

# Talk with Me Toolkit Webinar

October 17, 2024

2:00 to 3:00 pm



Family Place Libraries  
Building Foundations for Early Learning



Smithsonian  
Office of Educational Technology

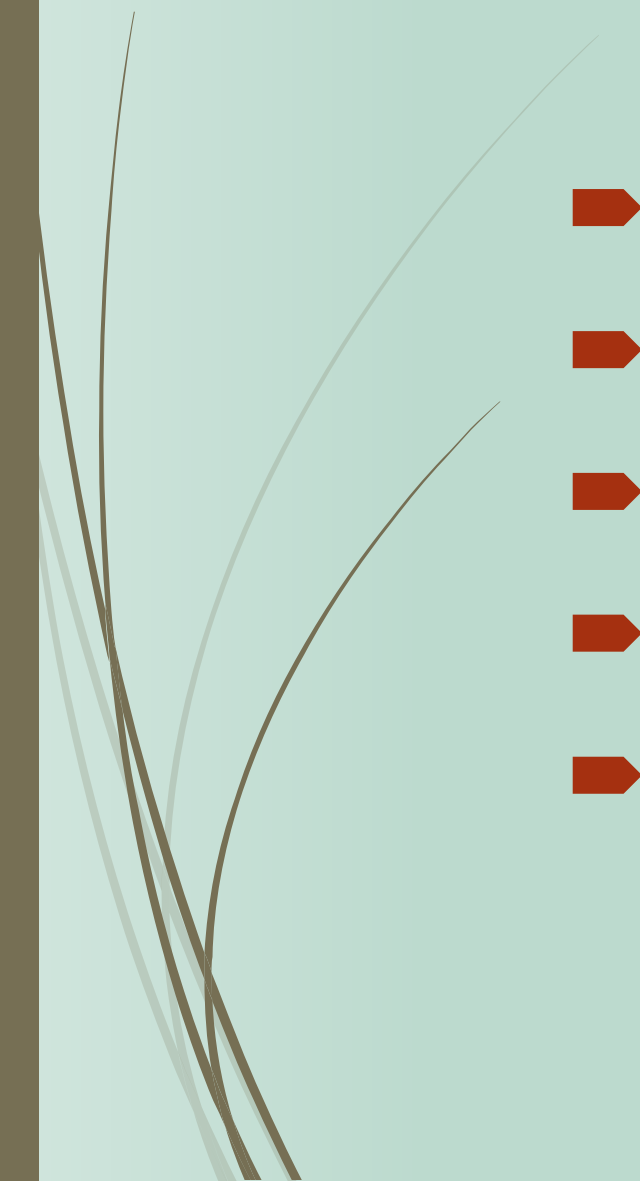
Goodling  
for Research  
in Family Literacy **Institute**



This project was made possible  
in part by a grant from the  
Institute of Museum and Library Services.



# Agenda

- Introductions
  - Overview of the project
  - Talk With Me Toolkits (TMT)
  - Strategies for using the TMTs
  - Evaluation findings of the TMTs
- 



# Introductions

## **Kristen Todd-Wurm**

National Coordinator, Family Place Libraries

## **Philippa Rappoport**

Lead, Education and Engagement the at Smithsonian Office of Educational Technology

## **Carol Clymer**

Co-Director, Goodling Institute for Research in Family Literacy, Penn State

## **Beth McLean**

Assistant Teaching Professor, Goodling Institute for Research in Family Literacy

## **Esther Prins**

Co-Director, Goodling Institute for Research in Family Literacy

## **Caroline Mandaro**

Family Place Trainer, Youth Services Librarian



# Project Team

## **Family Place Libraries**

- Kristen Todd-Wurm
- Tracy LaStella
- Sophia Serlis-McPhillips
- Caroline Mandaro

## **Smithsonian Office of Educational Technology**

- Philippa Rappoport

## **Goodling Institute for Research in Family Literacy, PSU**

- Carol Clymer
- Beth McLean
- Esther Prins
- Heather Toomey Zimmerman
- Mai Atta (GA)
- Ping Xu (GA)



