that participants jot down notes, ideas, or questions in their Learning Log.

Group Discussion

Share and expand on key points covered in the video. Use some of the following questions and talking points in your discussion. Ask participants to offer examples from the video as well as to draw upon their own experiences.

What does it mean to “be present” with a baby? How can educators handle the challenge of being fully present with one child while maintaining connection with others?

- In the video Kathy says, “The main thing is that you're interacting with the kids and you're being present with the kids.” Being present means paying full attention—supporting the baby's agenda (what she is doing or trying to do) and being available to help when needed; noticing a baby's subtle signs that she wants more, doesn't like it,

wants to take a break, or has had enough; and keeping the baby physically and emotionally close.

- When caring for more than one child, educators can't be fully present and interacting with each one all the time. With effort, they can stay aware of what each child needs and make sure that they are all happily engaged. Babies need a lot of stimulating one-to-one interaction, but they also need time to initiate their own explorations, make their own discoveries, and explore their increasing interest in other children. They also need some down time (sometimes only for a few seconds) before they are ready to engage again. Educators can balance multiple children's needs by:
 - Using caregiving routines such as feeding and diapering for one-to-one conversations.
 - Taking a moment to calm oneself and clear one's mind of personal distractions in order to fully engage with a baby.
 - Using words and body language (smiling, hugging, stroking, holding, etc.) to stay connected with a baby when not making eye contact.
 - Checking in frequently and briefly to make sure a baby is still happily engaged as they engage with other children.
 - Using words and body language to help children connect with each other.
 - Using a baby's name frequently.
 - Helping older children to join in taking care of a baby, including her in their activities, and enjoying her responses.

How do babies tell educators what they need so that educators can respond appropriately?

- In the video, Demetria says, "Each baby needs something different all the time." Babies vary in the amount and type of stimulation they need (both individually and moment-to-moment). Being present with a baby and building a relationship over time helps an educator to understand a baby's signals for when she is tired, hungry, eager to play, or needing to move. Signals might be different cries, fidgeting, reaching out, or wanting to be held. An educator will learn what the baby likes and doesn't like and notice when the baby flinches, fusses, shuts down if there is too much noise or activity or has a hard time settling down when the lights are too bright.
- Families can let educators know how their babies like to be held, carried, comforted, fed, played with, and put to sleep. They can also alert educators to disruptions in babies' daily routines, which may be related to developmental advances, illness, or stress.

- It's easy to assume that a “good baby” who lies quietly doesn't need attention. For a brief period, a baby may be happily engaged in watching fluttering leaves or listening to older children playing nearby. But babies can also get bored. They need stimulation—especially the stimulation of back-and-forth human interaction and attractive things to reach for and explore.

View Again (optional)

Emphasize the key messages by showing the video a second time, if possible. Seeing the video again will give participants an opportunity to notice things they may have missed and to expand their learning.

Reflect

Help participants make the connection between what they've learned about building a special bond with a baby and what they do in their own program. Ask educators to answer the reflection questions in the Learning Log.

Talk Together—All Day Long

(15–20 minutes)

Introduce the Best Practice

Young babies thrive on their interactions with the special people in their lives. The “conversations” they have with these people strengthen the special bond they share and also build the babies' language and cognitive skills. Decades of research shows that the more words babies hear spoken directly to them in their first few months, the faster and more fully their language develops. By 6 months of age, babies understand the words they hear often, such as their own names and the names of other people, foods, and body parts. Today, we are learning that the more babies respond, the more language they learn.

- **When talking with a baby face-to-face, take turns responding to each other.** During caregiving routines, tummy time, and play times, educators and babies can be face-to-face, or *en face* (pronounced “on fas”). They can make eye contact and get in tune with each other. They might take turns making silly faces, sticking out their tongues, or smiling, but they can also talk. When a baby begins to babble, he may watch the educator's mouth intently, as if trying to learn how she makes speech sounds.
- **Use verbal mapping to let babies know what is happening or will happen.** Verbal mapping includes many kinds of talk. Like a sportscaster narrating a game, an educator might tell a baby what the baby is doing or seeing or what the two of them are doing together, for example, “You are pulling your toes!” Or an educator might tell a baby what she is doing and what will happen, for example, “First I am going to change your diaper. Then I'm going to pick you up and give you a big hug.” Educators may also use verbal mapping when singing a made-up song, sharing a hand-clapping game, or giving a baby words for actions or body parts.

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- **Have conversations with babies even when you are not face-to-face.** This can be done by checking in with the baby, noticing what she is looking at or doing and how engaged she is, following her lead as you comment, and then giving her a chance to respond to what you do or say.

Introduce and View the Video

Tell participants they'll watch a video segment in which they'll see educators talk and sing with babies. They'll watch how the educators build relationships—and language—as they have face-to-face conversations with babies, use verbal mapping to engage them in activities, and help them connect words with actions.

