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NATIONAL CENTER FOR HEARING ASSESSMENT AND MANAGEMENT
LANGUAGE STRATEGIES TO USE AT HOME

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[Audio recording for this meeting has begun.]

Okay. Good day, everyone. My name is Alex Meibos. And I like to welcome you to today's webinar brought to you by the National Center for Hearing Assessment and Management, also known as NCHAM, Utah State University in Logan, Utah. NCHAM is a national resource center on early hearing detection and intervention. With funding in part from the Maternal and Child Health Bureau. Today's presentation is entitled: Language Strategies to Use at Home. And that will be presented by Mi'kel Price who is a Deaf educator and early intervention specialist here at Utah State University. We are recording today's presentation and the video and transcript will be made available to you at our website heartolearn.org within about one to two weeks of today's presentation.

Throughout today's presentation, there will be opportunities for you to participate through polls and free response questions. I will also be opening a text field at the end of the presentation for you to submit any additional questions you may have toward today's speaker. If there are any remaining questions that are not addressed before the end of our 90 minute webinar session, Mi'kel has indicated she's willing to

take them via e-mail and we've got her e-mail just to the left of the presentation under today's presenters.

So without further ado, I would like to now shift the audio over to our presenter, Mi'kel Price. And we look forward to what she has to share with us today. There you go, Mi'kel.

>> MI'KEL PRICE: All right, thank you, Alex. It's good to be with you all today, and I hope we can walk away today learning about language strategies to use at home. What a fun topic. To begin our session today, I want to do a quick poll so that I know who is in the audience. If you can complete the poll that Alex will be putting on the screen, I'm looking to see who's out there. Are you a parent or family member of a child who has hearing loss? Maybe you're an audiologist or a deaf educator? Or a speech-language pathologist or something else. I would love to hear from everyone. So please participate in that poll. I'll give everyone just a few minutes to do so.

All right. It looks like everybody has been able to participate. Thank you. It looks like we have one parent, a caregiver in the audience, audiologist, and an other. So that's exciting. We'll see what we can do meet everybody's need today so everybody can get something out of it. So next poll I want to quickly do with everyone that will appear on your screen shortly, if you're a parent, what age is your child with hearing loss. If you're a professional, what age range of children do you work with? As Alex mentioned before, I am a deaf educator, but right now I'm primarily working with early intervention. So all the clients that I see right now are birth to 3. But I've also worked with the preschool-age students as well. And that's kind of my experience coming with what I'm going to be talking about today. All right. And we can continue with this as well. It looks like we have kind of a preschool-age range, and maybe a professional working with all different ages. Great. I hope there's something in this presentation for you.

Okay. So to really truly begin this presentation, I've been thinking about how our words shape our world. And that's such an interesting thing once you truly think about it. The family in which you grow up in has an effect on you and has an influence on you on how you see the world and how you interact with others throughout the whole rest of your life and that is something that is truly exciting, because it's something that as parents and as caregivers, we have such a big role to play in our child's lives. And the language we use at home are truly going to shape your child's little mind and help them to grow and be the person they're going to be today and so this emphasis

is about language at home and using lots of words and talk to your child so you can continue to shape their minds and imagination and help them grow to the best they can be.

To begin with that, a little bit about information about me. This is my family. I'm down there on the bottom right in the hat. I grew up in Saint George Utah where our family home story was written outside. Being the second to the story means I had the second shortest leg and I learned to move my legs quickly to keep up with others on hikes and walks. My family's culture was shaped around hiking and learning to talk while being out of breath.

We're always going on hikes and we're always doing something active and I had to learn quick that will I needed to talk fast or not talk at all if I was out of breath, and keep moving and keep going. There was no time for stopping. My identity was written while feeling safe and supported by my parents and siblings. But it was definitely written outside. My language was expanded through learning names of desert plants and I practiced listening to simple thing as crows fly in the winds.

When the weather is right, you can hear the crow's wind flapping. What is your family's strength? What is your role or activity that your family does really well? So here on this slide, you can see the story in which I'm talking about is that routine. Something that like my family went outside all the time, so what is something your family likes to do? As I'm talking, I want to think about that and respond on the poll, the open-ended part. Write in what your family likes to do together? While you might be asking yourself, why in the world am I asking you this, maybe you don't think you do anything amazing and you feel like you're just kind of barely surviving. But you do have a strength of what your family likes to do together, and I want to think about it.

I also want to talk briefly about while you're thinking about your routine, a quick story that I heard when I went to a conference this last year. There was a family who stood up and was talking to a small group of people. The mom was talking about her child with hearing loss and how he's doing really well at school. His teachers and his therapist is always saying how much he's learning and growing. However, the mom was in tears by the end of her story as she was sadly stating that her child isn't talking to her. And he's not interacting with his siblings or family members. And she's not seeing that progress that they're seeing at school. That was heart-wrenching for me

to hear. The family, and I truly believe that family is the most important place for a child to be talking and engaging with others. A lot of times we get in the mindset that school is the most important place to show progress.

