

LENA Grow and TS GOLD®

# Implementation Guide

This guide provides guidance on how to use TS GOLD® and LENA Grow together to:

- **Individualize learning** for each child.
- **Support** child outcomes.
- **Shift teaching practices** from directive teaching to dialogic learning.



LENA Grow is rooted in over a decade of peer-reviewed research linking conversational turns to improved language, brain, and social-emotional development. More than 400 researchers and clinicians in over 40 countries have used LENA technology to study early language development!

# Contents

Using LENA Grow to Support GOLD® in the Classroom	2
Before a LENA Grow sequence	2
During a LENA Grow sequence	2
Example Coaching Conversation	3
Support GOLD® Objectives Using LENA's 14 Talking Tips	4
GOLD® Learning Paired With LENA Grow	8
Example 1: Increasing Conversations During Lunchtime	9
Example 2: Using LENA Materials to Support Social-Emotional Learning	10
After a LENA Grow sequence	11
Measuring Impact	11

## About LENA Grow and TS GOLD®



Boosts children's language, literacy, and social-emotional development while improving both teacher satisfaction and classroom quality.



Connects assessment data with instructional resources, creating an ongoing feedback loop of information to individualize learning and empower teachers.

## Before A Sequence

1. Use GOLD® assessment to identify which classrooms and children need support
2. Focus on recruiting these sites and classrooms to do LENA Grow.

## During A Sequence

During each weekly coaching session, use GOLD® data and materials alongside LENA reports to guide conversation.

A woman with long dark hair, wearing a black sleeveless top with a white cross pattern and a headband, is kneeling on a blue play mat. She is smiling and looking towards a baby. The baby, wearing a striped shirt, is sitting on a large white lamb-shaped toy on wheels. In the background, there are shelves filled with colorful toys and other people in a playroom setting.

Use anecdotal notes of specific observed behaviors to support the teacher in reflecting on individual children.

Use to focus on specific children. Also consider sharing with families to illustrate their child's talk experiences and language development.

Use to focus on overall classroom language environment or times of day to set achievable and measurable goals for increased interaction.

## Example Coaching Conversation

- Discuss which GOLD® objectives for learning and development might be supported during the nap time transition and outdoor play.
- Discuss which GOLD® social-emotional objectives could be supported during the end of the day to help Khalil feel comfortable.

What do you notice about hourly turns this week?

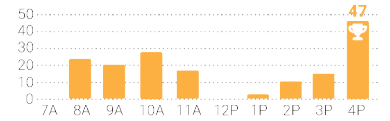
Wow, our turns are really high in the morning, during center time, but not as high at 2 o'clock. That's after nap when we go outside and play.

You earned 1 Room Star because Daily Turns are higher than the average of the 3 previous day(s)!

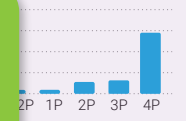
Daily Turns



Hourly Turns



Exit Words



Words or Turns per child on a LENA Day. Hourly graphs show the average words or Turns per child in an hour.

Page 1/2

Interesting! This week we are actually going to talk about indoor and outdoor play talk strategies. Maybe there are some strategies you use during center time that you could extend to outdoor play time!

What do you notice about the child-level data this week?

Our Turns with Sage have really increased since last week! I'm not surprised Khalil's experiencing fewer turns. He's new in class and isn't quite comfortable with me and our class routines yet.



I know you have been working hard on increasing talk with Sage by letting her lead the way and choose what she wants to do during centers. Are there any Talking Tips you think might help build more trust and comfort with Khalil?

I've noticed Khalil will talk more with me during quieter times of day. Sometimes he's the last child to be picked up, but I'm usually trying to clean up a bit at that time. Maybe I could try spending more time with him at the end of the day when there are fewer children in the room.

# Support GOLD® Objectives Using LENA's 14 Talking Tips

LENA's research-based 14 Talking Tips help increase interactive talk between young children and adults, complementing TS GOLD's® focus on improving teacher-child interactions. These interactions form the foundation for classroom quality while setting up each child for future school success. Use the charts on the following pages to decide which Talking Tips may best support specific goals and objective areas.

