

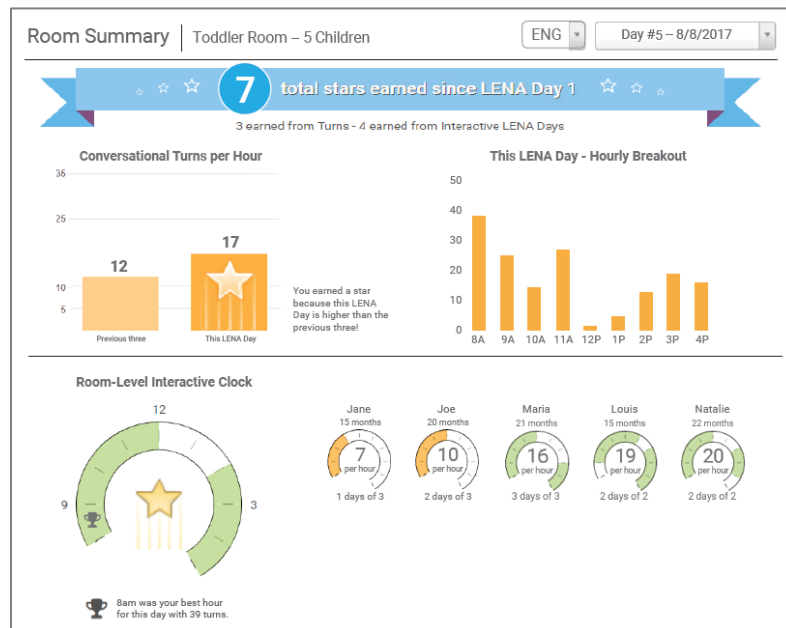
Increasing CLASS Scores for Infants, Toddlers, and Preschoolers

LENA's programs boost interactive talk between young children and their caregivers, which complement Teachstone's focus on improving teacher-child interactions. These interactions form the foundation for classroom quality while setting all children up for future school success.

What is LENA?

LENA is a non-profit dedicated to supporting the cognitive and social development of children by increasing their exposure to interactive talk. The amount of interactive talk children experience in their early years impacts school readiness and ability to reach their full developmental potential. A 10-year study by LENA researchers confirms that the amount of talk with adults that babies experience in the first three years of life is linked to their verbal abilities and IQ in adolescence.

Together with LENA, early childhood educators can support the healthy growth and development of all children by enriching the talk environment in their classrooms. Talk pedometers – LENA's innovative, secure technology – measure the amount of interactive talk that a child experiences throughout the day. The resulting data is used to support professional development to increase responsive adult-child interactions.



Why LENA Grow?

LENA Grow combines objective feedback on the classroom talk environment (shown in the report above) with targeted coaching for teachers on how to increase interactive talk. By focusing on LENA's Talking Tips, teachers learn strategies to add interactive talk to their normal daily routines, allowing time to focus on what's most important: the children in their care. The results are stronger relationships, increased language development, and children who are more prepared for future school success.

CLASS Improvements at the Early Learning Coalition of Escambia County

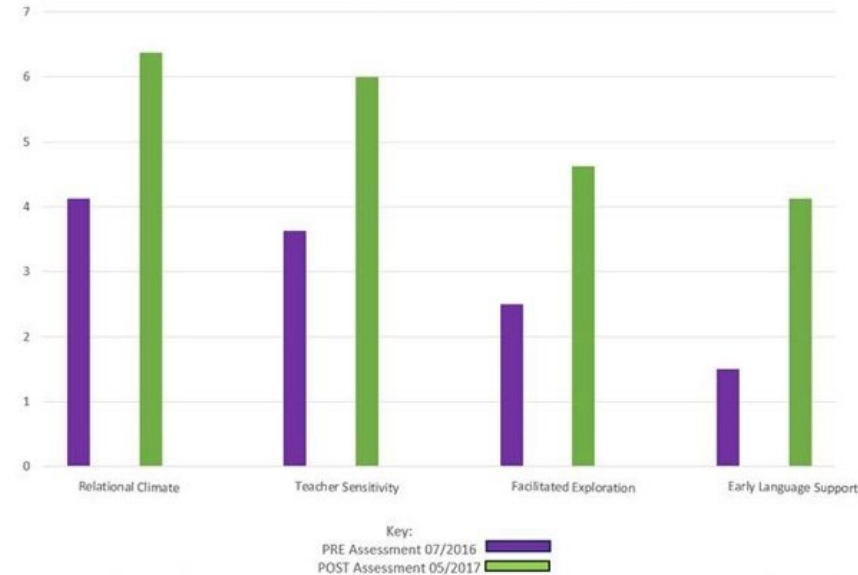
"The Lena Grow Program has been a learning tool for the children and teachers; moreover, it has been a great benefit to both. Children are distinguishing between the different emotions and verbalizing what they want. The teachers have learned to repeat what the children say as well as extend their language."