We give children homework and tasks at home so they can succeed at school. Language and listening should not be that way. We need to find ways to support what is going on at home so that we can support it at school. So if that gave you enough time, I hope everyone can type into the poll box. What's a good family routine that you guys do together? Maybe it's something where you cook, or watch movies, or maybe you have family dinner together. That's a really great thing. Maybe you go outside like my family did, or do chores together, have game nights or read stories. Really, the sky is the limit. Anything that your family does really well, I want to talk about it. And that's what we're going to base a lot of our PowerPoint on today. So I'll wait a few minutes for everyone to type into that box.

Wonderful. Thank you for those who have responded. It looks like we have some families who love to read novels together, and go to the theater. Those who like to watch movies or go hiking, those are awesome answers. And I'm glad you have something as a family that brings you closer together and you enjoy spending time together. So now that you've thought about your routine, I want to kind of now turn the poll and think about yourself. Yes, you, the one listening on the other side of this webinar. What is your strength? What do you bring to your family? So, there's a lot of different things that we bring and have different strengths even within ourselves. I listed a few on the right side of this slide. But maybe yours is completely different. That's great.

There's multiple things you're good at. Maybe you're a peacemaker at home or you like to that I can your family on an adventure. Or maybe you help your family stay safe or really good at giving advice. Maybe you make jokes and are really good at finding the humor in any situation. Or you're really good at documenting and taking pictures of your family and enjoying time together. Or maybe you just like to plan parties and have fun together. So what do you bring to your family? And what is your specific strength? All right. I hope I gave everyone enough time to write in what their strength was. It looks like we have a good peacemaker in the audience. Maybe even a party animal. Those are the two extremes. Perfect.

We'll talk to both of the strengths. And everybody has to start somewhere. You have to start where you're good at. Where

you personally bring strength to your family and where your family as a whole works together in your family story and routine. So today we will be discussing a few examples of how you can embed language into what you are already doing well. We build off of your personal and family strengths. Not a lot of strengths look alike, and that is okay.

In order for you to get most of this webinar today, I ask you that you consider your child's language level. Consider what they're working on right now. What can they do well and what are they struggling with? Think about how you can cater your family's routine while strengthening your child's language. Lastly, I ask you to share your ideas with the group. I hope we can have a lot of participation today because I think we'll learn a lot from each other. All right. Guys. You're going to be sick of polls by the end. No. We're getting close to all of them. Here's another one.

Before we start talking about these strategies, strategies we can use at home, I wanted to talk about listening and spoken language strategies. And I wanted to take a quick poll to make sure everybody is on the same page before we start talking about them. If you can answer this poll, that would be great. And we can get a feel for who is in the audience and where we're all at. If you feel like you have heard that term before, listening and spoken word strategy, great. Maybe you know some strategies even better. Maybe you feel like you know some, but you really don't know how to implement them at home. And that's okay, we'll talk about that a lot today. If you're very comfortable using these strategies, different parts of your days, that's phenomenal. And you'll be able to add a lot to our discussion. And maybe you don't know anything about these strategies. And that's okay, because we're going to talk about them. And in a very basic way, so, hopefully, everyone can learn something. Whether you don't know about them at all or you know a lot about them. I think we'll all be able to take something away from this.

Perfect. So it looks like everyone has answered. Thank you for being so quick with answering your polls. It looks like some of us know some of the strategies, and others feel very comfortable using them. That's awesome. I'm glad we had that range so we can get right in from the both sets of groups. So, let's start by talking about some of these strategies. There are many listening and spoken language strategies for helping children learn listening in spoken language.

The exciting thing about -- and you can shorten listening and spoken language strategy just to be termed LSL strategies and that's how I refer to them today. Exciting thing about these strategies is that they not only help those with hearing loss, but they also work well for any child regardless of hearing level. So maybe you have a child who doesn't have a hearing loss, a sibling with the child with hearing loss, and you also want to help them learn if grow. No worries, same thing with the child with hearing loss will help that other child too.

I mentioned before that I'm a deaf educator and I work primarily with birth to 3 for families. And important thing is to be the primary teacher in the child's life. I tell them, the awesome thing about LSL strategy, once you try them, you almost forget you're doing them. They're such a natural way to interact with children and they do not have to be something we have to stress over. Memorize the script or think about them. I bet you're already doing some of these without even realizing yourself. So to begin today, we're going to talk about 10 different LSL strategies. Just a quick review for those 10.

Again this is not a complete list and there's many more strategies. But today, we're just going to focus on these 10. First one is auditory first and this really helps the auditory nerve of your child. It helps build those connections in the brain to process auditory information. The way that you do this is very simple. You just say what you want your child to know before you show what you're talking about to your child. And it's very simple. But it's something that just helps the child hear the sound before they see it and really start to build those connections so that they can streamline what they're understanding through auditory information to make them as strong as their visual or other senses.

The next strategy is asking what did you hear? This helps build your child's auditory memory and helps them to listening closely. It also helps them advocate for themselves and builds up bottom up processing. So do this strategy, a lot of times we think about our kids, and the first thing we think about is they like to say the word "what." You say something to them, and their first response is what before they have time to think about it or process it.

