



# Live Training Guide

## How to Use this Guide

In preparation for training, print this guide or save it to your computer so you can fill it out during the training. You will also need the [Coach Guide](#) during training.

## Goal

For you to leave this training feeling confident, motivated, and fully prepared to successfully coach your way through a LENA Grow sequence.

## Agenda

1

Getting Started  
**Activity 1:** Create a Coaching Schedule

2

**Activity 2a & 2b:** Explore LENA Online  
Break

3

**Activity 3:** Role Play a Coaching Session  
Goal Setting



## Activity 1: Create a Coaching Schedule

**Directions:** Read the following description of a room that is about to begin LENA Grow. Then, create a schedule that will work for the room.

*Butterflies Room has a couple days that aren't ideal for a LENA Day. On Tuesdays, multiple children receive pull-out speech support and are out of the room most of the morning. They also have low attendance on Fridays. You, the coach, have a district wide in-person meeting on Wednesdays, so coaching is difficult on that day.*

Write down a weekly schedule that could work for Butterflies Room, noting:



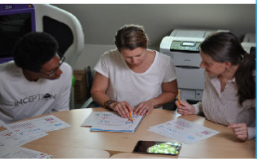
- ☐ LENA Day.
- ☐ Device processing.
- ☐ Coaching session.

### Butterflies Room Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday

### Sample schedule for reference.

*Note you need a day to process between the LENA Day and coaching.*

Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"><li>• Collect data with devices</li><li>• Transfer data to Hub</li><li>• Laundry</li></ul>  <p>25 minutes per room</p>	<ul style="list-style-type: none"><li>• Check Hub</li><li>• Repack room bins</li></ul>  <p>5 minutes per room</p>	<ul style="list-style-type: none"><li>• Prepare for coaching</li><li>• Coaching session</li></ul>  <p>60 minutes per room</p>	
	LENA Day >> Processing		Coaching	



## Activity 2a: Explore LENA Online

### Directions:

1. **Introduce yourselves!** Name, where you're from, what you had for breakfast.
2. **Assign roles:** Navigator, Analyzer, Recorder
  - **Navigator:** Share screen, log in to LENA Online, open **Pink Room** Report.
  - **Analyzer:** Analyze the report.
  - **Recorder:** Write down answers in Training Guide. Prepare to report answers to whole group.

**Training site:** o.lena.org

**Email:** rainbowcoach@lena.org

**Password:** GrowTraining123!

**Site:** **Pink Room**

### Breakout Group Questions

**Hint: Make sure you click "View Reports" for the **Pink Room**!**

1. How many LENA Days has this room completed? \_\_\_\_\_
2. How many stars has this room earned since the beginning of the sequence? \_\_\_\_\_
3. For what hour was a trophy awarded? \_\_\_\_\_
4. How did this room earn the Room Average Star?
5. What do you think a teacher might notice first on this report?
6. What's one prompting question you could ask a teacher about this report?

## Activity 2b: Setting Up LENA Online

**Directions:** Stay in your previous roles. The **Navigator enters information** into LENA Online throughout this activity.

**Training site:** o.lena.org  
**Email:** rainbowcoach@lena.org  
**Password:** GrowTraining123!  
**Site:** Rainbow Center

### Breakout Group Tasks

1. **Add a Group** to the Rainbow Center site.
  - Name the Group after your favorite animal, then year and season. (E.g. *Tigers 2024 Fall*)
  - Choose “Grow 1 Essentials” as the Group type.
2. **Add a coach and teacher** to the Group using the following information.  
*Hint: Use the Staffing tab!*
  - Coach: Rainbow Coach, rainbowcoach@lena.org
  - Teacher: Janiyah Teacher, janiyahteacher@lena.org
3. **Complete the Group profile.** Use your imagination to answer the questions!
4. **Add a child to the Group.** Choose a name and date of birth.

### Important note about device setup:

\*If LENA prepares your LENA devices and Room Kits, you will communicate with LENA for next steps.

\*If your program owns and distributes LENA devices, you will prepare and assign each child’s device as your next step.



## Activity 3: Role Play a Coaching Session

**Directions:** Watch the modeled coaching session and then follow the directions below.

1. **Assign roles:** Navigator, Coach, Teacher(s)
2. **Navigator:** Share screen, log into LENA Online, open **Pink Room** Report for LENA Day 4.
3. **Coach:** Pretend to lead **Coaching Session 4** following steps 1-3 (also in the Coach Guide).
4. **Teacher(s):** Pretend you are a teacher taking part in the coaching session. Set a goal.
5. **Discuss.** For the last five minutes, take off your role play hat and discuss how things went.

