

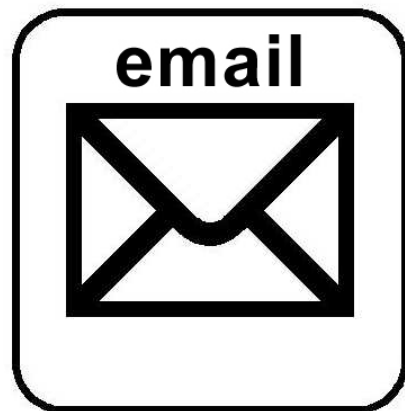


# TALK WITH ME BABY

Tuesday, February 1, 2022 | 12:00 – 1:30 pm CT

# WELCOME!

# Technical Difficulties



[cme@dmu.edu](mailto:cme@dmu.edu)



84805:4043::

# Logistics

If you logged in on your own device and can see this screen, your attendance is being tracked.

**IMPORTANT!** Viewing as a group? Complete the group registration Excel template and email it to [cme@dmu.edu](mailto:cme@dmu.edu) by **Monday, February 7, 2022.**

Zoom features for today's session:

- Q&A to submit questions
- Polling
- Breakout rooms

# Evaluation and Certificate

We want your feedback!

Evaluation link can be found in the chat and will remain open through **Monday, February 7, 2022.**

Certificates will be available for download after 5:00 pm CT on **Friday, February 11, 2022.**



# TALK WITH ME BABY

**Tuesday, February 1, 2022 | 12:00 – 1:30 pm CT**



**Constance C. Beecher, PhD**  
Associate Professor,  
Family Literacy Extension State  
Specialist,  
Iowa State University

*Relevant to the content of this educational activity, the planning committee and speakers have no conflict(s) with ineligible companies to disclose.*



Hello,  
Baby!

## Talk With Me Baby

GEORGIA'S LANGUAGE NUTRITION  
STRATEGY TO BRIDGE THE WORD GAP

# Talk With Me Baby

## LEARNING OBJECTIVES



1. Build families' capacity to practice language nutrition with their babies.
2. Help families recognize the critical role they play in their baby's development and future school achievement.
3. Engage babies in direct conversation in every encounter, to model language nutrition practices to all families.
4. Engage families in language nutrition practices from a strength-based perspective and in culturally competent ways.
5. Emphasize the importance of talking with their babies in the home language to families who speak a language other than English at home.

# AGENDA

- 
- 1 A Framework for Understanding
  - 2 Lesson 1: The Science Behind Language Nutrition
  - 3 Lesson 2: Becoming a Talk With Me Baby Coach
  - 4 Lesson 3: Language Nutrition for All Families
  - 5 Post-test & Evaluations
  - 6 Resources, Acknowledgements, References





# A Framework For Understanding

# Health & Education



# Health & Education



*are intimately intertwined*

# Better Education = Healthier Lives

EDUCATION LEADS TO BETTER JOBS AND INCOME—BUT ALSO TO LONGER, HEALTHIER LIVES. THE LINK BETWEEN MORE EDUCATION AND BETTER HEALTH IS STRONGER THAN YOU THINK.



# Living Longer

COLLEGE GRADUATES CAN EXPECT TO LIVE AT LEAST 5 YEARS LONGER THAN INDIVIDUALS WHO HAVE NOT FINISHED HIGH SCHOOL.



**83.5**  
YEARS

EXPECTED LIFESPAN FOR FEMALE  
**COLLEGE GRADUATES**



**78.4**  
YEARS

EXPECTED LIFESPAN FOR  
**LESS THAN HS GRADS**



**79.7**  
YEARS

EXPECTED LIFESPAN FOR MALE  
**COLLEGE GRADUATES**



**72.9**  
YEARS

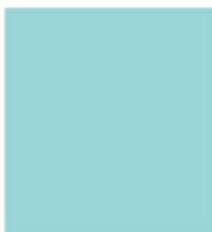
EXPECTED LIFESPAN FOR  
**LESS THAN HS GRADS**

# Reduced Risks

AN ADDITIONAL FOUR YEARS OF EDUCATION  
REDUCES A RANGE OF HEALTH RISKS.



