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NCHAM — UTAH STATE UNIVERSITY
TEN TEACHING TIMES WITHOUT TOYS
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>> Hello, everyone.

Welcome to today's hear to learn webinar brought to you by the exempt of communicative disorders at Utah State University.

This webinar is being recorded.

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Today's presentation is entitled: Ten teaching times without toys, which will be presented by Sharon Fairbourn and Jeanette Smoot.

Sharon Fairbourn graduated from Utah state with her bachelors and Master's Degrees in communicative disorders and Deaf education.

Sharon is certified as a listening and spoken language specialist.

She has worked for the Utah schools for the Deaf and blind and for the sound beginnings program at Utah State University.

She has served birth to three, preschool and elementary aged children.

She loves watching kids make connections and empowering parents

with tools to succeed.

Jeanette Smoot holds a Master's Degree in speech language pathology from Utah State University.

She has primarily worked with preschool and kindergarten aged children with hearing loss.

Parent coaching and graduate student mentoring are key parts of her role for the past ten years. Jeannette enjoying finding creative ways of creating listening, language and theme goals into any activity.

And we ask you that hold your questions and comments until the end of the presentation.

At that time I will open a text field for you to submit any questions or comments you may have for our presenters.

Now I would like to welcome Sharon Fairbourn and Jeanette Smoot to today's webinar.

Thank you so much.

We are really glad to be here.

With very a short time and a lot to talk about so we will probably just dive right in.

I wanted to begin with a quote from a mentor of mine, Dr. Todd Houston who said that parent engagement is absolutely critical to a child's communication success.

What does engagement mean?

It means talking with your child, playing with your child, reading with your child.

The word "with" describes a interactive serve and return style that should be present in most interactions if all parents would do, this then children including those with hearing loss would arrive the first day of kindergarten ready to learn.

>> Our main point today is how important -- our main point today is how important you are as the parent. You are more important than any outside resource. It is you that can have the biggest impact on your child over toys, atmospheres, electronics and other programs.

>> From the time I could sit up in a shopping cart, my dad was teaching me the value of a dollar and I still smile and think of when he said these two words are really important and they are important your whole life, they are cheap and free.

While there are a lot of great products and specific programs to be purchased, our focus today is on routines that are hopefully already happening and how to adapt those.

Things that maybe are in your home or easy to obtain in -- to utilize in language learning.

>> If you are entirely new to -- there are ten principles to outline the role of parents and providers to helping parents. It is not a coincidence the majority of these principles begin with guide and coach parents.

If you are in a soccer game it would be weird to see the coach on the field.

Parent coaching is the same way.

The parents are on the field and not the provider.

There is a link to all ten of these principles.

Today we are focusing on principles four through seven which all start with the words, guide and coach parent.

consider your daily routines and let's consider what's happening in your home and let's look at it through a new lens.

For new opportunities to form new habits.

Today we will brain storm on ways we can facilitate language use and list those strategies during daily routines. We want to hear from you so type your ideas and thoughts in the chat.

This is not an exhaustive list.

This is just meant to get us thinking about new ways to approach language learning in routine.

>> So you will hear us refer to various LSL.

We have videos on the hear to learn websites if you want to learn more.

We will mention those as we go along and then we kind of broke this down into ideas you could do with new early listeners, in the birth to three, and next the next steps as children age. Think on what your child, their age and stage of development and what their needs are and how you can adapt these to that. We will start by talking about snacks and mealtimes. This is generally a really motivating topic for most of us.

And small children especially giving them tools to obtain more of what they are wanting or to participate in those times.

>> So one of the big ways you can do this is using that parallel talk and self-talk and narrate is what going on. You can talk about what you are doing as well as what your child is doing.

I am eating the yellow M and M and you are eating the blue one. Tell your child what you are going to eat before you show to them.

This works if it's a bottle or fruit snack.

Expand on the child's utterance.

If they request an apple, you can say here is a red juicy apple.

Auditory bombardment this is where you can use a word over and over again in meaningful context.

I want an apple.

Do you want an apple?

I'm cutting an apple.

The apple is red.

This apple is yummy.

>> So then following a recipe, something even just a simple as I love to make pudding here with the kiddos of knowing there is a sequence to the steps or maybe we need to round up all of the

various utensils and items in the kitchen we will need.

A lot of spatial concepts and maybe some unique vocabulary or a whisk isn't part of your daily activity but we are introducing this or the difference between this type of spoon and that type of spoon.

Setting the table is a fun way, too.

I don't know about your house but we had -- over certain Disney themed plates and cups and things that they are desirable.

Whatever your collection may be, there is descriptive language involved in that.

So just a simple direction like, hey, so and so needs a little blue cup.