And although that's pretty silly and they are using a great term to seek for more opportunities to hear, that's maybe not the best thing to help them learn. So instead of answering and repeating what you just said to your child, maybe use the

strategy "what did you hear?" And say what did you hear and have them recount to you from the message instead of you being the one repeating it all back to them. They have to kind of critically think at that time and think about oh, this is what mom told me. And this is what I got from it. Instead of just listening to the whole message again.

The third strategy today is providing alternatives. Now, this is just a really simple or complex I guess way to say give your child choices. This is something that will help your child when they can't decide what they want to choose. Maybe you can narrow the set of what you're asking. Instead of saying are you hungry? Do you want food? You can then narrow the set and tell your child, do you want the crackers or the pretzel? And that way they hear the word they're choosing and they can choose appropriately by saying or gesturing towards the cracker or the pretzel. This is also really great in having your child, having to remember something that happened a while ago. So maybe if you're reading a book with them, and at the end of the story, you ask the child, oh, did that cat wear green shoes or red shoes? And really limiting the amount that the child has to think about, the open-ended questions, you're making it smaller for them so they can truly pick the right answer and be more successful.

Wait time. That's the 4th one we're talking about today. Wait time is really simple, but it's one that we tend to forget as adults. For children, it's really important for them to have time to process information that they are hearing. And also have time for them to formulate and think about a response to give back. And, so, it's a really important thing that we remember to wait when we give our children messages or just talking to them in general before we repeat the question or move on. A good way to remember to do this is after giving your child the direction, count to 10 in your mind. And that kind of helps you remember, don't say another part to the story until you finish getting to 10. Give your child that full 10 seconds to think about what you just told them and they might even need a little bit longer to formulate a response back to you. So maybe you might need to adjust your wait time accordingly. It's a really good one that we sometimes forget, but it's a good one to be reminded of.

The next strategy is expectant look. Now, this is a really simple one. But one that is definitely worth every penny. So this is one that cues your child into knowing what you want them to do and kind of cuing them into what you want for a response. So after asking them the question or asking

them for a response, maybe look at them with anticipation. Maybe that means making your eyes bigger or holding your mouth open like you're waiting for them to say something and very anticipating what they're about to say. This cues them to know it's my turn to talk now. Or mom is not going to talk or dad is not going to talk until I talk. They're going to wait me out. So you can use this expectant look with wait time while giving them the visual reminder that with your eyes widened and mouth opened and wait with what they're going to come back to answer your question or follow-through with your prompt.

All right. We're almost done with this strategy section. Next one is self talk. Now, self talk and parallel talk are two strategies I purposely put on here back-to-back. They're very similar, but they serve two different purposes. So with self talk, this is when you narrate the world around you in first person. This is when you can give your child opportunities to hear new words, maybe full sentences and language that they weren't aware surrounded them.

This is also an exciting one, because children are very interested in what they're parents are doing. They love to watch you and see everything that you're doing and they get excited about what they see you doing. And, so, while they're already watching you, you can give them language about what you are doing so they can hear the words of what you're doing and hear the auditory input of, okay, this is what mom is doing. So with self talk, you just narrate what you're doing in first person. Maybe you can talk about cooking and you can talk about what you're doing when you're making pancakes. And an example would be, I am looking for a spatula so I can flip the pancakes. I'm going to open the drawer and look inside. Oh, here's a spatula. I found one. Now I can flip the pancakes. Very simple, but it's just always different sentence and words that we're introducing to our child. Maybe they have never heard the word "spatula" before. Maybe they didn't know you had to flip the pancake. So instead of them watching you, they're also getting the auditory language input of what you're telling them about what you're doing.

The next strategy is parallel talk. And you'll notice very quickly that it's very similar to self talk. The only difference with parallel talk is that you narrate what your child is doing. So think of yourself as a sports caster and talk about everything you see your child doing. Again, maybe when your child is eating, an example might be. You can say, oh, man, you are hungry. You want something to eat. It looks like you want some goldfish. Yummy goldfish. You are going to

eat them until they're all gone. So instead of I, you're talking about third person is talking and what your child is doing. This is exposing them to language. They're hearing two different kinds of verb tense and different ways you can talk and interact with the environment. And, so, it's a really easy one, but one that is really beneficial for all different types of children and all ages.

On to No. 8, the auditory sandwich. So I want to picture a real sandwich. You have bread on both ends, and maybe some jelly in the middle. The bread in auditory sandwiching is the auditory information. So, the jelly in the middle is visual information. This gives the child twice the amount of auditory input compared to the visual input. An example of this would be when you try to get your child to put on the shoes before they go outside. You can give the auditory, the bread of the sandwich by saying, get your shoes for them your child sits there and doesn't do anything, give them that wait time. Count to 10 in your head and then point to that shoes.

Give them that visual cue. If they again don't do anything or maybe they continue to get the shoes, you can give them the auditory sandwich, the auditory part, get your shoes. And that way, they're hearing "get your shoes" twice as much as you gesture towards their shoes. And two more strategies to go over. The next one is singing. This is a really fun strategy and one that we do all the time maybe in our homes without even realizing it. But it really as a strategy that helps our children learn language. Get silly and sing songs to your child throughout the day.

