

ROUGH EDITED COPY

NCHAM-REAL LIFE MOMENTS AT HOME DURING COVID-19: SUPPORTING
LANGUAGE AND COMMUNICATION FOR CHILDREN WHO ARE DEAF/HARD OF
HEARING-(ADOBE 4.1)
MAY 13, 2020

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>> Those of you who signed on, you're in the right place for today's webinar. We are trying one or two last efforts to solve a we always want to make sure that our webinars are fully accessible to everyone.

>> Annabelle. Can you advise us on--

>> And caption this right after we're done?

>> This is Janet, yeah. William, if you want to move forward, I think that would be all right.

>> Okay.

>> Hold on one second.

>> Those of you who are needing captioning, um, or desire it, here's a link that appears to be working.

>> I'm going to, you can cut-and-paste that right there. I guess I'll just drop it down into this bottom window here, and we'll be able to proceed.

Um, so I will start recording the meeting. And we'll get going. Thank you so much, Annabelle, for our captioner for your efforts.

>> So I'd like to-- so I'd like to welcome everybody to today's webinar, recognizing better hearing and speech month which is sponsored by the National Center for Hearing Assessment and Management at Utah State University. And Hands & Voices, family leadership and language and learning project. My name is Will Eiserman and I'm the associate director of NCHAM. I want to welcome you all today. You'll see a captioning link at the bottom 67 your screen. We had a little bit of a glitch today. Apologies for that glitch. Some elements of technology are outside of our control and best intentions. So we appreciate your patience.

It is being ordered and be posted in the next couple of days. So if anything disrupts your full attention or unable to participate in today's webinar, know that you can access this with full captioning on our website infant.hearing.org in the next couple of days and think of who you can save it with as well.

Know that this webinar is part of a series of webs that are coming up in the next week and a half. Here are some of them that are up-and-coming keep your eye out for announcements.

So today, our presenter is none other than the Janet DesGeorges who is the Executive Director of Hands & Voices who will be speaking to us of real life moments at home during COVID-19, Supporting Language and Communications for Children Who Are Deaf/Hard of Hearing. Once Janet has completed her comments, we will open up a text screen in which you can type your comments or questions to which Janet will respond. So without any further delay, Janet.

>> Hello, everyone. This is Janet. I'm really happy and pleased to be with you today to talk about a very complicated topic in a really brief period of time. So this truly will be about a 15 minute presentation. I have an action planned, call to action at the end of this.

Uh, this presentation, I guess, could also be known, if you've met me before, can January he will really talk for 15 minutes? You'll see. If you've never heard me speak before, I'll say my husband likes to say, I never met a microphone I didn't like.

Let's get into this topic about language and communication at home. It's a really fantastic topic and really close to the core of supporting families with kids who are deaf and hard of hearing.

Just a little bit of myself. I'm a parent of a young deaf adult. I'm part of an organization called Hands & Voices. We serve over 17,000 families across the U.S. who are deaf and hard of hearing. We are proud to, um, be-- hold a cooperative agreement with HRSA for the center of family leadership of language and learning. We

are focused on the supports to family to increase their opportunity and access to resources to help their young, and deaf and hard of hearing children achieve language and literacy.

I like to think about and start every presentation with the idea of always starting with joy. In fact, if you go to our Hands & Voices website. We have the joy of raising our kids. I like to think about it in my own life what a joy it has been in our family to have a daughter who is deaf. That experience has been woven into the fabric of our family life together.

I think it's important, often when we're talking about the needed supports for families, we can sometimes get focused on the deficit. So, um, I always like to just start with joy.

Hands & Voices, this presentation, and actually the tool I'm going to be sharing with you today is really reflective of who we are at Hands & Voices. It really is some strategies and supports for families across the communications spectrum whether families are using listening and spoken language, visual sciences, American Sign Language. It goes across the spectrum for all those families.

Thinking about this topic in context to where we're at right now as a society. Obviously, thinking about families being at home. This was just a meme that was funny. Turned herself into a potato in a Microsoft meeting. She was stuck like this the entire meeting.

I'm sure those of you who are participating today, often we start with moments together, saying, how are you all doing out there. You know, it's interesting because I hear a lot of people say, we're doing fine. It's sort of in the tone, right? Some people are really embracing this time. Other people are really struggling. One of the chats you're going to have the opportunity to be a part of, in a couple of weeks, is talking about how family to family support is reaching out to families wherever they're at.

You know, families are talking. People talk about being grateful to be able to work from home. You know, don't have to chauffeur the kids around. And I think we're all dealing with energy around the degree of comfort our society is moving from sort of the lockdown to emerging as a society.

