

LENA
START[®]

Coordinator Notes



LENA[®]



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Coordinator Notes

This book belongs to

Talk builds babies' brains!

Our mission is to accelerate language development in children birth to three, in order to improve their cognitive, social, and emotional health and to close opportunity gaps.

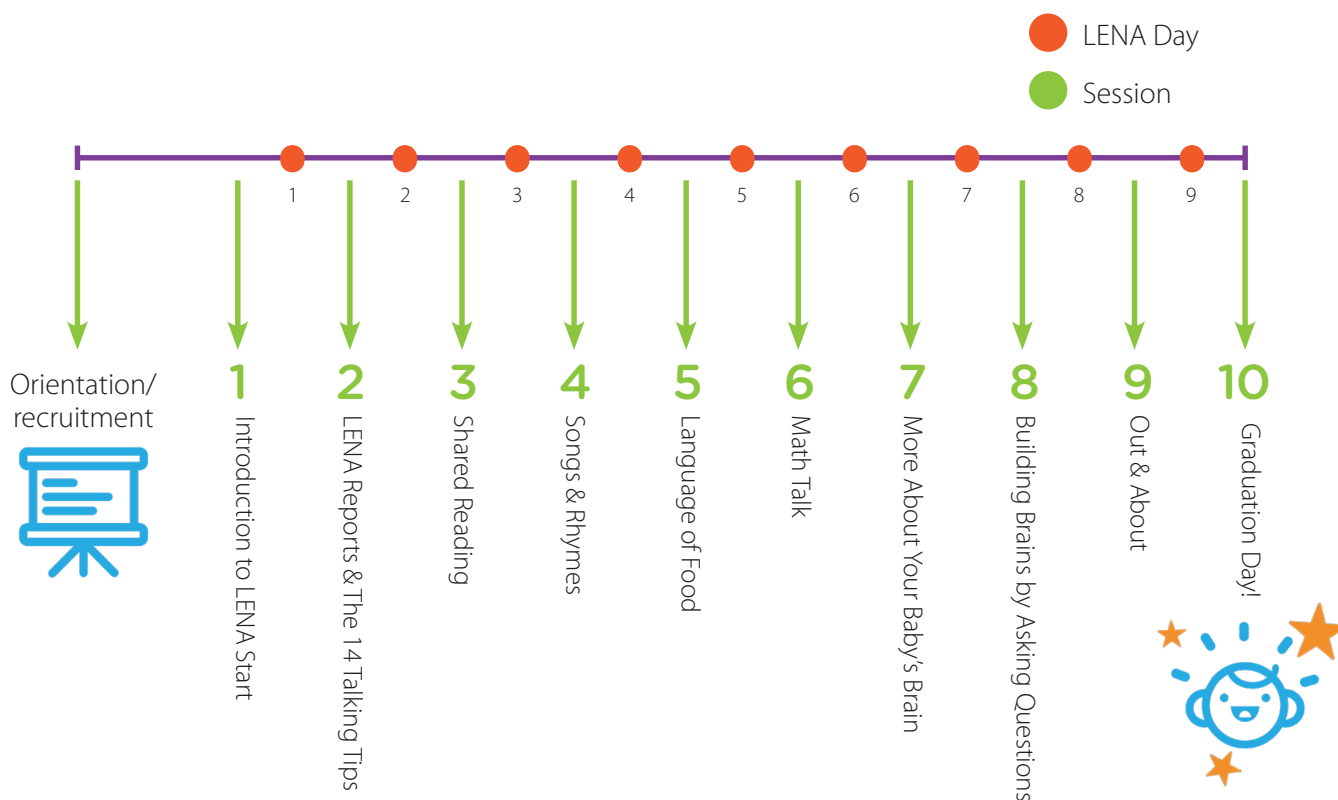
LENA®

How to Use These LENA Start Coordinator Notes

These notes will help you lead LENA Start sessions confidently, without running over an hour for each session. Use them in class to guide you as you present.

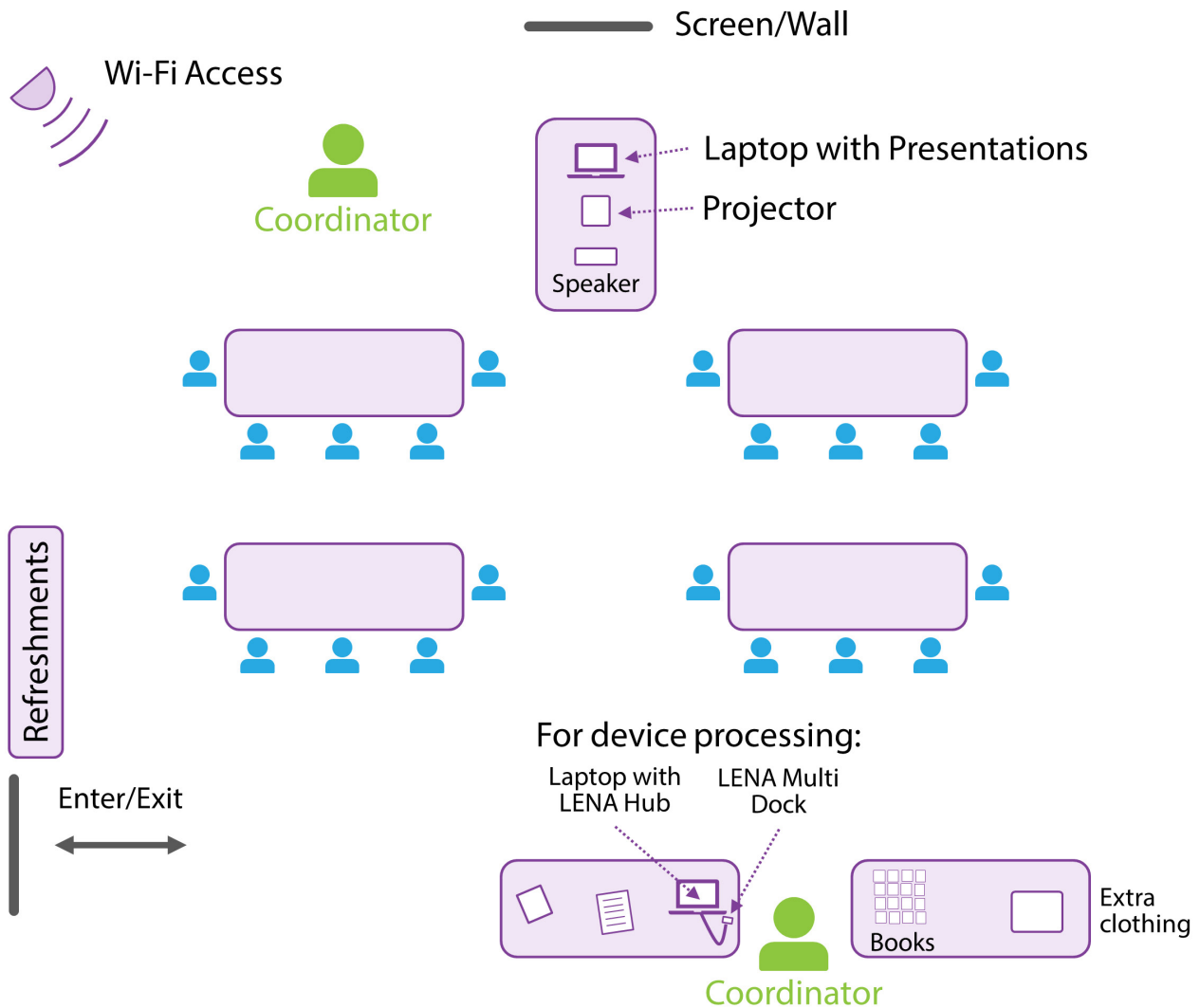
To make the best use of them:

- Read through the Notes for each session **ahead of time** — preferably the day before.
- If possible, click through the slides while reading through, to practice the flow.
- **Blue type** tells you things to **do**, including the amount of time to allow for activities.
- When it says “read slide,” please **read everything on the slide** to the group. You can add a few words to make complete sentences if you want, but **don’t change the words on the slide. This is important** because parents need to know all the content on the slides. Reading out loud helps parents who may not read well themselves.
- **Black type**, in quotes, tells you things to say that aren’t on the slides. You can put them in your own words, but **stay as close as you can**. This will help make sure all content is covered and that you won’t run long.
- Follow the order for each slide — in other words, read the slide when it tells you to, say the text in “black-type” when it tells you to, and so on. Doing this will make sure everything will line up with the Parent Guide, and it will help keep you from repeating yourself and running long.
- Content for the 10-week sequence will be delivered as follows:



Room Layout for Sessions

The layout below is the suggested setup for each LENA Start session. Prior to parents' arrival, test the Wi-Fi connection, audio, and video equipment in the room where the session will be held. Lay out a supply of clothing and the shared reading books (and any other items you may have) for families to take home that week.



Before each session you will need to complete the Session Checklist in the Session Preparation section of LENA Online. The checklist in LENA Online for each session includes a list of what to bring to that specific session.



Presenting the Group Stars Report

To present the Group Stars Report:

- Review the report in LENA Online the day before the session.
- Remind parents of the weekly goal (about one star per family per week).
- Present the bars first, starting with the latest one. The green area shows the number of new stars this week.
- If the group met its goal this week, prepare to share the excitement!
- If not, what else can you say to motivate parents?
 - Did they come closer this week than last week?
 - Can you suggest some things to work on for next week? More reading? (*What percent reported reading minutes?*) More completed recordings? (*What percent completed recordings?*) Try more Talking Tips?
- The horizontal red line is the goal — encourage them to keep working toward that goal.

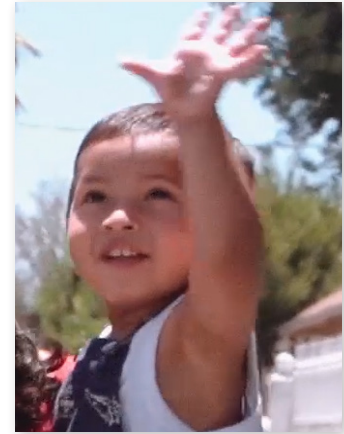
To show the Group Stars Report (Sessions 6-10):

- Bring up the Group Stars Report before your session begins:
 1. Connect the presentation computer to the local Wi-Fi or a hotspot.
 2. Log in to LENA Online.
 3. Open the Group Stars Report from the Session Prep screen for your group.
- Open your session presentation as usual.
- Now, you can use a keyboard shortcut to quickly switch between the presentation and the Group Stars Report:
 1. When you reach the Group Stars Report slide, Alt+Tab to switch from the slide to the report. (The report will still be open even if your connection to LENA Online has timed out.)
 2. Present the report as outlined above.
 3. Use Alt+Tab to switch back to PowerPoint, and continue the session.

Orientation

Today's topics:

- This is the meeting where parents learn more about LENA Start and can sign up before sessions begin.
- Video: What Families are Saying about LENA Start
- Reasons to sign up for LENA Start
- What to expect from LENA Start sessions
- Expectations for parents
- Sign-up and clothing sizing

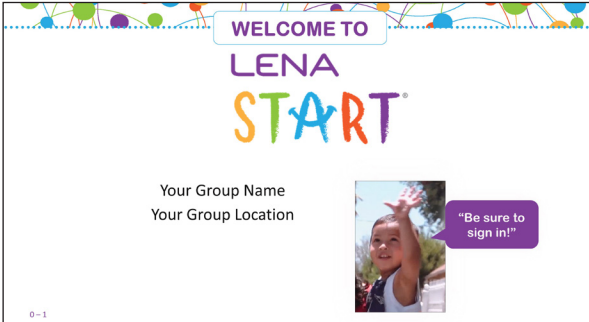



Have at the front of the room:

- Sample Parent Kit to show
- Copies of the Application & Informed Consent Form to show

Tips for today:

- **Before this session, fill in the information specific to your program on slide 1 and slide 7.**
- Remember to bring copies of the Application & Informed Consent Form and enough pens for everyone
- Review your program's recruitment resources and messaging.
- Get to know families.
- Circulate while parents are filling out the application form — watch for those who don't read well or who may have questions.
- Bring a few pieces of clothing in each size so parents can try the clothing on their children to determine the correct size.

	<p><i>This slide is up while parents are being signed in.</i></p> <ul style="list-style-type: none"> • Welcome families. • Make sure everyone puts on a nametag and signs in. • Get to know parents. <p><i>At start:</i></p> <p>“Good morning [evening], and welcome to this introduction to the LENA Start program! I’m [Name], and I want to thank you for taking the time to learn about a program that can help you help your child become smarter, happier, and more successful in school and in life!”</p>
	<ul style="list-style-type: none"> • It's important to help families get comfortable by sharing basic information. • <i>Suggested information to share:</i> <ul style="list-style-type: none"> • <i>Introduce yourself and/or your program.</i> • <i>Point out location of restrooms and snacks/meal; explain if food will be provided at all sessions.</i> • <i>Welcome children to stay in room if no child care is provided for Orientation.</i> • <i>Explain that child care WILL be provided for all other sessions and that you'll be sharing more about this shortly.</i> • <i>Explain any other program specifics for this meeting.</i> • <i>If you provide an incentive for attending Orientation, remind parents about that now.</i>

What Families are Saying About LENA Start

Listen as families share their experiences with LENA Start.



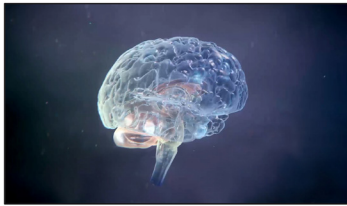
0-3



"LENA Start is a program to help children, but it's also for and about parents and caregivers. Here's a short video of parents sharing their own experiences with LENA Start and the LENA technology it uses."

- [Click anywhere to play video.](#)

It's All About Your Baby's Brain



One million new nerve connections every second!

0-4

"The reason to enroll in LENA Start is all about your child's brain."

"The first three years of life are a critical time for rapid growth and development."

"Right this minute, your child's brain is building **more than one million nerve connections every second.**"

"And the most important thing you can do to help build strong connections is TALK WITH YOUR CHILD."

Talk Builds Babies' Brains!



0-5

"Science shows that babies' brains make more and better connections when they get more talk and conversation with their parents."

"And that starts right after the baby is born — long before they start using words, or even understanding them."

"That's why we say, 'Talk builds babies' brains!' The time to start talking more with your child is NOW."



"Sounds simple, right?"

"But most parents think they talk with their children more than they actually do."

"Parents find they need help learning to talk more with their babies."

"That's why we're offering the LENA Start program."

"Here's another short video that explains how the program works."

- [Click anywhere to play video.](#)

LENA Start

Parent-group sessions

- 10 – 15 families
- Child care provided!

Once a week for 10 weeks

- Every [day of week] from [time] to [time]
- [Details, e.g., Lunch will be provided]
- [Add incentives, if desired.]

0-7

- [Add your program details.](#)
- [Read slide.](#)



"Participating in LENA Start is a 10-week commitment. The meetings feature videos like the ones you just saw. The meetings also provide time for you to connect with other parents and to learn easy ways to talk more WITH your child during everyday routines."

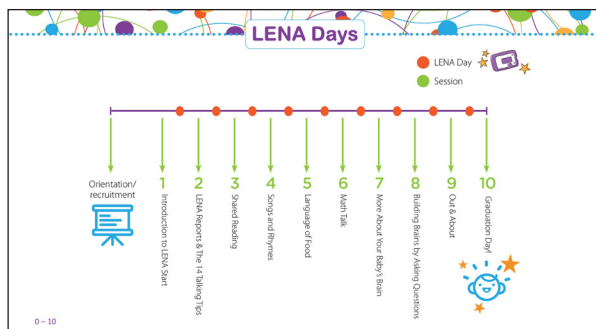
"Here's a timeline of the topics we'll cover."

- [Read slide, pointing out session highlights.](#)



"It's important to attend sessions, and especially the first four. These first four sessions focus on learning all about the program and the tools to talk more with your child. These sessions also include two of our favorite ways to interact with your child — by sharing books and using songs and rhymes!"

"These first four sessions are so important that if you have to miss any of them we will need to schedule a short (virtual) makeup session to catch you up."



"In between each session, you'll complete one LENA Day at home, shown by the red dots on this timeline."

"A LENA Day is when your child will wear a LENA device as they go about their normal day. The device measures how much you're talking to and with your child."

- Hold up a LENA device and a piece of clothing.

"The final LENA Start session is Graduation Day!"

- Include any special information about your graduation session.

LENA Start

One LENA Day each week

After every LENA Day, you will receive a LENA Report that will show you:

- How much you talked with your child
- Progress you're making
- Opportunities to talk more

Goals for improvement



0-11

"As a recap, you'll have one LENA Day each week, and you will get a LENA report after each LENA Day."


"Your LENA reports will show you how much you talked with your child, progress you and your child are making, and times when you can talk more."

"Your LENA report will also track your goals for improvement. You'll get awards for meeting these goals."

- Show Talking Tips chart and stickers.
- Share information about incentives you'll be providing for earning stars if your program provides incentives.

LENA Report

Starting with Session 3, you will receive a LENA Report, like this:


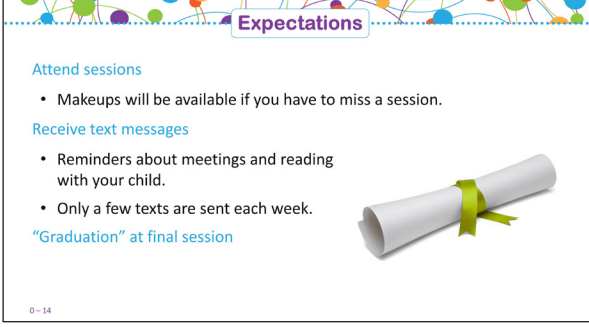



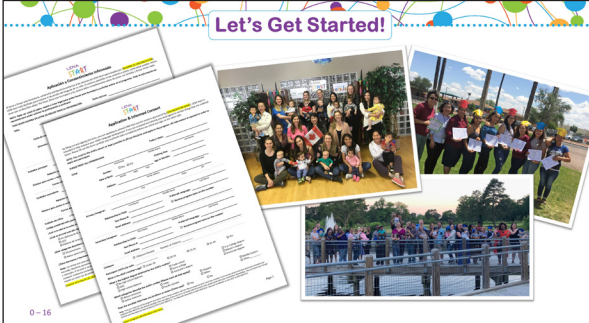

0-12

"This is what a LENA report looks like. Your report will show you the number of words spoken to and near your child, and the number of conversational turns they had with adults."

"If you're wondering if this works with babies who aren't using words yet, the answer is yes! The device counts coos and babbles, too, because that's how babies talk."

"This is all the information that comes back after your LENA Day. Remember, the device is counting words but doesn't understand them, and no one can hear what you're saying. There's no playback button!"

 <p>What's Included</p> <p>0-13</p>	<p>"Everything you need for LENA Start will be provided for free."</p> <ul style="list-style-type: none"> • Hold up each item included in a parent kit as you name it: <p>"Clothing to hold the LENA device."</p> <p>"A Parent Guide you'll use at each session and take home."</p> <p>"A refrigerator magnet to remind you that talk builds babies' brains."</p> <p>"A tote bag to carry it all in."</p> <p>"And a free book every week to take home, read with your child, and keep."</p>
 <p>Expectations</p> <p>Attend sessions</p> <ul style="list-style-type: none"> • Makeups will be available if you have to miss a session. <p>Receive text messages</p> <ul style="list-style-type: none"> • Reminders about meetings and reading with your child. • Only a few texts are sent each week. <p>"Graduation" at final session</p> <p>0-14</p>	<p>"Of course, there are some requirements. Attendance at sessions is important."</p> <p>"It's especially important to attend the first four sessions. Makeup sessions will be provided if you must miss one of these sessions."</p> <p>"We'll send you a few text messages each week, such as reminders about your meeting date, time, and location. This is why we ask for your cell phone number on the forms we're sharing with you today."</p> <p>"At the end of the program, we'll have a graduation session. Again, attendance is important! In order to graduate, you need to attend at least seven sessions."</p> <ul style="list-style-type: none"> • Remind parents about any special celebrations you have for graduation.

<p>Questions?</p>  <p>0-15</p>	<p>"What questions do you have so far?"</p> <ul style="list-style-type: none"> The LENA Start FAQ sheet is a great resource to review before Orientation to help you answer parent questions.
<p>Let's Get Started!</p>  <p>0-16</p>	<p>"Let's get started!"</p> <p>"We have enrollment forms so you can reserve your spot in the program."</p> <p>"We have sample LENA clothing for you to look at or try on your child so we can be sure to have yours ready at our first session."</p> <ul style="list-style-type: none"> Show parents where enrollment forms and sample LENA clothing are located. Provide any final information needed. Be sure you have parent contact information before they leave the Orientation session.
<p>See You Soon!</p>  <p>0-17</p>	<p>"Thanks for joining us!"</p> <p>"We look forward to seeing you soon!"</p> <ul style="list-style-type: none"> If schedule is set: Remind parents of first meeting date, time, and location. If schedule is not set: Let parents know how you'll notify them about the first meeting.



Session 1: Introduction to LENA Start

Today's topics:

- Introduction to LENA Start and using LENA technology
- LENA Parent Survey
- Get to know your families
- What to expect from LENA Start
- Hand out Parent Kits
- Why LENA Start: The importance of words & turns
- How to measure talk with LENA (includes hands-on practice)
- The LENA Snapshot™ (explain and fill out)



Remember the Session Checklist!

Before each session you will need to complete the Session Checklist in the Session Preparation section of LENA Online. The checklist in LENA Online for each session includes a list of what to bring to that specific session.





This slide is up while parents are being signed in.

- Welcome families and make sure they've signed in.
- Provide everyone with a nametag.
- Hand out Parent Surveys as parents come in. One adult in each family will complete the survey. The same adult will complete the survey at Session 10.

At start:

"Good evening [morning], and welcome to LENA Start."

- Be sure to collect everyone's surveys.



- Introduce yourself and any others from your program.

"Let's start by getting to know each other."

- Read slide.
- If your group is large, invite families to share with their table group instead of with the large group. If you have a young child yourself, model this activity by sharing your own information first.
- After introductions, point out any "housekeeping" items you'd like to share. For example: rules about parking, restroom locations, etc.



"Before we get started, let's look at what's in your LENA tote."

- Read slide and show each item.
- Page 6 of Parent Guide has a list of items.

"We've added 'What's up with the vest?' cards. These are useful if you'd like to provide an explanation of the LENA program to others who are curious."

Your Parent Guide

- Sessions will use slides, videos, and the Parent Guide.
- Write your name — the Parent Guide is yours to keep.

1-4

"We'll be using the Parent Guide to help you follow along and to make sure you have copies of everything we talk about."

- Read slide.
- Hold up Parent Guide.
- Make sure everyone received a guide.
- Open the cover and show space for name.

"Numbers on the slides in the key shape will show you what page we're on in the Parent Guide."

How LENA Start Works

- 10 weekly sessions
- After each session, you'll use the LENA device to measure one day of talk with your child.
 - This is called a **LENA Day**.
- At each session, we'll process the device.
- Starting at Session 3, you'll get a report showing:
 - How much you're talking with your child
 - Awards you have earned

1-5

"Let's go over how LENA Start sessions work."

- Read slide.

Graduation Requirements

To graduate from LENA Start:

- Attend sessions — especially the first 4.
- Complete one LENA Day after each session — at least 6.

If you **must** miss a session, contact me right away to schedule a make-up.

1-6

"We want to make sure you get the most out of your experience, so there are certain requirements for graduation. They're listed on page 4 of your Parent Guide."

- Read slide.

Today's Session

In this session, you'll learn about...

- the importance of talking **with** your child
- how LENA will help
- how LENA works
- what to do on your first LENA Day


And you'll complete your first Snapshot, a measure of your child's development.

1-7

- Read slide.

Introduction to LENA Start

How does your child's brain work?
How does talk build babies' brains?



1 - 8

"We're really excited that you're here, and I know you're wondering about how this will help your child, so let's watch our first video — an Introduction to LENA Start. It will explore these questions:"

- Read slide.
- Click anywhere to play video.

You Make a Difference!



1 - 9

"You make a difference!"

"That was an important point at the end — Parents have the power! You have the power to make a difference in your child's life!"

"Turn and tell someone near you something new or interesting you learned from the video."

- Provide 1 to 2 minutes to share at tables, noting what you hear parents share, then bring the group back together.


"Page 8 in your Parent Guide has some great information about your child's brain and the LENA program."

Video Review: Introduction to LENA Start

Let's review some of the key points from the video.

Circle the best answer to each question.

1. A person's brain grows the most and fastest between these ages:
A. 10-12 C. 30-40
B. 16-18 D. 0-3
2. What is the best way to help your child's brain grow?
A. Turn the TV on.
B. Talk with your child.
C. Play the radio.
D. all of those — A, B, and C
3. The LENA Start program shows you how to:
A. dance.
B. talk more with your child.
C. make baby sounds.
D. all of those — A, B, and C
4. LENA reports on:
A. words your child hears from adults.
B. TV/electronic sounds.
C. conversations with your child.
D. all of those — A, B, and C
5. What does not increase the number of conversational turns?
A. talking.
B. reading.
C. watching TV.
D. singing songs.
6. What you say on LENA Days can be listened to by:
A. no one.
B. the program coordinator.
C. researchers.
D. the mayor.