3. Participates cooperatively and constructively in group situations		2. Establishes and sustains positive relationships				1. Regulates own emotions and behaviors			TS GOLD® Social-emotional	
b. Solves social problems	a. Balances needs and rights of self and others	d. makes friends	c. Interacts with peers	b. Responds to emotional cues	a. Forms relationships with adults	c. Takes care of own needs appropriately	b. Follows limits and expectations	a. Manages feelings		
					✓				1: <b>Talk about</b> what you're doing and thinking.	LENA's 14 Talking Tips
✓					✓		✓	✓	2: <b>Comment on</b> what they're doing or looking at.	
					✓				3: <b>Name things</b> that they're interested in.	
	✓			✓				✓	4: <b>Get down to their level:</b> face to face.	
		✓			✓			✓	5: <b>Touch, hug, hold.</b>	
✓		✓	✓	✓			✓	✓	6: <b>Tune in and respond</b> to what they look at, do, and say.	
	✓	✓		✓		✓		✓	7: <b>Wait for their response.</b>	
	✓						✓		8: <b>Imitate them</b> , and add words.	
		✓			✓				9: <b>Make faces, use gestures.</b>	
				✓	✓	✓			10: <b>Take turns</b> — don't do all the talking.	
✓			✓			✓		✓	11: <b>Repeat and add</b> to what they say and do.	
	✓			✓	✓	✓			12: <b>Follow their lead</b> , do what interests them.	
	✓	✓	✓		✓			✓	13: <b>Encourage them</b> , be positive.	
		✓	✓						14: <b>Be silly!</b> Relax and have fun!	

10. Uses appropriate conversational and other communication skills		9. Uses language to express thoughts and needs					8. Listens to and understands increasingly complex language	TS GOLD® Language	
b. Uses social rules of language	a. Engages in conversations	d. Tells about another time or place	c. Uses conventional grammar	b. Speaks clearly	a. Uses an expanding expressive vocabulary	b. Follows Directions	a. Comprehends Language		
		✓			✓		✓	1: <b>Talk about</b> what you're doing and thinking.	
			✓			✓	✓	2: <b>Comment on</b> what they're doing or looking at.	
			✓		✓		✓	3: <b>Name things</b> that they're interested in.	
✓	✓			✓		✓		4: <b>Get down to their level:</b> face to face.	
	✓							5: <b>Touch, hug, hold.</b>	
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✓	✓	✓		✓				10: <b>Take turns</b> — don't do all the talking.	
✓	✓		✓	✓	✓		✓	11: <b>Repeat and add</b> to what they say and do.	
✓		✓			✓			12: <b>Follow their lead</b> , do what interests them.	
			✓			✓		13: <b>Encourage them</b> , be positive.	
	✓							14: <b>Be silly!</b> Relax and have fun!	

LENAs 14 Talking Tips

14. Uses symbols and images to represent something not present		12. Remembers and connects experiences		11. Demonstrates positive approaches to learning					TS GOLD® Cognitive	
b. Engages in sociodramatic play	a. Thinks symbolically	b. Makes connections	a. Recognizes and recalls	e. Shows flexibility and inventiveness in thinking	d. Shows curiosity and motivation	c. Solves problems	b. Persists	a. Attends and engages		
	✓	✓							1: <b>Talk about</b> what you're doing and thinking.	LENAs 14 Talking Tips
✓		✓	✓	✓		✓			2: <b>Comment on</b> what they're doing or looking at.	
	✓	✓			✓	✓		✓	3: <b>Name things</b> that they're interested in.	
					✓	✓		✓	4: <b>Get down to their level:</b> face to face.	
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✓				✓	✓		✓	✓	6: <b>Tune in and respond</b> to what they look at, do, and say.	
	✓	✓	✓			✓	✓		7: <b>Wait for their response.</b>	
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✓			✓		✓		✓	✓	10: <b>Take turns</b> — don't do all the talking.	
✓			✓	✓	✓	✓		✓	11: <b>Repeat and add</b> to what they say and do.	
			✓	✓	✓			✓	12: <b>Follow their lead</b> , do what interests them.	
✓				✓		✓	✓		13: <b>Encourage them</b> , be positive.	
✓									14: <b>Be silly!</b> Relax and have fun!	