# Family Place Libraries (FPL)

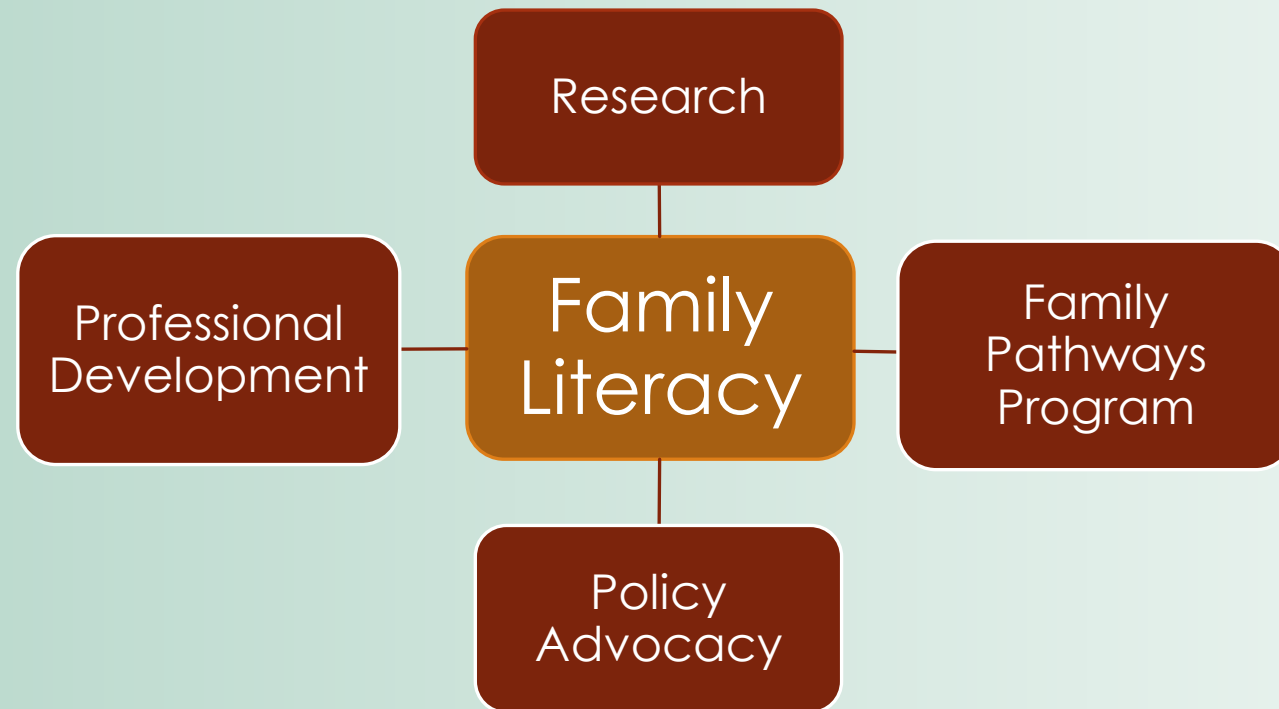
- A national program established by the Middle Country Public Library (MCPL) in Centereach, NY in 1997
- A library initiative for early childhood information, parent education, early literacy, socialization, and family support



# Smithsonian Office of Educational Technology (OET)

- **The Smithsonian Institution** - largest museum system in the world, with 21 museums and multiple research centers.
- **The Office of Educational Technology** connects educators and educational communities to the Smithsonian's ecosystem of digital educational resources.
  - **Smithsonian Learning Lab** - interactive digital platform where users discover, create, and share resources and collections of content with over 6 million resources.