DIABETES  
↓ 1.3%



HEART DISEASE  
↓ 2.2%



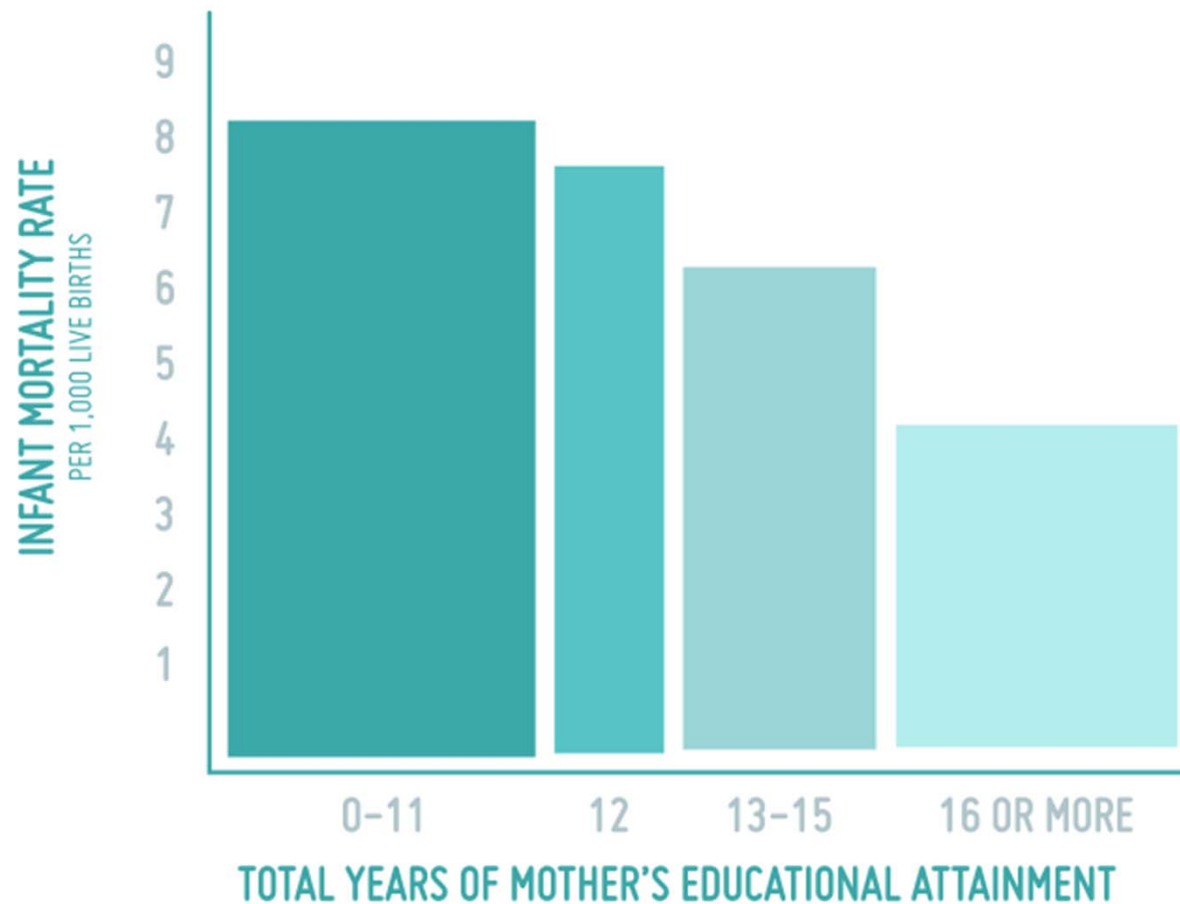
OVERWEIGHT  
↓ 5%



SMOKING  
↓ 12%

# Generational Effects

THE LONG-LASTING EFFECTS OF A POOR EDUCATION HAVE BEEN LINKED TO THE HEALTH OF FUTURE GENERATIONS.



*The more years of education a mother has received, the more likely her infant is to survive and thrive. The infant mortality rate (per 1,000 live births) for women who never graduated high school is nearly double that of women with college degrees.*

# THIRD GRADE READING MATTERS

FROM  
LEARNING  
TO READ



TO  
READING  
TO LEARN

Iowa's reading scores on state and national assessments have stagnated, and nearly one in four third-grade students is not proficient in reading.

Iowa Department of Education





## LACK OF THIRD GRADE READING SKILLS CASTS A LIFELONG SHADOW

4x

Children who cannot read proficiently by the end of third grade are four times more likely to drop out of high school.



6x

And if the child also lives in poverty, he or she is six times more likely to drop out of high school.

The most effective action  
parents can take to increase  
their baby's educational  
success and opportunities in  
life is to **TALK WITH THEIR BABY.**