1 - 10


"Let's take a look at the first activity in your Parent Guide now. It's on page 7, and it's a review of the video we just watched."

- Read questions.
- Invite parents to call out answers.
- Repeat correct answers out loud to reinforce them:

1 D; 2 B; 3 B; 4 D; 5 C; 6 A

How to Measure Talk with LENA

It's easy to use the LENA device!
Let's watch.



1 - 11


"We've talked about completing LENA Days, so let's learn how to do that. A LENA Day happens one day each week when you measure how much you're talking with your child. It's easy to use the LENA device to do this. Let's watch!"

- Click anywhere to play video.
- After video, click to advance slide.

Video Review: How to Measure Talk with LENA

Let's review some of the key points from the video.

Click the best answer to each question.

- Which picture shows the right way to put the LENA device into the LENA clothing?
 
- Put the LENA device in the LENA clothing. Then put the clothing on your child.
 - when your child wakes up in the morning.
 - after your child has had lunch.
 - after your child has had a bath.
 - when you are ready.
- What kind of day should you pick for a LENA Day?
 - any day when your child is sick, feeling or with a new caregiver.
 - any normal day your child is mostly with you or someone who knows the LENA Day program.
 - any day when you have a lot of time to spend with your child.
 - a day you will stay home all day.
- When should you turn off the LENA device?
 - Turn it off only when you want.
 - Turn it off only at nap time.
 - Turn it off only for meals.
 - Never turn the LENA device off. It should always be on after 10 hours.
- For bath time you should:
 - bathe your child in the LENA clothing.
 - take off the LENA clothing. Put it back on right after the bath.
 - take off the LENA clothing. Leave it off for the rest of the day.
 - never bathe your child with a LENA Day.

1 - 12

"Let's make sure everyone understands those directions by going over the questions on page 9 in your Parent Guide."

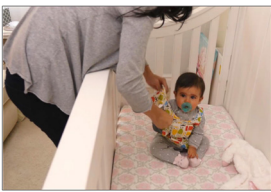
- Read questions, ask parents to call out answers.

1 C; 2 A; 3 B; 4 D; 5 B

"Page 10 has some reminders on how to have a great LENA Day. This is important so you'll know how much you're talking with your child!"

Exercise: Using the LENA Device

I'll demonstrate first.



1 - 13

"Having a successful LENA Day is so important that we're going to practice using the steps we saw in the video. They are also shown on page 10 of your Parent Guide. I'll demonstrate first, then you'll get a chance to try it yourself."

- Demonstrate LENA device, emphasizing:


"Turn it on. Press RECORD. Put it on. Leave it on."

"The clothing snaps hard so your child can't open it. The device fits in the pocket very tightly."

Exercise: Using the LENA Device

Now it's your turn!

- Take out your LENA device and one piece of clothing.
- Follow the directions on page 10.



1 – 14

page 10

- Read slide.
- Move around room checking on participants.
- Once all have finished:


"Great job! It's really that easy — just set it and forget it. I'm going to collect these practice devices, and you'll get your LENA device as you leave today."

- After today's session, connect the practice devices to the LENA Hub to erase them.

Top 5 LENA Day Mistakes

1. Starting too late in the day
2. Turning the device off
3. Putting the device in the pocket backward/upside down
4. Taking the vest off and leaving it off
5. Using the device on a very noisy day

"Make my LENA Day good!"



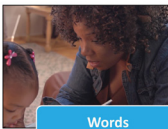
1 – 15

"We also want to **avoid** things that can keep you from having a successful LENA Day. We call these the **Top 5 LENA Day Mistakes**."

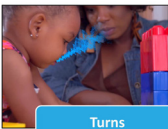
- Read slide.

"Remember, page 10 in your Parent Guide reviews the steps for your first LENA Day."

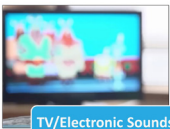
What LENA Measures



Words



Turns



TV/Electronic Sounds

1 – 16

"As a reminder, your LENA devices measure three important things."

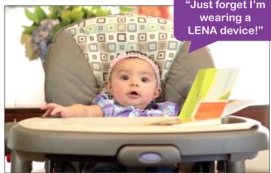
"Adult words — how much you talk to your child."

"Conversational turns — how much you talk **with** your child and how much your child responds."

"And minutes of TV/Electronics, because this can interfere with turns."

Don't "Over-Talk"!

We want to measure your typical talk level.
Try to talk as much as you usually do.




1 – 17

- Read slide — **emphasize!**
- Read talking baby last.

Video: The LENA Snapshot™

Let's learn how to use the LENA Snapshot to measure your child's development!



1 – 18

page 11

"The last thing we'll do today is fill out the LENA Snapshot."

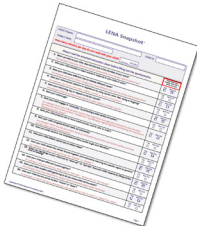
- Read slide.
- Click anywhere to play video.

Your First Snapshot

Now you'll fill out your Snapshot.

- Remember: Stop after you've answered "not yet" to 5 questions in a row.
- "Consistently" means your child has done it more than once, or did it when younger.

When you're finished, turn in your Snapshot.
Not sure about a question? See me!



1 – 19

page 11

"Now we'll fill out the Snapshots the way the video showed. You'll be completing the Snapshot two more times during the program, and after graduation you'll have the opportunity to do it again."

- Hand out forms and/or use the "*Send Snapshot Texts*" button in the Session Prep page of LENA Online. To send Snapshots via text, all caregivers must be entered in LENA Online with working cell phone numbers before the session.
- There are pens in totes.
- Read slide.

Snapshot

LENA Snapshot:

Keep going until you answer "Not Yet" 5 times in a row.

STOP STOP! You've answered "Not Yet" 5 times in a row.

1 – 20

"As a reminder:"

- Read slide.
- Allow 5 to 10 minutes for parents to fill out.
- Look for opportunities to help.
- Circulate and watch for parents who may not read well or may need help completing the form after this session.

Your LENA Device

You have been assigned one device to use during the program.

- Complete your first LENA Day this week.
- Put the device in your LENA tote to bring back to the next session.

1 – 21

- Read slide.
- Hand out assigned LENA devices.

Reminders for This Week

Your first LENA Day

- Check clothing size right away. Contact your coordinator for exchanges.
- Complete your first LENA Day right away!
- Write your planned LENA Day on the bottom of page 11 in your Parent Guide.

Your first LENA Day

- Plan your next LENA Day for tomorrow, or as soon as possible!
- Planned LENA Day: _____
- Don't try to "over-talk." The first LENA Day is to see how much you and your child usually talk.

1 – 22

"Here are reminders for this week."

- Read slide.
- Point out page number.

"LENA clothing will get dirty, but you can wash it with your normal laundry."

Reminders for This Week

- You'll get a text to remind you to complete your LENA Day.
- Don't "over-talk"! We're measuring how much you usually talk!

PARENTS HAVE THE POWER!

1 – 23

- Read slide.

"Please let me know if you have any questions! Thanks for joining us!"

"And remember: **'Parents Have the Power!'**"



Session 2: LENA Reports and the 14 Talking Tips

Today's topics:

- Introduction to the LENA report and the 14 Talking Tips
- Prepare them for the LENA report they'll see next week
- How Talking Tips help increase words & turns
- How to practice Talking Tips (videos)



Remember the Session Checklist!

Before each session you will need to complete the Session Checklist in the Session Preparation section of LENA Online. The checklist in LENA Online for each session includes a list of what to bring to that specific session.





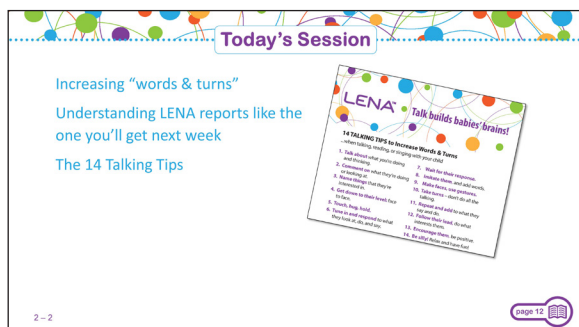
This slide is up while parents are being signed in.

- Welcome families and make sure they've signed in.
- Make sure they have their totes and Parent Guides.
- Make sure they have nametags and have turned in LENA devices.

At start:

"Good evening [morning], and welcome back to LENA Start! Before we begin, has everyone turned in their LENA device?"

- Make sure all LENA devices are turned on, plugged into the Multi Dock, and processing. Devices will need to charge for *at least* an hour to last through the next LENA Day. Longer is better!



"Last week you learned about why it's important to talk with your child, so this week we'll begin learning ways to increase words and turns."


"We'll do this using the 14 Talking Tips."

"We'll also learn how to understand LENA reports, which you'll see next week from the LENA Day you just turned in."

"As a reminder, the key on the bottom of the slide will show what page we're on in your Parent Guides."

Share with the Group!

- Your first name
- How did your first LENA Day go?
- Any problems? Comments?



2-3

page 12

"Before we get started, let's learn about your first LENA Day."

- Read slide.
- Instruct parents to share in groups or with the whole group, depending on your group size.
- Allow 2 to 4 minutes for discussion.
- When ready, bring the group back together and advance to next slide.

Session 1 Review


Let's review some of the key points from the last session.

Circle the best answer to each question.

1. How does the LENA Start program help your child?
 - A. You talk more with your child, building her brain.
 - B. Your child makes friends at child care.
 - C. The LENA device makes the brain work faster.
 - D. all of these — A, B, and C
2. The number of words you speak to your child is very important. What's even more important?
 - A. how many vitamins your child takes
 - B. conversational turns (back-and-forth talk with your child)
 - C. watching educational TV
 - D. how fast you can read
3. One of these statements about the LENA device is *not* true. Which one?
 - A. it runs all day once it starts recording
 - B. it must be in the clothing pocket, facing out.
 - C. someone will listen to what you said
 - D. it must be kept out of water.

Read each statement. Circle *T* for True and *F* for False.

4. **T F** Most parents think they talk more with their child than they really do.
5. **T F** Let your child see the LENA device before putting it in the clothing pocket.
6. **T F** Sharing books with your child is a great way to increase words and turns.



2-4

page 13


"Each week we'll review what we learned the week before, so let's start with a quick review of Session 1, which is on page 13 of your Parent Guide."

- Read questions, and encourage parents to call out answers.
- Repeat correct answers out loud for reinforcement.

1. A; 2. B; 3. C; 4. T; 5. F; 6. T

Introduction to the LENA Report

Next week you'll get a report for your first LENA Day.
What will it look like? What will it mean?



2-5

page 14

- Read slide.
- Click anywhere to play video.

Video Review: Introduction to the LENA Report

Let's review some of the key points from the video.

Click the best answer to each question.

1. What information will be on your LENA report?
 - A. the number of words adults spoke near your child
 - B. the number of conversational turns between adults and your child
 - C. the number of minutes the TV was on
 - D. all of those — A, B, and C
2. A "percentile" is
 - A. your grade for the week.
 - B. a comparison to the results of other parents and children who have used LENA.
 - C. the percent of words you said right.

Read each statement. Click **T** for True and **F** for False.

3. **T F** Charts on the right side of the report show hourly results from your most recent LENA Day, which help you see times of day you talked more with your child.
4. **T F** "Conversational turns" means your child said something and you answered, or the other way around.
5. **T F** A high number of TV/electronic minutes is good.

2 - 6

"Let's review what we saw in the video."

- Point out page number.
- Read questions, and ask parents to call out answers.
- Repeat correct answers out loud:

1. D; 2. B; 3. T; 4. T; 5. F

The LENA Report

Pages 15 – 16 have more information.

Video Review: Introduction to the LENA Report

Let's review some of the key points from the video.

Click the best answer to each question.

1. What information will be on your LENA report?
 - A. the number of words adults spoke near your child
 - B. the number of conversational turns between adults and your child
 - C. the number of minutes the TV was on
 - D. all of those — A, B, and C
2. A "percentile" is
 - A. your grade for the week.
 - B. a comparison to the results of other parents and children who have used LENA.
 - C. the percent of words you said right.

Read each statement. Click **T** for True and **F** for False.

3. **T F** Charts on the right side of the report show hourly results from your most recent LENA Day, which help you see times of day you talked more with your child.
4. **T F** "Conversational turns" means your child said something and you answered, or the other way around.
5. **T F** A high number of TV/electronic minutes is good.

2 - 7

"You'll find more detailed information on pages 15 and 16 of your Parent Guide. Please refer to these pages when you get your own first report next week."

Percentiles

Understanding "percentile" (PCTL)

Category	Range	Description
HIGH	75-99	99 th – higher than 99 of 100 families
HIGH AVERAGE	50-74	75 th – higher than 75 of 100 families
LOW AVERAGE	25-49	50 th – higher than 50 of 100 families
LOW	1-24	25 th – higher than 25 of 100 families

2 - 8

"One important point in the video was percentiles."

"Percentiles are used to compare your results with other parents and children who have used LENA and who have a child the same age as yours."

"We'll learn more about percentiles next week when we get your first reports."

"You'll see this bar at the bottom of a lot of slides, as a reminder of what percentiles mean."

14 Talking Tips to Increase Words & Turns

Here are some simple things you can do while talking, reading, or singing with your child.

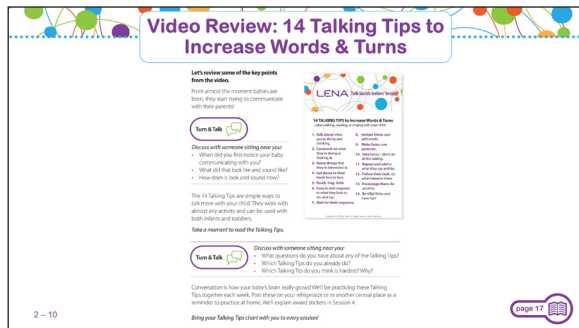
Let's watch!



2 - 9

"So now that we know more about LENA reports, let's talk about tips for talking more with our children. We call these The 14 Talking Tips!"

- Read slide.
- Click anywhere to play video.



"This video shared some interesting points!"

- Read the instructions and questions at the top of page 17.
- Provide 3 to 4 minutes for discussion.

"The 14 Talking Tips give you simple ways to talk more with your child. They work with almost any activity and can be used with both infants and toddlers. Take a minute to read the Talking Tips."

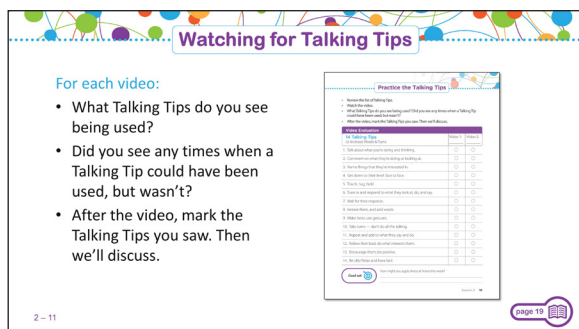
- Pass out the laminated Talking Tips to each parent, and provide time for parents to review them.

"Find another partner near you to talk through the questions at the bottom of page 17."

- Read questions.

"Conversation is how your child's brain really grows. We will practice these Talking Tips each week."

"There's a recap of the information shared in the video on the next page. Be sure to share the Talking Tips with all of your child's talk partners!"



"We'll use short videos of actual parents to learn to recognize the Talking Tips."

- Read slide.

Practice the Talking Tips

Let's watch a video on getting toddlers dressed.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?



2 - 12



page 19

"Let's practice! As you watch this video, use the Talking Tips sheet on page 19 in your Parent Guide."

- Read slide.
- Click anywhere to play video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?

2 - 13

page 19

- After the video, read bulleted questions on slide, and allow time for discussion.

If prompting is needed, you may point out these examples:

- **10. Take turns** — don't do all the talking (when mom asked questions and waited for answers).
- **11. Repeat and add** to what they say and do (when mom repeated "shoes" then added "We have 2 pairs of shoes").
- **13. Encourage them**, be positive (when the child helped pull on the sock and mom said "You did it!").

If prompting is needed to critique the video, you might use this example:

- **7. Wait for their response.** Did the mom in this video give the child enough time to reply or talk more? This is really hard!

Practice the Talking Tips

Let's watch a video on getting infants dressed.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?





2 - 14

page 19

- Read slide.
- Click anywhere to play video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?

2-15

- After the video, read bulleted questions on slide, and allow time for discussion.

If prompting is needed, you may point out these examples:

- 1. Talk about what you're doing and thinking** (when mom explains she's taking off buttons and straps).
- 2. Comment on what they're doing or looking at** (when mom says "big yawn").
- 3. Name things that they're interested in** (when mom responds to baby touching her mouth by saying, "That's mommy's mouth").

"It's always helpful to end our sessions by setting a goal. Use the line at the bottom of page 19 to write down a goal for using the Talking Tips this week. Since we've just learned about the Talking Tips, an example of a goal for this week could be to practice a Talking Tip, like Talking Tip 2, by commenting on what they're doing or looking at during routines like getting dressed, mealtime, or playtime."

Talking Tips Chart

Take one home with you!

- Hang it on your refrigerator or in another central place.
- It has two sections:
 - List of Talking Tips
 - Place to put award stickers
 (We'll explain in Session 4.)

Bring this chart with you to every meeting!

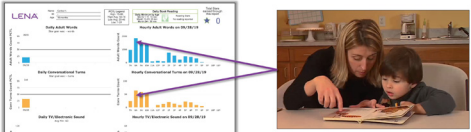


2-16

- Read slide.

Your Next LENA Day!

- Plan your LENA Day for tomorrow, or as soon as possible!
- You can take pictures to remember what you did.
- When you look at your report, pictures or notes help you remember what you were doing on your LENA Day.



2-17

"You've started learning about using the 14 Talking Tips to talk more with your child today, and you learned about your first LENA report, which you'll get next week. Here are a few reminders."

- Read rest of slide.

"This family took a picture when they were reading in the morning. Their report shows this was their highest hour for words and turns for the day."

Reminders for This Week

- It helps to write down your planned LENA Day so you don't forget.
- Read books with your child every day!
- Use your Talking Tips!

Remember: **Talk builds babies' brains!**



2-18

"Don't forget to pick up your LENA device before you head home today!"

- Make sure all devices have charged for at least an hour. Leave them plugged in as long as possible.
- Turn off the devices.
- Hand out to parents.

"Before you go we have a few reminders."

- Read rest of slide.
- Emphasize **"Talk builds babies' brains! Parents have the power!"**

"Please let me know if you have any questions! See you next time!"



Session 3: Shared Reading

Today's topics:

- Shared reading and using your first LENA report
- Why shared reading is important
- How to use shared reading to increase words & turns
- Parents receive their first LENA report





This slide is up while parents are being signed in.

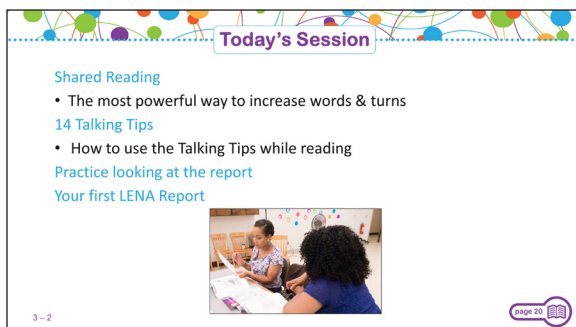
- Welcome families.
- Make sure they've signed in.
- Make sure they have nametags and have turned in LENA devices.
- Be sure you have carefully reviewed parents' first LENA reports prior to this session so you'll be able to anticipate any questions or issues that may have come up, and provide any personalized feedback needed.

At start:

"Good evening [morning], and welcome back to LENA Start!"

"Before we begin, has everyone turned in their LENA device?"

- Make sure all LENA devices are turned on, plugged into the Multi Dock, and processing. Devices will need to charge for at least an hour to last through the next LENA Day. Longer is better!



"Today we'll talk about shared reading — the most powerful way to increase words and turns."

"We'll also review the 14 Talking Tips and how to use them while reading."


"We'll practice looking at LENA reports, and you'll receive your first one!"

Optional Activity: *Engage parents in a quick review of the Talking Tips: Instruct each parent to find another parent and take turns "teaching" each other one Talking Tip — choose one tip to read from page 19 in the Parent Guide and explain what it means. Parents can switch partners and repeat as time permits.*

Share with the Group!

Since the last meeting...

- What Talking Tips worked really well?
- How do you feel about your progress toward your goal?
- What didn't work or got in the way?



3-3

page 20

"Let's talk about what you've worked on since last week. Find a partner near you to discuss these questions:"

- Read slide.
- Allow up to 5 minutes for discussion.
- If you need help getting parents to talk, ask specific questions such as, "Did anyone try Tip #1, talk about what you're doing and thinking?"

"It sounds like you had another successful LENA Day, and I can't wait to share your first reports with you."

Session 2 Review

Let's review some of the key points from the last session.

Circle the best answer to each question.

1. What does a LENA report measure?
 - A. conversational turns
 - B. adult words
 - C. sounds from TV and electronics
 - D. all of those — A, B, and C
2. Why are the 14 Talking Tips important?
 - A. They show what a baby likes and doesn't like.
 - B. They show the baby good manners.
 - C. They help you increase words & turns.
 - D. They help babies communicate with each other.
3. When should you start using the Talking Tips with your baby?
 - A. when he starts to talk.
 - B. when he can understand what you say.
 - C. right now — babies want to communicate soon after they're born.

Circle the answer that best completes each sentence.

4. When you talk and your baby answers, or baby makes sounds and you answer, it's called **A**. **A** is a conversational turn.
5. A "percentile" **A** compares your results to results of other parents. **B** tells you what grade you got.
6. Both turns and words are important for building your child's brain, but **A** (turns **B** words) are more important.



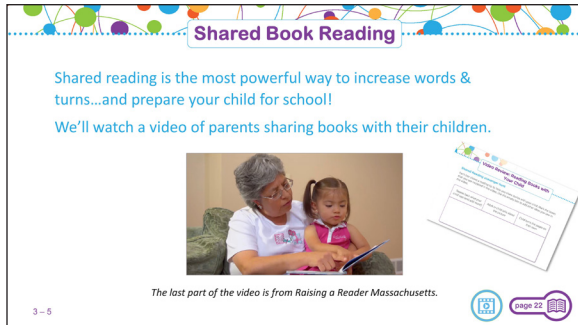
3-4

page 21

"Let's start by reviewing some of the key points from the last session, using the review on page 21 in your Parent Guide."

- Read questions, and ask parents to call out answers.
- Repeat correct answers out loud to reinforce them:

1. D; 2. C; 3. C; 4. B; 5. A; 6. A



"It looks like you remember what we learned last week about the importance of building babies' brains through talk!"

"This week we'll focus on a fun and easy way to talk more: sharing books with your child."

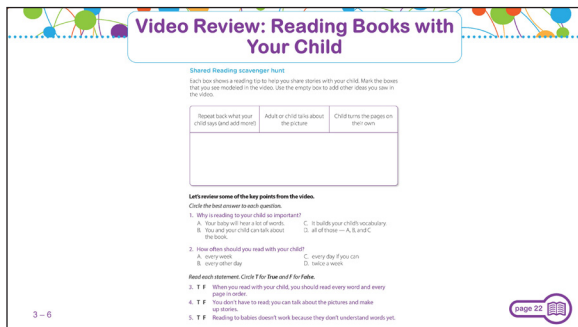
- Read slide.

"To help us note all of these great ideas, we'll use the scavenger hunt on page 22 of your Parent Guide."

"Go ahead and read the tips in the boxes."

"As you see these in the video, mark them off. There's an extra box below those tips so you can add in other ideas you see in the video."

- Click anywhere to play video; video runs about 12 minutes.



"Let's review what we saw in the video using page 22 in your Parent Guide."

- Ask the following questions, and provide time for responses.

"Which reading tips did you see in the video?"

"Which of these have you tried with your child?"

"Which of these surprised you?"

"Did you fill in any other reading tips?"

"Let's review the questions at the bottom of this page."

- Read questions, invite parents to call out answer choices.
- Repeat correct answers out loud to reinforce them.

1. D; 2. C; 3. F; 4. T; 5. F



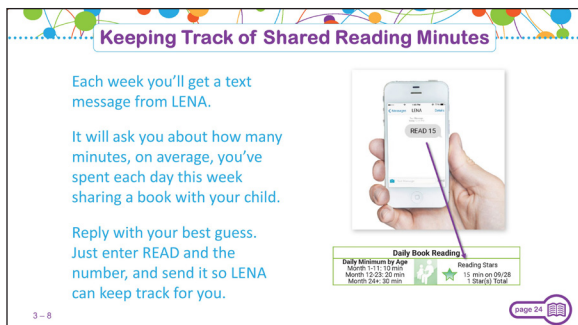
- Read slide.

"Take a moment to find your child's age range on page 24 and read through the tips."

- Provide time for parents to review these pages.
- Ask the following questions, and provide time for responses:

"Do you recognize anything from the video? Do you recognize anything that sounds like a Talking Tip?"

