

ROUGHLY EDITED COPY

NCHAM — UTAH STATE UNIVERSITY  
PROMOTING LANGUAGE AND LITERACY THROUGH  
DAILY ROUTINES AND ACTIVITIES  
OCTOBER 1, 2021, 1:00 P.M.

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Live captioner standing by.

>> Hey, Nicole, are you able to hear me okay?

Yes, I hear you just fine.

Should we do a test of the captions?

Does my voice quality sound okay.

>> You sound great.

You might need to click the -- I'm seeing the captions now and they look good.

>> And hello to everyone.

We welcome you to Utah State University.

It's good to see some of you are joining us early.

We will begin our presentation at 11:30 mountain daylight time.  
So in about 25 minutes.

I'm seeing the captions now and they look good

>> And hello.

I'm seeing the captions now and they look good.

>> And we will begin about 25 minutes.

I'm seeing the captions now

>> And we will begin in about 25 minutes.

>> Hello?

>> Hi, Lauri, we can hear you and your voice quality sounds good.

>> Oh, good.

Okay.

Okay.

Good.

Thank you.

>> Sounding great on my end for both of you as well.

>> And it looks like our captioner is here.

>> And it looks like our captioner is here.

>> Hey, Lauri.  
Can you hear me?

>> We can hear rustling on your end, when you aren't speaking you may want to mute it because it's picking up everything.

>> With this one?

>> Yup, that does it.

>> Are the captions working okay?

>> Yeah, if you want to see them, come to the right of the mute button and that black bar you can see a CC button and you should be able to enable them on your screen.

>> It looks like we have more guests join us early.  
We welcome you from Utah State University.  
We will begin our presentation at 11:30 mountain daylight time.  
So in about nine minutes.

>> Hello, everyone.  
Welcome to today's hear to learn webinar brought to you by Utah State University.  
This webinar is being recorded.

If you desire closed captioning, click the CC button in the black bar at the top of your screen.

Once enabled you can re-size the caption window by clicking and

dragging the size.

The handouts can be found for download in the bottom left corner of your screen.

Today's presentation is entitled promoting literacy through daily routines and activities which will be presented by Dr. Lauri Nelson.

Lauri Nelson is a professor in the Department of Communicative disorders in deaf educate at Utah State University. She is the deaf education division chair and the director of the listening and spoken language graduate training program. Dr. Nelson has a dual background as a deaf educator and a pediatric audiologist.

She is one of the co-founders of the hear to learn website and has to authors or co-authored 50 publications, book chapters or scholarly products.

We ask that you hold your questions or 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 presenter.

Now I would like to welcome Dr. Lauri Nelson to today's webinar.

>> Thank you, Nicole.

Hi, everyone.

We appreciate your attendance, and I appreciate being with you today as we talk about one of my favorite topics and that is helping our kids who are Deaf or hard-of-hearing make language and literacy gains using children's books with every day activities and routines with their families.

We could talk for hours on a topic such as this, but I'm hoping in the short time we have today that it might leave you with some nuggets of information and fun things to consider and pursue whether you are listening as a parent, care giver or a professional.

So we will start our presentation today with some rather shocking news.

I know this will come as a big surprise to you all, but our kids

don't remember everything we tell them.

They do learn through the rich experiences of actively constructing knowledge.

In this presentation, we will talk about both language and literacy development in our kids because we can promote growth for both in similar ways during meaningful critical thinking, knowledge constructing kinds of activities. And we know that language and literacy grow, whether spoken or signed, during the early intervention for a child's academic achievement and future educational and vocational opportunities.

So let's start with literacy.

How early can we start?

Most of you have seen this video clip, and I won't play the whole thing.

As you think about, look how young this little child is and then of course, the sheer joy of this grandmother that is here with him and surely he will feel this from her as he has these interactions with her.

>> The wonky donkey!

>> I was walking down --

>> I walking down the road and I saw, donkey, donkey.

A bee.

A donkey.

A donkey -- and he only had two legs.

He was a wonky donkey.

I was walking down the road and I saw a donkey.  
He only had three legs.

He was a wonky wonky donkey.

>> Of course, if you have seen those, it's fun to watch and clearly this is an engagement and interaction that I am sure that these little kids will feel with their grandma and can gain so much from.

We know the importance of children being in language rich auditory environments both conversationally and, of course, music.

Those are topics we could talk about.

We know they are never too young to start being exposed to books.

So consider what is your favorite children's book and why.

I don't know if it's possible to put into the chat, but if that's available, I would be happy for you to even think about that and put into the chat if you wish what your favorite books are and why.