When singing, you exaggerate those super segmental of your speech which is your duration and intensity and your pitch. It makes them it it more exciting and draws them in. So you can make your own songs throughout the day. Or maybe you can sing what your child is doing right now and combine it with parallel song. Or you can sing familiar songs over and over and this helps your child get familiar with songs they will start singing back to you. And that's exciting as well. All right. The last strategy we're going to review today is acoustic highlighting. Acoustic highlighting is really a straightforward as it sounds. You just need to highlight the sound or the word that you're focusing on. And you highlight this sound by maybe making it louder. Maybe elongating that sound or word, or making it more interesting than the rest of the sentence. So let's use some examples.

Maybe your child isn't quite saying that plural S on the end of cats when they're talking about two different cats in a story. To really emphasize to your child to put on that S at the end, you can make it sound interesting by drawing it out. Making it longer. Maybe you're making it louder and more interesting than the rest of the word cat.

So to do this, you just do this. Simple as it sounds, acoustically highlight that S sound. Catsssss and draw it out longer. A lot of times for children with hearing loss or young children in general, they forget that little words in sentences. It. And. So maybe you want to highlight that word so they don't forget to put it in there. If the children says open box, you can highlight "the" to highlight to make it more appropriate. The open box. Notice how I put the emphasis on the word the when I said that out loud.

So run through of those introductions and 10 different LSL strategies, we're going use those in the webinar, but I just wanted everyone to have a quick review before we're able to use those later. So now we're going to put on another poll, I want to know how do you know your child's language needs and what to target at your house? Now, this is a really interesting question, because maybe you don't know where your child is at and what their needs and language targets are. And that's okay. Today, I want you to at least be able to identify whether you know them or not.

Because if you don't know them, there's really simple ways of figuring them out. And it's not something that you have to do on your own. You can talk to the professionals in your child's life. You can -- you'll see that I have a variety of resources for you that maybe you can look on your own for checklist or milestones. And I really want to feel empowered that you do need to realize what your child is working on, and this is something that you can do, and you are able to do right within your own home. You can work on those targets they need to be working on.

So go ahead and answer this poll. Maybe you know what your child is working on from a professional in their life. Maybe you have checked already that you're checking off as you see your child progress. Or maybe you can create your own targets at home. And that's wonderful. And, again, maybe you're just feeling like you have no idea where to start and where your child is at. That's okay, because I hope something in this presentation today maybe can spark your interest and how you can find out and move forward with that.

All right. I'm still waiting for those responses. We have 2 right now and I'm just going to continue to wait for just a few more seconds to see if anybody wants to respond on this poll before we talk about it. All right. It looks like we're going to move forward. So right now, I'm really excited. It looks like for the most part, you either know from a professional in your child's life what your target is that you're working on. Or those out there have checklist or milestones they're working on to check off as they see their child progress. That's wonderful. I'm really glad to hear you know where your child is at.

That's something we really want to be mindful of as we get to the end of this PowerPoint, of what is your child working on and how can some of these examples that we're going to be talking about tie directly into your home and within your child. So that you can walk away with an activity or fun idea you can target more things at home with your family. Like I mentioned few seconds ago, I do have resources. So if you're still feeling unsure of where your child is at, I hope these resources will help you. They will be on the website and they will also be available on the download section of this webinar off to the bottom left-hand corner.

So, let's figure those out. The first one I want to talk about today is developmental milestones. There's a really cool resource that coke has put out. It's called integrated scales of development. And these are wonderful resources where they have every 3 months from 0 to 48 months of a child's life, the milestones they should be progressing in and checking off as they go on and they're already divided by 6 different categories. Listening, audition, receptive language, speech, cognition, and social interaction or pragmatic are the different categories. And it's a really neat resource. If you haven't heard of it or seen it before, I hope you'll be able to visit that website if you have a child between that age range 0 to 4 years old. Because it's a wonderful way they organized the information and makes it easy for parents to see where their child is at and what their child can start learning next.

The next series of developmental milestones that are available for free that I found and use are set on first year website, and this First Years website is another checklist of milestones. It has 4 different sections. Hearing, speech, language, and cognition. And it's for children birth to 8 years old. So it goes beyond the 4 year markup to 8 years which is nice. And it has some really good details of what milestones your child should be working on at different ages.

If you're worried about your child's social skills maybe, maybe their language is fine, but you're worried about how they're doing and interacting with unfamiliar peers or siblings. This is a cool checklist. Social communication skill checklist or the pragmatic checklist. And you can find it at successforkidswithhearingloss.com. And this last one on the development. Tall section is auditory learning guide. And this is a wonderful resource where your child too big with auditory skills and with their listening development.

Moving on to milestones, speech targets. Maybe you know your child is supposed to be working on specific speech but you don't know how to target these sounds at home. And, so, Cochlear came up with a great way for speech sound of vowel and constant and it goes through a whole list of ideas how to use those sounds at home in book readings, songs, activities, maybe just words that you can use more with your child at home to really help them use more variety in their speech sounds.