"Be sure to share these pages with other adults your child spends time with so they can share books, too."



- Read slide.

"The Daily Book Reading Chart on your LENA report will also show your reading goals based on your child's age."

"Remember, these reading minutes don't have to be done all at one time! That would be really hard! Instead, you can add up a few minutes here and there that you spend with a book, whether it's talking about pictures or reading a few pages. These minutes add up to help you meet your daily goal."


"You don't have to add up the total minutes you've spent reading throughout the week. Instead, report the average daily minutes. Here's an example: If you've spent around 15 minutes each day, you'll reply READ 15."

Practice the Talking Tips

Let's watch a video on reading with an infant.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?



3 - 9

page 25

- Read slide.
- Click anywhere to play video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?




3 - 10

page 25

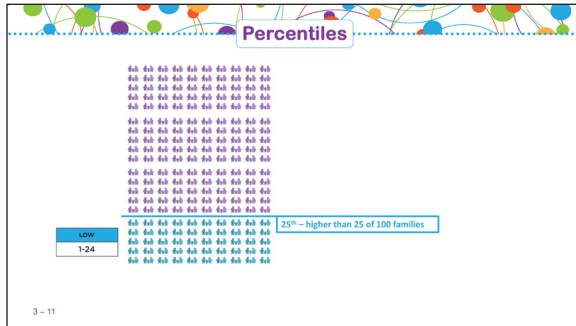
- After the video, read bulleted questions on slide.

If prompting is needed, you may point out these examples:

- **2. Comment on** what they're doing or looking at (mom talked about what baby looked at or patted on each page).
- **3. Name things that they're interested in** (mom named the animal on each page).
- **6. Tune in and respond** to what they look at, do, and say (mom responded each time baby went back to the elephant; mom said "Look at you holding the book!" when baby held it up).

"You might have noticed that the baby was interested in the book itself, too. She looked at it, touched it, chewed it. That's OK!"

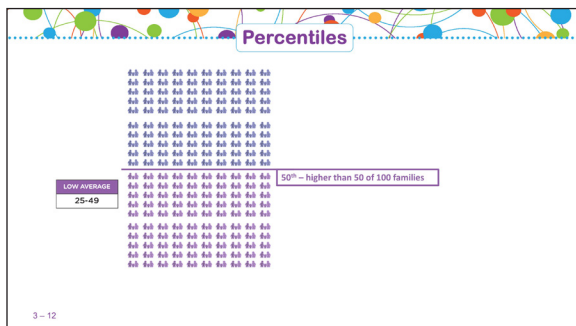
"We've talked a lot today about tips to read more with your child. Use the line at the bottom of page 25 in your Parent Guide to write down a goal for this week, then share it with a partner. For example, your goal might be to share a book at bedtime or to focus on one of the Talking Tips."



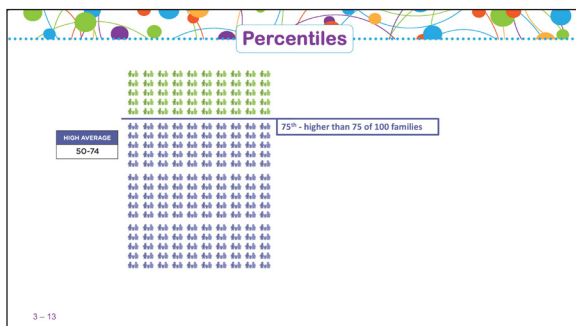
"Let's get ready to see our first LENA reports."

"We're going to go over percentiles again briefly."

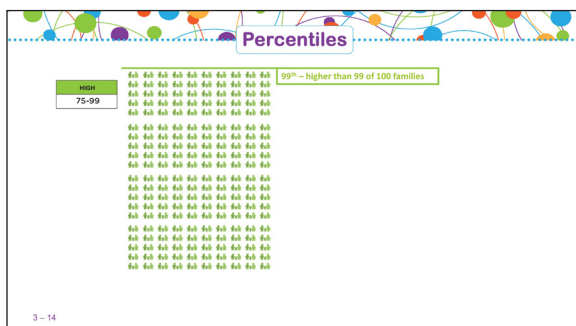
"Remember that a percentile is not a grade. If your scores are in the 25th percentile, that means your score is higher than 25 out of 100 families who have used LENA in the past with a child that's the same age (in months) as your child."



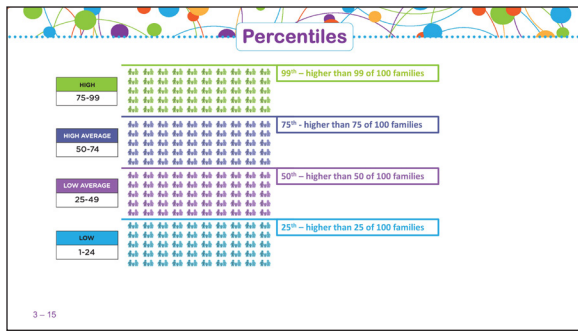
"If your scores are in the 50th percentile, that means your score is higher than 50 out of those 100 families."



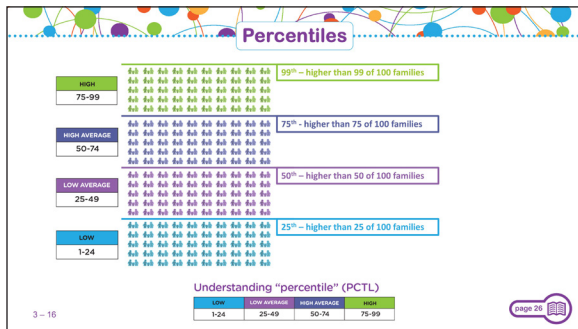
"The 75th percentile means your score is higher than 75 out of those 100 families."



"And the 99th percentile means your score is higher than 99 out of those 100 families."



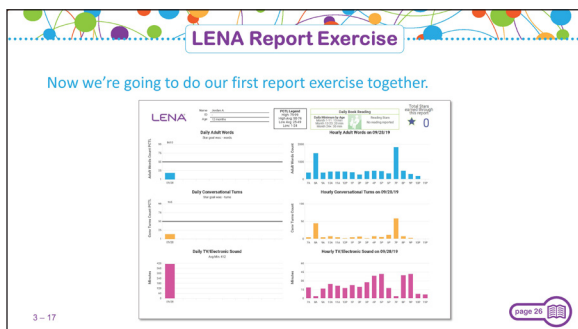
"When we put it all together it looks like this."



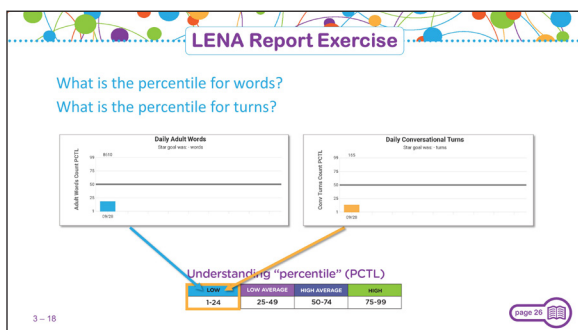
"...and you can see that the "Understanding Percentiles" table you have on page 26 of your Parent Guide explains those scores."

"This page also shows an example of a LENA report. Take a moment to review it, then we'll talk about each section of the report."

- Provide time to review the report, then advance to next slide.

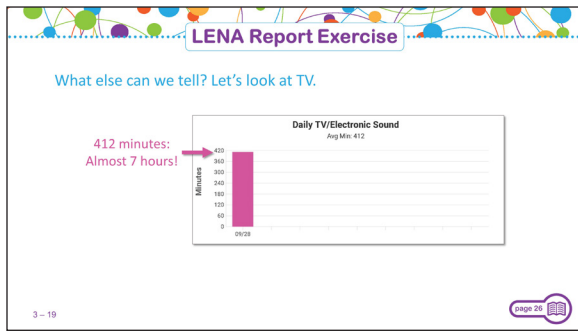


- Read slide.



- Read slide.
- Ask questions on slide.
- Provide time for parents to answer.

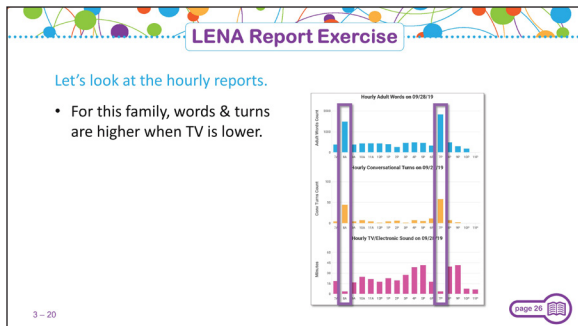
"This family falls at the 20th percentile for words and around the 15th percentile for turns. It's their first LENA Day, so while that's low, it represents a great opportunity to grow."



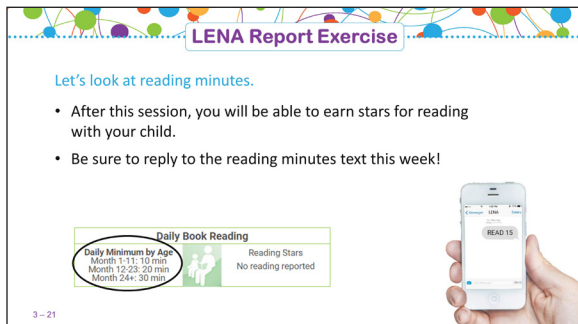
- Read slide.

"It's always important to check TV/Electronic sound time."

"In this example, there's almost 7 hours of TV/electronic sound time! This can interfere with conversational turns."



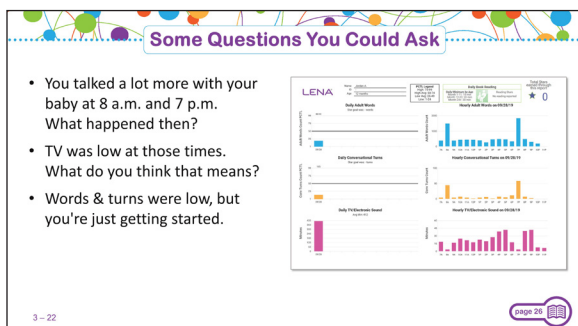
- Read slide.



"Let's look at reading minutes. Since this report is for a child who is 12 months old, the average daily reading goal is 20 minutes. It's important to send in your reading minutes even if you haven't reached your goal yet."

"Remember, your daily reading goals are listed on the left side of the Daily Book Reading chart on the top of your report."

- Read bullets on slide.



"What are some questions you could ask about this report?"

- Allow parents to give suggestions.
- Click slide after discussion to show examples.
- Examples are listed on the slide.

LENA Report Exercise

Now it's your turn to work with a report!
Split into groups.

- Look at Report 2. If this were your report:
 - What could you celebrate?
 - What questions might you ask yourself?
 - Where could you improve?




3 - 23

page 27

- Read slide, and assist parents in splitting into small groups to discuss.
- Allow 3 minutes for discussion.
- Come back together and share.

Other Questions You Could Ask

- Your words percentile was high — why do you think your turns percentile was so much lower?
- Turns were highest from 8 to 11 in the morning. Do you remember what you were doing at those times?
- What do you think would help have more turns? (Some of the Talking Tips?)



3 - 24

page 27

"That was a good discussion! Here are a few other examples of questions you could ask."

- Read the slide.
- Reinforce what the group got right.
- Click to advance slide, and cover anything they may have left out.

Your Own First LENA Report!

Now I'll hand out everyone's first LENA report!
This is how you did on your first LENA Day.

- Look at the hourly charts.
- Remember: You may already have improved since this LENA Day.
- Questions about your report? Let's chat!



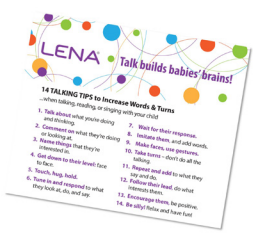
3 - 25

- Read slide.
- Hand out reports.
- Circulate to parents to spend time talking with them about reports as needed.
- Be prepared to address questions and concerns about reports. The first report is just to establish a baseline.

"To make the most of the hourly report, take photos during your LENA Day. These will help you remember what you were doing."

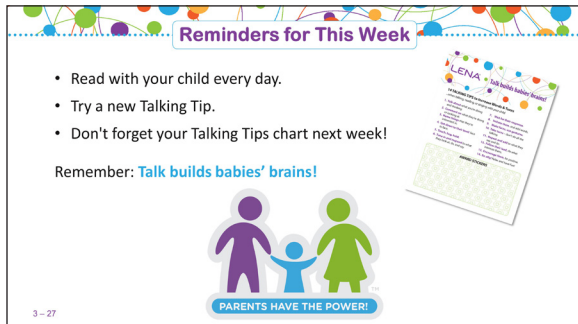
Your Next LENA Day!

- Plan your LENA Day for tomorrow, or as soon as possible!
- Use the list of Talking Tips to remind you to try new ones.



3 - 26

- Read slide.



"Don't forget to pick up your LENA device before you head home today!"

- Make sure all devices have charged for at least an hour. Longer is better!
- Turn off the devices.
- Hand out to parents.

"Before you go we have a few reminders."

"Remember to..."

- Read slide.
- Emphasize **"Talk builds babies' brains! Parents have the power!"**

"Please let me know if you have any questions! See you next time!"



Session 4: Songs & Rhymes

Today's topics:

- Songs, rhymes, and fingerplays
- Benefits of singing songs and saying rhymes with your child
- Practice singing as a class
- Interpret LENA reports with multiple days



This slide is up while parents are being signed in.

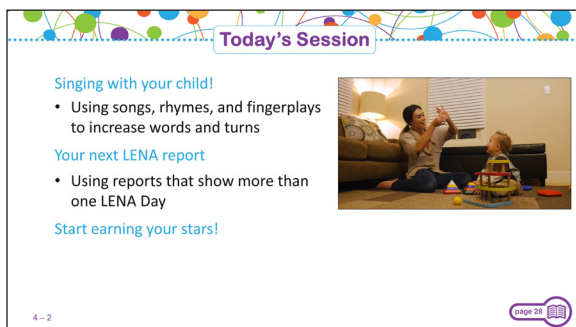
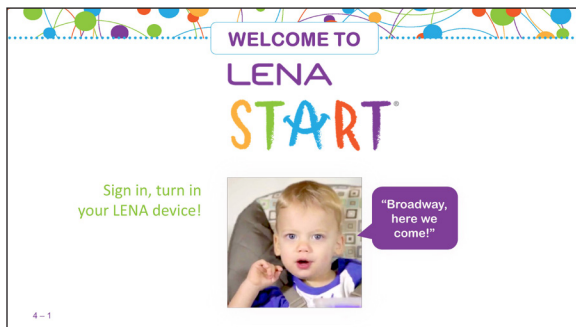
- Welcome families.
- Make sure they've signed in.
- Make sure they've turned in LENA devices.
- Always review individual LENA reports before each session. Choose a few parents each week to have more personal conversations with about LENA reports as the group is getting settled in for the session.

At start:

"Good evening [morning], and welcome back to LENA Start!"

"Before we begin, has everyone turned in their LENA device?"

- Make sure all LENA devices are turned on, plugged into the Multi Dock, and processing. Devices will need to charge for at least an hour to last through the next LENA Day. Leave them plugged in as long as possible.



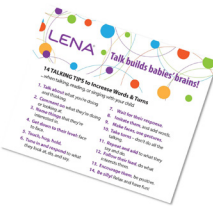
"Today we'll learn why it's important to use songs and rhymes with your child. We'll even get to practice!"

"You'll also get your next LENA report, including stars for growth."

Share with the Group!

Since the last meeting...

- What Talking Tips worked really well?
- Did you share a book with your child? What happened?
- What else worked really well?
- What didn't work or got in the way?



4 - 3

page 28

"Let's take a few minutes to talk about last week. Find a partner near you to discuss these questions."

- Read slide.
- Allow 3 to 5 minutes to discuss.
- If you need help getting parents to talk, ask specific questions such as, "Did anyone try Talking Tip 3, name things that they're interested in?"

"Remember, sharing books with your child every day is a fun and easy way to talk more with your child!"


Session 3 Review

Let's review some of the key points from the last session.
Circle the best answer to each question.

1. How often should you read with your child?
A. every day, even if only a few minutes at a time
B. only when you can do it for at least 30 minutes
C. once a week
D. every other day
2. Why is reading important?
A. it adds to your child's vocabulary.
B. it's a perfect time to use most of the Talking Tips.
C. it builds your baby's brain.
D. all of those — A, B, and C.
3. When LENA sends a text message asking how much you are reading with your baby, reply **READ** and
A. the number of words you've read this week.
B. your best estimate of average minutes a day.
C. your reading goal.
D. "the reading".

Read each statement. Circle **T** for True and **F** for False.

4. **T F** Just talk to your child — never mind what she's doing or looking at.
5. **T F** If your child is less than one year old, try to read at least 10 minutes a day.
6. **T F** TV can be bad for baby's brain growth because it gets in the way of conversations.



4 - 4

page 29

"Before we learn more about songs and rhymes, let's review some of the key points from the last session. Follow along using the Session 3 Review on page 29 in your Parent Guide."

"For this review, we're going to do a 'walk and talk.' For each question, walk around the room and read it with someone new. Make sure you agree on your answers."

- After 3 to 4 minutes, bring the group back together to call out the answers.

1. A; 2. D; 3. B; 4. F; 5. T; 6. T

Optional Activity: This activity is a great opportunity to model using music! Play nursery rhymes or other fun songs as parents walk and talk. Explain that when the music stops it's time to sit back down. How might they use music in this way at home? For example, playing music during clean-up time as toddlers put their toys away.

Increasing Words & Turns Using Songs & Rhymes

Another great time to use the Talking Tips is when you're singing to your child!

Let's see how to do it!



4 - 5



"It sounds like everyone remembers what we learned last week about the importance of reading!"

- Read slide.
- Click anywhere to play video.
- After video, click to advance slide.

Video Review: Increasing Words & Turns Using Songs & Rhymes

Turn & Talk

Discuss with some families sitting near you:

- What are some favorite songs in your family?
- Where did you learn them?
- What does your child do when you sing them?

Let's review some of the key points from the video.

Circle the best answer to each question.

1. How does a song or rhyme help you talk more with your child?

- A. You and your child can do the actions together.
- B. She can say some of the words or lines.
- C. It's a time to be close together.
- D. all of those — A, B, and C.



2. One of these does **not** matter when singing and rhyming with your child. Which one?

- A. encouraging the child to take turns
- B. how good your voice is
- C. using gestures and motions
- D. having fun

Read each statement. Circle T for True and F for False.

- 3. **T F** One way to keep your child interested is to include his name in the song.
- 4. **T F** Children always get tired of the same song over and over.
- 5. **T F** You can use almost all the 14 Talking Tips while singing or rhyming.

4 - 6



"Let's start our video review by learning about some songs and rhymes you might already be doing with your child."

"Read and discuss the questions at the top of page 30 in your Parent Guide with a table partner."

- Circulate to learn more about the families in your group and how they share songs at home.
- Bring the group back together. Read the review questions, and ask parents to call out answers. Repeat correct answers.

1. D; 2. B; 3. T; 4. F; 5. T

"There's a video recap handout on page 31 in your Parent Guide. Be sure to share that with others who spend time with your child."



"Many parents like to talk, read, and sing with their children in different languages. Some may worry that hearing more than one language is confusing for their children and their vocabularies may grow more slowly. Researchers tested this with groups of families and learned that a child's vocabulary grows fastest if each parent speaks the language they know the best. Other researchers have confirmed the same thing. So speak, sing, and read to your child in the language you are most comfortable using. Your child's brain will grow fastest that way."

Practice the Talking Tips

Let's watch a video on singing and rhyming with a toddler.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?

4-8

page 32

- Read slide.
- Click anywhere to play video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?

4-9

page 32

- After the video, read bulleted questions on slide.

If prompting is needed, you may point out these examples:


- **4. Get down on their level:** face to face (mom is on knees at child's eye level).
- **5. Touch, hug, hold** (mom holds toddler's hands and moves them with rhythm of song).
- **7. Wait for their response** (mom pauses during song and waits for child to chime in).
- **14. Be silly!** Relax and have fun (mom smiles and uses an excited voice throughout the song)!

Practice the Talking Tips

Let's watch a video on singing and rhyming with an infant.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?



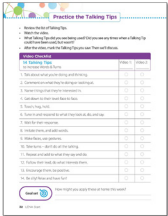
4 - 10

page 32

- Read slide.
- Click anywhere to play video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?

4 - 11

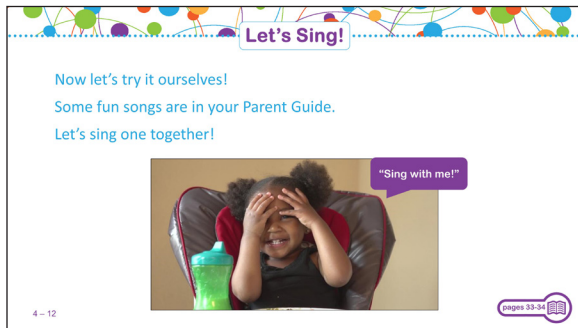
page 32

- After the video, read bulleted questions on slide.

If prompting is needed, you may point out these examples:

- **4. Get down on their level:** face to face (mom leans over to baby to keep eye contact throughout the song).
- **5. Touch, hug, hold** (mom holds baby's hands and moves them throughout song).
- **6. Tune in and respond** to what they look at, do, and say (mom repeated back baby's sounds and responded like they were having a conversation). This is Talking Tip 11, too: Repeat and add to what they say and do.

"Before we move on, take a moment to think about any goal you have for this week to increase words and turns. Maybe it's about using songs and rhymes, or maybe you have a different goal — write it down at the bottom of this Talking Tips page, then share it with a table partner."



- Read slide.
- Point out that pages 33 and 34 of the Parent Guide have some examples of traditional songs and rhymes.
- Let group pick a song to sing together.
- Be flexible with the singing exercise — if parents are hesitant, ask them to recall or share favorite songs from when they were children. You might even invite them to teach the group one of the songs they shared about earlier in the session!

"Thanks for sharing and being willing to have fun with songs!"

Optional Activity: You may want to have some pre-chosen songs and rhymes, including some from video clips that include the music and motions, that you can play for practice here. Adding motions makes the song more interactive and helps parents remember it. This is a great opportunity to customize the choices based on the cultures, traditions, and home languages represented in your group!



- Read slide.
- Click anywhere to play video.
- After video, click to advance slide.

Video Review: Understanding LENA Reports That Show More Than One Day

Let's review some of the key points from the video.

First, partner to make the quiz. Circle the best answer to each question. Use the answer key at the bottom of the page to check your answers.

1. What do the bars on the **left** side of the report show?
 - A. Each bar shows an 180-day, 10-hour time range.
 - B. Each bar shows a 10-hour time range of the day.
 - C. Each bar is a different color.
 - D. Each bar is a different word.
2. What do the bars on the **right** side of the report show?
 - A. Each bar is a different day.
 - B. Each bar shows the score for each hour.
 - C. Words, turns, and TV for the most recent day, by hour.
 - D. All of these — A, B, and C.
3. What does it mean if there is a star on one of the bars on the left?
 - A. That day was a holiday.
 - B. You met a goal for that measurement.
 - C. Your number was higher than anyone else's.
 - D. all of these — A, B, and C.

Read each statement. Circle if it's true or false.

4. **T F** You will go up in words and turns on every report.
5. **T F** "100 percent" means your score is higher than 40 out of 100 other families.
6. **T F** "Star Day" is all days you have earned on reports since the beginning of the program.
7. **T F** "Turns" include back and forth talk with young brothers or sisters.
8. **T F** A star for words or turns means your score improved 10 percent over your previous score or average, or if at the 97th percentile or higher.

4 - 14

"Let's review what we saw in the video so everyone will be ready to get their next report. Complete the review on page 35 in your Parent Guide with a partner, and be sure to check your answers."

- Circulate during quiz to check for understanding.
- Bring group back together to call out answers:

1. A; 2. C; 3. B; 4. F; 5. T; 6. T; 7. F; 8. T

"There's also a recap of this information on page 36 of your Parent Guide."

LENA Report Exercise

Now it's your turn to work with reports!
Split into groups.

- Look at Report 1. If this were your report:
 - What could you celebrate?
 - What questions might you ask yourself?
 - Where could you improve?

4 - 15

- Read slide, and assist parents in splitting into small groups.
- Allow 3 minutes for discussion.
- Come back together to share.

Other Questions You Could Ask

- What did you do to increase words and turns so much?
- What did you do to earn stars on this report?
- Why do you think there was more talk in the morning?
- What could you do to talk more in the afternoon?

4 - 16


"Good discussion! Here are some other questions you might ask:"

- Read slide.
- Reinforce what the group identified.
- Cover anything they may have omitted.

LENA Report Exercise

Let's look at another report.

- Look at Report 2. If this were your report:
 - What could you celebrate?
 - What questions might you ask yourself?
 - Where could you improve?




4 - 17

page 39

- Read slide.
- Allow 3 minutes for discussion.
- Come back together to share.

Other Questions You Could Ask

- Why do you think both words and turns went down so much?
- What happened that morning? It looks like the LENA Day started after lunch.
- What else might have affected time to talk?



