



# Welcome!



Please enter in the chat...

- Your favorite children's book!
- And/or a simple message you like to share with families about early literacy.

*Use the the chat and Q&A to participate!*



# Talking is Teaching

Virtual Training  
hosted by the IFLS  
Library System



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L.E. Phillips Memorial  
Public Library

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Chippewa Falls  
Public Library



# Housekeeping



- Please raise hand if you'd like to share
- If you have any questions, please put them into the chat
- The training will be recorded



# Today's Objectives



1. Learn about early brain and literacy development.
2. Understand the role you can play in supporting early brain and literacy development.
3. Learn what it means to be a trusted messenger.
4. Discover ways to build trust and create meaningful engagement with families.
5. Learn about tools and resources to help parents understand the importance of building their child's early brain and language development.

# An Exercise

**Think about someone you trust.**

What makes them trustworthy?

Why do you listen to them?

How do you incorporate their feedback  
into your daily life?



# RESEARCH

## The Opportunity



90%

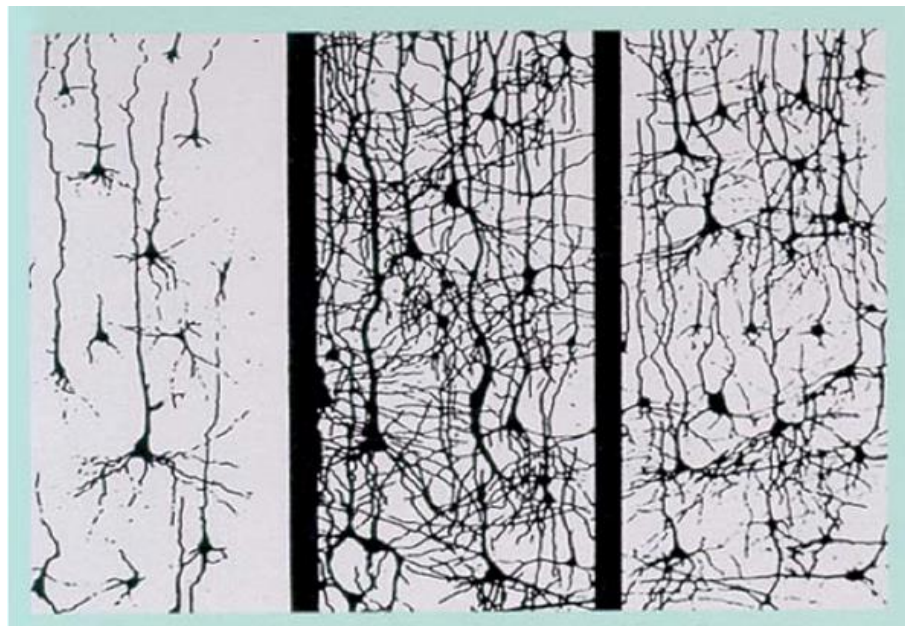
A child's brain is  
already 90% developed  
by age 5