Maybe you have a child that's really young. Birth to 3 is a time that we talk a lot about learning to listen sounds. And identifying little sounds that go along with objects. So maybe the train says, "choo choo." Or the cat says meow. And there's a really great resource by Hearing First that lays out beautifully all the learning to listen sounds and objects so you can really help your child, the younger child at this age, 0 to 3 is the most beneficial for them to identify those early sounds of language and the early meaning they can attach to them.

So there's a English version at Hearing First that I use with my families. And there's also a Spanish version. I was able to acquire from the creator of it. Her name is Sarah Lorenski and I attended a conference with her this year, and she shared this resource with me, and I asked her tonight if I can share this resource for those attending the webinar. And she was more than happy to pass it along. So if you speak Spanish or if you have Spanish students on your caseload, maybe you're a professional in this field listening to the webinar tonight, I hope you can get really awesome information from the Spanish listening handout. And I've used it a lot and it's been really helpful.

The last resource I want to talk about today is kind of a new resource that we're using here at sound beginning. It was developed by our director, Nicole Martin. And it was created solely for parents to take language samples of their child at home. We talk a lot about in our field language sampling. And SLP, deaf educators in the classrooms are taking what children

are saying and they break that apart to find out errors or different targets that they need to work on with their children. And, so, kind of a cool thing that Nicole has started is, well, why not let the parents do that at home?

So this is another form that will be available on the webinar. And it's just a wonderful way for you to write down some information about what your child is doing. And the way you use it is that big Text Box that you see about halfway through the page where there's a bunch of lines. Write verbatim you hear your child is saying at home and including any errors they're making. And don't fill in the gaps. And you can answer the questions on the bottom of the form to kind of get a quick overview of what you're seeing at home, and what areas you're seeing your child create, how you're seeing how language is hard for your child, or how you see your child is being very successful with language.

So that's something you can use in collaboration with a professional working with your child to really help get a good understanding of what your child is currently doing and what you guys can work on together to help your child do better. All right. So putting it all together.

We started this night with our family routine. We also talked about your personal strengths and what you bring to the family. Then we went through this listening and spoken language strategies, 10 of those that we chose tonight and we just went through some ideas of what your child needs to target or some resources you can look to if you are still unsure what your child should be working on at their age. And now it's time to put them altogether. And, so, I have some examples on the next few slides of different things that maybe you and your children do together at home that you can really incorporate some more speech and language target while using listening and spoken language strategies.

So the first one, kind of at the beginning when we talked about the different routines we do at home, maybe your family is really good at eating dinner together and that's something you do every night or you do once a week. That's wonderful. And, so, what types of things can we target around eating dinner together? Maybe the first thing we can think about is setting the table. So, as you have your child set the table instead of you doing it, maybe you can assign that to an older child. And you can use self or parallel talk as you're labeling those related vocabulary words. The spoon, the fork. You can talk about, oh, we need spoons today. Because we are eating soup.

So can you put spoons on the table. You're kind of relate that go vocabulary to them and just giving them the label for different words. Maybe you say, we need a colander on the table because we're going to strain our spaghetti together at dinner.

The next bullet point talks about maybe teaching objects functions. Maybe instead of telling your child what to get, in stead of telling her to get the spoon, maybe you can tell her kind of a riddle and have her think about what you want her to get. And you can use that providing alternative strategies. So you can tell her something like, next we need to set the table for something for to us drink out of. Do we need spoons or cups? Give her some wait time and help her to understand that she needs to get the spoons, because -- or the cups, because cups are for drinking. And that kind of helps her target that object function. Target while using listening in spoken language strategy.

And the next bullet point, spatial concepts. This wills is another wonderful thing you can do while setting the table. You can talk and acoustically highlight the preposition your trying to help the child understand better. The cup next to the plate. The water goes in the cup and really help your child pay more attention to those prepositions so they can put the desired object where it needs to go on the table.

The last thing is, let's see. Maybe think about what other listening spoken language strategy you can use for incorporating critical elements in your child's setting the table. Think about that for a second. We'll talk about it in just a minute.

All right. So, I'm thinking of a really good one, spoken and I hope you had some time to think about it. Maybe what did you hear? As you're trying to increase the critical elements in your child's ability to listen and understand them, instead of repeating directly what you told your child to do, maybe just ask them what they heard and have them repeat that to you and correct the information as needed. But giving them more accountability that they need to respond with what they have heard instead of just asking the word what and waiting for you to repeat the whole message all over again.

All right. So after we set the table, now let's talk about actually eating that meal together. There's a variety of things that you can work on, like you can see on this slide. And we'll kind of go through them. So, working on requesting. Something that works really well with requesting is that

expectant look we talked about. When you tell your child, can I have more potatoes?

You can give them an expectant look is for their turn to do something or work on something next. Again, this is something for them if they're working on the skill of requesting, you can have -- you can say oh, you want more? What do you want? And give them expectant look to have them then tell you the full sentence. I want potatoes. And give them wait time and don't give in until they give you what you're looking for. And you'll cue them into that by giving them that expectant look. So question formation.