Begin at 3:41 as Kathy helps baby Callie look for her toes and end at 4:59 as she asks the baby if the wipe feels cold. Ask participants to look for effective strategies used by the educators in the video. Use these questions to guide their viewing:

- *As you watch, what do you notice about the babies' communications? How do the babies respond to the educators' words and facial expressions?*
- *What do you notice about how the educators engage the babies' attention, pause to let them respond, and respond to their responses?*
- *What verbal mapping do you see educators using in the video? How would you describe what they are doing?*

Partner/Small Group Share

After viewing the video, get participants thinking, talking, and learning together.

- Invite participants to share with each other, in pairs or small groups, what they noticed as they watched. Challenge them to use the language stem *I noticed...* or *I wonder if...* rather than *I liked....*
- Suggest that participants jot down notes, ideas, or questions in their Learning Log.

Group Discussion

Share and expand on key points covered in the video. Use some of the following questions and talking points in your discussion. Ask participants to offer examples from the video as well as to draw upon their own experiences.

How can educators recognize when young babies are participating in face-to-face conversations?

- There are a number of signals babies give to let educators know they are getting in tune. Babies may:
 - Move their arms and legs in rhythm to an adult's voice.

- Watch and listen intently, with wide eyes and obvious interest.
- Vocalize or babble when an adult pauses.
- Imitate the adult's actions.
- Become more alert and pay attention.
- Reach for the adult's face.
- Take something that is offered.
- Smile in response to something the adult says or does.
- Look away, grimace, cry, or pull back, then reconnect by catching the adult's eye, responding to the adult's attempts to re-engage them, or attempting to recapture the adult's attention.

What are some ways that educators can use words to create verbal maps for babies, especially when they are not face-to-face?

- There are many ways that educators can create verbal maps for babies, including:
 - Giving babies words for objects, actions, or experiences. For example, in the video we heard “It’s delicious!” “You dancin’?” “Up... and down.”
 - Using “self talk” about what they are doing (“I’m putting on my gloves”).
 - Using “mirror talk” that reflects what they assume to be the baby’s experience or thinking (“You’re telling me about it”).
 - Telling babies what is going to happen (“It might feel cold”).
 - Narrating the world (“Are they driving?”)

What benefits do babies gain from face-to-face talking and verbal mapping?

- Face-to-face talking and verbal mapping provide numerous benefits to babies:
 - They hear how language sounds.
 - They enjoy hearing language and interacting with people.
 - They build relationships that support their sense of security and trust.
 - They learn to communicate back and forth and take turns.
 - They associate words with objects, actions, and experiences and begin to learn what they mean.

- They build essential foundations for language, literacy, thinking, getting along with others, asking questions to learn, imagination, story telling, and a positive sense of self.

How can educators find more opportunities to talk with babies that feel right for both the educators and the babies?

- Professor Villegas-Reimers explains that babies enjoy hearing language and that talking with babies all the time builds specific connections in their brains that are important in the development of verbal language and of cognitive skills. To make talking with babies all the time feel more natural and appropriate, an educator can:
 - Take advantage of private moments and caregiving routines.
 - Try different verbal mapping and *en face* conversation techniques and see how a particular baby responds.
 - Talk in her home language or whichever language she feels most comfortable using with a baby.
 - Watch how families engage their babies and how the babies respond.
 - Use a high-pitched engaging voice to captures a baby's attention.
 - Imitate a baby's sounds.
 - Pretend that the baby is using real words as he babbles back at her or smiles, wiggles, laughs, etc., and try to keep the conversation going.
 - Sing songs and play games that she remembers from childhood.
 - Be silly!
 - Whisper close to a baby's ear.
 - Share a book or photo album with a baby. Read or tell a story or just talk about what she sees.
 - Explain the power and importance of talking with babies to families and colleagues.

View Again (optional)

Emphasize the key messages by showing the video a second time, if possible. Seeing the video again will give participants an opportunity to notice things they may have missed and to expand their learning.

Reflect

Help participants make the connection between what they've learned about talking with babies and what they do in their own program. Ask educators to answer the reflection questions in the Learning Log.

Break (optional)**(0–5 minutes)****Help Babies Connect with Their World (15–20 minutes)****Introduce the Best Practice**

For a young baby, the world is a new and fascinating place, filled with things (and people) to investigate and discover. It can also be overwhelming. Babies look to familiar, caring adults to help them understand and to keep them safe. When a baby's primary caregiver is nearby, he feels safe to reach out and explore. He is willing to work to solve a problem, knowing that a person he trusts will encourage his efforts and share in his delight. His primary caregiver also helps him connect with other children and adults and make new friends.