4 - 18

page 39

"Good ideas! Here are some other questions you might ask:"

- Read slide.
- Reinforce what the group identified.
- Cover anything they may have omitted.


Getting Your Report On Your Phone

Starting this week, we'll send you your LENA report by text message.

Click on the link and the report will open on your phone.

If your screen is too small to read the report, don't worry — you'll still get a paper copy at the next meeting.

Make sure you look at your report before your next LENA Day!



4 - 19

"I know how exciting it is to get a new report each week — and it's hard to wait, too! I have great news."

- Read slide.

"This means you should be getting your next report as early as tomorrow!"



"It's award time!"

"I'll pass out reports for your last LENA Day and give everyone a few minutes to take a look. I'll be circulating around to see what questions you might have, and, of course, I'm available after our session, too."

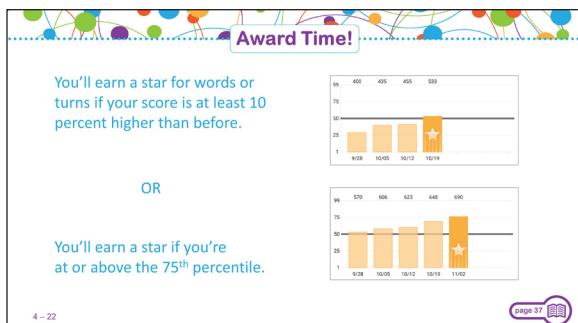
- Hand out reports.
- Circulate as parents review reports, answering questions as needed.

"As you look at your report, think back about the goal you wrote down earlier. Do you see anything on your report that gives you another idea for a goal? This might be a time of day to talk more or to add in more reading time. You can go back to page 32 and add more to your goal for this week!"

"During Award Time each week from now on, your LENA reports may show stars! Let's take a look at your report and how you are earning stars."

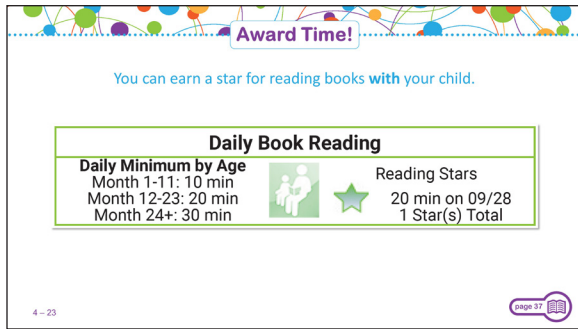


- Read slide.
- Point out that the box on the top right of their report will show total stars.



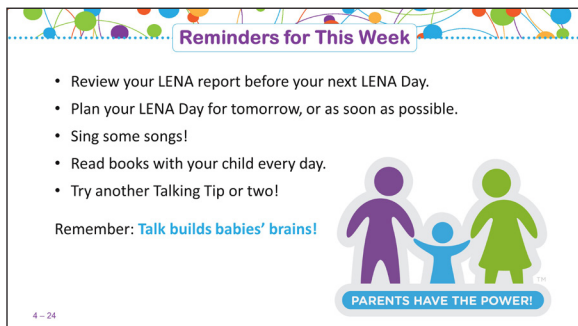
"You can earn a star each week for words and for turns in one of two ways."

- Read slide.



"You'll also earn stars for meeting your reading goals with your child each week. Remember, the green box at the top of your report shows your goal and the reading minutes you reported this week. This is where you can keep track of how many Reading Stars you have earned."

- Hand out star stickers.
- Remind parents that it's OK if they don't have any yet!



"Don't forget to pick up your LENA device before you head home today!"

- Make sure all devices have charged for at least an hour. Longer is better!
- Turn off the devices.
- Hand out to parents.

"Before you go we have a few reminders."

"Remember to..."

- Read slide.
- Emphasize **"Talk builds babies' brains! Parents have the power!"**

"Please let me know if you have any questions! See you next time!"



Session 5: Language of Food

Today's topics:

- The Language of Food
- Group sharing time
- Talking Tips practice video
- Achievement awards





This slide is up while parents are being signed in.

- Welcome families.
- Make sure they've signed in.
- Make sure they've turned in devices.
- Choose a few parents each week to have more personal conversations with about LENA reports as the group is getting settled in for the session.

At start:

"Good evening [morning], and welcome to this session of LENA Start!"

"Before we begin, has everyone turned in their LENA devices?"

- Make sure all LENA devices are turned on, plugged into the Multi Dock, and processing. Devices will need to charge for at least an hour to last through the next LENA Day. Leave them plugged in as long as possible.




"Today we'll be discussing different ways we can talk about food with our children. Then, we'll review the Talking Tips and finish up with getting our latest LENA report, which you should have received by text."

"We'll also fill out our second Snapshot."

Share with the Group!

Since the last meeting . . .

- What Talking Tips worked really well?
- What songs/rhymes did you use? How did your child respond?
- What didn't work or got in the way?



5 - 3

page 40

"Before we start, though, I'd love to hear more about the songs and rhymes you tried last week. Turn to the person next to you and spend two minutes discussing the questions on this slide. The questions are also listed on page 40 of your Parent Guide."

- Read slide.
- Provide 2 minutes to discuss with partners.
- Bring group back together.

Session 4 Review


Let's review some of the key points from the last session.

Circle the best answer to each question.

- How does singing with your child help increase words and turns?
 - Children learn words when a song is repeated.
 - Children pay attention to songs.
 - You can use the Talking Tip when singing.
 - All of those — A, B, and C.
- At what age should you sing with your baby?
 - up to 6 months
 - just during the first year
 - at any age — all young children like songs
 - until she's two years old
- When is a good time to use songs and rhymes?
 - before bedtime
 - while cooking or doing other things at home
 - while outside walking or riding
 - all of those — any time!

Read each statement. Circle T for True and F for False.

- T F It's good to encourage your child to sing along.
- T F Hand gestures during songs help keep an infant's attention.
- T F You can also build turns by making up rhymes to words that come up during the day.



5 - 4

page 41

"As a quick review of last week's session, let's go over the questions on page 41 in your Parent Guide. I'll read the questions, and you call out the answers."

1. D; 2. C; 3. D; 4. T; 5. T; 6. T

Talking About Food

Give your child words to chew on!

Turn & Talk

- What is one of your favorite family meals?
- What is one of your child's favorite foods?
- What are times in your day that involve food?



5 - 5

"Today our lesson introduces talking with your child about food. We'll start by talking more about each other."

- Read questions on slide, and instruct parents to discuss with a partner.
- After 2 to 3 minutes, bring the group back together.

"Great ideas! There are so many ways to talk about food."

Optional parent connection activity: Invite parents to bring in their favorite family meal recipe to the next session. Use these to make a group cookbook to share with each family at graduation!

The Language of Food

Grow your child's brain using words related to food.

- Names of foods, drinks, utensils, cooking tools
- Categories like fruits, vegetables, meats, drinks, desserts
- Describing words for taste, temperature, texture, color, size, shape, how many
- Action words about what you can do with the food
- Manners (please, thank you, help)

5 - 6

page 42

"The purple box at the top of page 42 in your Parent Guide points out some great topics you can use to talk more about food and meals. Let's read those now, and then we'll practice."

- Read over the list of topics in the purple box on the slide, then advance slide.

Cooking or Preparing Food

What are some things we could talk about while cooking or preparing food?

When we're doing this...	I could say this...
Cooking or preparing food	<ul style="list-style-type: none"> "We need three cups of water in the pot — one... two... three!" "I'll put the vegetables in the pan. Hear them sizzle? Sssss!"

What else could you say?

5 - 7

page 42

"Pages 42 to 43 show a list of activities, like cooking and feeding your child. Your Parent Guide has some examples already, but I bet you can think of more and write them down. Let's look at the first activity:"

- Read slide, including the examples on the chart.

Examples to suggest, if needed:

- "We need three cups of water in the pot — one... two... three."
- "These noodles are too hard. The water will make them soft."
- "The stove is hot — don't touch!"
- "I'll put the vegetables in the pan. Hear them sizzle? Ssssss!"
- "Stir, stir, mix it up!"

Feeding the Baby

What are some things we could talk about while feeding our babies?

When we're doing this...	I could say this...
Feeding the baby	<ul style="list-style-type: none"> "Which do you want first — the applesauce or some cheese?" "Here comes the spoon — open wide!"

What else could you say?

5 - 8

page 42

"Let's look at the next activity example. As we practice, remember to use the Talking Tips."

- Read slide, including the examples on the chart.

Examples to suggest, if needed:

- "Which do you want first — the applesauce or some cheese?"
- "Here comes the spoon — open wide!"
- "Mmmm, that applesauce is sweet."



"Now each group will brainstorm things to say when doing one of the food activities shown on this slide. You will spend 3 minutes brainstorming and listing examples in your Parent Guide, then we'll share."

- Assign one of the four activities listed on the slide to each group. Provide 3 minutes to discuss in groups, then bring the groups back together.

"Let's share the examples you discussed. Remember to write these down in your Parent Guide."

- Allow time to share examples.

Examples to suggest, if needed:


- **Setting the table**
 - "I wonder how many spoons we will need."
 - "You're setting a napkin down at each place...one, two, three...."
 - "Let's put the bowl of mashed potatoes in the middle of the table. It's so heavy!"
- **Shopping for food**
 - "I spy something orange! Can you guess what it is?"
 - "You're pointing to your favorite cereal. What do you see on the front of the box?"
- **Going to a restaurant**
 - "Have we ever been here before? Did you like it?"
 - "Let's name what we see on the table. I see napkins, forks, salt and pepper shakers....," etc.
 - "Some of your food is hot, and some is cold. The chicken nuggets are hot. What do you think is cold?"
- **Packing a lunch or snack**
 - "We're going to the park. Which of these snacks should we pack?"
 - "You picked out two snacks. Now we need a drink. Tell me which cup you want to use."
 - "Look at the food in your lunch box. There are green grapes, six crackers. Do you need a fork or a spoon? What else do you need?"

"Now that you've made a list of ideas in your Parent Guide, go back and circle one from each section that you plan to try this week."

Talking Tips Examples

Let's focus on Talking Tip #11:

Repeat and add to what they say and do.



5 - 10

"Talking about food is also a great time to use Talking Tip 11 (repeat and add to what they say and do)."


"This is an easy way to do something called *recasting*. Recasting is when your child says something, like 'banana,' and you repeat it and add more to it, like, 'Yes, you watched me peel and slice your banana and put it on your tray.'"

"Can anyone think of an example of a way we could use recasting to talk more about the applesauce in this picture?"

Examples to suggest, if needed:

- "You're really messy! You scooped up the applesauce with your fingers. Let's try it with the green spoon!"
- "You ate a spoonful of applesauce and said 'mmmm.' I think that means you really like it!"
- "You're scraping the bowl with your spoon. Does that mean you want more applesauce?"

Trying New Foods



Try talking about taste and texture when trying new things:

"Whoa! Looks like that sauce was spicy!"

"How does it make your tongue feel?"

This also allows you to avoid using words like good/bad, like/don't like!

5 - 11

"Here's one more idea. Use food words in different ways when your child is trying new foods."

- Read slide.

Talk Food With Your Child



"What should we eat tonight?"

"Look at you eating that orange carrot!"

"How does that taste?"

"I'm putting four red apples into this bag to take home from the store — one, two, three, four!"



PARENTS HAVE THE POWER!

5 - 12

"You've got a lot of ideas for having food conversations with your child. You can use these between now and our next session, and they don't always have to be at mealtimes!"

- Read slide.

Practice the Talking Tips

Let's watch a video on pretending to cook using play food.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?



5 - 13

page 43

- Read slide.
- Click anywhere to play video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?




5 - 14

page 44

- After the video, read bulleted questions on slide.

If prompting is needed, you may point out these examples:

- **3. Name things they're interested in** (mom named items such as pickles and lettuce).
- **8. Imitate them,** and add words (when child said, "I cookin," mom said, "You are cooking").
- **11. Repeat and add** to what they say and do (mom expanded on what mittens are used for).


"Pretend play is such a great time to use the Talking Tips, and children love to pretend to cook."

"We've talked a lot today about ways to use the Talking Tips with food. Use the line at the bottom of page 44 to write down a goal for this week, then share it with a table partner. You might also use one of the ideas you circled earlier."

LENA Report Exercise

Now it's your turn to work with a report!

- Look at this report. If this were your report:
 - What could you celebrate?
 - What questions might you ask yourself?
 - Where could you improve?



5 - 15


"Before we hand out reports, let's do one last review to make sure everyone understands them. Since this is our last time doing this, we'll do it together as a group!"

"Take a look at this report, which is on page 45 of your Parent Guide. It shows three LENA Days."

- Provide time for parents to review report.
- Read slide, and discuss questions.

Other Questions You Could Ask

- What differences do you see between LENA Days 2 and 3?
- What are some possible reasons for that?
- How does their daily book reading compare to the goal?



5 - 16

"Here are some other questions you could ask."

- Read the slide.
- Reinforce what the group got right.
- Cover anything they may have omitted.

"Since this family has been practicing talking more for three weeks, their next challenge will be getting back on track to increase words and turns."

"Notice that this report shows 5 reading minutes. It's important to report reading minutes each week, even if you don't meet your goal!"

Award Time!

Now I'll hand out your LENA reports.

Stars mean you met a LENA goal. Good work talking with your child!

For every star, you'll get a sticker to put on your chart and take home!



5 - 17

"It's award time!"

- Read slide.
- Hand out reports and stars.

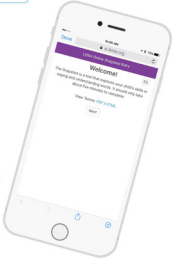
"As you look at your report, think back about the goal you wrote down earlier. Do you see anything on your report that gives you another idea for a goal?"

- Circulate as parents review reports.

Today's LENA Snapshot™

Now we'll fill out the Snapshot online.

- Check your phone for a text and instructions.
- Remember: "Yes" means your child has done it more than once, or did it when younger.
- The Snapshot will stop automatically after 5 "not yet" answers in a row.
- If you didn't get a text, I have a paper copy for you.

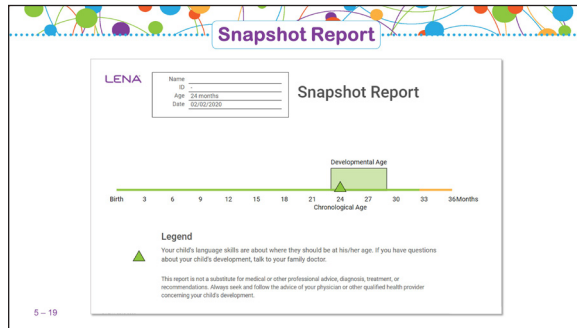


5 - 18

- Read slide.

"It's important that the same person who completed the Snapshot in Session 1 completes it again now. If someone else completed the Snapshot at Session 1, they will receive the link by text. Please remind them to fill it out. As soon as you fill out the Snapshot, you'll receive a text with your report. We'll explain the Snapshot Report on the next slide."

- Use the "Send Snapshot Texts" button in the Session Prep page in LENA Online (paper copies can be used if needed).
- Allow 5 to 10 minutes for parents to fill out.
- Circulate while parents are filling out the Snapshot, and look for anyone who may have trouble reading.
- If you see a parent having trouble, suggest that they stay after and you'll help them.
- If using paper copies, check Snapshots to ensure they are filled out correctly **before** parents leave. Make sure that:
 - There are no skipped questions.
 - Number of reading minutes is included.
 - There are five "not yet" **in a row**.

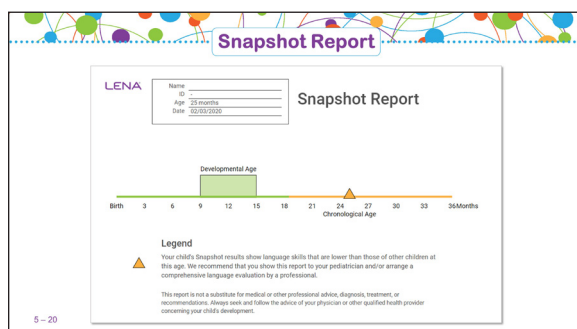


"If this is your second Snapshot and you completed it by text, you've already received a report. If you filled out this Snapshot on paper, you'll get your report next time. Let's take a look at what a Snapshot Report shows you."

"Notice that the line going across the report shows ages in months, and the triangle on your report shows your child's age."

"The green box shows an estimate of your child's language development age."

"If the box overlaps with your child's age, shown by the triangle, then his or her language development is average, or like other children that are the same age."




"If the box is to the left of your child's age, shown now by a yellow triangle, your child's language skills may be lower than average for their age right now. This is not a diagnosis, but it may be something to share with your pediatrician or another health provider. If anyone has questions after you see your Snapshot Report just let me know, and we can talk after class! We'll be completing the Snapshot again at Session 9."

Reminders for This Week

- Schedule your next LENA Day as soon as possible!
- Review your LENA report before your next LENA Day.
- Read books **with** your child every day.
- Try another Talking Tip or two!

Remember: **Talk builds babies' brains!**



5 - 21

"Don't forget to pick up your LENA device before you head home today!"

- Make sure all devices have charged for at least an hour. Longer is better!
- Turn off the devices.
- Hand out to parents.

"Before you go, we have a few reminders."

"If you need a different clothing size, you can swap them out in the back."

"Remember to..."

- Read slide.
- Emphasize **"Talk builds babies' brains! Parents have the power!"**

"Please let me know if you have any questions! See you next time!"

Optional Activity: *To connect talking about food to the shared reading routine, your group may enjoy learning about or ending the session by modeling a fun shared reading book with meal or food themes to parents. Be sure to choose something that appeals to infants and toddlers and can be interactive. Here are some suggestions from the First Book Marketplace:*

- *Indestructibles: Baby, Let's Eat!;/Bebé, vamos a comer! (Bilingual, English/Spanish) — This book introduces foods using descriptions.*
- *Edible Colors (board book) by Jennifer Vogel Bass*



Session 6: Math Talk

Today's topic:

- Math Talk
- Group sharing time
- Talking Tips practice
- Group Stars Report
- Award Time





This slide is up while parents are being signed in.

- Welcome families.
- Make sure they've signed in.
- Make sure they've turned in LENA devices.
- Choose a few parents each week to have more personal conversations with about LENA reports as the group is getting settled in for the session.

At start:

"Welcome to Session 6 — we're more than halfway through the LENA Start program!"

"Before we begin, has everyone turned in their LENA device?"

- Make sure all LENA devices are turned on, plugged into the Multi Dock, and processing. Devices will need to charge for at least an hour to last through the next LENA Day. Leave them plugged in as long as possible.

Optional Activity: *List the Talking Tips on chart paper. Invite parents to add a green sticky dot to their "best" Talking Tip, and a yellow sticky dot to the Talking Tip they find most challenging. This is a great way to get feedback on which Talking Tips may need more support. This activity can also be integrated into the beginning of each session.*



"In tonight's [today's] session, we'll start with sharing time."

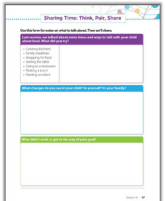
"Then we'll learn about math talk — a way to work on math and language skills at the same time."

"We'll also see how we're doing with our Group Stars Report and get our latest LENA reports and star stickers."

Sharing Time: Think

Think about the topics on page 47.

- Use the Sharing Time form to make notes.



6-3

page 47


"Let's get started with sharing time."

"We'll use a Think, Pair, Share routine. For this new routine, we'll start by thinking about questions in our Parent Guide and writing down our thoughts. Next, we'll share with a partner, and then with the group. We'll be using this routine every week."

- Read slide.
- Provide 2 to 3 minutes to think and write.
- When most look ready, advance to the next slide.

Sharing Time: Pair

Discuss your thoughts with the person next to you.



6-4

page 47

"Next, we'll pair up so you can discuss your thoughts with a partner."

- Read slide.
- Provide time to share.
- When ready, bring the group back together, and advance to the next slide.

Sharing Time: Share

Let's come back together!
We'll take a few minutes to discuss as a group.

Let's review, we talked about some times and ways to talk with your child about food. What did you try?

- Cooking together
- Family traditions
- Shopping for food
- Setting the table
- Going to a restaurant
- Picking a menu
- Feeding on time

What changes do you see in your child's personality? In your family?

What didn't work or get in the way of your goal?

6-5

page 47

- Read slide, and pause after each question listed in the boxes to allow time for discussion.

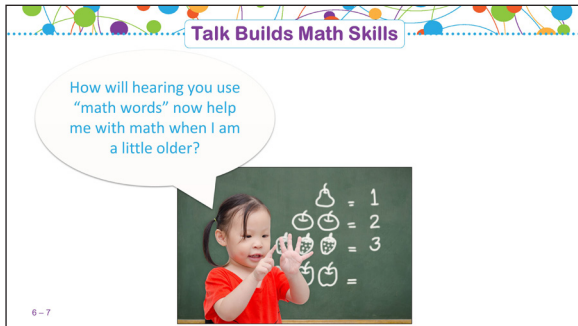
"Thanks for sharing!"



"This week we're going to learn how important (and easy) it is to use math words as we talk more with our children."

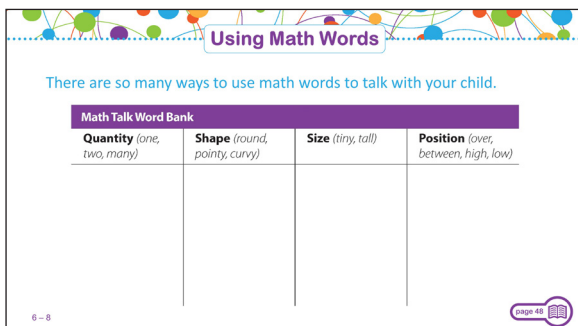
"Research shows that children begin understanding math concepts before they're able to talk about them."

"In a recent study, researchers found that hearing an adult count out loud helped young babies recognize quantities, even though the babies couldn't count. In the study, the researchers showed the baby a group of matching toys — for example, 4 dogs. Sometimes they counted the toys ('1 2, 3, 4'), and sometimes they just said 'this, this, this, and this,' and then they put the toys into a closed box. The baby could then reach in the box to get the toys back. Babies behaved differently based on whether counting was used. When the toys were not counted, babies tended to reach into the box for just one toy and then move on to something else. When counting words were used, babies tended to keep reaching into the box for more toys. They knew that there were more. This shows it's important to use number words even when your baby can't, and even when you think your baby is too young to understand them."



"Here's another interesting study showing other ways parent talk builds babies' math brains. Researchers measured the amount of 'math words' parents used with their babies when they were around one year old. They tested the same children when they were three or four years old. They discovered that children who heard more numbers, counting, and 'space words' like up, down, in, out, and so on, had better math skills later on."

"This shows that talking with your babies doesn't just make them better with words, it can make them better with math, too. That's why today's session is all about math talk!"



"You may already use math talk with your child and not even realize it."

- Read blue words on slide.

"The chart on this slide shows some examples of math words. Let's talk about these now and fill in the Math Talk Word Bank."

"The first column in the word bank is all about quantity words such as one, two, and many. What are some other examples you can think of? Call them out."

"Be sure to write these down on your word bank in your Parent Guides."

"Since math isn't just about counting, let's work together to fill in examples for the other math talk columns:"

- Name each column.
- Share the examples.
- Ask parents to call out more examples.



Using Math Words During Bath Time

What are some ways we can use math words while bathing an infant or toddler?

When we're doing this...	I could say this...
Bath time	<ul style="list-style-type: none"> "Pour the water OVER your foot." "I see so MANY bubbles here. One, two, three, four, five!" "I'm washing your TEN TINY toes with a SQUARE washcloth."

6 - 9

page 48

"Let's practice!"

- Read blue words on slide.
- Point out the chart on this slide and in the Parent Guide.
- Read through the examples shown in the chart and ask parents to brainstorm other math talk examples.

"If you hear an example you want to remember to try, be sure to write it down in your Parent Guide."

Optional Activity: Bring and display common bath time objects, such as a washcloth, cup, and bath toys, along with a baby doll. Invite parents to practice or roleplay using math words during bath time. For example, "Look at this square washcloth. I'm using it to scrub under your chin," or "Watch me pour the water over your two knees." If prompting is needed, model.



Using Math Words While Getting Dressed

What are some ways we can use math words while getting an infant or toddler dressed?

When we're doing this...	I could say this...
Getting dressed	<ul style="list-style-type: none"> "Let's put your arm IN the LONG sleeve!" "These TWO snaps on the FRONT of your shirt are so SMALL!"

6 - 10

page 49

- Read blue words on slide.
- Point out the chart on this slide and in the Parent Guide.
- Read through the examples shown in the chart and ask parents to brainstorm other math talk examples.

If prompting is needed, you may point out these examples:

- "You're wriggling out of the bottom of your shirt."
- "Let's put your toes in your sock, 1, 2, 3, 4, 5!"

"If you hear an example you want to remember to try, be sure to write it down in your Parent Guide."



"Here are some other daily routines where you can add in math talk. Let's brainstorm these in groups. Use the chart on Parent Guide page 49 to write down examples to share."

- Provide 5 minutes to discuss and make notes.

