**A028C795\_231024AK\_C3006\_proxy.mp3**

[00:00:00] **Speaker 1** Down to this little area?

[00:00:01] **Speaker 2** No, we're too young for this side of the building. Our hallway is on the other side where we play.

[00:00:08] **Speaker 1** Okay, so this is for older kids. Yeah, I see. Big kids.

[00:00:15] **Speaker 2** Yeah.

[00:00:16] **Speaker 1** So is is that age group your preferred target demo? Is that where you would want to be with the two year olds and under?

[00:00:24] **Speaker 2** Well, that's where I've been working for the past, what, 11 years with age group, so. Okay. I mean, I'm not I'm not saying I wouldn't work with other age groups. I just haven't had the opportunity yet.

[00:00:37] **Speaker 1** Okay. Well, I guess give me a little bit about yourself. So. 11 years. Is that how long you've been here? Just teaching in general.

[00:00:43] **Speaker 2** That's how long I've been working at next door. 11 years. I've been in a field for 12 years. Okay. So I my first year in the field, I worked in a kindergarten classroom at a private school. And then I came to next door after this. I've been here ever since.

[00:00:58] **Speaker 1** What do you like about working here?

[00:01:00] **Speaker 2** I like the opportunities that Nextdoor provides. I just love interacting with the children, the families. I love watching children learn something from me and then being able to accomplish it on their own.

[00:01:13] **Speaker 1** So you've always worked with this age range? Yes. So what is the age range in your classroom?

[00:01:18] **Speaker 2** So right now I have there are two, but one just turned two and one is about to be three.

[00:01:25] **Speaker 1** Okay. And then at eight. At that age, that's actually a pretty big difference, right?

[00:01:29] **Speaker 2** Yes. You have a newly two and then you have a older two. So it's like you really have to adjust your activities because I want my youngest to learn, but then I want to keep My old is interesting, too.

[00:01:40] **Speaker 1** Okay. So give me your perspective on the LINA devices and that and that methodology because you've been here when it came in. Right. Yes. So kind of walk me through the beginning of that and what you've taken away from it.

[00:01:52] **Speaker 2** So in the beginning, it was kind of it was different. It was something that, you know, we hadn't been through before. So we had a lot of questions like, Oh, are they listening to what we're saying or are they recording our words? And then once they explained to us that, hey, it's just recording the number of interactions that you're having between the kids, we were okay with it. And actually, I love Lina. I love it because it helps me to, um, really recognize my interactions with the children in the classroom. And I use it as a tool to help me improve.

[00:02:29] **Speaker 1** So before it was there, did you have a sense that there might be more kids, that you were just more easily easy to interact with and some that you had to remember to go back to them?

[00:02:40] **Speaker 2** If I would say you do now because you know your kids are you know, those the ones who don't aren't as verbal. So we already knew, okay, let's try to be more verbal with those kids. And then we knew the kids who, you know, they would just skyrocket because they talk all the time. So but it did help. It helped recognize those differences, maybe.

[00:03:02] **Speaker 1** Walk me through, if you would like, one of those first, like surprising moments where they showed you the data and you're like, wow, I didn't think it was that.

[00:03:09] **Speaker 2** So I had a kid who was very nonverbal. But Lina picks up on not just words, but the sounds. So once we got his results, his score was high and it was because of the sounds that you were making, not necessarily him saying words, but he was interacting back and forth with us.

[00:03:27] **Speaker 1** So what did that inform you? What did that allow you to do with that information?

[00:03:31] **Speaker 2** It let me know that, hey, we're talking to him a lot and he's actually trying he's making attempts to talk. It may not be clear. We may not be able to understand, but he's still trying to use language.

[00:03:44] **Speaker 1** And then are you able to shift how you work with him to to then to work on getting him closer to words and understanding?

[00:03:51] **Speaker 2** Yes. So we use that data also to set goals for the kids. So if I have that child who was, um, who scored lower, who wasn't having many interactions, then I will plan. So okay, I'm going to have a one on one with this child. Maybe I'm going to read more books with him. I want him to name I'm going to ask him what does he see in the book so I can get those words out of him. Okay.