You've got three critical elements to recall there.

Maybe you're focusing on plurals.

Or pronouns.

Maybe you are having a Tea Party or setting up a restaurant and all of your various little toys are coming as customers so that you have repeated opportunities to make requests or to check, did you get their order right?

Was it made of this?

Made of that?

And real quick I have to smile that we were doing this not long ago and a little guy had gotten part of my order correct and I repeated back, oh, that's close, but listen again to what I asked for and he folded his arms and looked at me and said you get what you get and you don't throw a fit.

Touche.

He has heard that many times.

>> Bathing and hygiene.

These are part of our daily routines.

We do realize that during path time their devices may be off but there is a lot of discussion that can happen before the devices come off or during other hygiene routines.

For new listeners this is a good time to target body parts.

Take your leg out of your pants.
Where is your foot?

You can also target those noun-verb combos.
Wash your nose.
Brush your teeth.
Give meaning to antonyms.
The towel is dry but you are wet.

Oh, look, the duck is dry.
Put him in the water.
Now he is pet.
The water was warm but you are cold.

And you can sing, sing about anything and everything.

Wash, wash, your nose.
Wash it until it's clean.

>> This doesn't necessarily have to be the bathing of your child.

We did this as a car wash a couple of weeks ago with a little guy who is really into all things transportation so we worked in sequencing the order in which our different vehicles were going to go through the car wash and what we were parts of them we were going to wash first and next, last.

Spatial concepts.
Maybe washing the front and then the back and get the top, bottom.
Again those songs help.
We are forever teaching hand washing around here so tops and bottoms in between.

Getting more than just -- I have to smile when they put the soap foam on their hand and immediately wash it off, oh, that's not -- let's sing our song and remember how we are washing our hands.

Again, a lot of those verbs build on wash.
Maybe we are splashing, scrubbing, we are doing a lot of things related to that but build on that familiar vocabulary.
Link in new vocabulary.

And then those cause and effects because of because we did this and now this has happened.

There is a part on -- I think it's on the PLS where I look forward to their answers because they are looking for cause-effect and asking them why do we do these things and the brush your teeth thing has gotten so many answers. And you hear echos what they have taught at home. Why are we washing our teeth.

And hair, et cetera.

Then clothing.

My mom used to joke there are two certainties which are laundry and death.

So clothing is a part of our daily lives whether we are putting it away, folding it or begging someone else to do so.

So making the most of that frequent activity.

>> And if you have a new listener, this is a great time to target those one step directions such as get your pajamas or pick up your shirt.

You can use an auditory sandwich to help with these directions where you give the direction, wait and see if the child responds or doesn't respond if the child doesn't respond, you have the direction again and this time while you are pointing to the pajamas or looking in the direction of the pajamas and then close the sandwich with an auditory only cue.

You got your pajamas.

You can sort clothes and toys.

This helps your child develop that category vocabulary and also you can ask simple where questions such as: Where are your socks?

Where is your shirt?

And follow them up with -- follow them up -- sorry.

Throwing spatial concepts when answer these questions.

For example, I found your sock.

It's on your foot.

>> As kids get older about three or four where they start getting opinions about what they are wearing so you may have those discussions that not all shoes are equal. There are different types of shoes or types of coats and jackets.
So building on a specific label within categories.

Selecting outfits can be fun because maybe you are discussing those colors or patterns or textures whether you are looking for them or maybe organizing your collection.

Playing with -- I love a good set of paper dolls that you can make them yourself even.
A lot of this carry over play with that, too, but while you are home recalling elements to multiple critical elements of looking for a specific combination of clothes.
We will find our blue pants and striped shirt or you can get more specific with that built on the number of details they are recalling.

Maybe sorting the laundry pile and this is mom's and brother's. Not an exhaustive list and look forward at the end to just add to these.

>> They are on our phones these days as well as advisements. So when you look at family photos on a phone or a book, this is a good time to bombard or highlight those family member names.
I see mommy.
There is mommy.
You can use a carrier phrase, I see mom.
I see dad.

This way when your child gets used to the phrase, you pause after "I see" and give your child a chance to fill in the blank. This is a good time to work on where and who questions.
Who is behind the door or where is daddy?

By pointing out actions and feelings in photo, target pronouns and auxiliary verbs and the progressive ing.

>> We do a lot of experience books here at our school and I love it when families will take photos of it doesn't have to be an exceptional event.

Sometimes we went to soccer practice or the grocery store or grandma's house.

And we make them those books together and target maybe a specific set of vocabulary or a sentence structure in a way that super meaningful and memorable to them and it's about them.

They motivated to share it with somebody else, bless her heart, our front desk receptionist has so many stories.