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### 1. Discuss and review LENA Day 4



- ☐ Discuss LENA Day experience using teacher **LENA Log**.

- How was your LENA Day?
- What was your experience with your goal this week?
- How are children responding to the program?
- What have you practiced since our last session?



- ☐ Show the **Room Report**.

What do you notice?

You earned \_\_\_\_ stars! What did you do to earn the star(s)?

- ☐ Point to the **Hourly Turns** and **Hourly Words** graphs on page 1.

- What do you notice about how talk changed throughout the day?
- What was happening during the Trophy Hour?



- ☐ Point to the **Interaction Chart** on page 2.

- What positive changes do you notice since the last LENA Day?
- What data interests you? Why?

### 2. Discuss weekly topic: Mealtimes



- ☐ Review the ideas on the **Mealtimes Conversation Starters poster**.

- What does mealtime look and sound like in your classroom? Do you know what it looks like at home for your students?
- Do you currently use any of these ideas? If so, how do children respond?
- What could you add to these suggestions?

## Activity 3: Role Play a Coaching Session continued...

### 3. Set a goal for LENA Day 5



☐ Support each teacher in writing down a specific and attainable goal in their **Week 5 LENA Log**. Record any coach notes in your **Coaching Session Notes**.

- How would you like to increase interactions during mealtimes?
- What would you like to accomplish by the end of this sequence?
- Do you want to set a goal to “beat your best” on LENA Day 5? It looks like your highest average daily turns was \_\_\_\_ on LENA Day \_\_\_\_.

If needed, help teachers plan for how they might achieve their stretch goal:

- What did you do on your best days that led to high turns?
- What strategies have you used to make sure you spend time talking with children who have had lower turns in the past?
- What detailed plans do you need to have in place to beat your best?

**Write your goal:**



# Mealtimes Conversation Starters™ for Infants & Toddlers

**Describe your actions** as you serve food or taste your meal. "I'm going to pour my water." "These potatoes are hot! Let's blow gently to cool them down."



**Encourage early talkers by making eating sounds** for them to copy. "Yummm, this cereal is creamy." "Mmmm, tasty peaches." "Ahhh, all done."

**#1: Talk about what you're doing and thinking.**

**#2: Comment on what they're doing or looking at.**

**State your expectations clearly.** "I know you are ready for lunch when you are sitting down."

**Talk about the flavors, temperature, or texture of foods** the child is eating. Use descriptive words. "This orange is very juicy and sweet." "Those crackers are crispy. Crunch! Crunch!"



**Sit down with the children whenever possible.** Use your presence to encourage calm, courtesy, and conversation.

A baby may smack her lips, open and close her mouth, or turn her head away. **Imitate**, and say "Mmmm," or "You are hungry," or "You are all done."

**#4: Get down to their level: face to face.**

**#11: Repeat and add to what they say and do.**

Getting down to the children's level helps you see the meal or snack time from their **perspective**, so you can tune in and respond. What do you notice when you sit next to one another?

A new talker may say one word, "cracker." A more verbal child may combine words, "Big berry." **Repeat and add just a little.** "More crackers, please." "That is a big strawberry."



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# Mealtimes Conversation Starters™ for Preschoolers

**Use specific words and descriptive language.** Instead of "This is yummy," try "Yum, I like these crunchy carrots. My carrot is bright orange."



**Add words to the actions** children use at mealtimes — peeling the banana, opening a bag, carefully pouring the milk, wiping their hands.

**#1: Talk about what you're doing and thinking.**

**State your expectations clearly.** "I know you are ready for lunch when you are sitting down. I see six children sitting. I only need three more!"

**#2: Comment on what they're doing or looking at.**

Eating is a **sensory experience!** Notice how children are experiencing the meal or snack, and add words — tart, cold, messy, red, crispy, spicy.



**Model early social skills** by sitting and talking with children at meal or snack time. Encourage turn-taking when talking and responding.

A child may **combine words** like "Big berry." Repeat and add just a little. "You are eating a big, red strawberry. What does it taste like?"

**#4: Get down to their level: face to face.**

Getting down to the children's level helps you see the meal or snack time from their **perspective**. What do you notice when you sit that you might not have seen while standing?

**#11: Repeat and add to what they say and do.**

If a child mispronounces a word, "I eated lunch with Ma-few today," **repeat the sentence correctly** and add on! "You ate lunch with Matthew today? What did you both eat?"

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