- **Help babies make discoveries and mirror their delight.** Offer just a few interesting objects at a time, so that the baby can focus on one thing or activity. Use verbal mapping and responsive conversation to support babies' investigations. Make emotional connections while mirroring their delight in discoveries and accomplishments. Think about what can be offered next to a baby to provide a new challenge or a new learning experience.
- **Help babies use their emerging skills.** Provide just enough help so that babies can enjoy success as they reach a goal themselves; then celebrate their success together.
- **Help babies connect with other children.** Position babies where they can watch each other. Offer similar toys or experiences, such as a rattle or a scarf that two babies can shake. Use verbal mapping to help them notice and connect with each other—in time, they may start babbling together!

Introduce and View the Video

Tell participants they'll watch a video segment in which Demetria offers babies toys and talks with them as she shows them what they can do with these objects. They'll also see how she helps Noah get some important tummy time and how she makes a special connection that encourages him to lift his head and look around. They'll see how Kathy includes baby Callie in older children's activities, such as going down a slide and joining older children in an action song. They'll hear Demetria and Kathy describe how much babies learn when educators are intentional about the experiences they provide.

Begin at 4:59 as Demetria praises baby Jackson for shaking the rattle and watch through the end of the video. As they watch this segment of the video, participants will notice the educators using strategies featured in the previous segments. Use these questions to guide their viewing:

- *As you watch, what do you notice about what intrigues the babies and what do they reach out for? How do educators follow their leads?*
- *What do you notice about how the educators use face-to-face conversation and verbal mapping to encourage and celebrate babies' discoveries and accomplishments?*
- *What do you notice about how educators stay in communication with babies as they help them learn to be social?*

Partner/Small Group Share

After viewing the video, get participants thinking, talking, and learning together.

- Invite participants to share with each other, in pairs or small groups, what they noticed as they watched. Challenge them to use the language stem *I noticed...* or *I wonder if...* rather than *I liked....*
- Suggest that participants jot down notes, ideas, or questions in their Learning Log.

Group Discussion

Share and expand on key points covered in the video. Use some of the following questions and talking points in your discussion. Ask participants to offer examples from the video as well as to draw upon their own experiences. (**Option:** If time is short, you may want to postpone the Group Discussion until after the Try It activity and incorporate it into the Wrap Up.)

How can educators build special bonds with young babies as they help them explore intriguing objects and practice emerging motor skills?

- There are many ways educators can build special bonds with young babies. They can:
 - Hold the baby or stay close by as the baby enjoys tummy time or works at reaching, rolling, crawling, or pulling up.
 - Get on the baby's eye level and make a connection.
 - Offer one or a few objects at a time.
 - Let babies explore objects in lots of different ways: by batting, shaking, mouthing, kicking, pulling, turning, banging, and so on. Comment on what the babies are doing and discovering. For example, say, "That feels smooth" or, "Round and round it goes."
 - Don't forget board books. Young babies especially like to look at pictures of other babies.

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- Notice what a baby reaches out for and comment using an engaging voice.
- Respond to babies' communications including cues that they are happily engaged, want more, need a break, or are tired, bored, or uncomfortable.
- Use face-to-face talk and verbal mapping to put words to what babies are doing and to prolong their engagement.
- Cheer on babies' efforts and activity!
- Call babies by name.
- Talk all the time! Match a baby's enthusiasm—use a calm, reassuring, understanding voice to soothe a baby who shows signs of distress.

How can educators strengthen their bonds with young babies as they help them learn to be social?

- An educator can:
 - Hold the baby or stay close as she positions him where he can watch or interact with other children.
 - Show affection with hugs and smiles.
 - Talk to the baby in an engaging voice as she points out what other children are doing and invite him to notice or join in.
 - Respond to a baby's moment-to-moment cues that he wants more or less stimulation and involvement.
 - Help a baby to do what others are doing in his own way.
 - Put words to babies' emotions and to those of other children.
 - Teach older children how the baby likes to be touched, talked to, and entertained; what is calming, fun, or funny; and how to stop before the baby gets overwhelmed.

View Again (optional)

Emphasize the key messages by showing the video a second time, if possible. Seeing the video again will give participants an opportunity to notice things they may have missed and to expand their learning.

Reflect

Help participants make the connection between what they've learned about helping babies connect with their world and what they do in their own program. Ask educators to answer the reflection questions in the Learning Log.

Try It

(15 minutes)

The Try It activity helps educators think about how to apply new ideas to their own programs. Ask participants to work with a partner and direct their attention to the Try It handout.

Baby Talk

Educators will practice ways of playing with a baby that help to build a relationship while also building language.