Always a willing audience.

Some of our kids are like, great, now we will give to Wendy?

Sure!

But because it is a more recent event you can work in those past tense.

We've made how to instructional books which are fun of maybe they feel like an expert on how to build this thing out of Legos.

Or how to -- we are throw back to your cooking in the kitchen, how to make a pie or how to make cookies or a boxed pudding.

You can also explore feelings with photos.

Compare -- you can take a whole bunch of silly selfies of showing emotions or comparing those with somebody else's picture or pictures that you found of emotions.

And then just a lot of question and answer naturally folds into this of what is so and so doing?

Or I wonder where they are going.

A lot of those I wonder open statements that can then invite more than just a yes-no or single word answer.

Going for a walk.

Listening does not mean sitting still.

If you have been in a room for a child for nine seconds you understand they are not fans of sitting still.

So active activities, you can still focus on those auditory skills.

For a brand-new listener this is a good time to point out sound and label it you can use the phrase "what did you hear" and follow it up with the answer.

I hear a dog.

That's the dog barking.

Not only can you label sounds but label animals, plants, people and vehicles.

You can use descriptive words to describe the items as well as the weather.

Bring the learning list to listen sounds to life on your walk.

This is a good time to use animal sounds as well as vehicle sounds and pair those sounds with the name of the object.

This can help the child relate a toy or picture to the actual object or animal.

>> Another fun idea is going for a letter hunt or a sound hunt. Maybe I tied this to our goals in the past of bringing awareness to a certain sound that you might go around your house or the grocery store or your neighborhood and just point out things that have that sound.

Following directions game is fun as well.

Letting them have a turn to give the directions is important, too.

Instead of just taking orders left and right.

Doing this with siblings is fun.

Any time they can give a direction, the adult is willing to go with it, they get that sense of power.

And then -- a trampoline game was probably one.

We were doing a Zoom session and they -- the family just got an trampoline and that's all that was going to happen in our conversation anyway so we went out to the trampoline with the iPad and had a fun session with the four-year-old taking turns telling her brother a series of tricks to do and vice versa.

It was an example.

I just remembered talking about that just now.

Similar to the letter hunt, you might look for things that rhyme on one of your explorations.

And hide and seek is another classic.

>> For an earlier listener, this is a good chance to work on that object permanence.

If you hide something, will they realize it's still gone?

It's a good time to target the where question.

Where did the cow go?

Or where is the pig?

And then follow up those where questions and target those basic prepositions.

The pig is under the rug.

Or in the bag.

And this is also a good time to focus on their own name when you play peek-a-boo.

Where is Tommy?

I see Tommy.

I found Tommy.

And you can use that auditory closure.

So peek a -- and wait for your child to fill in the rest of the phrase

>> You can milk a simple game of hide and seek.

Make a bazillion silly guesses that are clearly not where the item is, but you are bombarding that vocabulary.

You can use some negation to talk about where it wasn't even though you are certain it was in this silly place.

And then that turn taking, let them have a turn.

You may find depending on their age if they know where is it they will immediately want to show you.

You might have if there is a third person that can be involved that not every turn do they know the actual location so again you can drag it out.

That also teaches those rules of group play, right?

We don't want to give it away immediately.

We were letting the other person have a turn.

Good ol' hide and seek.

Then paper and crayons are readily available most places for very little if you have to purchase them. Many of us have them scattered across our homes.

A lots we can do with these

>> My grandma used to save our mail so we can color on the back of it.

Paper and crayons are easy to come by.

For a new listener you can use a crayon to represent the segment of speech.

You make what you are drawing match what you are doing with a voice.

You can draw an arch when saying ah, or put dots with the word dot, dot, dot.

When you stop drawing at the same time you stop vocalizing.

Teaching colors through bombardment or expansion is also a good activity to use for paper and crayon.

Learning to use crayons helps your child develop those fine motor skills and pre-writing skills they will need later on in life.

>> You can do this white board as well.

We will do a lot with patterns whether that's with colors or shapes or even sometimes letters if they are practicing those.

Of writing those out.

Again, we can make that a turn taking activity.

Barrier games.

I will show you a setup of one.

That's where you create a need to listen closely to the direction because you can't -- you don't have a shared visual reference.

And then the last point of demonstrating auditory identification of a sound feature they may not be able to produce.

I was working with a child that was in the midst of some palatable surgeries so couldn't not produce sounds but we wanted to check in was she hearing the voicing differences so we could do a paper and pen activity where she was could indicate by the pattern we were making when she heard the switch so bah-bah-bah was a dash and pa-pa-pa turn food a dot.

This next slide will show you an example of a quick staged version of a barrier game where we were doing drawing people so we were focusing on with what was the body part and some descriptor of the body part.