### Neuroplasticity

At birth

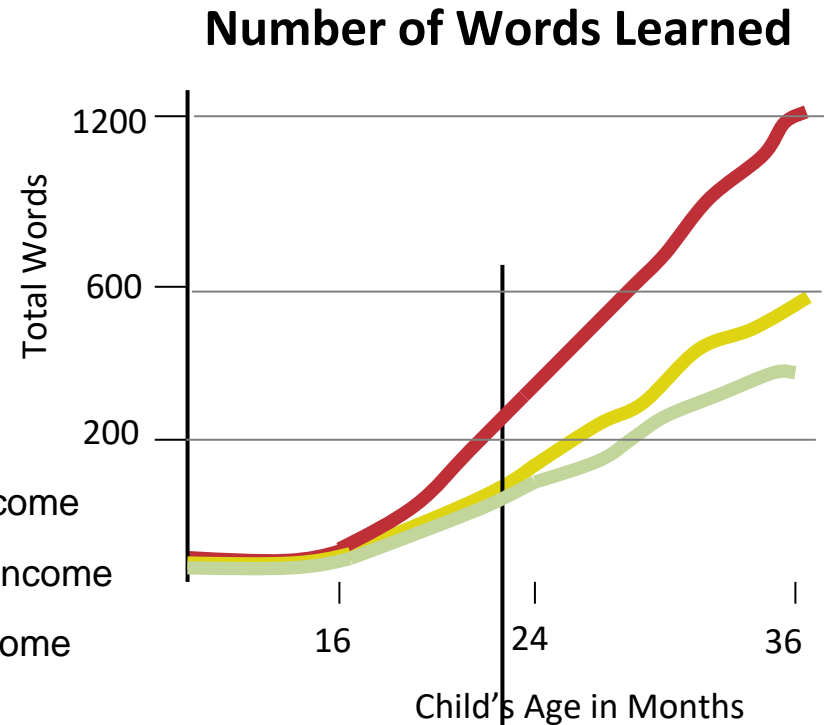
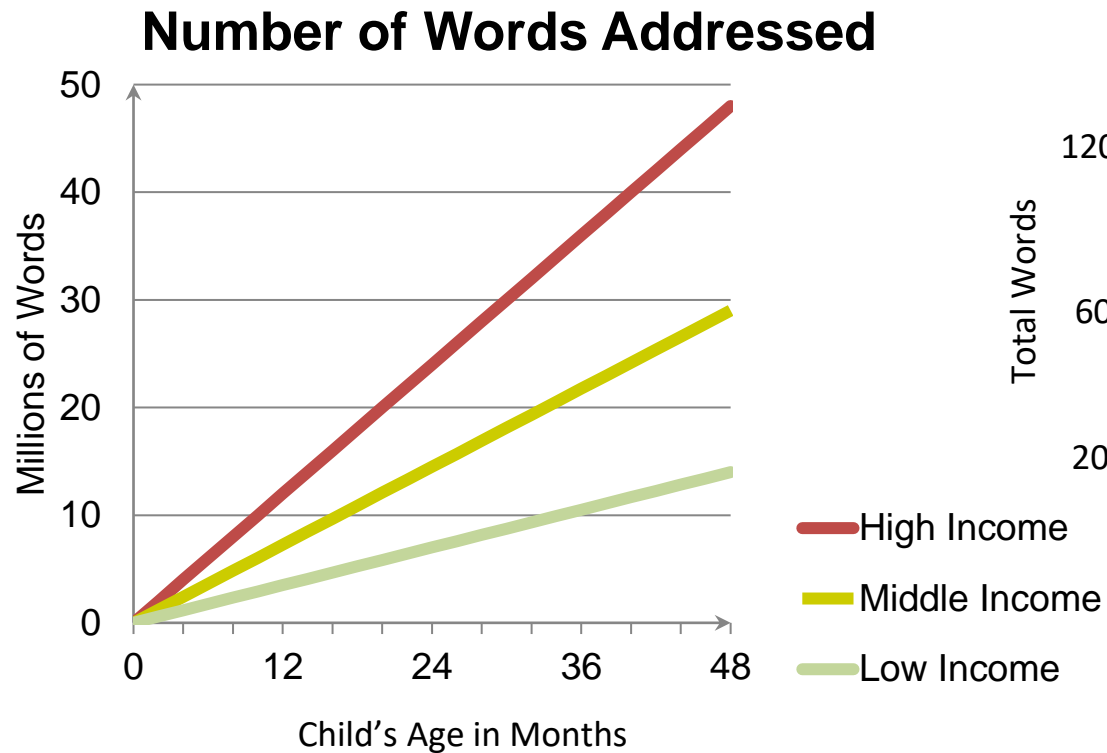
6 years old

14 years old



## RESEARCH

# The Opportunity



Source: Hart & Risley (1995)

