

>> Testing the captioning.

(Standing by).

>> Hi, Elizabeth, can you hear me okay?

>> Yes, I can.

>> Great. Let me get my camera on.

Okay, great.

Well, if you want to try out your screen share, we'll make sure that's working.

>> Sure.

(Standing by).

>> Testing the captioning.

(Standing by).

>> Hello, everyone. We welcome you from Utah State University. It's good to see some of you joining us early. We will begin our presentation at 11:30 Mountain Time, so in about five minutes.

>> Hello, everyone! We welcome you from Utah State University. It's good to see more of you joining us just a bit early here. Our presentation will start at 11:30 Mountain Time. So, in just a couple of minutes. Thank you for joining us.

>> Recording in progress.

>> Hello, everyone! Welcome to today's Hear To Learn webinar, brought to you by the department of communicative disorders and Deaf education at Utah State University. This webinar is being recorded. To access captioning, click on the CC button on the bottom of your screen and click "show subtitles" and they should start showing for you. Today's presentation is entitled Beyond "Who are You?" Getting to the Heart of the Matter in Sessions with Families and Students.

It will be presented by Liz Parker, but it's also important for us to note that Cass Fogelstrom was also instrumental in the creation of this presentation, though she is not here with us today. Liz Parker is a supervisor and practicum specialist in the Department of Communicative Disorders and Deaf Education at Utah State University. She has served as a program director for the Utah Schools for the Deaf and Blind. She has taught and mentored hundreds of students and professionals to better serve children who are Deaf and hard of hearing. Cass Fogelstrom provides teleintervention services for families throughout the country. She has a master's degree in education from the University of San Diego. Additionally, Cass has a certification as a listening and spoken language specialist, auditory verbal educator. Cass has focused her time and career coaching parents in their home or through video conferencing. Please hold your questions or comments until the end of Liz's presentation. At that time, you can use the Q&A function at the bottom of your screen to submit any questions that you may have for our presenter. Now, I would like to welcome Liz to today's webinar.

>> Thank you so much, Stephanie. That was a very nice introduction. I won't introduce myself further. I had forgotten that I had sent you all that. Welcome, everyone. Thank you for being here. It was kind of funny when we were preparing this, Beyond "how are you?" But one of the announcements it went out to everyone, it was misnamed and they were calling it, "Beyond Who are you?" So, hence the next slide. If you were hoping for a self-help, identity-seeking presentation, you're in the wrong place. Yeah, sorry. That is NOT this presentation. It's hard for me to know exactly who is here today or who will be watching the recording in the future. But if you are interested in promoting a language-rich experience for young children, then that's exactly who I'm hoping that you are. I hope you will please just sit back

and enjoy and consider how this information may impact you in your daily life. This could be with your family, your spouse, or people at work. The skills I picked up since studying language and how people learn has impacted my personal life just as much as my professional life. I love being a teacher. But I also love being a learner. And I hope all of us just want to be lifelong learners. Asking how are you. How are you doing? Or how have you been? These are all polite ways to begin a conversation with somebody. It shows that you're a friendly person and that you care about the person you're talking to. This is for the person at the checkout counter, at the store, or walking your dog and you run into a neighbor. That little quick exchange is just right. And the typical responses you'll hear are, "Good, pretty good, or okay." All of this is fine if fine is all you really want to know. And then again, some answers you may get are, "Actually, it's been a really tough week." And it's funny, but if people say they are fine or okay, then we seldom follow up for details. It's only when a person says, "Terrible, actually." Or "Not so good" that we obviously delve further to hear what the matter is. When people do respond with an honest answer like that, one thing that reveals is they feel close to you and you are a trusted person. But the fact is we really do want to know how a person is, especially when that person is our good friend or family member, and also when it's a colleague or a parent or a student.