"Let's come back together to share ideas."

- Allow a few minutes for sharing.

If prompting is needed, you may point out these examples:

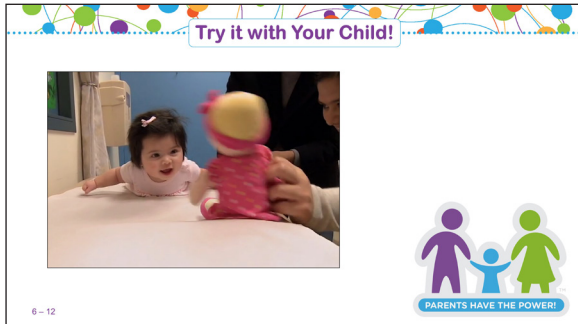
- ***Shared Reading***
 - *"Let's count the animals on this page — one, two, three, four!"*
 - *"You put your finger right on top of the picture of the tall giraffe."*
- ***Meals/Snacks***
 - *"Can you climb up here to eat your four round crackers?"*
 - *"You've lined up three tiny peas in a row. Do you need more?"*
- ***Going Out and About***
 - *"Look at that bumpy rock."*
 - *"I see an empty swing next to the slide."*
- ***Playtime***
 - *"You put that cube on top of the other one."*
 - *"You're holding that ball so high over your head!"*

"Be sure to try math talk with your child this week!"

Optional Activity: If you didn't already practice using real objects during this session, use common household objects to practice or role play math talk at each table.

Examples could include: a set of plastic kitchen measuring cups and spoons; age-appropriate math picture books; baby doll with props such as clothes, bib, bottle; stacking or connecting toys such as blocks or snapping beads; plush toys in different sizes; etc.

- Provide the materials at each table.
- Instruct table groups to role-play scenarios in which they could use these materials with their child.
- Instruct parents to practice adding in math talk as they role-play.
- Circulate to check for understanding/application. Share examples.



Practice the Talking Tips

Let's watch a video of a parent and toddler playing indoors.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?




6-13



- Read slide.
- Click anywhere to play video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?



6 - 14

page 50

- After the video, discuss the bulleted questions on the slide.

If prompting is needed, you may point out these examples:

- 2. Comment on what they're doing or thinking:** (when baby puts the orange squares on their arms, mom says, "They could be bracelets").
- 4. Get down to their level:** face to face (mom is on the floor with the child and leans in to talk).
- 6. Tune in and respond** to what they look at, do, and say (mom watches where child places blocks and adds questions, such as, "What next?" and repeats back, "Oh, no").
- 13. Encourage them,** be positive (mom says "good job," smiles often, using an excited voice).

"Did you notice the parent in this video using any math talk?"

"What math talk might you have added?"

"The mom in this video says 'Good job!' often. While that's encouraging, there might be some ways she could have used Talking Tip 2 (comment on what they're doing or looking at) along with this encouragement."

"Adding details when you give encouragement can help you add even more words with your child! For example, she might have said, 'You put the red square on your arm and raised it up high!'"

Practice the Talking Tips

Let's watch a video of a parent and infant playing indoors.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?




6 - 15

page 50

- Read slide.
- Click anywhere to play video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?




6 - 16

page 50

- After the video, discuss the bulleted questions on the slide.

If prompting is needed, you may point out these examples:

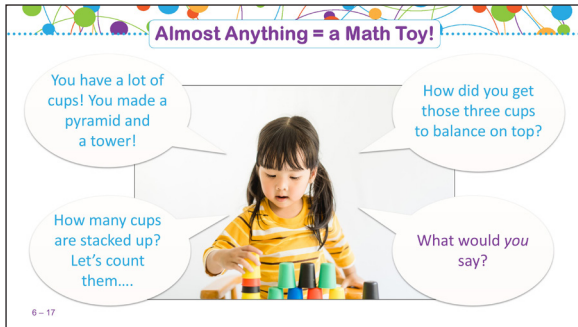
- **2. Comment on what you're doing** and thinking (when baby falls, mom asks, "Did you fall? Do you want up?").
- **3. Name things that they're interested in** (when baby grabs for the ball, mom asks, "Do you like that ball?").
- **8. Imitate them**, and add words (when baby babbles, mom imitates the sound).
- **12. Follow their lead**, do what interests them (when baby throws ball and then looks for it, mom asks "Where did it go? Let's go get it. Here it comes.").

"What examples of math talk did you hear?"

- Examples may include when mom asked the child if she wanted up, then counted 1-2-3 while pulling her up. Mom also described the ball as "big."

"What other math talk might you have added?"

"We've talked a lot today about ways to use the Talking Tips to add in math talk. Use the line at the bottom of page 50 to write down a goal for this week, then share it with a table partner. Remember — this can be any goal!"



"As you're adding in math talk this week, remember that almost anything can be a math toy! You already have things around your house, like the cups in this picture, that offer great math talk moments."

"Notice how this child is stacking the plastic cups. You can build math skills by how you respond. For example, you could say..."

- Read talk bubble examples in blue.

"By adding in shape words, such as pyramid and tower, and counting the cups, you're teaching math and playing at the same time! By asking a question about balance, you're helping your child think about math concepts."

"What else could you ask?"

- Provide time for parents to share ideas.

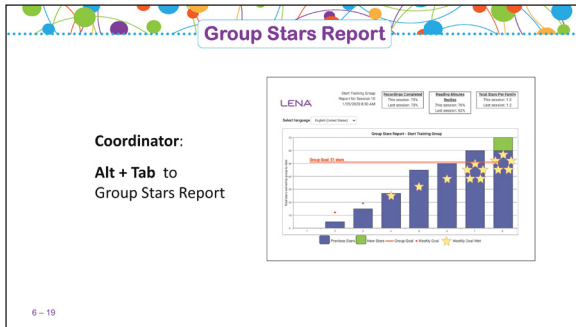
"I can't wait to hear about all the ways you will add math talk with your child this week!"



Note: Page IV of your Coordinator Notes describes how to introduce the Group Stars Report!

"Before we get our individual reports, let's look at a new report that tells us how we're doing as a group — the Group Stars Report. Here's what we'll learn from this report."

- Read slide.
- Use the number of families enrolled as their weekly group goal. For example, if there are 10 families enrolled, you would say the following: "Since there are 10 families in our group, our group goal is to average about 10 stars each week."



"Let's take a look at our first Group Stars Report."

- If your Group Stars Report has been opened in another tab, click Alt + Tab to open it.
- Briefly explain top row of report.
- Point out how many stars the group earned.
- Point out if the group reached their goal.
- Celebrate or point out ways to reach the goal next time.
- If your program will provide special incentives for reaching group goals, explain those.

"Remember, one way to get a star each week is to read with your child and report your reading minutes. Check the top of your LENA report for your average daily reading minutes goal. And, remember — those reading minutes can be spread out across the day."



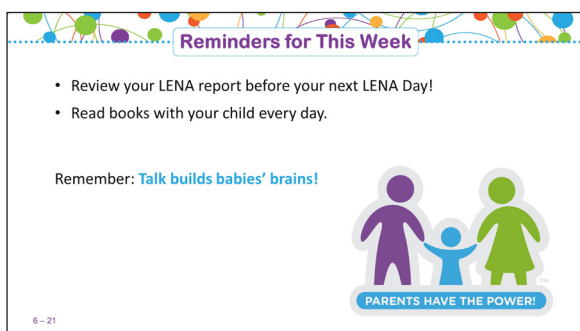
"Now, it's award time!"

- Convey excitement.
- Read slide.
- Hand out reports, stars, and copies of most recent Snapshot Reports.

"Take a few minutes to look through your LENA report. Be sure to check the hourly report to see if you met a goal."

- Circulate as parents review reports, answering questions as needed. If you've chosen a few specific families to connect with individually about reports, this is another great time to do that.

"Do you see anything on your report that gives you another idea for a goal? You can always go back to page 50 and update your goal for this week."



"Don't forget to pick up your LENA device before you head home today!"

- Make sure all devices have charged for at least an hour. Longer is better!
- Turn off the devices.
- Hand out to parents.

"Before we go, we have a few reminders."

- Read slide.
- Emphasize **"Talk builds babies' brains! Parents have the power!"**

Optional Activity: To connect math talk to the shared reading routine, your group may enjoy ending the session with a fun math book. Be sure to choose something that appeals to infants and toddlers and can be interactive. Here are some suggestions from the First Book Marketplace:

- *Five Little Monkeys Jumping on the Bed/ Cinco monitos brincando en la cama (Bilingual English/Spanish Board Book)* by Eileen Christelow
- *The Berenstain Bears: Inside Outside Upside Down (Board Book)* by Stan and Jan Berenstain
- *Ten Little Toes, Two Small Feet/Diez deditos de los pies, dos piecitos* (Bilingual board book, English/Spanish)



Session 7: More About Your Baby's Brain

Today's topics:

- More About Your Baby's Brain
- Sharing time
- Talking Tips practice videos
- Group Stars Report
- Award Time



This slide is up while parents are being signed in.

- Welcome families.
- Make sure they've signed in.
- Make sure they've turned in LENA devices.
- Choose a few parents each week to have more personal conversations with about LENA reports as the group is getting settled in for the session.

At start:

"Welcome to Session 7, More About Your Baby's Brain."

"Before we begin, has everyone turned in their LENA device?"

- Make sure all LENA devices are turned on, plugged into the Multi Dock, and processing. Devices will need to charge for at least an hour to last through the next LENA Day. Leave them plugged in as long as possible.




"This session is all about your baby's brain. We'll also review and practice the Talking Tips and see our latest Group Stars Report."

Sharing Time: Think

Think about the topics on page 52.

- Use the Sharing Time form to make notes.



7-3

page 52


"Let's get started with sharing time."

"We'll use the Think, Pair, Share routine."

- Read slide.
- Provide 2 to 3 minutes to think and write.
- When most look ready, advance to next slide.

Sharing Time: Pair

Discuss your thoughts with the person next to you.




7-4

page 52

- Read slide.
- Provide time to share.
- When you're ready, bring the group back together, advance to the next slide.

Sharing Time: Share

Come back together!
Let's take a few minutes to discuss as a group.



7-5

page 52

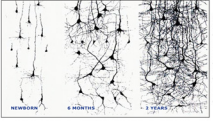
- Read slide, and pause after each question on the chart to allow discussion.

"Thanks for sharing!"

Talk Builds Babies' Brains!

You already know:

- Babies' brains grow most in the first few years of life!
- Back-and-forth talk is the most important way to encourage that growth.



Synaptic growth in the brain, over time.

7-6

"You may remember we started these sessions with a video on how babies' brains grow."

"There's a lot more to know on this topic, so today we're going to look at more research about brain development."

- Read slide.

But Do You Know...

- When babies start to communicate?
- What happens in the brain during conversational turns?
- How screen time impacts brain development?
- How talking now may help children be more ready for school?

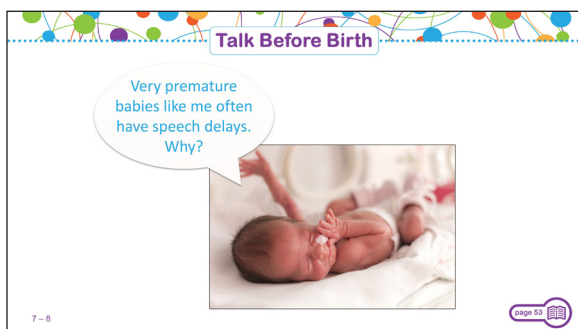


7-7

"But here are some things you may not know about your child's brain development."

- [Read slide.](#)

"Let's take a closer look at research that informs some of the questions."

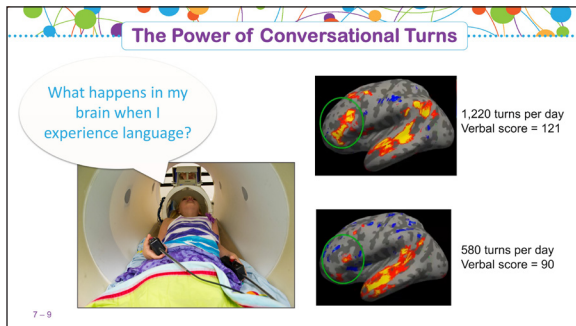


"One of the largest and most modern Neonatal Intensive Care Units, or NICUs, in the country treats babies born as much as two or three months early. Many of these infants have speech delays — their language develops slower than average. People used to assume this delay came from some physical problem caused by premature birth."

"But researchers wondered if there might be another explanation. They knew that talk builds babies' brains. Babies hear talk even before they're born. In fact, researchers have shown that 3-day-old full-term babies prefer their mother's voice to other female voices. This tells us that babies start learning to recognize their mother's voice when they are in the womb. You're not crazy if you talk to your baby when you're pregnant — your baby is listening!"

"But NICUs are very busy places and preemies are often closed up in incubators, so they don't hear much talk during what would have been the last two or three months of pregnancy."

"These researchers used LENA devices — the same devices you've been using — to count adult words spoken to preemies, then they measured the results of encouraging parents and caregivers to talk more to these tiny babies. They measured their language development again when these children started to talk, around twelve to eighteen months later. The research showed that babies born eight to ten weeks early who heard more talk went on to have substantially better language development later. Talk helped to build these babies' brains — even though they couldn't respond to the people talking to them in the NICU."



"We know that interaction through conversational turns builds babies' brains. In a recent study, researchers were able to use brain scans to actually see and measure the activity in children's brains while they were engaging in different language-based activities. In addition to the brain scans, they also looked at LENA data like yours, and how the children scored on standardized tests."

"The brain scans shown here are from two girls who were about the same age and from similar households in the Boston area. The child on the top experienced over 1200 conversational turns in a day, and the child on the bottom experienced fewer than half that many."

"You'll notice some differences in the activity of the circled areas, a part of the brain that is highly involved in speech and language known as Broca's area. The researchers found more brain activity in children who experienced more conversational turns. This activity related to differences in how the children scored on language assessments. Their verbal scores increased by 1 point for every additional 11 conversational turns they experienced per hour."

"This is one reason why we like to say that, 'words are good, but turns are better!'"



"One thing that may distract us and our young children from interacting with each other is screen time. There is some interesting research on this showing that the brains of babies who can't talk yet respond even to languages they've never heard before. Researchers had a Chinese speaker tell a story in Mandarin to a group of babies whose families spoke English. The babies' brains responded just the way they would to someone speaking English."

"But then the researchers did something even more interesting: They showed another group of babies the same Chinese speaker — but this time on a video monitor instead of in person, and the babies' brains showed no reaction at all. TV just doesn't have the same effect on babies as in-person interactions. That's why it's a good idea to limit TV time."

Babies Want Communication

I'll try lots of things to get your attention!



7-11

page 53

"The previous research shows that babies' brains are wired for language and interaction. Babies respond to parent speech long before they have words to talk back. And when that speech or interaction stops, they try to get it started again."


"To study this further, researchers introduced 'still face' studies, where moms get a signal to stop responding to their babies and just look at them. During the study, babies immediately started trying to get mom to respond. They tried harder and harder, and in just a few seconds they got very upset, until mom started talking to them again. So babies thrive on talk from the start."

"In a more recent study, measurements of brain activity show a baby's 'motor areas' become more active when 7-month-old infants are simply listening."

"Let's watch a short video that shows how babies act when mom stops responding, and then we'll discuss the video."

Babies Want Communication

- How does this video make you feel?
- Why do you think this information is important?
- What are some times in your day that your child might be trying to get your attention?



7-12

- [Click to play video.](#)

"That video can be hard to watch, but it shows how much our babies want to interact with us."

- [Read questions on slide.](#)
- [Provide time for discussion.](#)

"From your child's perspective, what do you think it's like when you're looking at your phone? Have you noticed your child trying to get your attention?"

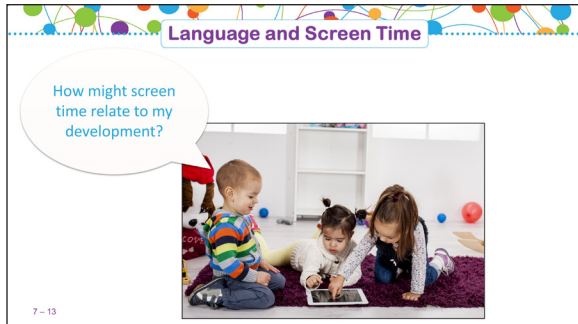
"Another new study tells us even more about the impact that TV and screen time can have on the developing brain."

"Researchers used brain scans to measure brain structure in young children and compared this to the amount of screen time the children were exposed to daily."

"This research specifically looked at the nerve cells and the special coating called myelin. Myelin helps nerve cells communicate more effectively."

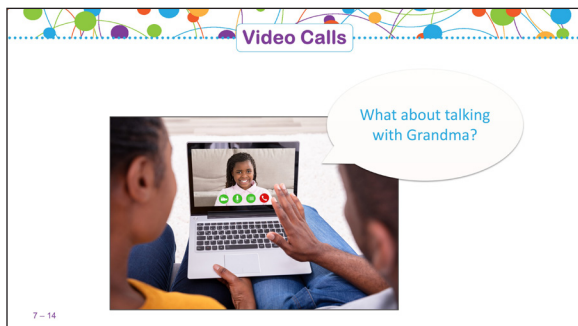
"They found that more screen time was associated with less-developed language skills and slower language processing speed."

"They explain that this could be due to screen time competing with the kinds of experiences that build brain growth, such as talking, reading, and playing. This is especially important during this critical window of early brain development."



"But what about times when your child wants to video-chat with someone who's far away?"

"The American Academy of Pediatrics advises no screen time for children under age two, but they make an exception for video calls. Don't stress about video calls if you have family that's far away — it's important for your child to stay connected."





"The next research I'm going to share will make you feel great, because it's all about the long-term impacts on children whose parents have participated in LENA Start, just like you're doing right now."

"Since 2015, our partners in Huntsville City Schools have served hundreds of families through LENA Start. They have continued to track the children as they started school to see how their skills compared to other children whose parents didn't participate in the program."

"They found that the first group of children whose caregivers participated in this program had higher early literacy scores and were far more likely to be ready to begin reading when entering pre-K."

"Research continues to support the connection between talking more with your child and future school success."



"Here's more evidence about the importance of early talk. A 10-year study by LENA researchers found that the amount of conversational turns during the first three years of life was related to IQ 10 years later."

"This research found once again that brain and language development was more connected to the number of conversational turns children had than just to the number of words they heard."

"So remember — words are good, but turns are better."

Share with the Group!

We've learned a lot, and you've heard a lot of talk!
Now it's your turn!



Turn & Talk

- What are your hopes for your child?
- How will what you've learned today help?


7 - 17

- Read slide.

"Turn to a partner and discuss these questions."

- Provide time for sharing.
- Bring group back together.

So, Talk Builds Babies' Brains!



In many ways...

- ...even before they're born!
- ...before they can talk.
- ...in any language.
- ...from humans, not screens.
- ...supports future school success.



PARENTS HAVE THE POWER!


7 - 18

- Read slide.

Share What You've Learned!

This is a great time to share LENA Start with others!

Here's a quote from a LENA Start parent:
"I'd previously thought my children weren't ready to interact, when in reality I wasn't giving them the time!"



- What would you tell a friend about LENA Start?
- Why did you participate?
- What have you learned?

7 - 19

- Read slide.

"Turn to a partner to discuss these questions."

- Provide 2 to 3 minutes for partner discussion.
- Invite parents to share with the group.
- Share any program recruitment materials you have prepared. Ask parents to share them with friends who might be interested. Remind parents to share on social media, too!

Practice the Talking Tips

Let's watch a video of a parent in the kitchen with toddlers.

After the video, mark the Talking Tips you saw.
Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?




page 54

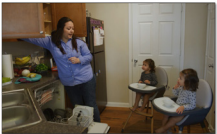
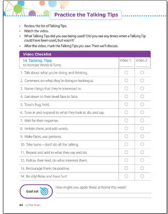
7 - 20

"So now that we've learned even more about WHY talking with your baby is so important, let's practice with Talking Tips videos."

- Read slide.
- Click anywhere to play video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?

7-21

page 54

- After the video, read bulleted questions on slide.

If prompting is needed, you may point out these examples:

- 1. Talk about what you're doing** and thinking (mom narrates her actions while she's putting away the dishes as she says, "The cup goes over here, next to the small one.").
- 3. Name things that they're interested in** (when child replies yes to wanting a fork, mom holds up a fork and names it, then hands her a smaller fork and says, "Here, this is a fork. Fork.").
- 6. Tune in and respond** to what they look at, do, and say (when child holds up plate, mom asks, "Do you want more banana? Do you want me to cut it in circles?").

"I bet you noticed a lot of math talk going on in that video, too. Did anyone hear some math words?"

- Pause for time to share. If prompting is needed, point out the use of position words, like "over here," and size words, like "small" and "large" while pointing to cups. Another example was when mom asked about cutting the bananas into circles.

Practice the Talking Tips

Let's watch a video of a parent in the kitchen with an infant.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?



7-22

page 54

- Read slide.
- Click anywhere to play video.

- After the video, read bulleted questions on slide.

If prompting is needed, you may point out these examples:

- **1. Talk about what you're doing** and thinking (mom told the baby about all the ingredients and what she was doing: "Add the seasonings, herbs, and spices...", described the pasta sauce and pouring it in, etc.).
- **2. Comment on what they're doing** or looking at (since the baby was engaged and watching, mom asked questions, such as, "Do you think you need some oil in here?" and she pretended that the baby answered: "Did I hear you say that? It would help it stop sticking.").

"Even though this baby was too young to respond back in words, this mom used a great strategy. She pretended to be having a conversation with him — she asked questions, then she modeled how they might be answered. This is a great way to introduce questioning with infants. By modeling how to ask and answer questions, this baby will be great at that soon!"

"Before we think about setting a new goal for this week, let's revisit which Talking Tips are going well. Take a moment to circle your top three, then put a star by one that you really want to focus on next. Share those with a partner, then write down this week's goal."

- Provide time for parents to reflect and share.



Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?

Practice the Talking Tip

Before the video, circle the Talking Tip you think you will use most often. After the video, check off the Talking Tip you used.

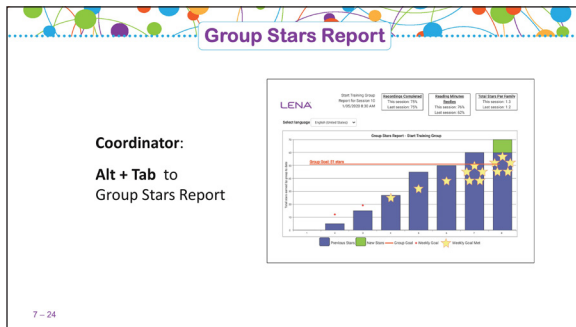
Talking Tip	Before	After
1. Talk about what you're doing and thinking	<input type="checkbox"/>	<input type="checkbox"/>
2. Comment on what they're doing or looking at	<input type="checkbox"/>	<input type="checkbox"/>
3. Ask questions	<input type="checkbox"/>	<input type="checkbox"/>
4. Answer questions	<input type="checkbox"/>	<input type="checkbox"/>
5. Pretend to have a conversation	<input type="checkbox"/>	<input type="checkbox"/>
6. Use simple words	<input type="checkbox"/>	<input type="checkbox"/>
7. Use descriptive words	<input type="checkbox"/>	<input type="checkbox"/>
8. Use action words	<input type="checkbox"/>	<input type="checkbox"/>
9. Use words for feelings	<input type="checkbox"/>	<input type="checkbox"/>
10. Use words for colors	<input type="checkbox"/>	<input type="checkbox"/>
11. Use words for shapes	<input type="checkbox"/>	<input type="checkbox"/>
12. Use words for textures	<input type="checkbox"/>	<input type="checkbox"/>
13. Use words for tastes	<input type="checkbox"/>	<input type="checkbox"/>
14. Use words for smells	<input type="checkbox"/>	<input type="checkbox"/>
15. Use words for sounds	<input type="checkbox"/>	<input type="checkbox"/>

page 54

"Let's take a look at this week's Group Stars Report."

- Alt + Tab to Group Stars Report in LENA Online.
- Alt + Tab back after viewing to return to presentation.
- Briefly explain top row of report.
- Point out how many stars the group earned.
- Point out if the group reached their goal.
- Celebrate or point out ways to reach the goal next time.

"Remember, one way to get a star each week is to read with your child and report your reading minutes. Check the top of your LENA report for your average daily reading minutes goal. And remember: Those reading minutes can be spread out across the day."



"Now, it's award time!"

- Convey excitement.
- Read slide.
- Hand out reports and stars.
- Circulate as parents review reports, answering questions as needed. If you've chosen a few specific families to connect with individually about reports, this is another great time to do that.


"Do you see anything on your report that gives you another idea for a goal? You can always go back to page 54 and update your goal for this week."



Reminders for This Week

- Review your LENA report before your next LENA Day!
- Read books with your child every day.

Remember: **Talk builds babies' brains!**



7-26

"Don't forget to pick up your LENA device before you head home today!"

- Make sure all devices have charged for at least an hour. Longer is better.
- Turn off the devices.
- Hand out to parents.

"Before we go, we have a few reminders."

