

NCHAM-Reading to Your Child

Friday, March 26, 2021

1:00-2:00 P.M. EST

Remote CART Captioning

Communication access real time translation (CART) captioning is provided to facilitate communication accessibility. CART captioning and this realtime file may not be a totally verbatim record of the proceedings.

>> Hello everyone. Welcome to you all from Utah State university. We are glad you are joining us early. We'll be getting started in a few minutes at 11:30.

>> Hello everyone, we welcome you from Utah State university. We are testing out our captions and apologize for the delay. Apparently we're having some technical difficulties with that. Those will be coming up shortly for you.

>> Hello everyone, we welcome you to today's hear to learn webinar Utah State university.

Handout for this presentation can be downloaded from the bottom left hand corner of your screen. Today's presentation is reading to build your child's spoken

2

language. I'm Nicole Jacobson and I'm today's presenter.

I serve as the director of sound beginnings.

Please hold your questions or comments until the end of the presentation. At that time I will open up chat so you can submit any questions or comments you have.

I'm excited today to talk about a topic I truly love. I can't remember a time when I didn't love reading and I'm glad I grew up in a family home where it was a part of our family culture. I read to my daughter. Reading and writing are favorite tools I use to engage students and build their language and understanding.

We're going to start today's presentation by exploring why it is so important for parents to engage their infants and today letters in reading experiences right from the beginning.

I'll share how reading together (inaudible)

relationship and how we can read with a young child to build their spoken language.

Please take note of the hearing first white paper I shared with you in the download. It's called start with the brain and connect the dots. Dr. Carol flexor outlines research studies that help deaf and

3

hard of hearing children to achieve optimum outcomes in hearing and spoken language.

(audio cut out) which is needed for a child to process sounds and make meaning of what they hear. Dr. Flexor shares with us that the bulk of what she (inaudible) of a baby's brain is built up before the child's first birthday. For a typical developing child that auditory development starts at 20 weeks. So if a child is identified at birth with deafness or hard of hearing, they've area missed out on that development.

Time is critical. We should think of early stimulation of the infant's brain as a neuro-developmental emergency that is necessary to address if we want to achieve (inaudible) goal. The next link of the logic chain is general infant

child spoken language development in the family's home.

Dr. Flexor wrote, liked their hearing friend, children with hearing loss need high quality and quantity of auditory language information in order to develop their knowledge and cognitive capacity. She asserted that the research has shown that high volume and fluent language interactions during a baby's earliest years will establish the

4

neurological foundation for future learning and literacy development.

(audio cut out) understand clearly and honor the fact that a child's parent and family are their most (inaudible) partners and that they have to talk about are the most important things (inaudible) to learn. (audio cut out) we can never replace that violate role that parents have in shaping a child's foundational (inaudible).

Next logic chain link. Early and consistent use of hearing technologies. For families choosing an LSL outcome, children who are deaf and hard of hearing must be fit by an audiologist with appropriate

hearing technology as early as possible wearing the devices at least 10 hours per day, be monitored audio logically to prime their brains for spoken language and knowledge development and be immersed in a conversation enriched environment.

(audio cut out).

Pre-enriched focus and social spoken language environment. When that infant (audio cut out) hearing brain and attain age-appropriate spoken language outcomes. (audio cut out).

(No audio)?

>> Involves an umbrella of skills with far-reaching

5

impacts including the areas of math, technology, problem solving, doing well in school and later their careers.

So Dr. Flexor (audio cut out) in order for a child who was deaf or hard of hearing to have foundations that lead to literacy development (audio cut out).

(No audio)?

>> What we found is compelling. They identify an association with the child at 14, 24, and 36 months. The higher the frequency of parental reading with

them (audio cut out) the higher the scores would be. The national scientific council and the developing child also developed a snowball effect. When children were exposed in their (audio cut out). (No audio)?

>> This led (audio cut out) to conversation (audio cut out) and other pre-literacy skills.

As you watch this clip, think about how the shared focus (audio cut out) supporting the parents (audio cut out).

(Video).

[Laughter]

>> This father shared an important insight. Sure, it's fun to read a book to a child but it's also so delightful to sit back and listen to the infant read

6

to us. So what (audio cut out) father had a heart warming connection in their relationship. She knows that her father values her as a speaker. They both took time to listen to each other. In this reading experience, they shared a turn-taking of talking and laughing in the interaction that was focused on the child reading. It didn't matter that we don't

understand a word of what the child is saying. It is clear that the child demonstrates the confidence that when she speaks her father will not only listen but be delighted by what she has to share. What an amazing gift (audio cut out) must empower her positive self-concept.

As a child's parents continue to read with them, they receive important information to build vocabulary and to learn how descriptive language is (audio cut out). They learn how to expand utterances and what the word order needs to be. They can use the auditory feedback loop to see how their sounds compare to their parents sound and adjust as needed.

Here's another quote I love. Children are made readers on the laps of their parents. The parents truly are the child's most important lifelong teachers. Let's probe further in to how reading

7

(audio cut out) the relationship and builds skills to language.

There is a video on YouTube from the center of the developing child at Harvard. It is called 5 steps

building the relationship and the child's serve and you were.

They are particular helpful for supporting children who are deaf or hard of hearing because these children require an intentional focus on providing a language-rich environment in the framework of supportive relationships.

The first step outlined is for parents to share the focus. We follow the child's lead on what they are interested in.

When a child notices something in a book we give them our joint attention and help them build their curiosity in that item or idea.

