

HAPPY PROVIDER APPRECIATION WEEK!

May 12 Indian River 12:30pm

May 13 Martin 12:30pm

May 14 Okeechobee 12pm



PLEASE ENJOY LUNCH!



AGENDA:

- GUEST SPEAKERS: IR SUE CURTIS, THE LEARNING ALLIANCE, SAMANTHA CULLINAN, IRSC

OK: VIANY ADACHE, FDLRS, SAMANTHA CULLINAN, IRSC

MARTIN: LAURA EVERETT, FDLRS, SAMANTHA CULLINAN, IRSC, JOANNE SWEAZEY, HOPE CENTER FOR AUTISM

DCF REPRESENTATIVE: IR SHERRY BARR-MCGAHEE, MC KRISTEN JONES, OK

- FAMILY SERVICES
- PROGRAM QUALITY
- FINANCE
- EARLY CHILDHOOD SPECIALISTS



Teaching is the greatest
act of optimism.

COLLEEN MELCOT





Thinking about your Florida Child Care Professional Certificate?

Explore your path forward at **The River.**

Join a supportive cohort of early educators
and take your next step with confidence.

Stop By & Learn More

May 13th | 5:30-7:00 PM
in the C building on Massey Campus

June 16th | 5:30-7:00 PM
at the Childrens Service Council Martin County (CSCMC) in Stuart

Connect with staff and get your questions answered.

Contact Samantha Cullinan
scullinan1@irsc.edu
or
Donka Dimovski
ddimovsk@irsc.edu



SAMANTHA CULLINAN,
IRSC

JOANNE SWEAZEY
THE HOPE CENTER FOR
AUTISM





The Basics™

INDIAN RIVER COUNTY

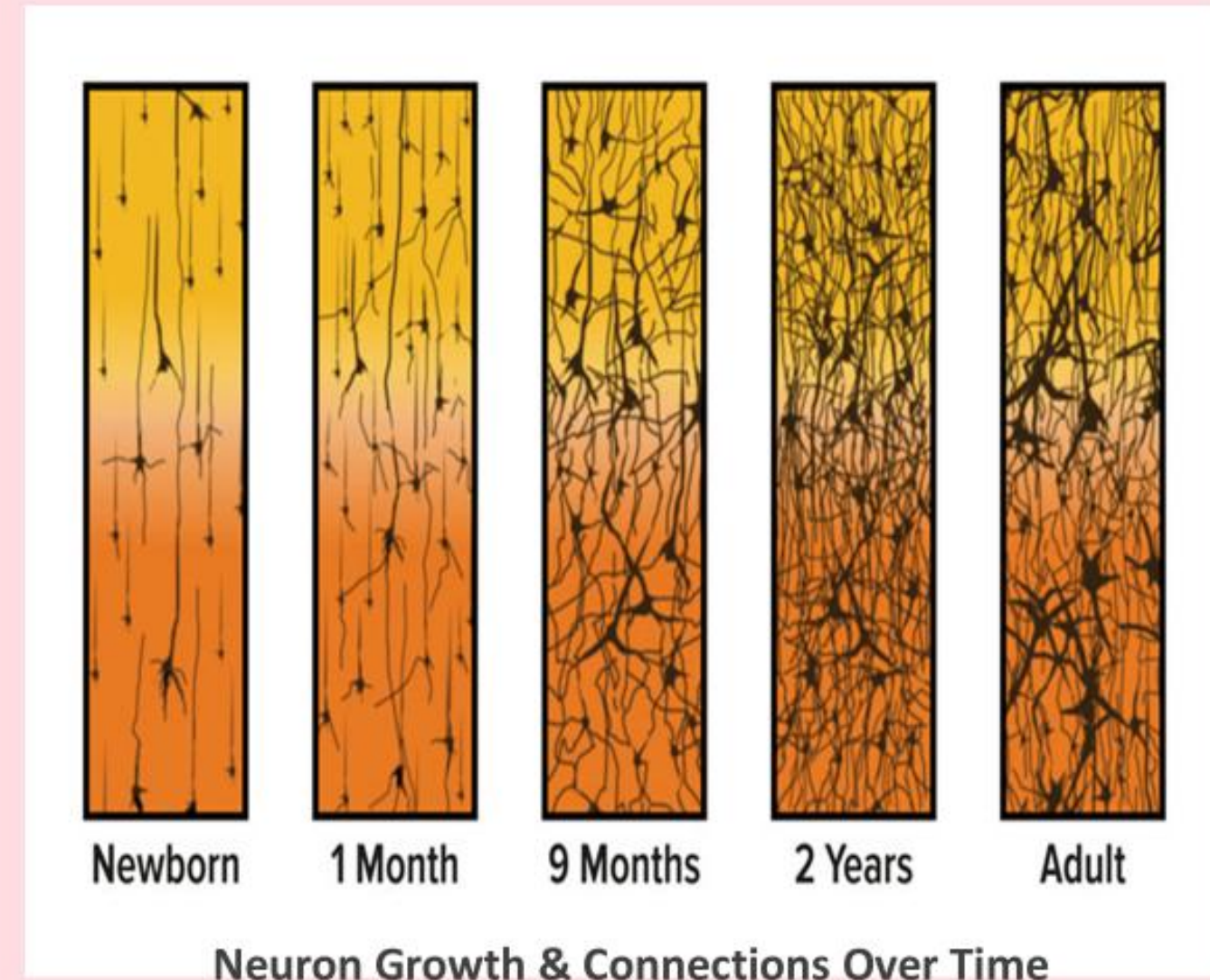
Sue Curtis

Why
The Basics?



Compelling Facts

- **80%** of brain growth happens in the first three years.
- Developmental disparities by race, ethnicity, and socio-economic status are very clear in national data by **age two**.



The Good News!

Science is clear about the types of lived experiences in the early years that support brain development and learning – **with implications for lifelong wellbeing and health.**



Caregiving Builds Brains

- Brain pathways are built and strengthened through interactions that:
 - Are **loving**
 - Are **stimulating**
 - Follow **child's interests**
 - Go **back-and-forth**



Photo courtesy of the Massachusetts Department of Early Education and Care.

The Basics Principles

- Five fun, simple, and powerful ways that everyone can **give every child a strong start.**
- Encompass most of what experts say is important for development in the first few years of life.



Maximize Love, Manage Stress



Talk, Sing, and Point



Count, Group, and Compare



Explore through Movement and Play



Read and Discuss Stories



Opportunities for your school



- Poster to display
- Staff Training
- Parent Training
- Director Training (virtual)
- Parent newsletter (theme based 4-6 x a year)
- Curriculum based activities for classrooms





Do The Basics every day to help your child become the amazing person you know they can be!



Maximize Love,
Manage Stress



Talk, Sing, and Point



Count, Group,
and Compare



Explore Through
Movement and Play



Read and Discuss Stories

Start practicing at TheBasics.org

**SIMPLE,
FUN
& POWERFUL!**

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

STRONGER TOGETHER SDIRC Early Learning Programs

Apply Today! March 9 - April 24, 2026

STEP into Kindergarten
Summer Transitional Enrichment Program

Summer Bridge 2026

Go to SDIRC Website - www.indianriverschools.org Early Learning Programs to complete the STEP into K online application.

STEP Into Kindergarten / Summer Bridge
25 day program! Based on VPK Fast Score. Students MUST be enrolled into a SDIRC FOCUS. All registration documents are required to be in FOCUS and need FAST STAR score from VPK to complete application. Parents will be notified of acceptance into the program in mid-May.

| | | |
|---|---|---|
| <p>FREE Breakfast Lunch Transportation</p> | <p>Details June 3 - July 9, 2026 8:00 AM - 12:30 PM No school: 6/19 & 7/3 Orientation June 2</p> | <p>3 School Sites Fellsmere Academy Pelican Island Classical Magnet School Vero Beach Elementary</p> |
|---|---|---|

Questions? Contact the SDIRC Early Learning Programs at (772) 564-3173

APPLY NOW!

STRONGER TOGETHER SDIRC Early Learning Programs

Apply Today! March 9 - April 24, 2026

STEP into Kindergarten
Summer Transitional Enrichment Program

STEP into K is a FREE "bridge" program for VPK completers that promotes readiness for school success and a positive transition into Kindergarten.

Go to SDIRC Website - www.indianriverschools.org Early Learning Programs to complete the STEP into K online application.

STEP Into Kindergarten 2026
Students MUST be enrolled into a SDIRC school for kindergarten. All registration documents are required to be in FOCUS and need FAST STAR score from VPK to complete application. Parents MUST have an active FOCUS account. Parents will be notified of acceptance into the program in mid-May.

| | | |
|---|---|---|
| <p>FREE Breakfast Lunch Transportation</p> | <p>Details June 3 - June 30, 2026 8:00 AM - 12:30 PM No school: June 19 Orientation June 2</p> | <p>3 School Sites Fellsmere Academy Pelican Island Classical Magnet School Vero Beach Elementary</p> |
|---|---|---|

Questions? Contact the SDIRC Early Learning Programs at (772) 564-3173

APPLY NOW!

STRONGER TOGETHER SDIRC

Summer Voluntary PreK

Have you used your 2025-2026 VPK Voucher? If not, join us at Vero Beach Elementary or Pelican Island Classical Magnet!

Scan here!

Open Registration

Florida VPK

300 hour / 6 week program June 3 thru July 16.
No school - June 19 & July 3

SDIRC Early Learning Programs
Questions? Call 772.564-3173



FDLRS Okeechobee Viany Adache, Martin Laura Everett

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

DCF REPRESENTATIVE



A MESSAGE FROM TANDEM

Substitute Plan



Center & Classroom Information

Center: Director:

Classroom:
Number of students: Ratio:

Where Things Live

Class list:
Emergency binder:
Diapers:

Typical schedule Substitute responsibilities

Arrival timeframe:
Pickup timeframe:
Daily schedule:

#1:
#2:
#3:
#4:
#5:

End-of-day checklist Emergency information

Important student information:

ELC IRMO's Substitute Pool
Powered by Tandem — Resources & Info

Providers in Martin County who contract with ELC IRMO are part of a community-supported substitute pool. The ELC partners with Tandem to make quality substitute teachers more accessible for contracted providers.

- First Shift Reimbursable**
ELC IRMO will reimburse you for one Tandem shift — try the substitute pool risk-free.
- FAQ**
Common questions about the substitute pool, booking, compliance, and more.
- Licensing & Compliance**
How to prepare personnel files, Clearinghouse requirements, and transportation compliance.
- ELC IRMO Website**
Explore resources, programs, and support from the ELC IRMO.

which is awesome. On the flip side, we are onboarding teachers,

Martin providers are reimbursed for approved PD shift coverage as well as 1 free shift!
Submit invoice and reimbursement form to Sean Lewis.



OFFICE PHONE CHANGE

ALL ELC STAFF CAN NOW
BE REACHED AT

(772)220-1220

FOLLOWED BY YOUR
PARTY'S EXTENSION

STAFF EXTENSIONS CAN BE
FOUND ON
WWW.ELCIRMO.ORG UNDER
ABOUT US → STAFF


Early Learning Coalition
Indian River • Martin • Okeechobee





FAMILY SERVICES

VPK Enrollments

Before submitting a VPK enrollment request in the portal, verify that the Certificate of Eligibility is accurate and complete, including:

- Correct program year and county
- Complete provider/school information
- Child's start date occurring on or after the certificate issue date
- Provider and parent/guardian signatures and dates

Upload the completed certificate to Revver.



Managing SR Enrollments in the Portal

Pending Provider Approval

- If the child is attending or expected to attend, accept the enrollment and instruct the parent to sign the payment certificate.
- If the child will not attend, reject or cancel the enrollment and notify the assigned Family Services Specialist.

Children No Longer Attending

- Terminate the enrollment and notify the assigned Family Services Specialist.

Pending Family Acceptance

- Instruct the parent to log into the Family Portal to sign the payment certificate.
- Retain a copy of the signed payment certificate for audit purposes.
- Note: New enrollments in Pending Family Acceptance may not appear on the provider attendance roster until the payment certificate is signed.



You are appreciated!

PROGRAM QUALITY



MANDATORY ORIENTATION

Wednesday

May 20

School Readiness

1:30pm

Thursday May 21

School Readiness

and VPK

1:30pm

Friday May 22

VPK

1:30pm

MUST BE ATTENDED BY A DELEGATED AUTHORITY FOR PROVIDER BEFORE CONTRACT CAN BE CERTIFIED

PROGRAM ASSESSMENTS

CLASS TRANSITION TO 2ND EDITION

Key Takeaways

- CLASS® 2nd Edition rollout is phased through 2027–2028.
- Infant and Toddler observers only need CLASS® 2nd Edition Infant/Toddler tool certification to continue using the CLASS® 2008 Infant and CLASS® 2008 Toddler tools.
- Coalitions can train other neighboring coalitions on CLASS® 2nd Edition tools.