# Goodling Institute for Research in Family Literacy



<https://ed.psu.edu/research-grants/centers-institutes/goodling-institute>





# IMLS Grant - What We Did

- Adapted and evaluated Smithsonian OET's free, online *Talk with Me Toolkits* for library engagement and family literacy efforts
  - Implemented two cohorts in six-week consecutive sessions
  - Learned what caregivers liked and did not like
  - Received input from librarians about how to use TMTs
  - Revised TMTs between cohort 1 and cohort 2 based on evaluation activities



# IMLS Grant – What We Did

- Evaluation and use of TMTs for 2 cohorts in 4 libraries with different families in each cohort
  - Cuyahoga County Public Library, Brooklyn Branch, Cleveland OH
  - Hillsboro City Library, Hillsboro TX
  - Middle Country Public Library, Centereach NY
  - York County Libraries, Martin Library, York PA

*Let's take a look!*



# Talk with Me Toolkit Objectives

- To foster and strengthen discussion between caregivers and children to promote children's language and literacy development.
- To introduce caregivers and children to an array of artifacts from the Smithsonian that includes captivating videos, real-world photographs, intriguing paintings, and other artworks.





# *Talk with Me Toolkit* Format

Each TMT includes:

- Title page
- How to use the TMT – information about icons and how to proceed through the TMT
- Look or watch – images and videos with vocabulary and question prompts
- Play – activities that include instructions and a list of supplies related to the activities
- Read together – 3 books related to the topic, with question prompts
- Additional activities and books – related to the TMT topic to promote further reading and conversation about the topic

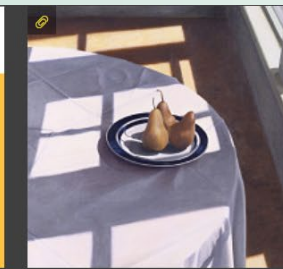
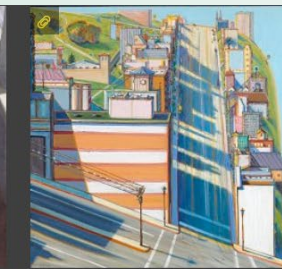


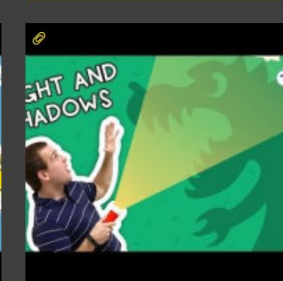
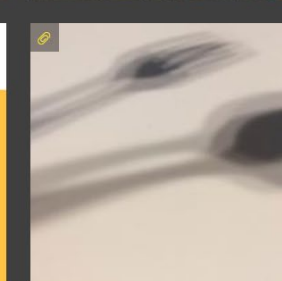
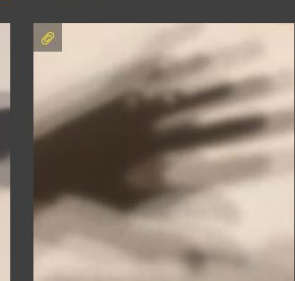

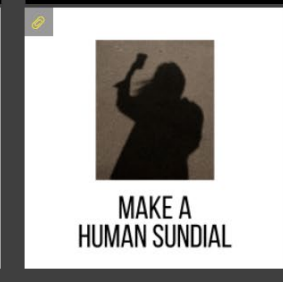
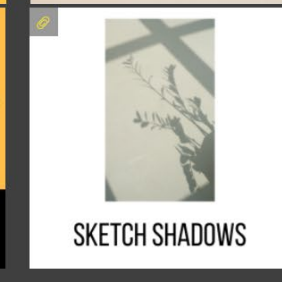
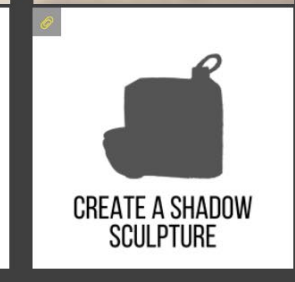
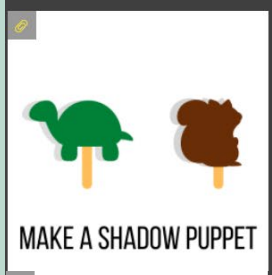
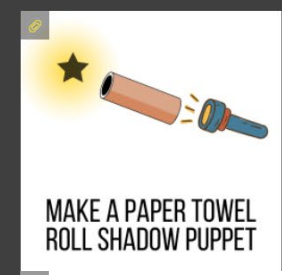