18. Comprehends and responds to books and other texts			16. Demonstrates knowledge of the alphabet		15. Demonstrates phonological awareness, phonics skills, and word recognition			TS GOLD® Literacy	
c. Retells stories	b. Uses emergent reading skills	a. Interacts during read-alouds and book conversations	b. Uses letter-sound knowledge	a. Identifies and names letters	c. Notices and discriminates smaller and smaller units of sound	b. Notices and discriminates alliteration	a. Notices and discriminates rhyme		
			✓	✓	✓	✓	✓	1: <b>Talk about</b> what you're doing and thinking.	LENAs 14 Talking Tips
✓		✓	✓	✓	✓	✓	✓	2: <b>Comment on</b> what they're doing or looking at.	
		✓						3: <b>Name things</b> that they're interested in.	
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✓								13: <b>Encourage them</b> , be positive.	
✓		✓						14: <b>Be silly!</b> Relax and have fun!	



# GOLD® Learning Paired With LENA Grow

The following examples show how to use LENA data and strategies to support GOLD®. They are intended to help teachers and coaches apply specific techniques within the context of the LENA Grow program. Each example is based on an example LENA report from Week 4 of the program.

- **Example 1:**  
**Increasing conversations during lunchtime**
  - LENA Grow Sample Room Report
- **Example 2:**  
**Using LENA materials to support social-emotional learning**
  - LENA Grow Sample Child Report



# Example 1: Increasing Conversations During Lunchtime

**Objective 10** Uses appropriate conversational and other communication skills

## a. Engages in conversations

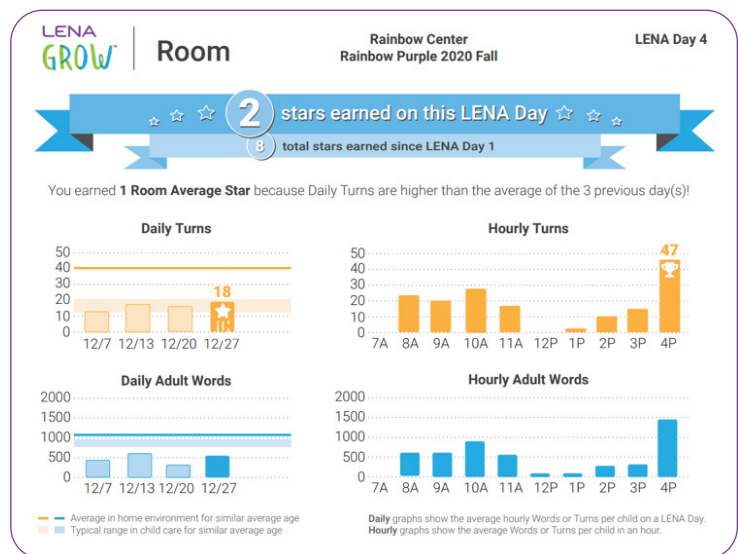
Not Yet	1	2	3	4	5	6	7	8	9
		<b>Engages in simple back-and-forth exchanges with others</b> <ul style="list-style-type: none"> <li>• Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds</li> <li>• Shakes head for no; waves bye-bye</li> <li>• Joins in games such as pat-a-cake and peekaboo</li> </ul>		<b>Initiates and attends to brief conversations</b> <ul style="list-style-type: none"> <li>• Says, "Doggy." Teacher responds, "You see a doggy." Child says, "Doggy woof."</li> <li>• Asks teacher, "Home now?" Teacher responds, "Yes, I'm leaving to go home."</li> <li>• Looks at teacher and points to picture of car. Teacher responds, "No, I'm going to walk home."</li> </ul>		<b>Engages in conversations of at least three exchanges</b> <ul style="list-style-type: none"> <li>• Stays on topic during conversations</li> <li>• Maintains the conversation by repeating what the other person says or by asking questions</li> </ul>		<b>Engages in complex, lengthy conversations (five or more exchanges)</b> <ul style="list-style-type: none"> <li>• Offers interesting comments with communication device</li> <li>• Extends conversation by moving gradually from one topic to a related topic</li> </ul>	

Last week, while reviewing their Room Report, teachers noticed Conversational Turns and Adult Words were low during the lunchtime hour (from 11-12 a.m.).