I pose this question to our graduate students in an assignment this they complete for a class here in our class here at Utah State University.

Without exception, the most common thing they describe is to why they love a particular group or why it's meaningful to them is connected back to their childhood.

Probably like you, I have many different children's books that I love, but that book shown there in the middle panel, little bear, takes me back to my childhood in ways that are hard to explain.

It's not even my probably my necessarily my favorite book now, but this book is -- it -- it's funny what I feel when I read that book and what it means to me because I remember reading it over and over when I was a child and I just loved that book. We should never underestimate the power of books in the lives of our kids and the many ways to promote language and literacy growth.

Probably all of us are aware of the local and national emphasis on the importance of children developing strong literacy skills

that are essential for educational, social and vocational success.

If we are mindful of the instructional components such as phonemic awareness, phonics, fluency, vocabulary development, print awareness and effective comprehensive strategies that form the foundation of literacy acquisition priorities, we can find ways to enhance these skills during fun book reading activities.

We know that establishing strong foundations of language and literacy during the preschool and early elementary years is among the strongest predictors of later reading achievement. And is consistent with the recommendations of the national reading panel for K-12 success.

Also gaining momentum is the implementation of the principles and priorities of the science of reading. As described by literacy expert Timothy Shanahan, instruction is that truly based on the science of reading requires teaching approaches be evaluated empirically and proven to provide children with clear learning advantages.

One aspect of documented benefit to establishing early literacy foundations is the importance of phonemic awareness and phonics instruction.

That's for all kids, but we know this is a particular importance to the literacy development of our kids who are deaf or hard-of-hearing who use hearing technology for the development of auditory perception skills, and those auditory foundations. We can talk about this as a topic for hours on the science and the experiences of teachers and the recommendations.

Aside from that and along with that, we -- what we also know -- woops.

What we also know is essential for our kids is engagement in language and literacy -- excuse me.

What we know is essential for our kids is engagement in literacy and language rich activities that are fun and meaningful for

them, and whether as a parent or professional we can ask ourselves if our engagement for our kids is promoting surface language, which is expanding what they know or simply talking about the things that they already know.

So are we doing that surface language or are we engaging in ways that just dig deep into their brain cells to promote curiosity and to actively construct and expand their knowledge.

And there is definitely a difference.

So using children's literature our conversational interactions can go well beyond the text of the story, and there are just so many rich things outside of that -- of the written text of the book.

I'm going to play you a short clip and as you watch this, pay attention to the conversational interaction that is happening beyond the text of the story in this clip.

Watch for the opportunities for vocabulary enhancement, the prompt that this speech pathologist uses where she says listen and make a picture in your head.

And then you will see the segment that happened two days later.

So two days later when she was prompting story recall and comprehension.

>> Lauri before this next video, if you wouldn't mind muting your microphone.

I think it was coming through your computer as well last time.

>> Okay, thank you.

>> Pop.

>> Let's look and see.

What do you think she would call that purple top?



>> I don't know.

There?

>> Yeah, this is the turnip.  
It's called purple top.

Look at the top, Clint.

>> That's grandma Lena.

And she is going to grow the purple top turnip.

I think they call it that because the top is purple.

>> Not that.

Not the bottom.

>> The bottom is white and the top is purple.  
Let's find out what she does to grow those purple top turnips.

When spring arrived, the ground was soft enough for digging and grandma Lena planted tiny seeds.

She didn't worry it was still a little bit chilly.  
Turnips like the cool weather.

Did you make a picture in your head.  
She is planting the seeds.  
Let's see what that looks like.

She has her little shovel and she is planting the seeds.

Pretty soon plants pops up!  
Yeah.

Okay, ready, let's listen for the next page.

Ashley, she didn't get to hear our book the other day, the one about the big turnip.

Maybe you could tell her the parts you remember.

Can you?

>> Uh-huh

>> Okay, let's start.

Hm, who was in our story?

>> I don't know.

>> Hm.

There was a grandma.

>> And then she can't pull that turnip out.

>> Why not?

>> Because she needs help with us, with her family.

>> Her family had to help.

>> I don't know what comes next after grandma

>> How come she needed help?

>> I know what comes next.

Grandma did get that out and what comes next.

Grandma --

>> I have a question.

Let's pause for a second and listen to my question.

Grandma planted a turnip.

And she needed help to get it out.

>> No, no!

She got water and that turnip turned really, really, really, really, really, really tall!

>> It was huge!

>> Huge.

>> It was enormous.

>> Enormous.

>> Those are words that mean really, really, really tall. You could say it was gigantic.