[00:04:14] **Speaker 1** So when you do the coaching, what do you get? I mean, you've been through this now enough times. There's still new things you're learning from coaching.

[00:04:21] **Speaker 2** Um, yes, I'm learning new techniques. So every time we have a meeting about Lina, we'll go and look in a book, and then they'll have resources for us to use. So is always something new that I can implement in my classroom.

[00:04:34] **Speaker 1** Okay. Now, we saw when the kids were first putting on the vest, that was their first interaction. Right. So what's that like for them to have to how do you approach that of like letting them this is what we're going to do?

[00:04:46] **Speaker 2** Yeah. So I just like to introduce introduce it to them, show them what it is, talk about what it does, and then I like to give them an option. I don't want to force it on them because that can have a negative impact. So I always give them the choice. Do you want to put this on? Everybody else is going to put it on. We could put it all together. And they you know, if they're okay with it, we put it on. If they're not, I give them time because once they see everybody else wearing it, nine times out of ten, they're going to put one on. So.

[00:05:13] **Speaker 1** We saw one of the kids say that he wanted a superhero cape, right?

[00:05:17] **Speaker 2** Yes. So we do we do things like that, too, to get them engaged with it. Sometimes we give them stickers to put on it, to decorate it, because they're kind of playing. So you want to make it interesting for them. And like you say, yeah, we'll say, Oh, this is a superhero cape or a costume or something, you know, to get them motivated.

[00:05:35] **Speaker 1** And as far as how long will they wear it? Throughout the day, once they're used to it.

[00:05:40] **Speaker 2** They'll wear pretty much until they go home.

[00:05:42] **Speaker 1** Okay. So it's capturing that full range.

[00:05:44] **Speaker 2** Yes.

[00:05:45] **Speaker 1** Right. Yes. And as far as the device, I mean, I saw some of them kind of playing with it. They just get used to it, right?

[00:05:52] **Speaker 2** They do in the beginning. They like to try to open it and see what's in there, because you can feel that there is a little box in there. So they like to explore. They'll look inside. Some do, even from there, how to take it out. But, you know, once you just keep explaining it to them, they get used to it.

[00:06:10] **Speaker 1** So part of the look of this story is talking about the number of kids coming out of COVID with language delays. What have you seen in the last few years in your classroom?

[00:06:20] **Speaker 2** Well, I have seen kind of a decrease in language. I know. I understand that kids, you know, during COVID, they were at home. So they probably didn't get a lot of communication happening. You know, parents are probably working from home. They could have been in the house with siblings. So. And technology, technology use has grew so much. So they're more into the tablets, the phones and not necessarily talking to people. So I have noticed that decline. So in the classroom, we just sort of focus a lot on communicating vocabulary words. We use books, we try to steer away from technology.

[00:07:00] **Speaker 1** And how much of it is just simple, like, look, watch my lips. And I mean, are you trying to emphasize when you're talking to them?

[00:07:08] **Speaker 2** Yes, because a lot of it is just talking, especially at this age, though, we talk so much. You talk. We have to talk the routines. I want you to go in the bathroom. I want you to wash your hands. I need you to do this. So, yes, we are talking and I pause. So I want them to know. I want you to talk to me. I want you to respond to what I'm saying. So we give them that eye contact. So, yes, we're teaching them how to communicate.

[00:07:32] **Speaker 1** How closely related from your perspective, is a delay in language versus with behavior issues where kids can't communicate and sometimes express themselves in other.

[00:07:42] **Speaker 2** Ways is closely related because that's where those behaviors may stem from. If you have a child who cannot express what he wants or needs and he can't get that across to you, he may do other behaviors to get your attention. Or if you have a child say he wants a toy that another child has, he can't simply say, can I use that? He'll just go take it. And then that'll cause a problem with the other child or the child who has the toy taken from them. They can say, Hey, I was using that. They'll start screaming or firing.