With a focus on supporting Objective 10, teachers made a weekly goal to engage in at least three conversational turns with each child at their lunch table.

With coach support during their weekly coaching session, teachers determined they would:

- Reference LENA's Conversation Starters: Mealtimes poster to find at least two different open-ended questions to ask.
- List three topics of interest for the children at their table.



## LENA Day Notes

LENA Day date: 12/27 # Children present: 10 # Staff present: 2

How and when did I work toward my goal this week?

*Mindy and I each sat with five children at our tables. During lunchtime, we asked three different questions to engage children in conversation. It was so much fun! A group favorite was, "What do robots eat for lunch?"*

*Mindy also asked personal interest questions; trucks, farm, to engage additional children.*

Other notes (special circumstances/events, staff changes, children who were late or left early):

*Note: Beth keeps arriving late and missing Morning Meeting. Speak to family about how this is a high-talk time in our room — she is missing out on conversational turns!*

## Example 2: Using LENA Materials to Support Social-Emotional Learning

### Objective 1 Regulates own emotions and behaviors

#### c. Takes care of own needs appropriately

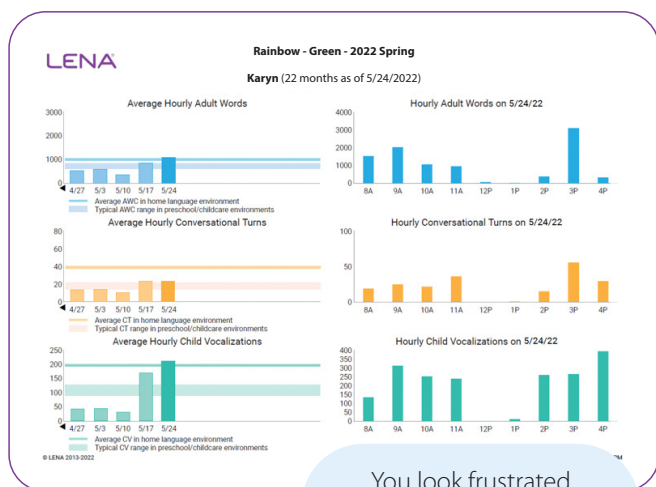
Not Yet	1	2	3	4	5	6	7	8	9
		<b>Indicates needs and wants; participates as adult attends to needs</b> <ul style="list-style-type: none"> <li>• Cries to show discomfort, hunger, or tiredness</li> <li>• Opens mouth when food is offered</li> <li>• Raises knees to chest when on back for diaper changing</li> <li>• Pulls off own socks</li> <li>• Raises arms while being lifted out of buggy</li> </ul>		<b>Seeks to do things for self</b> <ul style="list-style-type: none"> <li>• Asserts own needs by pointing, gesturing, or talking</li> <li>• Holds hands under faucet and waits for adult to turn on water</li> <li>• Tries to zip jacket, but throws to ground in frustration</li> <li>• Attempts to clean up toys</li> </ul>		<b>Demonstrates confidence in meeting own needs</b> <ul style="list-style-type: none"> <li>• Washes hands and uses towel to dry</li> <li>• Stays involved in activity of choice</li> <li>• Uses materials, utensils, and brushes appropriately</li> <li>• Takes off coat and hangs it up</li> <li>• Puts away toys</li> <li>• Volunteers to feed the fish</li> </ul>		<b>Takes responsibility for own well-being</b> <ul style="list-style-type: none"> <li>• Completes chosen task</li> <li>• Waits for turn to go down slide</li> <li>• Creates a "Do not touch" sign for construction</li> <li>• Tells why some foods are good for you</li> <li>• Takes care of personal belongings</li> </ul>	

"Some of the most common conflicts I see in the classroom are toddlers fighting over toys, fighting over attention, and emotional outbursts. One child in particular had many emotional outbursts, struggled following classroom rules, wanted all of my attention, and often fought other children.