# Early Language Exposure Enhances Development and Academic Success



LONGTERM HEALTH



HIGH SCHOOL GRADUATION



THIRD GRADE READING



HEALTHY BRAIN DEVELOPMENT

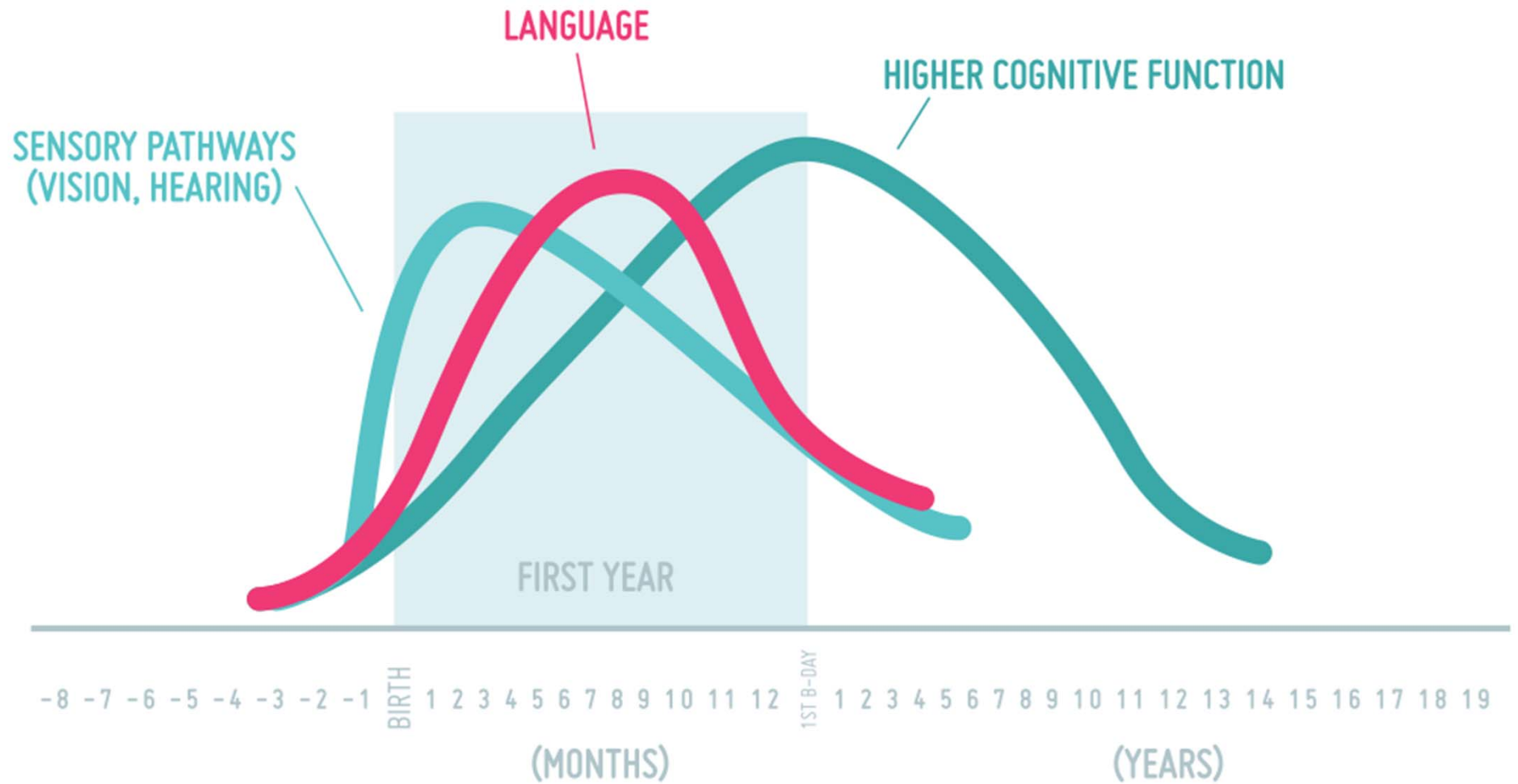


EARLY LANGUAGE EXPOSURE

A baby's brain **GROWS**  
**80%** during the first  
18 months of life.



# Brain Development Over Time



600  
words  
per hour

The infographic features a teal background with two white speech bubbles. The smaller bubble on the left contains the text '600 words per hour' and is positioned above the text 'are heard by children from low-income families'. The larger bubble on the right contains the text '2,000 words per hour' and is positioned above the text 'are heard by children from higher-income families'. The text 'low-income families' and 'higher-income families' is in a bold, sans-serif font, while the rest is in a regular, sans-serif font.

are heard by  
children from  
**low-income**  
families

2,000  
words  
per hour

are heard by  
children from  
**higher-income**  
families



3,000  
words

20,000  
words

listening vocabulary  
by kindergarten

WORDS HEARD  
BY AGE 3

11  
MILLION



24  
MILLION



43  
MILLION



VOCABULARY  
BY AGE 3

500  
WORDS



1,100  
WORDS



BY THE AGE OF 3, HIGH-INCOME CHILDREN HAVE  
**DOUBLE THE VOCABULARY** OF LOW-INCOME CHILDREN



Research demonstrates that the single strongest predictor of a child's academic success is not socioeconomic status, level of parental education, income, or ethnicity, but rather **the quality and quantity of words spoken to the baby in the first three years of life.**



1

"is not solely SES"

CHOA, 4/8/2016

# LANGUAGE NUTRITION

The use of language that is sufficiently rich in engagement, quality, quantity and context that it nourishes the child neurologically, socially and linguistically.



Quantity and quality of language, like healthy food, is critical to brain development.





**LESSON 1**  
The Science Behind  
Language Nutrition

# EARLY LANGUAGE EXPOSURE IS CRITICAL FOR A BABY'S HEALTHY BRAIN DEVELOPMENT

Children's brains grow rapidly and form more neural connections before birth and in the first three years of life than at any other time period in their lives. Neural connections formed during this time provide the foundation for all later learning.



WORDS HEARD  
BY AGE 3

11  
MILLION



24  
MILLION



43  
MILLION



500  
WORDS



1,100  
WORDS



BY THE AGE OF 3, HIGH-INCOME CHILDREN HAVE  
DOUBLE THE VOCABULARY OF LOW-INCOME CHILDREN

The most effective action  
parents can take to increase  
their baby's educational  
success and opportunities in  
life is to **TALK WITH THEIR BABY.**



# The Language Nutrition Solution

PARENTS AS THEIR BABY'S FIRST AND BEST TEACHER





# LITTLE BRAINS NEED LOTS OF WORDS TO GROW AND THRIVE

Just like a child needs an adequate amount of food for physical growth, a child also needs adequate language for his or her brain development.