- Provide each pair with an interesting baby toy, board book, bath sponge attached to a ribbon, or household object (such as a spoon, a paper cup, or a scarf).
- Ask pairs to take turns playing the roles of educator and baby as they try out one of the “baby talk” techniques they explored in the session. Remind them of the goal: In Kathy’s words, “You are building the relationship but you are also building language.”
- Remind participants that the educator and the baby could talk face-to-face, play a hand clapping or peek-a-boo game, or pass the object back and forth or use it together. The educator could use a verbal mapping strategy such as labeling, self talk, or mirror talk to engage the baby in play or support her exploration.
- Following the role plays, have participants reflect together on some of these questions:
 - *How did the educator use her tone of voice and facial expressions to engage the baby?*
 - *Did the baby and the educator respond to each other? Did they get in tune? Did the educator use words to build both the baby’s language and their relationship?*
 - *Did the participants feel comfortable practicing the strategies with another adult? Would they feel confident using similar strategies with babies if another adult were present? What might help them feel more confident?*

Wrap Up

(5–10 minutes)

- Give participants an opportunity to share something they noticed or wondered about as they watched the segments of the video or participated in the Try It activity. Address any questions that arise, as well as questions in the “parking lot” that would add to the group’s experience.
- Invite participants to complete the second half of the “Self-Assessment” and then measure their growth and learning.

- Ask participants to look over their notes from the training and jot down three things that they want to remember from today in their Learning Log.
- Invite partners or small groups to meet and share their three “keepers.” Then ask a few participants to share their “keepers” with the larger group.
- Thank participants for attending. Remind them that they can re-view the video and get lots of activity ideas at Resources for Learning:
<http://resourcesforearlylearning.org/educators/>.
- Encourage them to fill out and return the Training Evaluation.

Glossary

attunement: understanding and smoothly responding to a baby's nonverbal signals and communications; getting “in tune” or “on the same wavelength” with a baby as you get to know each other and build a special bond

being present with a baby: giving the baby your full attention so you can get in tune

bonding: the mutual love and trust between a baby and a family member or educator who gets in tune with him

en face: (pronounced “on fas”) face-to-face, making eye contact, and attuned (or getting in tune)

open-ended questions: questions that require critical thinking, invite opinion or explanation, and have the potential to result in multiple-word answers

primary caregiver: the educator in an infant room or mixed-age setting who has primary responsibility for a particular baby, builds an enduring relationship with him and his family, and can help him connect with others in the program

responsive interaction: back and forth conversation, play, or interchange in which partners take turns answering each other's words, sounds, actions, or other communications

verbal mapping: putting words to a baby's actions or telling him what is happening or what will happen



Self-Assessment

Name: _____

Date: _____

Before the training: Place a ✓ in the box that best represents your current comfort level.

After the training: Place a ✓ in the box that best represents your new comfort level.

1 = Very uncomfortable 2 = Uncomfortable 3 = Neutral 4 = Comfortable 5 = Very comfortable

| | Before | | | | | After | | | | |
|---|--------|---|---|---|---|-------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| General | | | | | | | | | | |
| I am comfortable with my ability to . . . | | | | | | | | | | |
| Engage young babies in play, respond to their needs, and soothe them when they are upset. | | | | | | | | | | |
| Partner with families of young babies to support their children's learning. | | | | | | | | | | |
| Build a Special Bond with Each Baby | | | | | | | | | | |
| I am comfortable with my ability to . . . | | | | | | | | | | |
| Tune in to a young baby's communications and make an emotional connection. | | | | | | | | | | |
| Follow a young baby's lead. | | | | | | | | | | |
| Get to know young babies as individuals. | | | | | | | | | | |
| Talk Together—All Day Long | | | | | | | | | | |
| I am comfortable with my ability to . . . | | | | | | | | | | |
| Talk with young babies a lot throughout the day. | | | | | | | | | | |
| Engage a young baby as we talk face-to-face. | | | | | | | | | | |
| Take turns vocalizing and responding as we talk back and forth. | | | | | | | | | | |
| Use language to help babies know what is happening and what will happen. | | | | | | | | | | |
| Help Babies Connect with Their World | | | | | | | | | | |
| I am comfortable with my ability to . . . | | | | | | | | | | |
| Offer young babies interesting things to explore. | | | | | | | | | | |
| Provide just enough help to keep babies engaged. | | | | | | | | | | |
| Offer babies opportunities to practice emerging motor skills. | | | | | | | | | | |
| Comment on, encourage, and celebrate babies' discoveries. | | | | | | | | | | |



Learning Log

Build a Special Bond with Each Baby

View

In the video:

- *Notice how the educators and the babies make emotional connections with each other. What are the ways they do this? How can you tell when they are in tune?*
- *What do you notice about the way the educators maintain connections with babies when they are not face-to-face?*
- *What verbal and nonverbal strategies (e.g., talking, singing, hugging, catching a child's eye) do you notice educators using as they respond to babies' communications and follow their leads?*