I'm Liz Parker. I've been a teacher of the Deaf for over 30 years. Ugh. When I say that, it makes me feel old. But the fact is it makes me feel really experienced. I've taught a lot. I've listened a lot. I've taught and I've learned a lot. My copresenter, Cass Fogelstrom, is also a teacher of the Deaf and an auditory verbal educator and a teleintervention provider for families who have children with hearing loss. She wasn't able to be here today, but helped prepare this presentation. And in case you don't know us, we're also mother and daughter. We're colleagues, good friends, and collaborators, and we help each other out. Perhaps it's because we care a lot about people and relationships and we care a lot about communication. So, a lot of people ask me why I got into Deaf education in the first place and I have to think back to when I was growing up and playing school with my stuffed animals. I just loved being a teacher. I took attendance. I even had fire drills. I love being a teacher. I love having kids in front of me. My mother saved all of my report cards from when I was little and the teachers usually said the same thing: Liz is a nice girl, but sometimes she talks too much. So, fast-forward to college. What sort of a job can one get that blends my love of teaching with my love of talking? Well, I hit the jackpot: Communication, Deaf education, teaching children to talk. Love it. And Cass, growing up with me as a mom and teacher, working long hours after school time, not making very much money, Cass decided that she would NEVER become a teacher. And fast forward in her life to a job she got as a teacher's aide in a classroom at the Utah School for the Deaf. She was watching kids who are Deaf singing, and even the teacher was wearing bilateral cochlear implants. This changed her path in a second. She enrolled at the University of Utah in Special Education and then got her master's degree from the University of San Diego and John Tracy Clinic. I guess communicating is in our blood. Okay, let's get back to that simple question. About how are you.

>> Hello! >> Hi. >> How are you doing? >> I'm good. How are you? >> I'm good, too!

>> Great!

>> So, what do you know now about Cass that you didn't before? Nothing. It's just a typical, friendly greeting, and that's it. I had a professor in college called Margot Butler. She had a lot of words of wisdom that I remember to this day. To get a lot of language out of children, nothing is long, long ago. Don't say flower when you can say tulip. If you are talking to a child who is learning to talk, don't say, "Sit here" or "It's over there." Instead say, "Come and sit next to Nana." And "Do you see the book on

the table by the window? Can you go get it for me?" And then one of my favorite Margotisms is, "If you get the wrong answer, you asked the wrong question." One of the things I work on with my grad students who are becoming teachers of the Deaf is how to carefully craft the right questions to get the right answers.

If you're being a good language model, you want to avoid yes/no questions. Consider these questions and the responses that you can expect. Are you done? Does that make sense? Or everyone's favorite, "Are you really going to wear that?" Yes/no questions imply that there is one correct answer and it may put the other person on the defensive. Does anyone have a teenager? Consider your questions. How was school? Fine. What did you do? Nothing. Where are you going? Out. Who are you going with? People. As teachers of young children, we want to constantly expose them to language-rich opportunities. We know better than to ask yes/no questions or questions inviting one-word responses. When a child shows you his picture and you ask him, "What is it?" It implies two things. That there is not only a one-word answer, but it also implies that there is only one RIGHT answer. But if you ask him, "Ooh, I love what you're drawing, tell me about this" wait and see how she answers. Or when he brings home a craft that he made at school, don't ask, "What is it?" But try to ask, "Hey, this is cool. Tell me how you made it" this is so great for practicing sequencing and introducing new vocabulary. So, in this next clip, consider the way we ask the questions and what kind of language we got out of the children. And I have to say in the second little clip, Cass was actually asking the mother about her week, but instead the child jumps in to tell you his story. You're going to love it.

>> TEACHER: I love it! Tell me all about the colors and everything that you see on that picture.

>> CHILD: This is where I put my handprint and this one is the eye. And this is the cheek and this is the egg and these are like strings or something and these are the googily eyes (unintelligible) and these are the chicken legs.

>> TEACHER: So tell me, how's the week been going?

>> CHILD: Good. Guess what? I lost a top tooth.

>> MOM: Smile all pretty for her.

>> TEACHER: You lost a top tooth! How did you lose a tooth? Tell me about it.

>> CHILD: Layne bonked on the tramp, Layne bonked his knee on my mouth and it really hurt and it came out.

>> TEACHER: That'll do it! ~~ And how did you - K, let's go back there, cuz how did you get this money?

