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NCHAM – UTAH STATE UNIVERSITY
LISTENING AND LANGUAGE EVERYWHERE!
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>> 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. Please note that handouts for this presentation can be found for download in the bottom left corner of your computer screen. Today's presentation is entitled, listening and language everywhere. Which will be presented by Jeanette Smoot. Jeanette is a speech language pathologist and listening and spoken language specialist at Utah State University. She served families enrolled in Sound Beginnings. Please hold your questions or comments until the end of the presentation. At that time I will open a text window to submit comments you have for our presenter.

I would like to welcome Jeanette Smoot to today's webinar.

>> Hello, everyone. Thank you for joining us. I know you all have busy days and busy lives so it means a lot you are taking time for this. I am used to face-to-facial communications particularly when we are discussing things like this in our family education groups, which prior to the current time had been a monthly event but I am really thankful for the technology that keeps us all connected and for people who are much more skilled in that technology than myself that make it all run smoothly so thanks to everyone who is helping today. Just a quick note there

was a comment about holding comments until the end, I will have a couple of places here in the middle where I do want your input as we go along and I realize you are typing into a chat box and it will take our facilitator to read off some of those. Just a heads up. There are points where I would love, love your input.

The title that was selected here listening and language everywhere was picked before a lot of our daily routines were switched up and the fact that maybe we are not getting out as much as we used to, I think highlights the importance of what goes on in our homes. So again my audience in my mind was parents for this. Many of you are providers, meeting with families, please share this and share your experiences at some points here. I want to know what you had success with.

Our objectives is what are those language rich moments in the day routines whether those are home or outside the home. What kind of auditory skills make that a require or strategies that are helpful for that. And then share ideas how to weave those targets into our daily life.

Now I'm hoping none of this is ground breaking that this does ring familiar. That there are so much in our day that if we are looking at it through that lens, we start to recognize it. So I sometimes use the analogy of those card games my family would go on long road trip at least once a year to visit extended family in Arizona. Now I do not recommend doing this in July with a spotty AC system and seven kids because during those long stretches where there is not much to do, contention can ensue and that's where these games were suggested by my mom. The alphabet game was one we would play and so we were suddenly hyper aware of anything that had text on it. A sign going by the side of a truck, license plates. We were looking for those to get -- we were looking for those to get the next letter of the game. I had a sister very fond of the slug bug game and imagine how I became adept at spotting Volkswagen to get her back once in awhile.

Priming your mind to be looking for something when you are looking for it you are more likely to find it.

So before we get into some specific examples, I want to back up and talk about how amazing our brains are. And I'm referencing a presentation that you can find on YouTube, the link will be listed in the references at the end about how complex and amazing our brains are. They use an analogy of the internet. So

if you likened each sin Or connection -- synapse or a connection between two neurons in our brain to a hyper link that would take you from one website to another, with I would be more complex. And the statistic when I first heard it, my eyes popped out of my head and my jaw literally dropped. It was ten times as many connections in a child's brain versus the internet that we are literally wired to take in information, but the tricky part is all that we are cataloging and we are gathering through all of our senses, the things that get re-enforced are the ones that are repeated. So you have this process of pruning of things that are meaningful, get strengthened, things that are not, not presented and not in a con tech that gives it meaning, those can go away.

-- in a context that gives it meaning and those can go away.

Every single interaction becomes very important or lack of interaction if we are looking at it from a view point of is this child, do they have access to what's around them. And can they learn the incidental things that a child with typical hearing just picks up so much of our language is caught more than taught and this is where I would like some examples of maybe things that had surprised you of ways that children picked up something or something specific that was environmental. I have two recent examples and I will tell you while you have time to write those.