# TMTs



TMTs can be found at: <https://learninglab.si.edu/org/talk-with-me-toolkits>, or individually:

- *Air & Space: Can It Fly?* - <https://s.si.edu/tmt-fly>
- *Art: Colors, Shapes, and Lines* - <https://s.si.edu/tmt-colors>
- *Art: Light and Shadow* - <https://s.si.edu/tmt-shadow>
- *Me & My world: My Neighborhood* - <https://s.si.edu/tmt-neighborhood>
- *Music: Animal Tracks* - <https://s.si.edu/tmt-tracks>
- *Nature: Who Lives in the Soil?* - <https://s.si.edu/tmt-soil>


# ART LIGHT & SHADOW

<p><b>ART LIGHT &amp; SHADOW</b></p> <p>ART: Light and Shadow Talk With Me Toolkit</p>	<p><b>HOW TO USE</b></p> <p>Each image on this page is a resource. Click a resource to view it in detail. As you view each resource, use these buttons to interact:</p> <ul style="list-style-type: none"> <li>Click the Paperclip button to close or open activity information. Closing this information will make an image or video larger.</li> <li>Click the Info button to learn more about the resource (who made it or where it came from).</li> <li>Click the Zoom button to make an image larger.</li> <li>Click the Arrow buttons in the bottom navigation bar to move forward and backward in the toolkit.</li> <li>Click the Grid button in the bottom navigation bar to go back to the full toolkit.</li> </ul>	<p><b>L O O K</b></p> <p><b>FIND THE LIGHT AND SHADOWS</b></p> 			
<p><b>WATCH: SOURCES OF LIGHT</b></p>	<p><b>LIGHT SOURCES</b></p> 	<p><b>LIGHT AND SHADOWS</b></p> 	<p><b>L O O K</b></p> <p><b>FIND THE SHADOWS</b></p> 		
<p><b>PLAY AND EXPLORE</b></p> <p><b>SHADOWS</b></p> <p>Play and Explore: Shadows Talk With Me Toolkit</p>	<p><b>PLAY WITH A FLASHLIGHT</b></p> 	<p><b>MAKE A HUMAN SUNDIAL</b></p> 	<p><b>PLAY MAKE ART WITH LIGHT &amp; SHADOWS</b></p> 	<p><b>CREATE A SHADOW SCULPTURE</b></p> 	
<p><b>MAKE A SHADOW PUPPET</b></p> 	<p><b>MAKE A PAPER TOWEL ROLL SHADOW PUPPET</b></p> 	<p><b>CREATE RAINBOW SUNCATCHER ART</b></p> 	<p><b>PLAY WITH LIGHT, BLOCKS, AND SHADOWS</b></p> 	<p><b>READ TOGETHER</b></p> <p><b>MOONBEAR'S SHADOW</b></p> 	<p><b>READ TOGETHER</b></p> <p><b>SHADOW CHASERS</b></p> 
<p><b>READ TOGETHER</b></p> <p><b>SMOOT: A REBELLIOUS SHADOW</b></p> 	<p><b>MORE BOOKS</b></p> 	<p><b>MORE ACTIVITIES</b></p> 	<p>Art: Light and Shadow - <a href="https://s.si.edu/tmt-shadow">https://s.si.edu/tmt-shadow</a></p>		



# Strategies for Using the TMTs





# Using the TMTs in Library Programming

Report back from librarian Caroline Mandaro

- How you implemented the TMTs
- How you recruited participants
- Length of each session
- How you organized the sessions. Did you use a lesson plan?
- Lessons learned:
  - What you learned about implementing the session from cohorts #1 to #2.
  - How you would implement sessions going forward.