>> It was gigantic.

>> So that was a segment between a speech pathologist, Janet Smoot, who is here at Utah State. And then the child.

But this can also happen frequently and effectively at home as well with parents and family members as they also have and have such a tremendous impact on promoting their child's creative thinking and expanding their language.

And this was illustrated in a multiple case study we did where we had four parents and their children with hearing loss ranging from moderate to severe.

and profound who participated in the study what we did was we obtained recordings of the parent/child book reading segment and transcribed the conversations and coded them based on the types of questions parents asked or the conversational engagement with the story.

And the first few sessions were considered baseline where there

were no instructions or guidance given.

Just the parents were just asked to engage in the book reading whatever way typically occurred.

And then we did a short training session with parents to help offer suggestions and strategies for expanding interactions with children to help go from possibly that more surface-type language experience to increasing their engagement and potentially expanding the reading segments to promote critical thinking and richer language experiences.

We focused on helping parents to -- how they could elicit language, how to naturally highlight elements of phonemic awareness.

To promote conversational turns and help to utilize the concept of wait time to see what their child could come up with.

We also prompted them in using questions or carrier phrases such as I hope, I wish, I think I wonder.

This can prompt a different engagement than for example just pointing to the pictures on the page and asking, what's that?

Or where is the dog?

Such prompts lead to single word responses and then there clearly is a right or wrong answer to these questions.

Consider if, for example, they were reading the book, snowman at Christmas, and the parent engaged the child outside of the written text such as, what do you think is this snowman's favorite game?

Or what do you think might happen if this snowman visits grandma and grandpa in Arizona?

These interactions can be so powerful in engaging children in the story, and you may be surprised at what they come up with. In one of the recorded segments for this study after the training session, one of the children that the child was reading her favorite book, the little mermaid, and then using the I wish phrase to promote conversation, the mom stated, I wish I could swim in the ocean like Ariel.

And then the parent paused for several seconds.

The mom making that segment and using her wait time strategy, the child after a few minutes said, I wish I had red hair.

And based on the recording and the transcript, the parent appeared to be very surprised by this response and it prompted more discussion about this child's wish for red hair.

Now, of course, some essential principles of the study included that it was essential that the parents and this would be true of care givers but the parents and professionals, but they -- fun and comfortable parent/child book reading sessions.

That they shouldn't become lessons or demands on the child. The answer isn't necessarily the priority, but rather the engagement of thoughts and ideas to promote child engagement.

And no right or wrong answer.

And then also note that sometimes more questions aren't necessarily better.

We want to avoid a tendency to bombard the child with questions. Again, it goes back to more that exchange of thoughts and ideas, and allowing adequate wait time for the child to formulate his or her thoughts or ideas.

Also follow the child's lead, if they don't wish to engage or would rather listen, sometimes that's better, too.

Sometimes they just need to cuddle in with the book and listen.

But when possible and as part of an engagement, it can be so amazingly interactive and a wonderful process when we go beyond the story and engage in a dialogue.

So as far as the study findings, this shows the baseline responses.

That shows the interactions and the kinds of engagement or prompts that the parent was using during the baseline segments of the book reading recorded sessions.

Then after the training session you can see that the amount of engagement substantially increased.

And then this was some generalization data.

Then also noted was of the total words spoken during the book reading sessions, which were a 15 minute period, the percentage of words spoken by the child also increased.

So the green shows the baseline, the percentage of words spoken by the child at baseline for each of the families. Then the blue shows the percentage of words spoken by the child after the training.

So in every case the child had more engagement and more involvement in that book reading activity as the parents were using just some simple prompting strategies to keep the children engaged.

And then this yellow color is the generalization data. We had one family that moved and we weren't able to get generalization recordings.

It was a fun study to see and we got great responses from the parents afterwards saying they used those strategies and it was fun to see what the kids came up with when they prompted them with these prompts of I wish, I hope and wonder and seeing what they would say or asking what do you think might happen if.

It was fun to see that.

So consider that engagement is certainly not limited to books, think of the language that goes into just the every day activities of making a bed or cooking or even brushing your teeth.

The ways that we can promote that -- and one of the ways that I really love and that we use a lot in our program is experience books.

And there is a handout with experience books that you can take a look at.

I'm going to show you in this example we use the mitten quite a bit as one of our stories.

This shows an experienced book where -- and just think of this in the context of making the bed or engaging with the cooking activity at home.

That you take a photo at different stages and let the kids write the narrative.

And in this particular case it was a whole activity around the book including music, a lot of components that go into it.