In the same way that the quality and nutritious value of the food differs and matters for a child's growth, the quality of language is important.



# The Power of Interactions

NO ELECTRONIC LANGUAGE FORM CAN MATCH THE CAPACITY OF AN ENGAGED HUMAN CONVERSATIONAL PARTNER



# WHEN INTERACTION IS REMOVED

The Still Face Experiment



# LESSON 1:

## Key Messages and Call to Action



Early childhood is a critical period for brain development.

---



The strongest predictor of academic success and literacy is the quantity and quality of words heard in the first three years of life.

---



Social engagement (serve and return) is essential for language nutrition.

---



Nurses can show parents how and why to provide language nutrition to their babies.

---



Communicate the importance of early language exposure with parents.



Encourage parents to speak with their child in their home language.



## LESSON 2

Becoming a Talk With Me Baby Coach

# A Call to Action

ADVANTAGE OF AN INITIATIVE THAT BEGINS WITH NURSES



**PRENATAL:**  
3RD TRIMESTER -  
TALK TO BABY IN UTERO



**PERINATAL:**  
WELCOME BABY  
IN THE LANGUAGE  
OF YOUR HEART



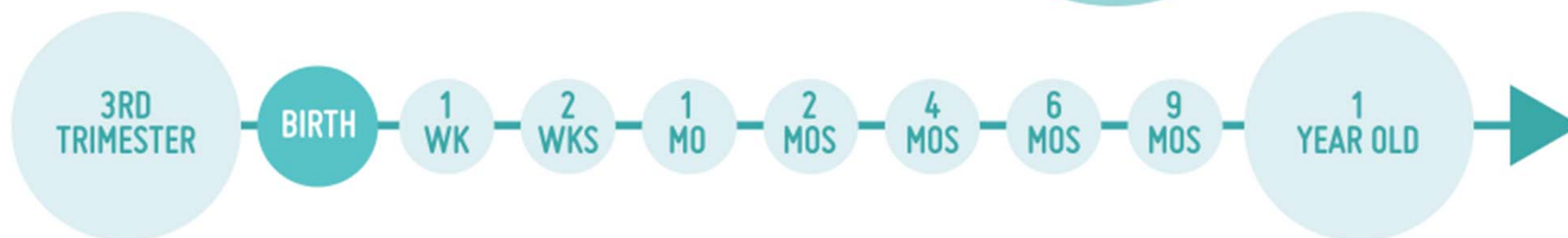
**POSTNATAL:**  
EMPHASIZE  
LANGUAGE IN 7  
WELL-CHECKUPS  
IN THE FIRST YEAR



**LIFELONG:**  
CONFIDENT AND  
ENGAGED PARENTS  
RAISING STRONG  
READERS

NURSE-DELIVERED **TRANSFER OF CAPACITY** FROM BEGINNING OF 3RD TRIMESTER TO END OF CHILD'S FIRST YEAR **BUILDS PARENT'S CAPACITY TO PROVIDE LANGUAGE NUTRITION TO INFANTS.**

NURSING WORKFORCE WILL BE TRAINED TO **EDUCATE AND COACH** EXPECTANT AND NEW PARENTS ABOUT **WHY AND HOW** TO TALK WITH THEIR BABIES



WHY NURSES?

99%

OF ALL EXPECTING AND NEW PARENTS ARE SEEN BY NURSES IN THIS TIME FRAME.



# Role of a Talk With Me Baby Coach



BELIEVE EVERY  
PARENT HAS THE  
POWER TO HELP  
THEIR CHILD LEARN



SHARE  
KNOWLEDGE  
AND ENTHUSIASM  
FOR LANGUAGE  
NUTRITION



INCREASE VERBAL  
TRANSACTIONS  
BETWEEN PARENTS  
AND BABIES

# Guiding Principles

APPROACH PARENTS FROM A  
STRENGTH-BASED PERSPECTIVE

WORK COLLABORATIVELY  
WITH FAMILIES

DRAW ON FAMILIES' HOPES AND DREAMS FOR THEIR BABIES

RECOGNIZE AND  
RESPECT DIVERSITY

TAILOR YOUR COACHING TO  
THE INDIVIDUAL NEEDS AND  
PERSPECTIVES OF EACH FAMILY

# THE PROCESS

**ENGAGE: I Do**  
coach models skills



- Talk directly with the baby—describe what you are doing.
- Direct questions and comments to the baby: *“Hi baby, how are you feeling this morning?”*
- Use child directed speech and serve and return.

**SHARE: We Do**  
coach and caregiver practice together



- Invite parent to join you in talking with the baby: *“Momma, see how I talked with your baby? Let’s try having you talk with him.”*
- Present TIPS.
- Practice together.
- Add educational interactions: *“Have you heard that talking with your baby helps her learn?”*

**ENCOURAGE: You Do**  
caregiver practices alone



- Encourage the parent to practice talking with the baby in your presence.
- Give feedback: *“You are doing great!”*
- Highlight accomplishments: *“See how your baby responded when he heard your voice?”*
- Encourage the use of the home language.