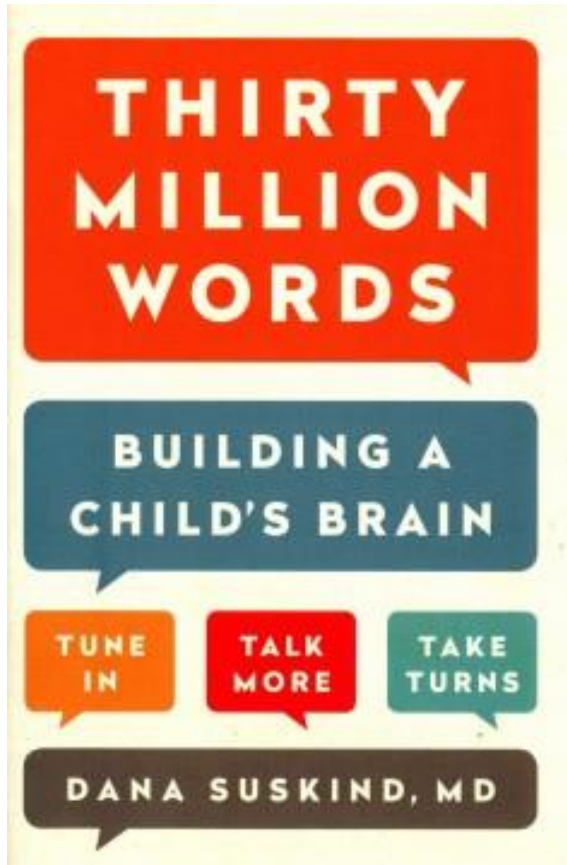
**TOO SMALL  
TO FAIL**



**TALK  
READ  
SING**  
TALKING IS TEACHING.ORG



# Thirty Million is a BIG Number....can it be true?



Questions about their findings in the 25 years since Hart and Risler published - sample size, cultural sensitivity of the methodology.

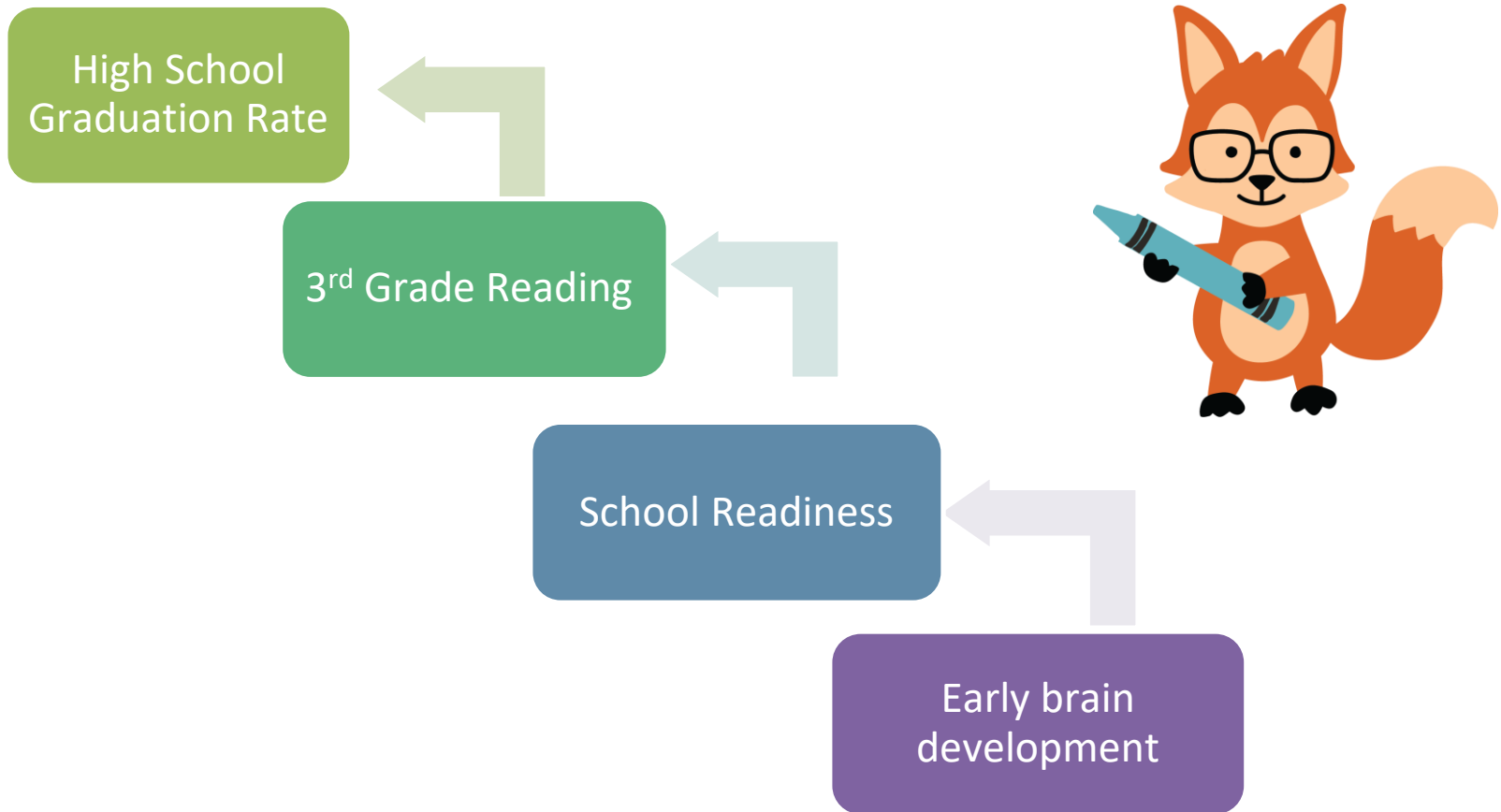
But...several more recent studies have replicated the study or done something similar with a larger sample size or incorporating technology that is less likely to influence the outcomes.