CLASS® 2nd Edition Transition Timeline

The table below outlines the transition from CLASS® 2008 tools to CLASS® 2nd Edition tools for Pre-K and Infant/Toddler observations, trainings and certifications.

| | 2025–2026 | 2026–2027 | 2027–2028 |
|--|---|--|--|
| Observation Tools | | | |
| Pre-K Observation Tool (SR and VPK) | CLASS® 2008 Pre-K tool for SR & VPK (includes 2026 Summer VPK) | CLASS® 2 nd Edition Pre-K tool | CLASS® 2 nd Edition Pre-K tool |
| Infant Observation Tool (SR) | CLASS® 2008 Infant tool | CLASS® 2008 Infant tool | CLASS® 2 nd Edition Infant/Toddler tool |
| Toddler Observation Tool (SR) | CLASS® 2008 Toddler tool | CLASS® 2008 Toddler tool | CLASS® 2 nd Edition Infant/Toddler tool |
| Provider and Coalition Staff Training | | | |
| Provider Training | Train SR & VPK providers on CLASS® 2 nd Edition Pre-K tool | Train SR providers on CLASS® 2 nd Edition Infant/Toddler tool | Train as needed |

SR CONTRACT UPDATES

- **PROVIDER GENERAL ELIGIBILITY, ITEM 7F** – ADDS SELECTION FOR A PROVIDER THAT HAD PREVIOUSLY BEEN SUBJECT TO PROGRAM ASSESSMENT REQUIREMENTS BUT CURRENTLY MEETS ONE OF THE EXEMPTION CRITERIA. THIS SELECTION IS FOR A PROVIDER WHO HAD A PROGRAM ASSESSMENT THE PRIOR CONTRACT YEAR BUT NOW QUALIFIES FOR AN EXEMPTION DURING THIS CONTRACT PERIOD.
- **SR PLUS PROGRAM, ITEMS 9 AND 61 AND EXHIBIT 7** – ADDS REFERENCE TO THE SR PLUS PROGRAM FOR PROVIDER ELIGIBILITY AND DUE PROCESS PROCEDURES
- **PROVIDER ORIENTATION, ITEMS 32 AND 35** – REQUIRES A PROVIDER TO PARTICIPATE IN AN ELC-CONDUCTED ANNUAL SR PROGRAM ORIENTATION PRIOR TO CONTRACT EXECUTION.
- **STAFF TRAINING DAY, ITEM 57 AND EXHIBIT 6**
- **SUSPENSION FOR DISASTER RECOVERY, ITEM 80** – ALLOWS A PROVIDER TO BE ADMINISTRATIVELY SUSPENDED DURING A DISASTER. IN SUCH CIRCUMSTANCES, AN ELC MUST TRANSFER ENROLLED CHILDREN TO ANOTHER ELIGIBLE PROVIDER AND VERIFY A DCF INSPECTION BEFORE LIFTING THE PROVIDER'S SUSPENSION.
- **INDEMNIFICATION, ITEM 86** – PERMITS A PROVIDER ACCREDITED BY A NATIONAL ACCREDITING BODY AND OPERATING ON A DEPARTMENT OF DEFENSE-CERTIFIED MILITARY INSTALLATION TO DEMONSTRATE LIABILITY COVERAGE BY AFFIRMING THAT IT IS SUBJECT TO THE FEDERAL TORT CLAIMS ACT.
- **PROVIDER LOCATION LIST, EXHIBIT 1** – DELETES SELECTION FOR CHILD ASSESSMENT TOOL USED. ADDS YES/NO SELECTION FOR PROVIDER SITE WHICH WAS PREVIOUSLY SUBJECT TO PROGRAM ASSESSMENT BUT NOW MEETS EXEMPTION. ADDS PROVIDER SITE WHICH WAIVES PROGRAM ASSESSMENT EXEMPTION
- **QIP SELECTION, EXHIBIT 3, ITEM 1B** – REVISES YEARS OF EXPERIENCE IN EARLY LEARNING FOR CERTIFIED COACHING FROM 5 TO 3 YEARS FOR CONSISTENCY WITH RULE
- **PROVIDER REIMBURSEMENT RATES, EXHIBIT 5** – DELETES SPECIAL NEEDS COLUMN AS IT IS A NEGOTIATED RATE. CLARIFIES THAT THE QPI DIFFERENTIAL IS NOT APPLICABLE TO SCHOOL-AGE CARE.
- **AMENDMENT** – DELETES THE NAMING OF THE PARTY RESPONSIBLE FOR DEVELOPMENTAL SCREENINGS. ADDS SELECTIONS FOR CHANGES TO PROVIDER'S PROGRAM ASSESSMENT REQUIREMENTS. ADDS SELECTION FOR CHANGES TO THE CONTRACTED SLOTS PROGRAM. DELETES OPTION TO CHANGE THE PROVIDER'S SELECTED CHILD ASSESSMENT TOOL.

VPK CONTRACT UPDATES

- **CONTRACT TERM, ITEM 3** – CLARIFIES THE EFFECTIVE DATE IN WHICH THE CONTRACT TERM BEGINS.
- **PROVIDER GENERAL ELIGIBILITY, ITEM 7F** – ADDS SEPARATE FIELDS TO RECORD A PROVIDER'S SCHOOL YEAR AND SUMMER COMPOSITE PROGRAM ASSESSMENT SCORE.
- **CHILD ENROLLMENT, ITEMS 9 AND 27** – DELETES REFERENCE TO FORMS DEL-VPK 02 AND 04 AND ADDS REFERENCE TO CERTIFICATE OF ELIGIBILITY AND CERTIFICATE OF ELIGIBILITY FOR REENROLLMENT CONSISTENT WITH AMENDED RULE.
- **PROVIDER ORIENTATION, ITEM 10B** – REQUIRES A PROVIDER TO PARTICIPATE IN AN ELC-CONDUCTED VPK PROGRAM ORIENTATION PRIOR TO CONTRACT EXECUTION.
- **PERFORMANCE METRIC, ITEM 50** – ADDS REFERENCE TO WHEN A PROVIDER WILL RECEIVE AN INCOMPLETE STATUS IN LIEU OF A PERFORMANCE DESIGNATION.
- **INDEMNIFICATION, ITEM 68** – PERMITS A PROVIDER ACCREDITED BY A NATIONAL ACCREDITING BODY AND OPERATING ON A DEPARTMENT OF DEFENSE-CERTIFIED MILITARY INSTALLATION TO DEMONSTRATE LIABILITY COVERAGE BY AFFIRMING THAT IT IS SUBJECT TO THE FEDERAL TORT CLAIMS ACT
- **PROVIDER LOCATION LIST, EXHIBIT 1** – ADDS YES/NO SELECTIONS BY SCHOOL-YEAR OR SUMMER FOR MULTI-SITE PROVIDERS FOR: PROVIDERS ON PROBATION, PROVIDERS OPERATING UNDER A GOOD CAUSE EXEMPTION, PROVIDERS WITH AN INCOMPLETE STATUS, AND PROVIDERS' PROGRAM ASSESSMENT COMPOSITE SCORES.
- **AMENDMENT** – ADDS YES/NO SELECTIONS BY SCHOOL-YEAR OR SUMMER FOR MULTI-SITE PROVIDERS FOR: PROVIDERS ON PROBATION, PROVIDERS OPERATING UNDER A GOOD CAUSE EXEMPTION, PROVIDERS WITH AN INCOMPLETE STATUS, AND PROVIDERS' PROGRAM ASSESSMENT COMPOSITE SCORES. ADDS AMENDMENT EFFECTIVE DATE FIELD.

Educator Spotlight

April 2026

MarcoPolo and ELC of IRMO would like to recognize the following teachers for enhancing their classroom instruction with MarcoPolo Learning!

- 1 Juanita Ayora**
Kids City USA of Vero Beach
- 2 Kristy Rose**
Bethel Lutheran Preschool
- 3 Melissa Williams**
North County Charter

Teacher Tip: Get your account connected, attend teacher trainings, and add your families so they have FREE access too.

MarcoPolo
— For Educators —



MICHELLE ALKIRE

CHILD SCREENING AND AND REFERRAL SPECIALIST

- UPCOMING ASQ TRAININGS NEXT YEAR
- SUPPORT AVAILABLE DURING SUMMER MONTHS, TOO!
- PARENT EVENTS/CONFERENCES
- DEVELOPMENTAL SCREENER ACTIVITIES AVAILABLE IN SPANISH
- NOTIFICATION WHEN ARE RECEIVING SERVICES *(THROUGH REFERRAL PROCESS OR OTHERWISE)*
- *OKEECHOBEE GRANT OPPORTUNITY- COZY CORNERS AND SELF-REGULATION*

GRANT OPPORTUNITY
OKEECHOBEE



**Self-Regulation and Problem-Solving
for Toddler and PreK Classrooms**

3 Lunch and Learn Virtual Trainings
Complete Cozy Corner Materials
Follow-up Classroom Support

Interested?
Sign Up Here



Questions?
Contact Michelle Alkire
malkire@elcirmo.org



FINANCE UPDATES



VPK Key Reconciliation (2026)



As we approach the end of our Voluntary Prekindergarten (VPK) program year, we would like to remind everyone of the mandatory end-of-year reconciliation process required by the Division of Early Learning (DEL) for all VPK providers.

Please note that payments will be placed on hold until all records have been carefully reviewed and verified. The final reconciliation report will be issued once all attendance records have been submitted and are in *closed status*.

To keep the process smooth and on time, please start reviewing all necessary documents now before the end of the VPK program. Starting early will help prevent last-minute issues and reduce the stress of rushing to meet deadlines.

Taking time to double-check your records in advance will make the submission process quicker and more efficient for everyone involved.



Recommended End-of-Year Checklist:



Please log in to your provider portal and REVVER and review the following:

1. Certificates / Enrollment Student Enrollment & Eligibility

- Each child has a valid VPK certificate
- Certificate issue date is correct (no backdating)
- Enrollment start/end dates match attendance records
- Child's full name, date of birth, and gender are accurate
- Daily attendance recorded (sign-in and sign-out), parents' full signature

2. Short Attendance / Parental Choice Certificate

- If you maintain daily sign-in and sign-out records, parents/guardians must complete or update the short form monthly.
- Electronic systems may be used in place of paper forms, but must include a daily electronic signature, PIN entry, card swipe, or similar verification.

3. Long Attendance / Parental Choice Certificate

- Parents must complete the long form monthly, all the with all the require date and signatures.
- 



Funding & Payment Accuracy Tips for an Accurate Review:

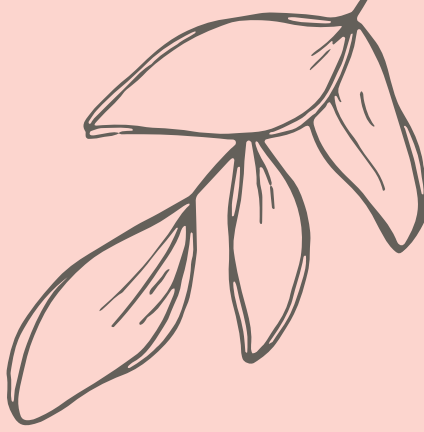
- Match attendance records with your reimbursement report.
- Check for missing or incorrect documentation.
- Ensure any adjustments are clearly explained.
- Resolve any underpayments or overpayments noted.
- Confirm provider name matches the certificate of license.
- Verify each child's name, gender, and date of birth.
- Review paid hours and total dollars paid.
- Check total, paid, and unpaid absences.
- Confirm overall attendance accuracy.

Important Reminder

Payments may be **held** until all records are reviewed and approved
Non-compliance may result in repayment or funding adjustments

Thank you for your attention to this important process.