Reflect

In your program:

- *How do you build emotional connections and trusting relationships with individual babies?*
- *What did you learn that you will take back to your learning environment and put into practice?*

Notes

Talk Together—All Day Long

View

In the video:

- *What do you notice about the babies' communications? How do the babies respond to the educators' words and facial expressions?*

- *What do you notice about how the educators engage the babies' attention, pause to let them respond, and respond to their responses?*

- *What verbal mapping do you see educators using in the video? How would you describe what they are doing?*

Reflect

In your program:

- *How do you talk with babies during caregiving routines, tummy time, and play time? How do you talk to and with them when you are not face-to-face?*

- *What did you learn that you will take back to your learning environment and put into practice?*

Notes

Help Babies Connect with Their World

View

In the video:

- *What do you notice about what intrigues the babies and what do they reach out for? How do educators follow their leads?*
- *What do you notice about how the educators use face-to-face conversation and verbal mapping to encourage and celebrate babies' discoveries and accomplishments?*
- *What do you notice about how educators stay in communication with babies as they help them learn to be social?*

Reflect

In your program:

- *What kinds of toys, materials, and social experiences do you intentionally offer to young babies? How do you use words to encourage their play and celebrate their discoveries and successes?*
- *What did you learn that you will take back to your learning environment and put into practice?*

Notes



Try It

Baby Talk

Practice ways of playing with a baby that build your relationship and also build language.

Work with a partner. Use an interesting baby toy, board book, or household object to try out “baby talk” techniques. Take turns playing the roles of educator and baby, then reflect together.

Educator:

Engage the baby in back-and-forth play, with you or with the object you were given.

- Talk face-to-face, play a hand clapping or peek-a-boo game, pass the object back and forth, or use it together.

Use an engaging, expressive voice as you try out one of the techniques below:

- Talk face-to-face, wait for the baby to respond, and try to get in tune as you respond to her responses.
- Use a verbal mapping strategy such as labeling, self talk, or mirror talk to engage the baby in play or support her exploration.

Baby:

Respond to the educator's offers and talk as a baby might, with coos, babbles, fussing, looking intently, reaching out, exploring, or turning away as appropriate.

Discussion Questions:

- *How did the educator use her tone of voice and facial expressions to engage the baby?*
- *Did the baby and the educator respond to each other? Did they get in tune? Did the educator use words to build both the baby's language and their relationship?*
- *Did you feel comfortable practicing the strategies with another adult? Would you feel confident using similar strategies with babies if another adult were present? What might help you feel more confident?*



Best Practices

In order to learn, young infants need to feel safe and secure. As an educator responds to a baby and engages with her in back-and-forth interaction, they build a special bond—the educator learns to understand the baby’s communications and follow her lead. Their back-and-forth, face-to-face “conversations” with smiles, coos, babbles, and words strengthen their connection and build the baby’s language and cognitive skills. When the educator tells the baby what she is going to do or what is happening (verbal mapping), she helps the baby feel secure. As the educator talks with the baby throughout the day, she helps her discover interesting things to look at and explore. The educator uses their special relationship to help the infant pursue her curiosity and connect with other people.

Build a Special Bond with Each Baby

Babies are learning all the time—everything they do, see, hear, and feel is a learning experience. Babies are unique individuals, with their own personalities, activity rhythms, and ways of exploring the world and engaging with people. When an educator and a baby are in tune, the educator can respond to the baby’s needs and communications in the moment. She can recognize when to engage, when to offer more, and when to pull back. Over time, their bond deepens as they play, explore, and read together. Their loving connection helps the baby to feel secure as he engages with new people and explores his environment.

- **Tune in to the baby’s communications and make an emotional connection.** An educator and a baby get in tune as they take turns looking, vocalizing, and smiling in response to each other.
- **Follow the baby’s lead.** During play, the baby will show the educator what he is interested in, when he wants more, and when he needs a break.

When educators work with colleagues, they may choose to identify a primary caregiver for each baby in their group of children, so that each baby will have his own special person who can get to know him and his family well. As primary caregiver, an educator can help the baby build relationships with her coworkers and with other children in the program, just as his family helps him build a special bond with his primary caregiver.

What does it mean to “be present” with a baby? How can educators handle the challenge of being fully present with one child while maintaining connection with others?

- In the video Kathy says, “The main thing is that you’re interacting with the kids and you’re being present with the kids.” Being present means paying full attention—

Best Practices (CONTINUED)

supporting the baby's agenda (what she is doing or trying to do) and being available to help when needed; noticing a baby's subtle signs that she wants more, doesn't like it, wants to take a break, or has had enough; and keeping the baby physically and emotionally close.