- Jennifer Jones, Director, Restoring Hands Learning & Development Center, Escambia County

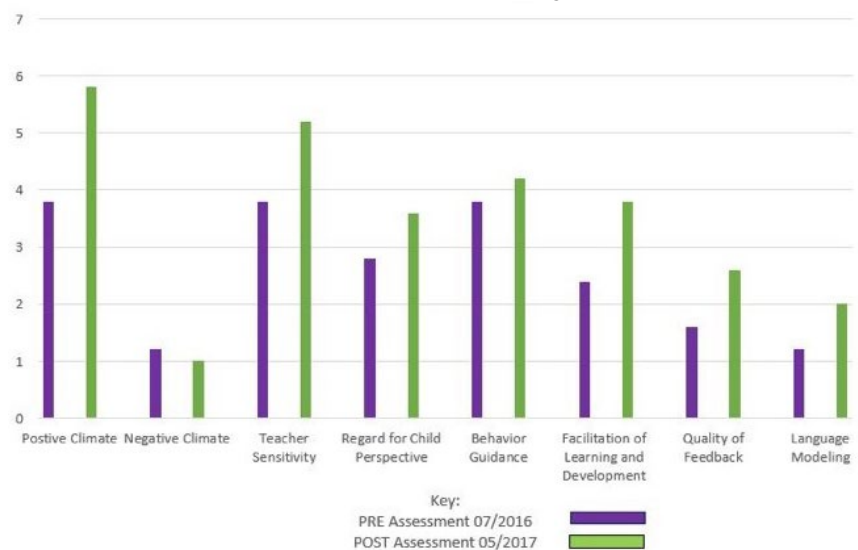
In October 2016, LENA partnered with the Early Learning Coalition of Escambia County (ELCEC) to provide ongoing classroom insights to teachers and uncover opportunities to weave in quality interactions throughout the day. The LENA Grow program was applied to their infant and toddler classrooms, supporting a strengths-based, data-driven approach to teacher skill building and improvement of child outcomes. Pilot results across all 14 ELCEC classrooms found that 61 percent of children increased in either the number of adult words or conversational turns, increasing overall amount of interactive talk children experience in the daily classroom environment.

Among these positive outcomes, data from the first year indicates that classrooms using LENA Grow show gains on CLASS scores for both infant and toddler classrooms in domains such as Early Language Support, Language Modeling, and Positive Climate.

Infant CLASS Pre and Post-LENA Grow Averages, 2016-2017



Toddler CLASS Pre and Post-LENA Grow Averages, 2016-2017



LENA Grow/CLASS Alignment

The talking tips in each section below collectively support you in your efforts to continue improvement in your adult-child interaction as measured by CLASS.

LENA Talking Tips	CLASS Age Levels and Domains/Dimensions Alignment		
	Infant	Toddler	Pre-K
Talk about what you're doing and thinking	Early Language Support: (teacher talk) Describe classroom events, use complete and varied sentences.	Language Modeling: (self and parallel talk).	Language Modeling: (self-talk) Apply to what you are doing.
	Instructional Learning Format	Instructional Learning Format	Instructional Learning Format
Comment on what they're doing or looking at	Facilitated Exploration: (infant focused) Follow the infant's cue, support exploration.	Language Modeling: (self and parallel talk); (advanced language) labeling; variety of words and/or descriptive vocabulary.	Language Modeling: (parallel talk) Apply to what they are doing.
	Early Language Support: (communication extension) Provide words for infant's communication; expand and extend on infant's communications.	Facilitation of Learning and Development: (active facilitation) Teacher guides exploration.	Advanced Language: Comment on what they are looking at.
Name things that they're interested in	Early Language Support: (teacher talk) Verbally label objects.	Language Modeling: (advanced language) Labeling.	Language Modeling: May be advanced vocabulary.
	Facilitated Exploration: (infant focus).	Facilitation of Learning and Development: (active facilitation) Teacher guides exploration.	Regard for Student Perspective: Following child's lead.
Get down to their level: face to face	Relational Climate: (relational behavior) Proximity, eye contact, joint attention.	Positive Climate: (relationships) Physical proximity.	Positive Climate: Positive communication.
Touch, hug, hold	Relational Climate: (relational behavior) Affection.	Positive Climate: (positive affect) Physical affection.	Positive Climate: Positive communication.
Tune in and respond to what they look at, do, and say	Relational Climate: (relational behavior) Joint attention.		Teacher Sensitivity: Tune in to what they look at.
	Facilitated Exploration: (involvement) Join in experiences; (infant focused) follow infant's lead, support exploration; (expansion of infant's experience) encourage behavior.		Regard for Child Perspectives: flexibility and student focus; contingent response in conversation with student
Wait for their response	All CLASS dimensions		Language Modeling
Imitate and add words	Early Language Support: (communication support) Imitate or repeat sounds; (communication extension) provide words for infant's communication; expand and extend infants communication.		Language Modeling: (repetition and expansion).

Take turns – don't do all the talking	Early Language Support: (communication extension) Model turn taking.		Language Modeling: Frequent conversation.
Repeat and add to what they say and do	Early Language Support: (communication support) Imitate or repeat sounds; (communication extension) provide words for infant's communication; expand and extend infants communication.		Language Modeling: Repetition and extension.
Follow their lead, do what interests them	Facilitated Exploration: (involvement) join in experiences; (infant focused) follow infant's lead, support exploration; (expansion of infant's experience) encourage behavior.	Regard for Student Perspectives: Flexibility and student focus.	Regard for Student Perspectives: Flexibility and student focus.
Encourage them, be positive	Relational Climate: (emotion expression) Smiling laughing, enthusiasm; (respect for infant's state) calm voice, gentle approach.	Positive Climate: Positive communication.	Positive Climate: Positive communication.
	Teacher Sensitivity	Teacher Sensitivity	Teacher Sensitivity
Be silly! Relax and have fun!		Positive Climate: Positive communication.	Positive Climate: Emotional connection, relationships or positive affect.
	Teacher Sensitivity	Teacher Sensitivity	Teacher Sensitivity