Maybe your child is working on asking questions. That could be a fun thing to do. Maybe sing a song about passing the song. Maybe you can have them in a sing song way, each person take a turn offering a different item of food to the family. Do you want some green beans? And you can maybe sing it like [Singing] Do you want some green beans? Sisters, do you want some green beans? [Singing] And dad, do you want some green beans? And target that question formation, but in a fun way everyone can get involved. As far as the next one, phrases with non-count nouns, that's a really easy one that you can embed some parallel talk into.

You can really talk about how, oh, you're hungry, or I'm hungry, maybe we can do some self talk. I'm hungry, I want a slice of bread. I don't want a loaf of bread. And that's something maybe they're not as familiar with and you can give them the language by narrating what you want and what you're talking about. And the last one is quantity. It's really easy when you just have a specific little word or phrase that you want your child to start using to use that acoustic highlight. And highlight the part that you want them to say. So with quantity, you can see some of those examples at the bottom. You want more...? Or you want more potato? And kind of have them think about using those words and hearing those words over and over and when they leave those words out, I want potatoes. Oh, you want more potatoes and putting them in with more acoustic highlighting.

So the next thing, changing clothes. This is a routine that you do regardless of what your routine is at home. I was thinking maybe if your routine is going outside and being outside together, after you come in, odds are you will need everyone to change their clothes. So think about this. And let's think about ways that we can use auditory sandwich while changing your clothes.

As you think about that for a minute, I'll talk to you about what auditory sandwiching. Really good one is to give them the auditory first, so we're coming inside and our shoes are dirty. Take off your shoes. Give them a few seconds to think about what you just told them for them they're still not doing anything, then you can point and gesture towards their feet and say again, take off your shoes. You're giving them a complete auditory sandwich. Auditory, visual, then auditory information again to know what you want them to do. What part of their clothes they need to take off before they can come inside.

You can do it with even putting on clothes. So after their putting on some clean clothes, you can put the auditory sandwich to put the clothes back on. So now you're out of the bath, now it's time to put on your shirt. And you wait for them to respond. If they don't respond, you can gesture and point to their shirts. As they're putting it on again, you can say yeah, you put on your shirt.

So it works both ways. Taking on or off clothing. It really helps them understand the clothing words of shirts, pants, shoes, all those different things. You can talk about where you can put them. Put your shirts on your feet. No, that's not where it goes. So things like that they can use auditory sandwiching in, or which is auditory phrase and wait time combined, putting those together. So changing clothes. Even though it doesn't sound like a fun routine or activity to do together, you can embed a lot of language and just change the way you're asking and simple ways to help them use more link and understand more language by you using more language strategies. So after they take off their clothes, and they put them in the laundry, there's a lot of things you can talk about at home while doing the laundry, whether it's clean or dirty.

And, so, maybe you can think about using more acoustic highlighting at home while you're doing laundry this week. There's a lot of things that you can highlight while you're talking to your child. Descriptors, maybe there's colors, patterns, different things like zippers, button, snaps, different things that are part of your clothes that you can describe to your child while using acoustic highlighting. As you take the clothes out of the dryer, oh, I see a green shirt. Or I see a shirt with zigzag and help your child get more descriptive with the language just by highlighting those words.

Being able to height the possessive. That's a very exciting way to use laundry. Maybe you're identifying who's

article of clothing is and say this is mommy's sweater. Or this is daddy's shirt and highlight the S down for them so they can in turn say it back to you. So there's multiple ways of doing things with laundry and acoustic highlighting. As we talked about this as before, maybe you're good at taking photos and documenting everything Dow together as a family.

And, so, we can use that strength of yours into a positive way to teach your child language. There's a really good way to use providing alternatives while talking about family photos. Whether they're printed photos or you're just looking over your phone together as your child is sitting on your lap. You're looking at the pictures you took that day, you can give them alternatives of what you want them to talk about. So maybe you're talking about how you guys went to the park that day and there's a picture of your child on the slide. You can talk to them and say, ooh, you went to the park today. What did you do? And if they're not giving you anything, that's too big of a set and there's too much about what to say next.

You can show them the picture and say, did you go on the swing or the slide? And allow them to choose from the picture that you're showing them. There's a lot of different things, as you can see on the slide that you can target with those. One of my favorite ones is on the bottom. That's inclusion/exclusion. And you can talk about how all of us have brown hair. Only some of us have freckles. He's the boy. Really the words that you don't use whole lot in other parts of your day. You can explicitly find pictures that show differences or similarities between groups of people or things that you and your child have done together that they can compare and contrast with what terms you're working on at home. All right.

So now this is one that we're going to have an open poll at the bottom. Because I really want you to start thinking. I've been giving you a lot of examples. And I've been talking a lot at you today, but I want you to start thinking about it. So in the car, so this is something you do between lots of different types of routines. And the exciting thing about the car is that you have a captive audience. They're all strapped in and they can't go anywhere.

So you have a prime time to talk to them. I want ideas from you of what list of strategies could you use during this time of being in the car together? And you can go ahead and write those in the Text Box that you will see shortly. In case you forgot what the list of strategies that we talked about already, we're going to put the 10 LSL strategies off to the

side that we have talked about today in this webinar so you can remember as we go through these next few slides and we're asking questions like this one, what could you do in the car? And then put it on you so we can get more ideas and hear more from each other and learn and grow together. All right.