Findings of newer studies may not be as drastic, but there is a clear link between the quantity of speech absorbed in the early years and cognitive gain.

[Don't Dismiss That 30 Million-Word Gap Quite So Fast - Education Next](#)



# What Predicts?



## RESEARCH

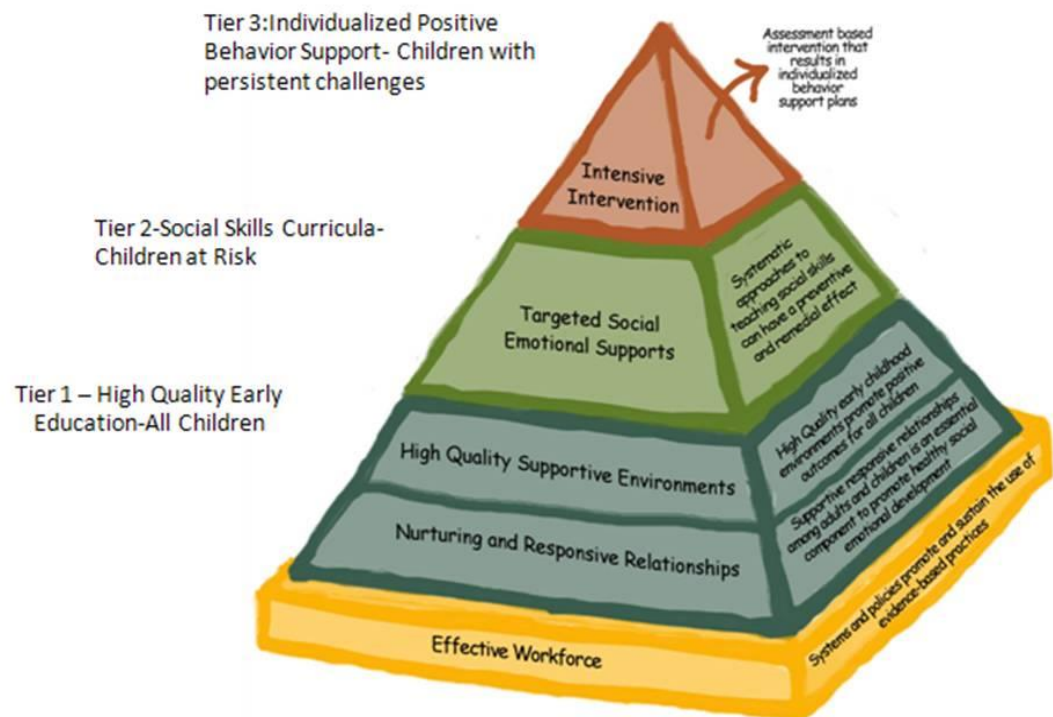
# Social Emotional Learning

Literacy activities like talking, reading and singing foster healthy social emotional development.

In the same way that young children need proper nutrition and sleep to foster healthy brain development, they also need “mental nutrition”. When one area is lacking, the consequences can be lasting.

Source: <http://csefel.vanderbilt.edu/>