- When caring for more than one child, educators can't be fully present and interacting with each one all the time. With effort, they can stay aware of what each child needs and make sure that they are all happily engaged. Babies need a lot of stimulating one-to-one interaction, but they also need time to initiate their own explorations, make their own discoveries, and explore their increasing interest in other children. They also need some down time (sometimes only for a few seconds) before they are ready to engage again. Educators can balance multiple children's needs by:
 - Using caregiving routines such as feeding and diapering for one-to-one conversations.
 - Taking a moment to clear one's mind and calm personal distractions in order to fully engage with a baby.
 - Using words and body language (smiling, hugging, stroking, holding, etc.) to stay connected with a baby when not making eye contact.
 - Checking in frequently and briefly to make sure a baby is still happily engaged as they engage with other children.
 - Using words and body language to help children connect with each other.
 - Using a baby's name frequently.
 - Helping older children to join in taking care of a baby, including her in their activities, and enjoying her responses.

How do babies tell educators what they need so that educators can respond appropriately?

- In the video, Demetria says, "Each baby needs something different all the time." Babies vary in the amount and type of stimulation they need (both individually and moment-to-moment). Being present with a baby and building a relationship over time helps an educator to understand a baby's signals for when she is tired, hungry, eager to play, or needing to move. Signals might be different cries, fidgeting, reaching out, or wanting to be held. An educator will learn what the baby likes and doesn't like and notice when the baby flinches, fusses, shuts down if there is too much noise or activity or has a hard time settling down when the lights are too bright.

- Families can let educators know how their babies like to be held, carried, comforted, fed, played with, and put to sleep. They can also alert educators to disruptions in babies' daily routines, which may be related to developmental advances, illness, or stress.
- It's easy to assume that a "good baby" who lies quietly doesn't need attention. For a brief period, a baby may be happily engaged in watching fluttering leaves or listening to older children playing nearby. But babies can also get bored. They need stimulation—especially the stimulation of back-and-forth human interaction and attractive things to reach for and explore.

Talk Together—All Day Long

Young babies thrive on their interactions with the special people in their lives. The "conversations" they have with these people strengthen the special bond they share and also build the babies' language and cognitive skills. Decades of research shows that the more words babies hear spoken directly to them in their first few months, the faster and more fully their language develops. By 6 months of age, babies understand the words they hear often, such as their own names and the names of other people, foods, and body parts. Today, we are learning that the more babies respond, the more language they learn.

- **When talking with a baby face-to-face, take turns responding to each other.** During caregiving routines, tummy time, and play times, educators and babies can be face-to-face, or *en face* (pronounced "on fas"). They can make eye contact and get in tune with each other. They might take turns making silly faces, sticking out their tongues, or smiling, but they can also talk. When a baby begins to babble, he may watch the educator's mouth intently, as if trying to learn how she makes speech sounds.
- **Use verbal mapping to let babies know what is happening or will happen.** Verbal mapping includes many kinds of talk. Like a sportscaster narrating a game, an educator might tell a baby what the baby is doing or seeing or what the two of them are doing together, for example, "You are pulling your toes!" Or an educator might tell a baby what she is doing and what will happen, for example, "First I am going to change your diaper. Then I'm going to pick you up and give you a big hug." Educators may also use verbal mapping when singing a made-up song, sharing a hand-clapping game, or giving a baby words for actions or body parts.
- **Have conversations with babies even when you are not face-to-face.** This can be done by checking in with the baby, noticing what she is looking at or doing and how engaged she is, following her lead as you comment, and then giving her a chance to respond to what you do or say.

How can educators recognize when young babies are participating in face-to-face conversations?

- There are a number of signals babies give to let educators know they are getting in tune. Babies may:
 - Move their arms and legs in rhythm to an adult's voice.
 - Watch and listen intently, with wide eyes and obvious interest.
 - Vocalize or babble when an adult pauses.
 - Imitate the adult's actions.
 - Become more alert and pay attention.
 - Reach for the adult's face.
 - Take something that is offered.
 - Smile in response to something the adult says or does.
 - Look away, grimace, cry, or pull back, then reconnect by catching the adult's eye, responding to the adult's attempts to re-engage them, or attempting to recapture the adult's attention.

What are some ways that educators can use words to create verbal maps for babies, especially when they are not face-to-face?

- There are many ways that educators can create verbal maps for babies, including:
 - Giving babies words for objects, actions, or experiences. For example, in the video we heard "It's delicious!" "You dancin'?" "Up... and down."
 - Using "self talk" about what they are doing ("I'm putting on my gloves").
 - Using "mirror talk" that reflects what they assume to be the baby's experience or thinking ("You're telling me about it").
 - Telling babies what is going to happen ("It might feel cold").
 - Narrating the world ("Are they driving?")

What benefits do babies gain from face-to-face talking and verbal mapping?

- Face-to-face talking and verbal mapping provide numerous benefits to babies:
 - They hear how language sounds.