So there's the new poll on there. Sorry, we were trying to work that out. And this poll has all the different strategies and you're welcome to check more than one box. So go ahead which list of strategies or multiple list of strategies could you use during the car time with your children to build their language?

I'll give everyone another few seconds so you can fill in some more answers. It looks like we've got a lot coming through as you can see on your screen which is exciting. There's a lot of different things you can use and a lot of different ways you can target LSL strategies while in the car. Which it's nice. It's nice to know there's not just one answer but multiple things you can do throughout the day with your kids.

All right, so let's talk about them for a second. It looks like we have a few people indicate asking what did you hear would be a good time to work in the car. I like that idea. It's a little tricky to hear in the car. So that's something they can practice really acutely listening to the conversations around them. So instead of asking them to repeat, you can help them fill in the gaps. It looks like we have some answers for wait time.

That's very good strategy really to use throughout the whole day and it gets forgotten about, at least on my end. It's a little tricky to sit there and wait and not have anybody talking and to just have silence. But it's so important to help your child learn and grow. Parallel talk, that's a really fun one you can do in the car. You can talk about what your child is seeing from the backseat? Oh, did you see the cow out there? I saw a cow.

Now you are playing with your sister. Or whatever your child is doing in the back of the car in the car seat. Wait time. Or when you talk about wait time, singing. I love singing in the car. I am one of those crazy people that you see at the stoplight singing at the top of the lung in the car. I'm not a good singer, but that's a good to him to sing with your kids. Thank you for participating. What a fun variety of ways for us to embed language and strategies while we're in the car. We do that all the time. Here's another one. What about going

to the store. Maybe your family is good at running to the store together. If one person needed something from Wal-Mart, we all got in the car and went to Wal-Mart.

So if you're brave enough to take your kids with you, what can you target at the store? What listening and spoken language you can use there to they can cue into the language around them and think more acutely and have to listen and learn and grow? I'll leave this poll up again. The one with all the different strategies and again, it's multiple choice. I ask that everyone just take a few minutes and put some of their responses in. All right. I hope I gave everyone enough time to participate. It looks like we've got another group of variety of answers. Which is great. I'm glad to see that.

We talked about the car but this would work appropriately at the store too. Maybe you can give your child an auditory list. We need to get cereal, chips, and potatoes. And you can repeat this list with your child. What do we need to get? You can ask them what did you hear? What do we need? And you can have them think on their feet we need cereal, potatoes and... see? I forget what I listed.

So providing alternatives, you can ask your child's if they want everything in their cart and that's a common thing especially at the check outline, that they want everything they can see. And maybe you can give them an alternative if it's appropriate and it's okay with the choice you're giving them. But do you want the Ritz cracker or the chocolate? And when they pick the choice, you can narrow the set if take everything else out of the cart.

You can use that expectant look. It's one of my favorites. One that you're really cuing them into the time it's their turn to talk. You can use self talk and parallel talk of course in the store. That's a fun time for you to talk about what you guys are doing and what you're looking for and what you see in the aisles, and what your child sees and interacts with. Kind of putting yourself in the child's perspective and seeing what they're seeing. And last one is acoustic highlighting and that's a really great one we can use again and, again.

But at the store, maybe that's something we can help them cue into which types of cereal. Or which type of really anything. That is when you can use the descriptor. Maybe we needed sweet potato. And not the brown potato. And help them pick that out from the store. So bottom line of our webinar today, really, the whole quick-and-dirty of it is just take the

time, take the time to learn where your child is at with their language.

And take the time to try to embed some new ways of talking to your child. Talk about everything. And make it fun for them, because if it's not fun for them and they're not motivated and talk if interact with you, then that's not going to be fun for you or something you can do for a long period of time. So make sure everyone is having fun. your starting point is here. Don't feel like you have to do everything at once. You're all doing amazing things just by tuning into this webinar by getting more strategies to use at home. So just be aware there's things you can use to change. And don't feel like you have to do it all right now and implement all these ideas. Just feel like you can do a little bit more than you did today. And remember to build off your strengths. Because you are strong and your family has a story, and it's important.

And it's something that only you guys can share together, and something that you can help build your child's world around what you guys are already doing together. And, so, moving forward, again, kind of like I was just talking about, what do I do with all of this? I think the most important thing is for you to just kind of notice that there was a difference. Maybe there's something that happened today in this webinar that made you think more about how you're going to embed some strategies or targets into something you're already doing at home. And just notice that and be careful of not to turn it into a laundry list. I know I have some changes but I will get there. I don't have to do it right now but I'm on my way to learn and work and help my child learn and grow. That's the most important thing. And I hope everyone was able to take something away from this. So I'm going to turn it back over to Alex and we'll go from there.

>> ALEX: All right. Thank you, Mi'kel for your presentation today's. There's a lot of helpful resource that is were shared and a lot of really good information that professionals working with children with hearing loss can benefit from. Right now, I'm going to set up a little box for anyone who is still watching to ask questions if you have them to Mi'kel while she's still here. It's just going to show up to the right of the screen of the presentation.