EARLY CHILDHOOD SPECIALISTS



Thank you for participation in our amazing
Professional Developments this Year

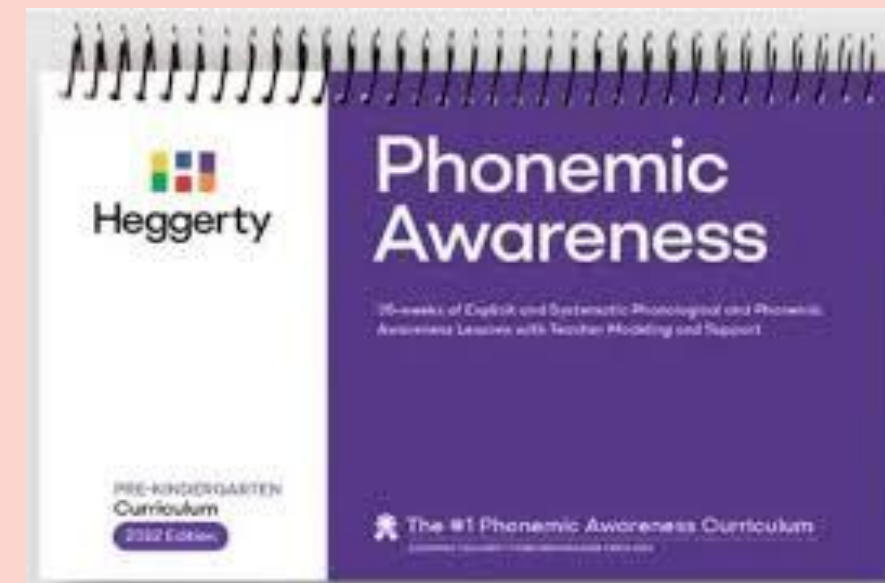
Okeechobee CSC Grant: Heggerty Training with Curriculum to improve Phonological Awareness

***Special thank you to all the schools who worked with ELCIRMO
to implement Heggerty instruction this school year!***

- A Child's World
- Okeechobee Achievement Academy
- Peace Lutheran
- Rock Solid Christian Academy
- Tender Care Daycare and Preschool



32



Indian River:

Thank you to all teachers and schools who took part in ***Bring it with Big Talk: LENA COACHING*** this 2025-2026 School Year



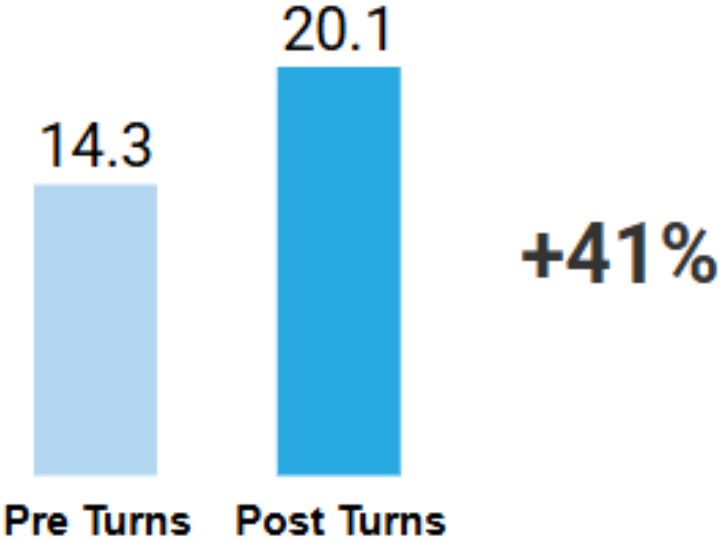
- The Learning Nest
- Tiny Treasures
- North County Charter
- Oxford Academy
- First Presbyterian
- Kendall Academy
- Fantastikids

Success with LENA this School Year

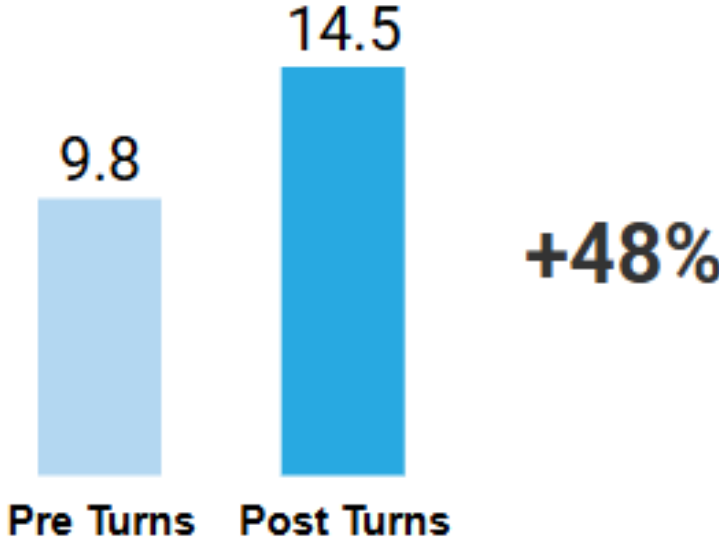
All Counties

Children

LENA Grow is designed to encourage more talk for children who start out experiencing the least. We measure this in two ways:



Children who started out experiencing **less talk than their peers in the same classroom** (in the bottom third) had an average increase of **+5.8 turns per hour**.



Children who started out experiencing **less talk than the national median of 15 turns per hour** had an average increase of **+4.7 turns per hour**.

Teachers

At the end of a 5-week sequence, teachers complete a survey reporting on the impact of the LENA Grow program.



**Recommend LENA
Grow to other teachers**
(n=18)



Now feel **more
confident** in teaching
abilities
(n=18)



Increased overall **job
satisfaction**
(n=18)



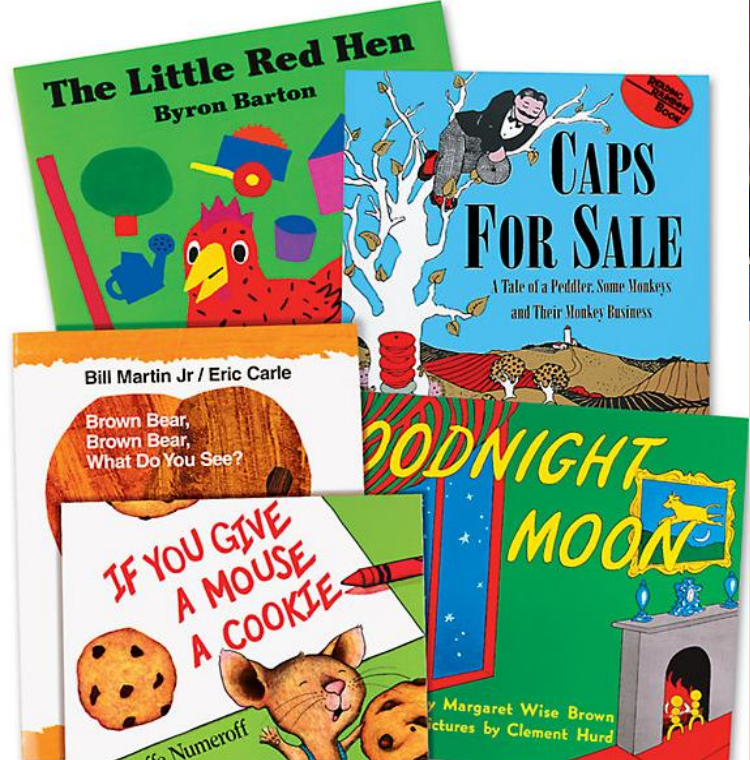
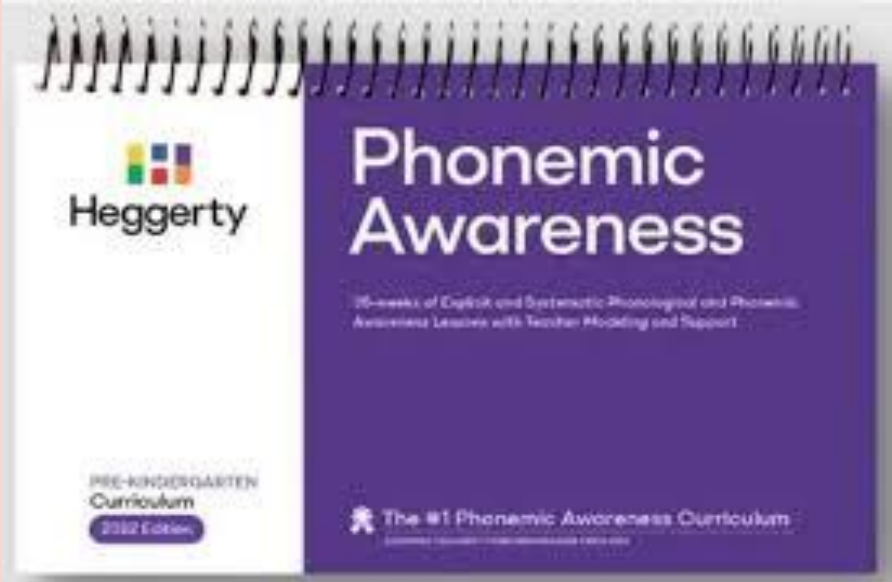
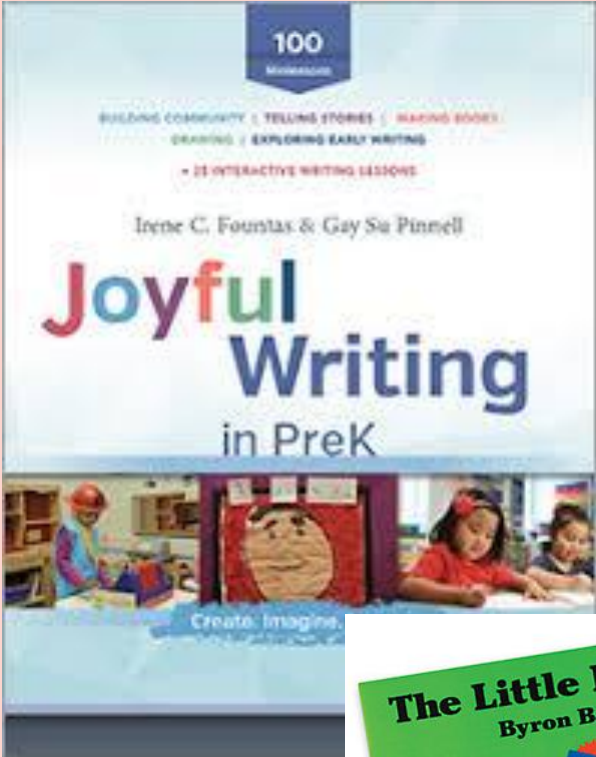
Increased
**communication with
families**
(n=17)



Saw changes in
**children's language
development**
(n=17)

Indian River CSAC Grant :

Developing Expert Emergent Literacy Teachers Professional Development Series was a Success!



Thank You to ALL the schools who took part in the Developing Expert Literacy Teachers Professional Development Series

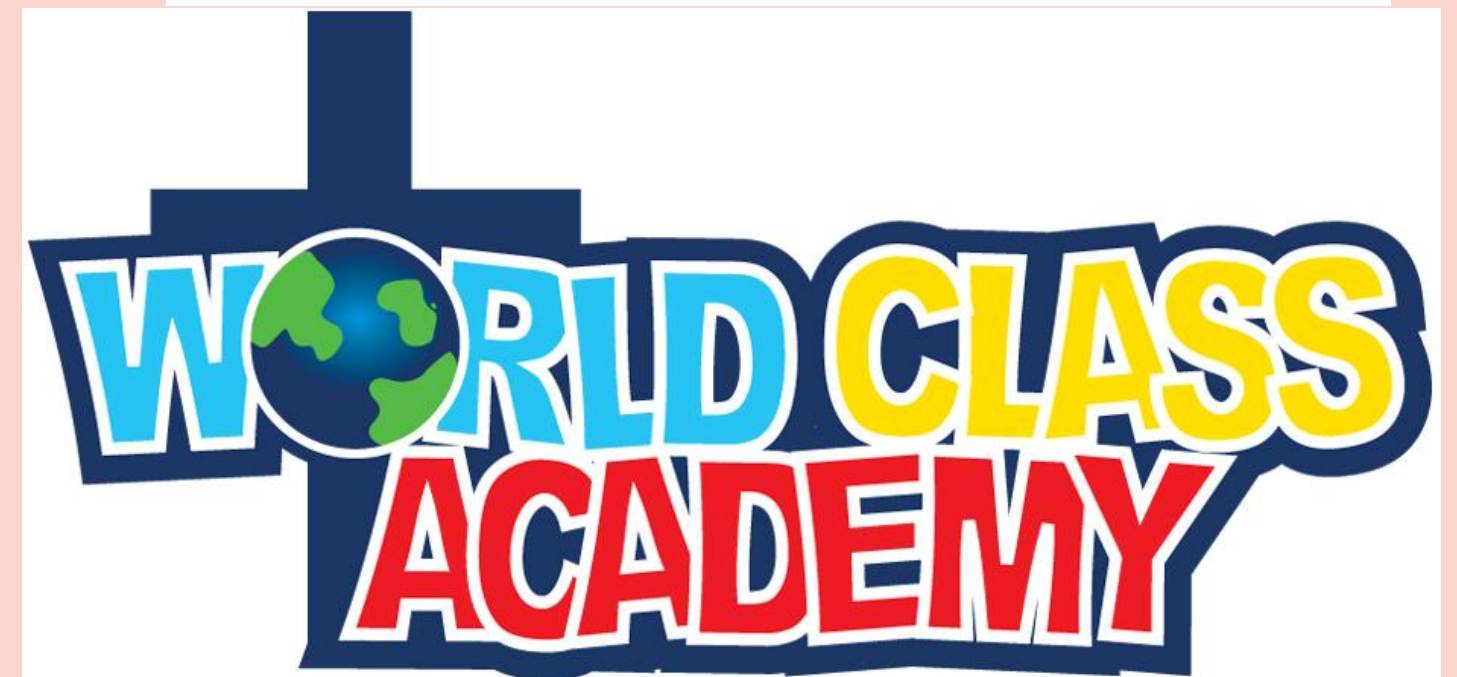
- Bridges Early Learning Center
- St. Helens Catholic School
- The Learning Nest
- Childcare Resources
- Douglas Head Start
- St. Peter's Missionary Baptist Church Pre School
- World Class Vero
- Hope Montessori
- Indian River Academy Head Start
- Vero Beach Pre School



Congratulations to World Class Academy Vero

Administration team created school wide goals for improvement in instruction and starting weekly professional development- creating a streamlined vision.