## Social-Emotional Foundations for Early Learning (SEFEL) Pyramid Model



# Your Role as a Trusted Messenger

- You are in a **unique position** to share literacy messages and provide support and specific suggestions to families.
- Let families know the **power of their words and interactions** with their children – they are supporting their child’s growing brain and building skills that will last a **lifetime!**
- Your role is not to dictate, but to **listen** to families and **understand** their experience to meet them where they are.

# Trusted Messenger: Definition



## Trusted Messenger:

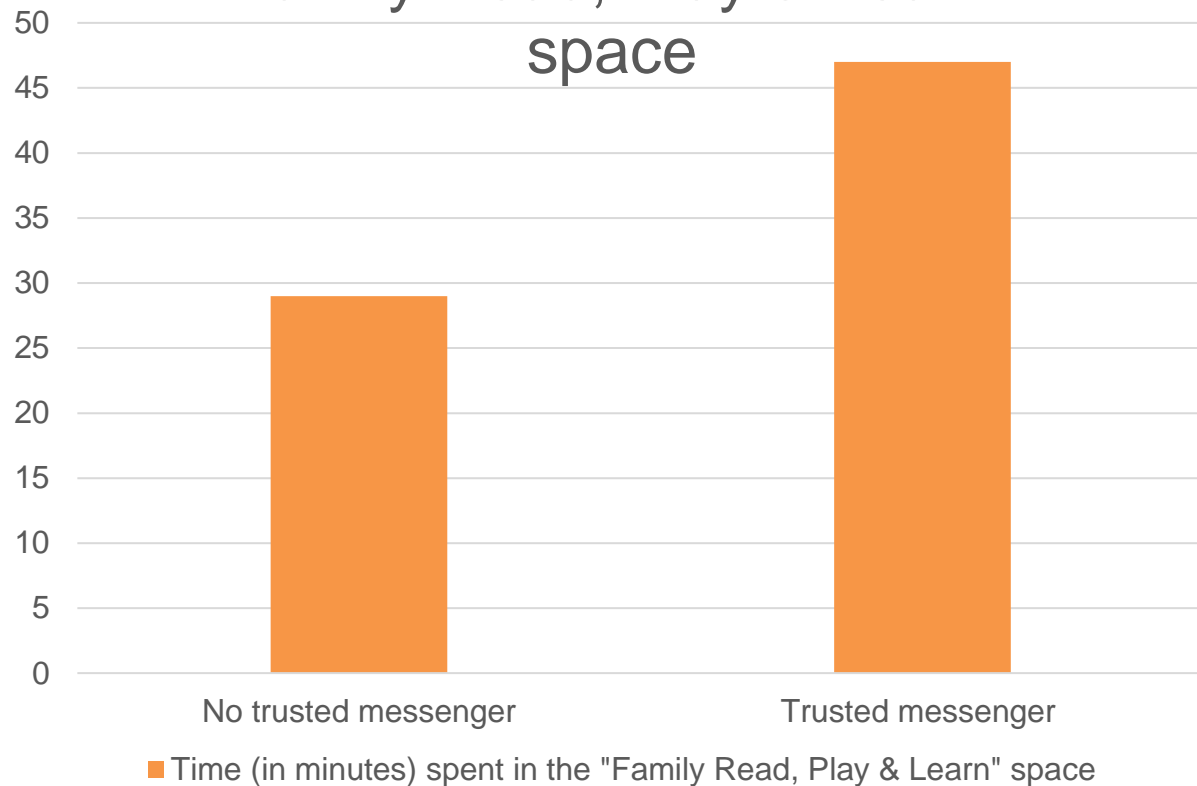
Someone who is **trusted** by families and **supports** families by delivering messages and tools on early brain and language development.