- Read slide.
- Emphasize **"Talk builds babies' brains! Parents have the power!"**

"Please let me know if you have any questions. See you next time!"



Session 8: Building Brains by Asking Questions

Today's topic:

- Building Brains by Asking Questions
- Group sharing time
- Talking Tips practice videos
- Group Stars Report
- Award time



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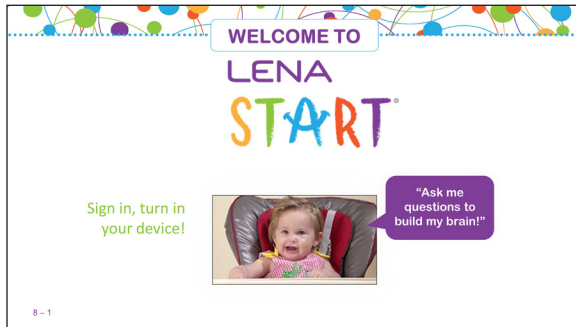
- Welcome families.
- Make sure they've signed in.
- Make sure they've turned in devices.
- Choose a few parents each week to have more personal conversations with about LENA reports as the group is getting settled in for the session.

At start:

"Good evening [morning], and welcome back to LENA Start!"

"Before we begin, has everyone turned in their LENA device?"

- Make sure all LENA devices are turned on, plugged into the Multi Dock, and processing. Devices will need to charge for at least an hour to last through the next LENA Day. Leave them plugged in as long as possible.



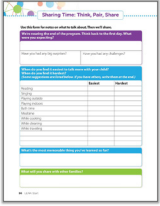
"In tonight's [today's] session, we'll learn how to build our children's brains by asking questions."

"Then we'll review the Talking Tips and our Group Stars Reports, and we'll end with Award Time."

Sharing Time: Think

Think about the topics on page 56.

- Use the Sharing Time form to make notes.



8-3


page 56

"Let's start with sharing time. Since we're getting close to the end of our program, we'll take some time to review what we've learned so far."

- Read slide, including questions shown from Parent Guide page 56.
- Provide 4 to 5 minutes for parents to fill in answers.
- When most look ready, advance the slide.

Sharing Time: Pair

Discuss your thoughts with the person next to you.




8-4

page 56

- Read slide.
- Provide 5 to 6 minutes to share.
- When ready, bring the group back together. Advance to next slide.

Sharing Time: Share

Come back together!
Let's take a few minutes to discuss as a group.



8-5


page 56

- Read slide, and pause after each question to allow discussion.

"Thanks for sharing!"

Note: Consider writing down parent responses during this discussion. Parent responses provide feedback about your program that you can share with stakeholders.

Talk Builds Babies' Brains!



- Words are good.
- Turns are better.
- Questions lead to turns.

And some questions lead to more turns than others!

8-6

"Today we'll talk about building brains by asking questions."

"You might be thinking that asking questions only works with children who already use words to talk, but guess what?! We'll also learn about how to use questions with infants before they have words."


"By this time, we know that talk builds babies' brains."

- Read slide.

Open-Ended Questions Are Better

Open-ended questions...

- Can't be answered with "yes" or "no."
- May not have a "right" answer.
- Usually invite more than a one-word answer.




8-7


"Some kinds of questions are better at building brains than others. These are what we call 'open-ended' questions."

- Read slide.


Examples



Do you want to play with your teddy bear?



What color is your crayon?



What animal is on this page?

8-8

"Let's look at some examples of the difference between closed- and open-ended questions. We'll start with three closed-ended questions. I'll ask the questions for you to answer."

- Address each closed question to a parent in the group.

"Now let's see some open-ended questions for the same situations."

- Ask parents the open-ended questions on the slide.

“Notice the difference in the questions now. The answers can’t be just one word, and there really is no right or wrong answer.”

“Let’s practice these open-ended questions a little more. With a partner, one of you will ask a question, and the other partner can answer. Try to keep the conversation going — strive for five! Have five back-and-forth interactions with each question.”

- Provide time for parents to practice, then bring the group back together.

“Did you notice a difference in the responses? Why do you think it was easier to keep the conversation going with these open-ended questions?”

- Provide time for parent responses.

“For those of you with babies who aren’t talking with words yet, you can still ask questions. Listen for their response, whether it’s a coo or a babble, then model an answer back to your question. You’ll be getting lots of practice asking questions, and your child will be even more ready to answer them soon!”

“Here’s what that might look like…”


- Repeat back the question from the slide: “What does your teddy bear want to do next?” then model answering yourself (for example, “I think your teddy bear wants to have some lunch!”).



Why Are Open-Ended Questions Better?

Open-ended questions lead to longer conversations and:

- More turns
- More vocabulary
- More thinking
- More brain growth!



8 - 10

"We just experienced some of the benefits of open-ended questions."

- Read slide.

How to Ask Open-Ended Questions

Here are some kinds of open-ended questions. Notice that some of them aren't questions at all, but invitations to think, imagine, and share ideas!

Describing	Cause and Effect	Thoughts and Feelings
Tell me about...	What do you think will happen...	How do you feel about...
Can you describe _____ to me?	I wonder...	How do you think _____ feels about...
What does _____ look/sound like?	What else...	Can you think of...
	Why...	

8 - 11

page 57

"It takes a little practice to ask open-ended questions. You can get ideas by looking at some ways they start. The purple box at the top of page 57 in your Parent Guide shares some examples."


- Read slide, including examples.

"Now, let's practice thinking of our own open-ended questions..."

Asking Open-Ended Questions

How many ways can you ask open-ended questions during mealtime?

When we're doing this...	I could say this...
Mealtime	<ul style="list-style-type: none"> • "What does _____ taste like?" • "I wonder why you always eat your peas first. Tell me about that!" • "Your cereal sounds so crunchy! What else do you like that's crunchy?"



8 - 12

page 57

"Pages 57-58 in your Parent Guide show daily routines where you can add open-ended questions."

"The first two have some examples, but I know we can think of more!"

- Read slide.
- Share the examples.
- Ask for more examples.


Examples to suggest, if needed:

- "You're almost out of crackers. What do you think I should do?"
- "I wonder what I should use to clean up your tray."

Asking Open-Ended Questions

How many ways can you ask open-ended questions while playing with toys?

When we're doing this...	I could say this...
Playing with toys	<ul style="list-style-type: none"> "You're shaking the ball. What do you think will happen if you shake the rattle?" "You want to play with all your teddy bears. Can you think of a way to carry them?" "I wonder what will happen when you put that block on top?"



8 - 13

page 57

- Read slide.
- Share the examples.
- Ask for more examples.

Examples to suggest, if needed:

- *"You've lined up all your toy cars. Tell me about what you want to do next."*
- *"How do you think your doll feels about the book you're sharing together?"*
- *"Tell me more about your block tower."*
- Read slide.



"Now let's break into groups."

- Assign one of the four routines shown on the slide to each group.
- Allow 3 minutes for brainstorming and listing examples in the Parent Guide.

"Let's come back together to discuss the questions as a group."

- Invite someone from each group to share. Remind everyone to write these examples in their own Parent Guides.

Examples to suggest, if needed:

- **Getting Dressed:**
 - *You picked out your boots to wear outside. What do you plan to do?*
 - *What's your favorite shirt? Why?*
- **Shared Reading:**
 - *Tell me about this part — what's happening here?*
 - *I wonder what this book is about.*
 - *How did that rabbit feel when he jumped so high?*
 - *What do you think the boy will do next?*
- **Outdoor Play**
 - *What toys do you want to take outside? What will you do with them?*
 - *It's raining. What do you think we should do?*
 - *Look at this rock. Where else have you seen rocks?*
- **At the Store**
 - *Which cereal did you pick out? Why?*
 - *I wonder where we should look for more bananas.*

Optional Activity: Adjust the sharing routine above by having parents fill in their ideas on chart paper labeled with the routines. Once parents have written their ideas for each routine, lead the group through a guided Gallery Walk by presenting what's on each chart. Use this opportunity to clarify and extend the examples shared by parents.

Try it With Your Child



"What are you building?"
 "What should we do next with this red block?"
 "Why do you think the blocks fell over?"



PARENTS HAVE THE POWER!

8 - 15

"Great discussion! Asking open-ended questions is harder at first, but we'll all get better with practice."


"Be sure to try these out with your child this week. We'll start off next week by sharing how this goes."

Practice the Talking Tips

Let's watch a video of a father and child in a restaurant.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?



Thanks to Denny's® for permission to use this video!

page 99



8 - 16

"This Talking Tips video features a dad having breakfast with his son at Denny's. This video was used as a Denny's commercial for Father's Day, 2019, and we're sharing with permission."

- [Read slide.](#)
- [Click anywhere to play the video.](#)

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?

8-17

page 59

- After the video, read bulleted questions on slide.

If prompting is needed, you may point out these examples:

- **1. Talk about what you're doing and thinking** (dad explains that they're at Denny's to eat breakfast).
- **3. Name things that they're interested in** (dad names and describes the bacon).
- **5. Touch, hug, hold** (at the end of the scene, dad snuggles with baby and pats his back).
- **6. Tune in and respond** to what they look at, do, and say (dad models listening as baby talks, then responds based on what he thinks his child was talking about).
- **7. Wait for their response** (dad provided time for the baby to respond to his questions and comments. It's clear this is a habit or pattern to how they interact, so the baby always responded).
- **10. Take turns** — don't do all the talking (dad made sure there was an ongoing conversation by responding to baby's vocalizations each time).
- **11. Repeat and add** to what they say and do (when dad thought baby was talking about the bacon, he replied by saying that yes, the bacon was awesome).
- **14. Be silly!** Relax and have fun! (dad did a silly dance in the booth, and later he made funny noises while eating the bacon).

"Did anyone hear examples of questions? Were they closed- or open-ended?"

"An example of an open-ended question from the video was 'What's going on in your life?' Did you hear any others?"

"The dad in this video asked open-ended questions even though he knew he wouldn't understand the answers. Then, the dad responded as if he understood. This kept the turn-taking going!"

Practice the Talking Tips

Let's watch a video on reading books with your toddler.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?





8 - 18

page 99

- Read slide.
- Click anywhere to play the video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?

8-19

page 59

- Read bulleted questions on slide.

If prompting is needed, you may point out these examples:

- 5. Touch, hug, hold** (dad moves baby around to keep him comfortable and played a game and made silly noises when he fussed).
- 6. Tune in and respond** to what they look at, do, and say (when child pointed and talked about objects, dad responded "That is, who's that?" and when child said he wanted Lightning McQueen, dad responded "Go get him.").
- 11. Repeat and add** to what they say and do (when child said "tires" dad responded "Those are the tires.").
- 14. Be silly!** Relax and have fun! (dad made faces and used silly voices to keep the children interested).

"Did anyone hear examples of questions? Were they closed- or open-ended?"

- Examples of closed-ended questions from the video included "Who's that?" and "What are these?"
- An example of an open-ended question was when dad asked, "What is he gonna do?"

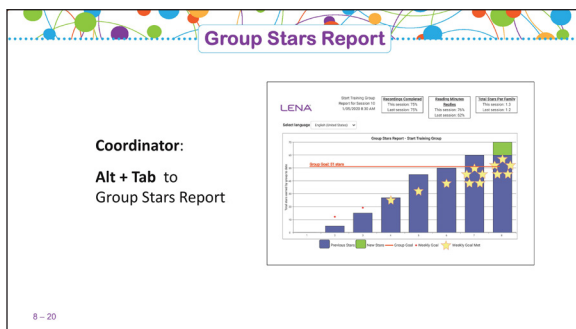
"Did you see any chances to ask an open-ended question? If so, what might you have asked?"

"As you think of a goal for this week, you might want to try asking more open-ended questions. Use the line at the bottom of page 59 to write down your goal, and share it with someone nearby."

"Now that we've practiced Talking Tips and have set new goals for this week, let's check out how we're doing on our Group Stars Report."

- Alt + Tab to Group Stars Report in LENA Online.
 - Alt + Tab back after viewing to return to presentation.
- Briefly explain top row of report.
- Point out how many stars the group earned.
- Point out if the group reached their goal.
- Celebrate or point out ways to reach the goal next time.

"Remember, one way to get stars each week is to increase words and turns. As we move towards the end of our program, let's all try to earn stars and beat our best score! Don't forget, everyone can earn a star for meeting their reading minutes goal."





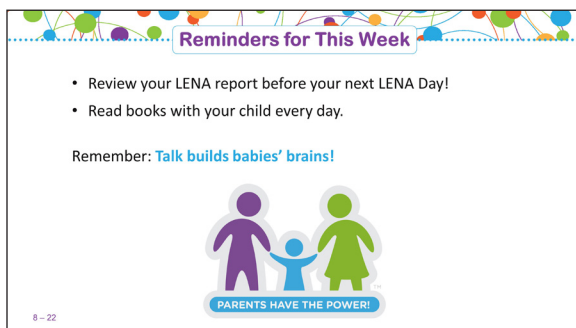
"Now, it's award time!"

- Convey excitement.
- Read slide.
- Hand out reports and stars.

"Take a few minutes to look through your LENA report. Be sure to check the hourly report to see if you met a goal. If you see something exciting you want to brag about, feel free to share it with a partner!"

- Circulate as parents review reports, answering questions as needed. If you've chosen a few specific families to connect with individually about reports, this is another great time to do that.

"Do you see anything on your report that gives you another idea for a goal? Don't forget to check your reading minutes and your TV/electronic sound minutes — making changes there is a great goal, too."



"Don't forget to pick up your LENA device before you head home today!"

- Make sure all devices have charged for at least an hour. Longer is better.
- Turn off the devices.
- Hand out to parents.

"Before we go, we have a few reminders."

- Read slide.

"And remember: Parents Have the Power! See you next time!"



Session 9: Out & About

Today's topics:

- Out & About
- Group sharing time
- Talking Tips practice videos
- Group Stars Report
- Award Time
- Final Snapshot





This slide is up while parents are being signed in.

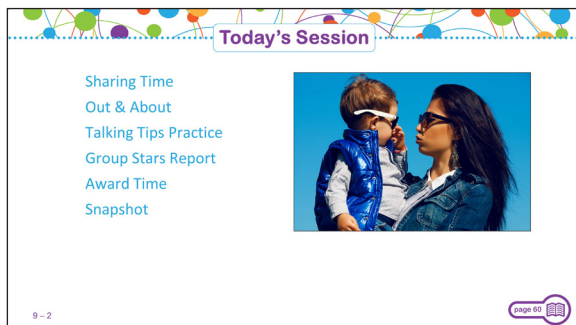
- Welcome families.
- Make sure they've signed in.
- Make sure they've turned in devices.
- Choose a few parents each week to have more personal conversations with about LENA reports as the group is getting settled in for the session.

At start:

"Good evening [morning], and welcome to this LENA Start session!"

"Before we begin, has everyone turned in their LENA device?"

- Make sure all LENA devices are turned on, plugged into the Multi Dock, and processing. Devices will need to charge for at least an hour to last through the next LENA Day. Leave them plugged in as long as possible.




"In tonight's [today's] session, we'll discuss ways we can talk with our children when we're out and about."

"We'll also review Talking Tips videos, share our Group Stars Report, and complete our final Snapshot."

Sharing Time: Think

Think about the topics on page 61.

- Use the Sharing Time form to make notes.



9 - 3


page 61

"Let's start with our Think, Pair, Share routine on page 61 in your Parent Guide."

- Read slide, including the questions and instructions on Parent Guide page 61.
- Provide 4 to 5 minutes to think and write.
- When most look ready, advance to next slide.

Sharing Time: Pair

Discuss your thoughts with a new partner.



9 - 4

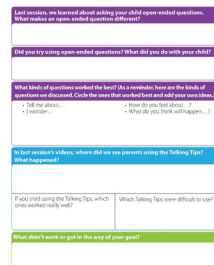
page 61

"We usually share with someone sitting next to us, but let's talk with someone new this time."

- Choose one of the pair/share partner ideas below (or another of your own), and direct parents to find a discussion partner:
 - Find someone new who has the same birthday month as you.
 - Find someone who has the same favorite candy/cereal/ice cream flavor as you.
 - Find someone whose child is the closest in age to yours.
- Provide 4 to 5 minutes to share.
- When ready, bring the group back together. Advance to next slide.

Sharing Time: Share

Come back together!
Let's take a few minutes to discuss as a group.

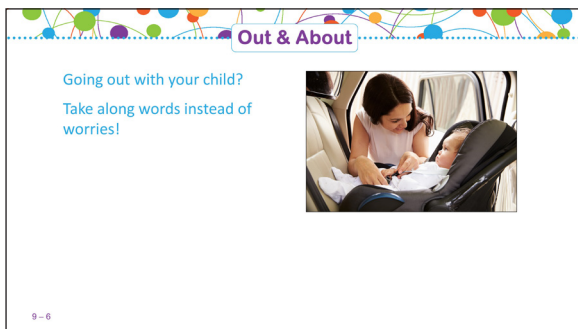


9 - 5

page 61

- Read slide, including each question. Pause after each question to allow time for discussion.

"Thanks for sharing!"



"Today we'll talk about ways to have conversations with your child when you're out doing things like running errands, shopping, going for walks, or visiting the park."

"Going places with children can have its challenges, but it can also be a great opportunity to take along words instead of worries!"

- Use Optional Activity below, or advance to next slide:

Optional Activity (shared by Montbello Library in Denver):

"Planning for things you can talk about while you're out can reduce stress for both of you, in addition to building baby's brain. One of the best ways to build words and turns while you're out is by slowing down to notice everything around you."

- *Hand out a variety of objects at each table, such as scented candles, a bag of tea, a flower, pine cone or leaf, etc. Choose items that have a scent and are common to your area.*
- *Instruct parents to choose an object, then close their eyes while smelling its scent.*

"Take a moment to visualize what memory or thought this brings to mind. Where were you when you've experienced this before? What were you doing? Who were you with?"


- *Instruct parents to share at their tables.*

"When you're out and about with your children, remember that they may be noticing so many sights, sounds, and smells for the first time. This makes it important to slow down. Stop and talk about what you see, hear, smell, and notice."

"Slowing down as much as you can isn't just important for your child — it can reduce your stress level, too!"

Where Are We Going?

What are some of the places you often go with your child?



9-7

- Read slide, and provide time for a short discussion.

Examples to suggest, if needed:

- *Transportation: Getting in the car, boarding the bus, walking*
- *Shopping*
- *Waiting in a doctor's office*
- *Standing in a checkout line*
- *Dropping off a sibling at school*

What Can We Say About the Park?

This dad can talk about:

- Getting there
- The weather
- Clothing
- What she sees, hears, and feels
- What would happen if...

Use the Talking Tips!



9-8

page 62

"Talking while you're out is not just about describing what's going on. For instance, this father is at the park with his daughter."

"The chart at the top of page 62 in your Parent Guide points out great topics to talk about at the park."

- Read the examples shown on the slide.

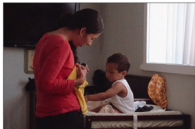
"What other things could you talk about at the park? Call out your ideas and write them in your Parent Guide."

Examples to suggest, if needed:

- *"We're almost there! What do you want to do first?"*
- *"Look at that cloud! It looks like a dog! What does that one look like?"*

What Can We Say About Getting Dressed?

When we're doing this...	I could do or say this...
Getting dressed to go out	<ul style="list-style-type: none"> • "There's a white sock on your right foot. Let's find your left foot." • "This boot is tight — push, push, push!" • "It's chilly outside. This hat will keep your head warm."



9-9

page 62

"Let's think of ways we could apply these ideas while talking about getting dressed."

- Refer to examples on slide and on Parent Guide page 62.

"What are some other ways to add words and turns while you're getting dressed to go out? Call out your ideas and write them in your Parent Guide."

What Can We Say When Packing a Bag?

When we're doing this...

Packing a bag

I could do or say this...

- "We have your bottle, three diapers, and your toys!"
- "Can you find one special book to pack?"
- "Should we pack the toy car or the stuffed bear?"
- "I need my keys to lock the door and drive the car."



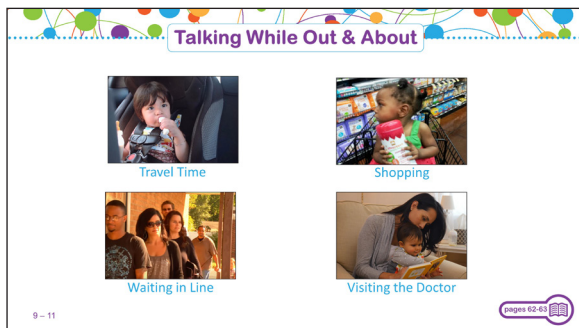
9 - 10

page 62

"What are some things we could talk about while packing our bags for the day?"

- Refer to examples on slide and on Parent Guide page 62.

"What are some other ways to talk while packing up to go out? Call out your ideas and write them in your Parent Guide."



"Now let's break into groups."

- Assign one of the four activities shown on the slide to each group.
- Allow 3 minutes for brainstorming and listing examples in the Parent Guide.

"Let's come back together to share the examples you discussed."

- Invite someone from each group to share. Remind everyone to write these ideas in their own Parent Guides.

Examples to suggest, if needed:


- **Travel Time**
 - "We fasten your buckle to keep you safe."
 - "What can you see out your window?"
 - "The light is green — go, go, go!"
- **Shopping**
 - "These bananas are too green. Let's get these yellow ones."
 - "This shampoo smells good. What do you think it smells like?"
 - "Where should we put this can of corn?"
 - Point out trademarks or logos and ask what they say. Many toddlers can read these.
- **Waiting in Line**
 - "Let's count how many people are in this line. One, two..."
 - Play "I Spy" with nearby objects: "I spy something small & round."
 - For infants, play peekaboo, tickle, and name body parts — toes, knees, arms, cheek.
- **Visiting the Doctor**
 - Read books together in the waiting room — use the Talking Tips!
 - Take turns looking in each other's mouths and ears. Pretend to see things in there — a blue bird, a tiny train, etc.
 - "How high can we stretch? How low can we bend? How far can we reach?"

"Now that everyone has ideas for using the Talking Tips to add words and turns when you're out and about, think about where you might be going this week with your child. Where will you practice these ideas? Tell someone at your table."

Setting Expectations

When getting ready, talk about:

- What's going to happen?
- What will we experience?
- Use time words: What comes first, next, last?
- What will we do?



9 - 12

"While there's so much to talk about with your child in these different places, it's also a good idea to start before you even leave the house!"

"It's a perfect time to prepare your toddler for what to expect. Children like knowing what's going to happen as much as adults do."

- Read slide.

"It can help reduce stress throughout the day if you refer back to what you said while getting ready. For instance: 'Remember, we are going to the library first, then we are going to the grocery store!'"

Packing Your Survival Kit


Ideas for Infants

- Mirror
- Cloth books
- Sock for "puppet"

Ideas for Toddlers

- Favorite books (let them choose!)
- Favorite stuffed animal
- Finger puppets
- Paper & crayons

What other things work for you?




9 - 13

"Here's one more idea to think about: When you're packing to go out with your child, what kinds of things can you bring along to help you use the Talking Tips? Here are some ideas."

- Read slide.
- Discuss for 2 to 3 minutes.

"What survival kit items do you usually pack? What else might you use to increase words and turns? Call out your ideas."


Try It Next Time You Go Out!



"Look at the circles on your chair. Let's count the green circles first."

"Do you want to read a book? Which one?"

"What do you see in this picture?"



PARENTS HAVE THE POWER!

9 - 14

"Be sure to try some of these ideas next time you're out and about!"

- Read examples from slide.

Practice the Talking Tips

Let's watch a video of a parent out and about with an infant.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?




9 - 15

page 64

- Read slide.
- Click anywhere to play video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?

9 - 16

page 64

- After the video, read bulleted questions on slide.

If prompting is needed, you may point out these examples:

- **2. Comment on what they're doing** or looking at (mom points out birds, neighbors house, pink sock, green leaves, etc.).
- **6. Tune in and respond** to what they look at, do, and say (mom responds back to baby's vocalizations each time by pointing out something she may see or hear).
- **10. Take turns** — don't do all the talking. (mom says something back to baby's vocalizations, then pauses and looks at the baby for a response).

Practice the Talking Tips

Let's watch a video on playing outdoors with a toddler.

After the video, mark the Talking Tips you saw. Then we'll discuss:

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?




9 - 17

page 64

- Read slide.
- Click anywhere to play video.

Practice the Talking Tips

- What Talking Tips did you see being used?
- Did you see any times when a Talking Tip could have been used, but wasn't?



9 - 18

page 64

- After the video, read bulleted questions on slide.

If prompting is needed, you may point out these examples:

- 2. Comment on what they're doing** or looking at (mom described the child's activities: "You're using the orange shovel and pouring sand into the...").
- 3. Name things that they're interested in** (mom pointed out specific new words like dump truck, shovel, and spout).
- 7. Wait for their response** (mom waited for child to respond when she asked questions about the dinosaur he was making).
- 11. Repeat and add** to what they say or do (when child asked, "What's this?" she repeated back the question and added details: "I think it's a dump truck because...").

"This video had some interesting math talk in it, too! Did anyone notice that? What did you hear?"