- Celebrating staff
- Using data to improve teaching across the school
- Classroom walk-throughs with feedback and planning sessions
- One on one teacher planning meetings and evaluations



New Professional Development Opportunities

You are invited!
For Directors, Teachers,
and Parents



Early Learning Coalition
Indian River • Martin • Okeechobee



Celebration Speaker Event:

DR. PEG OLIVEIRA

**INSPIRATIONAL WORKSHOP ON CHILD DEVELOPMENT,
STAGES OF PLAY, AND LEARNING ALL ABOUT TEACHING
TECHNIQUES TO DEEPEN LANGUAGE IN THE CLASSROOM**



PEG OLIVEIRA, PHD

*DIRECTOR OF THE GESELL
PROGRAM IN EARLY
CHILDHOOD AT THE YALE
CHILD STUDY CENTER*

40



FREE

*Dinner and door
prizes included
with this event!*

All Teachers, Directors, and Parents invited.

Date & Time:

May 26, 2026
5:00–8:00 pm

Location:

Intergenerational Center
1590 9th St SW
Vero Beach, FL 32962

Sign Up Here!



Contact & Information:

Andrea Ascianto
aasciutto@elcirmo.org
772-486-8220

Indian River -Coming soon! Launching in August

- 5 Week Coaching Cycles for all ages
- Stipend for Lead Teacher Participation \$250
- Kick Off Party for Teachers in August



LENA
Building brains through early talk

Early Learning Coalition
Indian River • Martin • Okeechobee

JOHN'S ISLAND
COMMUNITY SERVICE LEAGUE
EST. 1980

Lena Grow for Indian River County

LENA Grow helps teachers measure and improve how much they engage with their children.

- One-of-a kind "talk pedometer" technology
- Proven results in language, literacy, and social development
- Improved teacher job satisfaction

Don't Miss This Opportunity!

APPLY NOW!

Rhiannon Kump
Early Childhood Program Specialist
rkump@elcirmo.org
772-220-1220 ext. 245





ELCIRMO Funded Summer Literacy Institute Stipend

\$850

for each VPK Director or Teachers who attend the DEL Elementary Summer Literacy Institute



SUMMER
Literacy
INSTITUTE

For ALL COUNTIES

Martin County Providers:

If you are using Tandem Substitutes, you must agree to pay your teachers at the hourly VPK rate.



Increase the knowledge of the science of reading



Expand understanding of the Florida Early Learning Standards



Learn how to use assessment data to inform instruction

2026 Elementary Summer Literacy Institute will take place Tuesday, June 9 to Wednesday, June 10, at the Hilton Orlando Buena Vista Palace in Orlando, Florida

**STEP 1 -
Register for
SLI here**



**STEP 2 -
Apply here for
ELCIRMO
Stipend**

**First come,
first served!**



<https://nefec.swoogo.com/esli26/begin>

Okeechobee County- **Sign Up Today!**

This program launches in early October

★ PreK Curriculum and Training
Provided



FOR
**OKEECHOBEE
PREK
CLASSROOMS**



Kickstart Literacy™
by Teaching Strategies®
Grant Opportunity

Kickstart to Literacy is a literacy curriculum for the year before kindergarten that engages children in play and the science of reading. These 20 minute, year long spiraled lessons build phonemic awareness, phonics, and vocabulary.

**Apply today
for more
information!**  

CSCMC Early Childhood Specialist Coaching Program

PRESCHOOL

100% increased **Instructional Support
Domain Score**

K. Rose (Bethel) 2nd year with a 6+
composite score

TODDLER

ENGAGED SUPPORT FOR LEARNING:

A Knight (FUMPS) 46% Increase

J. Marshall (ATA V) 90% increase

INFANT

N. Linkous (ATA V) 90% increase in ELS

PRESCHOOL

NATIONAL AVERAGE ES SCORE: 5.69

PROGRAM AVERAGE ES SCORE: 6.59

NATIONAL AVERAGE CO SCORE: 5.44

PROGRAM AVERAGE CO SCORE: 6.13

NATIONAL AVERAGE IS SCORE: 2.62

PROGRAM AVERAGE IS SCORE: 4.09

TODDLER

NATIONAL AVERAGE IN EBS: 5.37

PROGRAM AVERAGE SCORE IN EBS: 6.48

NATIONAL AVERAGE IN ESL: 3.08

PROGRAM AVERAGE SCORE IN ESL: 4.87

INFANT

NATIONAL AVERAGE: 4.43

PROGRAM AVERAGE SCORE: 6.32

THANK YOU TO OUR 2025-2026 CSCMC COACHING PROGRAM PARTICIPATING PROVIDERS

APPLE TREE ACADEMY III

APPLE TREE ACADEMY V

BANNER LAKE EARLY LEARNING CENTER

BETHEL LUTHERAN PRESCHOOL

REED II

FUMPS

MCSD- FELIX WILLIAMS

MCSD- JENSEN BEACH ELEMENTARY

MCSD- SEAWIND ELEMENTARY

MCSD - SALERNO LEARNING CENTER

YMCA TEDDY BEAR

Coaching Participants Received Support In:

- CLASS Interactions
- Curriculum/Planning Support
- HEGGERTY Implementation
- Small Group Instruction (STAR)
- Oral Language
- Process Art

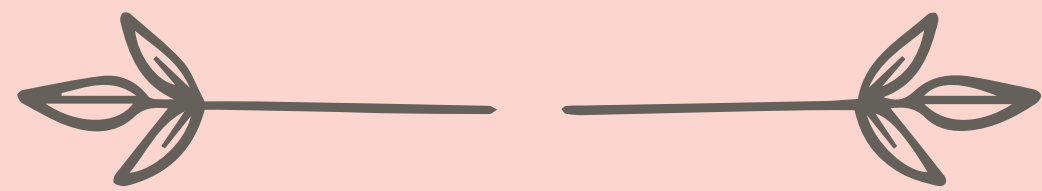
Interested in participating in 2026-2027?



2026-2027 School Year



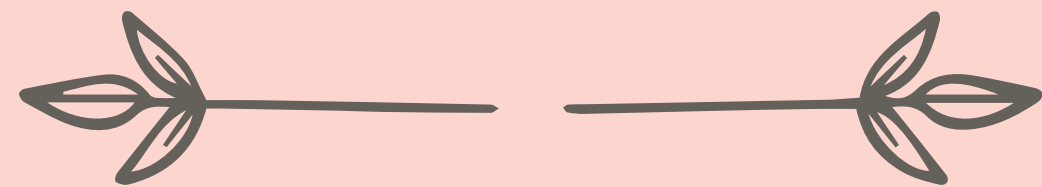
- **Instructional Coaching Programs**
 - Indiantown Literacy Coaching Program
 - Martin County CSCMC Coaching Program
 - Indian River Coaching Program
 - ELCIRMO Global Coaching Program – serving all three counties
- **Starting Your Teaching Journey** Professional Development Series – *for new teachers!*
- **Tiny Voices Series** – Professional Development for new Infant/ Toddler teachers
- **CLASS Courses**
 - *Version Two Training- PREK Courses – Intro to CLASS, CLASS Group Coaching, Observer*
 - *Infant Toddler CLASS Group Coaching*
 - *Intro to CLASS for Toddler*
- **Frog Street** Professional Development for Indian River
- **The Wonder Years Conference**
- **Martin County United Way Fundraiser- this September**

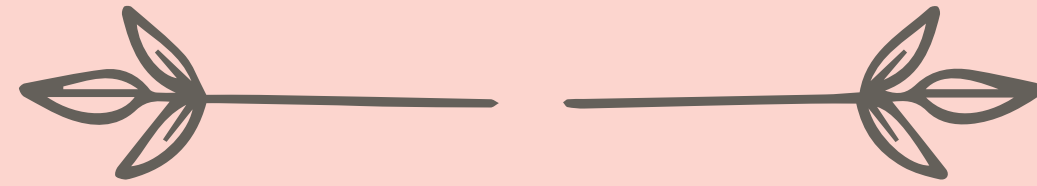


ELCIRMO PROVIDER REPRESENTATIVES

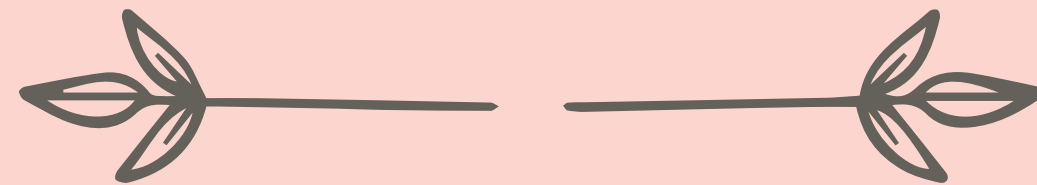
LORIE RUDOLPH, FAITH BASED (IR)

DONNA REED, PROVIDER REP (OK)





YOU ARE APPRECIATED!





FLORIDA DEPARTMENT OF
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fldoc.org



ELCIRMO Funded Summer Literacy Institute Stipend

\$850

*for each VPK Director or Teachers who
attend the DEL Elementary Summer
Literacy Institute*



Increase the
knowledge of the
science of reading



Expand
understanding of the
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Standards



Learn how to use
assessment data to
inform instruction

**2026 Elementary Summer Literacy
Institute will take place
Tuesday, June 9 to Wednesday, June 10,
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Palace in Orlando, Florida**

STEP 1 -
*Register for
SLI here*



STEP 2 -
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***First come,
first served!***



Early Learning Coalition
Indian River • Martin • Okeechobee



Celebration Speaker Event:

DR. PEG OLIVEIRA

INSPIRATIONAL WORKSHOP ON CHILD DEVELOPMENT,
STAGES OF PLAY, AND LEARNING ALL ABOUT TEACHING
TECHNIQUES TO DEEPEN LANGUAGE IN THE CLASSROOM



PEG OLIVEIRA, PHD

*DIRECTOR OF THE GESELL
PROGRAM IN EARLY
CHILDHOOD AT THE YALE
CHILD STUDY CENTER*



FREE

*Dinner and door
prizes included
with this event!*

Date & Time:

May 26, 2026
5:00–8:00 pm

Location:

Intergenerational Center
1590 9th St SW
Vero Beach, FL 32962

Sign Up Here!



Contact & Information:

Andrea Ascitutto
aasciutto@elcirmo.org
772-486-8220

All Teachers, Directors, and Parents invited.

The Basics Principles

- Five fun, simple, and powerful ways that everyone can **give every child a strong start.**
- Encompass most of what experts say is important for development in the first few years of life.



maximize Love, Manage Stress



Talk, Sing, and Point



Count, Group, and Compare



Explore through Movement and Play



Read and Discuss Stories



Opportunities for your school



- Poster to display
- Staff Training
- Parent Training
- Director Training (virtual)
- Parent newsletter (theme based 4-6 x a year)
- Curriculum based activities for classrooms



Contact: Sue Curtis
scurtis@thelearningalliance.org
772-321-4460

Tips for Keeping Children Safe on the Playground

Minimize the risk of playground injuries all year long.

Protect children from sun.

- Use appropriate clothing and shaded areas.
- Apply sunscreen to children over 6 months.
- Check for safe temperatures.
- Provide safe drinking water.

Children can safely play outside in most conditions.

Prevent injuries.

- Keep younger children away from equipment designed for older children.
- Inspect the playground for hazards before each use.
- Keep children away from any hazards until they are fixed.
- Have a Certified Playground Safety Inspector check for hazards once per year.
- Use safe surfacing such as poured-in rubber, rubber mats, or loose surfacing (shredded rubber, mulch, or sand and pea gravel for children over age 3) that is at least 9 inches deep.

Safe playground surfacing will reduce injuries by more than half.

Play safe!
Preschoolers
only

Actively supervise children at all times.

- Have clear sightlines and easy access to the children.
- Watch, count, and listen to children.
- Anticipate what children may do and redirect when necessary.
- Account for all children before leaving the playground.

Active supervision could prevent nearly half of playground injuries.



NATIONAL CENTER ON
Early Childhood Health and Wellness

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Indian River
State College

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and take your next step with confidence.

Stop By & Learn More

May 13th | 5:30-7:00 PM
in the C building on Massey Campus

June 16th | 5:30-7:00 PM
at the Childrens Service Council Martin County (CSCMC) in Stuart

Connect with staff and get your questions answered.