- Using GOLD® observations and LENA Child Report data, I was able to highlight several times throughout the day when the child's outbursts occurred.
- Most outbursts occurred during high-transition times — getting ready for group time and again right before we went outside.
- Using LENA's 14 Talking Tips, I began to get on her level and give her the words she needed to resolve conflicts.
- For her emotional outbursts, I spoke to her about different emotions and provided pictures of different emotions.
- We practiced different strategies to help calm and soothe.

Now this child is thriving, learning to use her words in conflict, and self soothe when upset."

— *Example from teacher*



You look frustrated because your friend took the toy you were playing with. Let's talk with them about taking turns.



## After A Sequence

After completing five weeks of LENA Grow:

1. Ensure all teachers complete LENA Grow's End of Sequence Survey. Use that data to create a LENA Grow Impact Report.
2. Use GOLD® observational materials to assess participating children and classrooms.
3. Review both sets of data side-by-side to reflect on growth, set new participation goals, and celebrate program successes.

**Annie Mitchell**

Class / Grade: Pre-K

Teacher: Tim Reed

School / Program: Default Site

Checkpoint 1 (CP1): Fall 2016/2017

Checkpoint 2 (CP2): Winter 2016/2017

Checkpoint 3 (CP3): Spring 2016/2017

Checkpoint 4 (CP4): Summer 2016/2017

- E = Exceeding Expectations
- M = Meeting Expectations
- P = Progressing Toward Expectations

At the top of the report you will see a summary of the information represented in the report.

Skills, knowledge, and behaviors

Assessment

Each area of development and learning is represented in its own table.

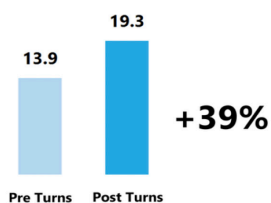
Social-Emotional	CP1	CP2	CP3	CP4	Assessment Comments
1a Manages feelings	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<p>Currently, Annie: is beginning to be able to look at a situation differently or delay gratification</p> <p>Next, Annie will: be able to look at a situation differently or delay gratification</p>
1b Follows limits and expectations	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<p>Currently, Annie: is beginning to manage classroom rules, routines, and transitions with occasional reminders</p> <p>Next, Annie will: Manage classroom rules, routines, and transitions with occasional reminders</p>
1c Takes care of own needs appropriately	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<p>Currently, Annie: Demonstrates confidence in meeting own needs</p> <p>Next, Annie will: begin to take responsibility for own well-being</p>
2a Forms relationships with adults	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<p>Currently, Annie: is beginning to engage with trusted adults as resources and to share mutual interests</p> <p>Next, Annie will: begin to engage with trusted adults as resources and to share mutual interests</p>
2b Responds to emotional cues	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<ul style="list-style-type: none"><li>◦ E</li><li>◦ M</li><li>◦ P</li></ul>	<p>Currently, Annie: is beginning to identify basic emotional reactions of others and their causes accurately</p>

In the right column, the report will first outline the skills and abilities the selected child currently displays. Below, the report will outline the skills and abilities the child will likely display next.

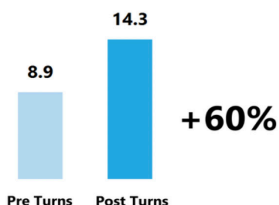
For each objective/dimension, the Report Card will indicate if the child is Exceeding Expectations (E), Meeting Expectations (M), or Progressing Toward Expectations (P).

## Measuring Impact

Both GOLD® and LENA Grow rely on objective, research-validated data. This data provides a strong foundation from which to learn, improve, and measure progress.



Children who started out experiencing **less talk than their peers in the same classroom** (in the bottom third) had an average increase of **+5.4 turns per hour**.



Children who started out experiencing **less talk than the national median of 15 turns per hour** had an average increase of **+5.4 turns per hour**.

LENA Grow provides unique child-specific data measuring the number of interactions each child has with adults throughout the day. GOLD® observation data provides a holistic view of the quality of interactions each child may have throughout the day. Together they form a complete picture of the types of responsive and instructive interactions children need to thrive.

Utilize the LENA Grow Impact Report in combination with the GOLD® Program Report to ensure each child receives individualized education and care.