So when we think about how we're supporting families at home, just taking that poll of any individual family is at and how we're doing collectively.

And just asking families, how are you doing out there in the real-world? What's it like for you? A lot of families are talking about, you know, we're not one of those talking about time in our hands. Life has gotten crazier. An emerging conversation right now is people are feeling Zoomed out. And lots of supports and energy going on through virtual means which is fantastic but also there are some limits, I think for families in thinking about that.

Some families talking or hesitant about using tele-intervention, telehealth as the primary conduit of receiving services right now and also families doing really strong in those areas as well.

Families around technology, one family said, well, we still have one hearing aid that works. There's some obviously, some impacts around ensuring technology and support to families working.

It's interesting to me though that I think this period of time really highlights really the expectations for early intervention and building communication language for children around supporting families in their natural environment.

That natural environment has been disrupted to some degree and yet the tool I'm sharing today about language and communication is really meant to reflect that goal of how can families enrich their children's lives, enrich their children's language

communication pre-literacy, social, emotional development while they're at home during this time.

So today I'm going to share eight different tips for you. This is a tool for parents with practical tips for developing language in everyday life. This was developed through our project with the SL3 center, led by prominent researcher. I'm sure you've heard of-- along with many researchers from all over the country and including our team at Hands & Voices. I'd like to particularly thank Terry Patterson at Hands & Voices who did a lot of work on creating this tip sheet.

So here's where the tip sheets can be found. I'm going to talk about kind of the overall goal and use age of them and support families with communication growth with the use of these tip sheets.

So here are the parent tip sheets that we developed. Um, each tip sheet addresses one of these main areas. I know what you're thinking right now. You're saying, did not-- does not your team read the literature on ensuring that any products that you create for families should be at a third grade reading level? Trust me. We had this conversation. Um, we understand-- to me one of the things, looking at this list right now, if you're seeing this for the first time is an understanding that particularly for kids who are deaf or hard of hearing, the area of language acquisition is one of the areas that we really focus on. It's important for many reasons for families not necessarily to memorize or know exactly what each of these means. That's the beauty of the tip sheet. I'll talk more about it in a minute.

But it is very important for us as parents to understand that language is complex, that there may be different areas of language that we need to be working on for individually for our child where they might be showing gaps. I know sitting around at night, moms at virtual happy hours are not talking about, oh, the key story happened today when I was working with syntax with my child. And yet these are the strategies and these tip sheets address the areas that are imperative if we are going to see our children benefit from early identification in the EHDI system. That's the whole point of this which is early identification leads for the opportunity for children to be at language level that of typically developing kids.

So let's just dig into these a little bit more and talk about them. Thinking about how these tip sheets can be used, they were really developed to be used by families in conjunction when applicable with their early prevention provider. They can be used with parents on their own and with other providers. We purposefully did not create these tip sheets in a specific age range, not age range but evolution of stages so that families can pick and choose and work on different activities that are areas that their particular child is working at any time.

The tip sheets are not obviously we don't work on language development in just one particular area. They can sometimes be work combining the different strategies together. And we also think it's good for families to be able to share these tip sheets with their early intervention providers.

Look. The truth is that there are families that have kids that are deaf and hard of hearing that are working with early intervention providers that may not necessarily have expertise in language development for children who are deaf and hard of hearing. So these can be really a powerful tool to be able to make sure that the areas that are being addressed are specific for kids who are deaf and hard of hearing.

For example, language syntax and morphology, that is one of the more delayed aspects of for children who are deaf and hard of hearing. So it's important that we are aware of and developing these skills. I like to say that, I know for me, one time I was at a conference where there was a presentation on pragmatics in language. I remember

at the end of the presentation there was a group of parent in the back, probably 40 or 50 of us that had all the energy around, oh, my gosh. Now I'm finally understanding what I perceived sort of intuitive gut instinct in gap areas for my child was really about pragmatics, the way in which language is being used.

And so these tip sheets are actually really powerful. Here, thinking about strategies and examples for implementations. For instance, in the one on cognitive, it's really the actual tip sheet goes from an explanation of the words that we're using on the left-hand side but really honestly even if parents opened up these tip sheets and looked down the list on the right of things they can do. Things that capture your child's attention, playing peekaboo. Not scary. Pragmatics about telling jokes, turn taking and language syntax and morphology. And so, these are really awesome tools, I think for families to just go a little deeper into thinking about what is it that we're really working on here?

We want-- I wanted to show you quickly a video of a mom talking about how she uses these stipulate sheets.