Contact Samantha Cullinan
scullinan1@irsc.edu
or
Donka Dimovski
ddimovsk@irsc.edu





2nd Edition Crosswalk

CLASS® 2nd Edition

Infant-Toddler

Pre-K-Third

TEACH
STONE®



CLASS® 2nd Edition

CROSSWALK

TEACH
STONE®



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This document is adapted with permission from the Infant Classroom Assessment Scoring System Manual by Bridget K. Hamre, Karen M. La Paro, Robert C. Pianta, & Jennifer LoCasale-Crouch (2014); Toddler Classroom Assessment Scoring System Manual by Karen M. La Paro, Bridget K. Hamre, & Robert C. Pianta (2012); CLASS 2nd Edition Infant-Toddler CLASS Observer Field Guide by Teachstone, Inc. (2025); Pre-K Classroom Assessment Scoring System Manual by Robert C. Pianta, Karen M. La Paro, & Bridget K. Hamre (2008); K-3 Classroom Assessment Scoring System Manual by Robert C. Pianta, Karen M. La Paro, & Bridget K. Hamre (2008); and the CLASS 2nd Edition Pre-K-3rd Observation Field Guide by Teachstone (2022).

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CLASS® 2nd Edition: Enhanced Tools, Same Proven System

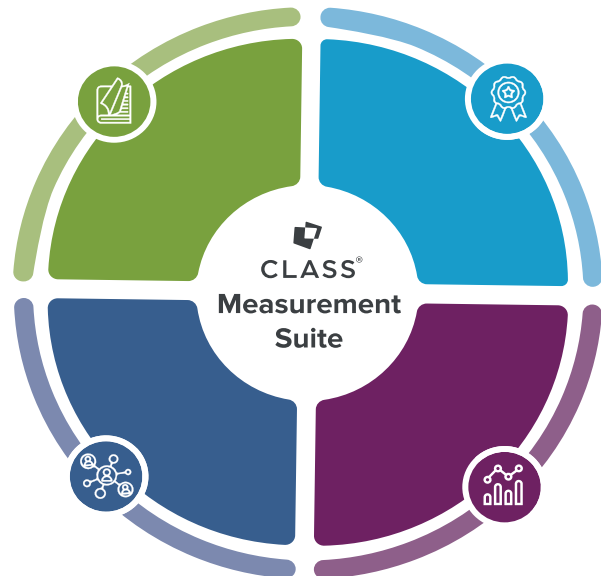
The first CLASS® Manual was published in 2008 and became the source document used by the field to observe and measure the educator-child interactions proven to enhance children's learning and development.

CLASS 2nd Edition provides exciting enhancements across the birth to third-grade suite while maintaining and building on the core structure and foundational concepts that have made CLASS the most researched and validated observational system for measuring and improving classroom interactions.

One enhancement, made to support the continuity of effective interactions across age groups and provide better accessibility for users, is merging the four age-level tools into two. Rather than separate tools for each age range (Infant, Toddler, Pre-K, K-3), CLASS 2nd Edition provides one Infant-Toddler tool and one Pre-K-3rd tool. Particular attention was paid to ensuring that the dimensions, indicators, behavioral markers, and descriptions address the full age range while maintaining a focus on developmentally appropriate interactions within each.

**CLASS Manual
& Print Materials**

**Training
& Certification**



**Community
& Affiliate
Programs**

**Data Collection
& Reporting**

CLASS 2nd Edition allows you to build on existing CLASS knowledge and investments by

- + Ensuring reliable observations from birth through third grade, with more robust tools and clearer guidance;
- + Improving consistency while reducing complexity through combined age levels, elevated training design, and learning experiences;
- + Expanding relevant, role-specific professional development experiences that build skills and support career growth.

About CLASS[®] 2nd Edition and the Crosswalk

One key part of the CLASS[®] framework's evolution is the language shifts of CLASS dimensions, indicators, and behavioral markers. For CLASS 2nd Edition, CLASS language was adapted to enhance its use across a variety of contexts and increase the consistency of scoring across observers. You will notice several key changes as you review the dimension pages in the crosswalk and become familiar with CLASS 2nd Edition.

Key Changes

- + Updated dimension definitions better capture the nature of each dimension across settings.
- + New indicator definitions enhance observer understanding and help observers assign indicator ranges.
- + Additions, removals, and modifications of behavioral markers increase representation across contexts and settings and offer up-to-date understandings of child development.
- + Additional language throughout supports the use of CLASS measurement in settings with children with varying abilities and backgrounds.
- + Additional language throughout supports using CLASS measurement in various curricula or settings, such as Family Child Care programs.
- + Updated language increases clarity and usability.

Although these changes are meaningful and will strengthen the ease, effectiveness, and applicability of CLASS use, the crosswalk also clearly illustrates that the core structure of CLASS is the same. Maintaining the foundational concepts ensures the field can build on existing CLASS investments.

This crosswalk is solely intended to provide a high-level view of the key revisions to CLASS terms found within the CLASS 2nd Edition Infant-Toddler and Pre-K-3rd tools.

For detailed information about each dimension, indicator, or behavioral marker, and for observation and coding purposes, refer to the *CLASS 2nd Edition Infant-Toddler Observer Field Guide* and the *CLASS 2nd Edition Pre-K-3rd Observation Field Guide*.

CLASS[®] 2nd Edition

Infant-Toddler Crosswalk

The years from birth to age three are some of the most important years in young children's lives as they set the stage for further brain and body development. Although the original CLASS Infant and Toddler tools have different domains and a different number of dimensions, the intent behind the interactions outlined in the tools is the same: to connect with children, to support their engagement in the setting, to inspire learning, and to support development. In many cases, the specific behaviors they assess, though identified with slightly different terms, are the same.

Additionally, the tools are similar in that they consider

- + The cues of the child, both subtle and apparent, as adults respond sensitively to children's individual and community needs, and
- + The effectiveness of the interactions in building opportunities for growth and development.

Although infants and toddlers experience a wide array of developmental needs and changes over the first three years of life, we can still capture the responsive caregiving of educators using a single tool, rather than two tools.

Crosswalk Icon Legend



Indicates CLASS 2008 behavioral markers or indicators that are not included in CLASS 2nd Edition



Indicates new behavioral markers or indicators that have been added to CLASS 2nd Edition



Same behavioral marker or indicator as CLASS 2008



Indicates behavioral markers or indicators that have moved



An update that adds clarity



A grammatical change



Indicates behavioral markers or indicators that have been combined



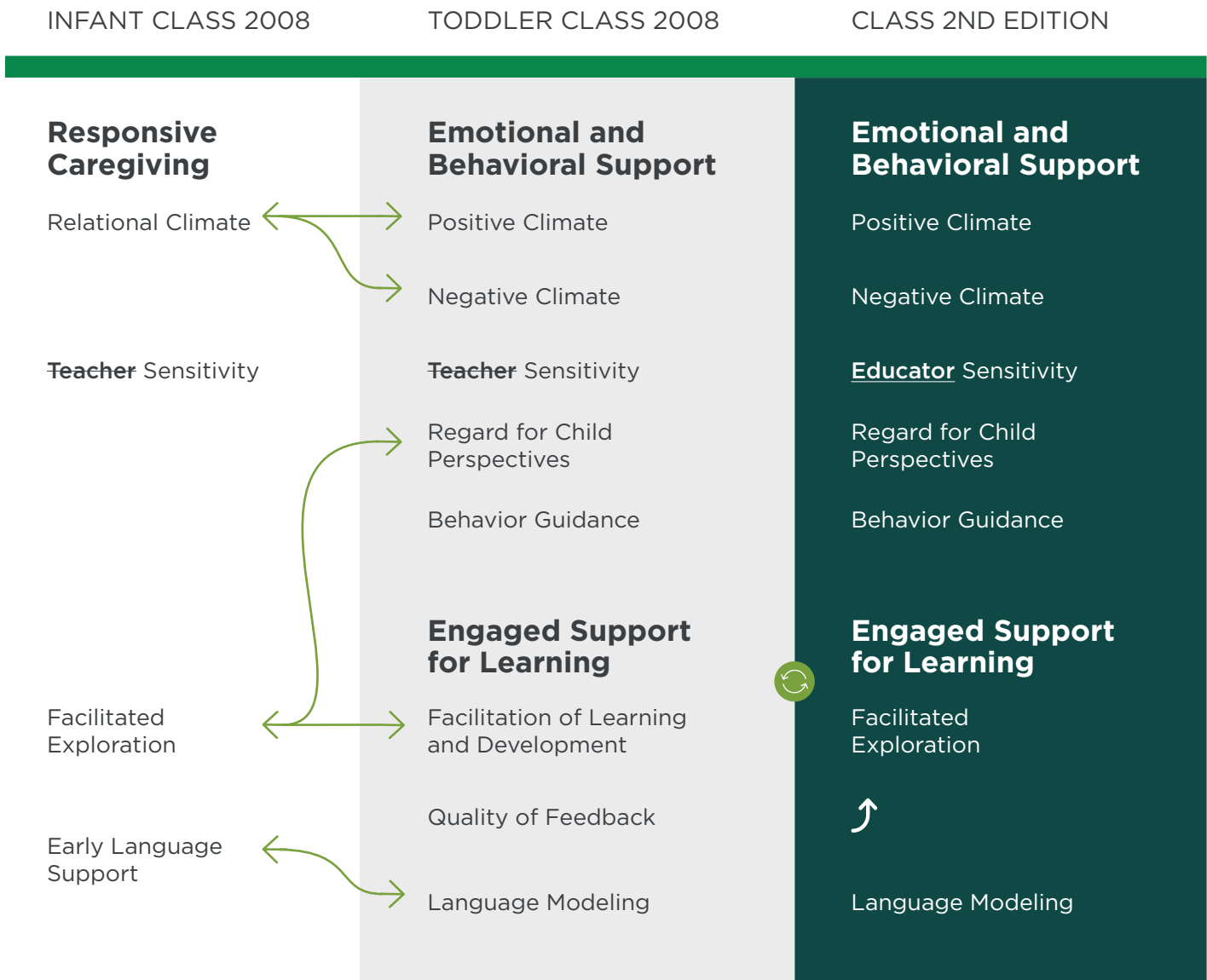
Indicates behavioral markers or indicators that have been split

Domain and Dimension Level Changes

To begin the merging process, we first outlined alignment across the CLASS Infant and CLASS Toddler tools and addressed the key changes noted previously. Although the final framework maps onto the CLASS Toddler domains, the intention and process were to identify and create relevant indicators and behavioral markers that were developmentally appropriate for both infants and toddlers.

The arrows between the CLASS Infant and CLASS Toddler tools indicate how the aligned framework was merged, and revision goals were used, to create the CLASS 2nd Edition Infant-Toddler framework and field guide that spans from birth to age three.

Domains and Dimensions



CLASS® 2nd Edition: A Closer Look at the Infant-Toddler CLASS Dimensions

INFANT-TODDLER DOMAINS

Emotional & Behavioral Support

Engaged Support for Learning

INFANT-TODDLER DIMENSIONS

Positive Climate

Facilitated Exploration

Negative Climate

Language Modeling

Educator Sensitivity

Regard for Child Perspectives

Behavior Guidance

Positive Climate

Positive Climate is defined by CLASS® 2nd Edition as:

Educators foster shared connections and a sense of belonging for all children in the setting. Verbal and nonverbal communications between educators and children convey warmth, respect, and value for each child. The educators’ interactions enhance each child’s enjoyment of the setting and the child’s experience of it as a member of a caring community.

What changed about this dimension in the 2nd Edition and why?

Revisions address variations across contexts in how emotions are expressed or how individuals demonstrate respect and close relationships. For instance, the markers related to “calm voice” have been shifted to “warm voice”—warm voices can also be loud and passionate. Similarly, “eye contact” is no longer a behavioral marker listed under Respect, given how much variability exists between individuals and communities when it comes to the role of eye contact.

The indicator names from the Infant tool have shifted to be aligned across age groups, but the intent for these indicators remains the same. For instance, Relational Behaviors is now Relationships. One Positive Climate indicator name from Toddler has shifted—what used to be Positive Affect is now referred to as Enjoyment, and the behavioral marker “content appearance” has been added. These shifts clarify concepts and align with the intention of the indicator more specifically. Enjoyment can be demonstrated in a wide variety of ways across individuals and settings and is not limited to more outward expressions of enjoyment, such as laughter.

The indicator Positive Communication has been added to the dimension. The markers within this indicator, “physical affection” and “verbal affection,” have always been markers within the Infant and Toddler tools, but are now collected into a specific indicator. This change allows for a more intentional focus on the importance of affection and aligns the dimension to the Pre-K-3rd tool to support continuity.

Finally, the markers for the indicator Lack of Adult Negativity from the Infant tool have been moved to the dimension of Negative Climate to support alignment across ages and tools.