This one just happened just yesterday actually. We were -- it was a little girl who just turned five and we were looking at goals of sequencing. And past tense markers for verbs. So we reviewed a book that was a favorite of theirs at home called the leaf blew in and it's a cute story of it's a series of events that it triggered by this leaf that flies in, tickles the cow's nose and the cow kick -- the cow sneezes and causes the pallet to through and et cetera, et cetera. The graduate student working with the child asked, hey, what did that cow do that started things off? And she didn't miss a beat, he blessed you. And we looked at each other and -- what does that mean, he blessed you and she acted it out for us. She mind a sneeze and said, bless you. So her repeated experience had been when a sneeze occurred someone says bless you. She had turned that into a verb and on her own added a past tense marker which I think was adorable. It's one of those errors you almost feel horrible correcting but we did talk about the difference between sneeze and someone responding with God bless you.

Another one was this was when I started working here. It took me a minute to realize why a little boy was addressing me though my name was therapy. He would say, oh, good morning, therapy. Hi, therapy in the hall. And we talked about my name and his name multiple times but I connected the dots when I when to pick him up for his session and his teacher point to the door where I was standing and instructed him, go to therapy. So he had connected my name was therapy.

Nicole do we have things to share from the chat section examples of incidental learning. We can keep moving along. If you want to put those in the chat section amongst yourselves, that's fine.

We know that incidental learning is very important but what about when that pathway to the brain for that information is compromised. This is another video that I share with families often. The link is in the references and it's Dr. Flexor discussing the pathway to the brain as a doorway problem. And what do we do when that is compromised when information getting to the brain can't reach it with high integrity. That kind of for many found have reframed the conversation around wear time with devices. That door needs to be opened and needs to be opened ideally all waking hours so that information is reaching the brain. So we can think of the devices that amplify and get that information from the world to the brain as a doorman and he is vital and he needs to be on duty.

So that sets the stage that we are assuming now that our doorways are open. The brain is receiving that information. Now it can be a little bit overwhelming when we want to know where to start. What is our targets. So this is where the discussions between parents and providers are really important when you are, one, assessing what is the child's need. And what areas of needs. So be very specific in those conversations that the piece of feedback I received most from families I worked with in the past was that they wanted and needed examples of what we are talking about. I have a tendency I know to throw around jargon that makes sense to me because language is what I do all day every day. But to give examples of what does that skill look like. Are we talking about an auditory skill? An expressive skill? If you are interested in more examples of that, I know that in the hear to learn webinars from last year we have one specifically on what different stages of auditory skills, how those are demonstrated, how to watch for those. But also to know

what is appropriate for that child for the age and stage they are in. Be that their listening age. How long have they had full access to speech frequencies. Where are they on that developmental track? Are we trying to get ahead of ourselves in our expectations or do we need to back up and work on foundational skills first.

Having those appropriate expectations focuses our attention and expectations. Then when we know what we are after, we can look around and see, how do we work with these? And as I've progressed in my own learning, I first started thinking of goals very much one at a time of, okay, I have the same goal in how my outfits connect. How many different contexts can I teach this in and that can be helpful and can guide your selection of materials in therapy or ways at home you are targeting that and are focused on one at a time. Over time, I started to see, wow, I can really bring in several of these objectives into the same activity. Some of these naturally pair well if we try to have a back and forth conversation. We may be targeting something receptive and expressive in the same game. Or different parts of speech. Maybe you are looking to maybe work on some use of pronouns he, she, they or marking that is an R. So in the same phrase or you are looking at building length of an utterance, what are we adding to that. What are other targets. Different ways of thinking about what we are targeting and how many we are fitting into a given activity.

These are just a few ideas. Again, if you have some that you would like to add to the discussion, totally welcome. These are things that are likely to happen often. And if they are going to happen anyway, how do we make them useful?

Mealtime, food is so motivating for humans. For most of us, that's a very social time. With our families, and again we get to eat at the end of these things. Ideas of just when you are making your grocery list, you are showing them I need to remember these things I'm going to write them down. They may -- take a tour of your pantry. Learn some new vocabulary of what do we need? What are we looking for? You might find a recipe that you might want to make that involves doing something in a specific order. A lot of verbs that you can practice and show repeatedly do we need to open it and scoop it. That also opens the door for some really silly sabotage. We do this at snacktime quite a bit here where we call our snack time language with food here. Even with very young children, they can catch on to the,

um, maybe I'm not doing it so right when I put the milk in the bowl but I set the whole jug in the bowl. We have laughter ensues and we talk about, oh, no, we need to open it and then we can pour it. So you can get a little silly with that.

