CLI Engage: Integrated Digital Tools for All Caregivers of Children Birth to 5 years

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What is the tool?

WELCOME TO CLI ENGAGE!

CLI Engage is the comprehensive professional development platform for public school pre-k and Head Start teachers in Texas, providing free access to Texas School Ready tools and resources. Learn more about us and register for access to our research-based tools.

CLI Engage platform was built in partnership with

The resources on CLI Engage were created with additional support from foundations and federal grants.
Resources Available on CLI Engage

PROFESSIONAL DEVELOPMENT RESOURCES

- **CIRCLE Courses**
  Professional development courses on effective instructional practices

- **CIRCLE Activity Collections**
  Scripted lessons tied to progress monitoring results

- **Video-based Coaching**
  Video-based, personalized instructional feedback and goal setting

DATA-DRIVEN INSTRUCTIONAL TOOLS

- **CIRCLE Progress Monitoring**
  User-friendly progress monitoring that gives teachers immediate feedback about a child’s progress and activities that will support further learning

- **Classroom Observation Tools**
  - Classroom Environmental Checklist
  - Teacher Observation Tool for Coaches
  - Teacher Observation Tool for Administrators

Areas of Expansion

- **Home Resources**
  Parent intervention programs and activities to increase responsiveness

- **Infant/Toddler Resources**
  Online courses and activities for infant & toddler teachers

- **Texas Kindergarten Entry Assessment (TX-KEA)**
  Comprehensive school readiness screener for Kindergartners
PD Areas & Audience

Preschool Teachers
- eCIRCLE
- CIRCLE CDA Training Program, Prek Endorsement*
- Texas Prekindergarten Guidelines*

Infant and Toddler Teachers
- Play with Me Series
- Strategies for Early Education and Developmental Success (SEEDS)- remote coaching
- Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines Training*
- CIRCLE CDA Training Program, Infant Toddler Endorsement*

Home-based Providers
- Beginning Education: Early Childcare at Home (BEECH)

Parents/ Families
- Play and Learning Strategies (PALS) – remote coaching
**BIOECOLOGICAL SYSTEMS**

- Created by Urie Bronfenbrenner
- Represents the interactions between the child and the world around her
- Systems have direct effects and indirect influences

Click on a circle to learn more about that system.
Provide Rich Language Input

Encourage Children to Talk

CLICK on one of the PANELS above to see STRATEGIES.
Labels are names for objects, concepts, and actions.

It is best to provide labels for objects when children are actively engaged with that object or in that action. Since they are already paying attention, children can easily connect what you are saying to the appropriate object or action.

To help build children’s vocabulary, caregivers can label objects, concepts, and actions throughout the day, including during playtime, book reading, and everyday activities like meal time, diaper changing, or potty time.

Click on a title to the right to view a video example of this strategy.
Infant & Toddler
Click here to link to an activity.

Back to Strategy

Next Example
**Infant and Toddler Activities**

**Little Drummer Baby**

**Language & Communication 9-24 months**

**GETTING STARTED**

**ACTIVITY OBJECTIVE**
Child will respond to sound of drum and soft drum beats by focusing attention on the drum and teacher.

**SETTING**

Classroom

**MATERIALS**
Small drum or container that can be turned upside down and patted to make noise.

**LET’S PLAY**

Introduce the drum to the child. “Look what we have to play with today! It’s a drum. We can make music with this drum!”

Show the child how you can pat the drum with your hand. “You can try this!”

“If the child is hesitant to pat the drum, guide them to try. “Here’s how you can do it.” Encourage them to tap it, and then tap it with you. Soft tapping is a good start. “Can you make a soft sound?”

**LEARNING LINKS**

Focus on sounds as part of language development, and making sounds – whether vocal or musical – is part of self-expression. The act of patting the drum and hearing the sound it makes helps children that sounds can be very different i.e. loud, soft, fast slow.

**EARLY HEAD START ALIGNMENT**

Social Emotional Learning and Understanding

Goal F.4.2 Child learns from communication and language experiences with others.

**KEYWORDS**

Drum, pat, soft, loud, fast, slow, sound

**TIPS**

- Be sure to pause and allow plenty of time for the infant or toddler to practice tapping turns with you. Some infants may be hesitant initially to pat or bang the drum, while others will be enthusiastic right away.
- If the child shows interest in different rhythms, you may use them to your advantage. Even if infants and toddlers cannot copy the rhythm, they may show interest in hearing the rhythms change.
- You can also sing a song of your choice as you play to keep the child interested.

**Diving Deeper**

**TEXAS EARLY LEARNING GUIDELINES**

This activity is designed to support:

- Language and Communication
- Listening and Understanding
- Cognitive

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Course 2: Reading Children’s Signals

What You Will Learn: The Big Idea

The Big Idea for this course is understanding children’s signals. Signals are cues that express thoughts and emotions. Learning to recognize them is very helpful.

- Smiling is a signal that someone is happy.
- Clapping hands is another signal of happiness or excitement.
- Crying is a signal that someone is sad.
- Children’s signals are not always totally clear.
Introduction

This session starts by talking about how you can tell when your baby likes or is interested in something.

**Positive signals** may include gazing, smiling, reaching, babbling, or saying a word or two.
Where is the tool in development?