

SAMPLE NEEDS ASSESSMENT – Oral Language (Infants and Toddlers)

Coachee Name:

Date:

Read each statement and use the 1 to 5 scales to show how often you are using each practice now, and how often you would like to use it. Then write the difference between current use and desired use of the practice.

Teaching Practices	I am doing this now...					I want to do this...					Differences between current use and desired use
	Not at all		All the time			Not at all		All the time			
1. Respond verbally to Infants' and toddlers' needs for feeding, changing, comforting, and cuddling in home languages and English.	1	2	3	4	5	1	2	3	4	5	
2. Use child-directed speech or "parentese" in home languages and English.	1	2	3	4	5	1	2	3	4	5	
3. Talk, read, and sing to infants and toddlers in one or more languages.	1	2	3	4	5	1	2	3	4	5	
4. Engage infants and toddlers in back-and-forth exchanges or "conversations" in home languages and English.	1	2	3	4	5	1	2	3	4	5	
5. Talk to infants and toddlers about what they see, hear, touch, smell, and taste in home languages and English.	1	2	3	4	5	1	2	3	4	5	
6. Explain routines to infants and toddlers as they are doing them in home languages and English.	1	2	3	4	5	1	2	3	4	5	
7. Use gestures to direct children's attention to objects or people of interest.	1	2	3	4	5	1	2	3	4	5	
8. Teach older infants simple signs or gestures to help them communicate.	1	2	3	4	5	1	2	3	4	5	
9. Share books with brightly colored illustrations or photos in home languages and English ; label and describe the pictures in home languages and English.	1	2	3	4	5	1	2	3	4	5	
10. Talk and sign to infants and toddlers frequently using different and interesting words in home languages and English.	1	2	3	4	5	1	2	3	4	5	
11. Have one-on-one conversations every day and aim for two or more conversational turns for each speaker planning for some in some in home	1	2	3	4	5	1	2	3	4	5	

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	Not at all	All the time	Not at all	All the time	
languages and English. For younger infants, their responses may be in the form of cooing or babbling sounds.					
12. Draw attention to words and their meanings in home languages and English.	1 2 3 4 5		1 2 3 4 5		
13. Answer children’s questions, particularly those about why and how the world works in home languages and English.	1 2 3 4 5		1 2 3 4 5		
14. Build on what children gesture, sign or say in home languages and English.	1 2 3 4 5		1 2 3 4 5		
15. Say words in the child’s home language.	1 2 3 4 5		1 2 3 4 5		
16. Model how to use language correctly in home languages and English.	1 2 3 4 5		1 2 3 4 5		
17. Ask questions that invite toddlers to provide explanations in home languages and English.	1 2 3 4 5		1 2 3 4 5		
18. Choose culturally and linguistically diverse books written just for them and read them multiple times.	1 2 3 4 5		1 2 3 4 5		
19. Encourage imaginary play and use it to introduce words in home languages and English not used in everyday experiences.	1 2 3 4 5		1 2 3 4 5		