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>> We are the Hvost family. We have been using the visual language development tip sheet. One of the main things we've been doing is looking around our environment and doing turn taking. I wait for Ali to look and they about something. And talk about it. I want to look at the trucks and diggers outside. I don't know all of the signs but I create movement with my hands to describe something. And so he took us off to a different place than I was going to take us. But we just work on turn taking and talking about things that we see. Another thing is we used the early literacy development tip sheet. And we were working on spelling words, using letters with a game that we had out of our closet.

>> This is Janet. Thank you, Amanda for sharing that. You can see she was talking about the two different tip sheets. She used the things about following your child's lead, using a game from the home. All the really strong elements of what we know in terms of parent coaching and developing language at home. That's an example how she uses the tip sheet.

My time is about up. Hard to believe. But I wanted to just share this one final thought with you and particularly in thinking about coaching, whether you're a family leader sharing this information with other families or a provider. EHDI systems program director to make sure that you have these links available. But for right now for families who are at home, we know that in order to build, to do the work as a parent, to ensure that our children are growing in language and communication, our children need to be in a safe environment.

Look here at the protective factors, parent resilience, knowledge of parenting and child development, concrete support in times of need, social and emotional competence in children, these are the things that have been challenged, I think, during this time, during the COVID-19 pandemic. And yet, I know everyone who is serving families, even if you weren't aware of these protective factors are probably utilizing and focusing on these areas so that families can be still encouraging, language and communication growth despite the various challenges that exist.

I hope that you'll look at our, the hour project if you're not familiar with it. Finally I want to challenge you today. Take the link and put the tip sheets on your Facebook page if you're a family-based organization, if you're early intervention provider. Look at the tip sheets and think about how you can share those with families if you're a family who is at home right now working with your child, make sure that you go in and pick one or two activities a day. They're simple and really help support the complexity of

language and communication pre-literacy skills, social, emotional development for a kid. Thank you very much.

>> Thank you, Janet. And I just put the links from your PowerPoint up on the screen. Can you post those links again to get access to the tip sheets? You notice the links are to the Hands & Voices website which has that and many other resources you'll probably enjoy checking out.

So if anyone else has any other questions or comments for Janet to respond to, I put up a text screen into which you can type your comment or question. And Janet will do her best to respond.

We have another question-- is: Are there resources for Spanish speaking deaf parents?

>> This is Janet. Thank you for that question. Um, yes there are some resources for families who are Spanish speaking on our website. These particular tip sheets have not been translated yet. But it is-- we are working towards creating the resources for families in Spanish as part of our project, yeah.

>> Great. And, um, I will ask you this question, are those tip sheets printable? And are they doc or PDF files?

>> This is Janet. They're PDF files. And they are printable. And they were explicitly created as one pagers. So obviously thinking about the complexity of some of these conversations, the work of the researchers and kind of distilling this information on one page, I think it's really a remarkable feat. But yep, one page, PDF.

>> Great. The next comment and question is, thank you for these resources. I'm a teacher of the deaf that works with young children. Tips for families are always needed. Can I share your email with my families?

>> This is Janet. Yes, of course. We're always happy to hear from families directly. And, um, I also hope that you share the resources with them. Thank you.

>> The next question, Janet, is there a PDF list of the eight tips? And could that be posted soon?

>> This is Janet. Yes, the top link is actually goes to the page with all of them describing-- but I think you're asking is there a PDF of one, with one document showing all the tips? That's a good question. I don't know the answer to that. I will find out. And if not, then we'll see what we can do about creating a PDF that lists all of them on one document. I think that's what you're asking for. But the landing page at the top there is the overall global-- it shows all eight of them on one page. And then you can click to the specific ones.

>> Okay. Great. Well, it looks like that's all of our questions for today, Janet. Thank you so much for your time today and preparation for this coffee break webinar. For everybody else, know that this webinar has been recorded as a part of our series of webinars recognizing better hearing and speech month.

Know that there are other webinars coming up. This gives you a quick review of some of the things that are coming next week we have-- or later this week, tomorrow ensuring ongoing access to high quality early intervention services through tele-practice by Christina blazer. And then rule see the rest of them that are coming up in the next week or so over on the right.

Thank you to our captioner today for dealing with the stress of technology not cooperating quite like we like it to. So thank you very much for your services today.

Before everybody runs off, if you could just click right in the middle of your screen here where you see the link to our feedback for our, for this webinar, we would appreciate you giving us that feedback.

Interesting that's not exactly showing up. There we go. If you can click on that, it will give us feedback on today's webinar. Remember to join us again for our upcoming webinars. Thanks, Janet and everybody else.

>> Thank you, William. Thanks, everyone.