

REALTIME FILE

NCHAM - Fun In the Sun: Listening and Spoken Language Skills on Vacation  
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>> Welcome everybody to today's webinar. Thank you for signing in a little bit early I just wanted to quickly let you know that we'll be starting at 11 o'clock Mountain Daylight Time. We're excited to have you here with us to learn about some things to plan for summer activities and we'll touch base with you very shortly and we'll be beginning our recording at 11 o'clock. So that will be saved and made available to you later. We thank our captioner who is here with us for their support. And again, we'll be starting at 11 o'clock.

>> Hello again, everyone. Just wanted to give you a quick chance to participate in a poll. We would like to know just for those who have signed on a little bit about your background and kind of whether you're a parent, caregiver, professional who works with children with hearing loss. If you could indicate that, that would give us a sense of how to best direct today's presentation. And I'll go ahead and leave this up until we start the recording. Thank you for your responses.

>> Audio recording for this meeting has begun.

>> Good day, everyone. My name is Alex. I would like to welcome you to today's heartolearn.org webinar, brought to you by National Center for Hearing Assessment and Management at Utah State University. Today's presentation is called Fun in The Sun, which will be presented by Whitney Wright who is a deaf educator specialist here at Utah State University. At the conclusion, we'll be opening a text field for you to submit any questions that you have for the presenter. Now I welcome Whitney to today's

webinar and we look forward to what she has to share with us.

>> WHITNEY WRIGHT: Hi everyone. It's very exciting to be here today. So as we get started, we will go to our objective slide. And I just want to share with you guys that I created this webinar to be a little more interactive. So when I ask questions, please feel free to chime in. I would love to hear your responses.

And then like Alex said, at the end, we will have time for more in-depth questions. So take notes with anything that you might have and we'll talk about it after.

So we'll get going. So today we really want to talk about the importance of all of the listening opportunities we have during the summer. So from there we're going to go to different parts of technology and the fun summer activities and how there might be some issues there.

So doing some troubleshooting during those activities. And then we're going to head into our fun part, where we are going to talk about different summer activities and how we can incorporate our LSL strategies into them. All right? So here we go.

So like I had mentioned, summer brings so much fun. But also especially for our kids with amplification devices, there are some worries that come. Some of those worries are swimming, playground equipment, noisy environments, and how we can help to educate our family and friends about the devices.

I want everyone to keep in mind that we have all heard the worst-case scenarios. Someone sweat a lot and their device completely died. Or they got a tiny bit of water on it, and it died, or a child completely broke their implant when going down a plastic slide.

I talked with my audiologist here at Sound Beginnings here at Utah State University, and something they really wanted to share that especially if your equipment is under warranty, something to think about is do I want my child to be a full participant in this activity?

So we are going to jump right into water activities. Hearing aids, Bahas, and cochlear implants are all made to be water resistant. My audiologist agreed that you can enjoy a water fight. If the goal is to get completely soaked, then there are some accessories you can use.

Hearing aids and Bahas do not have anything at this time to make them waterproof. A good resource for them to add to their water resistance is [earsforgears.com](http://earsforgears.com). They provide covers for all amplification devices that just add that little more water resistance.

As you look into Advanced Bionics, they offer the Aquamic Headpiece and case for the processor. The case is watertight so you'll need to talk with your audiologist about

creating a specific program for the case when it's in use.

Cochlear offers the single-use accessories for their cochlear implants. Additionally for the Nucleus 5 and 6, they offer the Aquius +. The sleeve can be used up to 50 times before needing to purchase another.

MED-EL offers water wear. One water wear bag can be used three times. The sticker to seal the bag can only be used once. In a package, you will find three bags and nine stickers.

For an added safety measure, my audiologist mentioned that he also recommends the Namu Swim Cap. That's Nammu. Like a regular swim cap, it can help to keep your equipment on, but the Nammu is not skin tight so it offers a little bit more space for your equipment so it's not as uncomfortable.

Okay. So now we'll head to static electricity.

The cochlear implants companies' stance is to remove implants when playing on plastic slides, plastic tunnels, and trampolines. The audiologist I work with will tell you to use them at your own risk. The companies have worked hard to put static electricity safe guards into their processors. MED-EL has static protection which will turn it off and reset the device on its own, where AB and Cochlear, you will need to go and meet with your audiologist to have it reset.

When I was discussing this with our audiologist, he had mentioned that from the time he first began working in the field to now he has seen a significant difference in the amount of children who have to come in and have their devices reset. When he first began, there were kids coming in every day who had to have it reset. Now in the past year he has had to reset one implant. In all of his time working, he has only ever seen one child's internal mechanism be broken from static electricity.