>> CHILD: From the tooth fairy.

>> TEACHER: The tooth fairy? So she just came and handed it to you?

>> CHILD: No! I put my tooth in my tooth thing and then, I sleep last night and then, the tooth fairy put it in my money and then I woke up and then I found it.

>> TEACHER: Ok, so it was like in a tooth box?

>> CHILD: My tooth pillow.

>> TEACHER: And did you get to talk to the tooth fairy? Did she say, "Hi, Gavin!"?

>> CHILD: No! My ears were off and the tooth fairy comes at night! While I was sleeping!

>> TEACHER: And you can't have a conversation with her when you're sleeping, or when your ears are off!

>> TEACHER: Hey Gwennie, how are you?

>> CHILD: Good

>> TEACHER: Hey, I heard you just went to Disneyworld. Tell me what happened, how did you get to

go there and what did you do?

>> CHILD: So, the first thing that we had to do was our flight got cancelled to go to Disney and we had to drive to Disney and it was like a seven-hour drive

>> TEACHER: And were you able to buy anything, did you get anything like souvenirs or anything?

>> CHILD: Oh yeah, I got like this

>> TEACHER: Oh, tell me about him, who is that?

>> CHILD: So, it's Nana from Peter Pan, the dog

>> TEACHER: Do you love Peter Pan?

>> CHILD: Yeah

>> TEACHER: I do too. And Nana, that's so cute. Anything else?

>> CHILD: Yeah, I also got this.

>> TEACHER: Who's he?

>> CHILD: It's Woody from Toy Story and it has like a little magnet that goes inside my shirt and it will stay on it.

>> TEACHER: What!? That's the coolest thing. Is he another one of your favorite characters? Yeah, he probably is.

>> So, don't you love those kids? So, first of all, what kind of language did we get? And how do you think the kids felt as they were telling their stories, describing the thoughts that were in their heads. And what would have happened if we had just asked, "What is that?" If we had said, "Hey, nice picture. What is that?" She might have said, "Duh, can't you tell?" Or maybe she would say, "It's a picture." Which actually would be accurate. But when we ask the kids to describe, they use so much more vocabulary and descriptive words and they use their words to explain what is in their mind. Did you see also how Cass used some sabotage in that question about the Tooth Fairy. Even though that was a yes/no question when she said, "Did you get to talk to the Tooth Fairy" he quickly corrected her and told her the correct version of exactly what had happened.

So, so far, we've been focusing on eliciting language from children. But let's talk for a second about how better questioning can achieve better responses from adults, teach too. So, I work with grad students and one of my secrets, when I check in with a student, if I ask them, "How are you doing?" And I know that it's finals week and they have a project due at midnight and they have kids of their own, their reply may be a sigh. There may be tears lurking behind their eyes, and the wrong question may send them over the edge. But instead, I ask them to tell me three things. One, tell me a win. Tell me something that they feel really positive about this week. Second, ask about something funny that happened this week. And then, when I ask them about their challenges, it's easy to talk about them after they've already been discussing all those positive things. And using this line of questioning, I get to hear amazing stories. I get to share in their victories, and I get to laugh at their funny stories. And then we brainstorm ways to conquer those challenges. It's really amazing how much more I learn about my students when I begin a meeting using those questions. I base my coaching on their responses. Sometimes my agenda just gets thrown out the window. When I hear their responses. Pivoting in the moment is key. And this shows again that you're listening and that you care. There are a lot of things I like about this next video. One thing is that you can tell that this little girl is used to this line of questioning.

>> TEACHER: And I want you to tell me what was exciting this week?

>> CHILD: Um, can I tell you something that's exciting about tomorrow?

>> TEACHER: Sure, you can tell me something you're excited about

>> CHILD: I got these desk pets and tomorrow I'm going to get a bigger box, cuz I have two of them. And it's like for them to sleep in.

>> TEACHER: That's very cool and how do you get those?

>> CHILD: Like, you get one at the beginning, she like gave me a little pineapple and a little grape

>> TEACHER: Who is she?

>> CHILD: Miss Nelson

>> TEACHER: Ok, Miss Nelson?