Indicators

| Infant 2008 | 2nd Edition | Toddler 2008 |
|--|---------------------------------|---|
| Relational behaviors  | Relationships |  Relationships |
| Emotion expression  | Enjoyment |  Positive affect |
| Respect for infants’ state  | Respect |  Respect |
| | + Positive communication | |
| Lack of adult negativity <i>moved to Negative Climate</i>  | | |

Behavioral Markers

Infant 2008

2nd Edition

Toddler 2008

Relational behaviors

Proximity 


Joint attention 


Affection 
moved to Positive communication

Eye contact 

Emotion expression

Smiling 

Laughing 

Enthusiasm 


+


Affection 
moved from Relational behaviors

+

Respect for infants' state

Calm voice 

Respectful language 

Gentle approach 
Communication of intentions,
transitions, or changes

+

Lack of adult negativity

Lack of irritation/frustration 
moved to Expressed negativity

Lack of rough handling 
moved to Punitive control

Lack of negative comments 
moved to Disrespect

Lack of verbal harshness 

Relationships

Body orientation

Emotional connection

Peer or community orientation

Shared activities or attention

Social conversation

Enjoyment

Smiling

Laughter

Mutual playfulness

Content appearance

Positive communication

Verbal affection

Physical affection

Positive affirmations

Respect


Warm voice


Respectful communication

Communicates intent

Model cooperation or turn-taking

Relationships


 Physical proximity
Body orientation
moved from Respect

 Matched positive affect


 Peer connections

 Reciprocal interactions


Positive affect

 Smiling, laughter

 Enthusiasm


 Verbal or physical affection

Respect

 Warm, calm voice

 Respectful language
and communication

 Eye contact

 Body orientation
moved to Relationships

Negative Climate

Negative Climate is defined by CLASS[®] 2nd Edition as:

Educators express little to no relational negativity verbally or nonverbally. Educators rarely, if ever, display irritability, anger, or disrespect toward children or other adults. Educators do not use threats or severe punishment that cause disruptions to relationships in the setting.

What changed about this dimension in the 2nd Edition and why?






Revisions allow for variation in tone of voice. There are also clarifications in language to support understanding. For instance, the behavioral markers “verbal harshness,” “yelling,” and “teasing” are removed to avoid confusion with educators who use louder voices in positive ways and reflect community variation in playful or affectionate teasing.

Any punishment is counted as Punitive Control, not just “harsh” punishment. Additionally, Teacher Negativity is now Disrespect to support alignment across age groups.

Child Negativity has been removed as an indicator, as infants and toddlers occasionally experience negativity and conflicts. The markers of “peer disputes,” “escalating frustration,” and “escalating negativity” are now captured in Expressed Negativity if children’s negativity escalates or is sustained.

Finally, although not called out in individual markers, the definitions and descriptions now address negativity among educators or about children’s families more clearly.

Indicators

| Infant 2008 | 2nd Edition | Toddler 2008 |
|--|----------------------|--|
| | Expressed negativity |  Negative affect |
| | Punitive control |  Punitive control |
| | Disrespect |  Teacher negativity |
| | Severe negativity | |
| + Lack of adult negativity <i>moved from Positive Climate</i>  | |  Child negativity |

Behavioral Markers

Infant 2008

2nd Edition

Toddler 2008

Expressed negativity

Irritability

Anger

Escalating disputes (adults or peers)

+ Disconnected or escalating adult negativity

Punitive control

Threats

Punishment

Rough physical control

Disrespect

Shaming or criticizing

Humiliating

+ Stereotyping or discriminating

Severe negativity

+ Bullying


+ Physical aggression

Negative affect

 Irritability

 Anger


Peer disputes

 moved from *Child negativity*

Escalating negativity
moved from *Child negativity*

Punitive control

 Threats

 Physical actions/punishment

 Yelling

Teacher negativity

 Sarcastic voice/statement

 Humiliation


 Teasing

Child negativity


 Peer disputes
moved to *Expressed negativity*

 Escalating frustration

 Escalating negativity
moved to *Expressed negativity*

Lack of irritation/frustration
moved from *Lack of adult negativity* 

Lack of rough handling
moved from *Lack of adult negativity* 

Lack of negative comments
moved from *Lack of adult negativity* 

EMOTIONAL AND BEHAVIORAL SUPPORT

Educator Sensitivity

Educator Sensitivity is defined by CLASS[®] 2nd Edition as:

Educators are aware of and responsive to children’s needs—social, emotional, physical, academic, linguistic, and cognitive. The educators’ sensitivity serves to develop trust in the educator as a secure base, supporting children’s feelings of safety and comfort in the setting and facilitating children’s ability to explore.




What changed about this dimension in the 2nd Edition and why?

Revisions primarily focus on clarification of concepts and alignment of language across tools. For example, as we move toward a more intentional use of “educator” rather than “teacher,” the dimension name has shifted to Educator Sensitivity (EdS).

Behavioral markers were added to capture more active awareness on the part of the educator, such as “communicates availability.” In Responsiveness, the inclusion of the markers “validates emotions and needs,” “uses co-regulation,” and “supports children to resolve problems for themselves as able” captures additional ways educators can support children in the learning setting.

Infant Comfort and Child Comfort remain very similar, with slight language changes for alignment under Child Comfort. The marker from Toddler “genuine problem resolution” is captured in the descriptions as a measure of the depth and effectiveness of educator support.

Indicators

| Infant 2008 | 2nd Edition | Toddler 2008 |
|---|----------------|------------------|
| Awareness and cue detection  | Awareness | ← Awareness |
| Responsiveness  | Responsiveness | ← Responsiveness |
| Infant comfort  | Child comfort | ← Child comfort |

Behavioral Markers

Infant 2008

2nd Edition

Toddler 2008

Awareness and cue detection

Visually scan
Attend physically



Acknowledges verbally and/or physically



Responsiveness

Respond to infants' emotions and needs



Adjust actions based on individual needs of the infant



+

+

Infant comfort

Infants soothed or calmed by teachers' efforts



Infants seek out teachers



Infants comfortable or content when teachers are present



+

Awareness

Notices cues

Communicates availability

Checks in with children

Responsiveness

Validates emotions and needs

Provides comfort and assistance

Provides individualized support

Uses co-regulation

Supports children to resolve problems for themselves as able

Child comfort

Regulates or soothes with educator support

Seeks support and guidance

Freely participates

Orients toward educator

Awareness



Notices difficulties or children who are upset



Is attentive to children throughout the classroom

Responsiveness



Acknowledges and accepts emotions



Responds to children's bids for attention
Provides comfort

Child comfort



Seeks support



Freely approaches and participates

— Genuine problem-resolution

Regard for Child Perspectives

Regard for Child Perspectives is defined by CLASS® 2nd Edition as:

Educators emphasize children’s emerging sense of self. Educators help children develop and express their unique interests, motivations, and points of view by providing opportunities for children to practice responsibility and make choices. Children’s interests, pacing, and choices guide experiences, including how and when they move their bodies, make noise, or chatter.

What changed about this dimension in the 2nd Edition and why?

Revisions to language provide clarification of concepts and address variation in expectations of autonomy and individual expression. Additionally, some markers are merged or moved to support understanding and alignment across age groups.

Two Toddler indicators are merged to support understanding: Child Focus and Flexibility are now Child-Centered. Two markers from these indicators are moved to other indicators to reflect the intent of the indicators better; the markers “allows infants choice” (Infant) and “provides choices” (Toddler) are now captured in Support for Autonomy, and “allows movement and talking” (Toddler) is now captured in Child Movement and Expression.

Additionally, the markers from the Infant indicator Infant Focused are moved to indicators in this dimension for alignment purposes, as these address how educators follow children’s leads and provide choices. The Toddler marker “peer perspective taking” is captured in Behavior Guidance under the marker “facilitates social skills.”

Indicators

Infant 2008

Infant focused
moved from Facilitated exploration and split between markers



+

2nd Edition

Child-centered
Support for autonomy
Child movement and expression

Toddler 2008



Child focus



Support of independence



Flexibility
Changed to marker and moved to Child-centered indicator

Behavioral Markers

Infant 2008

2nd Edition

Toddler 2008

Child-centered

Follows infants' lead
moved from Infant focused



Follows children's leads and pace

Shows flexibility



Incorporates children's interests

Support for autonomy

Allows infants choice
moved from Infant focused



Provides choices

Encourages participation in self-care

Encourages development of responsibility

Child movement and expression



Provides movement opportunities



Children move



Children chatter

Child focus



Follows children's leads
Adjusts pacing for individual children
moved from Flexibility



Flexibility

changed from indicator to marker



Elicits children's expression and ideas
moved to Child movement and expression



Provides choices
moved to Support for autonomy

Support of independence



Materials accessible
Provides choices
moved from Child focus



Support for self-care



Child responsibility



Peer perspective taking
moved to Proactive



Elicits children's expression and ideas
moved from Flexibility



Flexibility

changed from indicator to marker, moved to Child-centered



Allows movement and talking
Changed to Child movement and expression



Adjusts pacing for individual children
moved to Child-centered



"Goes with the flow"

EMOTIONAL AND BEHAVIORAL SUPPORT

Behavior Guidance

Behavior Guidance is defined by CLASS® 2nd Edition as:

Educators understand behavior as communication. Educators support children’s emerging self-regulation skills by creating developmentally informed expectations and proactively helping children display positive behavior, develop social skills, and learn how to be safe. Children may demonstrate behaviors that are challenging for adults as they begin to develop self-regulation skills; educators support children by preventing and positively redirecting these behaviors.

What changed about this dimension in the 2nd Edition and why?




Revisions to language provide clarification of concepts. Additionally, some markers are merged or moved to support understanding and alignment across age groups.

The indicator Behavior Foundations is now included in this dimension, although educator expectations were always included in the Toddler tool. The markers in this indicator align across age groups, except reinforcing the expectations positively, as such behavior is key for infants and toddlers to learn what positive behaviors are expected.

The indicator Proactive includes monitoring, as noted in the Toddler tool. It elevates behaviors in the Toddler descriptive paragraphs to the marker level, and adds the markers “model regulation” and “facilitates social skills” to highlight other ways that educators can proactively address behaviors they find challenging.

Finally, the indicator Problem Behavior is now captured in a marker under Redirection of Behavior to better reflect the age group. Unexpected, dysregulated, and challenging behaviors will happen in infant and toddler settings, and the focus is now more on how educators respond to these behaviors.

Indicators

| Infant 2008 | 2nd Edition | Toddler 2008 |
|-------------|-------------------------|--|
| | Behavior foundations |  Supporting positive behavior  Proactive  <i>Problem behavior</i> |
| | Redirection of behavior | |
| | Proactive | |

Behavioral Markers

Infant 2008

2nd Edition

Toddler 2008

Behavior foundations

Clear

Positively reinforced

- + Developmentally informed
- + Consistent
- + Accompanied by rationale

Proactive

Monitors

- + Anticipates challenging behaviors
- + Low reactivity
- + Models regulation
- + Facilitates social skills

Redirection of behavior

Uses positive phrasing

Modifies redirection

Little disruptive or unsafe behavior

- + Guides to appropriate behavior

Supporting positive behavior



Specificity in redirection and/or directions
Communicates clear expectations
moved from Proactive



Reinforcement of positive behavior



Effective redirection
moved to Modifies redirection



Positive phrasing of desired behavior
moved to Uses positive phrasing

Proactive



Actively monitors children's behaviors



Peer perspective taking
moved from Support of Independence



Communicates clear expectations
Moved to Clear



Children demonstrate awareness of expectations

Supporting positive behavior



Positive phrasing of desired behavior
moved from Supporting positive behavior



Effective redirection
moved from Supporting positive behavior



Lack of disruptive or potentially dangerous behavior
moved from Problem behavior



Problem behavior



Minimal wandering



Minimal waiting

Facilitated Exploration

Facilitated Exploration is defined by CLASS® 2nd Edition as:

Educators facilitate children’s engagement in play and routines to support children’s learning and development. Educators balance this facilitation with moments of observation as children engage in play or routines, independently or with peers. Children exhibit interest in play and routines as demonstrated by their participation in experiences and the ways that they observe and interact with others.

What changed about this dimension in the 2nd Edition and why?

Revisions include language changes for clarification, merging of markers to support the intent of indicators, and bringing markers from Toddler Quality of Feedback to this dimension. These changes also promote alignment of markers and indicators across age groups.

All markers related to how educators are involved in or facilitate children’s experiences and how they encourage exploration or expand children’s engagement are now found under Effective Facilitation. For instance, the marker “mirror behavior” from the Infant tool indicator Involvement is one way that educators can be engaged in a child’s play.

All markers related to children’s engagement and interest are captured under Child Interest. Additionally, markers such as “observes with interest” have been added here to include the variety of ways that infants and toddlers may display interest in activities, experiences, and others.