Best Practices (CONTINUED)

- They enjoy hearing language and interacting with people.
- They build relationships that support their sense of security and trust.
- They learn to communicate back and forth and take turns.
- They associate words with objects, actions, and experiences and begin to learn what they mean.
- They build essential foundations for language, literacy, thinking, getting along with others, asking questions to learn, imagination, story telling, and a positive sense of self.

How can educators find more opportunities to talk with babies that feel right for both the educators and the babies?

- Professor Villegas-Reimers explains that babies enjoy hearing language and that talking with babies all the time builds specific connections in their brains that are important in the development of verbal language and of cognitive skills. To make talking with babies all the time feel more natural and appropriate, an educator can:
 - Take advantage of private moments and caregiving routines.
 - Try different verbal mapping and *en face* conversation techniques and see how a particular baby responds.
 - Talk in her home language or whichever language she feels most comfortable using with a baby.
 - Watch how families engage their babies and how the babies respond.
 - Use a high-pitched engaging voice to capture a baby's attention.
 - Imitate a baby's sounds.
 - Pretend that the baby is using real words as he babbles back at her or smiles, wiggles, laughs, etc., and try to keep the conversation going.
 - Sing songs and play games that she remembers from childhood.
 - Be silly!
 - Whisper close to a baby's ear.
 - Share a book or photo album with a baby. Read or tell a story or just talk about what she sees.
 - Explain the power and importance of talking with babies to families and colleagues.

Help Babies Connect with Their World

For a young baby, the world is a new and fascinating place, filled with things (and people) to investigate and discover. It can also be overwhelming. Babies look to familiar, caring adults to help them understand and to keep them safe. When a baby's primary caregiver is nearby, he feels safe to reach out and explore. He is willing to work to solve a problem, knowing that a person he trusts will encourage his efforts and share in his delight. His primary caregiver also helps him connect with other children and adults and make new friends.

- **Help babies make discoveries and mirror their delight.** Offer just a few interesting objects at a time, so that the baby can focus on one thing or activity. Use verbal mapping and responsive conversation to support babies' investigations. Make emotional connections while mirroring their delight in discoveries and accomplishments. Think about what can be offered next to a baby to provide a new challenge or a new learning experience.
- **Help babies use their emerging skills.** Provide just enough help so that babies can enjoy success as they reach a goal themselves; then celebrate their success together.
- **Help babies connect with other children.** Position babies where they can watch each other. Offer similar toys or experiences, such as a rattle or a scarf that two babies can shake. Use verbal mapping to help them notice and connect with each other—in time, they may start babbling together!

How can educators build special bonds with young babies as they help them explore intriguing objects and practice emerging motor skills?

- There are many ways educators can build special bonds with young babies. They can:
 - Hold the baby or stay close by as the baby enjoys tummy time or works at reaching, rolling, crawling, or pulling up.
 - Get on the baby's eye level and make a connection.
 - Offer one or a few objects at a time.
 - Let babies explore objects in lots of different ways: by batting, shaking, mouthing, kicking, pulling, turning, banging, and so on. Comment on what the babies are doing and discovering. For example, say, "That feels smooth" or, "Round and round it goes."
 - Don't forget board books. Young babies especially like to look at pictures of other babies.
 - Notice what a baby reaches out for and comment using an engaging voice.

Best Practices (CONTINUED)

- Respond to babies' communications including cues that they are happily engaged, want more, need a break, or are tired, bored, or uncomfortable.
- Use face-to-face talk and verbal mapping to put words to what babies are doing and to prolong their engagement.
- Cheer on babies' efforts and activity!
- Call babies by name.
- Talk all the time! Match a baby's enthusiasm—use a calm, reassuring, understanding voice to soothe a baby who shows signs of distress.

How can educators strengthen their bonds with young babies as they help them learn to be social?

- An educator can:
 - Hold the baby or stay close as she positions him where he can watch or interact with other children.
 - Show affection with hugs and smiles.
 - Talk to the baby in an engaging voice as she points out what other children are doing and invite him to notice or join in.
 - Respond to a baby's moment-to-moment cues that he wants more or less stimulation and involvement.
 - Help a baby to do what others are doing in his own way.
 - Put words to babies' emotions and to those of other children.
 - Teach older children how the baby likes to be touched, talked to, and entertained; what is calming, fun, or funny; and how to stop before the baby gets overwhelmed.