And then finding the things that you need. Locating things in your kitchen. You might again these pair well of WH questions of where and then you can look around. Again, you could stretch that out if you wanted and make a bunch of guesses that you know are probably not likely. But we are getting to the repeated exposure, let's check in the door, oh, dang, it's not in the drawer. Was it in the dish washer? Did it fall under this or could it be over there? And depending on the kid, they may get a lot of practice of letting you know, oh, no, it is not there. Might make guesses to lead to repeated practice.

Even just setting the table particularly if you happen to have some varied dish ware. I know in our house the aerial plate was a popular one. We had a mod podge collection of -- mod podge dishes growing up and that opens up fun descriptors. If you are trying to practice combinations of different elements of maybe so and so really wants a blue bowl. So in that we are remembering who needs it. What was it a bowl or a plate? And specific one that it was.

Talk about what things are used for that we don't -- can't use the fork for our soup. It's not going to work. It's not for scooping. Where those might go. Setting a table setting together gives you some locations vocabulary. And then again mention a moment ago you could dial up or dial down how many key details might be involved in that direction. We will be having meals and let's have fun setting the table. Inclusion and exclusion concepts there as well.

Meals and snack times. Maybe purposely starting out with a smaller amount of what you know they will want to give those opportunities to request more. Or let them be the snack helper and help whoever else is eating or offering others more of what's on the table. Some fun things of words that go with the food. Maybe you don't want a whole gallon of milk. We want a glass of milk. And then quantities. Because kids become aware of quantities on their own. With a group of three-year-olds I'm amazed how quickly they will key into who has more of what even though they have already eaten their portion there. They might be questioning why somebody else has more right now.

And then chores, clean up song. That's funny how certain again parent stimulus brings meaning. One of many jobs that I worked getting through college was housekeeping and there was a certain sound track I would play and whenever I hear that, I feel like I need to be vacuuming or making beds. That clean up song cues this is what we are doing now. Those phrases, children who spontaneously aren't using that long of a phrase can sing me those ones in the song.

Talking about where things go. Maybe we are first going to pick up one item and then another. We are breaking down what could be a larger task into a whole bunch of opportunities for, okay, let's get the block first and then the doll. Those conversations of oh, well, we've got some of it. But let's get all of it. The rest of it. Bringing in quantity concepts. And then sometimes we make it fun of how is our toy going to get to its intended destination. Bring in some fun action words and make it a silly fun thing. We will be cleaning up toys. We can turn it into a game.

Never ending story is laundry. Being silly of where things do and don't go. One of my favorite books I do with my youngest kiddos here is what is called green hat. It's a turkey that can't figure out where the clothes go and we have a lot of fun with that and then we get out some of our dressups and talk about where hats or gloves or things do or don't go. Might make piles of these clothes belong to so and so but couldn't possibly be mine because look how this is so small or we are trying to put on something that is very small. That all sparks discussion and hopefully some laughter with that as well.

Along with that getting dressed. Sabotaging familiar routines. Talking about things where things might go.

And then the magic of music. We engage our both sides of our hemisphere when we are singing and enjoying music. I like to play around with presence and absence of sound with very young children of that freeze game of the music start and now it stopped and then we notice. And then we can have a silly dance party of its on, it's off, it's on, it's off. You are getting repeated vocabulary of the chorus with the songs. Connecting those longer phrases. And I like to do a lot of song parody with kids if it's a song that they know. We might put an instruction to it. A phrase that we are working on a certain sentence

structure into classes. Good ol' wheels on the bus has served me well. Bingo was his name O. Those types of tunes with my three-year-olds yesterday we were marking three syllable words and we put it to Bingo of feeding a puppet something but they happened to be three syllable words. We were singing eat the potato or spaghetti or a whole list of things and they were able to sing that back to me in their spontaneous production they were still working on getting all.