All markers related to how educators can enhance children’s experiences to support the development of thinking skills are included in Enhanced Learning. This indicator includes all of the markers from Expansion of Cognition in Toddler and two markers from Toddler Quality of Feedback, Prompting Thought Processes and Expansion and Elaboration. “Models curiosity” is also added as a marker to capture another way to support children’s developing cognition.


Finally, Scaffolding is added as an indicator in this dimension and includes the markers related to educators providing children with assistance and encouragement to persist in tasks as they are able.

Indicators





Infant 2008


2nd Edition

Toddler 2008

Involvement
Expansion of infants’ experience 

Effective facilitation
Child interest
Enhanced learning
Scaffolding

 Active facilitation
 Children’s active engagement
 Providing information
Expansion of cognition
 Scaffolding
Encouragement and affirmation

Infant focused
Changed to marker and moved
to Child-centered and Support
for Autonomy indicators 

Behavioral Markers

Infant 2008

Involvement

- Initiate interactions
- Join in experiences
- Mirror behavior

Expansion of infants' experience

- Vary intonation

- Adjust experiences
- Encourage behavior

- Support exploration
moved from Infant Focused



2nd Edition

Effective facilitation

Educator engagement

Expands children's involvement

Open-ended play opportunities

Balanced involvement

Child interest

Makes sounds, words, or gestures

Observes with interest

Participates verbally or nonverbally

Explores materials

Enhanced learning

Adds details to experiences

Asks reasoning questions

Builds on previous experience

Makes information relevant to children's lives

Models curiosity

Scaffolding

Provides specific feedback

Recognizes effort

Provides hints

Offers verbal or nonverbal assistance

Adds or removes challenge

Toddler 2008

Active facilitation



Teacher is involved in children's activities to support learning and development



Teacher guides exploration



Teacher provides opportunities for exploration and learning

Children's active engagement



Physical involvement
Verbal involvement



Manipulation of materials

Expansion of cognition

Teacher provides and embeds information



Providing information

Clarification of concepts or task
Expansion and elaboration



Teacher encourages thinking skills
Prompting thought processes
moved from Scaffolding



Teacher integrates concepts across activities and tasks



Teacher relates information to children's lives and experiences

Scaffolding

Encouragement and affirmation



Specific feedback
Individualized feedback



Recognition of effort or accomplishment



Hints



Verbal or physical assistance



Prompting thought processes
moved to Enhanced learning

Follows infants' lead
moved to Child-centered

Allows infants choice
moved to Support for autonomy

Support exploration
moved to Effective facilitation

ENGAGED SUPPORT FOR LEARNING

Language Modeling

Language Modeling is defined by CLASS® 2nd Edition as:

Educators promote and expand children’s language development and verbal and nonverbal communication skills in the setting’s primary language(s) and children’s home language(s). Educators encourage vocalization and exchanges, provide individualized language support, and use varied descriptive language so children understand and communicate more in the setting as they are able.

What changed about this dimension in the 2nd Edition and why?

Revisions are made to language to clarify concepts and support alignment across age groups. Some markers are merged or moved to different indicators to promote cohesion within an indicator.







All markers related to supporting children’s emerging understanding of and participation in conversational exchanges are in Frequent Exchanges. For instance, “model turn-taking” is now included under the marker “facilitates back-and-forth exchanges,” and “initiates sounds or words” is added as a marker to this indicator as a way for educators to prompt responses.

All markers related to how educators extend on children’s communication attempts, such as imitating sounds or words, are captured in Communication Extensions.

All markers related to helping children understand that language can describe objects, actions, or experiences are covered in Narration. These changes especially support cohesion and alignment as similar markers were included within different indicators. For example, the marker “labeling” was under Teacher Talk in Infant and Advanced Language in Toddler.

All markers related to educators modeling or providing more complex language for children are included in Advanced Language. Additionally, revisions in language address variation in how people speak. For instance, because different dialects vary in what counts as a complete sentence, the Infant marker “uses complete and varied sentences” is now “uses a variety of words and sentence structures.” The addition of objects or gestures to the marker about connecting new words to familiar words allows for more intentional support for nonverbal children with varying backgrounds.

Indicators

| Infant 2008 | 2nd Edition | Toddler 2008 |
|--|--------------------------|--|
| Communication extensions  | Frequent exchanges |  Supporting language use |
| Teacher talk  | Communication extensions |  Repetition and extension |
| Communication support | Narration |  Self- and parallel talk |
| | Advanced language |  Advanced language |

Behavioral Markers

Infant 2008

2nd Edition

Toddler 2008

Initiate sounds or words
moved from Communication Support



Model turn-taking
moved from Communication extensions



Communication extensions

Imitate or repeat sounds
moved from Communication Support



Expand and extend on infants' communication



Provide words for infants' communication

Model turn-taking
moved to Frequent exchanges



Teacher talk Communication Support

Verbally label objects



Self-talk



Describe classroom events



Use complete and varied sentences



+

Initiate sounds or words
moved to Frequent exchanges



Imitate or repeat sounds
moved to Communication extensions



Frequent exchanges

Initiates sounds or words

Facilitates back-and-forth exchanges

Prompts encourage responses

Provides time to think and respond

+

+

Individualizes prompts

Communication extensions

Repeats

Expands

Extends

Narration

Labels

Uses self-talk

Uses parallel talk

Describes

Advanced language

Uses a variety of words and sentence structures

Introduces new vocabulary

Connects to familiar words, objects, or gestures

Supporting language use



Back-and-forth exchanges
Contingent responding



Open-ended questioning

Repetition and extension



Extends/elaborates

Self- and parallel talk



Describes own actions with language



Narrates children's actions with language

Advanced language



Variety of words and/or descriptive vocabulary



Connections to familiar words and ideas



Labeling
moved to Narration indicator

CLASS[®] 2nd Edition

Pre-K-Third Crosswalk

The CLASS[®] 2nd Edition Pre-K-3rd tool continues to measure the same overall domains, dimensions, and indicators that have always guided CLASS observations. What has changed are select terminology updates: two dimensions and a number of indicators have been renamed to more clearly reflect what they are intended to capture, and in some cases to better align with a more varied vision of effective interactions. More substantive updates took place in the behavioral markers to better illustrate the types of educator-child interactions that support meaningful learning and development. These refinements in language do not alter the core elements of observation—the concepts, number, sequencing, or grouping remain the same.

Crosswalk Icon Legend

– Indicates CLASS 2008 behavioral markers that are not included in CLASS 2nd Edition

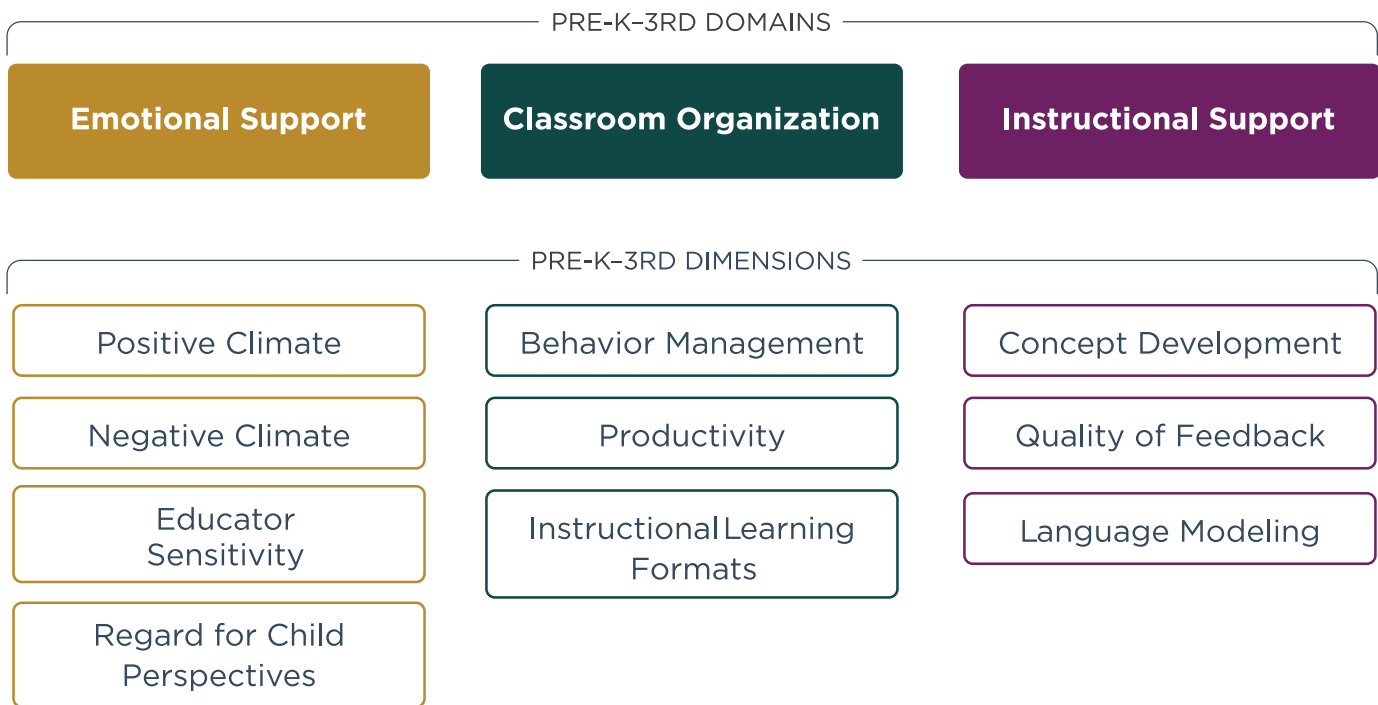
+ Indicates new behavioral markers that have been added to CLASS 2nd Edition

↪ Indicates behavioral markers that have been divided or merged

🔄 An update that adds clarity

Ⓐ a A grammatical change

CLASS[®] 2nd Edition: A Closer Look at the Pre-K-Third CLASS Dimensions



EMOTIONAL SUPPORT

Positive Climate

Positive Climate is defined by CLASS® 2nd Edition as:

Educators foster connections and a sense of belonging between adults and children, among peers, and as a classroom community. Verbal and nonverbal communications between educators and children and among children convey warmth, respect, and collaboration. The educators' interactions enhance each child's enjoyment of the learning setting and their experience of it as a caring community.

What changed about this dimension in the 2nd Edition, and why?

The revisions include variations in how emotions are expressed or how individuals demonstrate respect and close relationships.

One Positive Climate indicator name has shifted—what used to be Positive Affect is now referred to as Enjoyment—and the behavioral marker “content appearance” has been added. These shifts clarify concepts and align more specifically with the intention of the indicator. Enjoyment can be demonstrated in a wide variety of ways across individuals and settings and is not limited to more outward expressions of enjoyment, such as laughter.

Under the indicator of Respect, the behavioral marker “warm, calm voice” has been shifted to “warm voice” because warm voices can also be loud and passionate. Similarly, “eye contact” is no longer a behavioral marker listed under Respect, given how much variability exists between individuals and communities when it comes to the meaning of eye contact.

| | | |
|-----------------------------------|---|---------------------------------------|
| CLASS 2008 | | 2nd Edition |
| Relationships | | Relationships |
| Matched affect | ↻ | Emotional connection |
| Peer assistance | ↻ | Group or community orientation |
| Shared activities | ↻ | Collaborative activities |
| Social conversation | | Social conversation |
| Physical proximity | | - |
| Positive affect | ↻ | Enjoyment |
| | + | Content appearance |
| Smiling | | Smiling |
| Laughter | | Laughter |
| Enthusiasm | | Enthusiasm |
| Positive communication | | Positive communication |
| Verbal affection | | Verbal affection |
| Physical affection | | Physical affection |
| Positive expectations | | Positive expectations |
| Respect | | Respect |
| Warm, calm voice | ↻ | Warm voice |
| Respectful language | ↻ | Respectful communication |
| Cooperation and/or sharing | | Cooperation <u>or</u> sharing |
| | + | Communicates intent |
| Eye contact | | - |

EMOTIONAL SUPPORT

Negative Climate

Negative Climate is defined by CLASS® 2nd Edition as:

Educators and children express little relational negativity verbally or nonverbally. Educators and children rarely display irritability, anger, or disrespect toward others. Educators do not enact threats or severe punishment that cause disruptions to relationships in the learning setting.

What changed about this dimension in the 2nd Edition, and why?

Revisions update the terminology to improve clarity and allow for variation in tone of voice. There are also clarifications in language to support understanding.

The behavioral markers “harsh voice” and “yelling” are removed to avoid confusion with educators who use loud voices in positive ways. Similarly, “teasing” has been replaced to reflect community variation in playful or affectionate ways of speaking.