Were we drawing long arms or blue legs or curly hair.

This is one that is adaptable over distance sessions as well if you are doing distance because they really can't see your picture until you hold it up to the camera.

In person we put up a barrier and we can check our work in between turns.

Hang on that was different.

Listen again.

Or just cheering on -- I know exactly what to draw because I heard you say long arms.

Or short hair.

>> We can build a lot of excitement around simple things.

Playing a game of what's in the bag is a good way to do this.

If you want to, you can even have the child gather up the things you will hide in the bag.

This gives them prior knowledge of what you are hiding and also does not have to be a solely a listening game.

You can flip it and work on expressive vocabulary.

This is a good time to practice those learning to listen sounds.

You can talk about the object and use the sound associated with the object before you pull it from the bag.

I see something black and white that says Mao.

A simple riddle are too complex just using the object sound and name before pulling it out of the bag is sufficient.

Here comes the cow.

Moo.

You can also sabotage with known items.

Use the phrase "here comes the cow" as you pull out the cat and see if your child will correct you.

Don't forget to highlight the spatial concepts in and out as you take things in and out of the bag.

>> Build on this when you are even into an I spy game of giving clues about what we use the object for.

Maybe what are its parts it's made up of.

What it might look like where you might find it.

Animals are a fun way to do that.

Talk about habitat likely location.

And then when they are throwing that negation up, nope, it does not do this or it does not have that.

Music, so much that can be said and taught about the value of music.

We try to incorporate that here a ton.

We mentioned it here before putting routines to little jingles.

Music is amazing

>> It can be used to help kids discriminate between the presence and absence of sounds.

When you stop both the actions in the song, see if your child realizes the sound has stopped.

You can pair songs with learning to listen to sounds and objects.

For example, web playing with a cow, sing old McDonald.

>> Fun to throw in sabotaged lyrics and get some giving you an opportunity to correct you.

Introducing different cultures through music is another fun thing.

Composing your own songs together.

Finding out rhyming schemes and things like that.

Exploring different maybe the mood of the music by the tone.

We here have a collaboration with opera by children so they discuss a whole bunch of what does the music tell you about what might be happening or feeling.

That's fun.

Then we are getting close to the end here so we will not say a ton on books, but again there is volumes and volumes that could be said on the value of incorporating books.

>> We could do a whole presentation on books but reading with kids and helping them develop pre-literacy skills and can include concepts like that you go left to right that they can now turn a page.

It's also a good opportunity for auditory first.

Talk about what's coming next or talk about a picture or item before you show it to a child.

Lift and flap books are great.

And you can expand on your child's utterances throughout the reading process.

You are not bound to the text.

Expand upon what you can see.

And then I always like to tell parents comment more than you question.

This will help the child feel more a part of the activity.

If you ask too many questions you may start to feel tested.

When you use questions use open ended questions such as what happened or where is he going?

>> Books are a great way to encounter new vocabulary.

Put it into context and link it to known vocabulary.

Maybe you are sandwiching that with the new and the old.

Asking them, huh, what could that mean?

Let them use those clues from the story.

Relate that back to your own experiences.

Work on some auditory recall telling someone else the story later.

Act out parts of the stories.

Making your own spinoff of the stories of fractured tales.
We have fun with that here.
The library is your friend.

>> It will be your best friend if you let it.

Finally, just closing with a quote from Fred Rogers and the thought of making this fun and meaningful.
I like this.
This is from I think a commencement address he gave at his Alma Mater.
He said that from the time you were very little you have had people who smiled you into smiling, talked you into talking, and sung you into singing and loved you into loving.

You are the most important person in your child's life.

We will open up for -- do we have comments in the two minutes we have to spare?

Again, a lot of content.

>> So thank you, Sharon and Jeannette, for your presentation.

And I will open up a box field that you can type a question or comment to.

I apologize that we don't really have a lot of time to spend discussing it for very long.
What we can do is take down and especially if you want to write down your e-mail we can respond to you that way also.

Catherine asks will we get the link for the ten principles?

>> You should have access to the PowerPoint which -- the link at

the end.

PowerPoint there is a link to the ten principles.

>> Yeah, I apologize and Jeannette -- Jennifer says thank you so much.

So Jennifer, thank you for joining us, too.

We would like to thank our captioner, our IT support and all who participated on-line today and remind you that a video recording of today's presentation will be available on our website heartolearn.org.

At the close of the presentation, you will be invited to complete a very brief survey that will help us to improve future webinars.

You may complete a certificate of completion for attending today's webinar.

We again want to thank you for your participation in today's webinar and we hope to see you back for the next one.

Thank you for joining us.