[00:08:18] **Speaker 1** So when you are able to work on these things and give kids more of those tools, do you are you able to see the change in the kids or is that kind of happened out? Like sometimes they say, well, a teacher never gets to see the result of their own success.

[00:08:31] **Speaker 2** I actually do. So the more I'm consistent with it, I do see that change, even if it's maybe weeks later. Like, I still know that they're there understanding and you will see less of the behaviors, less of the the crying attaches because they're getting words to use.

[00:08:51] **Speaker 1** When you think of this is an issue that's happening not just here but across the country. Do you think that other teachers in classrooms and schools everywhere have enough resources to deal with this increase, that the real number of kids that are having these issues?

[00:09:08] **Speaker 2** Realistically, I don't think that, you know, teachers all over the world do. I think it's something that they do need, though they need more resources because, you know, technology is taking over. And I feel like that's taking away the language and communication of children because it's so popular now. So I think teachers do need those tools in the classroom.

[00:09:30] **Speaker 1** If you had advice for parents, I mean, should they be monitoring how often? I mean, it's pretty common. Used to be that you say, well, these plop in front of the TV analogy, hand them a smartphone. Right?

[00:09:41] **Speaker 2** Right. Is it? I do think that parents need to be mindful. But then I also feel like parents don't really know what else to do at home with their children. So is is a good thing. Like right next door we say home activities. So that's something that parents can do with their children at home and they don't just have to put them in front of a TV or give them a tablet to use.

[00:10:03] **Speaker 1** All right. Anything else that you want to add along these lines?

[00:10:08] **Speaker 2** I just want to say that language development in children is very important. I know we focus a lot on. Emotional at this age. But if we're not giving them the tools to be able to communicate their wants and their needs, they won't. They won't be able to be successful socially.

[00:10:23] **Speaker 1** Right. Excellent. Can I get you to say and spell your name and give you a title?

[00:10:28] **Speaker 2** Okay. My name is Shakira Cardwell. S h a k e d. A card will see a l d w e l l. And I am a teacher in early start at next door. All right.

[00:10:42] **Speaker 1** Thank you much. That was wonderful.

[00:10:44] **Speaker 2** Oh, my gosh.

[00:10:45] **Speaker 3** Yeah. I want to share some of the feedback that you got from parents in terms of the difference they've see as, you know, like you say, maybe the start of the year and the end of the year.

[00:10:58] **Speaker 2** Oh, okay. So, well, some parents have noticed, like I've had children who talk, um, kind of not a lot. And then by the end of the year, the parents and teachers, we all know this, the increase in that language development. And then when I go to the Lima meetings, I'm able to tell the parents, hey, this week a captured him talking 25 times in the hour.

[00:11:26] **Speaker 1** That's probably one of those, you know, emotional moments for parents to see their kid make that much progress.

[00:11:33] **Speaker 2** Make Yes. Is awesome.

[00:11:35] **Speaker 1** And then to have the actual data behind it, too, it's not just it feels like they're making progress, right?

[00:11:40] **Speaker 2** Like, I'm not just saying we're talking more. The data is showing that, hey, he is talking more.

[00:11:46] **Speaker 1** All right. That's great. Thank you so much. Sure. I know.

[00:11:55] **Speaker 3** Why is this so important to you? Why? It's important that you send kids out in the world that are able to communicate and advocate for themselves. Because this is.

[00:12:11] **Speaker 2** Yeah, I think it's really important because we're shaping children at this age. We're shaping who they will become and we have to give them the proper tools that they may not get outside of these doors. And communication is a big thing. Some people, they don't learn great communication or it's not given to them. So as my job as a teacher, to give that to the kids so that they can go out into the world and communicate properly for themselves.

[00:12:39] **Speaker 1** All right. I think we'll let you get back to your classroom.

[00:12:42] **Speaker 2** Well, thank.

[00:12:43] **Speaker 1** You. So do you get to nap with the kids? Unfortunately not.

[00:12:49] **Speaker 2** I wish.