# LANGUAGE ELEMENTS



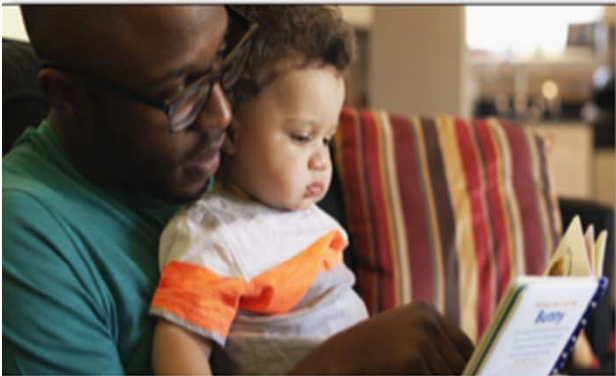
Greetings



Narrate actions



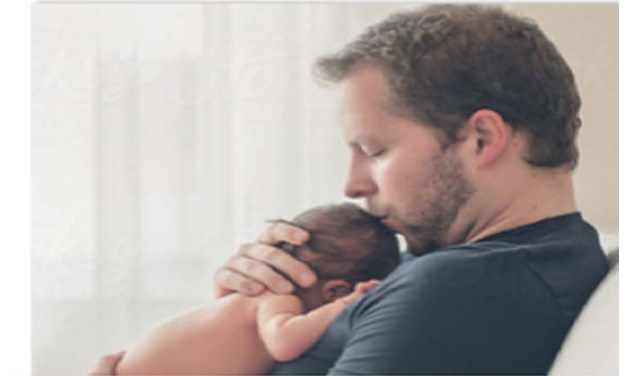
Direct attention



Tell stories



Ask questions



Soothe

# Optimizing Language Transactions

## PARENTESE

HIGHER PITCHED

SHORT, SIMPLE, REPEATED

ELONGATED CONSONANTS AND VOWELS

MELODIC TONE, VARIED INTONATION

EXAGGERATED GESTURES & EXPRESSIONS

PRECISE PRONUNCIATION AND GRAMMAR



## SERVE & RETURN





## LESSON 2:

### Key Messages and Call to Action



Nurses can help families build skills they need to engage in rich language interactions with their baby.

---



Nurses can use the “I do, we do, you do” model to help coach parents.

---



There are various language elements to use when talking with babies.

---



Parentese and serve-and-return promote a child’s language learning.

---



Model language nutrition by making the baby your conversational partner.



Use simple language elements, such as greetings, narration, or asking questions when talking with the baby.



## LESSON 3

# Language Nutrition for All Families

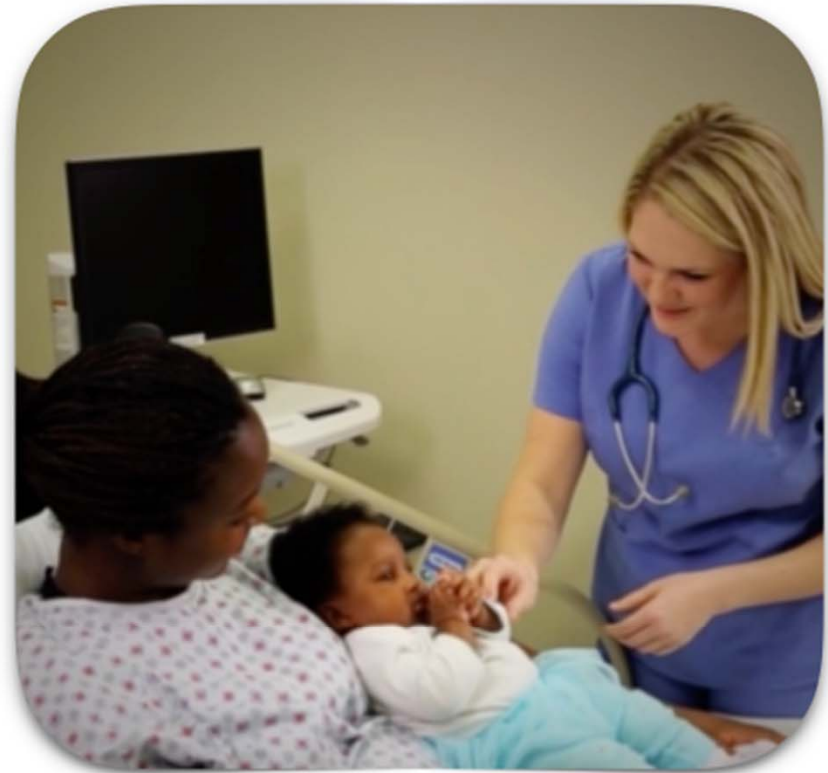


# Coaching Objectives:

TEACH WHY



MODEL HOW



# Coaching Strategies

MOTIVATIONAL INTERVIEWING

TEACH-BACK METHOD

RESOURCES AND SUPPORT

ENCOURAGEMENT

PROMOTE SKIN-TO-SKIN CONTACT



# Communicating with Families

LEARN AND USE GREETINGS IN HOME LANGUAGES

DISTINGUISH BETWEEN NOT UNDERSTANDING AND MISUNDERSTANDING

AVOID ACRONYMS AND IDIOMS

REPEAT AND REPHRASE

GIVE AND SEEK FEEDBACK

SPEAK SLOWLY AND CLEARLY

KEEP IT SIMPLE

USE GESTURES

# PARENT GUIDE

T

## TALK

with your baby,  
paying attention  
to his or her social  
and verbal  
communication

- ♦ Talk about everything.
- ♦ Ask your baby questions.
- ♦ Answer for your baby.
- ♦ Respond to your baby's expressions, vocalizations, and movements.