Glossary

attunement: understanding and smoothly responding to a baby's nonverbal signals and communications; getting "in tune" or "on the same wavelength" with a baby as you get to know each other and build a special bond

being present with a baby: giving the baby your full attention so you can get in tune

bonding: the mutual love and trust between a baby and a family member or educator who gets in tune with him

en face: (pronounced "on fas") face-to-face, making eye contact, and attuned (or getting in tune)

open-ended questions: questions that require critical thinking, invite opinion or explanation, and have the potential to result in multiple-word answers

primary caregiver: the educator in an infant room or mixed-age setting who has primary responsibility for a particular baby, builds an enduring relationship with him and his family, and can help him connect with others in the program

responsive interaction: back and forth conversation, play, or interchange in which partners take turns answering each other's words, sounds, actions, or other communications

verbal mapping: putting words to a baby's actions or telling him what is happening or what will happen

View the self-paced video workshop at <http://resourcesforearlylearning.org/educators>.



Learning Guidelines and Standards

This professional development module is aligned to Massachusetts learning guidelines and standards.

Massachusetts Early Learning Guidelines for Infants and Toddlers

Social-Emotional Development:

- Relates to, trusts and becomes attached to consistent educators.
- Acts as a social being by engaging with others and the world around them.
- Experiences and expresses a range of emotions.
- Develops positive sense of self.

Language and Communications Development:

- Demonstrates the meaning of language by listening.
- Engages in social communication.

Cognitive Development:

- Refines reflexes into purposeful actions.
- Performs simple actions to make things happen and displays a beginning understanding of cause and effect.
- Explores the environment making new discoveries.

Physical Health and Well-Being Development:

- Develops ability to move the large muscles (gross motor).

Approaches to Learning:

- Shows eagerness and curiosity as a learner.

Massachusetts Quality Rating and Improvement System (QRIS)

Center and School Based:

- **Curriculum and Learning 1A: Curriculum, Assessment, and Diversity: Level 2**
Materials that promote cultural and individual identity, family relations, cultural appreciation, and cognitive and social development are integrated into the curriculum and children's everyday experiences.
- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 3**
Educators engage children in meaningful conversations; use open-ended questions; provide opportunities throughout the day to scaffold children's language which supports the development of more complex receptive and expressive language; encourage children's use of language to share ideas; stimulate problem solving; and guides children in engaging in positive peer interactions.

Family Child Care:

- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 2**
Educator has participated in formal professional development on how to support positive relationships and interactions with children through positive, warm and nurturing interactions.
- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 4**
Educators engage children in meaningful conversations, as age and developmentally appropriate; use open-ended questions and provide opportunities throughout the day to scaffold their language which supports the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions.



BRAIN BUILDING IN PROGRESS

Resources for Early Learning

Supporting Young
Infants' Learning

Resources for Further Learning

Find more information on supporting young infants' learning.

Infant States/Infant Cues: Birth to 6 Months. California WIC Program, California Department of Public Health. (2-page PDF)

<http://www.cdph.ca.gov/programs/wicworks/Documents/BabyBehavior/WIC-BB-InfantStatesCues.pdf>

“Introduction to the Infant Phase: (birth–15 months).” In *Massachusetts Early Learning Guidelines for Infants and Toddlers: Introduction to the Infant Stage*, pp. 14–15.

http://www.eec.state.ma.us/docs1/Workforce_Dev/Layout.pdf

Nugent, K. and Morell, A. (2011). *Your Baby Is Speaking to You: A Visual Guide to the Amazing Behaviors of Your Newborn and Growing Baby*. Mariner Books.

Reading Your Baby's Cues (Adapted from Kathryn Barnard, “Parent-Child Communication Coaching,” Children's Home Society of Washington, University of Washington, Seattle-King County Department of Public Health). Center for the Promotion of Child Development through Primary Care. http://resources.childhealthcare.org/cocoon/dtw/parent-text/family/baby's_cues_0_3_pt.html

Resources for Early Learning. Media-rich learning resources for educators, parents, and caregivers of children.

<http://www.resourcesforearlylearning.org>

School Readiness: Birth to 3: Language (0–12 months). ZERO TO THREE.

National Center for Infants, Toddlers, and Families.

http://main.zerotothree.org/site/PageServer?pagename=ter_par_012_language

Speak Parentese, Not Baby Talk. PBS Parents.

<http://www.pbs.org/parents/child-development/baby-and-toddler/baby-talk-speaking-parentese/>



Training Evaluation

Thank you for your participation. This evaluation is designed to evaluate what you have learned at this training. Please take the time to complete the evaluation by rating each question "1" through "4" with "4" being the highest.

Training: _____

Presenter: _____

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| Did the presenter identify the learning goals at the start of the training? | | | | |
| Were the learning goals met? | | | | |
| Did the material presented meet your needs and expectations? | | | | |
| Was there time for discussion and questions and answers? | | | | |
| Were the handouts current and relevant? | | | | |
| Was the presenter knowledgeable and able to answer relevant questions? | | | | |
| Did the presenter make use of different learning modalities (audio, visual, etc.?) | | | | |

What did you learn that you will be able to apply to your work?