

*Getting Started with PC TALK*

As a home visitor, early intervention provider, or a coach whose role is supporting caregivers (families or teachers who care for children at home or school) in promoting child language and communication development, it may feel challenging to know where to start in introducing PC TALK. The first thing to remember is that PC TALK was designed to be flexible, so that as a coach or home visitor, you have flexibility in how you introduce PC TALK and the strategies. The overall aim of PC TALK is to build caregiver capacity to embed language learning opportunities into daily activities of young children at home and in child care settings. We provide some general guidelines here to help you use the **Promoting Communication Tools for Advancing Language in Kids** and support caregivers in promoting child communication growth and development.

For each resource listed below, we provide the page number in the PC TALK Strategy Manual, or a link to the resource on the PC TALK web site.

**The first step** is to introduce PC TALK to caregivers. This might include describing what PC TALK is, why opportunities to experience communication are so important to language and communication development for young children, and why providing these opportunities in daily routines are so important. This conversation can be brief, or a longer, more involved conversation addressing specific needs or goals. You can use the talking points provided here to start this conversation:

<p><b>What is PC TALK?</b></p> <ul style="list-style-type: none"> <li>• Naturalistic approach to supporting young children’s language and communication development.</li> <li>• Strategies that caregivers can use in their day-to-day interactions with children to support language and communication development.</li> <li>• Find more information to help describe PC TALK <a href="#">here</a>: pg. 3-4</li> </ul>
<p><b>Describe why providing opportunities for language and communication is important?</b></p> <ul style="list-style-type: none"> <li>• Opportunities to hear and practice communication help children to be more likely to communicate themselves.</li> <li>• Early experiences with language builds new brain connections, laying the foundation for later development, and success in school and life.</li> <li>• Find more information on why language-learning opportunities are important <a href="#">here</a>: pgs. 5-7</li> </ul>
<p><b>Why are daily routines so important to providing language opportunities?</b></p> <ul style="list-style-type: none"> <li>• Daily routines are the activities we do every day with young children.</li> <li>• Routines help children know what to expect. Familiar activities, such as lunch, diapering, or play time, provide natural opportunities for children to experience and learn communication.</li> <li>• Find more information on routines <a href="#">here</a>: pg. 7</li> </ul>

**The next step** is to consider how to share the PC TALK strategies to support caregivers understanding and use of the strategies. PC TALK was designed to be individualized to the unique needs of careproviders and children at home and in child care centers. Consider what you know about the teacher, the family, and the children:

- What are the caregivers preferences and goals?
- How are children currently communicating? Note that each strategy handout provides examples for children who use gestures and sounds, and for children who use words.
- Share the [PC TALK Tools](#): Poster, Video, Self-Check, Strategy Handouts, Activity Cards.

**These are all ways you can begin:**

- Introduce 1 strategy in 1 daily routine
- Introduce 2-3 strategies in 1 daily routine
- Introduce 1 strategy across a few routines
- Follow caregivers’ lead in deciding where to start
- Start with a routine, and introduce 1 or 2 strategies that fit well in that routine
- Start by talking about the physical or social environment – focus on the physical play area, or identifying routines
- Start small, so you know the caregiver can be successful and confident in using the strategies
- Read “**Supporting Caregivers in Using PC TALK**” in the [PC TALK Manual](#). (pgs. 14-17)

Then, share the strategies!

<p><b>What <a href="#">PC TALK Strategy</a> could we start with?</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Following Child’s Lead</a> (pgs. 26-29)</li> <li>• <a href="#">Comment and Label</a> (pgs. 30-33)</li> <li>• <a href="#">Imitate and Expand</a> (pgs. 34-37)</li> <li>• <a href="#">Asking Open-Ended Questions</a> (pgs. 38-41)</li> <li>• <a href="#">Giving Praise &amp; Positive Attention</a> (pgs. 42-45)</li> <li>• <a href="#">Providing Choices</a> (pgs. 46-49)</li> <li>• <a href="#">Fill in the Blank</a> (pgs. 50-53)</li> </ul>	<p><b>Can the <a href="#">environment</a> be set up to better promote caregiver-child interactions?</b> (pgs. 19-25)</p> <ul style="list-style-type: none"> <li>• Arranging the physical environment (pg. 20)</li> <li>• Social environment: listening and responding, engagement in interactions (pg. 21)</li> <li>• Predictable schedules, routines, and transitions (pg. 22)</li> <li>• Book area (pg. 24)</li> </ul>	<p><b>What <a href="#">daily routines</a> could we begin with?</b> (pg. 7)</p> <ul style="list-style-type: none"> <li>• Play time</li> <li>• Book time</li> <li>• Personal care time: bath, dressing, diapering</li> <li>• Eating and drinking: meals, snacks, bottles</li> <li>• Outings or outdoor play</li> <li>• Structured activities at school: circle time, music time</li> </ul>
<p>The <a href="#">PC TALK Tools</a> can be shared to help support caregiver strategy use (pgs. 9-12):</p> <ul style="list-style-type: none"> <li>• <a href="#">Poster</a></li> <li>• <a href="#">Videos</a></li> <li>• <a href="#">Strategy Handouts</a></li> <li>• <a href="#">Activity Cards</a></li> <li>• <a href="#">Caregiver Self-Check</a></li> <li>• <a href="#">Text Messaging</a></li> <li>• Talk Around Town</li> </ul>		