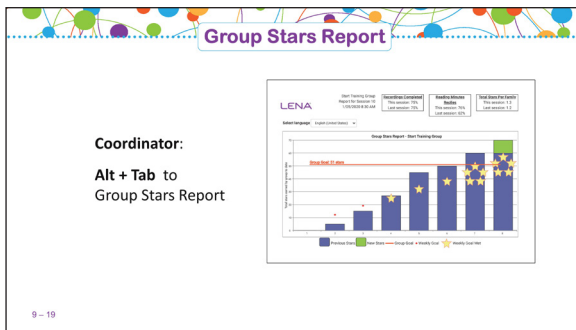
If prompting is needed, point out these examples:

- Talked about looking at the "front" of the sand mold
- Counted the 2 wheels on the dump truck shape
- Talked about "filling up" and "pouring out" sand

"Before you set your goal for this week, I want to remind you this will be our LAST LENA Day! This is your chance to really beat your best score!"

"Use the line at the bottom of page 64 to write your final goal."

"Once you've decided on your last goal, share with a partner — and be sure to remind each other that you can do it!"



"Let's take a look at our Group Stars Report."

- Alt + Tab to Group Stars Report in LENA Online.
 - Alt + Tab back after viewing to return to presentation.
- Point out how many stars the group earned.
- Point out if the group reached their goal.
- Celebrate, or point out ways to reach the goal next time.



"It's award time!"

- Convey excitement.
- Read slide.
- Hand out reports and stars.

"Take a few minutes to look at your LENA report."

- Circulate as parents review reports, answering questions as needed. If you've chosen a few specific families to connect with individually about reports, this is another great time to do that.

"Do you see anything on your report that gives you another idea for your last goal? Don't forget to check your reading minutes and your TV time — making changes there is a great goal, too."

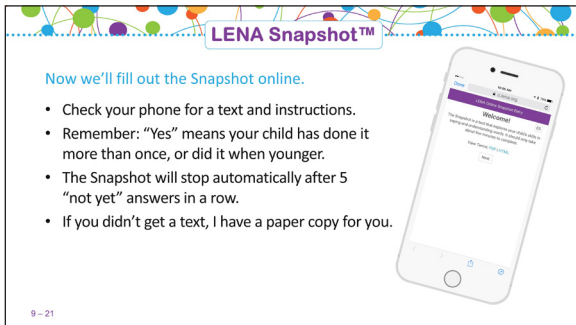
"Remember: This will be your last LENA Day — can you beat your best score?"

"The last thing we'll do today is complete the LENA Snapshot. It's important that the same person who completed the Snapshot in Sessions 1 and 5 completes it again now. If someone else completed the Snapshot at Session 1, they will receive the link by text. Please remind them to fill it out."

- Read slide.
- If using paper copies, check Snapshots to ensure they are filled out correctly before parents leave. Make sure that:
 - There are no skipped questions.
 - Number of reading minutes is included.
 - The same parent has filled out the Snapshot.
 - There are five "not yet's" **in a row**.

"Remember that LENA will continue to provide you with an opportunity to track your child's language development."

"In one month you'll receive a text link from LENA to complete your next Snapshot. You'll receive another text link every 6 months until your child is 3 years old."

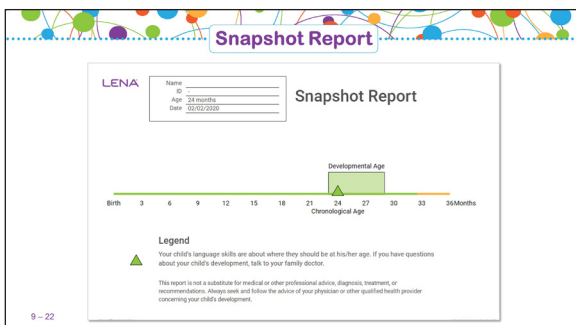


LENA Snapshot™

Now we'll fill out the Snapshot online.

- Check your phone for a text and instructions.
- Remember: "Yes" means your child has done it more than once, or did it when younger.
- The Snapshot will stop automatically after 5 "not yet" answers in a row.
- If you didn't get a text, I have a paper copy for you.

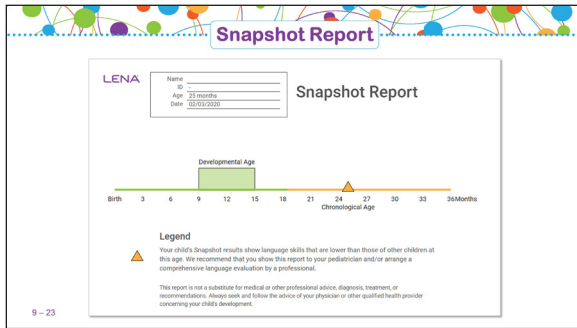
9 - 21



"Here's a reminder about what a Snapshot Report tells you."

"The green box shows an estimate of your child's language developmental age."

"If your child's actual age, represented by the triangle, is *within* the box, then his or her language development is like other children of the same age."



"If the box is to the *left* of your child's age, shown now by a yellow triangle, your child's language skills may be lower than average for their age right now. This is not a diagnosis, but it may be something to share with your pediatrician or another health provider."

"Please see me if you have any questions about your child's Snapshot. It will be exciting to see their growth since the last time!"

Reminders for This Week

- Review your LENA report before your next LENA Day!
- Read books with your child every day.
- Beat your best score!

Remember: **Talk builds babies' brains!**

PARENTS HAVE THE POWER!

9 - 24

"Don't forget to pick up your LENA device before you head home today!"

- Make sure all devices have charged for at least an hour. Longer is better!
- Turn off the devices.
- Hand out to parents.

"Before we go, we have a few reminders."

- Read slide.

"And remember: Parents Have the Power! See you next time!"

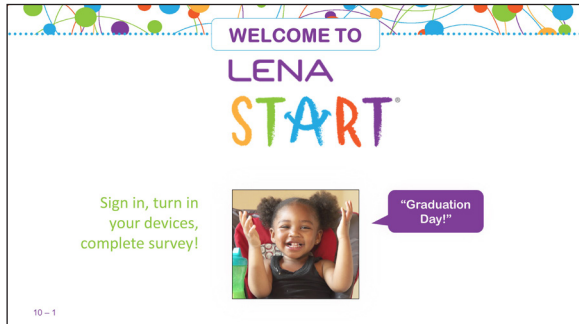


Session 10: Graduation Day!

Today's topic:

- Graduation — celebrate!
- LENA Parent Survey
- Sharing time
- Group Stars Report
- Award time
- Course Evaluation
- What's next?
- Graduation video, diplomas, group photo





This slide is up while parents are being signed in.

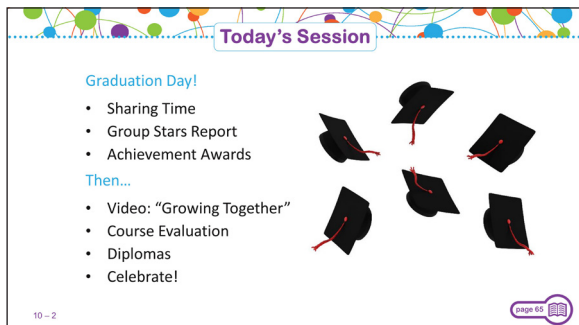
- Welcome families.
- Make sure they've signed in.
- Make sure they've turned in LENA devices.
- Hand out Parent Surveys to the same parents who completed the pre-survey in Session 1. (Refer to the "Previous Survey Caregivers" report under Session Prep.)

At start:

"Good evening [morning], and welcome back to LENA Start!"

"Before we begin, has everyone turned in their LENA device?"

- Make sure all LENA devices are turned on, plugged into the Multi Dock, and processing.
- Be sure to collect everyone's surveys.




"Today is a very exciting day: It's graduation day!"

"We'll start with sharing time. After that, we'll get our final Group Stars Report and our LENA reports, and we'll celebrate graduation."

Sharing Time: Think

Think about the topics on page 66.

- Use the Sharing Time form to make notes.



10 - 3

Page 66

"Let's get started with our Think, Pair, Share routine!"


"This is our last LENA session, so it's the perfect time to think back about everything we've learned!"

"Take 3 to 4 minutes to think about the questions on page 66 in your Parent Guide, and write down your thoughts."

- Read slide, including questions.
- Provide 3 to 4 minutes to think and write.
- When most look ready, advance to the next slide.

Sharing Time: Pair

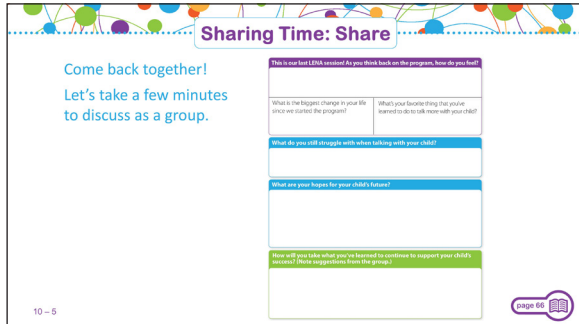
Discuss your thoughts with the person next to you.



10 - 4

Page 66

- Read slide.
- Provide time to share.
- When ready, bring the group back together. Advance to the next slide.



Sharing Time: Share

Come back together!
Let's take a few minutes
to discuss as a group.

This is our last LENA session! Do you think back on the program, how do you feel?

What is the biggest change in your life since we started the program?	What is your favorite thing that you've learned to do to talk more with your child?
---	---

What do you still struggle with when talking with your child?

What are your hopes for your child's future?

How will you take what you've learned to continue to support your child's success? Write any questions from the group.

10 - 5

Page 66

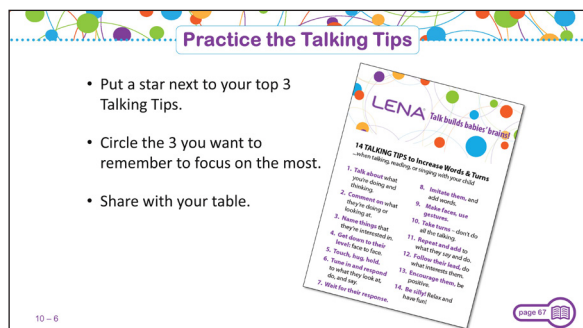
- Read slide, and pause after each question to allow discussion.

"Throughout our time together you've each been so willing to share your ideas and experiences, and we've all learned from each other."

"Who else might you share what you've learned with?"

"Please share these program fliers with someone else you know who might like to be part of our next program."

- Hand out recruitment materials so your new graduates can help recruit for future LENA groups. Provide them with fliers, parent recruitment cards, or other materials. Some programs also provide incentives to families who recruit friends who attend future sessions.



- Put a star next to your top 3 Talking Tips.
- Circle the 3 you want to remember to focus on the most.
- Share with your table.

"We've practiced Talking Tips almost every week since we started. We've learned that some are easier than others, and that we can try these no matter what we're doing with our children."

"Take a moment to review the Talking Tips and think about ways you've practiced these at home. Put a star next to your top 3. These are your 'expert' Talking Tips!"

- Provide time for parents to reflect and choose their top 3 Talking Tips.

"Now consider which of the Talking Tips you're going to focus on as you move forward. Circle three others that you want to make sure to remember to try every day."

- Provide time for parents to reflect and choose.

"Tell a partner which Talking Tips you chose and why."

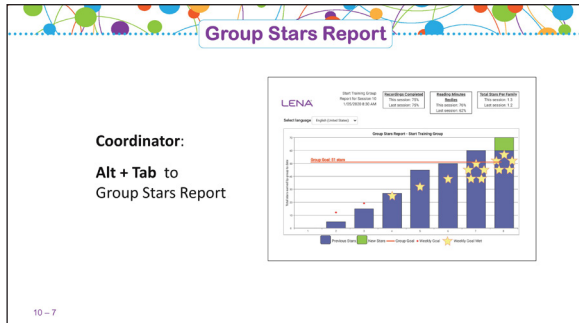
- Circulate during the discussion to listen for highlights to share.
- Bring parents back together when ready.

"Notice that at the top of your Talking Tips sheet it reminds you that these work not only while talking with your child, but also while reading and singing! Don't forget to keep that going!"

Optional Activity: Provide each parent with a blank "Thank you" or "Congratulations" card.

"Now that you know what you want to focus on, write yourself a quick note so you won't forget. Begin by thanking yourself for the hard work you've done building your child's brain. Then write a note to remind yourself of the most important thing you've learned and what you want to remember a month from now. I'll be mailing these to you in one month! Be sure to write your address on the envelope."

- Save these and mail them to each family in one month.
- If parents provide permission, the statements on these cards can also be anonymously shared with funders or other stakeholders as examples of what parents valued most about your program.



"Let's take a look at our last Group Stars Report."

- Alt + Tab to Group Stars Report in LENA.
 - Alt + Tab back after viewing to return to presentation.
- Point out whether or not the group reached their goal.
- Celebrate reaching their goal, or celebrate overall growth towards their goal.

"Great job talking **with** your babies!"

"Sometimes working on a goal with a team makes it easier to reach your goal. Try to encourage everyone in your house to work with you to keep reaching your goal of talking more with your child!"

Award Time!

Now I'll hand out your LENA reports.
Look at where you started and where you are now.

- What changes have you noticed in yourself? In your child?
- What has made the biggest difference for you and your family?

10 - 8

"It's our last award time!"

- Convey excitement.
- Hand out reports, stars, and copies of their most recent Snapshot Report.

"Take a few minutes to look at your LENA report."

- Read slide.
- Provide time for discussion.

Growing Together

This is graduation day!

- From here on, it's important to keep practicing what you've learned.
- Keep talking, keep reading, keep using the Talking Tips!


10 - 9

- Read slide.
- Click anywhere to play video.

Course Evaluation

Your opinion is important to us!

- Please take a few minutes to fill out the course evaluation.
- Tell us what you think about the LENA Start program.
- We welcome your honest feedback!




10 – 10

"Feedback from other families helped shape the LENA Start program you just completed."

- Read slide.
- Hand out paper evaluations or sent via text.
- Allow 5 minutes for parents to complete.
- Look for opportunities to help.

What's Next? Ready 4K!

- Keep building your children's brains and boosting their learning.
- Text messages with **Fun Facts** and **Easy Tips** are based on your child's age.
- Texts will begin in the next few weeks.
- Don't worry — only 3 texts a week!



Text **R4K LENA** to 70138

10 – 11

"This our last official LENA Start meeting, so you may be wondering, what's next? How can we keep growing our children's brains?"

"All of you now get to be part of a great learning program called Ready4K!"

"You'll receive texts with FUN FACTS and EASY TIPS to build your child's skills and school readiness."

"These facts and tips will be based on your child's age. Don't worry: Ready4K will only send three texts a week!"

"Let's all take out our phones now and sign up."

- Wait for parents to take out phones.

"Just text **R4K LENA** to **70138**. You'll be asked for your child's birth date so the texts you'll receive will match your child's age."

"You'll start getting texts in the next week or so. You can opt out at any time in the future if you decide to."


Congratulations to Our MBA Graduates!

Presentation of Diplomas

- Everyone who has met goals for attendance and LENA Days is now a graduate!

Group Photo

Pick up Your Shared Reading Book

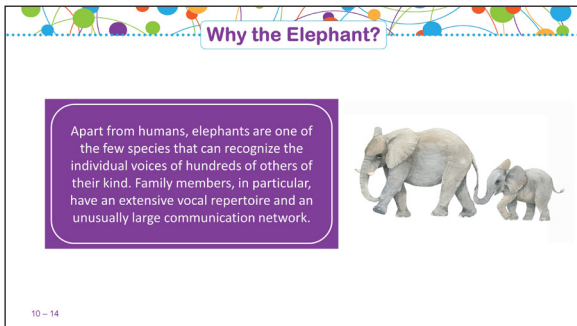


10 – 12

- Hand out diplomas.
- For those honoring perfect attendance, please be aware that makeups are included in the attendance count.
- Take a picture of the whole group together and post to your social media page, along with information about your next LENA Start groups. Don't forget to tag LENA using **@LENAEarlyTalk** and **#LENASStart**.



- Enjoy celebrating with your families!



- Read slide.



"Congratulations again to our graduates!"

- Read slide.
- Include **"Parents Have the Power!"**

"Don't forget to share program fliers with your friends!"



Appendix

Documents included:

- **Parent Survey** (page 2)
- **LENA Snapshot** (page 3)
- **Talking Tips Checklist** (page 7)
- **Six practice LENA reports** (page 8)
- **Think, Pair, Share Worksheet** (page 14)



Parent Survey



Parent Survey

Parent/Caregiver Name _____

Today's Date _____

Child's Name _____

Relationship to child _____

Do you live with the child? _____

Here are some questions that will help us learn more about your child and family. Your answers will not be shared with other parents. Please circle the answer that best describes your situation.

1. On most days, how many times do you read with your child?

- A. Never
- B. Once a day
- C. Twice a day
- D. Three times a day
- E. More than three times a day

2. On most days, how often do you include your child in your daily routines (e.g., cooking, cleaning, shopping)?

- A. Never
- B. Once a day
- C. Twice a day
- D. Three times a day
- E. More than three times a day

3. How often do you talk to your child about what happened yesterday or what is coming up?


- A. Never
- B. Rarely
- C. Sometimes
- D. A lot
- E. All the time

On a scale of one to five, where 1 is "least sure" and 5 is "very sure" please rate how sure you are about each one. For example, if it says, "I know a lot about football" and you don't know how to play, you would say "1- Least sure." But if you've played football for years you would say "5-Very sure."

1 2 3 4 5
Least sure  Very sure

- 4. _____ I have the skills to be the best parent I can be.
- 5. _____ My child will do very well in school.
- 6. _____ I know what my child should be able to do at each age as he/she grows.
- 7. _____ When my child is upset I can easily calm him/her down.

On a scale of one to five, please rate how much you agree with each one.

1 2 3 4 5
Strongly disagree  Strongly agree

- 8. _____ I am relaxed most of the time when I'm with my baby.
- 9. _____ I am comfortable talking with other parents about my parenting experience.
- 10. _____ I notice how other parents are interacting with their children.
- 11. _____ I know more about child development than other parents in my community.
- 12. _____ I talk with other parents in my community about child development.

LENA SnapshotTM

Instructions:

Please check the box for each question indicating whether or not your child is consistently demonstrating the task.

Check “yes” if:

- Your child consistently demonstrates the skill or behavior.
- Your child has consistently demonstrated the skill in the past and has moved on to other skills.
- NOTE: Do not check “yes” unless your child has demonstrated the behavior more than once.

Check “not yet” if:

- Your child has not yet consistently demonstrated the skill or behavior.

You may find that your child is already doing many of these items (or may have done them at some point in the past), while other items your child may not be doing yet. This is very common.

Begin with the first question and progress through each one until you answer “not yet” for five questions in a row. At that point you can stop filling out the questionnaire.

Remember! You must start with question #1. The first several questions are most appropriate for infants/toddlers. If you have an older child and they have demonstrated the skill when they were a baby, please check “yes” for that item.

LENA Snapshot

Child's Name:	<input style="width: 95%;" type="text"/>	Child ID:	<input style="width: 95%;" type="text"/>
Your Name:	<input style="width: 95%;" type="text"/>	Do you live with the child?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Today's Date:	<input style="width: 95%;" type="text"/>	How many minutes per day do you read with your child? <input style="width: 50px;" type="text"/> minutes	

Please read the attached instruction sheet before filling out the questionnaire.	Stop when you answer 'Not Yet' 5 times in a row
1. When you talk to your child, does he/she look in the direction of your voice? <i>For example: Does your child turn his/her head and/or move his/her eyes to look at you?</i>	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
2. Does your child vocalize or make sounds in response to your smile or voice?	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
3. Does your child have different cries to indicate different needs? <i>For example: Does your child's "hungry cry" sound different from the cry he/she makes when tired?</i>	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
4. Does your child express pleasure or displeasure by using sounds other than crying or laughing? <i>For example: Does your child make "happy" sounds or sounds of frustration?</i>	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
5. Does your child bring toys or objects to his/her mouth? <i>For example: Does your child mouth objects or place objects in his/her mouth?</i>	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
6. Does your child laugh?	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
7. Does your child engage in "vocal play" by producing a wide variety of sounds? <i>For example: Does your child produce sounds that range from very high pitch (squeals) to very low pitch (growls) and does he/she produce "raspberries" by putting lips tightly together and blowing air to produce a vibrating play-like sound?</i>	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
8. Does your child produce two or more vowel sounds, such as /ah/ or /ooh/?	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
9. Does your child recognize his/her name (or nickname)? <i>For example: When you say your child's name (or nickname) does it interrupt his/her activity such that he/she stops and looks toward you?</i>	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
10. Does your child shout or use vocalizations/make sounds to get your attention?	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
11. Does your child imitate sounds you or others make?	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
12. Does your child repeat two similar sounds together (not necessarily referring to a specific object or person)? <i>For example: Does your child say things like "bababa" or "dadada"?</i>	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
13. When you say things to your child such as "want up?" or "bye-bye" does your child respond by lifting his/her arms or waving?	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
14. Does your child put different sounds together? <i>For example: Does your child say things such as "bah-dah", "ah-bee-tah" or "ah-mee-ga"?</i>	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
15. Does your child vocalize while gesturing to let you know what he/she wants? <i>For example: Does your child point or motion toward a desired object while vocalizing?</i>	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>
16. Does your child say any words besides "mama" or "dada"? <i>For example: A "word" can be an attempt at a real word such as "ba" for "ball" or "wawa" for "water".</i>	Yes <input type="checkbox"/> Not Yet <input type="checkbox"/>

LENA Snapshot

17. Does your child give you an object when you ask for it? <i>For example: If you say "Give me your shoes" or "Give me the ball", does your child respond correctly?</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
18. Does your child follow simple 1-step directions? <i>For example: If you say "Go get your shoes" or "Put your toy on the bed", will your child respond correctly?</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
19. When you name different objects, does your child point to them? <i>For example: If you say "Where is the ball?" or "See the truck?", will your child point to the correct object?</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
20. Can you tell by the way your child's voice sounds that he/she is asking a question? <i>For example: When your child is babbling but you can't make out the words, can you still tell that he/she is trying to ask a question by a rise in pitch at the end of the babbles?</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
21. Does your child identify basic body parts on himself/herself? <i>For example: Can your child point to his/her nose, eyes, mouth, toes, and hair?</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
22. Does your child say at least 10 meaningful words that you consistently recognize? <i>The words don't necessarily have to be pronounced perfectly. For example: If your child consistently uses "ba" for "bottle", this counts as a word.</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
23. Does your child point to objects named in books? <i>For example: If you say something like "Show me the cat", does your child point to the correct picture?</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
24. Does your child spontaneously repeat words that he/she has heard in conversation?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
25. Does your child follow 2-step directions? <i>For example: If you say something like "Go get your shoes and put them on the table" or "Go get your coat and give it to your grandma", will he/she respond correctly?</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
26. Does your child understand the meaning of at least four action words without the use of gestures? <i>For example: If you say "jump" or "throw" without demonstrating the action, will he/she respond correctly?</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
27. Does your child understand "what", "where", and "who" questions?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
28. Does your child name familiar objects in a room?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
29. When you point to pictures in a book, does your child name them?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
30. Does your child understand "location" words such as "in", "on", and "out"?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
31. Does your child combine two or more words together to form simple phrases? <i>For example: Does your child say things like "want ball" or "mommy sit"?</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
32. Does your child have at least a 50 word spoken vocabulary?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
33. Does your child understand the concept of "one"? <i>For example: If you point to a group of blocks and ask your child to hand you "one", will your child respond correctly?</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
34. Does your child follow 3-step directions without getting distracted? <i>For example: If you say something like "Go to your room, get your bear and bring it to me", will your child respond correctly?</i>	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>

LENA Snapshot

35. Does your child say “I”, “me”, and “you”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
36. Does your child understand color words? For example: If you say something like “Point to the red one”, will he/she correctly identify the object?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
37. Is your child starting to use size concepts? For example: Does your child say things like “big” and “little”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
38. Is your child using sentences that are four words in length?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
39. Is your child adding “-s” to words to indicate “more than one”? For example: Does your child say “cats” for more than one cat, or “spoons” for more than one spoon?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
40. Can your child tell you what to do with simple objects? For example: If you say something like “Here is a toothbrush, what do we do with a toothbrush?”, will he/she tell you what it is used for?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
41. Is your child adding “-ing” to the end of verbs to indicate ongoing action? For example: Does your child use words like “eating”, “jumping”, and “running”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
42. Does your child use the words “a”, “an”, and “the”? For example: Does your child say things like “a bed”, “an apple”, and “the ball”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
43. Can your child name common shapes such as a circle, triangle, square, and star?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
44. Does your child understand concepts like “least”, “most”, and “first”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
45. Does your child understand concepts like “tall”, “short”, and “long”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
46. Does your child use the plural pronouns “we”, “they”, “them”, and “us”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
47. Is your child adding “-ed” to the end of verbs to indicate an action that happened in the past? For example: Does your child say things like “jumped” or “played”?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
48. Does your child spontaneously produce sentences that are 10 or more words in length?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
49. Can your child name items that belong to a common category? For example: If you say something like “Tell me three fruits you like” or “Tell me the names of three animals”, will your child respond correctly?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
50. Can your child retell a story or event with a beginning, middle, and end without using pictures? For example: Does your child tell a complete story (beginning, middle and end) so you understand the story and what your child is expressing/ explaining?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
51. If you name an object, can your child describe two things about the object? For example: If you say “Tell me two things about a bike”, will your child respond correctly?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
52. Does your child ask you about the meanings of words and then use the word in a sentence?	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>

Practice the Talking Tips

- Review the list of Talking Tips.
- Watch the video.
- What Talking Tips did you see being used? Did you see any times when a Talking Tip could have been used, but wasn't?
- After the video, mark the Talking Tips you saw. Then we'll discuss.