Some things that you can look for as you're playing on this equipment is send another kid through. See how much hair is standing up on their head. If you see a lot, maybe that's a good sign not to send your cochlear implant kid through.

Another idea is to really teach your child to touch something else before touching their implant to make sure that they discharge the static electricity. And so as they're jumping on the trampoline, have them touch the side of it before touching their head piece. Or as they're going down the slide, they flip off their coil, so that way it's not a worry.

Summer brings partys, reunions, picnics, and so much more fun time with family and friends. This causes for some noisy environments. Our implant and hearing aid companies have created ways for individuals to be heard above the noise with mini mics and FM systems. Some issues that come up with using these devices during

these events is that whoever is wearing the device will always be the most prominent speaker to the recipient.

They are made to be one-to-one devices. But the wearer is at the same volume as the noise around them. But when you consider that the microphone is only six inches from the wearer and the microphone on the device is much farther from other speakers, the person who has the FM system or mini mic is going to be the most prominent voice.

Other issues that come up are the connectivity. The mini mic will work for a certain distance, but once it is out of range, you will have to reengage the connection.

The FM system should reengage on its own once it is back in range. It would be great if we could make everyone talk at one time and pass the mini mic or the FM system around, but that is probably not going to happen. So the question is what can we do?

For our families, something to think about is how can we educate them on having the best interactions with our child and how to use the equipment. Something that I really like parents to think about is how long did it take you to realize that you needed to do things differently with your child. And how many conversations with the audiologist and early interventionist did it take for you to feel comfortable with what you were doing. Our family and friends want to be a part of our child's life, but they need the same opportunities to understand why their interactions might look different with a child with hearing loss than with a child with typical hearing.

Some of the things that I really like to use when educating my family and extended family is to use the audiogram. I like to show families what it looks like, what their hearing loss looks like with a visual, with that picture. Going over the information with the device. Something that we now are so used to opening up the battery doors and checking for those yellow and orange lights. It's something that's become second nature for us.

But, our family is so concerned that they're touching very expensive equipment. They need to feel reassured that what they're doing is the right thing.

Another thing I like to do is Youtube videos. The links above are some videos that I really enjoyed. A quick Youtube search helped me find them. But these videos demonstrate what different hearing loss levels look like. So what a mild hearing loss is. Versus a profound hearing loss. And so that's a really great way to help families and friends realize just what these children are working with.

So now we're going to -- oh, I missed a slide. But that's okay. We're going to head over to think of some of our favorite summer activities. So if you guys are still awake, I want you to be thinking about some of the activities that you have planned in your summer.

Okay. So these are some of the things I would love to do this summer, but I have a 10-month-old and 3-year-old so we'll see how ambitious I get. Camping and sidewalk chalk, swimming and splash pads. The zoo. These are some of the mainstays for our summer activities.

So now as you're thinking about these summer activities, I want you guys to start thinking about what are some of the LSL strategies that we know and love. I want you to think about what strategies you are using on a daily basis and others that you might want to be using more.

Okay. So I also have a list of some of my favorite LSL strategies. Processing time or wait time is probably the most important strategy for me. And when I am working with parents and my little friends. But with my older friends, I love what did you hear. And really getting, using these strategies throughout all of my activities.

Okay. So now how do we take our favorite summer activities and combine them with our LSL strategies?

So we are going to go through a few of our summer activities. One of my favorite things to do is road trips. And so right here we have a couple of scenarios that might happen on your road trip. And I've put some strategies that you might use with these scenarios. So one of the things that I love is when your child is babbling in the backseat. The strategies that I like to use with that is giving utterances meaning. So as your child is just talking to themselves, you could reply back to them "That's right! We are driving past the green truck! It is a BIG green truck! Hi truck!" And so giving them a reason to talk. Because now you'll see that sudden silence on their faces. They are like "Oh, mom's talking to me!" And you'll be surprised how much more they'll continue talking.

And so from there you can see from I spy with my little eye, a great way to implement auditory first. Favorite songs is a great way to use that auditory closure bit. Give them that time to process and fill in the blank for you. And 20 questions for our older kids to really implement that they have to give you the whole piece if they want you to understand what you're saying.

Hiking. A lot of fun with our little friends. As you're hiking, you're going to be hearing birds singing. Point that out to your kids. Point to your ear. "I hear that. It is a bird singing!" Really make those moments big and noticeable.

Talk about the different sizes you see. Suggest the opposite. "Oh, that tree is not small! It's ..." And see what they come up with. If they come up with tall, then go ahead and give them "You're right. It is tall. It's a gigantic tree!" Introduce some more vocabulary. Something that we forget is how important self-and parallel talk can be and narrating. When you're walking on the trail, you're not just walking. So you need to tell your child about that. Oh, I'm walking on the trail. I see a lot of dirt on my shoes. I'm kicking up a

cloud. So much language you're having there.