I

## INTERACTIONS

will grow your  
baby's brain

- ♦ Feed your baby words.
- ♦ Be a "sportscaster." Narrate what you do all day long.

P

## PRACTICE

- ♦ Talk with your baby all the time!
- ♦ Talk with your baby everywhere you go!

S

## SING

read, and tell  
stories

- ♦ Sing songs.
- ♦ Read books to your baby.
- ♦ Tell your baby stories.

# MESSAGES TO CONVEY TO CULTURALLY OR LINGUISTICALLY DIVERSE FAMILIES

Cultural practices do not have to change to enrich a child's language environment

Parents' vocabulary, grammar and ease of communications is stronger in the home language

Exposure to two or more languages does not delay development in either language

Second language learning is easier when there is strong foundation in the home language

Speaking more than one language has cognitive and socio-emotional benefits



# LESSON 3:

## Key Messages and Call to Action



Coaching should include both the WHY and the HOW for delivering language nutrition.

---



Cultural practices do not have to change to enrich a child's language environment; Language nutrition should be provided in the home language.

---



Strategies that may facilitate acceptance of language nutrition messages include motivational interviewing and individualized coaching.

---



Empathize and encourage all families that they can provide language nutrition, especially for families that have situations that make it more difficult to provide language nutrition.

---



Keep messages simple and assess often for understanding.



Provide language nutrition coaching to all families, taking into account individual, family, or environmental considerations.