Another way to support a parents' serve and return is to support and encourage the child with our comments. For the infants and today letters, we use parentees to demonstrate (inaudible) of voice.

With emphasized intonations and warm facial expressions to invite the child to stay engage with us.

Another step on the center on the developing child

is to name it. When we name what the child is

focused on, we help the child to build awareness and understanding of the concepts and vocabulary encountered in the book and conversation. We can also build on the language the child is using to model a slightly more advanced language.

So if the child points at a picture and says, drive car, we can model a more complete sentence. He is driving the car.

(audio cut out) take turns back and forth.

Conversational turns help children to practice self regulation skills and social development. They learn that there is a time to speak, but there is also a time to listen. And so they naturally start to see themselves as speakers and as listeners.

When we are prompting them to speak back to us, we can use wait time with a warm expectant look to give the child a chance to organize a response.

Sometimes that wait time needs a longer duration than we realize but, again, this respectful holding space for your child invites them to build their confidence that they are speakers and that you will value what they have to say and patiently support them as they work through how to say it. If we jump in too soon and offer another comment instead, we run

a risk of sending an unintended message to let them form a response. We don't want them to think they need others to formulate a response for them.

A good serve and return interaction is practice endings and beginnings. We follow the child's lead to show us when they want to transition to another focus. Maybe they noticed something else on the page or maybe they're ready to turn the page. They could be suddenly curious to pick up a different book. That's all okay. There are ways to seize the opportunity of mapping language onto the child's new curiosity.

As we grow weary of reading a book 100 nights in a row, it's very important to read what they're interested in. (audio cut out) wait for the child to finish the rest of the line. We can say brown bear what do you -- and we pause, look at the child with an expectant look, we wait and wait until the child says "see."

If the book has descriptive text, we emphasize the vocabulary words and link them to familiar ones. Once they become familiar with the book, we can have them "read" to another family member. They can

remember the sequence of the plot and the resolution and the story. We can read a new book with them.

10

We can explore what the characters' perspective would be, talk through situations they encounter, and what possible solutions there are.

We can talk about books that they or that you have read. As we model our own interest in various print forms we pique their interest in reading and learning as well. We demonstrate the value of lifelong learning and reading.

We can talk about books that link ideas and concepts that are found in things they're reading with actual experiences that the child has had already so that they can earning link concepts and shape their understanding of the world around them.

I'm going to go back to that slide. We can share our own responses to the story by sharing our own perspectives. It is far more rewarding to make comments instead of asking a million questions. Instead of saying where did the bird go? We can say the bird flew over to that tree. (audio cut out) just to rest on his way to somewhere else. If you

look at the child expectantly, they are more likely to contribute to conversation especially since in that case we haven't set them up to respond to our question without a wrong answer as' adults don't like to feel like we're being quizzed children don't

11

either. But they feel empowered when they feel we are genuinely interested in their ideas and that we will respond warmly to them.

One of my favorite things to do with them is retell the story with them acting it out. This takes various points. Maybe we can damasks or draw a scene based on part of a story, then use toys or props to tell the scene we've drawn out. So we can take half of a bagel and turn it into a bridge.

Animal crackers can become the three Billy goats going across the bridge until they meet the troll.

I love inviting children to become authors.

Sometimes we'll read a story and create our own fractured tale or spinoff according to the child's retelling. So in doing that we leave in language structures that the child needs to practice or infuse the text with articulation targets.

Sometimes when we watch a video we stop to write things down that we see and read and reread what we created. And we can use family photos or events to make a book event. Often parents tell me these are the children's favorite books to read.

Toni Morrison says if there's a book you really want to read but it hasn't been written yet, then you must write it.

12

If you would not be forgotten as soon as you are rotten, either write things worth reading or do things worth the writing, says Benjamin Franklin. It's affirming to them to see that people in their family circles deem worth reading.

So with the permission of his parent, I'm sharing an example and experience book that I created with a child who was learning to use present progressive verbs. We had a lot of fun in therapy making this book. Not only did we (audio cut out) therapy to support his language targets but we go around all over the school to have him read his book to anybody for a couple minutes. His mom shared he would read it at home and share it with people in the family to

practice targets. It was a fun way for him to practice them and solidify them. So here we are. I am there. I'm smiling. I'm sitting. I'm standing. I'm laying down. I'm looking. I'm riding a bike. I am playing. I am reading a book. I am jumping. I am writing. (audio cut out) I am coloring. I am painting a goat. I am blowing bubbles. I am drinking water. I am washing my hands.

He helped me pick out some of those things that we included in that book.

As Dr. Seuss says, the more you read, the more

13

things you will know. The more that you learn the more places you'll go. This is absolutely true for children who are deaf or hard of hearing, and that literacy journey starts on the day that they are born.

So at this time we have just a couple minutes for questions. I'm trying to find my Q&A pod. I don't know if you can see it. I can't see that anymore. I apologize. There we go.

If you will please as this enters in, we have a couple minutes that you can enter a comment.

I'll wait just one more minute to see -- Heidi says this is a great presentation and very animated. Will this be posted for later viewing? Yes, all of our webinars are posted to our heretolearn.org site and the conference file of our webinars. Jessica says for many young parents, a lot of them say they don't pay attention to their infants, how would you encourage parents to keep reading? I would say keep following that to the next one. Establish that serve and return can help you. All right. Well, we would like to thank our captioner and our IT support and all who participated online today and remind you that, again, the video recording of today's presentation

14

will be available at our website heretolearn.org. We again want to thank you for your participation in today's webinar and hope to see you back for the next one. Thank you for joining us.