Video Checklist

14 Talking Tips

to Increase Words & Turns

Video 1:

Video 2:

	Video 1:	Video 2:
1. Talk about what you're doing and thinking.	<input type="radio"/>	<input type="radio"/>
2. Comment on what they're doing or looking at.	<input type="radio"/>	<input type="radio"/>
3. Name things that they're interested in.	<input type="radio"/>	<input type="radio"/>
4. Get down to their level: face to face.	<input type="radio"/>	<input type="radio"/>
5. Touch, hug, hold.	<input type="radio"/>	<input type="radio"/>
6. Tune in and respond to what they look at, do, and say.	<input type="radio"/>	<input type="radio"/>
7. Wait for their response.	<input type="radio"/>	<input type="radio"/>
8. Imitate them, and add words.	<input type="radio"/>	<input type="radio"/>
9. Make faces, use gestures.	<input type="radio"/>	<input type="radio"/>
10. Take turns – don't do all the talking.	<input type="radio"/>	<input type="radio"/>
11. Repeat and add to what they say and do.	<input type="radio"/>	<input type="radio"/>
12. Follow their lead, do what interests them.	<input type="radio"/>	<input type="radio"/>
13. Encourage them, be positive.	<input type="radio"/>	<input type="radio"/>
14. Be silly! Relax and have fun!	<input type="radio"/>	<input type="radio"/>

Goal set



How might you apply these at home this week?

Practice Reports

Report #1 - Hector



Practice Reports

Report #2 - Marta

SAMPLE REPORT

LENA®

Name Marta
ID
Age 15 months

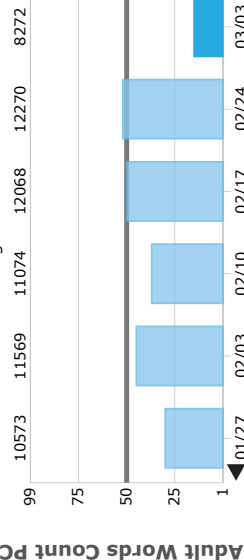
PCTL Legend
High: 75-99
High Avg: 50-74
Low Avg: 25-49
Low: 1-24

Daily Book Reading
Daily Minimum by Age
Month 1-11: 10 min
Month 12-23: 20 min
Month 24+: 30 min
Reading Stars
20 min on 03/03
2 Star(s) Total

Total Stars
earned through
this report
3

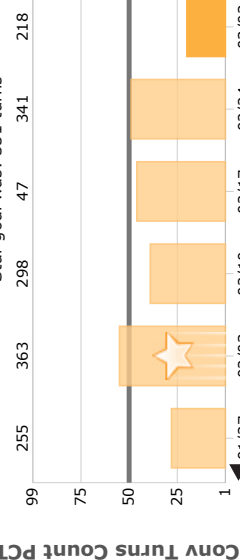
Daily Adult Words

Star goal was: 12984 words



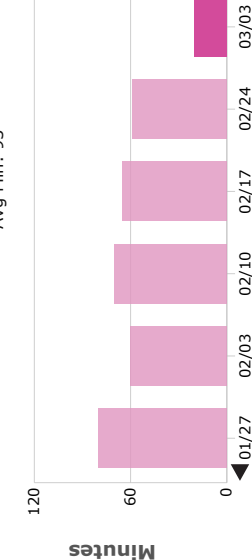
Daily Conversational Turns

Star goal was: 351 turns

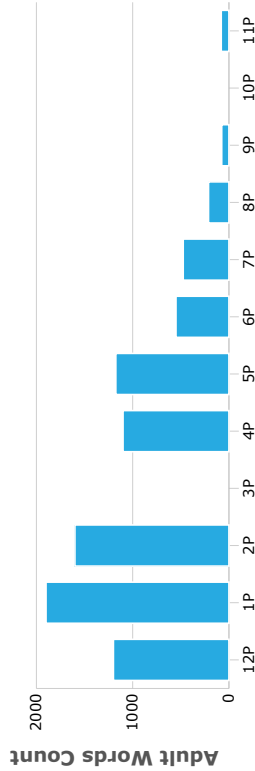


Daily TV/Electronic Sound

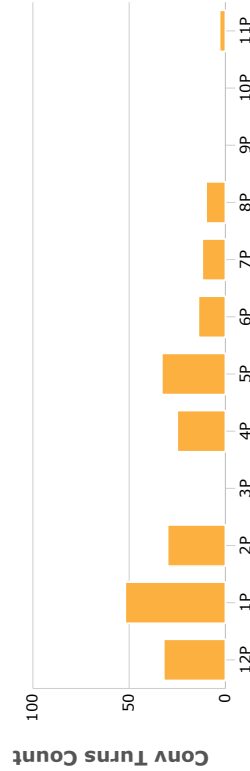
Avg Min: 93



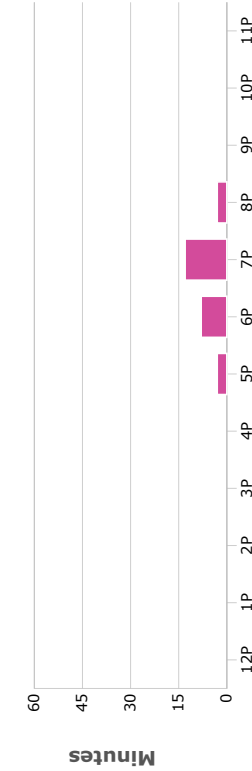
Hourly Adult Words on 03/03/18



Hourly Conversational Turns on 03/03/18



Hourly TV/Electronic Sound on 03/03/18



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Practice Reports

Report #3 - Jared

LENA®

Name Jared
ID 14140
Age 14 months

SAMPLE REPORT

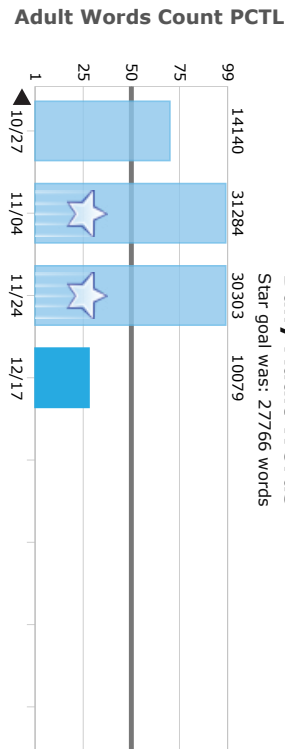
PCTL Legend
High: 75-99
High Avg: 50-74
Low Avg: 25-49
Low: 1-24

Daily Book Reading
Daily Minimum by Age
Month 14-15: 10 min
Month 12-23: 20 min
Month 24+: 30 min
Reading Stars
10 min on 12/15
0 Stars Total

Total Stars
earned through
this report
4

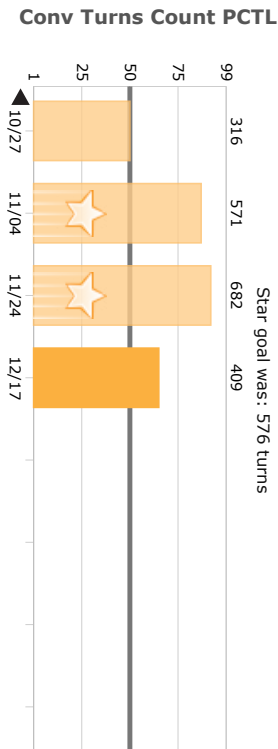
Daily Adult Words

Star goal was: 27766 words



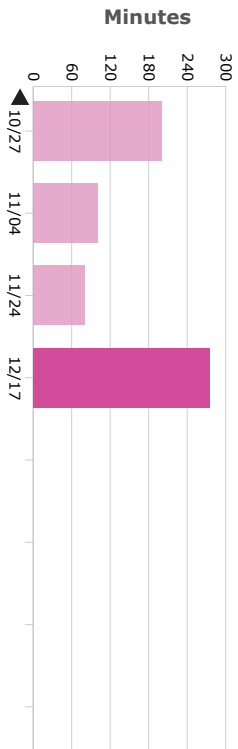
Daily Conversational Turns

Star goal was: 576 turns

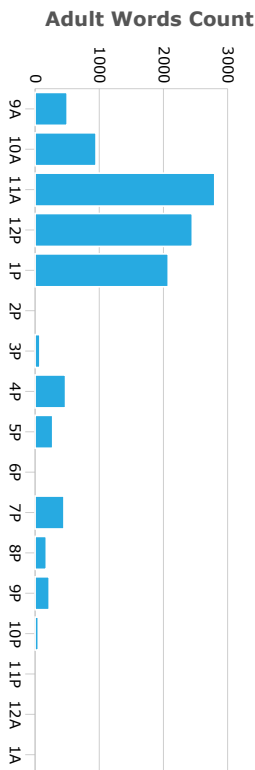


Daily TV/Electronic Sound

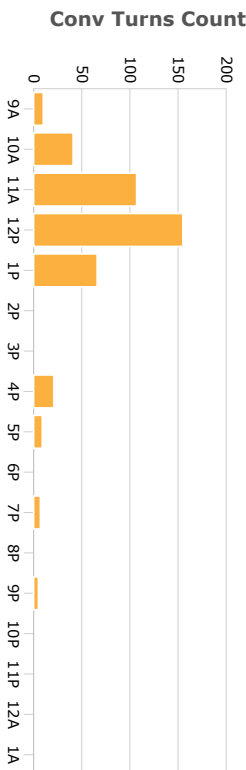
Avg Min: 154



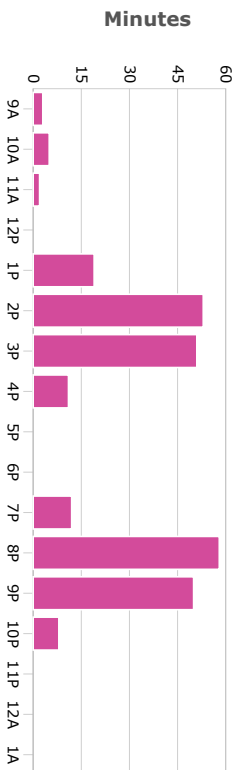
Hourly Adult Words on 12/17/18



Hourly Conversational Turns on 12/17/18



Hourly TV/Electronic Sound on 12/17/18



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Practice Reports

Report #4 - Benji

SAMPLE REPORT

LENA®

Name Benji
ID
Age 9 months

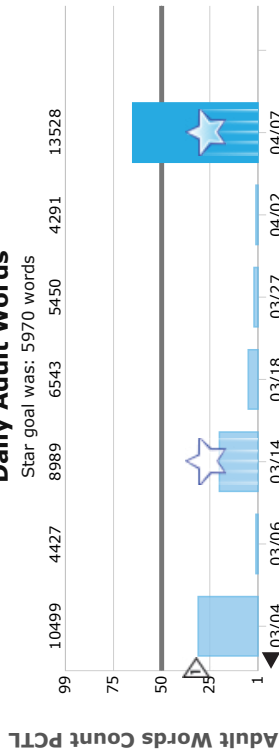
PCTL Legend
High: 75-99
High Avg: 50-74
Low Avg: 25-49
Low: 1-24

Daily Book Reading
Reading Stars
No Reading Reported
Daily Minimum by Age
Month 1-11: 10 min
Month 12-23: 20 min
Month 24+: 30 min

Total Stars earned through this report
4

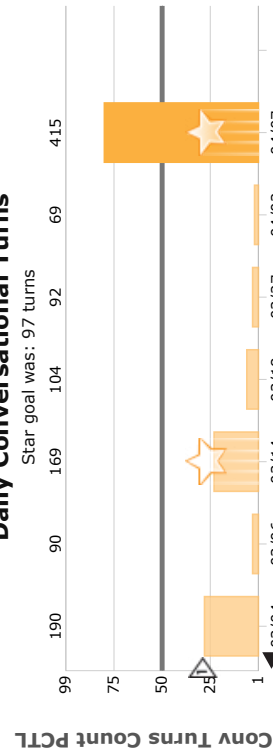
Daily Adult Words

Star goal was: 5970 words



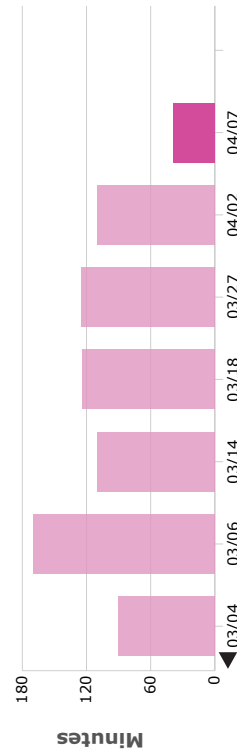
Daily Conversational Turns

Star goal was: 97 turns

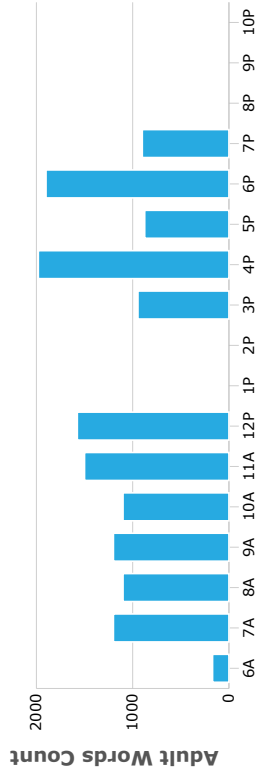


Daily TV/Electronic Sound

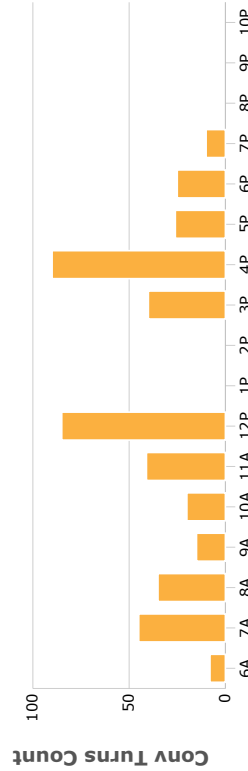
Avg Min: 93



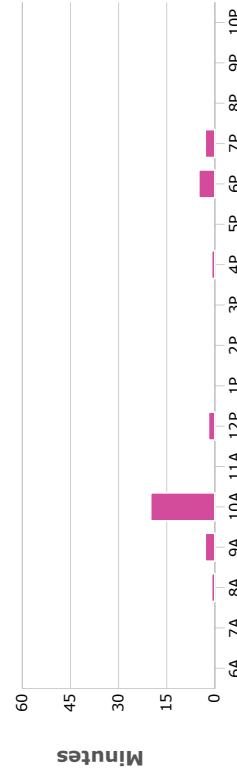
Hourly Adult Words on 04/07/18



Hourly Conversational Turns on 04/07/18



Hourly TV/Electronic Sound on 04/07/18



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Practice Reports

Report #5 - Theresa

LENA®

Name: Theresa
ID: _____
Age: 27 months

SAMPLE REPORT

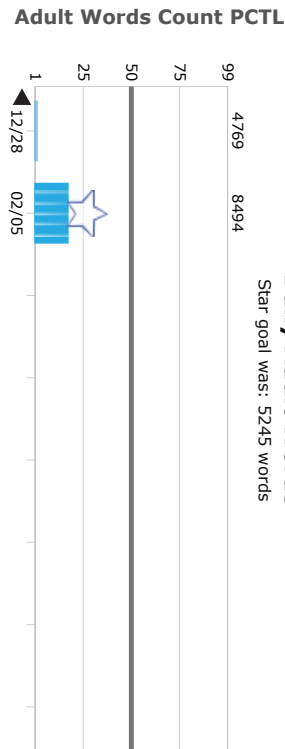
PCTL Legend
High: 75-99
High Avg: 50-74
Low Avg: 25-49
Low: 1-24

Daily Book Reading
Daily Minimum by Age: 10 min on 02/03
Month 12-23: 20 min
Month 24+: 30 min
Reading Stars: 10 min on 02/03
0 Stars Total

Total Stars earned through this report
2

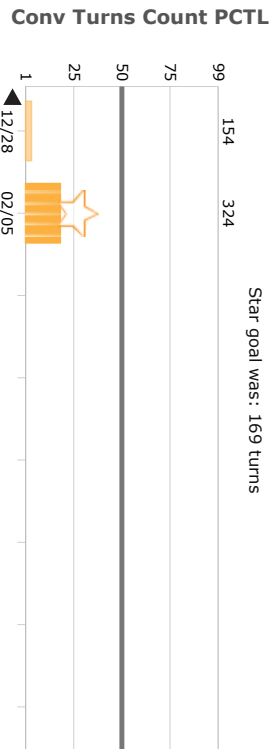
Daily Adult Words

Star goal was: 5245 words



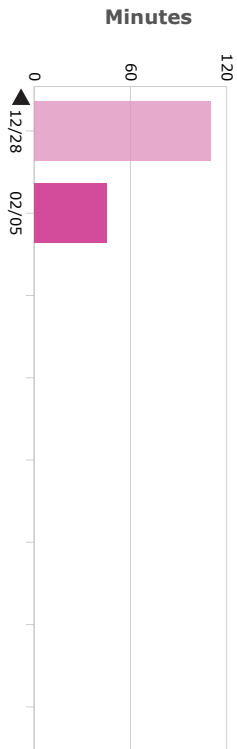
Daily Conversational Turns

Star goal was: 169 turns

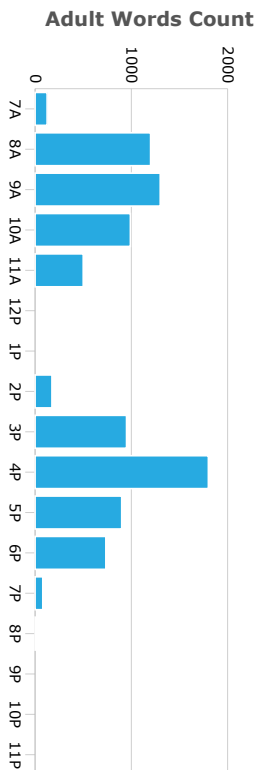


Daily TV/Electronic Sound

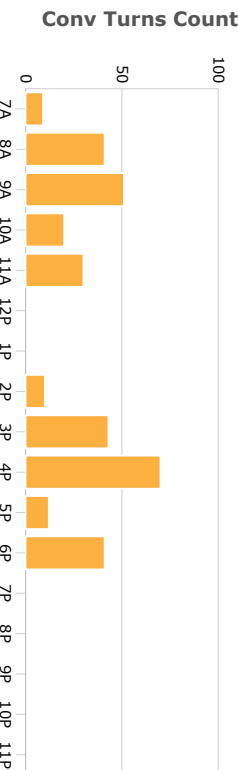
Avg Min: 74



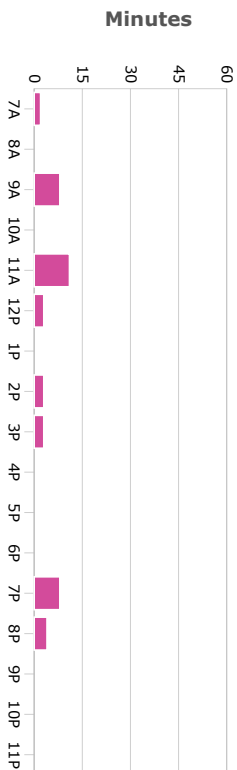
Hourly Adult Words on 02/05/18



Hourly Conversational Turns on 02/05/18



Hourly TV/Electronic Sound on 02/05/18



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Practice Reports

Report #6 - Eli

SAMPLE REPORT

LENA®

Name Eli
ID
Age 15 months

PCTL Legend
High: 75-99
High Avg: 50-74
Low Avg: 25-49
Low: 1-24

Daily Book Reading

Daily Minimum by Age
Month 1-11: 10 min
Month 12-23: 20 min
Month 24+: 30 min



Reading Stars
10 min on 02/23
0 Star(s) Total

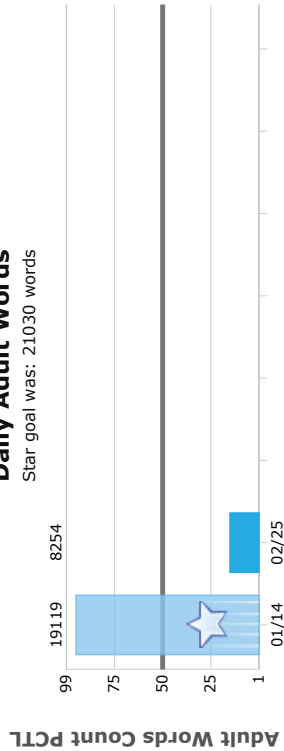
Total Stars
earned through
this report



2

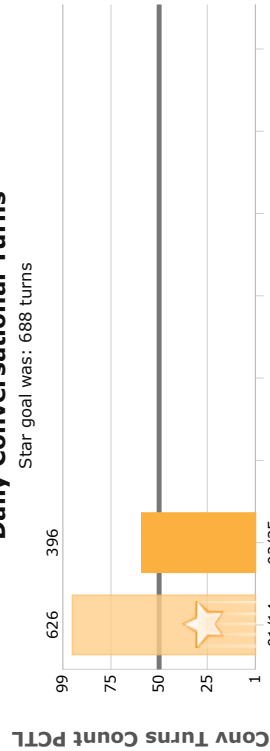
Daily Adult Words

Star goal was: 21030 words



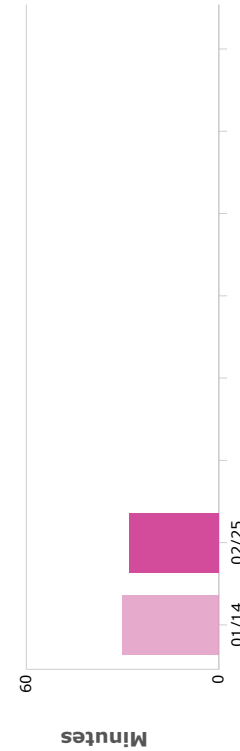
Daily Conversational Turns

Star goal was: 688 turns

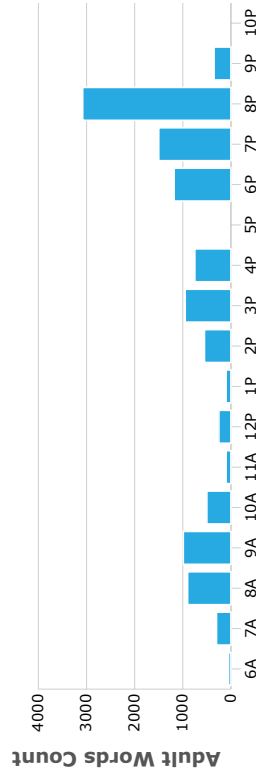


Daily TV/Electronic Sound

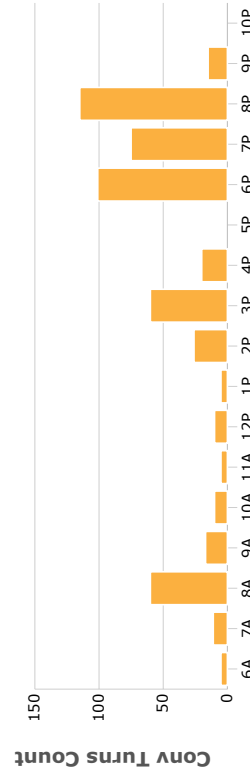
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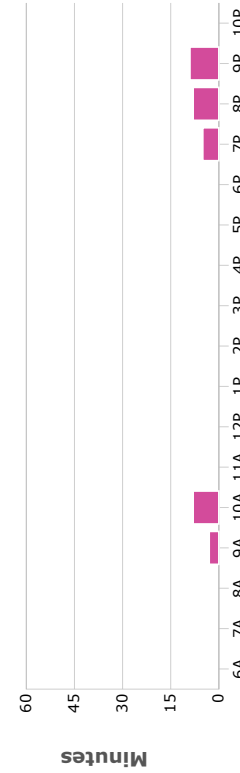
Hourly Adult Words on 02/25/18



Hourly Conversational Turns on 02/25/18



Hourly TV/Electronic Sound on 02/25/18



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Sharing Time: Think, Pair, Share

Use this form for notes on what to talk about. Then we'll share.

Yesterday you learned why conversational turns are so important to brain development. Write down two new things you learned and one reason why this matters in the work you do.



What are the three truths in LENA Start?

1. _____ is key.
2. _____ are the secret sauce.
3. You can't improve what you don't _____.

What does LENA measure?

What is your LENA Start role, and who will be providing support? What questions do you have about your LENA Start role?

What is your most important job for Session 1?