What  
Language  
Nutrition  
Looks Like



# SERVE & RETURN





# TIME TO PRACTICE

## Language Nutrition Scenario



**Watch the nurse in this next video and note what she did – what parts did you see? We'll discuss in breakout rooms.**



9 Month visit:

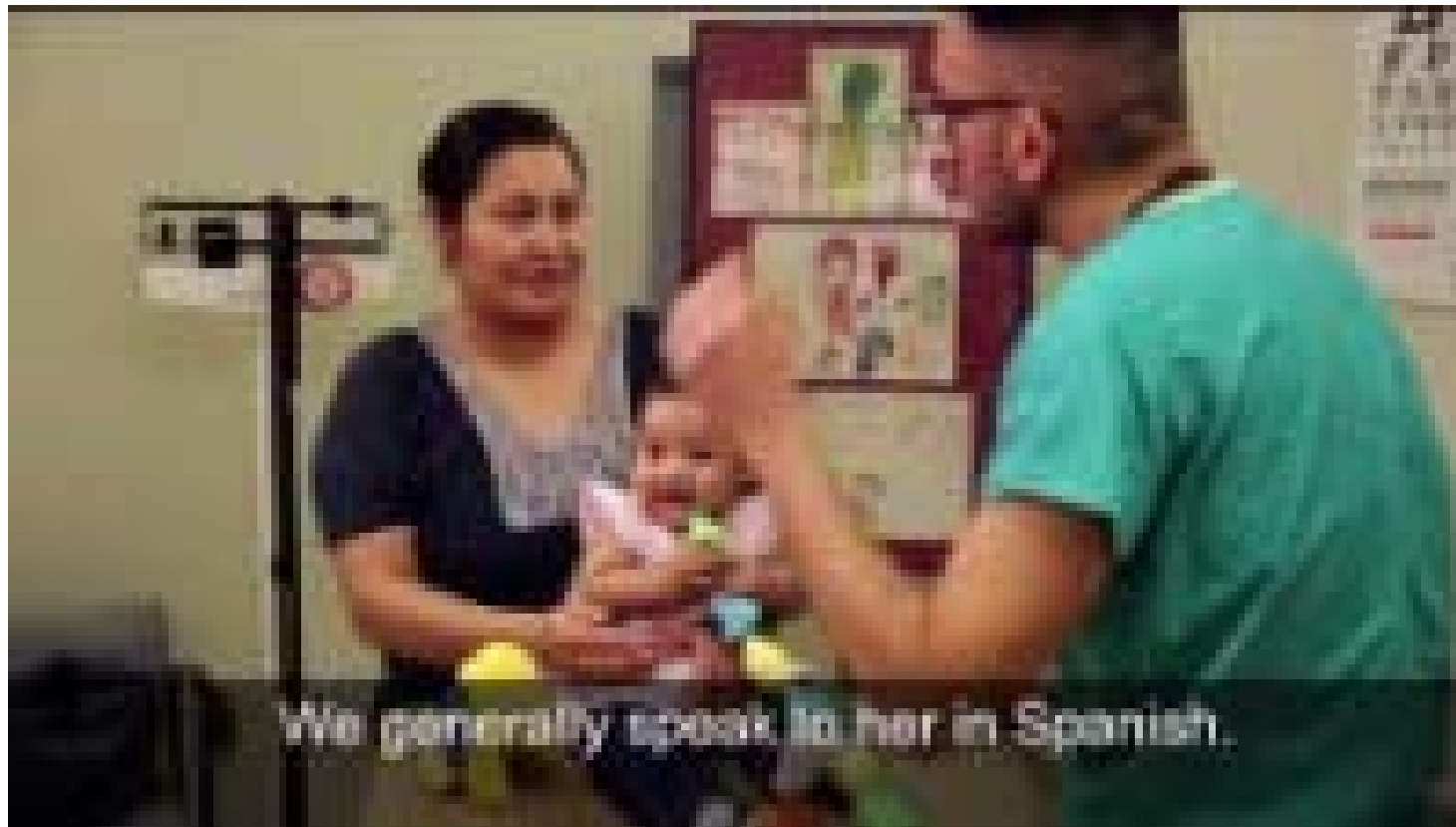


# TALK WITH ME BABY

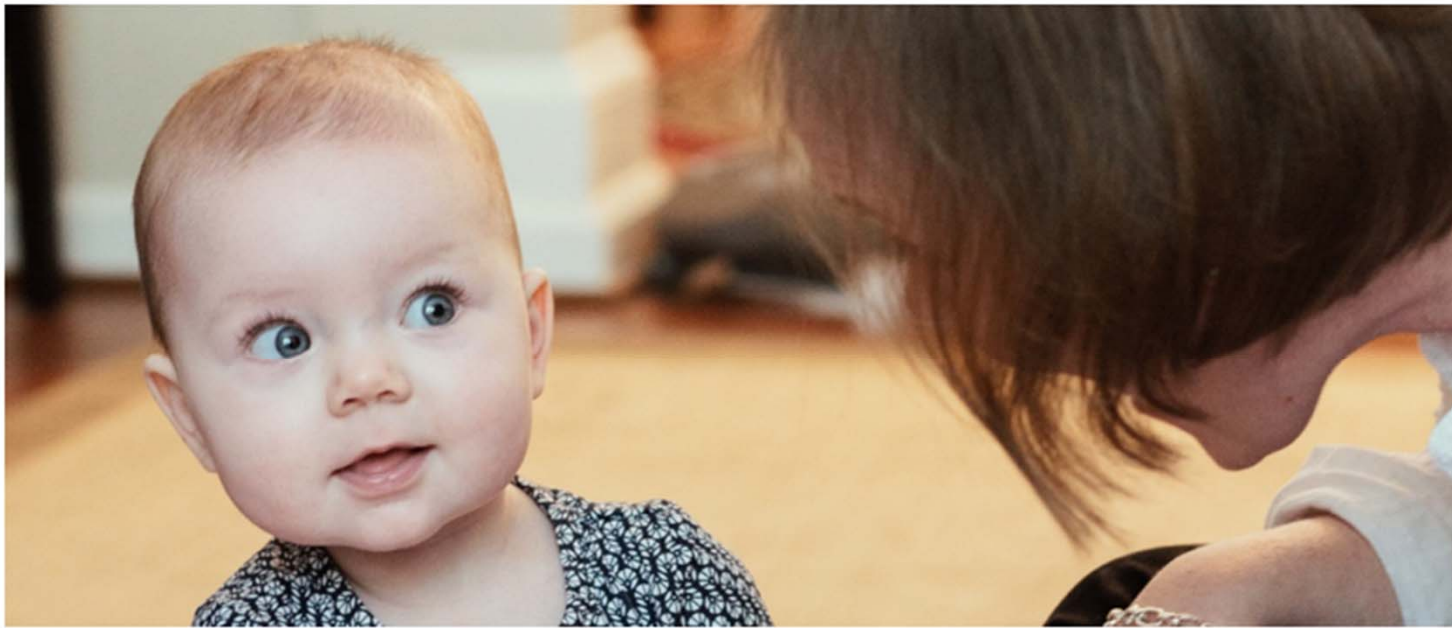
Discuss:

How can you support all parents and caregivers to talk with their baby?