*You are **granted** the privilege of being a trusted messenger when you **establish trust** with the families you work with!*

# An Evidence Informed Approach



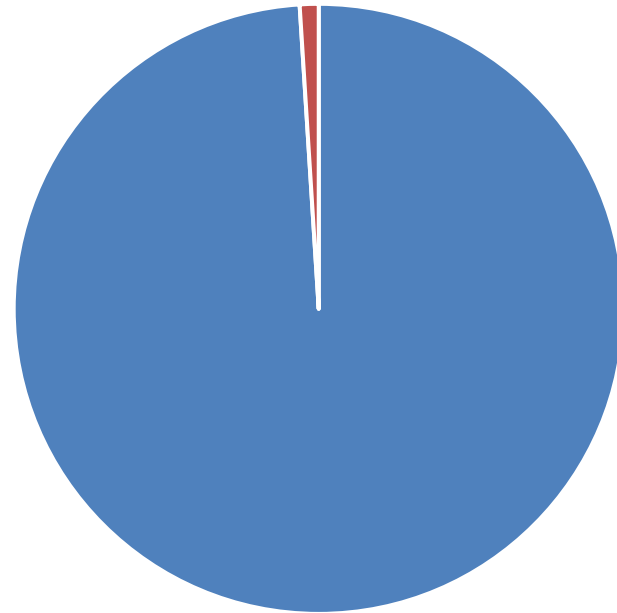
Time (in minutes) spent in the  
"Family Read, Play & Learn"  
space



# An Evidence Informed Approach



Parents and Remembering the  
Trusted Messengers Messages



- Remembered messaging from doctor
- Did not remember messaging from doctor

# Trusted Messenger: Etymology

**TRUSTED MESSENGER**



**TRUST**

**MESSAGE**



You develop trust with families not by inviting them into your world; you develop trust by *getting into their world.*



# 3 Tips On Building Trust

1. Listen and Ask Questions
2. Empathize and Understand
3. Validate and Encourage

# Trusted Messenger: Etymology

**TRUSTED MESSENGER**



**TRUST**

**MESSAGE**

# In the Chat...

When are there opportunities for families to talk, read, and sing together every day?



# Talking together during TV time!



# Messenger Tips 101

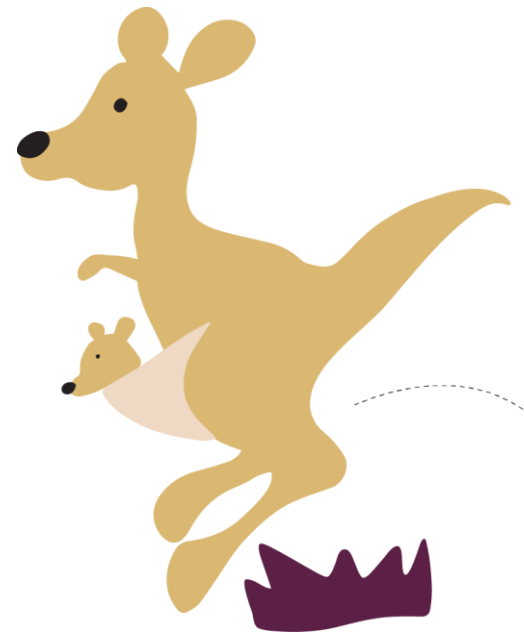


Adults tend to learn best when messengers:

- Recognize and build on participant experience and knowledge.
- Tell them why.
- Provide opportunities for participants to practice new learning.
- Offer strength-based feedback, reinforcing what someone is doing well.