Feel free to just type in any questions into that box. And we'll address one at a time. Again, if we're not able to address them in the time that we have left of the webinar, Mi'kel has agreed to accept e-mails and you can find her e-mail

address just to the left of the presentation underneath her name where it says "today's presenters."

We also quickly like to remind, you, as you're thinking of your questions, you can register for future webinars by visiting heartolearn.org. And finding the community page in the together link. We will also have this presentation available for future viewing with the transcript and then any links to some of the downloaded items that you could have accessed during today's webinar. A real quick tip, if you are tuning in and want to download all of the handouts that were mentioned today, there's a little kind of dashes of line where it says download.

You can click on that and click a little button that says download all. And that will give all the downloads from today's presentation in a zip file to you so you don't have to download them one by one. It looks like our first question came in. This comes from a parent of a child. It looks like a child who has cochlear implant. And they are asking, my child is 3 years old and is not using a lot of language currently. What are some suggestions you have if I can't tell when the child is hearing me. Because his cochlear implant is relatively new for this child?

>> MI'KEL PRICE: That's a great question. Something that I would think about first if this is a new device for the child is how are they showing you whether or not they can hear something? Or maybe the first thing you can do for your child is to teach them that expectant look. But on their end of things. For them to have the expectant look.

You can model that expectant look and pointing to the ear. We call that touch cue. You touch your ear when you hear this noise and you give them an excited expectant look and they will start modeling that back to you. But we really want to first see where they're hearing. We want to see what their reaction is to sound before we can truly identify what they're hearing or not hearing things in the environment or specific sounds around them. So I would start there.

And if you feel like you really truly know how they show you that they're able to hear and listen and grow, or hear and listen, then probably the next day, if you aren't sure if they're not hearing a sound, take them into the audiologist and make sure the audiologist is aware of and they have the correct map and everything is working well with their implant. So they can continue to learn and grow and hear the words around them.

I hope that answered your question. If I didn't, you can go ahead and type in the box and we can help answer.

>> ALEX: All right. It looks like we have one more question that was added. This comes from a parent of a child who has a high-frequency hearing loss. And wears hearing aids somewhat in frequently. And her question, this is a mom. She's asking my grandma and some of my relatives, whenever we go to family functions have a hard time believing that my son has a hearing loss. And I've tried to explain it to them. I often don't know the audiology term to really define the type of hearing loss he has. But any situations, my relatives often speak loud to the child. And they say, it doesn't look like he needs hearing aid. Why are you forcing your child to do this? What suggestions would you offer to some of these relatives in this type of a situation?

>> MI'KEL PRICE: That's a wonderful question. And one that is often asked when we see children who have either a mild loss or maybe just a high-frequency loss where they are kind of chameleons. And they look like they're getting along fine and they're doing well. However, they're missing crucial information by having that loss. And it's really important that those around them and those who love and care about them understand that.

And, so, I would, I guess think about it in a way of if it's important for you to have the grandma or the aunt or whoever you were describing truly understand that child's hearing loss, I would probably think first of do you think that's something they're open to hear? Do you think it's something that they would be willing to sit down and look at the audiogram with you and see that you know, these high-frequency sounds are hard for so-and-so to hear.

And if that is something they're willing to do, it's a really easy way for them to understand just by looking in the audiogram. If you feel like that's something that wouldn't help them or they're not quite willing to understand that, maybe you can talk about how you use acoustic highlighting at home, and how your child really doesn't tune into something in those high-frequency ranges unless you truly have the hearing aids on and acoustically highlight those sounds for your child. And maybe you can even demonstrate and show them the difference.

Because I think it's really hard for extended family members to love and care for your child but who don't go to the audiologist and get to sit in through the meetings to understand

that you've gone through this whole journey with your child. And it's important for you to just see where they're at and give them the information that they're able to understand and receive right now. And it's hard to hear this, but I think sometimes if that's -- if they're not willing to move past their doubts, then you need to move forward with what you feel is right and what's been working with your child.

Hopefully, when they're more ready or there's other ways you can help them in the future, that they will be more receptive. But I think the most important thing is you feel good about what you're doing with your child, and you feel confident in the direction that you're choosing for your child. So.

>> ALEX: All right. Thank you, Mi'kel. That's all the question that came in. We want to be respectful of your time. We realize it's about 5:11 here in Utah. So maybe later where you are. So we thank you for coming and joining us this evening for this webinar. In closing, we just want to remind you that a video recording of this presentation will be available on our website at heartolearn.org one to two weeks from today. And any handout will be posted.

At the close of the session, you will be asked to provide a survey about today's presentation. Takes no more about 30 seconds to a minute. Having this information helps us to improve future webinars. After submitting a response, you will be directed to our heartolearn.org website, where you can actually find the registration for upcoming webinars as well. Again, I want to thank you for your participation and Mi'kel for her wonderful presentation on listening strategies for those children who have hearing loss at such an early and important stage of their life.

We sincerely hope this information was helpful to you and we hope to see you back for our next webinars. Thank you very much and have a wonderful evening.