



April 2018

The Why: Conversations with a Toddler



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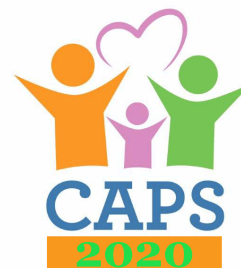
by Bridget Ratajczak, Child Development Specialist, and
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Coordinator

Between 12 months and three years old, a toddler's vocabulary typically explodes. They move from one-word utterances, to short sentences and eventually to multiple sentences. Adults can help support this process by conversing with the toddlers to expand the language that they use.

Adults can help expand an infant's conversation by adding words to the simple phrases or gestures that a toddler makes when communicating. The adult may also extend the language by adding additional information.

"When we help children learn how to use language, we want to start by helping them do more of what they're already doing by reinforcing and helping them feel proud about their attempts to communicate."

Quality Rated
and CAPS 2020



In December 2016, the
DECAL Advisory
Committee adopted the
following: Quality Rated
eligible providers must be
star rated by 12/31/2020 in
order to continue to
receive Child Care and
Parent Services (CAPS)
funding.

Quality Rated
Bonus Package
Deadline

Quality Rated Bonus
Packages will not be
awarded after
December 31, 2020.

To be eligible for a bonus
package, programs must
meet all of the following
guidelines:

Early language acquisition is instinctive and for most children tends to happen quite naturally. But how we as adults respond to their attempts to communicate can have an impact-accelerating or decelerating their language development." <https://childmind.org/>

A Personal Perspective

I (Bridget) recall a conversation with a young toddler that I once had. I approached him, greeted him and he enthusiastically pointed to a photo on the wall and said "Truck!" I responded with, "Oh, do you see a truck? Can you show me?"

The photo was a busy one, with lots of things in it. I didn't initially see a truck. My young friend then said, "Up peeze," and gestured for me to pick him up so he could better reach the photo. I said, "You want me to pick you up. Ok." I obliged and he immediately pointed to a small image of a red truck, repeating "Truck." I replied, "Yes, now I see the truck! It's a red truck." He responded, "Red truck!" and "boat back." Sure enough, the red truck was pulling a boat on a trailer. I responded, "Yes, that red truck is pulling a boat behind it."

Expansion and Extension

Research shows the benefits of indirect language facilitation, which involves describing what the child is doing, commenting on, and responding to in their attempts at verbal or non-verbal communication in specific ways. This research indicates that children learn language faster and use more words when their caregivers use strategies that build on the child's attempts at communication.

Extension and expansion are strategies that speech therapists frequently encourage caregivers to use with toddlers. "Expansion and extension are very similar," Becca Jarzynski, M.S., CCC-SLP, states in her blog post, [Using Expansion and Extension to Grow your Child's Language](#).

The most important part of these techniques is that the parent uses them to respond to the child. This requires that a child initiate an interaction somehow. The child might point, vocalize or say a word to start an interaction. Then a parent either expands on or extends what the child has to say.

The expansion and extension of language supports the "serve and return" of conversations.

"When working with kids on language skills, your goal should always be to help them reach just the next level of complexity - nothing more and nothing less. For example, if your child communicates in one or two-word

bursts, your goal should be to model and use three and four-word sentences. But make sure to follow your child's lead so they remain engaged and empowered to try our new words and communicate in new ways." <https://childmind.org/>

The video, Language for Learning: Infants and Toddlers, gives several examples of different ways to expand and extend children's language in a variety of child care settings. You can watch [here](#).

1. Participate in Quality Rated by 6/30/18
2. Receive a one, two, or three star rating by 12/31/2020
3. Have received less than three bonus packages

Quick Links

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Language for Learning: Infants and Toddlers

Continuing to Monitor Development

Understanding the developmentally appropriate practices that caregivers use when interacting with infants, or any child, creates an environment where children thrive and gives a foundation for success in life.

The tools we use to assess the quality of care in Georgia are based on sound developmental practices, helping a caregiver understand how to build quality in a classroom through interactions with the children in their care.

DECAL also provides early childhood professionals with free training and free materials on monitoring the development of children in their care. Visit our [website](#) to find links to the training and how to order the materials.

From the Review Desk: Standard 5 Teacher: Student Ratios and Group Size



To support your quality improvement efforts and to help your program achieve the highest star rating possible, we will, from time to time, offer helpful tips. We will further clarify or provide additional information on the five standards, that may help you in forming your responses, or in selecting the evidence you will upload.