# Key Messages for Families

- **Talking, reading, and singing** every day from birth will help build a child's young brain and help prepare a child for kindergarten.
- **Reading aloud to children has many benefits!** It promotes physical contact, it can help spark imagination, it builds language and early literacy skills, it motivates children to love books, and it even increases attention span and memory!
- **You are your baby's first teacher!** You're the expert in your baby's life, and even the simple things you do each day (like talking together) are meaningful and impactful!





# Key Messages for Families

- Turn any moment into a **meaningful learning opportunity**.
- **Encourage bilingualism!** Children who learn more than one language have more active and flexible brains. Try a picture walk!
- **Every child develops at their own pace.** Meet your child where they are!



# Trusted Messengers in Action



# Trusted Messengers

**How do you engage with families as part of your everyday workflow?**

**What opportunities do you have to build trust and share key messages?**

# Trusted Messengers

## LIBRARY STAFF

**TIP:** Inform families about the variety of ways a book can be meaningfully shared with young children.

*Example:* During baby storytime, presenters discuss some typical behaviors that babies and toddlers exhibit during shared reading experiences. Presenters model different ways to engage young children in books. It often *isn't* reading a book from start to finish.

# Tools/Resources

## Talking Is Teaching

- [talkingisteaching.org](http://talkingisteaching.org)
  - monthly “Let’s Talk About...” bundles
  - Indoor Activities Kit

## Center for Disease Control

- [Milestone Moments](#)

## Harvard’s Center on the Developing Child

- [5 Steps for Brain-Building Serve and Return](#)

## Reach Out and Read

- [resources for families](#)

## University of Chicago’s Thirty Million Words Center

- [information for parents/caregivers](#)
- [Research](#)

## Zero to Three

- <https://www.zerotothree.org/>
- Excellent source for information on early development, early learning, parenting, and policy and advocacy



# Tools/Resources

## An Exercise

Think about someone you trust.

What makes them trustworthy?

Why do you listen to them?

How do you incorporate their feedback into your daily life?



## Messenger Tips 101

Adults learn best when messengers:

- Acknowledge and build on participant experience and knowledge
- Tell them why
- Provide opportunities for all participants to practice new learning
- Make connections between theory and practice
- Create a learning community
- Use a feedback process that is strength-based



zoom\_0

0:37:53



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## TIPS FOR PARENT ENGAGEMENT

### LITERACY GUIDANCE BY AGE

#### Birth to 12 months

- The parent/caregiver can
- **cuddle with their baby** as they read a book or tell a story
  - **point to and describe** the book's pictures: "Look, the train goes choo-choo!"
  - use their voice, hands, and face to **act out** what they are reading and **let the baby babble back** in return

#### Toddlers 12 to 24 months

- The parent/caregiver can
- **point and label** objects in the book
  - **ask the child to identify** common objects on the page – book, ball
  - **ask the child to identify** common objects on the page – "Yes, it's a truck! Good! It's a red truck!"
  - **expand** on the child's verbal initiatives – "Yes, it's a truck! Good! It's a red truck!"
  - use the book for a **transition to bed or nap times**

#### Toddlers 24 to 36 months

- The parent/caregiver can
- make reading **part of the day's activities** – such as pointing to stop signs
  - **relate** the story in the text to the child – "You like to play ball too!"
  - give the child a chance to complete **rhymes** in a poem
  - read a book at **transitions such as nap times and bedtime**

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#### Toddlers 3 to 5 years

- The parent/caregiver can
- let the **child try to tell the story** (while the parent is reading)
  - ask **"open-ended questions"** such as "What do you think will happen next?"
  - try to **respond to the child's questions** about the text as she reads
  - the parent can **point out letters** of the child's name and make the sounds of the letters



# Closing Activity

- What is one thing you've learned today?
- What are one or two things you will take back and begin implementing right away?





# Questions?





# THANK YOU!

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Have questions? Please contact

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