Here are some music resources. The baby beats app from advanced bionics has a whole library of tracks and videos and parent guides. Cochlear Americas has a couple of -- their printable PDFs and if you are not able to find them through the site. If you Google the term Cochlear Americas speech sounds, links to those will be in your top couple of options if you Google those. But I share these with parents because it has lists of games and songs and vocabulary if you are looking to highlight specific speech sounds or vowels. And I know alley Debbie is participating with us today. She is a -- tell you much more about the baby beats app. She worked here with us for a time and is now a rep for advanced bionics and will be more than happy to tell you about that.

Then play time. There is so much brain building that the work of children is play. And I'm blanking on who said that. There is -- you go moving through these phases of playing side by side, now sharing materials and now coordinating. Get in on that play, and siblings to get in on the play as well because they are there and want to be involved. As we switch to teletherapy, I've found more than ever that those siblings are willing and wanting to be involved and they can be great language models working on all of these skills in play.

A word on toys. When selecting toys you want to find things that are open ended in their use. So the obnoxious thing that makes the -- da-da-da is not going to do much. Find some toys that invite that sort of cooperative play. Stories, things that could have multiple uses and some of those toys can be very, very loud and even damaging to your hearing. So pick an open set of toys that are going to be useful from time to time.

And then all of this we want to apply those strategies of wait time and getting that space for them to process what is being said and to form their responses and I found that the rock, whether he knows it or not, gives so many good examples of an

expectant look. You know that there is communication happening here and something is expected in return that we are -- that we have a back and forth and we will wait for your side of it.

Family photos are another fun way. Talking about experiences you have had. Kids -- in my experience have loved seeing themselves in pictures and talking about themselves. A great way to target different verb tenses and nowadays it can be easier to take photos of all kinds of things and parents share those with us and turn them into fun experience books so photos are another fun way to target language and there could be so, so much said on book sharing. We have whole other presentations on literacy. That one year you have great proximity to their devices you're bonding, sharing. You have having this experience together. And you aren't bound to the letters that are on the page. You can talk about what's happening there. Connect it to their life somehow. Make your own books. There is a link here for some suggested books that these are some pretty significant numbers of investments we make in early years pays off through their whole educational experience. That the more exposure they have in those early years predict success later in school.

Starting in the learning to read, moving to reading to learn. There is that correlation between early literacy and the auditory processing of sound. It's very, very important.

So we are at the end of my materials. We have two or three minutes left. What questions do we have, Nicole, before we wrap up. Anything from the comment section they want to discuss?

>> I'm having a difficult time moving over the Q&A box. Daniel, if you wouldn't mind moving that over to the screen for us. Thank you, Jeannette for your presentation at this time. It does look like we are opening the pod box for your questions. Please type the questions in this pod that is opening up and Jeannette will respond. And then would like you to know with the time being short during this webinar, if you have any follow-up questions or comments, please e-mail me at Nicole.Jacobson as noted in the left side pod and we will certainly love to interact with you over e-mail.

Just waiting another couple of minutes to see if anybody would like to respond.

We would like to thank our captioner and definitely our IT

support and all of you who are participating on-line today and we will remind you that a video recording of today's presentation will be available on our website here, [hear to learn.org](http://hear.to/learn.org). At the close of the session you will be invited to complete a very brief survey that will help us improve future webinars. If there are no questions, we again want to thank you for your participation in today's webinar and hope to see you back for future webinars. Thank you for joining us.

>> Sorry, you hear me?

>> Yes.

>> Nicole, I'm seeing a few questions in the Q&A, are they not showing up for you?

>> I am sorry. They didn't show up for me.

>> Heather says does the listening and language download have your slides or additional resources?

Those slides are the PowerPoint slides that Jeannette shared and. And Jackson says besides John Tracy clinic, do you have ideas for Spanish resources? Jeannette, I don't know if you want to make a comment there.

>> If you will e-mail me, I can contact you and I know we were at our limit for time but I could try to locate some of those for you. I believe we have some here at [hear to learn](http://hear.to/learn) as well.

>> All right, everyone. Thank you for joining us and we hope to see you back for the next webinar.