The kids carried out this book activity and then I'm going to play another clip that carries it over.  
Again, this is a school setting but it wouldn't have to be.  
This could happen at home as well.  
Bringing it into all kinds of things as cooking and food and all kinds of things.

>> The glove.

It was about a mitten.

It's a little bit different than a glove.

What went inside the mitten?

>> Money!

>> A bear!

>> A bunny

>> A rabbit.

>> There is one animal that's kind of my favorite.

Do you remember the name of this one?

>> So I would love to show all of that, but in the interest of time I just want to carry the message that there are so many ways that we can bring the rich language targets we have whether it's book reading or daily activities.

Taking pictures and having the kids be part of that and carrying it over into food and other activities that re-enforce it

throughout the day.

Quickly, here is another example of another experience book where the child was the author.

In this case the child, Nicole Jacobson was his teacher, she wanted to expand his language. She used something he loved and that was mountain animals. And then he told the story and she helped expand the language.

About to take this home and re-tell it to everybody who would listen.

He loved this book because he was the author.

And it was about stuff that mattered to him.

Here is another example of an experience book that you can do just to even promote certain Syntactic elements that you can target.

It's just endless, the things that can be done with experience books.

Embedding things into the things that matter to the kids. And they love seeing themselves in books.

Finally, I'm going to show another quick clip of how a parent really modeled and used language and narration in an activity that was just an every day activity that they were doing in a cooking activity.

>> First we need to turn on the stove.

Why do we turn on the stove?

>> To make it hot.

>> So the pan can get hot.

Because the eggs need a hot pan.

I'm putting in some bacon grease because you need to be fattened



up.

We will do one at a time.  
What do we have?

>> Egg

>> Where are we going to put it?

>> On the --

>> Oh, were you thinking about cracking it?

>> Cracking it.

>> On the --

>> On the counter

>> Yes.

On the counter.

>> This is called the edge.

On the edge.

>> And again, you just get the idea that this was -- that this parent just capitalized on this opportunity in engagement.

Think of what does your family enjoy?

Or the children you serve and the language and literacy opportunities that are there.

And the many ways that the children can have it become targeted to their particular goals, creating experience book and letting them retail those things and doing it in a way that's most meaningful and enjoyable for them and it's endless, the opportunities are endless.

With that, I know we are just about out of time.

But if there are any questions I'm happy to have any questions.

>> Thank you, Lauri, for your presentation.

At this time we are open for questions.

Please type your questions into the Q&A pod that is opening up and Lauri will respond.

After this webinar if you still have follow-up questions or comes, please e-mail Nicole.Jacobson @-- and I will facilitate your questions there.

Christine, do you have any suggestions for a particular programs to print experience books?

>> I do.

And I am going to draw a blank.

We have it in a class that I use and what I would be happy to do is if you would e-mail Nicole and then I can respond to that and I can send you a link.

I'm sorry.

I'm just drawing a blank right now of the blank of it.

But there are programs.

I will say that you can make it very, very simple and just if you just take them off of your phone and send them to a printer, print it off and staple it together.

Make it as easy as possible.

And for children under three, to help create an experience book, I would keep it very simple and keep it with the things that are part of their routines.

Even if it's something like getting dressed, or helping mom to put the -- sir the chocolate into the chocolate milk.

And you can just take pictures along the way.

The other thing you can do is maybe even take pictures of family members and put it together in a book.

And that way you can talk about family members and what they are doing.

It helps kids to just connect it to the people in their life that they are involved with.

You can take pictures of going on a walk outside and it just almost like as much as your imagination can allow. There is just no end.

Encouraging and, yes, I'm happy to share the slides for sure. Christina, I'm happy to do that and I can send you a link to the study as well.

Encouraging literacy with families that maybe don't -- aren't as aligned, I think connecting it -- sometimes if it feels like it's a lesson that they have targets that they aren't as finding as useful, but just finding ways that what are their priorities and help them see how their child -- children are drawn to the things that are about them and hopefully a family would engage where they just -- they can see how much their child loves it if their child is the focus of the book. That's such a quick answer because I know we have to stop but I'm happy to have expanded conversation if anyone would like to. It's a wonderful topic.

>> If you would please open the last screen so they can have access to the survey.

Thank you.

At the close of this session you will be invited to complete a very brief survey that will help us improve future webinars and you may complete a certificate of completion for attending today's webinar.

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](http://heartolearn.org).

We especially thank Dr. Lauri Nelson for presenting today.

And again, thank you for your participation in today's webinar. And hope to see you back for the next one.

Thank you for joining us.