Standard 5 Teacher: Student Ratios and Group Size

When you prepare to enter information for Standard 5, you've made it to the last of the five components by which the State of Georgia rates quality. Hooray! Yes, you're almost done, but let's take a moment to reflect on what is being asked for and to make sure you're entering the data correctly.

As you know, the intent of Standard 5 is to encourage smaller classroom sizes and lower teacher to student ratios. This indicator of quality is based on research that finds that outcomes are more positive when classroom sizes are smaller, with smaller numbers of children per adult. With smaller ratios, children are more likely to receive the individualized attention critical to their development. In addition, with smaller ratios, both the number and quality of positive interactions between children and their adult caregivers are likely increased. Quality interactions support continued social - emotional development and help to create an environment where children thrive and learn.

In this standard you are asked to submit evidence for each classroom of the ratios and group sizes throughout the entire day at the program. While it seems simple and straightforward, there are a few things you want to make sure you pay close attention to:

- What you enter in Standard 1 - Make sure you enter all active classrooms in the Classroom Definition Section
- Standard 1 - For each classroom entered, there must be a teacher(s) assignment in the Teacher Assignment Section
- The column you use to enter the teacher number and the one designated for the student number

The information in Standard 5 is pulled from what is entered in Standard 1. In the ratio chart, if the numbers for teachers are entered in the student column (S), and the student numbers entered in the teacher column (T), the numbers would be entered backwards. **If the data is entered backwards, or "transposed," it will not be valid.** If the results are invalid, the results cannot be scored. Your completed chart provides the information below entered for a day in a Pre-K classroom. Charts will differ based on the times of day included and on group size.

Highest Percentage Level Determines Overall Level	
Highest Percentage Level Determines Overall Level: Level 1 Ratios	8 Total Points
Highest Percentage Level Determines Overall Level: Level 2 Ratios	14 Total Points
Highest Percentage Level Determines Overall Level: Level 3 Ratios	20 Total Points

Follow the steps below when completing your Teacher: Student Ratio Counts:

- Enter one (1) day of ratios for EACH of your classrooms listed in Standard 1
- All classroom ratios must be tracked on the SAME day
- The day chosen must be within 30 calendar days of submitting the Portfolio
- Pay attention to the column labels
- Enter the number of teachers in the first, or "T" column
- Enter the number of students in the second or "S" column

- Click **SAVE** on each classroom ratio screen to retain what you entered in the chart
- Check **COMPLETE** when all ratios have been entered for every hour of the day for each classroom

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Class	Date	6:00AM		7:00AM		8:00AM		9:00AM		10:00AM		11:00AM		12:00PM		1:00PM		2:00PM		3:00PM		4:00PM		5:00PM		6:00PM	
		T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S
Pre-K 1	02/16/2018	0	0	0	0	2	19	2	20	2	20	2	20	2	20	2	20	2	20	2	0	0	0	0	0	0	0

Teacher: Student Ratio
Count

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Ratios are scored based on the youngest age group served in multi - age group settings and those ratios are used to determine the Level Rating. Points are assigned as follows.

These tips should help you avoid common errors made in completing Standard 5.

Please feel free to contact the Quality Rated Help Desk at 855-800-7747 or at qualityrated@dec.al.ga.gov should you need assistance.

Congratulations to the following Quality Rated Child Care Programs



 **QUALITY RATED™** child care programs
who've increased their star rating
in March!

- ★★ Building Blocks Learning Academy For Kids Inc., Mableton (1 to 2 stars)
- ★★ Floyd Head Start (CSRA), Augusta (1 to 2 stars)
- ★★ Start Smart Learning Center, Rincon (1 to 2 stars)
- ★★★ The Little School of Savannah Country Day, Savannah (2 to 3 stars)
- ★★ Early Start Learning Center, Decatur (1 to 2 stars)
- ★★ KinderCare Learning Center #410, Morrow (1 to 2 stars)
- ★★ Jahcnette A. Dolphin, College Park (1 to 2 stars)
- ★★ SGM Child Care Center, Valdosta (1 to 2 stars)
- ★★★ Polk ECDC/Steppin' Stones Day Care, Cedartown (2 to 3 stars)

Visit qualityrated.org to find
Quality Rated child care programs in your area!

Forward this email

STAY CONNECTED



Georgia Department of Early Care and Learning, 2 Martin Luther King Jr. Drive,
Suite 670, East Tower, Atlanta, GA 30334

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