And as you're walking and you see that interesting bug, bombard them with that word. Oh, yes. It is a bug. That bug is HUGE! Oh, the bug is walking on the leaf. Oh, I think the bug is hungry! Bye bug! So make it a goal. Set how many times you want to say a specific word on your trip. And really get them using that language.

When you're at the playground. Some Simon says is a great way to ask kids hmm, so what did you hear? So when your child inevitably says what after you've given them an instruction, you're going to ask them what did you hear? Give them that time to process and really think about what they've heard. This makes them a lot more likely to listen harder the first time rather than slow the game down by having to repeat the instructions over and over again.

Playing on the swings is a great way to use the sabotage strategy. Put your child on the swing and wait until they say something before pushing. Withholding that desired action. Once they do, give two or three pushes and then wait again. So that's that small amount.

Another fun use of sabotage is do something weird. Kids really think that's fun. So sit backwards on the slide. Give them that expectant look and wait. Wait a minute! What is going on? And just see what they tell you. Mom, you can't go on the slide backwards! So what language they give you.

Consistent phrases. Something you want to be using when you're playing all the time. So when they're running across the bridge. Then what are you going to say every time they run across? "Run, run, run, run" so that way they know what action and words go together. So as they're making a delicious cake for you with the dirt, "Oh, I want cake! I want to smash. I want to roll." Maybe think about what phrase you want them to start using and consistently use it over and over again.

Okay. So now we have, I've given you some examples of some of my favorite summer activities, so I want as you go home and as you take this webinar, I want you to really think about what are the activities that you have planned this summer. And how can you take your LSL strategies and incorporate them together.

So now I would love to open it up for any questions or comments.

>> Okay, thank you, Whitney. That was a wonderful presentation. I've opened up a text box on your screen so you can go ahead and answer any questions or comments that you have about summer activities for children that you work with and/or children that you have in your home.

Okay, one initial question that we can start with to kind of get the ball rolling a bit is oftentimes what if you don't feel confident with your audiologist in terms of a recommendation that might have. Would you ever go and ask another audiologist for advice about maybe something that you mentioned. The water activity or the water device. Do you think that would be an appropriate type of step for some parents who may be getting maybe a no answer from their audiologist, but maybe want a second opinion.

>> WHITNEY WRIGHT: I think that is always appropriate. If you feel that what your audiologist or what anyone is telling you is not quite fitting with what you want to see with your child, then go get a second opinion. See what someone else might have to say. I know that when I spoke with my audiologist about static electricity and water and things they said specifically that you are going to get a different answer from everyone. And so having that rapport and that relationship with your audiologist to know that they know you and the needs of your child. That's going to help you to find the answers that you need and that work for you.

>> ALEX MEIBOS: A couple more questions. We'll start with one from Brooke. Are there any concerns from getting sand or dirt in the device. How can you avoid this if you spend a lot of time on the beach or at the playground?

>> WHITNEY WRIGHT: I think having your cleaning kit is always very important. Knowing that every day, especially if you're playing with water or it's humid or sweaty, making sure that you have your dry kit and putting your device in there every night. And you're looking for bubbles and anything like that. So blowing that out. I think that's a great way to really help your child start to build their own advocacy skills and start to learn how to clean their own devices. And so really getting them involved in that every day, building that part of your routine. Oh, we have to look for bubbles. We have to brush off all the dirt. Oh, let's make sure. Let's listen. Does it sound right? Yeah. Everything is looking good. So I think it's a great way to start those routines.

>> ALEX MEIBOS: Okay, one last question we have from Beatriz. How can you obtain accessories? Through the audiologist or can I get them on my own?

>> WHITNEY WRIGHT: Yes. For hearing aids, the [earsforgears.com](http://earsforgears.com), that's something you can get online and find those. I believe with all the cochlear implant accessories, you can go to the website and get those. Your audiologist can also order those for you. But I believe it's absolutely something you can go out and get your own equipment. Thanks, Beatriz.

>> ALEX: It looks like those are all the questions today. We want to respect your time and we know that our time is up. Thank you for coming and participating in today's webinar. Hopefully some of the suggestions will make your summer fun for the children

that you work with and give you some additional ideas to take back to your clinic, therapy, or classroom. We wish you luck as you finish up any semester that you may be involved with. We want to thank you again for your participation. At the very close of the recording, you'll be asked to complete a survey that will take no more than one or two minutes of your time that will help us improve future webinars. We express our sincere appreciation once again and hope that you have a wonderful week.