>> CHILD: and I got 'em because those boxes because my animals used to have to stay awake on the floor.

>> TEACHER: Well that is very exciting. I'm glad you are excited for that. Alright, my dear, tell me one thing that was challenging ~ what was difficult this week?

>> CHILD: Um, gimme a sec, I gotta think.

>> TEACHER: That's okay. You can take all the thinking time you need.

>> CHILD: To hear my teacher!

>> TEACHER: It was difficult to hear your teacher? When?

>> CHILD: Today

>> TEACHER: Ok, tell me about that.

>> CHILD: Everyone wants to be like, "hey teach!" instead of raising their hands, they're just yelling across the room. Everyone was doing that. And I'm like, "uhhh". And I was ~ And she was talking, and I wanted to raise my hand, but I couldn't hear whose voice was who. And I couldn't hear what she was saying.

>> TEACHER: Okay K..

>> Again, we can ask what type of language did we get. I really love the way that communication exchange went on. How do you think that this little girl felt? I love that she was expecting the questions and that she felt safe to tell her story. And I also REALLY love the part where she took the time she needed to think about what she wanted to say and that's one of our faults as teachers, I think, and probably parents because we are so quick to want to help the child we often don't give kids enough time to think and process and put their thoughts into meaningful language. So, I love that Cass allowed her time to think and that she did not jump into the rescue and she was comfortable with wait time. I think there are so many advantages to following this line of questioning. Even if you think you had a bad week, the whole week wasn't bad. This makes me look for the positives and then remember the funny things because I know that someone will be asking. I'm much more open minded about recognizing the challenges and identifying the roadblocks and then look forward to brainstorming ways to work through the problem and think of solutions together.

So, start thinking about how you phrase your questions.

I hope you'll consider how you begin a meeting or a conversation. Do you just want to be polite? Which is totally fine. Or do you really want to know more about what's going on in this person's life. I hope you'll think about it in your personal life, in your professional life.

And I hope that you'll continue the conversation. As you can tell, Cass and I love to talk and we love to brainstorm ways of getting people to communicate better. So, please, we invite you to email us at any time. And thank you again for coming.

>> Thank you, Liz, for that very informative presentation. That was wonderful! At this time, we are open for questions. So, please type your questions in the Q&A window. You can open it by clicking on the Q&A button at the bottom of the screen and Liz will respond.

>> I see someone asked can we get a copy of your slides. As far as I'm concerned, that's totally fine. And also Nicole and Gunnar and Stephanie, this will be put up on the Hear to Learn website, they'll be there, as well. I don't know if somebody can tell me how to get the slides to other people or if just going on the website will do.

>> This is Gunnar. If you email me your presentation, I'll make sure it's posted on the website when we get the recording up, as well.

>> Great. I will do that.

Boy, that's a really good question. Someone just asked for suggestions on opening up a conversation with a parent of a newly diagnosed child and what sorts of questions might be helpful to encourage them to share. I really love that question and I hear you. It's gosh, so important. I guess I would say think back to those positive questions that we were talking about and ask them to tell them, to tell you what do you love about the child. What do you, what kinds of things are they doing that make you go, "Whoa." And tell them all about what, ask them what does your child like to do? What does your child like to play with? And things like that to get them to talk down a positive road so that then you can know where to go from there. If they say, "This is her favorite book" or "This is her favorite toy" then that's where I would begin the session is talking about the things that she likes and that she can do well.

>> All right. It looks like we don't have anymore questions coming through, but if anyone does have a question, please type it in. We would like to thank our captioner, our IT support, and all who participated online today.

And remind you that a video recording of today's presentation will be available on our website heartolearn.org within the next few days and we will also be posting the slides from today, as well. When you close out of the session, you will be invited to complete a very brief survey that will help us to improve future webinars. The link to the survey will also be posted in the chat and the room will be left open for three more minutes so you can access it. You may also choose to receive a certificate of completion for attending today's webinar. We again want to thank you if your participation in today's webinar and hope to see you back for the next one. Thank you for joining us!

>> Recording stopped.