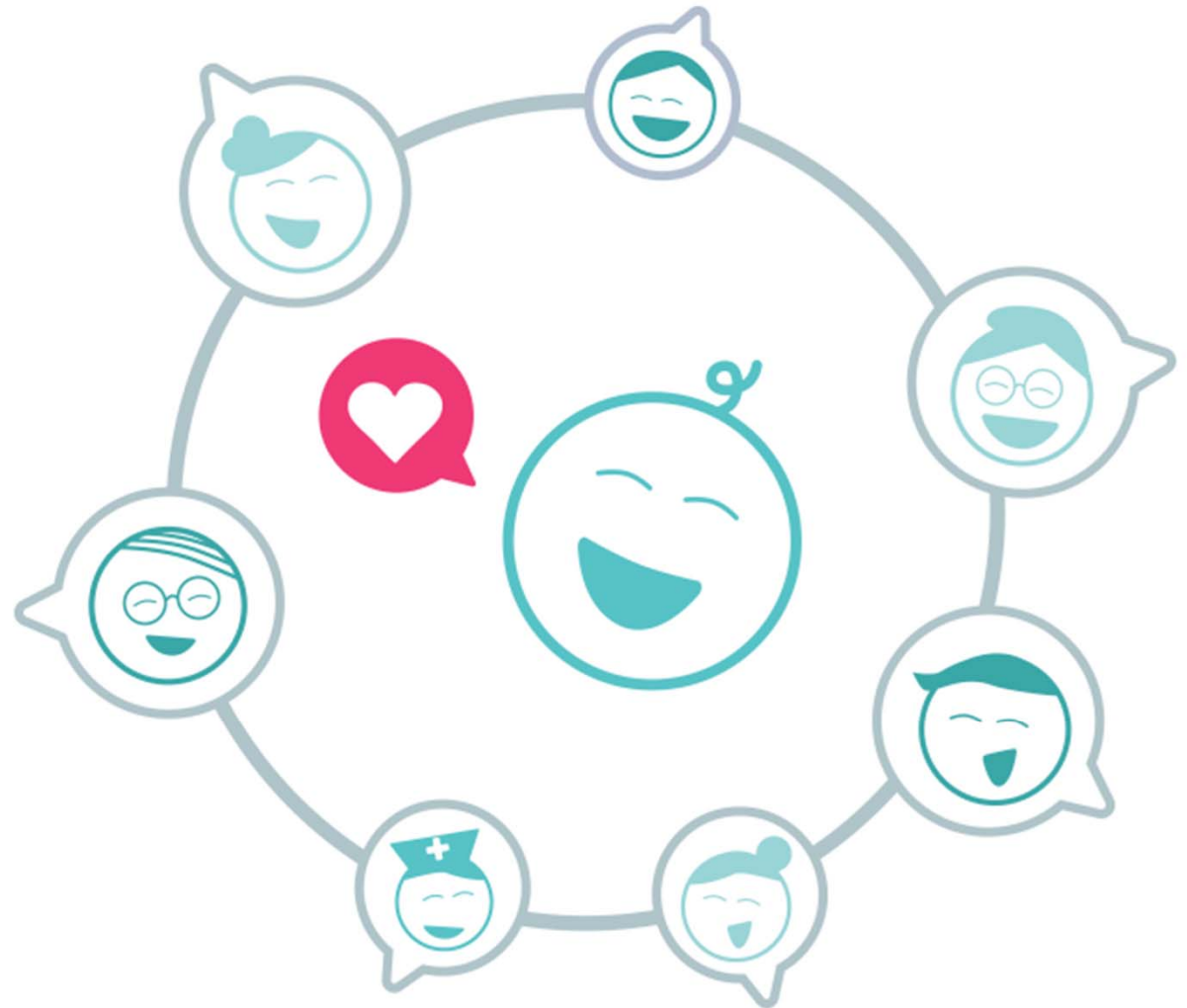
What resources would you need to do this?



The trajectory of children's lives can be changed if parents understand the primacy of language and know how to deliver language nutrition.



YOUR BABY IS ALWAYS LISTENING  
MAKE SURE YOU'RE TALKING





TALK WITH ME BABY

Test time!



# TALK WITH ME BABY

Post-Test

**1. Language learning begins:**

- A. Before birth
- B. Between 3-6 months
- C. Between 12-18 months
- D. At pre-kindergarten entry

**2. Infants best learn language from which of the following sources of linguistic input?**

- A. Educational television and music
- B. Adult conversations within hearing distance
- C. Speech directed at infant
- D. All of the above

**3. The single strongest predictor of 3rd grade reading proficiency is:**

- A. Socioeconomic status
- B. Verbal skills of parents
- C. Number of words heard by age 4
- D. Level of parent education



# TALK WITH ME BABY

**4. Which of the following is NOT a reason why third grade reading proficiency is an essential milestone?**

- A. Third graders who cannot read are more likely to drop out of school before graduating high school
- B. Third graders who cannot read are likely to require speech and language services
- C. Third grade reading proficiency is tied to future health and economic outcomes
- D. Third grade is when students transition from learning to read and begin to read to learn.

**5. In comparison to the early language environment of children in middle to high income families, early language environments of children from low-income families are more likely to be:**

- A. In only one language
- B. Accompanied with gestures
- C. Child-directed
- D. Fewer in words

**6. Parentese consists of:**

- A. Varied intonation
- B. Low pitch
- C. Shortened vowel sounds
- D. Mimicking baby sound





# TALK WITH ME BABY

**7. A mother whose primary language is not English suggests to a nurse that she wants her baby to learn English. Which of the following would be the best response of the nurse to facilitate English language learning?**

- A. Talk with your baby using the English words you know to help her learn English.
- B. Try not to confuse your baby by speaking both English and your home language.
- C. Talking to your baby in your home language will build language skills that will help your child learn English.
- D. Show her educational TV shows that are in English.

**8. The best way for a nurse to model a language transaction is to:**

- A. Talk with the baby using parentese
- B. Show a TWMB video where a parent is talking with baby
- C. Provide a pamphlet about language nutrition
- D. Provide examples of when parents can talk with their baby

**9. What model can be used to coach parents to deliver a habit?**

- A. "I do, We do, You do"
- B. Cooperative learning
- C. Show and tell
- D. Direct instruction

**10. The appropriate time to deliver language nutrition messages is**

- A. During pregnancy
- B. Within 24 hours of the delivery
- C. At well-child visits
- D. All of the above



Thank  
You!

<https://www.talkwithmebaby.org/>