# Share Your Ideas

- Type in the chat how you would use the TMTs in your programming.
  - Would you build a specific program around the TMTs or use them in an existing program?
  - What other types of programs would the TMT fit into?



# Manual

- Background
  - *Talk with Me Toolkits* description and contents
  - Tips for setting up and implementing the TMT session
  - Encouraging use of the TMT at home
- 

# Implementation Strategies

## Talk with Me Toolkit Session

- Develop a session plan/lesson plan for presenting the TMT
- Decide:
  - # of slides, videos, activities, and books
  - typical: slides + videos + 1-2 activities + book = 1.5 hours
  - If each dyad receives a device or if you present to group
- Most appropriate for 5- to 8-year-olds. Can be adapted for other ages.



# Implementation Strategies

## Talk with Me Toolkit Session

- Print questions and vocabulary words for conversation between slides
- Encourage conversation and discussion of vocabulary
- Model how to ask questions to further conversation (e.g., open-ended questions)
- Let caregivers know that questions and prompts are meant as a springboard for conversation and encourage them to expand on the topic



# Implementation Strategies

## Talk with Me Toolkit Activities

- Decide on the activity(ies) you want caregivers and children to do together and have supplies ready
- Develop new activities related to the TMT topic you think families might enjoy



# Implementation Strategies

## Talk with Me Toolkit Book Reading

- Choose a book from the three provided that is appropriate for the age-group attending your session
- Additional books are listed at the end of each TMT
- Read the book with the children, modeling interactive reading
- If possible, allow opportunities for caregivers to check out the books





# Encourage Use of Toolkit at Home

- Inform caregivers that TMTs are available online for use at home
  - Provide a QR code or links to the TMTs
- Encourage families to complete additional activities at home
  - Provide take-home bags with supplies and activity instructions





# IMLS Grant – Data Collected

- Caregiver pre- and post-survey
- Observation of the first and last TMT sessions
- Caregiver satisfaction survey with each TMT
- Librarian satisfaction survey with each TMT
- Caregiver focus group
- Librarian focus group and interviews



# Quantitative Findings

## Pre/Post Survey Comparison

After participating in the project:

- Cohort #1 (n=26) - significant increase in 3 self-reported variables:
  - Print literacy
  - Oral literacy
  - Reading to child
- Cohort #2 (n=17) - significant increase in:
  - Interactive reading practice



# Quantitative Findings

## Pre/Post Survey Comparison

Cohort #1 and Cohort #2 combined (n=43) comparison of pre- and post-survey

- Significant increase in the frequency of:
  - Print literacy
  - Play
  - Interactive reading

**In summary: significant increases in interactive reading, reading to child, print and oral practices, and playful interactions.**

# Qualitative Findings Overall



- Positive engagement with the TMTs – e.g., pointing at slides, talking together, and asking questions.
  - “My child stayed interested and he was excited to come back every week.”
- Questions stimulated conversation and introduced new vocabulary.
- Caregivers enjoyed having the specific time set aside to interact with their children.



# Qualitative Findings Caregiver Views

- New topics and subjects introduced
  - “It was a good learning experience. There were a few things that I didn’t know, so it was learning for myself as well as my son.”
  - “I think in each one [TMT] that we did, there was something different that I wouldn’t have personally taught my son, so that was cool. And like he said, stuff that I didn’t know, vocabulary terms, I wouldn’t have known how to explain videos, I wouldn’t have known to show him.”



# Qualitative Findings

## Librarian Views

- Liked addition of vocabulary words from cohort #1 to cohort #2
- Found using a lesson plan for each TMT was helpful (e.g., estimated time for each section of slides)
- Made handouts of the questions and vocabulary words, which helped families during the session
- Mentioned that families like the TMTs because they “really enjoy just talking together and learning together.”

# THANK YOU!

## Contact us:

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