Additionally, any punishment is counted as Punitive Control, not just “harsh” punishment.

| CLASS 2008 | | 2nd Edition |
|--|--|--|
| Negative affect | | Expressed negativity |
| Irritability | | Irritability |
| Anger | | Anger |
| Disconnected or escalating negativity | | Disconnected or escalating negativity |
| Peer aggression | | Peer negativity |
| Harsh voice | | - |
| Punitive control | | Punitive control |
| Threats | | Threats |
| Physical control | | Physical control |
| Harsh punishment | | Punishment |
| Yelling | | - |
| Sarcasm/disrespect | | Disrespect |
| Sarcastic voice/statement | | Shaming or criticizing |
| Teasing | | Stereotyping or discriminating |
| Humiliation | | Humiliation |
| Severe negativity | | Severe negativity |
| Bullying | | Bullying |
| Physical punishment | | Physical punishment or aggression |
| Victimization | | - |

EMOTIONAL SUPPORT

Educator Sensitivity

Educator Sensitivity is defined by CLASS® 2nd Edition as:

Educators are aware of and responsive to children’s needs—social, emotional, physical, academic, linguistic, and cognitive. The educators’ sensitivity supports children’s feelings of safety and comfort in the learning setting and facilitates children’s ability to actively participate, explore, and take risks.

What changed about this dimension in the 2nd Edition, and why?

Revisions primarily focus on clarification of concepts, although there are two language changes to note here. In an effort to move toward more intentional use of “educator” rather than “teacher,” the dimension name has shifted to Educator Sensitivity (EdS). To better reflect the age group, Student Comfort is now Child Comfort.

Behavioral markers were added to capture more active demonstrations of awareness on the part of the educator, such as “communicates availability” and “notices need for clarification, assistance, or challenge.” The addition of “scaffolds children to resolve problems for themselves” captures another way that educators can support children in the learning setting.

| | | |
|--|--|---|
| | CLASS 2008 | 2nd Edition |
| | Awareness | Awareness |
| | Anticipates problems and plans accordingly | Anticipates needs |
| | Notices lack of understanding and/or difficulties | Notices need for clarification, assistance, or challenge |
| | + | Communicates availability |
| | + | Checks in with children |
| | Responsiveness | Responsiveness |
| | Acknowledges emotions | Validates emotions or needs |
| | Provides comfort and assistance | Provides comfort and assistance |
| | Provides individualized support | Provides individualized support |
| | Addresses problems | Problem resolution |
| | Helps in an effective and timely manner | Helps in a timely manner |
| | Helps resolve problems | Scaffolds children to resolve problems for themselves |
| | | Effective resolution |
| | Student comfort | <u>Child</u> comfort |
| | + | Seeks support and guidance |
| | Freely participates | Freely participates |
| | Takes risks | Takes risks |

EMOTIONAL SUPPORT

Regard for Child Perspectives

Regard for Child Perspectives is defined by CLASS® 2nd Edition as:

Educators emphasize children's emerging sense of self and help children develop and express their unique interests, motivations, and points of view by providing opportunities for children to experience autonomy and direct their own learning. Children's interests and choices guide classroom experiences and, as a result, children are meaningful contributors to activities.

What changed about this dimension in the 2nd Edition, and why?

Revisions to language provide clarification of the concepts and address variation in expectations of autonomy and individual expression. Additionally, the change from student perspectives to child perspectives better reflects the age group.

Two indicator names are changed to support understanding: Flexibility and Student Focus became Child-Centered, and Restriction of Movement became Allows Movement. Additionally, the increased emphasis on nonverbal expression and a range of ideas and perspectives reflects the ways in which children with varying backgrounds and abilities may express themselves or make choices.

| | |
|--|---|
| CLASS 2008 | 2nd Edition |
| Flexibility and student focus | Child-centered |
| Incorporates students' ideas | Incorporates children's ideas or interests |
| Follows students' lead | Follows <u>children's</u> lead |
| Shows flexibility | Shows flexibility |
| Support for autonomy and leadership | Support for autonomy and leadership |
| Allows choice | Provides meaningful choice |
| Allows children to lead lessons | Encourages children to lead activities |
| Gives students responsibility | Gives <u>children</u> responsibility |
| Student expression | <u>Child</u> expression |
| + | Balance of educator and child expression |
| Encourages student talk | Encourages expression |
| Elicits ideas and/or perspectives | Elicits a range of ideas or perspectives |
| Restriction of movement | Allows movement |
| Is not rigid | Relaxed structure |
| Allows movement | Children can wiggle or fidget |

CLASSROOM ORGANIZATION

Productivity

Productivity is defined by CLASS® 2nd Edition as:

Educators use time and structure activities, routines, and transitions so that children have regular, ongoing opportunities to participate and know how to do so.

What changed about this dimension in the 2nd Edition, and why?

Revisions clarify language, and the focus for this dimension is on children having the opportunity to be involved in learning activities throughout the day.

Clarifications include changing Maximizing Learning Time to Opportunities for Learning, revising “pacing” to “minimal waiting,” and emphasizing that the most effective transitions are “organized and efficient.” These changes help capture how time is managed in the classroom and clarify that the quality of the learning is assessed in other dimensions.

| CLASS 2008 | 2nd Edition |
|---|---|
| Maximizing learning time | Opportunities for learning |
| Provision of activities | Activities available |
| Effective completion of managerial tasks | Effective completion of managerial tasks |
| Few disruptions | Minimizing and managing disruption |
| Choice when finished | Minimal waiting |
| Pacing |  |
| Routines | Routines |
| + | Consistent routines |
| Clear instructions | Clear instructions |
| Students know what to do | <u>Children</u> know what to do |
| Little wandering | Little wandering |
| Transitions | Transitions |
| Brief | Organized and efficient |
| Explicit follow-through | Explicit follow-through |
| Learning opportunities within | Learning opportunities within |
| Preparation | Preparation |
| Materials ready and accessible | Materials ready and accessible |
| Knows lessons | Knows lessons |

Instructional Learning Formats








Instructional Learning Formats is defined by CLASS® 2nd Edition as:

Educators facilitate activities by supporting work and play in ways that enhance children’s engagement. Educators balance this facilitation with moments of observation as children engage in independent or peer play or work. Educators support children’s general engagement and enhance their focus on specific learning objectives within activities. Through these efforts, children remain deeply engaged in work and play, as demonstrated by their active participation and focused attention.

What changed about this dimension in the 2nd Edition, and why?

Revisions emphasize the focus on child engagement and capture the variety of ways educators can help children become involved in classroom activities, especially across pre-K to 3rd-grade settings. Language changes and additional markers for the indicators Variation in Approach and Clarity of Learning Objectives clarify this emphasis.

Under the Effective Facilitation indicator, the addition of “balanced involvement” acknowledges how educators can individualize support for engagement by providing facilitation when needed while letting a focused child continue their work uninterrupted. Additionally, although an educator’s effective facilitation may include questioning, the “effective questioning” behavioral marker was removed because the effectiveness of this questioning is judged by the expansion of children’s involvement.

| | |
|---|---|
| CLASS 2008 | 2nd Edition |
| Effective facilitation | Effective facilitation |
| Teacher involvement  | Educator engagement |
| Expanding children’s involvement | Expanding children’s involvement |
| + | Balanced involvement |
| Effective questioning | - |
| Variety of modalities and materials  | Variation in approach |
| + | Variety of strategies |
| Range of auditory, visual, and movement opportunities  | Range of modalities or opportunities |
| Hands-on opportunities  | Hands-on or participatory opportunities |
| Interesting and creative materials | - |
| Student interest | <u>Child</u> interest |
| Active participation | Active participation |
| Listening | Listening |
| Focused attention | Focused attention |
| Clarity of learning objectives | Clarity of learning objectives |
| + | Materials or activities support learning goals |
| + | Questions remain focused |
| Advanced organizers  | Previews, summaries, or reorientation statements |
| Summaries |  |
| Reorientation statements |  |

Concept Development

Concept Development is defined by CLASS® 2nd Edition as:

Educators use instructional strategies and activities that help children learn about and understand concepts and content. Educators facilitate learning opportunities that support children’s development of thinking skills and creativity. Factual information is taught in the context of these learning opportunities rather than in rote ways that focus only on memorization or recall of information. Educators help children create meaning by linking new concepts and content to prior knowledge and ensuring it is connected to their lived experiences.

What changed about this dimension in the 2nd Edition, and why?

Revisions highlight the depth of analytical and creative thinking captured in this dimension. The changes in language acknowledge different ways of knowing and thinking to include play and exploration, as support for higher-order thinking.

Additional language changes emphasize that conceptual connections should be relevant to the specific children in the classroom, building on classroom content and children’s previous experience.

| CLASS 2008 | 2nd Edition |
|---|---|
| Analysis and reasoning | Analysis and reasoning |
| Why and/or how questions  | Effective why or how questions |
| Problem-solving | <u>Problem-solving</u> |
| Prediction/experimentation | <u>Prediction or experimentation</u> |
| Classification/comparison | <u>Classification or comparison</u> |
| Evaluation  | Evaluation or synthesis |
| Creating  | Creativity |
| + | Open-ended activities or play |
| Brainstorming | Brainstorming |
| Planning | Planning |
| Producing | Producing |
| Integration | Integration |
| + | Elicits prior knowledge |
| Connects concepts  | Connects to broader concept |
| Integrates with previous knowledge  | Builds on previous knowledge or experience |
| Connections to the real world  | Connections to everyday lives |
| Real-world applications | Real-world applications |
| Related to students’ lives  | Relevance to children’s lives |

Quality of Feedback

Quality of Feedback is defined by CLASS® 2nd Edition as:

Educators provide feedback that builds on children’s knowledge and skills in ways that expand understanding or increase persistence. Effective feedback is extended, specific, and individualized, meeting children where they are and scaffolding support as children deepen and refine their learning. Educators also enhance children’s motivation and persistence by encouraging and affirming their efforts rather than their work products.

What changed about this dimension in the 2nd Edition, and why?

Revisions consist of language clarifications throughout, the addition of behavioral markers to better capture all aspects of scaffolding, and the recognition of how developmental variation might inform educator support.

The Scaffolding indicator now includes “checks for understanding,” “provides hints,” “offers verbal or nonverbal assistance,” and “adds or removes challenge,” as the process of scaffolding includes starting with knowledge of the children’s current level of understanding and providing individualized support to deepen that understanding. Changes to Encouragement and Affirmation emphasize the focus on children’s efforts and allow for developmental variation in children’s ability to persist in challenging tasks.

| CLASS 2008 | 2nd Edition |
|--|---|
| Scaffolding | Scaffolding |
| + Hints | Checks for understanding |
| Assistance ↻ | <u>Provides hints</u> |
| + Feedback loops | Offers verbal or nonverbal assistance |
| | Adds or removes challenge |
| Back-and-forth exchanges | Feedback loops |
| Persistence by teacher | Back-and-forth exchanges |
| Follow-up questions | Persistence by <u>educator</u> |
| Prompting thought processes | Follow-up questions |
| Asks students to explain thinking | Prompting thought processes |
| Queries responses or actions ↻ | Asks <u>children</u> to explain thinking |
| Providing information | Asks about responses or actions |
| Specific feedback | Providing information |
| Expansion ↻ | Uses <u>specific feedback</u> |
| Clarification | Adds detail |
| Encouragement and affirmation | Clarifies |
| Recognition ↻ | Encouragement and affirmation |
| Reinforcement ↻ | Recognition of effort |
| Student persistence ↻ | Encouragement of persistence |
| | Children persist as able |

Language Modeling

Language Modeling is defined by CLASS® 2nd Edition as:

Educators promote and expand children’s language development and verbal and nonverbal communication skills. Educators support children’s development in both the language(s) of instruction and children’s home language(s). Educators encourage conversations, provide individualized language support, and use varied descriptive language such that children understand and communicate more in the learning setting.

What changed about this dimension in the 2nd Edition, and why?

Revisions include clarifications and additions that better reflect the ways in which educators can build on children’s communication. Additionally, the revisions address the variations in children’s and educators’ language use.

Revisions in language focus on ways that educators might prompt and extend all children’s communication (verbal and nonverbal) and emphasize the need to support children’s home languages. Additional markers highlight strategies to support children’s communication, such as “labeling,” “describing,” and “prompts vocabulary use.”

| | |
|--|---|
| CLASS 2008 | 2nd Edition |
| Frequent conversation | Frequent conversation |
| Back-and-forth exchanges | Back-and-forth exchanges |
| Contingent responding | Responses build on one another |
| Peer conversations | Peer conversations |
| Open-ended questions | Open-ended prompts |
| Questions require more than a one-word response | Prompts encourage extended responses |
| + | Individualized prompts |
| Students respond | Children communicate as able |
| Repetition and extension | Communication extensions |
| Repeats | Repeats |
| + | Expands |
| Extends/elaborates | Extends |
| Self- and parallel talk | Narration |
| + | Labeling |
| + | Describing |
| Maps own actions with language | Self-talk |
| Maps student action with language | Parallel talk |
| Advanced language | Advanced language |
| Variety of words | Varied language |
| Connected to familiar words and/or ideas | Connected to familiar words or ideas |
| + | Prompts vocabulary use |

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